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## E-Learning Module in 3D Homes Designing

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### Abstract

The main objective of this study is to develop an E-learning module for 3D Homes Designing. The e-learning module for 3D Homes Designing was adapted to Dr. Michael Art R. Napoles module entitled 3D Homes Designing. The module was then developed and designed into an electronic learning module and aimed to assist students in understanding and developing their skills in using 3D Homes application. The e-learning module were tested by 34 Drafting major students of College of Education, MSU-Iligan Institute of Technology.

A descriptive analysis was used in this study where the mean and standard deviation was calculated. A questionnaire was used for the evaluation of the respondents on the content aspect of the e-learning module. And also their perceptions and recommendations regarding the e-module were asked in the questionnaire for further improvements. Revisions were then made based on the comments and suggestions of experts and the respondents.

The overall mean rating given to the developed E-learning in 3D Homes Designing by the respondents was 4.52 with a Strongly Agree degree of response and a Very Good perception.

The results from this study revealed that the e-module produced conformed to the requirements of students in terms of contents, teaching strategies, teaching presentation and software application. Promising results were produced by the study where positive feedback was received regarding the e-module.

**Keywords:** E-Learning Module, Module in 3D, 3D Homes Designing



## Introduction

Electronic learning, also called as E- Learning has been gradually developing in our current educational system here in the Philippines. In fact last 2013, Philippines hosted the International Congress on eLearning wherein the highlights was the exchange of research, innovation, experiences and best practices in eLearning. E- Learning can be in a form of an electronic module that can be accessed easily by the student's laptops and computers. It has been widely used as learning materials or medium of instruction in the field of education. Educators have developed E- Learning modules in various courses in order to facilitate and develop the skills of the learners. However, there are instances that certain subject does not have it. Students just depend on teacher's lectures and demonstrations.

Incline with the statements above, students of Bachelor of Science in Technology Teacher Education major in Drafting Technology of Mindanao State University Iligan Institute of Technology who have undergone the used of 3D Homes no available e- module in 3D Homes. The researchers as one of those previous students, initiates to develop an electronic module that can be used as a supplements to the teacher's discussions. As part of their Architectural course the researchers have observed the lack of e- module as learning materials of the proper application on 3D Homes. The fact that this students are just depending on lecture and demonstration of the professor and nothing else more, how come that it would already be an enough tool for the students to gain mastery and understanding?

With the vast modernization of this 21st century new software applications has been created by inventors and experts and one of this is 3D Homes. This application is widely known in the field of architectural designing such as in Drafting Technology. It provides an environment for building and designing residential houses whether it is one-storey, two-storey, or multi-storey building. It offers a convenient way of designing residential houses because it is a total package in structural designing, interior designing, landscaping and also it calculates the total material cost.

The researchers came up to this research as to provide an additional learning material through the development of an electronic module in 3D Homes designing. This e-module could be a way to motivates and uplift the students interest in designing. It can be used as a reference and guide of the students and teachers. The research focuses only to the second students from College of Education BSTTE- Drafting Technology in Mindanao State University - Iligan Institute of Technology who had taken up course especially in 3D Homes Designing.

This study aims to develop an electronic module that will provide adequate knowledge in 3D Homes application. This e- module will also provide the students a complete and concise step by step procedures and strategies on how to use 3D Homes Software for architectural design.

The students of Department of Technology Teacher Education under the Bachelor of Science in Technology Teacher Education degree program which specializes in Drafting Technology in the College of Education would benefit this module the most.



The researchers assures the credibility and validity of the electronic module since it is adapted from the module of Dr. Michael Art N. Napoles, a graduate of Bachelor of Science in Industrial Education and finish his Doctor of Philosophy in Educational Administration and a current Professor in Drafting Technology of Mindanao State University- Iligan Institute of Technology. Upon his approval, he permits us to use his book entitled “3D Homes Designing” to be the content of our electronic module.

### **Statement of the Problem**

The purpose of this study is to develop an e-module which provides adequate knowledge in 3D Homes designing and promotes interactive learning. Since there were lacking of interactive learning materials for the students in 3D Homes Designing the aid for an e-module is highly needed. This e-module will be evaluated by the students of second year and third year BSTTE major in Drafting Technology Students in Mindanao State University - Iligan Institute of Technology in the course architectural designing. Specifically this study aims to answer the following questions:

1. What is the design of the module in 3D Homes designing?
2. How does the student user assess or evaluate the e- module on 3D Homes designing in terms of:
  - a. Title/Cover page
  - b. Foreword/Instruction to the teachers and the students.
  - c. Objectives
  - d. Scope/Content
  - e. Teaching – Learning Activities
  - f. Evaluation Procedure
3. How many students assess the e-module on 3D Homes designing in terms of their level of :
  - a. Interest
  - b. Difficulty
  - c. Comprehensibility
  - d. Adaptability
4. What is the final form of the e-module based on the feedback of the respondents?



## Scope and Limitation of the Study

This study will be limited only to the 2<sup>nd</sup> year and 3<sup>rd</sup> year students of Bachelor of Science and Technology Teacher education major in Drafting Technology, Department of Technology Teacher Education College of Education in Mindanao State University - Iligan Institute of Technology S.Y. 2016-2017. Furthermore, the researchers rely only to the information or data gathered on their evaluation of the module of the said batch of students above. In obtaining the data needed, the researcher produced an adapted questionnaire to conduct the survey.

## Research Methodology

This chapter presents the procedures and method used in the study. It includes the Research Design, Sampling Design, Respondents of the Study, Research Locale, Data Gathering Procedures, Research Instruments and their Validity.

### Research Design

The research approach was a Quantitative Research method which focuses on developing an electronic module about 3D Homes Designing that is adapted from the book of Dr. Michael Art R. Napoles entitled "3D Homes Designing". The development of this e-module was based on ADDIE model which stands for Analysis, Design, Development, Implementation, and Evaluation.

The model mention above was used by the researchers in developing the e- module. It starts with analysis as the first phase, the researchers adapted a book that could be used for the content of the e-module. With Dr. Michael Art N. Napoles' approval, he gave us the permission to use his book which is entitled "3d Homes Designing". In phase two of designing the e-module, the researchers focused to the objectives of the study which is to provide an interactive learning material. First, they choose the most appropriate and attractive font, graphics, colors, animations, and etc. Also, the researchers designed interactive activities and exercises. In phase 3 of developing the e-module, the researchers have undergone three main steps, namely: content development, storyboard development, and courseware development. In the fourth phase, which is implementing the e-module, the e-module was showed and delivered to the 2nd year and 3rd year student who were the respondents of the study. The e-module is installed on servers and made accessible for the respective students. Right after the showcasing, the researchers conducted the survey through distributing a questionnaire to the 2nd year and 3rd year students for evaluation of the title, the content, the effectiveness, the accessibility, the design and the graphic animation. The result of the survey is highly appreciated for the improvement of the e-module.

## **Sampling Design**

There were a total of 70 students from second year and third year students in the Department of Technology Teacher Education in College of Education of Mindanao State University – Iligan Institute of Technology who are expected to respond in this study. Since there are only few respondents, the researchers decided to just asked a photocopy of the names of the respondents from their advisers from the Department of Teacher Technology Education. It is easier for the researchers to conduct the survey because the respondents are belong in the same college department and all of them can be found just inside the MSU – IIT campus.

## **Respondents of the Study**

The participants of this study were the students from the Department of Technology Teacher Education in College of Education of Mindanao State University – Iligan Institute of Technology in school year 2014-2015 and 2015-2016.

## **Results and Discussion**

This chapter presents the data gathering of the study, interpretation and also the analysis of the results from the conducted survey on evaluating the developed e-learning module in 3D Homes designing. A descriptive analysis was used in this study where the mean and standard deviation was calculated.

The data were gathered from the 2nd year Drafting Technology students wherein they need to undergo 3D Homes Designing as part of their course. A total of 34 students were the respondents of the study.

### **Part I. The Developed E-module**

The developed e-module was adapted from the module of Dr. Michael Art R. Napoles entitled “3D Homes Designing”. With his permission, the researchers successfully proceed to the development of the e-learning module for 3D Homes Designing. This e-module was aimed to assist students in understanding and developing their skills in using 3D Homes application. This e-module was in a formed of a website that can be easily accessed offline by the user or by the use of a flash drive it can be copied to the user’s personal computer. Anyone who will use the e-module won’t find difficulty to access the 3D Homes application because it is already embedded in the website. Aside from that, the researchers uploaded a video in the website to guide the users on how to install the application.

The e-module is consisting of 3 components namely: Home, Download, and lessons. The home tab consists of the introduction, motivation and the summary. At the bottom part of the home tab, the name of the researchers and the author of the adapted module were found. In the download tab, the installer of the 3D Homes application were found and also the instructions on how to download and install it. By hovering the cursor in the lessons tab, lesson 1 and 2 will appear. Lesson 1 entitled “The What in 3D Homes Designing” in which its content mainly focuses

on the tools and command and its functions. Lesson 2 “The How in Learning 3D Homes” discussed on how to execute the different toolbars such as building toolbars, interior toolbars, landscape toolbars, terrain toolbars, and zoom and navigate tools. At the end of every lesson there is an activity: try it yourself and self-assessment to assess the student learning.

Below are some screenshots of the e-module. The researchers chose sky blue with gradient effects as the background because it is more pleasant in the eye. We made the home tab, download tab, and lessons tab to be in a different color which is in a color light blue so that it can caught the eye of the user especially when exploring the content of the e-module.

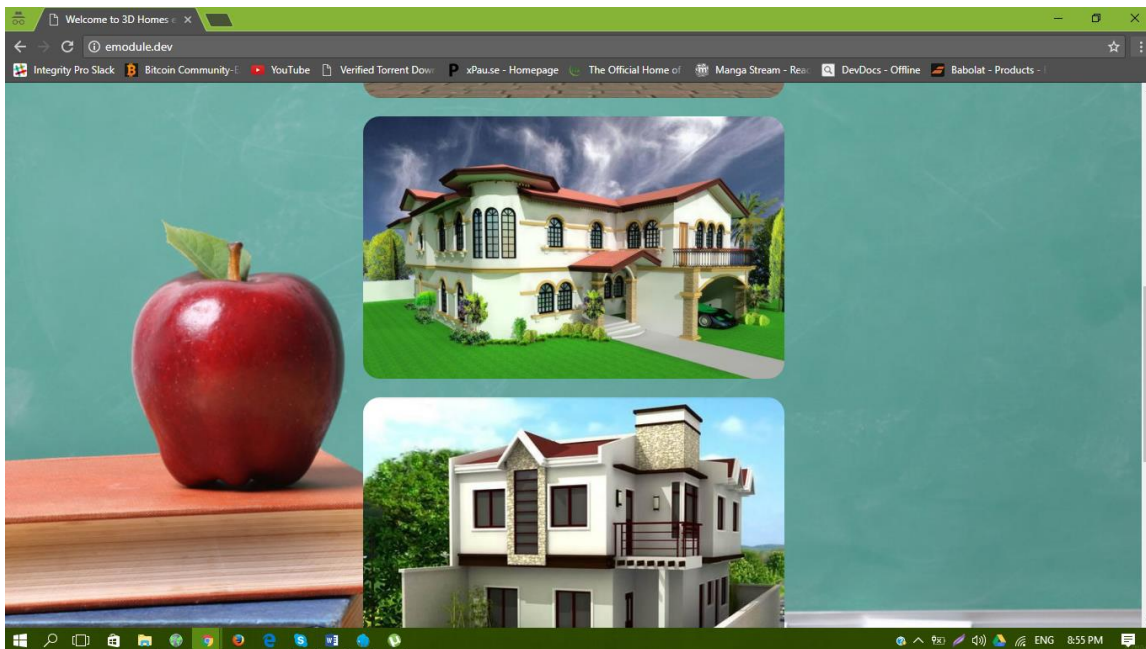
In addition, the web application is also a responsive website which means that it can be viewed on any devices' browser without destroying the design.



**Figure 1.** Introduction of e-module

This figure shows the front page of the e-module the home, download, and lessons tabs. It also shows the overview and some sort of pictures in house designs created from a 3D Homes Deluxe application software for student's motivation.





**Figure 2.** Introduction of the E-module

Figure 2 is still part of the front page of the e-module which displays the different house designs created from the 3D Homes Deluxe application software.

**Table 2 Summary of the Evaluation on the Responses of the Respondents as to the Foreword/Instruction to the Teachers and Students**

Criteria	Mean	Degree of Responses	Quality Description
<b>The Foreword/ Instruction to the Teachers and Students</b>			
1. Does it tell the need of the eLearning module in classroom instructions?	4.56	Strongly Agree (SA)	Very Good Perceptions
2. Does it give the importance to the user?	4.56	Strongly Agree(SA)	Very Good Perceptions
3. Does it provide clear instructions to teachers and students on how to use the eLearning module?	4.62	Strongly Agree(SA)	Very Good Perceptions
<b>Overall Mean</b>	<b>4.58</b>	<b>Strongly Agree(SA)</b>	<b>Very Good Perceptions</b>

The results regarding the “Foreword/Instruction to the Teachers and Students” was presented Table 2. The findings indicated that the Foreword/Instruction to the Teachers and Students tells the need of the eLearning module in classroom instructions having a mean of 4.56



and interpreted as Strongly Agree; The Foreword/Instruction to the Teachers and Students gives importance to the user's having a mean of 4.56 and interpreted as Strongly Agree; The Foreword/Instruction to the Teachers and Students provides clear instructions to teachers and students on how to use the eLearning module having a mean of 4.62 and interpreted as Strongly Agree. With an average mean of 4.58 and interpreted as Strongly Agree. This implies that the Foreword/Instruction to the Teachers and Students tell the need of the e-learning in the instruction, gives importance to the user and provides clear information.

Evangelista (2013), the learning activities you use in teaching should provide students with an opportunity to develop skills they need to demonstrate their mastery of the material.. Well-defined and articulated learning objectives are important because they provide students with a clear purpose to focus their learning efforts, direct your choice of instructional activities, and guide your assessment strategies.

**Table 7 Summary of the Evaluation on the Responses of the Respondents as to the Evaluation Procedure**

Criteria	Mean	Degree of Responses	Quality Description
<b>Evaluation Procedure</b>			
1. Does the evaluation make use of a variety of techniques such as:			
a. Problem Situation	4.35	Strongly Agree(SA)	Very Good Perceptions
b. Paper test, Lab Exercises and Assignments	4.35	Strongly Agree(SA)	Very Good Perceptions
<b>Overall Mean</b>	<b>4.35</b>	<b>Strongly Agree(SA)</b>	<b>Very Good Perceptions</b>

Table 7 shows the evaluation on the responses of the respondents as to the evaluation procedure. The e-module uses a problem situation with a mean of 4.35. The problem situation resulted to a mean of 4.35 and with a degree of response of strongly agree which means that in terms of problem situation, it was able to provide a very good perceptions the same with paper test, lab exercises and assignments. Therefore, with overall mean of 4.35, the e-Module is indeed effective as Evaluation procedure. It also implies that e-modules are effective for self-assessment as cited by Morgulis, Y., Kumar, R. K., Lindeman, R., & Velan, G. M. (2012) in the context of e-learning modules, interactivity and feedback are core features in promoting learning, and immediate feedback is vital for the learning process.

**Table 8: Summary of All Responses in Evaluating the E-module**

<b>Criteria</b>	<b>Mean</b>	<b>Degree of Responses</b>	<b>Quality Description</b>
<b>Title</b>			
The Title/Cover page	4.56	Strongly Agree(SA)	Very Good Perceptions
The Foreword/ Instruction to the Teachers and Students	4.58	Strongly Agree(SA)	Very Good Perceptions
Objectives	4.52	Strongly Agree(SA)	Very Good Perceptions
Scope/Content	4.58	Strongly Agree(SA)	Very Good Perceptions
Teaching-Learning Activities	4.54	Strongly Agree(SA)	Very Good Perceptions
Other Characteristics	4.48	Strongly Agree(SA)	Very Good Perceptions
Evaluation Procedure	4.35	Strongly Agree(SA)	Very Good Perceptions
<b>Overall Mean</b>	<b>4.52</b>	<b>Strongly Agree(SA)</b>	<b>Very Good Perceptions</b>

Table 10 shows the summary of all the responses in evaluating the e-module. It has an overall mean of (4.52), a degree of responses of strongly agree and a very good perceptions. From the criteria, the foreword/instruction to teachers and students and scope/content got the highest mean (4.58), with a strongly agree degree of responses and a very good perceptions. Evaluation procedure got the lowest mean, 4.35 with a strongly agree degree of response and a very good perceptions.

The results revealed that the e-module is a very good instructional material to be implemented in the classroom. With the integration of technology in the classroom, e-module is an effective instructional tool in the teaching-learning process.

## Conclusions and Recommendations

### Conclusions

The e-learning module (e-module) is valid and was well-developed. It has good characteristics and can be recommended as an instructional material for Bachelor of Science in Technology Teacher Education major in Drafting Technology. On the basis of research findings, the following evidences supported and sustained the said conclusion.

- a. The respondents rated the e-module in 3D Homes Designing as strongly agree with very good perceptions in terms of its objectives, content, characteristics, foreword/instructions, and teaching-learning activities.
- b. The developed e-module is useful instrument in teaching 3D Homes Designing since it promotes self-directed learning and direct application of knowledge.
- c. The content of the developed e-module is reliable since it is adapted from the module of Dr. Michael Art N. Napoles entitled “3D Homes Designing”.

### Recommendations

Summarizing all results presented, the researchers are hereby presenting these recommendations to future researchers, teachers, and students as main users of this e-learning module in 3D Homes Designing.

- a. That the e-module be used to make the subject interesting, enjoyable, and promotes self-directed learning.
- b. That future researchers may modify the e-module making it more interactive to enhance instruction and capture interest.
- c. That future researchers can use different platform that works several programs.
- d. That this e-learning module can be a motivation for future researchers to develop an e-module in different subject areas to integrate technology as an instructional material in the 21<sup>st</sup> century classroom.

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## E-Module in Learning the Basic Tools in Google Sketchup

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### Abstract

This study attempts to develop an electronic module prototype with a multimedia approach in order to provide assistance to the students and facilitators and assess the performance of the students towards the introduction of the e-module to the class. The study also aims to evaluate the suitability of the electronic module as an alternative learning material for the students. A descriptive method of research was utilized employing both qualitative and quantitative approaches. There were 35 2<sup>nd</sup> year drafting technology students being surveyed. A revised questionnaire was adopted from Dr. Michael Art Napoles as a main tool in gathering the data needed in this study.

The respondents were the 2<sup>nd</sup> year Drafting Technology students. The results shows that majority of the respondents strongly agree that the researchers module to be implemented.

This study was conducted with an objective of having an e-module in learning the Basic Tools in Google SketchUp. The electronic module consists of the different parts that enable the students to understand and to perform the basic tools in SketchUp.

Based on the discussed findings, the researchers can now conclude that the e-module is relevant and evaluated as a very good supplementary material to the students in learning CAD subjects. Therefore, the respondents were able perform and clearly understand the contents of the electronic module (e-module) in learning Basic tools in Google SketchUp.

**Keywords:** E-learning, E-Learning Module, module in sketch up





## Introduction

Navigating through a computer application is never an easy task. It is no doubt that everyone considers it as a challenge especially for the beginners to familiarize the workspace and locate all the commands and tools present on an application. It would be more challenging if there is no form of reference where you can check and learn the basics of an application. Modules provide contexts that will impact greatly on people and beginners who want to indulge on learning new things. It provides information necessary to help the people gain knowledge about the general topic and also provide in-depth explanation on some of the more challenging topics or lessons. Since the basics of SketchUp will include several broad topics, the researchers decided to focus only on the basic tools present on the application.

It is important to understand the students' performance on the subject matter and provide them their needs on some facilities and assistance in order for them to extend their knowledge about the subject matter. This study is important to the students and facilitators since this will provide them an interactive module that consists the information they need about the basic and commonly used tools used in SketchUp that may provide the students the guide they need in order to produce 3D models using the SketchUp application.

Most schools and colleges introduced 3D modelling to its students especially those who take up the course of Architecture, Engineering, Drafting, Fine Arts, etc. to produce competent students that are able to adapt on the modern demands of the people. School facilities now showcase computer aided applications that are key instruments to be able to produce 3d models such as AutoCAD, SketchUp, 3Ds Max, etc. It is considered to be extremely useful since we are living in an era where technology is highly involved in people's daily living.

As the need for knowledge about 3D modelling is highly needed right now, the need for resources for learning comes in much demand too. Universities must provide facilities to students like effective teaching, suitable learning atmosphere, and sufficient library and laboratory. Generally students rely on lecture notes, reference, and textbook study materials at large to maintaining a good grade and performance in their studies according to M Ranga Reddy (2005)

This study aims to develop an e-module and provide basic knowledge about the tools present in SketchUp to the future teachers from the DTTE or Department of Technology Teacher Education taking up the course BSTTE-Major in Drafting Technology from the College of Education. This study hopes to furnish an eModule discussing the introduction and basic tools about SketchUp. The researchers wants to create a module discussing the tools present on the SketchUp application. The study also wants to provide the information to determine if the students need further guidance on performing 3D modeling using SketchUp. It aims to gather information if providing a e-module promotes better learning to the students and help the students keep up with modern demands.



This study is intended for 2nd year students taking up Drafting Technology course. This study aims to be started during the second semester of the school year 2016-2017.

The probability of this study is that it helps people not just the students to be able to broaden their ideas or perspectives all about this topic. The researchers are students of the course Bachelor of Science in Technology Teacher Education major in Drafting Technology under the College of Education in Mindanao State University - Iligan Institute of Technology who also have undergone the subject DT 221 that includes the SketchUp application.

### **Statement of the Problem**

The study attempts to develop an electronic module prototype with a multimedia approach in order to provide assistance to the students and facilitators and assess the performance of the students towards the introduction of the e-module to the class. The study also aims to evaluate the suitability of the electronic module as an alternative learning material for the students. This study will seek to answer the following questions:

1. What is the design of the developed module on Basic Tools in learning SketchUp?
2. How do the panel of experts and tryout groups assess the developed module on Basic Tools in SketchUp in terms of:
  - a. Title
  - b. Foreword/Instruction to the teachers and the students
  - c. Objectives
  - d. Scope/Content
  - e. Teaching-Learning Activities
  - f. Other Characteristics
  - g. Evaluation Procedure
3. How does the tryout group assess the developed module on Basic Tools in SketchUp in terms of their level of:
  - a. Interest
  - b. Difficulty
  - c. Comprehensibility
  - d. Workability
  - e. Adaptability
  - f. Appeal
4. How the respondents do performed the developed e-module on SketchUp?

## Scope and Limitations

The developed e-module was aimed to assist students in understanding the contents on the basic tools in SketchUp. The target respondents of the study are the 2<sup>nd</sup> year College Students taking up the course Bachelor of Science in Technology Teachers Education major in Drafting Technology in Mindanao State of University- Iligan Institute of Technology. These students took the subject of AUTOCAD in which basics about SketchUp is included. This module also is limited only in the basic tools in SketchUp. Since the basics of SketchUp will include several broad topics, the researchers decided to focus only on the basic tools present on the application. This module also limited on the evaluation of the respondents through the use of an adapted questionnaire from Dr. Michael Art Napoles.

This study will cover the whole 2<sup>nd</sup> semester of S.Y 2016- 2017. The questionnaire will contain a series of questions basically on the respondent's knowledge, skills, and attitude towards the basic SketchUp. The module could also serve as introductory learning material for students prior to taking the drafting technology course and for those who are interested in learning SketchUp.

## Methods

This chapter deals on how the researchers gather the information that will be used in the research study. It describes who will be the respondents of the research. This also includes the following: (1.) Research Design (2.) The research locale where the study will be conducted (3.) Respondents of the study (4.) Data gathering procedures (5.) Data Analysis Method (6.) Research Instruments and Validity and (7.) Statistical Method.

## Research Design

This study is conducted in order to develop and provide an e-module for the students as well as people who want to learn about SketchUp to assist them on the basics of SketchUp and the use of the basic tools present on the application. The research would interpret the performance of the students and how they respond towards the introduction of the e-module to the class.

## Respondents of the Study

The respondents of this study were the 2<sup>nd</sup> year college students taking up the course BSTTE- Major in Drafting Technology in Mindanao State University- Iligan Institute of Technology in the Department of Technology Teachers Education during the school year 2016-2017. The research samples were the (35 thirty five students in which (12 ) twelve of them are male and the rest are female students.

## Results and Discussion

This chapter presents, analyzes and comprehensible interpret the major findings on the “e-module about the Basic Tools in learning Google SketchUp” undertaken during the course of this study. This chapter includes the results obtained from the survey utilized by the researchers.

The data were gathered from the 2nd year Drafting Technology students who are enrolled on a subject wherein SketchUp being tackled. The respondents of this study were 35 students.

**Table 2.** Summary of the evaluation of the respondents as to the Foreword/Instruction to the Teacher and Students

Criteria	Mean	Degree of Responses	Quality Description
<b>The Foreword/Instruction to the Teachers and Students</b>			
1. Does it tell the need of the eLearning module in classroom instructions?	4.56	Strongly Agree	Very Good Perception
2. Does it give the importance to the user?	4.61	Strongly Agree	Very Good Perception
3. Does it provide clear instructions to teachers and students on how to use the eLearning module?	4.61	Strongly Agree	Very Good Perception
<b>Overall Mean</b>	<b>4.59</b>	<b>Strongly Agree</b>	<b>Very Good Perception</b>

**Table 2** shows the Summary of the Evaluation of the respondents as to the Foreword/Instruction to the Teacher and Students. The table has 3 criteria in evaluating the Foreword/Instruction to the Teachers and Students. All the criteria under the table were evaluated as “strongly agree” or interpreted as “very good perception”. This means that the Foreword/Instruction tells the need of the eLearning module in the classroom instruction with a mean of 4.56. This also mean that it gives importance to the user and that it provides clear instruction to the teacher and student on how to use the e-module with both criteria having a mean score of 4.61. With an overall mean of 4.59, it shows that the Foreword/Instruction to the Teachers and Students is evaluated as “strongly agree” and interpreted as “very good perception” by the students to use the e-module.

According by Hidalgo (1984) stated that modules are learning tasks that are so organized, sequenced and clearly stated, in such a way that it provides sufficient direction and guidance to students with lesser supervision from the teacher. The purpose of the module is to develop the child's ability to read and being able to comprehend the texts without the guidance of a professor. Modules will provide learning outside the classroom so that the learning process is enhanced and learning will never stop. (Robinson J Jr., n.d).

**Table 4.** Summary of the evaluation of the respondents as to the Scope/Content

Criteria	Mean	Degree of Responses	Quality Description
<b>Scope/Content</b>			
1. Does the content in the modular lesson adequately cover the topics specified in the objectives?	4.67	Strongly Agree	Very Good Perception
2. Are the concepts of each lesson logically arranged to ensure that there is no duplication of content?	4.72	Strongly Agree	Very Good Perception
3. Do the given examples compliment with the given topics?	4.72	Strongly Agree	Very Good Perception
4. Is there adequate practice for application of concepts learned?	4.56	Strongly Agree	Very Good Perception
<b>Overall Mean</b>	<b>4.67</b>	<b>Strongly Agree</b>	<b>Very Good Perception</b>

**Table 4** presents the summary of the evaluation of the respondents as to the Scope/Content of the developed e-module. There are 4 criteria in evaluating the Scope/Content of the e-module which are all evaluated by the respondents as “strongly agree” or interpreted as “very good perception. This means that the content in the modular lesson adequately cover the topics specified in the objectives with a mean of 4.67. This also means that the concepts of each lesson are logically arranged to ensure that there is no duplication of content and that the given examples compliment with the given topics with both criteria having a mean score of 4.72. Lastly, the evaluation means that there is adequate practice for application of the concepts learned. With an overall mean of 4.67, this means that the Scope/Content of the e-module is evaluated as “strongly agree” and interpreted as “very good perception” from the students who used the e-module.

It is important to develop an instructional design that make the learning experience better wherein it enhances the learning process and adapt to the way the learners learn best. As cited by Tucker C. (2007) that activities involved in the instructional design should be closer to real life activities and skills.

**Table 5.** Summary of the evaluation of the respondents as to The Teaching - Learning Activities

Criteria	Mean	Degree of Responses	Quality Description
<b>The Teaching - Learning Activities</b>			
1. Do the instructions for each exercise provide a clear direction for the students to follow?	4.70	Strongly Agree	Very Good Perception
2. Are the activities related to the skills being developed?	4.81	Strongly Agree	Very Good Perception
3. Are the activities practical and feasible for the students to perform	4.72	Strongly Agree	Very Good Perception

4. Do the exercises encourage the students to become actively involved in each learning task?	4.58	Strongly Agree	Very Good Perception
5. Are the student's activities appropriate for different learning styles?	4.47	Strongly Agree	Very Good Perception
6. Do the activities suit the general intellectual level of students in the class?	4.56	Strongly Agree	Very Good Perception
7. Do the learning materials provide learners' readiness for self-directed learning?	4.50	Strongly Agree	Very Good Perception
8. Do the activities allow immediate feedback and corrective process?	4.47	Strongly Agree	Very Good Perception
9. Do the activities seek to relate new learning to previous learning?	4.67	Strongly Agree	Very Good Perception
10. Are the activities designed to be challenging to the learners?	4.61	Strongly Agree	Very Good Perception
<b>Overall Mean</b>	<b>4.61</b>	<b>Strongly Agree</b>	<b>Very Good Perception</b>

**Table 5** shows the summary of the evaluation of the respondents as to the Teaching-Learning activities on the e-module. There are 10 criteria in evaluating the Teaching-Learning activities in the e-module. All the criteria in the table were evaluated as “strongly agree” or interpreted as “very good perception”. This evaluation means that the instructions for each exercise in the e-module provide a clear direction for the students to follow with a mean score of 4.70. The findings in evaluation also mean that the activities related to the skills are being developed in the e-module with a mean score of 4.81. This also means that the activities found in the e-module are practical and feasible for the students to perform with a mean score of 4.72. The evaluation also means that the exercises incorporated in the e-module encourage the students to become actively involved in each learning task with a mean of 4.58. This also means that the student's activities are appropriate for different students which vary in learning styles having a mean of 4.47. Also, this means that the activities suit the general intellectual level of students in the class with a mean of 4.56. The findings in the evaluating also mean that the learning materials provide learners' readiness for self-directed learning with a mean score of 4.50. Also, this means that the activities allow immediate feedback and corrective process with a mean of 4.47. The evaluation means that the activities in the e-module seek to relate new learning to previous learning. Lastly, it means that the activities are designed to be challenging to the learners with a mean score of 4.61. With an overall mean of 4.61, this means that the Teaching-Learning Activities in the e-module are evaluated as “strongly agree” or interpreted as “very good perception” by the student users.



Interactive learning modules are small web applications which let the student interact with the learning activities and learn by the use of graphic presentations according to Jamwal G. (2012). One should develop instructional design that promotes active learning to the students and let the students be able to practice what they learned. Activities involved in the instructional design should be closer to real life activities and skills according to Tucker C. (2007). Instructional design should also be flexible in order to keep up with the sudden changes that might happen in the technology or the institution. Instructional design provides a framework for creative design and ensures that the learning needs of the students are met according to Siemens, G. (2002).

### **Student's Opinionnaire for Assessing the E-module in Learning the Basic Tools in Google SketchUp**

**Table 8.** Student's Opinionnaire for assessing the Level of Interest of the students in using the e-module in the Basic Tools in Google SketchUp.

<b>Level of Interest</b>	<b>Frequency</b>	<b>Percent</b>
Very Interesting	21	58.3
Just Enough	15	41.7
Boring	0	0
Very Boring	0	0
<b>Total</b>	<b>36</b>	<b>100</b>

**Table 8** shows the summary of student's opinionnaire for assessing the E-module in learning the Basic Tools in Google SketchUp. In this regard, twenty- one (21) of the respondents are very interested with an average score of fifty-eight percent (58.3%) for assessing the E-module in Learning the Basic Tools in Google SketchUp, while fifteen (15) of the respondents were in the just enough level of interest with a forty one point seven percent (41.7 %). Table shows that the student users found the e-module in Basic Tools in Google SketchUp very interesting and none of the respondents feel bored in the module.

Based on the study of Chong J.L.S., et al., (2005) entitled "The Development and Evaluation of an E-Module for Pneumatics Technology" the perception of respondents towards the e-module produced was encouraging. The findings revealed that items related to contents produced good responses. In terms of user friendliness, respondents were happy with all the assistance features of the e-module such as the navigational help and user manual embedded inside the e-module.



## Conclusions and Recommendations

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

This study was conducted with an objective of having an e-module in learning Basic Tools in Google SketchUp. The electronic module consist of different parts that enable the students to understand and perform the basic tools in SketchUp .

Based on the discussed findings the researchers can now conclude that the e-module is relevant and evaluated as a very good supplementary material to the students in learning CAD subjects. Therefore, the respondents were able perform and clearly understand the contents of the electronic module (e-module) in learning Basic tools in Google SketchUp.

### Recommendations

Based on the findings and conclusion, the researchers hereby present the following recommendations:

It is recommended and suggested that the electronic module in learning the Basic tools in Google SketchUp is must be used as a main teaching materials in teaching the CAD subjects by the teachers to their students and as a reference to the Drafting Technology students and any other preferred subjects that is related to CAD.

The eModule is made by the use of exe -eLearning XHTML editor application published by eXe Project that can run on Apple devices, GNU/Linux, and to almost every windows version. The application takes up a little bit of RAM from your PC, it even runs smoothly in 4GB RAM. The application is linked to any browser that allows the application to run. Google Chrome or Mozilla Firefox is the preferable browser of choice. Running the application does not require internet connection.

The then developed eModule can be accessed by the student users through the use of any browser, much preferable the use of Google Chrome as it can allow full access to the created eModule. The eModule can be used by the students anytime even if the absence of the eXe application as it will be extracted as a zip file which gives access to the HTML document.

It is recommended that when trying to run SketchUp, computers should have atleast 2.1+ GHz Intel processor, 4GB of ram, 300 MB of available hard-disk space, and 3D class video card with 512MB of memory or higher. It should be ensured that the video card driver supports OpenGL version 3.0 or higher and is up to date. Purchasing the SketchUp Pro 2017 will cost \$695 USD.



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# High School Teachers' Proficiency in English Language Teaching and Learning Based on the 21<sup>st</sup> Century Learning Skills: A Case Study in Chiang Rai Province

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## Abstract

With the new paradigm shift of educational settings over the last century, all stakeholders not only students and parents but also teachers are eager to contribute their own roles to accomplish their goals. This is with the principal reason to encourage the students to fulfil their learning outcomes and achieve their academic and professional succeed. Apart from that, teaching and learning in the rapid advancement of technology, together with, innovation of English language learning are challenging the teachers. The 21<sup>st</sup> Century Learning is employed with the reason that the traditional notions of education are giving way to newer, more innovation ways of thinking about how to learn, teach and acquire knowledge (Eaton, 2010). Consequently, being a teacher in the 21<sup>st</sup> Century Learning is not easy. Without the proficiency of teachers who are expertized in English teaching and learning, it seems to be a big obstacle for both the teachers and the students to follow up the framework completely. With this in mind, the proficiency of English language teaching and learning based on the 21<sup>st</sup> century Learning skills is conducted in order to support the teachers to employ the framework effectively and the students to get ready for the new environment of learning then achieve their academic performance and life-long learning. The instruments used for this study were: the observation note, the 21<sup>st</sup> Century Learning Skills checklist, and the semi-structured interview. The results of this study revealed that the teachers attempted to apply the principle components of the 21<sup>st</sup> century Learning: to facilitate students, to emphasize on learner-centered and provide various activities to practice. Moreover, they include thinking and collaborative skills for the students as well. Apart from that, they emphasize on three main skills: 1) learning and innovation skills, 2) information, media and technology skills, and 3) life and career skills in the classroom under the incompleteness and unpreparedness of students, environment, and facilities.

**Keywords:** The 21<sup>st</sup> Century Learning, Teachers' Proficiency, English Language Teaching and Learning

## 1. Introduction

In accordance with the multicultural societies at the present time, education has become one of the most important aspects of human being's life playing as the most significant role at every stage of life. This is because education is like an activity which can help people pursuit their happiness and prosperity both in their individual life and society. Consequently, people are required to have education to enhance their quality of life and support their living in the society.

With the aforementioned importance of education, it is undoubtedly that Thai government by the Ministry of Education realizes the significance of education and includes it in the national curriculum. Moreover, it is to enhance people in the society concentrate on education from kindergarten to tertiary levels in order to drive Thai education as an international standard in a moving toward globalization.

Additionally, in the year 2015, Thailand is moving to the ASEAN Economic Community (AEC) with the response of the national policy. Consequently, it is really important for the country especially the Ministry of Education to reconsider the educational perspectives which is not only to study in the classroom with academic performances but also to integrate academic background with authentic situations and support life-long learning. According to the Center for Educational Research and Innovation (n.d., p. 1), it is noticed that in the knowledge economy, memorization of facts and procedures is not enough for success. Educated workers need a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge. They need to be able critically to evaluate what they read, be able to express themselves clearly both verbally and in writing, and understand scientific and mathematical thinking. They need to learn integrated and usable knowledge, rather than the sets of compartmentalized and de-contextualized facts. They need to be able to take responsibility for their own continuing, life-long learning.

With this in mind, framework of 21<sup>st</sup> Century Learning is developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students needs to succeed in work, life, and citizenship (Partnership for 21<sup>st</sup> Century Learning, 2016, p. 1). This makes all levels of education employ this framework to their teaching and learning circumstances. And also, the way of learning is changed absolutely from passive learning to be active learning (Upper Secondary Education Bureau, 2016, p. 5). That is to say, generally, traditional education models have often focused on learning identified content for subject areas (i.e. math, science, language arts, and social studies), and then assessing this content knowledge with quizzes, and tests at the end of a chapter or learning module. But for 21<sup>st</sup> Century Learning, it includes traditional core subjects while emphasizing civic literacy, global awareness, financial literacy, health literacy, and environmental literacy (Pacific Policy Research Center, 2010, p. 2).





However, without the proficiency of teachers who are expertized in English teaching and learning, it seems to be a big obstacle for both the teachers and the students to follow up the framework completely. This is to say, there has been as a burden for the teachers to teach and respond to the policy and the students themselves cannot meet their academic achievement. According to the preliminary survey by the researchers, it was found that there are many problems for the teachers. They exposed that they did not exactly understand the framework concisely. The time for preparation was limited. Furthermore, the learning resources were quite limited: not enough books, computers, and other learning supports. Some expressed that the students did not have enough higher-order thinking skills. They were mostly familiar with the conventional teaching method. And they just wanted their teachers to feed them. For students, they were confused with the way the teachers have taught and used in the classroom. They needed more time to adapt themselves and they should develop themselves to be an independent learner.

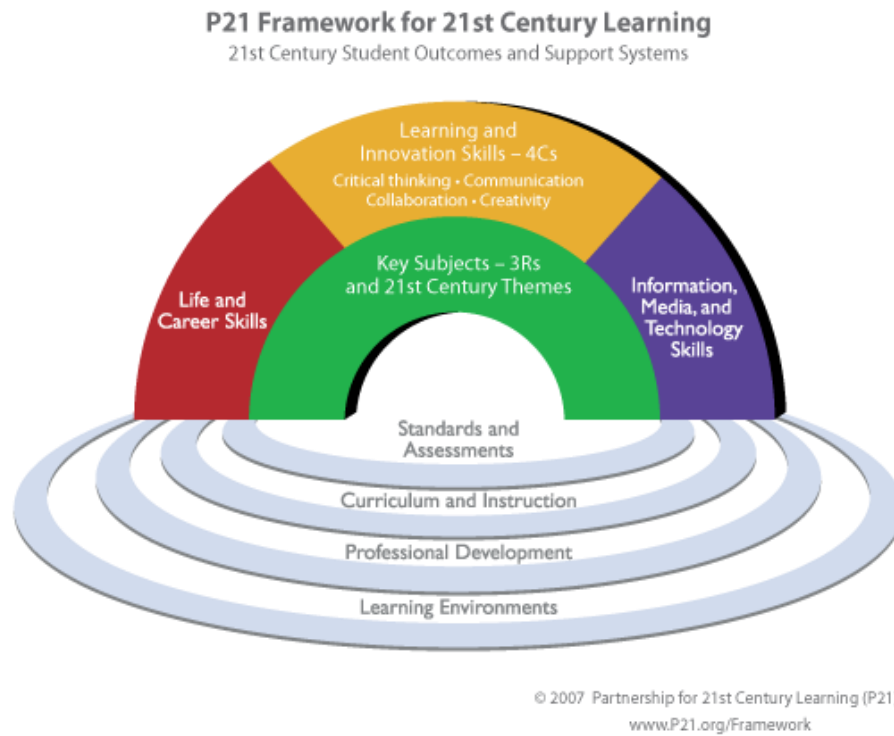
Accordingly, the proficiency of English language teaching and learning based on the 21<sup>st</sup> century Learning skills is conducted in order to support the teachers to employ the framework effectively and the students to get ready for the new environment of learning then achieve their academic performance and life-long learning.

## 2. English Language Teaching in the 21<sup>st</sup> Century Learning

Nowadays, English is one of the international languages people around the world use in order to communicate to each other. This leads it employ in many levels of education not only for kindergarten but also for university levels. Many educators, researchers, and teachers are encouraged to find out the effective ways to teach their students to meet the academic achievement. Moreover, they also find out teaching tools to facilitate conventional courses. In the 21<sup>st</sup> Century Learning, it is concisely observed that language education does not only in the classroom and should not stop after the learners leave the classroom. Technological devices should be always used by students and teachers (Sarica & Cavus, 2009, p. 444). Similar to Chapelle (2003, p. 2), the language teaching in the 21<sup>st</sup> Century has broad changes that extend beyond methods of classroom instruction to changes in communication in and outside the classroom. Consequently, it is to concentrate on the combination of standards-based instruction covering all of the core content areas with English language development instruction to assist students in becoming proficient in the core content areas and the English language simultaneously (n.d., unpagged).

### 3. Framework for 21<sup>st</sup> Century Learning

The Partnership for 21<sup>st</sup> Century Learning (2016, pp.1-2) was developed the framework for 21<sup>st</sup> Century Learning to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. There are three main components which are: life and career skills, learning and innovation skills, and information, media, and technology skills. All are shown in the following figure.



#### 1. Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include: creativity and innovation, critical thinking and problem solving, communication, and collaboration.



## CREATIVITY AND INNOVATION

### Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

### Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

### Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

## CRITICAL THINKING AND PROBLEM SOLVING

### Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

### Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

### Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions



## COMMUNICATION AND COLLABORATION

### Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

### Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## 2. Information, Media, and Technology skills

Today, students live in a technology and media-driven environment, marked by

access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as: information literacy, media literacy, and ICT (information, communications and technology) literacy.

## INFORMATION LITERACY

### Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

### Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the

access and use of information



## MEDIA LITERACY

### Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

### Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments ICT (Information, Communications and Technology)

## LITERACY

### Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

### 3. Life and Career Skills

Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include: flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

## FLEXIBILITY AND ADAPTABILITY

### Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

### Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

## INITIATIVE AND SELF-DIRECTION

### Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

### Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

### Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

## SOCIAL AND CROSS-CULTURAL SKILLS

### Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

### Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase Both innovation and quality of work





## PRODUCTIVITY AND ACCOUNTABILITY

### Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

### Produce Results

Demonstrate additional attributes associated with producing high quality products including the abilities to:

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

## LEADERSHIP AND RESPONSIBILITY

### Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

### Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

## 4. Purposes of the Study

The purpose of the study is to explore the teachers' proficiency in English language teaching based on the 21<sup>st</sup> Century Learning skills.

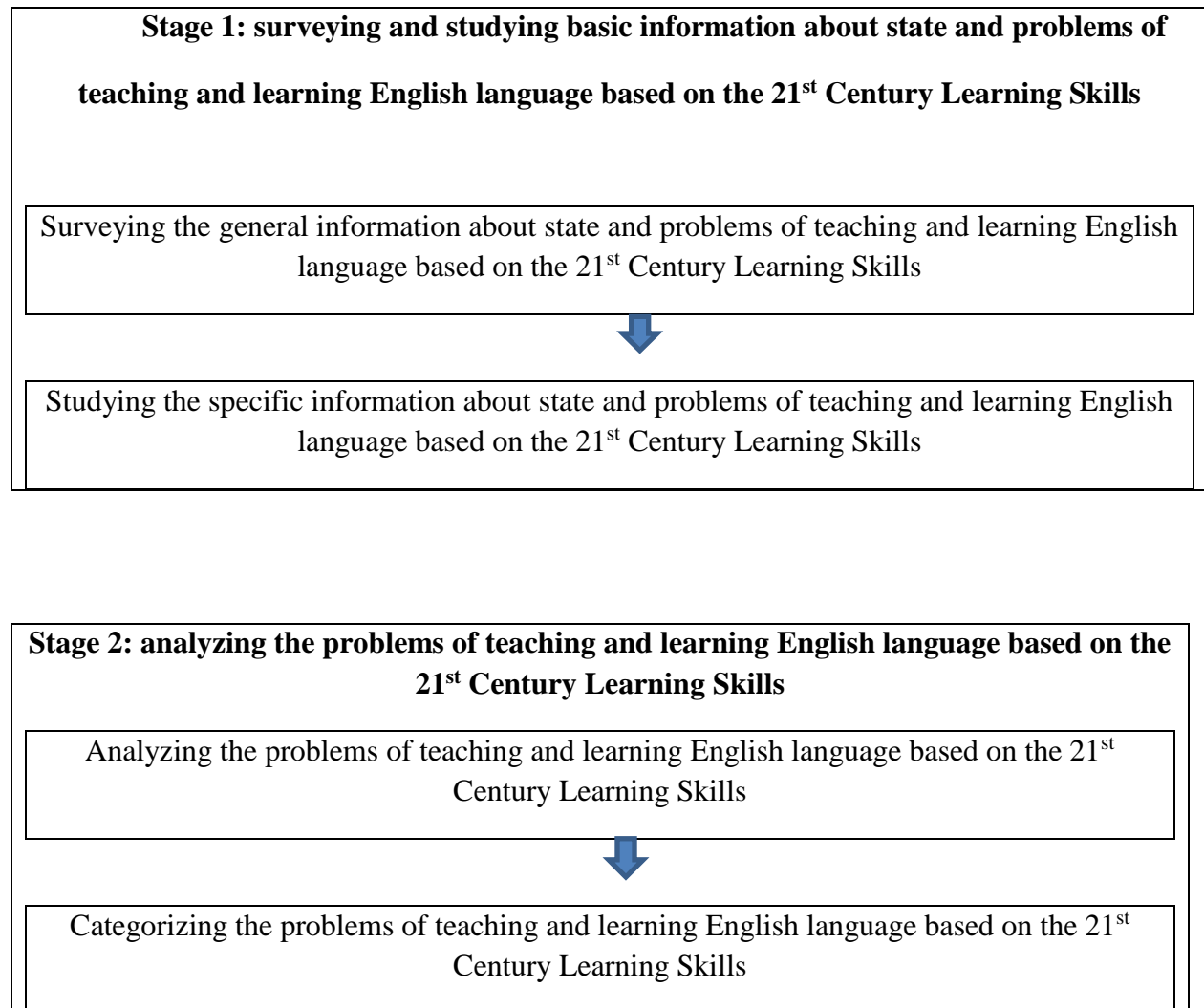
## 5. Methodology

### Participants

The population of the study was high school teachers from high schools in Chiangrai Province. The samples were 8 high school teachers who are volunteered to join the research project. In addition, there are 8 high school students from 8 high schools who are purposive random sampling.

### Research Procedures

For this study, there are two stages as follows:



## Research Instruments

There were three instruments: the observation note, the 21<sup>st</sup> Century Learning Skills Checklist, and the semi-structured interview. Each is described in the followings:

### 1. The Observation Note

It was designed in order to investigate how teaching and learning English is conducted in the conventional classroom. The format of the observation note was in open-ended forms. The research observed the teachers' role, students' role, classroom activities, and procedure, including evaluation.

### 2. The 21<sup>st</sup> Century Learning Skills Checklist

It was designed based on three main components which are: life and career skills, learning and innovation skills, and information, media, and technology skills (The Partnership for 21<sup>st</sup> Century Learning, 2016, pp. 1-2).

### 3. The Semi-structured Interview

It was designed for eliciting the information from the teachers identifying the state and problems of teaching and learning English language based on the 21<sup>st</sup> Century Learning Skills. And the students also examined the problems of English language learning based on the 21<sup>st</sup> Century Learning Skills.

## Validity and Reliability of the Instruments

Three types of instruments were evaluated by the experts. For the observation note and the semi-structured interview, the experts were asked to evaluate the topics used, the completeness of the topics, and the appropriateness of language use. For the 21<sup>st</sup> century Learning skills checklist, they were asked to ensure the content validity and the appropriateness of language use. Then, they all revised before collecting the data.

## 7. Data Analysis and Statistical Procedures

### 1. Observation Note

The content from the observation note about how teaching and learning English is conducted in the conventional classroom was analyzed by categorizing with the similarities and difference and summarizing. They are categorized into the following dimensions: teachers' role, students' role, classroom activities, and procedure, and evaluation.

## 2. The 21<sup>st</sup> Century Learning Skills Checklist

It was designed based on three main components which are: life and career skills, learning and innovation skills, and information, media, and technology skills (The Partnership for 21<sup>st</sup> Century Learning, 2016, pp. 1-2). The frequency is used to evaluate each component.

## 3. The Semi-structured Interview

The data obtained from the semi-structured interview involving their opinions towards the state and problems of teaching and learning English language based on the 21<sup>st</sup> Century Learning Skills was analyzed with content by categorizing with the similarities and differences and summarizing.

## 8. Results

In order to explore the teachers' proficiency in English language teaching based on the 21<sup>st</sup> Century Learning skills, there were findings found in this study:

The data obtained from the observation note revealed that both teachers and students play the most significant role to help English language teaching and learning become successful. The teachers' role is as facilitators, coordinators, and helpers to stimulate the students' interest, provide language preparation for the lessons, and activate the students' background knowledge. Moreover, the teachers try to emphasize on learner-centered and provide various activities to practice. They also give more explanation in case the students do not understand the lessons. Meanwhile, the students' role is to learn, practice, and participate with all activities the teachers provide to them. They are curious to study and happy to work in groups. Moreover, they feel comfortable when they can ask the teachers some questions when some points are not concise. It seems that they can express their own identity and they can learn with gentle environment. However, there are some minor remarkable notifications that the students' background knowledge is quite limited. Even they spend more time to generate some knowledge, they are not rather successful. Regarding to the classroom activities, the teachers apply the contents systematically which are based on the curriculum and indicators. It is also included some add-on activities parallel to the lessons. Some activities attract the students' attention by producing some creative activities; for example, storytelling, word games, and so on. In addition, the students are encouraged to study with online resources. They are provided to let them study and review the lessons. For the evaluation, the post-test is designed in order to evaluate the students' achievement. Apart from that, the authentic assessment and self-evaluation are designed in order to evaluate the students' own ability.



According to the 21<sup>st</sup> Century Learning Skills Checklist, it is evidently pointed that the teachers emphasize on three main skills: 1) learning and innovation skills, 2) information, media and technology skills, and 3) life and career skills in the classroom. For the learning and innovation skills, it was found that all teachers use brainstorming activities to prepare the students' prior knowledge. Some teachers also provide some active learning materials from online to be used as a supplementary in the classroom. Traditionally, the lessons are designed based on the curriculum and followed the lesson plan. Moreover, the students are encouraged to work with their friends and the teachers try to arouse them to listen to their friends' ideas and accept their friends' opinions. In the aspect of information, media, and technology skills, the students are not allowed to use their mobile phones during the day except some cases the teachers are asked to do so. For some activities, the teachers allow them to surf the internet; meanwhile, the teachers give them advice and observe their use. With this limitation, some activities are prepared by the teachers using the technology tools.

Regarding to life and career skills, the teachers will instruct the students to pay respect to others when they get feedback from their teachers and friends. Moreover, they are guided to have responsibility for all the tasks they are assigned to do.

From the semi-structured interview, the teachers revealed that they face some similar problems. They are: 1) the students' motivation does not meet the goal; they just study and they do not concentrate with the importance of studying; 2) the students learn not to think. That might be because they need teachers to feed them; and 3) the readiness to move into the 21<sup>st</sup> century from both teachers and learners are not complete.

## 9. Discussion and Conclusion

In order to focus on the teachers' proficiency in English language teaching based on the 21<sup>st</sup> Century Learning skills, it is important for the teachers to open their minds to accept the new paradigm shift of teaching and learning with the goal to help the students develop the cognitive, academic, emotional and physical competencies they need to succeed in 21<sup>st</sup> century life (The Partnership for 21<sup>st</sup> Century Learning (2016, p. 2). Moreover, they are required to understand the principles of the 21<sup>st</sup> Century Learning skills and collaborate with the students to conduct some useful teaching and learning. This will be useful not only for teachers but also others to help enriching the present educational system.

From the study, it is noticed that the teachers are quite ready to change their own instruction strategies. It is not only 'talk and chalk' delivery mode but also applying technology tools in the classroom. That is to say, they apply some different resources; for example, YouTube, online games, online chatting, authentic resources and so on. Moreover, the teachers encourage the students to learn to think and accept other people's opinions. This might build up the students' confidence to be brave to learn and share their

ideas in the classroom. This is supported by Nazarova & Umurova (2016) that self-confidence is also very important in language learning.

## 10. Acknowledgement

The author expresses sincere gratitude to the National Research Council of Thailand and Mae Fah Luang University for the research scholarship, my research advisors, high school teachers who are volunteered to join this project, and all participants of the study.

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## **Syntactic Constituents of Power in Political Speeches: An Activity to Empower Writing**

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### **Abstract**

Syntactic constituents can energize or empower writing, but in the EFL classroom, syntactic power is an issue never or rarely discussed. The present study was aimed 1) to explore the kinds of syntactic constituents used by four American politicians that could empower their speeches, 2) to explore the linguistic features accompanying the use of the constituents that empower writing, and 3) to suggest some activities to teach syntactic constituents found in political speeches in order to empower students' writing. A purely qualitative design was adopted. The researcher listened to eight videos by Barack Obama, Michelle Obama, Hillary Clinton, and Donald Trump and looked for powerful constituents. A native speaker was asked to help ascertain the findings. It was found that parallels and repetitions are two dominant features that empower political speeches. In addition, ideology was found to be ingrained in political speech and used along with parallels and repetitions to further empower the speech. It is suggested that students be taught to make parallels and repetitions from ideology. Furthermore, watching videos of political speeches and practicing speaking with parallels and repetitions should be activities to help students imagine how parallels and repetitions can empower their writing.

**Keywords:** empowering writing, ideology, parallelism, syntactic constituents, syntactic power, repetitions

## บทคัดย่อ

หน่วยโครงสร้างทางวากยสัมพันธ์ (syntactic constituents) สามารถเพิ่มพลัง (power) ในการเขียนได้ แต่ในห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศนั้น พลังที่มาจากวากยสัมพันธ์เป็นประเด็นที่ไม่เคยหรือแทบ จะไม่ได้รับการอภิปราย งานวิจัยชิ้นนี้มีจุดประสงค์คือ 1) สำรวจประเภทของหน่วยโครงสร้างทางวากยสัมพันธ์ที่สามารถทำให้เกิดพลังในสุนทรพจน์ของนักการเมืองชาวอเมริกัน 4 คน 2) สำรวจลักษณะทางภาษาศาสตร์ที่ใช้ร่วมกับหน่วยโครงสร้างทางวากยสัมพันธ์และทำให้เกิดพลังในการเขียน และ 3) เพื่อนำเสนอกิจกรรมการสอนที่ใช้สอนหน่วยโครงสร้างทางวากยสัมพันธ์ที่พบในสุนทรพจน์ทางการเมืองเพื่อทำให้การเขียนของนักศึกษามีพลัง การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงคุณภาพ ผู้วิจัยได้ฟังวิดีโอของบารัค โอบามา มิเชล โอบามา ฮิลารี คลินตัน และ โดนัลด์ ทรัมป์ จำนวน 8 วิดีโอ และค้นหาหน่วยโครงสร้างทางวากยสัมพันธ์ที่มีพลังในวิดีโอเหล่านั้น เจ้าของภาษาอังกฤษ 1 คน ได้รับเชิญให้ยืนยันความถูกต้องของสิ่งที่ค้นพบ พบว่าโครงสร้างขนาน (parallel structures) และการกล่าวซ้ำ (repetitions) เป็นลักษณะสำคัญที่สร้างพลังในสุนทรพจน์ทางการเมือง นอกจากนี้ยังพบว่าคตินิยม (ideology) ถูกฝังแน่นในสุนทรพจน์ทางการเมืองและใช้ร่วมกับโครงสร้างขนานและการกล่าวซ้ำเพื่อทำให้สุนทรพจน์ทางการเมืองมีพลังยิ่งขึ้น นักศึกษาจึงควรเรียนรู้ที่จะสร้างโครงสร้างขนานและการกล่าวซ้ำจากคตินิยม นอกจากนี้การดูวิดีโอและการฝึกพูดที่มีการใช้โครงสร้างขนานและการกล่าวซ้ำควรเป็นกิจกรรมการสอนเพื่อให้ นักศึกษาสามารถจินตนาการการใช้โครงสร้างขนานและการกล่าวซ้ำเพื่อสร้างพลังในการเขียนของตน

## Introduction

The word “power” is used variously, for example, the power of the wind, the power of the picture, and so on. Power, however, may be classified into physical power and mental power. The former denotes the movement of physical things. The latter, however, refers to the movement inside the mind. It is the power that can “move” people. And when something exerts this power, some people respond to it with tear, terror, anger, or laughter. Others express fear, respect, hatred, worry, and so on.

Language is the natural source of mental power, and speakers or writers can produce it and benefit from it. With it, they can change someone’s mind, persuade them to do something, obtain a research grant, and so forth. The power they produce can be either big or small. It could be as small as stopping a child from crying. It could be as big as persuading millions of people to share a feeling. The dictator Adolf Hitler could cause a massacre of millions of Jews with words such as “black parasites” and “contamination of our blood” (Bosmajian. 1983).

What are the sources of mental power? Are they inherent only in strong words like those Hitler used? The answer is that the power originates anywhere and in any area of life and is found not only in strong words. For instance, in writing an essay, the teacher often teaches students to use a funnel introduction, which ends with a thesis statement and thus controls the essay effectively (Oshima & Hogue, 2006). Such an organization enables the reader to see the structure of the essay as well as to perceive the overall message of the essay quickly. In politics, Hillary Clinton’s speech in a 2016 presidential campaign in North Carolina received loud applause: “Most of all, though, we’re going to build on a vision for America... A vision for a future where we do great things together, not as a blue state or a red state, but as the United States” (Full speech). Such power created by Clinton often starts off from a political ideology—people share the idea that unity is strength and prosperity. In literature, Archibald MacLeish (as cited in Charters & Charters, 2001) indicates that grief can be created simply by showing “An empty doorway and a maple leaf.” Literature is the work created from people’s lived activities, and it can tie them emotionally. Literature usually depicts events that make people have the same emotions. For example, an empty doorway and a maple leaf can make people feel blue; a sound of an America orchestra can enliven a silent evening. Next, in writing, power can certainly be achieved through the use of punctuation. A semicolon can tie two sentences intended to express a single thought and so help avoid choppiness (Trimble, 2000). It is choppy to say “A beauty is a woman you notice. A chamber is one who notices you.” But it is smoother to say “A beauty is a woman you notice; a chamber is one who notices you” (Trimble, 2000, pp. 106-107). Readers can certainly feel the smoothness or continuity with the use of semicolons. The use of commas, parallel structures, and certain types of clause can also create a similar effect.

The above examples show that sources of mental power are abundant and indefinite. As a result, it is doubted if it can be learned and taught. It certainly can. To get started, we need to identify the sources of the power, and perhaps have our students focus on one of them. For example, they can work on power derived from culture. They can learn to use metaphor such as “parasites of



my country” and “gravels in my shoes.” For students in the English as a foreign language (EFL) context, using metaphor may be difficult due to factors such as worry about grammar and being unsure if a metaphor in the mother tongue exists in English. However, metaphor is very creative and common, and most metaphorical concepts are shared by language. For example, the metaphors “Time is money,” and “You are my heart” mean the same in Thai and English. The teacher can also teach students unfamiliar English metaphors, such as “Life has cheated me” and “You are my sunshine.”

That is one example of how teachers can help students build mental power. The present paper is a mini study focusing on the power obtained from syntactic constituents used by four American political figures, namely, Barak Obama, Michelle Obama, Hillary Clinton, and Donald Trump. Politicians’ speeches, it is assumed, contain high syntactic ability because politicians are mostly educated people who have learned to speak, or have thought a lot about how to sound convincing. They also have a lot of experiences speaking in front of large audiences, and their speaking is usually clear, with clear voices and rhythms. In one occasion, for example, Barack Obama, speaking to secondary students on a pre-school day, used noun clauses to convince the students that they should work hard. By using noun clauses, he could not only give reasons for why the students should study hard effectively but also create rhythms that made his speech easy to follow. Teachers can certainly teach their students syntactic structures or constituents found in political oratory and have them practice them as a way to empower their writing. By teaching students syntactic constituents, showing them how they are used in real political speeches, and finally having them explore the constituents themselves in political speeches, teachers can expose them more to the language. Students, as a result, become more actively involved in the language than if they are asked to imitate the structures on their own. In the EFL context, where access to the language is naturally rare outside the classroom and where the focus is largely on the innate ability, teachers should try as much as possible to have their students work on the language. Active use of the language is very crucial for the development of communicative competence (Foster-Cohen, 2009).

## Objectives

The study aimed 1) to explore the kinds of syntactic constituents used by four American politicians (Barack Obama, Michelle Obama, Hillary Clinton, and Donald Trump) that could empower their speeches, 2) to explore the linguistic features (such as metaphor and ideology) accompanying the use of the constituents that in turn empower the constituents, and 3) to suggest some activities to teach syntactic constituents found in political speeches in order to empower students’ writing.

## Literature Review

A branch of study responsible for explaining the power derived from language is psycholinguistics, a branch of study that “addresses the use and understanding of language, including the comprehension of text” (Lowrey, 1998, p. 188). This area of study explains, for example, that particular syntactic structures can reduce the comprehensibility of text, including “negation, passive construction, and left-branching sentences” (ibid., p. 188). In other words, psycholinguistics explains, for example, that the structure “Because S + V, S + V” (left-branching) is more difficult to comprehend than the structure “S + V because S + V.” Based on Lowrey (1998)’s definition, psycholinguistics, thus, implies that natural arrangement of words increases the comprehensibility of text and as a result maintains the natural power of text. For example, it is unnatural to say “these light new two switches.” The natural order of nominal group is deictic (determiner), numerative (number), epithet (characteristic), classifier (subclass), thing (head noun), and qualifier (postmodifier) (Bloor & Bloor, 2013). Psycholinguistics also digs deep into the feeling of expression. For instance, “I [used to do] things like this in the past[, but] I haven’t [done it] for a while” shows the writer’s less confidence than “I haven’t done things like this for a while[, but] I [used to do it] in the past” (Young, n.d., n.p.). In addition, Mhute (2016) explains that deletion transformations make the speaker sound polite. It sounds more polite to say “Come here” than to say “John come here.”

Another branch of study involving linguistic power is cognitive linguistics, which also explains how the mind perceives meaning. However, this branch of study emphasizes the power of the mind to memorize, recall, and imagine, and to connect with culture. Cognitive linguistics explains that in any language activity, we “draw unconsciously on vast cognitive and cultural resources, call up models and frames, set up multiple connections, coordinate large arrays of information, and engage in creative mappings, transfers, and elaborations” (Fauconnier, 2006, p. 1). Hart and Luke (2007) explain that cognitive linguistics comprises a number of theories, including conceptual metaphor theory, mental space theory, frame semantics, and cognitive grammar.

In fact, cognitive linguistics and the theories it comprises are subsumed under a broader area of study, that is, functional grammar, a branch of study that emerged to revolt against Noam Chomsky’s transformative grammar. Transformational grammar is not interested in the role of language in real use (Fowler, 1991), but functional grammar, led by M.K. Halliday, is “specifically geared toward relating structure to communicative function” (Fowler, 1991, p. 5).

All the theories under cognitive linguistics imply, though not directly, that language is a site of power exchange. For example, from the concept “Time is money” (Lakoff & Johnson, 1980) come expressions such as “You waste my time” and “I spend five days doing this unnecessary thing.” Depending on the context, expressions like these can trigger anger or sympathy. Next, in *Reading Minds*, Turner (1991) tackles space theory, explaining, for example, that the mind can imagine how much one thing is far from another. Language can certainly make the distance clear and thus exert power in situations such as when a troop is approaching.



However, the theory under cognitive linguistics that is close to the present study is cognitive grammar, which explains how grammar can influence the mind. This area of study may differ from psycholinguistics in that it focuses on grammatical rules, not on the effect of structure. We can find explanations of cognitive grammar in plenty sources, especially those that explain not only the rules but also their effects. Williams (1989), for instance, suggests that to write clear, concise, and direct sentences, the writer should avoid passive voice, except in cases such as when an authoritative tone was needed (Smoking is prohibited). Next, Norris (2016) explains that “commas mark speech pauses,” but “never place a comma...between a subject and its own verb” (p. 55). Such explanations about the rule of grammar as these by Williams and Norris are bountiful.

The present study focuses on power derived not from grammar but from the arrangement of constituents, or parts, within sentences. It could be said that this study is at the syntax level, especially if syntax is defined as “the way that words and phrases are put together to form sentences in a language” (Hey & Holloway, 2015, p. 1589), or “how words group together to make phrases or sentences” (Eppler & Ozón, 2013, p. 12). By these definitions, syntax is seen as looser or more superficial and sketchy, involving the larger structure and order of words, while grammar is tinier, deeper, and more detailed. To exemplify, “I know what did he say” is syntactically wrong (It must be “I know what he said), and “Everybody are good” is grammatically wrong (It must be “Everybody is good”).

The present study is, therefore, concerned with the location and function of words or phrases. In other words, it examines only the constituent level. Constituents are generally known as parts of sentences, commonly called “phrases,” but, based on Oxford Advanced Learner’s Dictionary, a constituent can be one word. A constituent refers to “any of the parts that make a whole” (Crowther, 1995, p. 247). Thus, there are three constituents in “I love you,” which is a complete sentence or a whole. Each of the constituents has a function and its location, that is, *I* as the subject at the beginning, *love* as the verb following the subject, and *you* as the direct object placed immediately after the verb.

Although one word can be a constituent, constituents are technically recognized as phrases because they often contain head words and modifiers and they are characteristically hierarchical. Mullany and Stockwell (2010) identify five phrasal types, all of which are actually constituents, including noun phrase (NP), verb phrase (VP), adverb phrase (AdvP), prepositional phrase (PrepP), and adjective phrase (AdjP). To understand one-word and multiple-word constituents and the hierarchical characteristic of constituents, consider these examples. In “Mat cried,” there are two constituents: an NP (Mat) and a VP (cried). “Mat cried with me in the canteen” consists of four constituents: an NP (Mat), a VP (cried), a PrepP (with me), and a PrepP (in the canteen). Here, the difference between major constituents and modifying ones needs to be made. A major constituent is indispensable; without it, the sentence becomes incomplete. Thus, in “Mat cried with me in the canteen,” there are two major constituents (“Mat” as the subject constituent and “cried with me in the canteen” as the verb constituent). Without one of them, the sentence is not complete. A modifying constituent can be missing. In “Mat cried with me in the canteen,” there are two modifying constituents (“with me” and “in the canteen”). If they are not present, the sentence still



gives a complete thought of who the actor is and what action is done. The result of a missing modifying constituent is only reduced clarity.

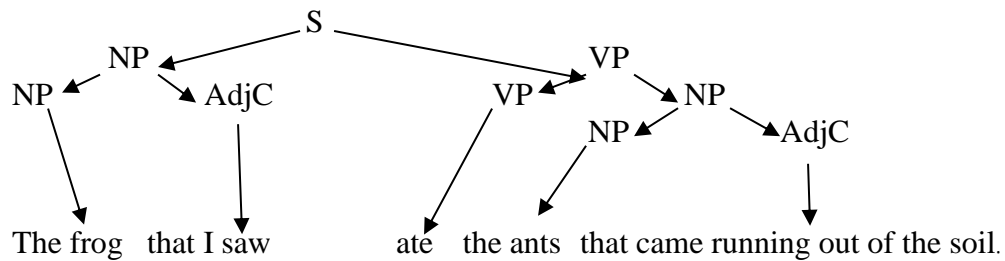
How many constituents exist in a sentence depends on the sentence pattern and the number of modifiers and clauses within it. For example, “the man” is an NP constituent, and “The man in the room” is also an NP constituent subsuming two smaller constituents, that is, an NP (the man) and a PrepP (in the room). Yet an NP can always be expanded. “The man who painted the wall” is an NP constituent subsuming two constituents, that is, an NP (the man) and an adjective clause (AdjC) (who painted the wall). Still, constituents can be further identified within a clause embedded in a sentence. Thus, in one sentence there can be up to ten or more constituents, resulting in a heavy load of information processing. For an inexperienced reader, like an EFL student, the more constituents means the less comprehension of the information. That is, the more the text is syntactically complex, the less incomprehensible it becomes.

Syntactic analysis (parsing) and knowledge about eye-fixation may be applied to help EFL students to tackle syntactic complexity. “Parsing skills enable readers to determine the actors and actions being conveyed in a sentence,” using clues such as word order, word class, word function, and word meaning (Lowrey, 1998, p. 188). By this definition, our novice students can be taught to first memorize sentence patterns, such as Subject (S) + Intransitive Verb (VI) and Subject (S) + Transitive Verb (VT)+ Direct Object (DO), which illustrate the major constituents within sentences. Then they are instructed to identify those constituents in sentences. By learning sentence patterns, students know both word classes (nouns, verbs, etc.) and their functions and locations (subjects, verbs, direct objects, etc.), and by comparing a sentence pattern and a sentence students know the grammatical relations between the parts, e.g., who or what the actor is, what action is being done, and what the adjective after *be* or a linking verb does in the sentence.

A major constituent is, as explained above, characteristically hierarchical. That is, it can be embedded with a smaller constituent, and this is why linguists prefer to look at each part within a sentence pattern as a phrase and use the abbreviations NP, AdjP, AdvP, VP, and PrepP to explain sentence structures, as seen in Chomskyan tree diagrams. So, in the place of the subject, linguists use NP, because a noun or a noun phrase can be a subject.

To tackle a complex sentence, one with many constituents, readers actually use parsing and eye-fixation, and these skills can be stored in the mind and sought after when required. Parsing, based on the definition by Lowrey (1998), is used for knowing the form, function, and order of each part in a sentence. Eye-fixation, as explained by Just and Carpenter (1987), is used for looking at a constituent with several embedded constituents as one. A tree diagram can show how this works. Consider the following tree diagram and read the explanation under it:





Tree diagrams help analyze sentences. As the above tree diagram shows, they normally start with an S (sentence), followed by an NP (noun phrase) and a VP (verb phrase) at the second level. Most sentences consist of these two constituents, so teachers can have their students look for them and underline one of them and circle the other. If the sentence is not complex, it is easy to locate these parts. But when the sentence is complicated, that is, when the NP and/or the VP is embedded with modifiers, such as a prepositional phrase, a present or past participial phrase, or an adjective clause, teachers can have their students first loosely divide the sentence into two parts and then focus on each part to see what the head noun or verb is and what modifier(s) is/are in the part. By so doing, the students use both parsing and eye-fixation; parsing in trying to see how the head noun or verb is related to the modifier(s) and eye-fixation in focusing on one part and not being interrupted by the other part (NP or VP) of the sentence. At lower levels, the eyes can still be fixed on a complex structure, such as “the ants that came running out of the soil” in the above tree diagram in an attempt to distinguish the head and its modifier(s).

Knowing that sentences are made up of two major constituents (NP and VP) and other modifying constituents and knowing how modifying constituents are added to major ones are useful. For readers, both enhance the ability to comprehend text. For writers, the knowledge adds to the ability to express; in other words, it empowers their writing. In addition, the knowledge about constituents can reduce ambiguity, which will not be explained here as it is not the focus.

The focus of this study was on power derived from syntactic power. But how is this power defined or described? Syntactic power can be of different kinds and levels, and the division of these can be arguable because seeing this kind of power depends on how much one perceives it. This study focused on power resulting from, as the researcher perceived before analyzing the data, the movement, addition, and omission of constituents, or the use of parallel constituents. These and other characteristics were expected to exert mental power. This power can make the reader or listener agree with the writer or speaker, feel good with him or her, or feel sympathetic to him or her. Thus, the kind of power explored in this study is not the kind derived from the natural order of words, which can reduce the load of processing the information. It is also not the kind of power aimed at increasing clarity. The use of an adjective clause constituent, for example, is intended for clarity. For example, if there are two books, the speaker can differentiate them by saying “I read the book that.....” Almost all handbooks, such as Alred, Brusaw, and Oliu (2005), have a section that explains techniques for clarity. The researcher considered this kind of power plainer and so did not focus on this kind of power.

However, although the kind of power investigated in this study contains syntactic constituents, constituents alone do not produce it successfully. For example, the use of a series of parallel noun phrases can give the sense of an emphasis, as in “You are my heart, my soul, my life. I can’t live without you.” Parallel constructions are structures with the same or similar form and function. In the example, the noun phrases are in the *my* + *noun* structure and they are subject complements. However, as the example shows, the metaphors can help strengthen the emphasis; meanwhile, commas create rhythms, slowing down the pace of the reading or speaking, and in the meantime intensifying the emphasis.

## Methodology

This study was a text analysis and intended to be purely qualitative research. No research questions and hypotheses were asked. No research framework was created to guide the research and data analysis. In addition, no categories arising from the literature review were prepared before the data analysis. Qualitative research, as explained by Creswell (2003), relies on observation as a main tool of data collection. In grounded theory research, a subtype of qualitative research, Strauss and Corbin (1998) advise that we use codes to create categories from raw data, including text. Codes are used to classify abstract information, or an abstract idea, which cannot be grasped in a few words.

Using qualitative research methodology, the researcher listened to eight videos on YouTube, each about 10 minutes long. These eight videos were political speeches by Barack Obama, Michelle Obama, Hillary Clinton, and Donald Trump, two videos from each of them. The researcher listened to each of the videos several times, noticing the rhythms, smoothness, pace, applause, and voices of the listeners, and taking notes about how syntactic constituents worked with those elements to create power. Categories were made from examples and codes.

The researcher finally consulted with an English-speaking teacher to ensure that the examples of syntactic constituents and certain linguistic features collected from the videos really contained mental power. This teacher is an English man who has been teaching at a Thai university for about ten years. It took eight weeks for the researcher to discuss the examples and features with the English teacher. The prolonged conversations helped assure that the selected examples and features really expressed mental power.

## Findings

The findings in this section are presented to satisfy the first two objectives: to explore the kinds of syntactic constituents used by four American politicians (Barak Obama, Michelle Obama, Hillary Clinton, and Donald Trump) that could empower their speeches and to explore the linguistic features accompanying the use of the constituents that in turn empower the constituents. Thus, the findings are as follows:

First, it was found that parallel constructions of various types are the main strategy that empowers the politicians' speeches. A lot of parallel structures were used to emphasize points, ease comprehension, and create rhythms in the speech. The use of the structures to facilitate listening and to create tempos was especially obvious in the Obamas' and Clinton's speech. Their speeches were easy to comprehend. The parallel structures were abundant and were at all levels (word, phrase, clause, and sentence). At each level, different types of parallels were used. For example, at the word level, there were parallels of nouns, verbs, adjectives, and adverbs. However, it was difficult to specify which parallel structures were and were not powerful because some sounded plain and pretty informative, while others received big rounds of applause. The table below, therefore, summarizes the parallel structures found at all four levels, with examples and some remarks about them. (To save space, the examples may not be in complete sentences because the attention is on the structures only.):

Levels and types of parallel structures		Examples	Remarks
Word level	Nouns	I feel pride and gratitude.	There was a pause before "and gratitude."
	Adjectives	This vast, diverse, creative, unruly, energized campaign..	The adjectives were spoken slowly one by one.
	Conjunctions	I. for..., for..., and for...	
Phrase level	Noun Phrase	The hope of..., the hope of..., the hope of...	
	Verb phrase	They <u>stand here</u> , and I <u>stand here</u> .	
	Prepositional phrase	It was about the country we love and about building an America that is..	At a larger level of phrase, a phrase of any type contains an embedded clause.
	Ending in noun phrase	They too had big dreams for their daughter, <u>a common dream born of two countries</u> .	A noun phrase at the end of the sentence is often spoken after a pause.
Clause level	Noun clause	I know that is how we..., how we..., how we	
	Adjective clause	He was a man	
	Adverb clause	If you feel the same energy that I do, if you feel the same passion that I do, you feel the same	

		urgency that I do, you feel the same hopefulness that I do,...	
Word/phrase + clause	Word/phrase + clause	1. With every word we utter, With every action we take 2. There is only one person who..., one person who... 3. Kids who..., kids who..., and kids who...	This type of parallelism creates especially clear rhythms and emphases.
Sentence level	Simple sentence	You can't... You can't... You can't...	
	Compound sentence	John Cary..., John Cary..., John Cary..., and John Cary...	

Second, it was discovered that repetition of words and ideology are key strategies in achieving mental power. Repetitions not only help emphasize the meaning but also signal different chunks of thought, making it easy for listeners to follow. When spoken with rhythms, they make listeners feel equal parts or constituents following the repeated word and so listeners can process the arrays of information more easily. Words are usually repeated in one phrase or one sentence, as in “Our campaign was never about one person over one election, it was about the country we love and about building an America that is...(Clinton’s 2017 concession speech). The repetition within the same sentence usually creates parallel structures, but not always. For instance, the preposition “about” in the above example is not followed by the same structure. The first “about” is followed by a noun phrase, the second by a noun plus an adjective clause, and the third by a gerund plus an adjective clause. However, words may be repeated in consecutive sentences. The repetition of some words in successive sentences, which are normally in the same structure (John Cary... John Cary... John Cary...), improves the cohesion of the speech. To sum up, repetitions of words help divide words into chunks or groups, and as a result the speech is easy to follow and comprehend.

Next, ideology is a feature of political speech that works with parallelism and repetition to exert mental power. It could be said that ideology is the content of parallel and repetitive structures, and thus without it no power may be achieved despite parallels and repetitions. The ideology used by the four politicians was the ideology that is constantly used to hold the nation together. For example, Barack Obama said, “In the generosity of America, you don’t have to be rich to achieve your potential. ... [in this country] all men are created equal.” The ideology hidden in that speech is that America is a land of freedom and opportunity, a land free of oppression. One ideological expression is by Hillary Clinton, who said, “I stand here knowing that my story is part of the story of the country.” The ideology in the sentence, which comes with repetition of the word “story,” is that everyone born into a country must love and be part of the country, or metaphorically gives their whole heart to it. Another example, in which ideology works perfectly with parallelism is also by Clinton: “There is not the Latino America, the Black America, the White America, there is only the United States of America.” The parallels are the use of two *there is*’s and three noun phrases. The ideology hidden is that unity is necessary for a country. Ideology, therefore, is one empowering characteristic of political speech, and it often resides in parallel or repetitive structures to strengthen the power of the speech.



## Discussion and Teaching Implications

It is seen from the findings that the mind naturally stores syntactic constituents, or divisions of words. Humans can make use of syntactic constituents whenever they need them, as seen in the easy use of parallels and repetitions by the politicians. In reality humans use syntactic constituents all the time to form sentences for their speaking, but most of their speaking is informational, not intended to argue or draw listeners. Most people also never intend to use parallelism and repetition to achieve power. Drawing or convincing people is a skill that must be practiced because, one can notice, speech in daily life does not contain as many parallels and repetitions as in the speeches of the four politicians. Politicians are experienced speakers; they have tried using different speaking styles and have developed a style suitable for them. The present study shows that they use repetitions, parallels, and ideology.

Parallels and repetitions, as the present study has shown, are structures that increase comprehensibility. This confirms that psycholinguists are true saying that structures can empower or depower language (Lowrey, 1998). In addition, parallels and repetitions, this study shows, are easy and can become automatic. Based on the Chomskyan Universal grammar, if one has learned a syntactic structure, one should be able to use it again and again in different situations. Most syntactic structures are easy to duplicate, especially different types of phrase. For example, the noun phrase “possessive adjective + noun” should be easy. One can probably say “You are my....., my....., my.....” easily. When one is familiar with phrasal structures, one can embed a clause in a phrase to make a larger structure, such as “The man who..., the man who..., the man who...” When one uses parallels and repetitions often, the use becomes habitual and comes to one naturally just like they come to some politicians.

What is implied by this study is that Chomsky’s transformative grammar and Halliday’s functional grammar should be combined, and as explained above that parallels and repetitions are not difficult to use, the combination should not be difficult for students. Now that we know that parallels and repetitions are easy to produce, we can go back to make use of transformative grammar or structural linguistics. To use parallels and repetitions at the word level, students can try using words of the same class and function in a series. Sentence patterns, which specify the locations of word classes, can be used. For example, in one exercise, students may try to write sentences from the pattern “S + VI + VI + VI. At the phrase level, all types of phrase can be practiced, and after students are used to writing them, they can put them in a series. A series of the same type of phrase can be located at one place in a sentence pattern, such as S + BE + NP + NP + NP. Similarly, the same type of clause can be practiced and written as a series, and placed at one location of a sentence pattern, such as NC + NC + NC + Be + Adj (That he loves me, that he never lies me, that he never hurts me is true) and S + VT + NAdjC + NAdjC + NAdjC (I love friends who are always sincere to me, friends who are always there for me, friends who are always generous to me). A benefit of writing of the same types of word, phrase, and clause, it is clear, is that students increase their knowledge about the forms of different word types, different phrase types, and different clause types. It is a beneficial exercise that most grammar teachers do not have enough time to help their students do.

Another advantage of practicing parallels and repetitions, students have an opportunity to see their effect in their writing and speaking. The four politicians use parallels and repetitions naturally, and they may not notice how parallels and repetitions affect their speaking. However, for students, practicing parallels and repetitions allows them to explore their true idea or feeling about someone or something, because they are indirectly forced to think more. As a result, they are more engaged in thinking. They use more words. The chance to use metaphors or similes, which can empower their writing or speaking, and to see the effect of those, is higher. The practice of parallels and repetitions should be done in writing before in speaking. Writing is a planned activity, while speaking is often distracted by the environment and may not be successful due to anxiety. Speaking should be practiced in a relaxing atmosphere. In addition, the use of parallels and repetitions is intentional, so it should be slow and rhythmic. The teacher should be a good model by speaking with parallels and repetitions him or herself. Or the teacher can assign students to watch videos of politicians' speeches and observe the effect of parallels and repetitions. It is hoped the habit of slow and rhythmic speaking is transported to writing. Students can imagine the act of slow and rhythmic speaking in their writing, and as a result, they can feel the power in it.

One important comment about the power of syntactic constituents is that in the classroom teachers never point to this power. In the EFL classroom, the teacher often teaches only the structures of words, phrases, and clauses but never shows how those structures can affect writing, how, for example, the use of the same sentence structure in every sentence can make writing dull, or how the change of structure can enliven writing. One possible reason why teachers rarely show that change in structure can improve writing is that the EFL context is mostly geared toward teaching grammar and vocabulary. Another reason is that the cultural aspect of the language is hard to teach. It is hard for the mind to hear the rhythms of sounds in writing that come with parallels or repetitions. The present study has revealed that listening to videos is a possible activity for students to learn those powerful sounds and to finally imagine them in their writing.

Finally, a big term suggested in this study is ideology. This term is vague, but Eagleton (1991) gives several meanings including "ideas that help to legitimate a dominant political power," "a body of ideas characteristic of a particular social group or class" (p. 1). Ideology is therefore a cultural identity in which power resides. Basically, it can make people agree or disagree. Some of the ideological ideas presented by the politicians in this study successfully drew the audience. In the Thai EFL writing classroom, teaching ideology should be part of teaching the rhetorical situation of the writing, which includes the thinking about the purpose, audience, and occasion of the writing. Thinking about ideology is closely related to thinking about the audience. Both involve a decision about whether the audience will agree or disagree, like or dislike. In the writing classroom, thinking about ideology is possible because students come to school ready to share their beliefs and values about the society. The teacher only has to encourage them to do so. However, this study has shown that the vehemence of ideology can be boosted with the use of parallels and repetitions.





## Conclusion

It is obvious that syntactic constituents have something to do with the power of writing, but in the EFL classroom, syntactic power is an issue never or rarely discussed. The EFL classroom focuses on explaining the structure and grammar of the language, with such knowledge as that given by Noam Chomsky but does not demonstrate how the structure and grammar can make a difference in writing, how they function in real use of language, as suggested by M.K. Halliday. The present study, focusing on syntactic constituents, has shown that parallels and repetitions are two important features of political speech that empower writing. In addition, it has discovered that ideology is ingrained in political speech and used along with parallels and repetitions to further empower the speech. Students can be taught to employ ideology to make parallels and repetitions. The study also suggests that watching videos of political speech and practicing speaking with parallels and repetitions can help students imagine how parallels and repetitions can empower their writing. It is useful to conclude this paper with this statement: “Even if you can speak totally grammatically, unless you also know the right ways to use those grammatical sentences, you will sound nothing like a native speaker” (Bell, 2014, p. 2). That is, it is not enough to learn grammar and structure without knowing how to use them like native speakers.

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## Examining the Relationship between Vietnamese ESL Learners' Receptive Knowledge of Academic Verbs and their Ability to Recognize Associated Verb-noun Collocations

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### Abstract

Bahns & Eldaw (1993) and Marco (2011) found that ESL undergraduates could not recognize frequently occurred academic verb-noun collocations because they inclined to have difficulty recognizing the verb nodes. This raises a question what precisely is the relationship between the two kinds of knowledge. To answer this, the current study investigates Vietnamese undergraduates' receptive knowledge of most frequently occurred academic verbs and associated verb-noun collocations. A test of academic verbs developed from Nation (2001), and a test of the associated collocations developed from Keshavarz and Salimi (2007) and Nguyen and Webb's (2016) are administered with 72 second-year university students. Results reveal a moderate relationship ( $r = 0.498$ ) between the participants' performance on the two tests. Knowledge of academic verbs thus accounts for the ability to recognize associated verb noun collocations only partially. Apparently, other factors need to be considered when helping ESL learners recognize verb noun collocations. Some pedagogical implications are provided.

**Keywords:** collocation receptive knowledge, collocation teaching, language competence, verb-noun collocation, verb node

## 1. Introduction

Recently, collocation has increasingly gained attention among researchers in the area of language development (Hill, 2000; Laufer & Waldman, 2011; Marco, 2011; Nation, 2001; Nesselhauf, 2003; Webb & Kagimoto, 2009; Yan, 2010). According to Nation (2001) and Nesselhauf (2003), collocation enables learners to express their ideas correctly, and employ English the same way as Native Speakers (NS) do. For example, the collocation to relive youth sounds more natural than the coined phrase to provide youth. Furthermore, Hill (2000) and Webb & Kagimoto (2009) suggest that learners who can recognize collocation incline to use English better than those who lack this ability. Despite its importance to ESL learners, collocation is still under investigated.

Of all collocations, academic verb-noun one is particularly problematic for ESL learners (Ackermann & Chen, 2013; Durrant, 2016; Laufer & Waldman, 2011; Nesselhauf, 2003; Yan, 2010). Yan (2010) found that collocation mistakes made up 50% of university students' writings. In addition, Laufer & Waldman (2011) and Nesselhauf (2003) reported that collocation accounted for over 50% of lexical mistakes in students' writing corpus. According to Ackermann & Chen's (2013) speculation, the students were unable to recognize the academic collocation because they could not perceive the collocation as a whole unit. Without this ability, they would not understand the role of academic verb as a node (the headword of collocation). If these speculations are true, students will need to be trained to recognize academic verb-noun collocations.

Empirical studies (Bahns & Eldaw, 1993; Marco, 2011) provide some evidence for a connection between students' receptive knowledge of academic verbs and their ability to recognize associated verb-noun collocations. For instance, Marco (2011) reported that Spanish ESL undergraduates could not recognize most frequently occurred academic verb-noun collocations because they tended to have difficulty recognizing the verbs. Additionally, Bahns & Eldaw (1993) found German ESL university students could not use appropriate academic verb-noun collocations because they did not know the verbs. This reported relationship is yet to be investigated with Vietnamese ESL learners.

To broaden our understanding of how ESL students recognize academic verb-noun collocations, this study investigates the relationship between Vietnamese undergraduates' receptive knowledge of most frequently occurred academic verbs and their ability to recognize associated verb-noun collocations. The study seeks to achieve two objectives. Firstly, it assesses the participants' receptive knowledge of academic verbs and their ability to recognize associated verb-noun collations. Secondly, it attempts to determine if there is any relationship between the two kinds of knowledge.



To fulfill the objectives, the researcher develops a test of academic verbs based on Nation (2001) and test of associated verb-noun collocations based on Keshavarz and Salimi (2007) and Nguyen and Webb's (2016) to assess the participants' receptive knowledge of the top 60 frequently occurred verbs in the Academic Vocabulary List (AVL) (Gardner & Davies, 2014) and their associated verb-noun collocations. Then, the relationship between the two kinds of knowledge is examined by means of correlational analysis.

## 2. Research Question

What is the relationship between Vietnamese ESL learners' receptive knowledge of academic verbs and their ability to recognize associated verb-noun collocations?

## 3. Defining Collocations

This study identifies collocations using frequency-based approach. The approach has been used to locate collocations for purposes of learning and teaching due to its straightforward and uncomplicated procedure (Henriksen, 2013). Researchers can locate collocations in an objective manner, without the need to seek experts' consultations (Henriksen, 2013; Nguyen & Webb, 2016).

The frequency-based approach identifies collocation units within a given corpus, using three measures in combination: collocation node, Mutual Information (MI) score, and t-score. A node is the headword of a collocation. MI score denotes the strength of the connection between a node and its collocating word(s). Additionally, t-score represents the frequency of occurrence within a corpus. According to Hunston (2002), to qualify as a collocation, a unit must (1) have a minimum MI score of  $\geq 3$ , and (2) exceed a threshold level of t-score computed for a given corpus. In illustration, *provide information* is the highest frequently occurred collocation in the Person International Corpus of Academic English (PICAЕ) with an MI score of  $\geq 3$ , and a t-score of  $\geq 4$  (Ackermann & Chen, 2013).

The researchers followed two steps when selecting the verb-noun collocations to be included in the study. To begin with, the top 60 frequently occurred academic verbs in the Academic Vocabulary List were listed. Next, associated verb noun collocations in PICAЕ corpora were identified based on their MI score and t-score.

#### **4. Research Methodology**

##### **Research Context and Participants**

The study was conducted in the Faculty of English Linguistics and Literature in ABC University, Ho Chi Minh City, Vietnam. Participants were 72 second-year university students (the total population), aged from 19 to 23. They were of intermediate English proficiency level based on their performances on Vietnamese national university entrance exam, and the faculty's test battery, consisting of a placement test and an interview.

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

The participants' receptive knowledge of academic verbs was assessed by a matching test, developed from Nation (2001). The test contained 10 questions, each of which comprised six academic verbs (three targets and three distractors) and three meanings. The academic verbs were the top 60 frequently occurred in the Academic Vocabulary List (AVL). To complete each question, the participants were to decide on the right verb for each listed meaning.

The participants' ability to recognize associated verb-noun collocations was examined by a multiple-choice test, developed from Keshavarz & Salimi (2007) and Nguyen & Webb (2016). The test consisted of 30 items, each of which included one academic verb node, three collocating noun options (one correct answer and two distractors) and "I do not know" option. To complete each item, the participants were to select the right collocating noun for the given verb.

##### **Test Scoring**

Each question in the matching test could be worth from 1 to 3 points. The maximum possible score was 30. Meanwhile, each question in the multiple-choice test was worth 1 point. The maximum possible score was also 30.

##### **Validity and Reliability**

The researcher sought comments from two professors in MA (Applied Linguistics) program at Mahidol University to improve the content validity of the tests of academic verbs and associated verb-noun collocations. Moreover, the two tests were piloted with nine participants who did not participate in the main study. The Cronbach's alpha coefficients of the matching test and the multiple-choice test were 0.75 and 0.9 respectively.

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

Having gained the approval from the Institute Review Board (IRB), Mahidol University, and the permission of Dean, and the teachers in charge in the Faculty of English Linguistics and Literature in ABC university, the researcher administered two tests to participants during class time. The matching test was conducted prior to the multiple-choice test. Time for completing each test was 30 minutes.

## Data Analysis

Data from both tests were analyzed by means of descriptive statistics (Max, Mean and Standard Deviation), correlational analysis, and Item Facility (IF).

## 5. Results

### Test Results

Table 1 presents descriptive statistics (mean and S.D.) of the matching test and the multiple-choice test. As the table shown, the mean (21.47) computed from the matching test was noticeably higher than that (14.58) from the multiple-choice test. This finding attested the fact that the participants' receptive knowledge of academic verbs surpasses their ability to recognize associated verb-noun collocations.

Table 1: *Descriptive Statistics of the Matching Test and the Multiple-choice Test*

	Matching Test of Academic Verbs	Multiple-choice Test of Associated Verb-noun Collocations
Mean	21.47	14.58
SD	6.3	3.814

### The Relationship between Participants' Receptive Knowledge of Academic Verbs and Associated Verb-noun Collocations

Table 2 depicts the correlational analysis of the matching test and the multiple-choice test. As can be seen, the correlation coefficient was 0.498, indicating a moderate relationship between the participants' receptive knowledge of academic verbs and associated verb-noun collocations. In addition, the coefficient of determination or the correlation coefficient squared is 25, indicating that the two tests has 25 % shared variance.

Table 2: *Correlational Analysis*

	Matching Test	Multiple-choice Test	
Mean	21	14	
SD	6.3	3.814	
Correlation Coefficient			0.498
Coefficient Determination			25%

## 6. Discussion and Conclusion

Receptive knowledge of academic verb explains only 25% of the participants' ability to recognize associated verb noun collocation. Thus the speculation by Bahns and Eldaw (1993) and Marco (1991) that ESL learners' limited recognition of verb noun collocation is primarily determined by their limited knowledge of academic verbs is not supported by the study's results. Although the study participants show a strong knowledge of academic verbs (average 21.47 out of 30), they did not demonstrate a strong recognition ability of associated verb noun collocation as implied by this speculation. The mean score for recognition of associated verb noun collocation is only two-thirds of their mean score for vocabulary knowledge. Thus according to our study, Bahns and Eldaw (1993) and Marco (1991)'s speculation seems an overstatement. Apparently, factors other than receptive knowledge of academic vocabulary can be important in boosting the participants' ability to recognize associated verb-noun collocations.

Earlier studies in the area have discussed factors that might hinder ESL learners' ability to recognize verb-noun collocations. To mention a few, ESL learners have been familiar with learning individual verbs without exploring possible verb noun collocations. Thus, they miss the opportunity to develop the ability to recognize associated collocations (Marco, 2011; McCarthy, O'Keeffe, & Walsh, 2002; Nguyen & Webb, 2016). In addition, the occurrence of collocation as a unit consisting of a key verb node and specific collocating noun(s) is often not emphasized by teachers. Hence, ESL learners perceive verb noun collocation as a free combination of verb node and any likely nouns (Ackermann & Chen, 2013; Boers, Demecheleer, Coxhead, & Webb, 2014; Marco, 2011). These explanations might apply to the Vietnamese participants in this study.

Based on our current understanding of collocation, learners might need more than a receptive knowledge of academic verbs to be able to recognize associated verb noun collocation(s). Firstly, they need to understand the "verb node + noun(s)" structure to figure out the boundary of possible verb noun collocation unit(s). Secondly, they need to understand the meaning of the academic verb, and its role as a node to figure out the meaning of the collocation. Last but not least, they need to understand that they need to *recognize*, not *invent*, collocations. Apparently, all these go beyond a receptive knowledge of academic verb

Thus implications for teaching verb noun collocation would be as followed. Most importantly, teachers need to see the knowledge of academic verbs and the ability to recognize associated verb noun collocations as two separated yet related abilities. The former may be a pre-requisite for the latter. They should try to help learners acquire the concept of collocation before capitalizing on their receptive knowledge of academic verbs. This may be done by (1) explaining the structure of collocations and (2) giving examples of associated collocations following the





teaching of academic verbs. For the subsequent step, extended receptive exercises or activities such as yes/no or multiple-choice exercise or mind-map activity may be needed to enhance the students' ability to recognize collocations (Gyllstad, 2007; McCarthy, O'Keeffe, & Walsh, 2002).

The present correlation study depicts a cross section view of the relationship between Vietnamese ESL learners' receptive knowledge of academic verbs and their ability to recognize associated verb noun collocations among Vietnamese college students. Similar studies need to be conducted in other contexts to see if similar findings emerge. A study design that integrates other factors that can enhance learners' ability to recognize academic verb noun collocation would yield a clearer picture of the resources learners use while expanding their verb and verb-noun collocation inventory.

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