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English Literature Teaching-Learning Strategy of Bangladesh: Viewing in the Light of Outcome Based Education (OBE) Curriculum

Mohammad Jashim Uddin¹

Abstract: The study aims to focus on the English literature teaching-learning strategy of Bangladesh in developing four language skills and in analyzing any literary text critically in the light of OBE curriculum so that learners can enable them to be fit for jobs and entrepreneurship. The study also pays attention to the role of different genres of literature (i.e. poetry, novel, and drama) in facilitating language teaching-learning process. Reading literature is more likely to provide the students with the scope to get interesting resources with authentic context which may motivate them strongly for language learning and to be skilled in competing for a job or entrepreneurship. In addition, reading literature in native language is helpful to understand the inner meaning of a text. In this study, everything will focus on OBE curriculum frameworks, because this way one may easily adapt skills for future. The research in consideration will be qualitative in nature and it will mostly consult secondary sources of data.

Keywords: OBE Curriculum, Bloom Taxonomy, Rubric, and Skills

1.1 Introduction

In Bangladesh, English literature, and language are taught individually, and even EFL/SEL is also taught individually. As a result, those who study literature are not paying concentration in language and they often become frustrated not to understand literary texts. On the other hand, those who study language and linguistic are very good in speaking with correct accent but their mental development is poor to judge the overall scenario of a society as they do not have any literary ideas. Moreover, the language students sometimes fail to apply the appropriate examples to express their view.

English literature can be used in the EFL classroom at universities in Bangladesh. Different genres of literature such as drama, epic, poetry, novel and non-fiction should be given importance in English curriculum. Hişmanoğlu (2005) emphasizes the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation). Primarily this study aims to focus on the application of English literature in developing four language skills of the university level English learners. Then, the use of literary passages in teaching a foreign or second language will be discussed broadly. Moreover, the study will also concentrate on the issues in terms of vocabulary and grammar. Lastly, this might be able to enhance the opportunity to incorporate literature more in the curriculum following Outcome Based Education (OBE) Curriculum.

1.2 Background of the Study

Language is an inevitable element of human life (Ashrafuzzaman & Alam, 2017). No communication happens without language and English has become an imperative language in which people from all around the world can communicate. In this world of globalization, English language skills can provide plenty of opportunities. Having a good command over English Language gives learners a handful of opportunity to enjoy their life and career (Sultana & Ashrafuzzaman, 2016; Babu et al., 2014; Roshid & Webb, 2013; Ehsan et al., 2011; Coleman, 2010; Ainy, 2007). But a problem arises when the learners are frequently asked to emphasize on accuracy rather than fluency. As a result, they face a lot of problems while they need to communicate orally because they take much time to express their views. On the other hand, if one emphasizes on fluency, they cannot communicate correctly in writing. A blended learning of language-literature can overcome the problem. Often the hardest part of a language teacher's job is finding the right balance between fluency and accuracy related teaching in the classroom, as both are equally important. However, the student's reason for studying the language will sometimes dictate the balance to some extent. For example, adults who are learning English for nonacademic reasons are likely to be more concerned with fluency, while young learners studying for exams are more likely to be concerned with accuracy ("Fluency versus Accuracy"). Aside from taking a course, one very easy way to improve one's accuracy in English is to read any type of English material on a daily basis. Whether it is a novel, a non-fiction book, a newspaper or magazine, reading is an easy yet effective way to absorb the nuances of English grammar and punctuation. ("Fluency vs Accuracy")

Linguists opine that there is an intimate relationship between language and literature (Violetta-Irene, 2015). According to Brumfit and Ronald (1986), literature is "an ally of language". Moreover, Maley (1989) identified some of the causes for recognizing literature as a forceful resource in the way of learning language that include universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, ambiguity etc. Sage (1987) stated that the use of literature in language teaching might be a valuable and interesting strategy. Furthermore, Mason and Krashen (2004) observe that literature is a more interesting medium than traditional methods in teaching language. Learners can attain various features of a particular language from literary works. Literature exposes learners to a wide range of vocabularies, grammar, and pronunciation. Literature familiarizes learners to the practical use of language and universal themes related with human psyche. There are numerous ways to utilize diversified literary texts in language learning that are fruitful and less intimidating. Shahid (2016) opines that literature can be used as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation).

The theories in language teaching-learning have been changed over time due to the influence of linguistic, psychological, educational and political perspectives derived from "a mixture of assertion, theory, observation and

experiment” (Hall & Cook, 2012). Developing new methods and techniques is a challenging task for foreign language teachers. Communicative Language Teaching (CLT) Approach welcomes the use of real-life situations in using language whenever possible. Structured drills used in audio-lingual method make the teaching process monotonous (Gangola, 2015). In the grammar translation method, literature was the central component. Literary texts of the target language were read and translated, used as examples of good writing and “illustrations of the grammatical rules” (Duff & Maley 1990). However, for last two decades, literature has been considered as an influential tool in foreign language teaching and curriculum (Babae & Yahya, 2014). Duff and Maley (1990) also that for the last two decades, the use of literature has been regarded as a precious instrument in language teaching. Moreover, for the last couples of years, University Grants Commission (UGC), and Bangladesh Accreditation Council (BAC) have been working to ensure students’ perspectives in learning-teaching language applying Outcome Based Education (OBE) Curriculum. So, one way Lecture Method or Grammar Translation Method (GTM) is rejected and Communicative Language Teaching (CLT) is encouraged for growing students’ interest in learning both language and literature.

1.3 Rationale of the study

In recent years, literature has become a basic component and source of authentic texts of the language curriculum. It provides real life materials and acts as a beneficial complement to such materials. Brumfit and Carter (1986) affirm the point that a literary text is an authentic text which we can respond to straightforwardly. Among language educators, there has been a hot debate regarding how, when, where, and why literature should be incorporated in ESL/EFL curriculum. Vigorous discussions have been projected for how literature and ESL/EFL instruction can be combined for the benefits of students and teachers. This has led to a flourishing of interesting ideas, learning, and improved instruction for all. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987). Besides, a number of language learners prefer to read novels, poetry, short stories etc. in their native languages. Reading a full novel in a second language can be extremely nerve-racking and overwhelming (Jewett, 2017). Such a text firmly grasps the reader’s thoughts and makes scopes for the examination of language as well (Gangola, 2015).

Literature helps students to build up interpretative abilities. It is an excellent source for increasing students’ abilities to infer meaning and to make interpretations (Gangola, 2015 & Lazar 1993). Literature in a language classroom provides opportunities for the learners to comment and rationalize themselves. By using a literary text, a language class can be made sparkling and inspiring (Violetta-Irene, 2015). In addition, it can play a vital role in the communicative language teaching approach. Literature of a target language is read, translated, and used as samples of good writing and “illustrations of the grammatical rules” (Duff & Maley 1990). It also enables students to get familiar with universal issues. According to Collie and Slater (1990), literature offers a bountiful and extremely varied body of written material that deals with ongoing human issues (Gangola, 2015). By means of integrated approach in teaching, students can find out the skills for each grade level in the context of quality literature.

1.4 Research questions

The study has decided to find answer to three questions. The questions are:

1. Why is literature necessary for developing language skills of the students?
2. How can literature be used effectively in language teaching?

3. Why OBE Curriculum is interesting to the students for enhancing their language skills?

1.5 Objectives of the study:

This paper underscores how the use of literature in a language classroom makes language learning easier and more entertaining. It focuses on the implications of using English literature for teaching English language and explores its advantages as well as challenges that both the language teacher and learners may come across. The paper specially shows how the areas of language learning can benefit when a literary text is used in a language classroom.

2.1 Discussion

Literature has been a subject of study at different levels of education in many countries, but in recent time it has been given much emphasis in the EFL classroom (Kaşloğlu & Ersin, 2018). The use of literary texts in foreign language teaching has greatly been increased over the last few years. The role of literature in the language classrooms was questioned during the period of 1960 to 1980. The 1970's and early 1980's approaches were communicative and emphasized on practical functions of English language. During the 1980's there was a comeback of interest in literature and language teaching. The interest in literature as a valuable tool in language teaching was raised two decades ago (Hall, 2005; Duff & Maley, 1990). It is in line with the communicative approaches as it considers authentic communicative conditions in the way of teaching second language (Sanz & Fernández, 1997). A couple of writers such as Brumfit and Carter (1986) and Lazar (1993) stated that language used in literature is an ordinary language including linguistic qualities such as metaphors, similes, poetic lexis, and so on. We cannot consider these features as literature specific because they also appear in common language application.

Literary texts must be chosen according to the learners' requirements, goals, life experiences, cultural background, and language level. According to Collie and Slater (1987), a work must not exceed student's reading proficiency. Interest, appeal, and relevance are all important. The following are to characterize Collie and Slater's approach to choose literary texts:

- Implementing various student-centered activities such as role-plays, interview, questionnaires, pair work, group work, opinion sharing, information gap, visuals, and others.
- Introducing the assets of knowledge with the group as it can prop up individuals' feedback and understanding. Group members must conduct a task within a short period of time that occurs on a page of literary text.
- Sharing opinions at the time of working individually or in group might be a great way for the introvert students to be more open.
- Using target language that may be helpful to convey effective response either non-verbally or by partial language skills.
- Combining language and literature.

(How these should be assessed by OBE Assessment tools is given in Appendix-1.)

Collie and Slater (1990) and Maley (1989) state four main causes which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Regarding the valuable authentic material, Lestari Setyowati (2017) opines:

Nowadays there is a growing attention for using literature in language teaching. Literary works can be considered as authentic because its creation is not meant for language teaching. Unfortunately, not many language teachers are interested to use literature to teach language. This paper is intended to describe the advantages of using literary works for language teaching based on the writer's experience of using them in language classroom. As authentic materials, literary works are rich in content, language use, idiom, and vocabulary. ... The use of literary works in language classroom can train the student's critical thinking. It can also serve as the exposure of the language used in real communication. When literature is carefully chosen and prepared, it can serve as a powerful tool to help students to master their language learning.

Moreover, other factors such as-universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are powerful resources in the classroom context.

Carter and Long (1991) describe three models for using literature: the cultural model, the language model and the personal growth model. Each model is a representation of different propensities in relation with methodology and classroom practice. They also express that literature is indispensable for personal development.

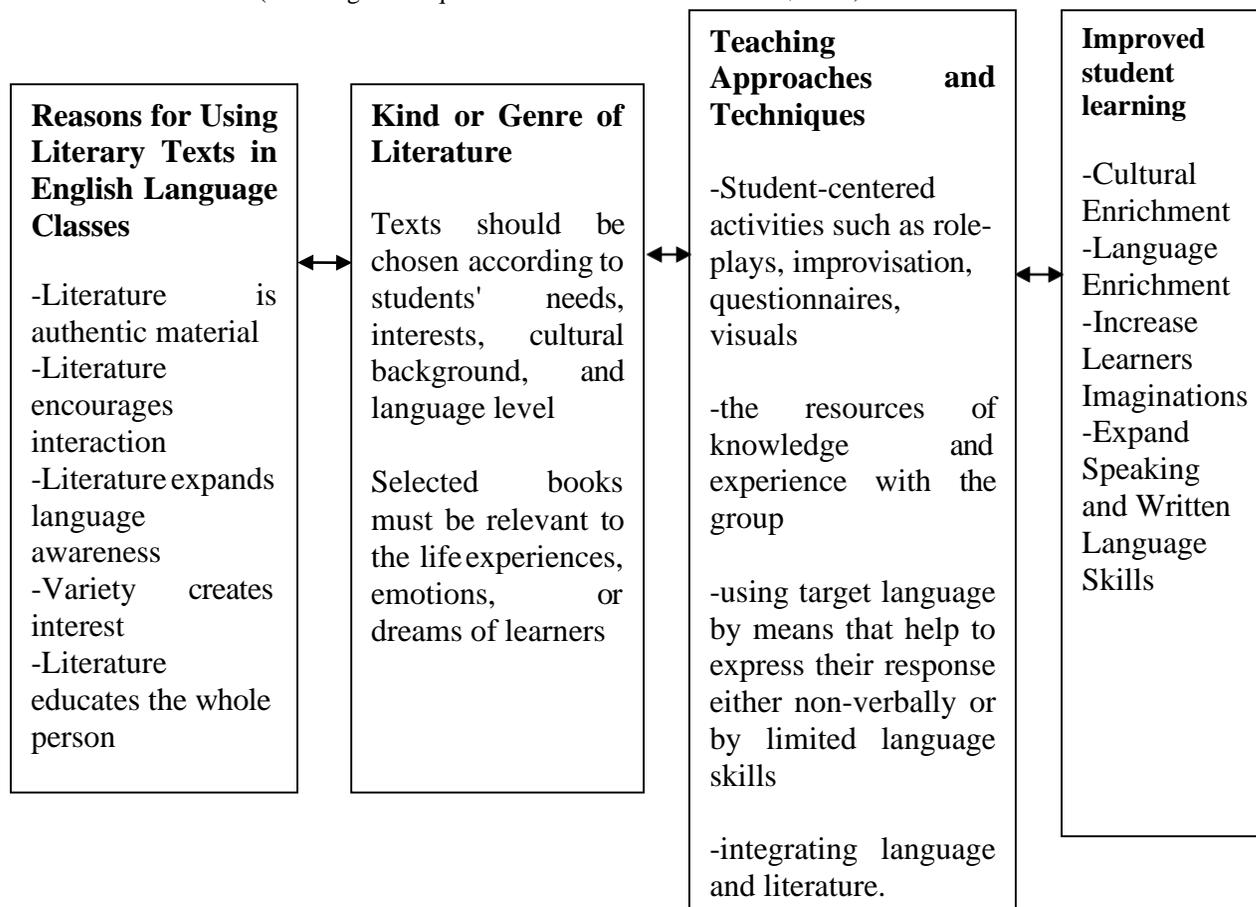
- The literary text is regarded as a product in the cultural model. Learners get acquainted with the different cultural and artistic heritage through literature.
- Students build up their language through inventive exercises of literature. The main aims are based on learners and their actions.
- The personal growth model is the basis of the students' engagement with literary texts. Students learn via literature as to how to welcome and appraise cultural artifacts. It is more student-centered replica with impetus aims.

Duff and Maley (1992) suggest many appealing actions for teacher trainers, practicing teachers, and teachers who are interested in using literary texts in ELT. The key aim of Maley's approach is to use literary texts as a resource for stimulating language activities. They also advice the teachers to involve students in the group concerning literary texts. Dymešová (2006) states that literary texts are important at three levels: linguistic (texts are full of different styles, registers, genres), methodological (literary texts manufacture interlinkage among learners), and motivational (the sensation of literary texts is a strong motivator).

Helton, Asamani and Thomas (1998) illustrate the educational benefits of novels as follows: arising learners' imagination, attaining problem solving ability, developing oral and written language skills. It serves a holistic learning approach so that learners can get involved with reading process promptly. On the other hand, David Hill (1993) presents three stages approach: these are- raising-awareness, text contact and aftermath stage. This approach is conducive to making learners more insightful and motivated to learn language. The authors Clandfield & Duncan (2005) view that literature is an authentic material for language learning due to its educational value along with encouraging social interaction among learners. Overall language has been changed according to geographical location, different social contexts, different social settings and professions. In this case literature makes the students familiar to a wide range of language varieties such as sociolects, regional dialects, jargon, idiolects etc. Hence, literature incorporates sociolinguistic aspects in the way of teaching target language (Shahid, 2016) and educates the learners to grow professionally (Carter & Long, 1991; Van, 2009; Yeasmin et al., 2011).

This study has developed the 'conceptual framework for studying language learning through literature' by reviewing different literatures and sought out these features in this study.

Figure 1. Conceptual Framework-Language Learning Through Literature
(The diagram is quoted from Ashrafuzzaman et al, 2021)



The conceptual framework represents the relationship among literary texts and language learning, reasons for using literature in English classes, teaching-learning approaches, methods and development of language skills of students. This framework also focuses on literature, effective teaching of language, students' choice, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) for teaching-learning process and problems faced by language teachers within the area of teaching English through literature.

The above statement clearly shows that traditionally set up goals from teachers' perspective is not acceptable to achieve the target. To reach the goal, the teaching-learning language must set up from students' position (for CLO, see Appendix-1).

Another important thing should be considered here from the student's side. Most of the language students' view is to be involved in any multinational institutions or to communicate with the foreign delegates. So, companies are becoming more global as they have to deal with wide range of countries and English is listed as an essential skill for



more and more jobs. Hence, to get a good job and to study abroad, it is necessary to learn English. Here “learn English” means to have adequate knowledge of vocabulary and their usages.

Three examples are given here so that it becomes clear which example should be more effective for teaching-learning language. One is an ordinary example of a paragraph writing that only focuses the writing skills but it can cover few new vocabularies; whereas, the second one is taken from a short story by James Joyce and the third is a poem by Jibananda Das.

Adolescence

Adolescence is a changing stage of physical and physiological development that happens during the period between childhood and adulthood. This is an important part of life. This is a really critical period of life. In adolescence, girls and boys float in a very vibrant and fantasy world. Thus everything looks vibrant to them. That is why they will go wide. Adolescence may be a time of risk. (“Paragraph on Adolescence”)

Araby

James Joyce

North Richmond Street being blind, was a quiet street except at the hour when the Christian Brothers' School set the boys free. An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces. (“Araby”)

A poem “Banalata Sen” (see Appendix-3) by Jibananda Das. Banalata Sen in “Banalata Sen” is an imaginary character who is supposed to belong to Natore, a district in Bangladesh, and the character is so known to people of all ages in Bangladesh that many people still think Ms. Banalata actually exists in real life and one can meet her in Natore. It has become such a trend that if asked what Natore is famous for, people would readily add the name of Banalata Sen.

According to Turker (1991), “[t]he successes, of course, in using literature greatly depends on the selection of texts which will not be difficult on either linguistic or conceptual level.” Therefore, the language teacher should choose the text carefully, considering grammatical, linguistic and literary difficulties. Besides, literary texts should include the structures and vocabulary previously learned by the learners.

Thus, learners need to develop some general skills in order to develop their writing. That is why they need help in particular areas. Some of the general skills which learners require to develop their writing are=vocabulary, structure, spelling, organization, linking expression, punctuation, paragraphing, style of language, presentation, and coherence. These can be developed through a number of different types of writing tasks. Instead of engaging learners in writing just essays and paragraphs all the time teachers can use following tasks to create interest and variety as suggested by Pincas (1982), Harmer 2003), and Ur (2003).

- Writing response to a poem, film, and story: These can be used because they can be interesting and motivating. These activities can also help in developing reading and listening skills.



- Narrating incidents: This can be an interesting task and can help to develop narrative strategy. Teachers can use pictures or newspapers and magazines for this kind of activity.
...
- Describing people and places: Learners can describe people they know such as parents, friends, teachers, or a well-known figure. They can also describe places they have visited or seen or read in a literary text. These can help in developing descriptive strategy.
...
- Writing poems or stories: These can be fun and motivating tasks for imaginative learners and may be done once in three months. (Sinha, July 2011-June 2012)

Some other suggestions are given by a good number of researchers as well in making learning language through literature effective. Regarding the matter, McRae, 1991, & Ainy, 2208) opines that:

Nothing can be more interesting than literary materials, which have stories and characters that the students can relate to their lives. In fact, “a good choice would be any text that encourages or invites interaction with the world of ideas, a text that ‘affirms, confirms, and expands the indispensable human capacity to read the real world.

And Tazin Ahmed (2012) suggests:

Once the learners start finding literary material used in language classes interesting, only then their analytical power in the English language will improve largely. Moreover, their vocabulary and pronunciation skills will further develop as the language of literary material is essentially context-oriented, comprehensive, authentic and real-life like apart from being figurative or ornamental. (For more clarification, see CLOs of Apendix-1)

So, it is true that without making the lesson interesting, no student will pay attention in learning anything **else**. According to Krashen (1987), “[t]he best methods are therefore those that supply ‘comprehensible input’ in low anxiety situations, containing messages that students really want to hear.” In other words, students learn best when the material that is used is interesting and when they can exploit the material to improve their language further in terms of vocabulary, pronunciations and grammar. He [Krashen] (1985,1993,1999) states, “the language experience needs to be contextualized and comprehensible” and the learners needs to be “motivated, relaxed, positive and engaged.” (Arnold 1999; Tomlinson in Abraham, 2010).

3.1 Conclusion:

Literature plays a significant role in effective teaching-learning process whether English is regarded as a second or foreign language. It provides students with an incomparably rich source of authentic material. In Bangladesh, literature is a monumental part of education which acts as determinant factor for student’s personal development. In addition, it helps them to understand different cultures and society, and provides them with insight into history, people’s behavior and attitudes. Literary texts help the students to activate their imagination and develop their emotions. Furthermore, findings of the study recommend that curriculum should be redesigned by compiling more literature and adding student centered teaching methods. However, there is lack of objectives defining the role of literature in ESL/EFL. Students prefer to read novel, poetry and science fiction and a mixture of different types of texts which are most beneficial for developing their language skills in accordance with the textbooks they use. Teacher has an important role in teaching English through literature. They should select the appropriate language teaching methods, teaching

techniques, and classroom activities which ought to be relevant to the aim and objectives of teaching-learning activities along with academic text. Selected books must be relevant to the life experiences, emotions, or dreams of learners. For this reason, both pre-service and in-service training should be included for their professional development.

However, a large number of language experts have questioned why and how literature should be embodied in language curriculum. Many language instructors have faced several troubles while teaching language through literature. First, there are a small number of appropriate pedagogical materials used for teaching language with the help of literature. Second, there have not been sufficient ground works in the field of literature for teaching in the language curriculum. Third, no adequate purposes have been found to define the significance of literature in language classrooms (Babae & Yahya, 2014). This study will be helpful for policy makers, curriculum specialists, students and teachers to realize the benefits of literature for developing English language skills at the university level in the context of Bangladesh.

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Appendix-1 (Part-C)

(According to the UGC format, it is prepared)

Course Code (Following BNQF): ENG 2211
 Course Title: Introduction to Literature: Drama
 Credits: 03

Rational of the Course:

Introduction to Literature: Drama introduces the students to dramatic literature making them familiar with the terminology and methods for analyzing and evaluating drama along with a detailed history of the development of dramatic literature. This course is essential in the context of literature as it enlightens the students about the genre of drama and shows what it does and how the elements work together to make a piece of drama and what to look for when reading which in turn helps them to develop a number of transferable skills to be applicable in personal and professional sphere.

Course Objectives: The course, Introduction to Literature: Drama, intends-

- to introduce the students to the stages in the development, the structure and distinctive characteristics of different forms of drama as tragedy, comedy, satire, and tragicomedy with a focus on English drama.
- to make the students understand the terminology and identify all the technical devices related to drama.
- to develop effective communication skill in the students to be applied in diverse situations through their familiarity with different dramatic texts.
- to enable the students produce documents using relevant technological knowledge.
- to give the students the scope to apply their knowledge of genre, formal elements, and secondary materials in interpreting and analyzing drama texts.
- to make the students familiar to diversified culture through the exploration of different drama texts ultimately leading to the growth of a set of social and ethical values.

Course Contents:

Origin and Stages of Development in Drama: Discussion on the origins and the evolution of drama with a special focus on English drama (The circumstances associated to the emergence of drama, history of Greek, Roman drama, history of different stages of development in English Drama)



Structure and Characteristics of Drama: The structure and distinctive characteristics and elements of drama (Plot, character, setting, theme, style etc.)

Forms and Variations of Drama: *Different forms of drama as tragedy, comedy, and tragicomedy and their different variations (classical tragedy, revenge tragedy, modern tragedy, romantic comedy, farce, satire, restoration comedy etc.)*

Literary Terms Related to Drama: *All the terms and literary devices related to dramatic literature (Act, scene, aside, chorus, comic relief, catharsis, hamartia, hubris, catharsis, soliloquy, monologue, exposition, climax, denouement, poetic justice three unities etc.)*

Application of Methods and Literary Tools in Interpreting a Drama Text:

- (i) *Reading, discussing, and interpreting the drama texts included in the syllabus namely J.M. Synge's Riders to the Sea, William Shakespeare's The Merchant of Venice, and G.B. Shaw's Arms and the Man.*
- (ii) *Applying the methods and literary tools in analysing the aforementioned drama texts that would include discussing the major themes and core issues, identifying the characteristics of the particular genre in consideration (tragedy, comedy, and tragi-comedy etc.), the use of different dramatic devices and relevant literary tools.*

Review and Comparative Analysis of the Dramas Taught:

- (ii) *Review of all the drama texts included in the syllabus (J.M. Synge's Rider's to the Sea, William Shakespeare's The Merchant of Venice, and G.B. Shaw's Arms and the Man)*
- (iii) *A comparative analysis of the drama texts concerned based on their genre, themes and the core ideas.*

Text Books:

Synge, J.M. (2009). *Riders to the Sea*. BiblioLife.

Shakespeare, W. (1994) *The Merchant of Venice*. Longman.

Shaw, G. B.(1937). *Arms and the Man*. MA.

Abrams, M H. (1999) and Geoffrey G. Harpham. *A Glossary of Literary Terms*. Thomson Wadsworth,.



Programme Learning Outcomes (PLOs): After the successful completion of the programme, the learners will acquire the following abilities to:

PLO 1	Demonstrate excellent communication skills in English in diverse contexts
PLO 2	Develop a variety of transferable and employable skills through effective utilization of necessary technological resources in academic, personal and professional levels
PLO 3	Efficiently read, analyze, interpret, appreciate and undertake research in English language, literature, applied linguistics, ELT & interdisciplinary field of studies .
PLO 4	Grow sense of ethics and practices of socio-moral values both in personal and professional life
PLO 5	Have knowledge and understanding of English language in use, master pieces of English and American literature from different periods, postcolonial and cultural studies Have knowledge and understanding of English language, literature and cultural studies in practical applications

Course Learning Outcomes: At the end of the course, the students will be able to-

CLO 1	Recognize different stages of development, the structure, and distinctive characteristics of drama with a special focus on English drama
CLO 2	Identify and differentiate among such forms of drama as tragedy, comedy, satire, and tragicomedy
CLO 3	Interpret in dramatic literature such elements as character, action, theme, symbolism, irony, and terminology related to dramatic literature
CLO 4	Demonstrate strong communication skills in English as a result of active participation in diverse presentation activities relevant to drama using relevant technological knowledge
CLO 5	Apply the knowledge of genre, formal elements, and secondary materials in interpreting and analyzing drama texts
CLO 6	Appraise different drama texts and create a comparative analysis of these texts based on their genre, themes and the core ideas
CLO 7	Show a deep sense of social as well as ethical values through the exposure to different drama texts from diversified culture and contexts



Mapping of Course Outcomes to Program Outcomes-

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1					✓	
CLO2			✓		✓	
CLO3			✓		✓	
CLO4	✓	✓				
CLO5					✓	✓
CLO6	✓		✓			✓
CLO7				✓		

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Lecture discussion with multimedia, interactive discussion, and question-answer sessions	Instructor-created definitive quiz
CLO 2	Lecture discussion with multimedia, interactive discussion, and question-answer sessions	Instructor-created definitive quiz, Formal Written Examination
CLO 3	Lecture discussion with multimedia, video presentation, and white-board Illustration	Oral presentation and written test consisting short analytical questions, Formal Written Examination
CLO 4	Diverse group tasks with peer feedbacks	Multimedia presentation
CLO 5	Lecture discussion with multimedia, concept formation, and peer feedbacks	Individual assignment on related broad analytical topics, Formal Written Examination
CLO 6	Lecture discussion with multimedia, concept formation, group tasks, and peer feedbacks	Group assignment on related broad analytical topics, Formal Written Examination
CLO 7	Interactive group discussion, guided and shared thinking, concept mapping, and self-assessment	Oral presentation and relevant written tests on evaluating particular situations in the prescribed texts from multiple perspectives



Appendix-3**Banalata Sen****Jibanananda Das**

For a thousand years I have walked the ways of the world,
From Sinhalá's Sea to Malaya's in night's darkness,
Far did I roam. In Vimbisar and Ashok's ash-grey world
Was I present; farther off, in distant Vidarba city's darkness,
I, a tired soul, around me, life's turbulent, foaming ocean,
Finally found some bliss with Natore's Banalata Sen

Her hair was full of the darkness of a distant
Vidisha night, Her face was filigreed with
Sravasti's artwork. As in a far-off sea,
The ship-wrecked mariner, lonely, and no relief in sight,
Sees in a cinnamon isle sings of a lush grass-green valley,
Did I see her in darkness; said she, "Where had you been?"
Raising her eyes, so bird's nest like, Natore's Banalata Sen

At the end of the day, with the soft sound of dew,
Night falls; the kite wipes the sun's smells from its wings;
The world's colors fade; fireflies light up the world anew;
Time to wrap up work and get set for the telling of tales;
All birds home — rivers too — life's mart close again;
What remains is darkness and facing me — Banalata Sen!

(Translated from Bengali into English by Fakrul Alam)

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Changing Role of Teachers and Learners During the Virtual Mode of Teaching: Problems and Suggestions

Aejaz Mohammed Sheikh¹, Sajad Ahmad Teli²

Abstract: During the covid 19 lockdown all the educational institutions were closed for offline teaching learning process and the virtual mode of teaching and learning was the only option, but it was not a simple task for the teachers and learners to switch from offline to online. There was a paradigm shift in the roles of teachers and learners from the offline mode of teaching to the virtual mode of teaching. Teachers faced many problems in handling the virtual mode of teaching and same was the case with the learners they also faced many problems in virtual mode of learning. The present work is intended to present a clear picture of the various problems and challenges faced by the teachers and learners in the virtual mode of teaching and learning and some remedial measures will also be suggested to overcome those problems and challenges.

Keywords: Keywords: Offline, Virtual, Teachers, Learners, Challenges



1.1 Introduction

Online teaching has become the new normal worldwide these days due to the Covid-19 pandemic. Due to covid- 19 pandemic all the educational institutions were closed for Onsite or offline teaching and teaching learning process started virtually through different online mediums. It was all so abrupt that there was no time for the government and other private institutions for the systematic planning to manage the online teaching learning process. This was the situation of India in general and Jammu and Kashmir union territory in particular. There are many organisations who provided the online support for the learning and teaching free of cost. Online teaching and learning may become the permanent feature in the future but right now it poses different problems for the teachers and the students to handle the situation, because teachers and students were adapted to the traditional classroom teaching and learning and the online teaching and learning is a novel concept for them especially for the government schools. The present paper is an attempt to analyse the different problems and challenges which the teachers and students are facing during the online teaching in the union territory of Jammu and Kashmir.

This paper is divided into three sections
 Problems of teachers in online teaching
 Problems of students in online learning
 Suggestions or remedial measures to improve online teaching and learning

1.2 Problems of teachers in online teaching

Teaching the students online successfully is not a simple task for the teachers because it poses many problems and challenges for the teacher especially for ones who don't have the knowledge of educational technology. Educational technology is the use of computer hardware, software and educational theory to facilitate learning. It was a big challenge for the teachers to operate the different technological tools to facilitate learning. During the different online conferences even, the professors are sometimes not able to handle the simple online tools due to the lack of experience in handling such tools. But now it is the time to focus on learning to handle the online educational tools and gadgets, because day by day educational institutions and other organisations are going online for the teaching and learning process and in near future it may become the permanent feature of the education system to deliver and present the content through the online mode. Teacher has to learn to handle the different online platforms available in order to deliver the lesson. But it is not a simple task for the teacher because after learning to handle the simple technological tools available for teaching there are other problems for the teacher which he needs to handle like:

1.3 Internet connection

A good internet connection is an essential pre-requisite for the online teaching and learning process and if the internet connection is not available there will be a complete failure of teaching learning process. If we talk about the situation of Jammu and Kashmir. The internet connectivity is barred most of the times which becomes a big hurdle for the teachers to continue the teaching process. Sometimes, continuously for 5-6 days internet remains barred and the education sector is suffering the most.



1.4 Content creation and presentation

Content creation and presentation is essential in the online teaching, most of the teachers are not able to handle the simple online platforms and to create the online content is not possible for them. Here again professional development of teachers is essential and it is the duty of the different training institutes to organise different seminars and workshops for the teachers in order to equip them with the latest technology available in the domain of educational technology, so that in the future teachers will not face any problems in handling the online teaching.

1.4 Discipline

It is very challenging for the teacher to manage the discipline in the online classroom, it is a personal experience also that many students just log in the google classroom and zoom classes for attendance and don't remain present in the class. Some students are playing during the online classes and when accidentally they are unmuted it comes to the notice that they are playing and the whole class gets disturbed and if the teacher wants them to be online and tells them to on the video still there comes the connection problem and the whole class gets disturbed.

1.5 Assignments and evaluation

Providing assignments and evaluating the students is big challenge for the teachers because the teacher is not able to check who solves the assignments and who is writing the paper. Students cheat often in online exams. What teachers here in Kashmir were doing for evaluation, they used to send the paper to students on their WhatsApp nos and students were supposed to write the answers of the question paper and send it back to the concerned teacher after a given time period. The students used to copy directly from the google and taking help from the elders in solving the question paper. So, to stop the cheating in exams is a big concern for the teachers of Kashmir valley.

1.6 Problems of students in online learning

Everything has its advantages and disadvantages. If the online teaching helps the students in a number of ways but still there are many hurdles and problems which the students are facing in the Kashmir valley. In order to access the online learning material, the students should be in possession of smart phones, laptops etc. but there are many students who come from the poor background and are not in a possession of a smart phone and if a student is able to manage the smart phone but that is of low range which again becomes a problem for them to manage the online class.

1.7 Connectivity problem

As mentioned earlier internet connectivity is big issue in the valley of Kashmir and due to this a student has to miss many days in a month without attending the online classes. There are also some far-flung areas where the internet connectivity is totally not available and it becomes a big concern for the parents and the students to attend the classes in such a situation.

1.8 Environment

The environment of the students doesn't allow them to attend the classes smoothly because usually there is much noise in the households and students are not in a possession to control the noise like sibling distractions, distractions from



neighbours etc. students also make friends and learn from each other but it is not possible in the online teaching platform. One more concern for the parents is that when they give smartphones to their children, they don't concentrate more on the studies rather they use other social networking sites like WhatsApp, Facebook, Instagram etc. and waste their time and career. We need develop the culture which will make our teachers, parents and students responsible to take full benefit of the online teaching and learning.

Online teaching has many benefits for the teachers as well as students.

1.9 Time management

Through online teaching a lot of time can saved. Both the time of students and teachers can be saved like the time consumed in travelling etc. Teachers and students can manage the time more easily and efficiently. Students can learn according to their own pace and interest.

1.10 Economical

Online teaching is more economical than offline teaching because it doesn't require much infrastructure as of on campus teaching. Students can relearn, reread and recap the concepts by playing the pre-recorded sessions.

2.1 Suggestions

Although teachers and students are facing a lot of problems in the online teaching and learning process but they need to adapt the changes and become the permanent part of this change. The most important responsibility lies on the different national, state and local teacher training institutes to train the teachers to handle the different online teaching learning resources or gadgets so, that they can have the full knowledge and competence to handle the resources judiciously and efficiently. The different teacher training institutes which are presently working in the union of territory of jammu and Kashmir are the State Council of Educational Research and Training (SCERT), District Institutes of Education and Training (DIET's), different government and private collages of teacher education and university departments. To develop the professional development programmes in the domain of educational technology for the teachers is the joint responsibility of these training institutes so that in the future teachers will not face any problem in handling the different online platforms in performing their duties. Government has also the role to make available the internet connectivity and there should minimal internet restrictions in the valley. The government and other institutes can hire the different hardware and software companies to develop such applications and softwares which will be user friendly and can help the teachers to teach effectively like which will help them to sort out the problems of giving online assignments, keeping track of every student, evaluating the students without any issue, creating and presenting the content without any hurdle and to maintain discipline in the online classroom.

3.1 Conclusion

Due to Covid-19 pandemic world community has learned many things especially by the educational sector. There are lot of benefits of the online teaching and at the same we can't deny the challenges and problems faced by the educational sector in teaching learning process during the covid-19 pandemic. The roles of teachers and students changed in the online classroom. Teachers were supposed to prepare the lesson and deliver or present the same in the classroom but in the online classroom teacher is supposed to have the knowledge of educational technology in addition to the subject specific knowledge. Teachers in the union territory of jammu and Kashmir faced many problems in the

online teaching learning process. The most challenging situation before the teachers was to handle the different online teaching platforms because they had no previous experience of the same, good internet connection was another issue before the teachers, creating the content and present the same before the students, maintaining the proper discipline, active involvement of the students and evaluating the student's performance were the other issues which were very challenging for the teachers to handle. Students also faced many problems in the online classes like the internet issues in the valley, managing the smartphones to attend online classes, environmental distractions in the home etc. are the other problems which the students faced during the online classes. Different training institutes have the responsibility to develop a man power in the educational sector who will be able to manage the future online teaching learning process without any hurdle.

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Teachers Readiness on the Learning Resource on Wi-Fi Hub Expanded Electronic Learning in Sarangani (LR on Wheels) As Flexible Learning Option Amidst Covid-19 Pandemic

Reggie S. Ybañez¹

Abstract: This study aims to investigate the readiness of teachers on the Learning Resources on Wi-Fi Hub for Expanded e-Learning (LR on WHEeLs) as a flexible learning option to expand the reach of e-learning to far-flung villages, particularly those outside of the service coverage of major telecommunications companies and internet service providers. Quantitative research is employed in this study using an online survey questionnaire in the collection of data. Also, Alegria National High School teachers were the respondents selected through purposive sampling. The data collected were analyzed statistically using weighted mean. The teachers' readiness on LR on WHEeLs anchored to the uses of ICT revealed the following: firstly, the professional development on ICT is provided by the school staff and the department of a whole. Secondly, the uses of ICT based activities and materials used for teaching is often used, and finally, teachers were confident on their skills on ICT. These are indication that majority of the teacher-respondents had adjusted to the so called 21st -century learners. However, it is also discovered that the problems encountered by participants on the usage of LR on WHEeLs includes the lack of interest of teachers, no or unclear benefit of using ICT on teaching and learning, and lack of adequate content/materials. Therefore, proper reinforcement through training, orientation and seminar and provision of the needed support and materials for the usage of LR on WHEeLs must be provided to the teachers.

Keywords: Education, Learning, Information Communication and Technology (ICT), COVID 19 Pandemic, WIFI HUB

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1.1 Context and Rationale

According to the study of Olaru & Vaju (2015), today's education is tasked to convey technology resources and opportunity for teachers to help them in their teaching- learning more effective and relevant to students. Through this, teachers can help students make their discoveries and access to the latest technology interactive tools within their classrooms.



However, the current education does not sufficiently respond to the needs of contemporary global demand (Daus, 2013). Computer -Based Instruction (CBI) is the current trend in facilitating learning this present world. CBI is highly interactive, motivates learners, can store the performance of the students, flexible, involves dynamic processes, and it requires less time than traditional methods (Pappas, 2014). There are hundreds of established findings regarding computer's ability on instruction (Yusuf, 2010). Undeniably, the utilization of computers in teaching and learning process has become inevitable. Researchers have examined the usefulness of using computer simulations to support teaching and learning during the past four decades (Smetana, 2011). In addition, given the current situation of the world today brought about by the COVID 2019 pandemic, computer -based instruction is the based avenue to prosper on education despite this challenge.

1.2 Innovation, Intervention, and Strategy

Innovations on strategies, pedagogies and even integration of technologies on teaching have been incorporated by education experts in order to be at far with the needs of the so-called 21st century learners. A study shows that the most important technological devices of the time were the use of computer-based instruction (Serin, 2011). From past decades, Stetter (2010) and Shelly G. et. al. (2012) believed that embracing computer technology profoundly influences students' learning and on how teachers teach in the classroom setting thus, a promising tool for frustrated learners. Nevertheless, on the study conducted by Bayaban (2013), some of the schools in the country have 60% know-how to operate and use computers and only 2% have integrated the computers for classroom discussion.

In Alegria National High School, integration of computer-based instruction for teaching hampered with different factors such as low internet connectivity, parent's economic status, and availability of gadgets for students. LR on WHEeL is indeed the solution among the problems mentioned, nevertheless, the teachers' interest and acceptability on this breakthrough innovations are the most pivotal concern. Hence, the researchers conducted research on teachers' readiness on LR on WHEeLs and provided intervention based on the gathered data.

1.3 Action Research Questions

1. What is the profile of the respondents in terms of;
 - 1.1 age,
 - 1.2 gender,
 - 1.3 years of using computer, and
 - 1.4 usage of computer?

2. What is the level of readiness of teachers for LR on Wheels anchored to the usage of computers as flexible learning options taking into consideration of the following;
 - 2.1 professional development on ICT,
 - 2.2 ICT based activities and materials used for teaching, and
 - 2.3 teacher Skills?

3. What are the problems encountered by the teachers in using LR on Wheels as flexible learning options amidst pandemic?

2.1 Research Methods

2.2 Participants

The respondents of this study are the teachers of Alegria National High School.

School	Population
Alegria National High School	34

2.3 Data Gathering Methods

The researchers did the following steps in gathering the data needed for the study. Firstly, requested approval to conduct the study from office of the Principal and the District Head. Secondly, upon approval of the Principal and PSDS, the researchers immediately distributed the survey questionnaires through online forms to the teachers. Third, retrieved the instrument as soon as the teachers have completed answering the survey questionnaire; the, lastly, the data collected were statistically analyzed using weighted mean.

3.1 Discussion of Results and Reflection

3.2 Profile of the respondents in terms of:

1.1 Age

Indicators	Years	Percentage
Under 30	6	17.65%
From 30- 49	13	38.26%
From 40-49	8	23.52%
50 or More	7	20.57%
TOTAL		100%

The table confirms that majority of the respondents are ages 30 to 49 years old, followed by 40 to 49 years old, respectively.

1.2 Gender

Gender	Counts	Percentage
Male	7	21 %
Female	27	79%
TOTAL		100%

The table represents that majority of the respondents were females with 27 or 79% and male with 7 or 21%.

1.4 Usage of Computer

Indicators	Years	Percentage
Less than 1 year	5	14.7%
Between 1-3 years	11	32.35%
Between 4-6 years	9	26.47%
More than 6 years	9	26.48%
TOTAL		100%

Table 1.3 Years of Using Computer

The table depicts that 32.35% or 11 respondents are using computers for 3 years already. Equal number of participants with

Level of readiness of teachers for LR on Wheels as flexible learning options

2.1 Professional development on ICT				
Undertaken professional development	YES	NO	W.M	RANK
Introductory courses on internet use and general applications (basic word-processing, spreadsheets, presentations, databases, etc.)	27	17	2.09	2 nd
Advanced courses on applications (advanced word-processing, complex relational databases, virtual Learning Environment, etc.)	5	39	1.44	10 th
Advanced courses on internet use (creating websites/home page, video conferencing, etc.)	4	40	1.41	9 th
Equipment-specific training (interactive whiteboard, laptop, tablet, etc.)	13	31	1.68	8 th
Courses on the pedagogical use of ICT in Teaching and Learning	23	21	1.97	4 th
Learning applications (tutorials, simulations, etc.)	19	25	1.85	6 th
Course on Multimedia (using digital video, audio equipment, etc.)	10	34	1.59	7 th
Participate in online communities (e.g., mailing list, groups, blogs) for professional discussions with other teachers	19	25	1.85	5 th
ICT training provided by the school staff	35	9	2.32	1 st
Other professional development opportunities related to ICT	25	19	2.03	3 rd
OVER ALL WEIGHTED MEAN			1.82	

The table describes the teachers' professional development on ICT wherein ICT training provided by the school staff got a highest mean of ($X = 2.32$) and followed by the introductory courses on internet use and general applications (basic word-processing, spreadsheets, presentations, databases, etc.) is ($X = 2.09$), respectively.

2.2 ICT Based activities and material used for teaching;								
How often do you do the following activities?	Highly Often (5)	Very Often (4)	Often (3)	Least Often (2)	Not Often (1)	W.M	D.E	RANK
Browse/search the internet to collect information to prepare lessons	0	0	4	30	1	2.88	O	3 rd
Browse/search the internet to collect resources to be used during lessons	0	2	4	28	2	2.40	LO	10 th
Use applications to prepare presentations for lessons	0	2	5	27	2	2.85	O	4 th
Create your own digital learning materials for students	2	3	15	14	2	2.29	LO	11 th
Prepare exercises and tasks for students	0	0	8	26	2	3.62	O	1 st
Post home work for students on the school website	0	8	13	13	2	2.85	O	4 th
Use ICT to provide feedback and/or assess students' learning	0	0	21	13	1	2.71	O	5 th
Evaluate digital learning resources in the subject(s) you teach	0	6	12	16	0	2.62	O	6 th
Communicate online with parents	0	5	10	19	1	2.91	O	2 nd
Download/upload/browse material from the school's website	0	9	10	15	2	2.44	LO	8 th
Download/upload/browse material from a learning platform	0	3	8	23	1	2.43	LO	9 th
Look for online professional development opportunities	0	2	10	22		2.45	LO	7 th
OVER ALL WEIGHTED MEAN	0	0	4	30	1	2.70	O	

The table express the level of frequency on teacher’s usage of ICT in making activities and materials for teaching with an overall weighted mean of ($X= 2.70$) which means OFTEN.

Moreover, the data represents that participants are often used/integrated ICT on making activities usually on preparing exercises or tasks for students with a weighted mean of ($x=3.62$). Moreover, the participants used ICT on communicating parents online with weighted mean of ($x=2.91$). And lastly, browse/search the internet to collect information to prepare lessons weighted mean of ($x=2.88$).

2.3 Teacher Skills							
Extent of confidence in ICT Skills	Highly Confident (4)	Very Confident (3)	Confident (2)	Not Confident (1)	WM	D.E	RANK
Produce a text using a word processing programme	0	9	15	10	1.94	C	13 TH
Use emails to communicate with others	0	8	16	10	2.41	C	5 TH
Capture and edit digital photos, movies or other images	0	16	16	2	2.29	C	7 TH
Edit text online containing internet links and images		12	20	2	3.53	HC	2 ND
Create a database	28	0	2	4	2.35	C	6 TH
Create and/or edit a questionnaire online	0	17	12	5	1.71	NC	14 TH
Email a file to someone	0	7	25	2	2.06	C	12 TH
Organize computer files in folders and subfolders	0	4	28	2	2.18	C	11 TH
Use a spreadsheet (e.g., EXCEL)	0	8	24	2	2.29	C	7 TH
Use a spreadsheet to plot a graph	0	12	20	2	2.26	C	8 TH
Create a presentation with simple animation functions	0	9	25	0	2.24	C	9 TH
Create a presentation with video or audio clips	0	8	26	0	2.35	C	6 TH
Participate in a discussion forum on the internet		12	22	0	3.71	HC	1 ST
Create and maintain blogs or websites	28	2	4	0	2.47	C	4 TH
Participate in social networks	0	12	24	0	2.21	C	10 TH
Download or upload curriculum resources from/to websites or learning platforms for students to use	0	8	25	1	2.35	C	6 TH
Download and install software on a computer	0	14	18	2	2.29	C	7 TH
Teach students how to behave safely online		12	20	2	2.47	C	4 TH
Teach students how to behave ethically online		18	14	2	2.68	VC	3 RD
Prepare materials to use with an interactive whiteboard		25	7	2	2.41	C	5 TH
Use a student response system (e.g., ActiVote, ActivExpresssion or other)		17	14	3	2.41	C	5 TH
OVER ALL WEIGHTED MEAN					2.41	C	

The table shows the confidence level of the teachers on their skills to deliver the activities through the used and integration of ICT. Thus, participate in a discussion forum on the internet is rated the highest with a mean of ($X= 3.71$). Next, is editing text online containing internet links and images is rated second with a mean of ($X=3.53$). It gives an overall weighted mean of ($X= 2.41$) which means confident.

Problems encountered by the teachers in using LR on Wheels as flexible learning options amidst pandemic

Problems encountered by teachers in using LR on WHEeLs:	Highly Affected (4)	Very Affected (3)	Very Least Affected (2)	Not Affected (1)	WM	D.E	RANK
Insufficient number of computers		8	26		2.12	VLA	13 TH
Insufficient number of internet-connected computers		4	30		2.09	VLA	14 TH
Insufficient Internet bandwidth or speed		3	31		2.29	VLA	12 TH
Insufficient number of laptops/netbooks		10	24		2.38	VLA	9 TH
School computers out of date and/or needing repair		13	21		2.32	VLA	11 TH
Lack of adequate skills of teachers		11	23		2.38	VLA	9 TH
Insufficient technical support for teachers		13	21		2.44	VLA	7 TH
Insufficient pedagogical support for teachers		15	19		2.41	VLA	8 TH
Lack of adequate content/material for teaching		14	20		2.56	VA	4 TH
Lack of adequate content in national language	5	9	20		2.53	VA	5 TH
Too difficult to integrate LR on WHEeLs use into the curriculum	4	10	20		2.41	VLA	8 TH
Lack of pedagogical models on how to use ICT for learning		14	20		2.32	VLA	11 TH
School time organization (fixed lesson time, etc.)		11	23		2.29	VLA	12 TH
School space organization (classroom size and furniture, etc.)		10	24		2.35	VLA	10 TH
Pressure to prepare students for exams and tests		12	22		2.35	VLA	10 TH
Most parents not in favor of the use of LR on WHEeLs at school		12	22		2.35	VLA	10 TH
Most teachers not in favor of the use of LR on WHEeLs school		12	22		2.50	VLA	6 TH
Lack of interest of teachers	5	7	22		3.18	VA	1 ST
No or unclear benefit to use LR on WHEeLs for teaching	19	2	13		2.91	VA	2 ND
Using LR on WHEeLs in teaching and learning not being a goal in our school		27	9		2.90	VA	3 RD
OVER ALL WEIGHTED MEAN					2.59	VA	

The data depicts the problems encountered by the participants on the usage of LR on WHEeLs as flexible learning options. The rated highest mean is the lack of interest of teachers with weighted mean of ($x=3.18$). The second highest mean is ($x=2.91$) with indicator of no or unclear benefit to use LR on WHEeLs for teaching. Lastly, is the mean of $x=2.56$ or lack of adequate content/materials for teaching.

4.1 Discussion of Results

1. The majority of the respondents were ages 30 to 49 years old and were generally females. Most of the participants are engaged in computers for 3 years or more that is why their usage varies from sometimes to most of the times.
2. Provision of training by the school staff and training on introductory courses on internet use and general applications (basic word-processing, spreadsheets, presentations, databases, etc.) are the highest rated variables in the professional development of ICT. Moreover, teachers integrated ICT in making activities and materials for teaching which includes; (1) preparing exercises or tasks for students, (2) communicating parents online, (3) browse/search the internet to collect information to prepare lessons. Data on ICT skills of teacher revealed to be confident as teachers participated in a discussion forum on the internet and usually did editing text online containing internet links and images.
3. The problems encountered by the teachers on the usage of LR on WHEeLs includes; lack of interest of teachers, no or unclear benefit of the use of the project for teaching and lack of adequate content/materials for teaching.

4.2 Reflection

Based on the findings, it could be concluded that the Readiness of teachers on the Learning Resource on WIFI Hub Expanded Electronic learning in Sarangani (LR on WHEeLs) as flexible learning option amidst covid-19 pandemic needs to be reinforced and intensified. Since teachers are already uses ICT in teaching, problems encountered can be addressed by conducting series of trainings, orientations and seminar for them to be fully equipped on the usage of this program. Teachers are motivated on changes if they find the relevance of the activity and gain the competence that would give them a sort of enjoyment, making their tasks easier and provide activities that will suit to the learners need in times of this pandemic.

The 21st century learners are the generation of active learners where they want be involved in the learning process. Essentially, newly – hired and digital immigrants teachers must know the new development of education in terms of integrating ICT. With proper observation of the students need, we will be able to provide not just the learning strategies suited for their need but also for teachers' continuous development.

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Effects of explicit training in (meta-)cognitive strategy use in English (L3) on high school students' reading outcomes in Arabic (L1)

Hassane Razkane¹, Adil Youssef Sayeh¹, Samir Diouny² & Mohamed Yeou¹

Abstract: Metacognition refers to the ability to regulate and monitor one's own cognitive processes; it entails awareness and control of planning, monitoring, and evaluating. Despite the importance of metacognition, very few studies have been conducted to determine whether metacognitive reading strategies are transferrable across languages and their role in reading comprehension. The present study examined the extent to which explicit training in metacognitive reading strategies (MCRS) in English could result in improved reading comprehension outcomes in English (L3) and Standard Arabic (L1) among Moroccan trilingual learners of English as an L3. Using the purposive sampling technique, 60 struggling K12 students were randomly assigned to an experimental group (n=30) and a control group (n=30). All participants were administered a reading comprehension pre-test and post-test in English and Standard Arabic (L1). Only the experimental group received training in the application of MCRS during the reading process in English. The one-way-MANOVA test was used to examine the difference in both groups' reading comprehension scores before and after the intervention. The result of our study showed that the experimental group's reading comprehension scores in both English (L3) and Standard Arabic (L1) improved significantly. Based on these findings, we recommend that learners of English as a foreign language, mainly the struggling ones, should be explicitly taught how to use MCRS and that a link be established between the various languages taught in school to facilitate the transfer of strategies across target languages.

Keywords: Trilingual learners; explicit strategy instruction; Cognitive Retroactive Transfer; reading comprehension

1.1 Introduction

Due to emigration, colonization and globalization, most educational systems worldwide adopt a bi/multilingual approach in which international languages are taught along with national languages. Functioning as a global language of science, business, technology, and communication, English has become a lingua franca essential for successful academic and professional careers. In fact, “the knowledge of English, in particular, has been truly considered as a tool for future career and life opportunities (Abu-Rabia, 2018, p. 2)”. Its high status has triggered a growing demand for its learning all over the world, where the majority of countries have perceived it as a foreign language to be taught besides other languages, resulting in *bi/multilingual educational systems* (Cenoz & Gorter, 2013; Cummins, 2007).

In Morocco, English is considered a foreign language (L3) and is taught in both public and private institutions (Buckner, 2011; Sadiqi, 1991). Due to the social and economic globalization driven by the rapid spread of the Internet, there has been a strong demand for English, which has increased its role and presence in Morocco. Today, Moroccan students learn Standard Arabic as their L1 in the first grade and English as L3 starting from the ninth grade in public school and the first grade in private schools and are tested in these languages along with other languages throughout their academic careers. Moroccan students have to learn to read, write and speak these languages along with other ones. Learning to read and deal with reading comprehension tasks in national languages such as Standard Arabic and foreign languages like English is an essential skill prerequisite to a successful academic career.

Reading is defined as a process in which readers decode and comprehend written texts by converting the symbols of the writing system into the spoken words that they represent (Cline et al., 2006). It is a multi-faceted process that entails the application of a number of (meta-)linguistic and (meta-)cognitive strategies (Perfetti et al., 2005). Reading comprehension is an important language skill that is assessed by institutions around the world to determine students' linguistic proficiency in the target language. Following the rest of the world, Moroccan students have to take many reading comprehension exams throughout their academic and professional careers. In high school, for instance, Moroccan students study Standard Arabic as L1 and English as L3 and have to take reading comprehension exams in these languages to obtain their Baccalaureate.

Given the complexity and multidimensionality of reading comprehension, most language learners struggle to decode the meaning of the target text (Ahmadi et al., 2013). According to research, metacognitive reading strategy instruction can help struggling readers improve their reading comprehension performance (Wolf & Gottwald, 2016). (Meta)cognitive reading strategies (MCRS) are found to reduce difficulties faced during the reading process (Samad et al., 2017) and improve students' reading comprehension achievements (Muhid et al., 2020).

Research on cross-language transfer reported an interconnectedness between languages. The *Linguistic Interdependence Hypothesis* (LIH) (Cummins, 1979, 2007) asserts that there is a strong link between L1 and L2, to the extent that a deficiency in one language can be found in the other. It assumes that literacy-related skills that are fully developed in an L1 can positively transfer to an L2 when learners are sufficiently exposed to L2. The main assumption of LIH is that learning two languages, regardless of orthography type, will improve the learning process of both through the *Common Underlying Proficiency* (CUP) (Cummins, 1979). This CUP, which is shared by all languages, enables the transfer of (meta)linguistic skills from one language to another. The *Threshold Hypothesis*, on the other hand, suggests that a minimum level of language proficiency in L1 is required to facilitate skill transfer to an additional language (Cummins, 1979). That is, once learners acquire literacy-related skills in their L1, they become ready to transfer them to L2 when they learning an additional language (Abu-Rabia, 2001).

It should be pointed out that Cummin's LIH was extended by other researchers into the *Cognitive Retroactive Transfer* (CRT) hypothesis. This suggests a reverse transfer of (meta-)language skills from L2 back to L1 among bilingual learners of English as a foreign language (Abu-Rabia & Bluestein-Danon, 2012; Abu-Rabia et al., 2013). The main claim of this hypothesis is that a backward transfer of linguistic knowledge and skills from L2 to L1 can take place after intervention in (meta-)linguistic skills in L2.

While reviewing the relevant literature across international contexts, it was found that a few studies considered the effects of MCRS on both L1 and L2 among bilingual learners. For example, Salataci and Akye (2002) investigated Turkish students' reading strategies in Turkish (L1) and English (L2) and discovered that strategy instruction in Turkish had a positive effect on both Turkish and English reading strategies as well as reading comprehension in English. In a similar study, Rabadi et al. (2020) examined the use of MCRS among Jordanian university students and found that both English and French learners used MCRS moderately. Talebi (2012) investigated the effects of reading strategy training in English (L2) on improving reading strategy awareness in Persian (L1) among Iranian learners of English (L2) and indicated that the experimental group outperformed the control group on both the English and Persian reading comprehension tasks.

Evidence from the aforementioned findings suggests that explicitly teaching reading strategies in L2 can improve students' reading comprehension scores in their L2 and L1. This research also suggests that reading strategies can be transferred from one language to another and that an explicit strategy instruction in MCRS can lead to an improvement in reading comprehension outcomes in L1 and L2. While reviewing the literature, it was noticed that most of the research studies investigating the association of reading strategy awareness across languages have documented only the use of reading strategies in L1 and L2. The innovation of the current study was to examine the extent to which explicit reading strategy instruction in English as L3 could lead to an improvement in reading comprehension scores in Standard Arabic (L1) among the experimental group. Hence, the following research question guides the study:

To what extent does explicit reading strategy instruction in English improve reading comprehension achievements in English and Standard Arabic?

2.1 Methods

Participants

The participants were K11 students studying in a state high school in El Jadida, Morocco. Based on their scores in English and Standard Arabic, 60 struggling learners including 23 males and 37 females were selected through the purposive sampling technique and randomly assigned to an experimental group (n=30, mean age=17.13, SD 1.00) and a control group (n=30, mean age=17.03, SD =.96). The participants started learning Arabic as their L1 from the first grade and English as L3 from the ninth grade. The experimental group benefitted from explicit training in MCRS while the control group did not.

Data collection tools

Both groups were administered a reading comprehension task, one in English and one in Standard Arabic. The texts were designed by the researchers in collaboration with highly experienced language teachers. Each reading task was



an academic text that matched the Standard Arabic and English language curricula for first-year (K11) Baccalaureate students.

Procedure

A reading comprehension pretest, one in English and one in French was administered to the participants in both the control group and experimental group to test their reading comprehension skills before the intervention. Each text contained 10 multiple-choice questions (Abu-Rabia & Sanitsky, 2010). The participants were asked to read the text silently before answering questions based on the target text. After one week, the same procedure was used in the Standard Arabic reading task.

Following the administration of the pre-tests, the cohorts in the experimental group received explicit training in the use of MCRS twice a week for four months (45 minutes in each training session). The participants were trained to use the MCRS in three stages, starting with the application of the MCRS in the planning, then the monitoring, and finally the evaluating stage. The teacher showed how to use each strategy using Think-aloud Protocol. After the reading strategy-based instruction in English,

Design and data analysis

The current study used a quasi-experimental design that included a pretest, a posttest, and a control group. The independent variable was the reading strategy training in English and the dependent variables were the reading comprehension outcome in English and Standard Arabic.

Reading comprehension scores were calculated by subtracting the total number of correct answers from all ten (10) items. The mean values and standard deviations of the variables were calculated using descriptive statistics. The Multivariate Analysis of Variance (one-way MANOVA) test was also used to see if there was a significant difference in the reading comprehension scores of both groups in English and Standard Arabic before and after the intervention.

3.1 Results

The current study compared the experimental group and control group's reading comprehension scores in English (L3) and Standard Arabic (L1) before and after the intervention. The data was collected from the reading comprehension scores the participants obtained in the reading comprehension task in English and Standard Arabic.

Our results revealed that the treatment group significantly scored higher in the reading comprehension post-tests in English (M=7.30, SD: 1.48) and Arabic (M=6.10, SD: 1.60) than the control group (English: M=2.77, SD: 1.45; Arabic: M=4.80, SD: 1.66). Tables 1 and 2 summarize both group's scores in the pre-tests and post-tests in English and Standard Arabic:

Table 1. Means of the experimental group’ reading comprehension scores

	English		Arabic	
	Means	S. D.	Means	S. D.
Pre-test	2.43	1.25	4.17	1.28
Post-test	7.30	1.48	6.10	1.60

Table 2. Means of the control group’ reading comprehension scores

	English		Arabic	
	Means	S. D.	Means	S. D.
Pre-test	2.63	1.86	4.27	1.91
Post-test	2.77	1.45	4.80	1.66

The MANOVA test results indicated that there was no significant disparity between the treatment group and the comparison group at the level of the reading comprehension scores in English and Arabic before the training in MCRS: Wilks’ $\Lambda = .99$, $F(2, 57) = .15$, $p = .85$. However, the MANOVA tests showed a statistically significant difference between both groups in the post-tests: Pillai’s Trace = $.72$, $F(2, 57) = 76.03$, $p < .001$. Additionally, the tests of between-subjects effects disclosed that the explicit strategy instruction in metacognitive reading strategies significantly affected reading comprehension scores of the cohorts in the experimental group in both English ($F(1, 58) = 142.27$; $p < .001$) and Arabic ($F(1, 58) = 9.45$; $p < .001$).

4.1 Discussion and Conclusions

The MRSQ results showed the experimental group’s reading comprehension scores significantly improved when reading academic texts in English and Arabic after four months of training in the use of MCRS in English. This finding indicates that the participants reversely transferred MCRS from English (L3) to French (L2), and therefore validates the CRT hypothesis, which assumes the possibility of a reverse transfer of language skills after the intervention. Our results also revealed a significant improvement in the experimental group’s reading comprehension scores on post-tests in English and French. Our findings are also compatible with other results which showed that the cohorts in the experimental group scored higher than the participants in the control after intervention in reading strategy awareness (Muhid et al., 2020).

Our findings along with the aforementioned studies corroborate the efficiency of the use of metacognitive strategies during the reading process. This implies that the participants in the experimental group not only benefited from the training in the use of MCRS in English but also managed to transfer these strategies from English to French

when doing the reading comprehension task in French. This finding supports the Cognitive Retroactive Transfer Hypothesis (Abu-Rabia & Bluestein-Danon, 2012; Abu-Rabia et al., 2013), which proposes a reverse transfer of (meta-)linguistic skills from an L3/L2 to an L1 among tri/bilingual learners of English a foreign language. Our result also provides evidence of cross-language transfer of (meta-)cognitive reading strategies between languages as reported by other researchers (Rabadi et al., 2020; Salataci & Akyel, 2002). Our finding along with other results lend additional support to the claim that tri/bilingualism enables a positive transferability of (meta-)cognitive linguistic skills and strategies across languages (Abu-Rabia, 2018). The results of the current study validate Cummins' *Common Underlying Proficiency* (CUP) hypothesis (1979, 2007), which assumes the existence of one common language proficiency that enables learners, be them bilingual or trilingual, to transfer acquired (meta-)language skills from one language to another

The results also have several pedagogical implications for language teaching/learning theory and further research on MCRS. Teachers are called upon to improve Moroccan students' reading strategy awareness by training them to apply MCRS when reading academic texts. This way, Moroccan language learners can become skilled at reading comprehension, which is highly crucial to language acquisition. This can be done by offering learners, mainly the poor, regular explicit reading strategy instruction in all the languages they study to increase their reading strategy awareness. This can enhance their meta-cognitive and transfer strategy awareness among language learners, which can help ameliorate their reading comprehension outcome in particular and language learning at large.

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Awareness of the Remote Learning Practices During the Covid-19 Pandemic: In the Eyes of Ilonggo Students

Dr John Erwin P. Pedroso¹, Heart L. Mellizo¹

Abstract: **Introduction:** Due to the restrictions of the COVID-19 pandemic, there has been a shift to emergency remote education and blended learning. However, although there have been a number of studies regarding remote education, few have specifically gone into the level of awareness of students on the concepts associated with and the methods utilized in remote education. **Objective:** This study determined students' level of awareness on remote learning and blended learning, as well as the methods employed in remote education during the COVID-19 pandemic. **Methods:** This descriptive-correlational research study utilized a duly-validated researcher-made questionnaire and was regulated through Google forms among the twenty (20) conveniently selected Ilonggo students. The statistical tools used were: mean, standard deviation, and Spearman's rho set at .05 level of significance. All statistical computations were processed using Statistical Package for Social Sciences (SPSS). **Results:** The results showed that Ilonggo students were very aware (M=3.53, SD=0.21) of the concepts pertaining to remote and blended learning, and very aware (M=4.01, SD=0.65) of the methods utilized in remote education. The Spearman's rho correlation presents a p-value of 0.816 at 0.05 level of significance and there was no significant relationship between the students' level of awareness in the topics being studied. **Conclusion:** Awareness of the remote learning among Ilonggo students will help them adjust to the changes in our educational system, particularly during the COVID-19 pandemic.

Keywords: awareness, remote learning, education, pandemic



1.1 Introduction

As a result of the most recent figures shown by the current novel coronavirus (2019-nCoV) outbreak in January 2020 wherein about 200 people out of every 10,000 infected had died, the World Health Organization (WHO) had declared an international public health emergency (Mahase, 2020). It is perceivable that every aspect of human life has been affected by this global health crisis, especially the field of health and medicine. Because public health is currently of utmost concern and consideration, and in order to comply with the recommended social distancing and health protocols to prevent the spread of the virus, governments around the world have decided to temporarily close all educational institutions. As a result, students, educators, and institutions as a whole have been affected and urged to adapt by transitioning into a more virtual platform to continue education despite the challenges posed by the pandemic (Chandra, 2021).

Remote learning in the midst of the pandemic is best defined as emergency response education (ERE) which falls under the category of distance education-- implemented as a result of the health-related concerns that come with traditional face- to-face learning (Bozkurt & Sharma, 2020). It has been the main alternative introduced by learning institutions, especially those on the tertiary level, to sustain education in spite of the current circumstances.

The study of Joaquin, Biana, & Dacela (2020) finds that in a developing country like the Philippines, tertiary level institutions are perceivably unprepared for the students' transition into a new mode of learning. Statistics from the same study show that an estimated 3.5 million students, enrolled in the tertiary level alone, are affected by the pandemic in one way or another. This is because aside from the usual responsibilities that come with being a student, they also have to adjust to the unprecedented challenges posed by the new learning setup (Simbulan, 2020).

Although there have been a number of studies conducted in relation to remote education and blended learning, relatively fewer are contextualized in the Philippine setting and specifically look into the level of awareness of students regarding the concepts pertaining to remote learning. Furthermore, there is a lack of studies localized to Iloilo City discussing students' awareness of the different methods employed in remote education as a means of adapting to the challenges posed by the COVID-19 pandemic.

Students must have an awareness of the current state of remote learning in the Philippines as this is a topic that directly affects them. Because every member of the school community is influenced by the changes in our general educational and institutional systems, students must be equipped with sufficient knowledge about remote education and what this new mode of learning means for them as learners. With this, the researchers aim to determine the level of awareness of students regarding the concepts of remote education and blended learning, as well as the practices utilized in adapting to the current mode of remote education. Hence, this study has been undertaken.

2.1 Methodology

2.2 Purpose of the Study and Research Design

This study utilized the descriptive research-correlational method of research which aims to describe the variables and the relationships that occur naturally between and among them. The descriptive-correlational design fits well into this study for it aims to determine the relationship between Ilonggo students' level of awareness on the concepts pertaining to remote and blended learning and on the methods utilized in remote education.



2.3 Respondents

The respondents of the study were twenty (20) Ilonggo students who were currently residing in the city of Iloilo. The convenient sampling technique was employed in the selection of the respondents of the study.

2.4 Instrumentation

This study utilized a duly-validated researcher-made questionnaire regulated through Google Forms. The draft of the questionnaire was drawn out based on the researcher's readings, previous studies, professional literature, published and unpublished research relevant to the study. The said instrument was composed of 20 questions. 5 point Likert scale in conjunction with mean and ranking scheme was utilized.

The following are the scales use to indicate the Ilonggo students' level of awareness on the concepts of remote education and blended learning, as well as the practices utilized in adapting to the current mode of remote education.

Responses	Assigned score
Very Aware	4
Moderately Aware	3
Slightly Unaware	2
Not Aware at All	1

2.5 Data Gathering Procedure

After the letter of permission to conduct the study was approved by the Dean, the questionnaire was administered to the respondents of the study through messenger. Responses were collected through Google Forms which was disseminated last September 6-11, 2021. Twenty (20) copies of the questionnaire given out were successfully completed and retrieved. After data gathering, the researchers tallied the responses and underwent statistical treatment. The Likert scale for interpreting the level of awareness are as follows.

Ranges for 5-point Likert Rating Scale.

Scale	Description
1.00-1.79	Not Aware at All
1.80-2.59	Slightly Unaware
2.60-3.39	Moderately Aware
3.40-4.19	Very Aware
4.20-5.00	Extremely Aware

2.5 Date Analysis Procedure

The collected data were analyzed using quantitative data analysis approaches. Descriptive analysis uses frequencies, percentages, mean, and standard deviation while inferential statistics uses Spearman rho to present quantitative data



collected from students using questionnaires. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 20 testing set at .05 level of significance.

3.1 Results and Discussion

Table 1. Level of Awareness Regarding the Concepts of Remote Learning and Blended Learning

	M	SD	Descriptive
Awareness on Concepts of RL and BL	3.53	0.21	Very Aware

Legend: M --Mean; SD --Standard Deviation; (4.20-5.00) Extremely Aware; (3.40-4.19) Very Aware; (2.60-3.39) Moderately Aware; (1.80-2.59) Slightly Unaware; (1.00-1.79) - Now Aware at All

Table 1 shows that the respondents were very aware ($M=3.53$, $SD=.21$) of the different concepts pertaining to remote and blended learning. These results are possibly brought about by the experience of students with remote and blended learning for almost two academic years as well as the students' own research of what ideas can be associated with the remote and blended learning setups so as to set expectations about what the experience would be in the unprecedented mode of learning. Furthermore, students may also learn about remote and blended learning through their teachers and learning materials which explain the definitions of these two terms in the beginning of the new education setup in order to orient the learners on how remote education or blended learning will be implemented. In general, internet-based learning is considered an option, an alternative to traditional learning (Abou El-Seoud et.al, 2014, as cited in Pedroso, 2021). During the COVID 19 pandemic, it became an essential element for maintaining the activity of schools and universities. With this, students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning (Dhawan, 2020, as cited in Pedroso, 2021).

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Table 2. Level of Awareness about the Methods Utilized in the Remote Learning Setup

	M	SD	Descriptive
Awareness on methods used in remote learning	4.01	0.65	Very Aware

Legend: M --Mean; SD --Standard Deviation; (4.20-5.00) Extremely Aware; (3.40-4.19) Very Aware; (2.60-3.39) Moderately Aware; (1.80-2.59) Slightly Unaware; (1.00-1.79) - Now Aware at All

Table 2 shows that the respondents were very aware ($M=4.01$, $SD=.65$) of the methods in remote learning. With this, participants perhaps are very aware of methods such as synchronous, real time lectures, online education platforms, pre-recorded video lectures, collaborative learning in groups, and self-paced instruction being utilized in the remote education setup. In the study of Pedroso (2021), webinars paved the way for students to utilize their past experiences to form new knowledge. Student’s experiences may have triggered them to underscore innovative conclusions as they were well-engaged listeners on webinars’ live presentations and interactive multimedia which made the distance feel less of a hurdle (Mittal, 2020).

Table 3. Significant Relationship between the Participants’ Level of Awareness of the Concepts of Remote Learning and Blended Learning and the Level of Awareness on the Methods Employed in Remote Education

	Level of awareness on the concepts regarding remote learning and blended learning	Level of awareness on the methods utilized in remote education
Level of awareness on the concepts regarding remote learning and blended learning	.	
Level of awareness on the methods utilized in remote education	0.816**	.

Note: **Correlation is significant at the 0.05 level (two-tailed).

Table 3 shows that there is no significant relationship between the students’ level of awareness of the concepts of remote learning and blended learning, and on the methods employed in remote education

4.1 Conclusion

In relation to the findings of this survey, it is concluded that the participants are very aware of the concepts pertaining to remote learning and blended learning in the midst of the COVID-19 pandemic. The participants are very aware of the definition and scope of remote education and its purpose. Furthermore, the participants are very aware of blended learning as a separate and different concept from remote education. Aside from this, the participants are collectively very aware of the methods employed in the current remote learning setup. Students have cognizance of the different practices and strategies being utilized in remote education, both synchronous and asynchronous in assessments and instructional delivery, as well as independent and collaborative modes of learning. Lastly, there exists no significant relationship between the participants’ level of awareness on the concepts regarding remote learning and blended learning and the level of awareness on the methods utilized in remote education. Awareness of remote learning concepts among Ilonggo students will help them adjust to the changes in our educational system, particularly during the COVID-19 pandemic.

It is recommended by the researcher that this study be used in the development of further research about remote education and blended learning in the midst of the pandemic.

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- The Researchers

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