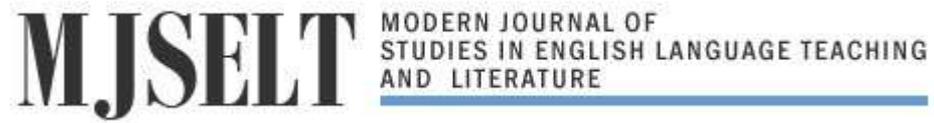


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## **Linguistic Landscape as a Pedagogical Tool in Teaching and Learning English in Oman**

Francisco Perlas Dumanig  
*The University of Hawaii at Hilo*  
fdumanig@hawaii.edu

Maya Khemlani David  
*University of Malaya*  
mayadavid@yahoo.com

### **Abstract**

English language learning does not only happen within the four corners of the classroom, but it may occur even within the learner's immediate community. Learning English can be enhanced through various resources like the available linguistic landscape. According to Landry and Bourhis (1997, p. 25) the term linguistic landscape (LL) is defined as the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the LL of a given territory, region, or urban agglomeration. As such, it contributes to an additional language-learning tool for language learners. It is, therefore, the focus of this study to examine the use of the linguistic landscape as a pedagogical resource in teaching and learning English. This study examines explicitly the shop names and signage in Oman. To carry on the study, fifty (50) shop names and signage in Al Buraimi, Oman were collected and analyzed. The findings of the study reveal that the linguistic landscape does not only provide awareness about the English language, but it also enhances the learners' English language skills. This study supports the notion that exposing learners to the linguistic landscape provides awareness of the languages used in public signs, which indicate or give evidence of what languages are locally relevant (Kasanga, 2012). This study offers new insights on how classroom activities can be extended to the streets of the learners' community.

**Keywords:** English as a Foreign Language (EFL), English in Oman, English language teaching and learning, linguistic landscape, shop names, and signage

### **Introduction**

Linguistic landscape (LL) is defined as the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs in government buildings in a given territory, region, or urban agglomeration (Landry & Bourhis, 1997, p. 25). It provides a scene where the public space is symbolically constructed (Shohamy & Gorter, 2008) and indicates what languages are locally relevant, or gives evidence as to what languages are becoming locally relevant (Kasanga, 2012). The LL of a community reflects the people's language, identity, and cultural practices.

Road signs and other LL provide a clear, easy, and visual way in promoting language and culture and, at the same time, provide excellent authentic materials for language learning in real-life situations, and tell more about the culture of a place. Many studies about LL use photographs of public signs as data to understand the multilingual, multicultural, and multi-literate sociolinguistic ecology of a place (Spolsky, 2009). Studies reveal that the languages

used in streets, shops, and billboard advertisements are useful for enhancing language learning, both in a second or in a foreign language. Therefore, LL can be used as a tool in language teaching and learning, which provides opportunities to learn another language or languages within the learners' immediate community. The accessibility of LL makes learning easy and convenient. Using LL as a tool may prove that language learning materials are not only found within the four corners of the classroom, but many such materials are available outside the classroom. Using LL as language learning materials can be more authentic, practical, and familiar to the learners. Because of its authenticity, practicality and familiarity, many studies have found that LL is a useful material in learning a second or foreign language. In a study conducted by Chestnut, Lee and Shulte (2013), they concluded that LL created more impact in learning English in Korea, and it developed the students' intercultural communicative skills.

While LL research has continued to expand and explored how languages are displayed in many places around the world, scholars further examine how to use the LL research to enhance the pedagogical approaches in language teaching and learning (Rowland, 2012; Thornbury, 2012; Sayer, 2010; Cenoz & Gorter, 2008). In a study conducted by Thornbury (2012), learners were engaged in a simplified analysis of the languages used in the local LL. This allowed the English language learners to explore the LL in their community, which showed that language learning is not beyond their reach. LL serves as an educational tool that is useful for some authentic literacy activities, allows learning to move beyond the classroom and links learners' life in school to their community (Bradshaw, 2014, p. 160). Similarly, Cenoz and Gorter (2008) argue that there are benefits for exploring LL, which results in five areas of learning, such as incidental learning, pragmatic competence, multimodal literacy skills, multicompetence, and the symbolic and emotional power of language.

Sayer (2010) believes that using LL as a pedagogical resource is like a "real-world experience" for learners. He says:

"As an EFL teacher, I often struggle to find ways to connect the content of my language lessons in the classroom to the real-world students' encounter outside the classroom. We know that exposure and practice are two essential elements for L2 acquisition; however, in most EFL settings throughout the world, students' opportunities for exposure and practise beyond the classroom walls are limited" (p. 143).

In places where English is not widely spoken, the linguistic landscape provides opportunities for learners to continuously interact in English through the linguistic landscape of their community.

Several studies have proven that the use of LL in teaching English as a second or foreign language provides the language teachers and learners more ideas on how to practically learn and teach the language within their reach. Moreover, integrating LL and language teaching can be used as a practical teaching approach. It encourages learners and teachers to become aware of their surroundings and the environmental prints that they see daily. Linguistic landscape serves as a functional tool in language teaching and learning since it exposes the learners on the actual use of the language.

The use of LL provides opportunities for foreign language learners of English to extend their learning outside the classroom, particularly in Oman. Apart from Arabic, English is also gaining more popularity in Oman because of the economic, business, and educational

benefits it brings. In the Omani educational system, English has been introduced as a subject in schools, colleges, and universities throughout the country, although, English language teaching (ELT) in Oman is a relatively new enterprise. Historically, English was introduced to the Omani education system in the '70s and later became a lingua franca and the only foreign language in Oman that serves multiple purposes, both locally and globally (Al-Issa & Al Balushi, 2012).

According to Al-Busaidi (as cited in Al-Jardani 2012, p. 41), the use of English in Oman has become an “institutionalized domain” which is used in business, media, and education. Furthermore, English is also used as the medium of instruction in private and public higher education (Al-Isaa, 2005). Despite the development of English in Oman, English is considered as a foreign language, since it is still used in limited domains of communication.

Currently, English as a foreign language in Oman has played a role in economic development and educational advancement, particularly in developing the English language skills of learners. Despite the aim of the government to enhance the students’ language skills, the use of English is still insufficient due to its limited functions. Such a limitation influences the students’ English language learning development because it is not enhanced outside the classroom. Consequently, many Omani learners of English still lack proficiency in English although it has been introduced as a subject in primary and secondary education, and used as the medium of instruction at the tertiary level.

This study argues that the limited opportunity of Omani learners of English outside the classroom can be enhanced by the English LL, which is immediately available within the learners’ community. It is, therefore, the focus of this study to examine how LL facilitates in teaching and learning English in Oman. More specifically, this study analyzes the linguistic structure of selected LL, particularly the shop names and signage. Furthermore, this also examines the impact of LL in teaching and learning of English, and the students’ perspectives on the usefulness of LL in English language learning.

### **Methods**

This study employed the qualitative approach as its methodological framework, particularly in collecting and in analyzing the data. To obtain a comprehensive data gathering, three phases of data collection were conducted. The first phase focused on the collection of pictures of 50 shop names or signage in Al Buraimi, Oman, for a period of six months from September 2016 until March 2017. There were three hundred pictures of shop names and signage, but only 50 were used in the study as they have already shown the trend on the language use and patterns in the LL. The shop names and signage were chosen because they were the most visible LL in the city. Pictures were taken to examine the patterns of language use as reflected in the LL of the city. The second phase was conducted in the classroom where 90 first year and second year Bachelors in English Language and Literature students were asked to list down all the English words that they read and remembered within the city of Al Buraimi; however, only 80 were finally selected because the other 10 participants listed a number of words not found in the LL (shop names/signage) of the city. These participants were selected because their English language proficiency can still be classified as low. This is understandable since English is a foreign language in Oman, and students have very limited exposure to the actual use of the English language in the real context. Before the students listed the words, they were asked first to familiarize the LL of the city for a period of one

month although most of them lived in the city for many years. This phase was done to find out how LL contributed to students' English language awareness and language learning outside the classroom. The third phase was the structured interviews of 50 Bachelors in English Language and Literature students to examine how the LL helped them to learn English. The 50 interviewees were the same group of students selected to do the other test. In this phase, students were asked to answer the interview questions, and they were given the options to opt-out if they were not interested. Out of 90 participants, only 50 answered the interview questions.

The participants were conveniently selected from the researcher's classes in Introduction to Semantics and Pragmatics, and Research Methodology. Before the participants were asked to take part in the study, they were required to sign a consent form to take part in the study. This means that students were allowed to opt-out if they were not interested.

Since there were three phases of data collection, three phases of data analyses were also conducted in this study. It started with a linguistic analysis on the road signs and shop names to provide an overview of the LL in Al Buraimi, Oman. The analysis was based on the collected pictures from the city's shop names. Then, it was followed by the analysis of how LL helped the English language learners. The analysis was based on the students' responses to the words and phrases that they recalled from the shop names translated from Arabic to English. The words that students recalled were verified by the researchers from the shop names and signage, and categorized as content words and function words. Lastly, the analysis focused on the perspectives of the students on the usefulness of LL in learning English. The analysis was based on the interviews conducted from 50 participants. The interviews were coded and analyzed thematically.

## **Results and Discussion**

### **Language use and Patterns in the Linguistic Landscape in Oman**

A regular pattern of language use is evident in the LL in Buraimi, Oman. The use of Arabic and English follows a pattern wherein the Arabic language comes first and is followed by an English translation. Such a pattern of language use is a result from the requirement made by the local government in 2011 wherein the head of the Chamber of Commerce and Industry suggested that websites and signboards should be written in Arabic and in English to avoid excluding the non-Arabic speakers (Times of Oman, 2011). The objective of using Arabic and English was to accommodate the non-Arabic speakers who are mostly migrant workers from various parts of Asia. Such policy was implemented by almost all business owners, but it was not passed as a law in Oman. However, to date, such shop naming has become a practice by many shop owners to use both Arabic and English.

The use of two languages can be a manifestation that Omani society is becoming multi-racial, multi-ethnic, and multilingual probably due to the presence of economic migrants from India, Pakistan, Bangladesh, Nepal, Philippines and other neighbouring Arab countries, such as Jordan, Egypt, Syria, Iraq, and Sudan. The majority of the non-Arab migrants do not speak Arabic, and English has become their lingua franca when communicating with other nationalities even to the Omanis. The use of English in the LL of Oman can be an indication of accommodating the non-Arabic speakers in the country.

The findings of the study are congruent with the findings of Buckingham (2015) that the LL in Buraimi, particularly the shop names, follows certain patterns in language use such as the use of noun phrases (nominalized transaction verb), the use of multiple verbs and multiple nouns, and the use of article "the" to introduce an organization. It must be noted that the analysis of the LL patterns in this study is an introductory analysis that could lead to a deeper understanding as to how the LL is used as a resource in teaching and learning English as a Foreign language.

The shop signage in Al Buraimi, Oman has shown a pattern in the way shops are named. The pattern carries loads of meanings that can be linked to cultural assumptions. Although the names are translated into English, the Arab or Omani culture is evident in the way shop names are structured. The use of noun phrases or nominalized transaction verbs, multiple verbs, multiple nouns, and the use of articles to introduce an organization to name a shop is cultural. This entails that the Arab culture is always attached to the English shop signage.

**The use of the noun phrases (nominalized transaction verb).** The majority of shop names uses the noun phrases, which are nominalized transaction verbs. Such use of nominalized nouns is also common in spoken discourse among Omani speakers of English. The shop names can be a reflection of how English is verbally used in Oman. For instance, the use of names, like “*retail of pets and their accessories*”, “*sales of watches, perfumes, and luxuries*,” indicate the specific service and products that the shops offer. This method of shop naming may sound unfamiliar but is easier for customers to identify the shops that sell particular goods or products. This direct naming of shops may provide an easy understanding for other speakers of English who do not have similar language and pragmatic competence as compared to the native speakers. From the 50 photos taken, it shows that 35 shop names use noun phrases.



Figure 1. Shop names with nominalized transaction verbs

**The use of multiple verbs .** The use of multiple verbs can be seen in many shops in Oman particularly in the City of Buraimi. This style of naming indicates the services or jobs offered by shops like repair, construction, house cleaning, and office or clerical services. Since there are limited specialized shops in the city, the majority of the shops offer multiple jobs and services. The shop names explicitly indicate the services and jobs offered. It is evident that the use of the word “*sale or sales*” functions as a verb as in “*articles sale & repairing*” which means “*to sell and to repair*”. Another shop name like “*Building, Cleaning Services, and Pest Control*” indicates two verbs, building and cleaning. Using multiple verbs shows the various services and products that the shop offers to prospective customers.



Figure 2: Shop names with multiple verbs

**The use of multiple nouns.** Apart from the use of multiple verbs, it is also common to see some shop names containing multiple nouns. Such use indicates the specific products and services available in the shop. This style of naming commonly appears in shops that offer multiple products and not services. This is evident in mini grocery shops and those that sell chocolates, ready to use items and food products. Such use of multiple nouns reflects the numerous products sold at the shop for example “*Wholesale of Confectionary, Nuts, Coffee & Bakery Products.*”



Figure 3: Shop names with multiple nouns

**The use of articles to introduce an organization.** Some shop names also use an article “*the*” to introduce an organization or a specific service that the shop offers. Such shop names are common in offices or agencies that provide household services like supplying house cleaners and construction workers. The use of the article “*the*” somehow helps to provide a specific service that the shop offers and differentiates it from other shops. For example, “*The Capital Manpower Recruitment.*”



Figure 4: Shop names introduced by articles.

## **Implications of Shop Names in English**

Currently, there is no policy as to how the two languages are arranged; however, there is evidence that most shops use Arabic first followed by an English translation. Regardless of how the shop names are structured and arranged, such practice reflects the importance of English in the Omani society. The grammar and spelling issues as reflected in LL signal the status of English in Oman. The visibility of English in all places indicates that English is slowly increasing its function and its role in an Arabic dominated society.

The translation of shop names in English promotes the importance of English in Oman. Exposing people to a language that is foreign to them is a form of educating people of the increasing language role that English holds. Studies support that raising the social function of a language is possible through the LL and education language policy of the country. Currently, Oman implements the use of English as the medium of instruction in colleges and universities and as a required subject in schools starting from the primary until high school. By combining both methods in promoting the language and its international role, there is a chance for English to increase its social function in Oman.

The findings of the study show that the patterns of shop naming in English in Oman is a reflection of the increasing importance and popularity of the English language in the country and can be used as supporting evidence to argue that English is slowly becoming part of the Omani culture. Noone (2018) argued that English is gaining popularity in Gulf learning Institutions. This initially presents the idea that Omani English is an emerging variety of English. Exploring further the use of English in other contexts will provide more evidence on the emergence of the Omani English variety.

In addition, the use of English LL in a non-English speaking country may be useful in teaching English as a foreign language. Using LL as teaching tools allows the learners to locally learn a global language. It raises the learner's awareness of English and allows them to use a foreign language in a local context. This concept is discussed further in the following sections of this paper.

## **Linguistic Landscape: English Language Teaching and Learning**

In a society where English is not widely spoken, English language teaching and learning bring more challenges to English language teachers. However, when English becomes visible through the LL, it makes the learning of English faster. Gamez (2015) found that English language learners' exposure to English promotes English language development. In this study, LL translated from Arabic to English is argued to be useful for language learning and teaching.

To carry out the study, students were exposed to the linguistic landscape of the city and asked to recall the English words and phrases that they remembered. The results show that students can recall some English vocabularies and phrases. It shows that LL in English results in better retention, and it can be an effective strategy in teaching English as a foreign language. It reveals that teaching and learning of English in Oman can be enhanced outside the classroom through the English LL available in the area as tools for classroom instruction.

In this study, students were asked to recall the English words and phrases and instructed to categorize them as function words or content words. The findings show that students recalled the nouns more than the other grammatical categories. Out of 674 words

recalled, 577 (85.61%) are nouns, 56 (8.31%) are verbs, 27 (4.00%) are adjectives, 5 (.74%) are pronouns, 2 (.30%) are conjunctions, and 7 (1.04%) are prepositions. It also shows that 660 (97.93%) of the recalled words are content words and only 14 (2.08%) are function words. This indicates that content words are more easily remembered than function words.

The findings correlate with that of Gentner’s (1982) that learners easily learn the concrete nouns because as object-reference terms; they have a transparent semantic mapping to the perceptual-conceptual world. This is the reason why foreign language learners prove that nouns are easily learned as compared to other grammatical categories. This method of learning has practical implication in terms of pedagogy, particularly on how to teach English vocabulary for fast retention and recall before introducing other grammatical categories.

Table 1 shows the different grammatical categories recalled by participants from the English shop names. The words are further classified as function word and content word.

Table 1

Function and Content Words Recalled by Learners

<b>English words recalled by students according to grammatical categories</b>	<b>Function Word</b>	<b>Content Word</b>
Nouns		577 (85.61%)
Verbs		56 (8.31%)
Adjectives		27 (4.00%)
Prepositions	7 (1.04%)	
Pronouns	5 (.74%)	
Conjunctions	2 (.30%)	
Total	14 (2.08%)	660 (97.92%)

Teaching and learning vocabulary do not only involve knowing about words; they also include the learners’ knowledge about lexical phrases. In this study, students were also asked to write the phrases that they recalled from the LL. The results show that students do not focus only on words, but they also recall some phrases in English, such as the noun phrase, verb phrase, and prepositional phrase. It reveals that the noun phrase recalled is 25 (36.76%), 42 (61.76%) for verb phrase and one (1.47%) for a prepositional phrase. Of the three phrases, a noun phrase has the highest occurrence that students remember. The results of our analysis indicate that learners can easily recall noun phrases than that of other phrases. The table below shows the noun phrase, verb phrase, and prepositional phrase recalled by students.

Table 2

Phrases Recalled	
Phrases Recalled from the Linguistic Landscape	Total
Verb phrase	42 (61.76%)
Noun phrase	25 (36.76%)
Prepositional phrase	1(1.47%)
Total	68 (100%)

### Students' Perspective on the use of English Signage in Oman

To validate the results of the earlier findings on recalling the English words and phrases, the same group of students were interviewed as to whether the use of English translations of LL helped them to learn English. The interviews conducted with 50 students reveal that English translation has contributed to learning new vocabulary, spelling, and structure.

**Linguistic landscape and vocabulary learning.** From the interviews conducted, students believe that the LL translated from Arabic to English are helpful to foreign language learners in improving their vocabulary. Vocabulary is essential in language learning and “lacking either adequate word identification skills or adequate vocabulary will ensure failure” (Biemiller, 2005, p.1). The participants of the study feel that the frequency of seeing the English words through the shop names help them to learn more vocabulary. Teng (2010) argued that vocabulary is learned through repeated encounters of unfamiliar words and the context where these words are used to facilitate better vocabulary learning.

The findings also support that students remembered the nouns more than the other grammatical categories. From the participants' perspectives, it can be said that the LL could be helpful for English language learners in enhancing their vocabulary.

In the interviews conducted, the participants mentioned:

*“The signage and road signs help me to understand new words in English and it helps me to speak English.” (P6)*  
*“The signage is written in English help me to improve my reading and help me to learn new English words and it last longer in my memory.” (P20)*  
*“I learn English when I see the words through the signage and from it; I learn new words in English.” (P10)*

**Linguistic Landscape and Familiarization of English.** From the interviews conducted, the participants believe that signage can help learners become familiar with the English language. This means that what the students learn in the classroom is enhanced by what they see in the linguistic landscape and eventually make them more familiar with the language. One factor that helps them learn the language is the frequency of exposure to the LL of the city. Word frequency is often treated as the quantifiable correlate of word familiarity and word length (Cesar, 2015).

Familiarization of the English language through LL helps the students learn how to use some words in the real context. Graves (2006) argued that words are learned faster when they are frequently used in context.

In the interviews conducted, the participants commented:

*“The English language that can be seen in the signage helps us to be more familiar with the language. It helps to remember the words particularly if it is always seen on the road every day.” (P35)*

*“If I always see and read the words in English, they go to my memory, and I learn from it” (P2)*

*“When you see the English words, it helps to remind and to be more familiar with the word, and you will know more.”(P18)*

**Linguistic Landscape and Spelling.** Correct spelling in English has been a problem among Omani students wherein most English words are usually misspelt. The spelling problems among English as foreign language (EFL) learners particularly the Arab speakers are due to cross-lingual transfer because they tend to apply the spelling patterns from their native language (Ringbom & Jarvis, 2009). It is evident that through the English LL, their typographical errors in some words were minimized.

In the interviews conducted, it shows that the signage available on the streets has helped students improve their spelling. Their frequent contact with words in the streets like the road signs, shop names, and advertisements written in Arabic and English make them more familiar with the spelling.

The participants commented.

*“From the signage written in English, I learn new words and I learn the correct spelling of the word.”(P30)*

*“The English words I saw outside teaches me the spelling of some words in English.” (P24)*

*“English spelling is difficult to familiarize but if I always see the English word, I don’t forget it.” (P33)*

**Linguistic Landscape and English Language Structure.** Omani learners of English are more interested in learning the structure or forms rather than the content. Learners are more inclined to correcting their usage of English through self-correction. Seeing the structural errors in the LL allows the learners to self-correct the errors without the teachers’ intervention. The learners’ knowledge of the rules is applied by learners on their own.

From the interviews conducted, learners believe that their exposure to the English language that they see within their immediate environment helps them improve their usage of the language. The participants commented:

*“There is some signage that doesn't provide a good translation from Arabic; however, it helps me to know when to use such words so it is very useful.” (P12)*

*“I learned how to correct phrases and sentences on the signage I always see.” (P27)*

*“I sometimes correct some incorrect sentences used in the signage. I feel that it helps me to improve my English.” (P9)*

Based on the tasks given to the participants in recalling vocabulary words and phrases and through the interviews conducted, it is clear that LL enhances the teaching and learning of English as a foreign language in Oman. If teachers will make use of the LL available within the learners' immediate environment, English language teaching and learning could be easier and faster.

### **Challenges in Language Teaching and Learning**

One of the perennial problems of English language teaching and learning in Oman is the lack of motivation of some students, which sometimes results in poor performance in English classes. Poor performance can be linked to the learner's limited background knowledge of the target language. As a result, students could hardly relate their personal experiences to the language that they learn.

The findings of this current study show that English can be learned easily when learners have language schema. Using the English LL within the learners' community allows them to relate the language that they learn to their daily experiences. This facilitates better learning because LL within their immediate environment becomes more familiar to them. Therefore, LL can be authentic and practical teaching materials that enhance the learners' understanding of the language.

At present, several Omani learners struggle to learn English since most teachers rely heavily on foreign-authored textbooks. Making the text and class activities in the classroom relevant to the learners' experiences will bridge the gap in learning English as a foreign language.

### **Conclusion**

English language teaching and learning in countries where English is considered as a foreign language and has limited functions in society pose many challenges to both teachers and learners. However, if practical approaches in teaching are employed such as using any available resources within the reach of the teachers and learners, English language learning could be easy and fast. Studies show that public signs open opportunities for language teachers to maximize the potential of using real-life language in contexts relevant to students (Floralde & Valdez, 2017, p. 799). Based on the findings of this study, the use of English LL in an EFL context may contribute much in developing a better approach in English language teaching. In the case of Buraimi, a small city in Oman, the translation of the LL from Arabic to English has helped the learners increase their English language vocabulary where they easily remember and become familiar with English words and phrases. Students can develop their English vocabulary, spelling, and grammatical structure. Therefore, using the LL as a pedagogical tool in teaching English as a foreign language in Oman may benefit the teachers and the learners. This type of pedagogy wherein learners are exposed to the use of language in real context can be considered practical. It allows the teachers and learners to engage with the available resources of the community.

Although there are limited native English language speakers in Oman that Omani learners can interact with outside the classroom, it is evident that through the LL students are allowed to interact with the English signage and shop names. The findings of the study support the notion that exposing learners to the linguistic landscape provides awareness of the

languages used in public signs, and indicates or gives evidence on the languages that are locally relevant (Kasanga, 2012).

Oman government's requirement to translate the Arabic language to English in almost all signage and shop names does not only accommodate the non-speakers of Arabic but also enhances the learners' ability to learn the English language outside the classroom. It encourages self-directed learning wherein students take the responsibility to meet their own needs to learn a language (Brown, 2002; Chamot, 2001).

It can be said that the LL of a town or city written in English can be a useful tool for English language teachers and learners. Using the LL can be a useful and functional tool since it exposes the learners to English in an authentic context.

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#### **About the Author**

**Francisco Perlas Dumanig**, Ph.D. (corresponding author) is an Assistant Professor at the English Department, University of Hawaii at Hilo, USA. He used to be a Senior Lecturer at the Faculty of Languages and Linguistics, University of Malaya, Malaysia. His research interests are in Language Teaching, Sociolinguistics, World Englishes, and Discourse Analysis. (email: [fdumanig@hawaii.edu](mailto:fdumanig@hawaii.edu))

**Maya Khemlani David**, Ph.D. received the Linguapax Award in 2007 and is an Honorary Fellow of the Chartered Institute of Linguists, United Kingdom and an Honorary Member of the Foundation of Endangered Languages. She is currently Adjunct Professor in Jaipuria Institute of Management and Research Associate in Asia Europe Institute, University of Malaya. Dr. David has a special interest in discourse analysis, minority languages, and language maintenance. (email: [mayadavid@yahoo.com](mailto:mayadavid@yahoo.com))

## **The L2 self of Omani college and university students: An exploration on L2 Learning Experience**

**Selwyn Cruz**

*Ibra College of Technology*  
selwyncruz@gmail.com

**Kristine D. de Leon**

*Sohar University*  
kdacia@su.edu.om

**Junifer A. Abatayo**

*Sohar University*  
JAbatayo@su.edu.om

### **Abstract**

Most studies on L2 Motivational System focus on the ideal and ought-to self-guides leaving the L2 Learning Experience (L2LE) behind in that insufficient empirical information about it exists. The present study is a follow up study of Cruz and Shabibi (2019) to report on the L2 Motivational Self System of Omani college students; thus, a classification of the L2LE with respect to the learning context of Omani college students was developed. It specifically seeks to know which aspects of the students' L2LE make an impact on their L2 motivation. Through the data obtained from 294 Omani college and university students, it was found that the Omani college and university students make use of their ideal self and L2LE more than the ought-to self. Statistical data found positive correlations between the L2 self-guides and L2LE components. It was also found that the formal and informal education are tantamount to being sources of L2 motivation for Omani students. Theoretical and pedagogical implications on the L2LE are also offered in the study.

**Keywords:** L2 Motivation, Learning Experience, Formal Learning, Informal Learning, Ideal Self, Ought-to Self, English in Oman, English Language Teaching, EFL

### **Introduction**

In 2005, Dornyei conceptualized the L2 Motivational Self System that is known to explain the role of individual L2 learners' self which is said to be a source of motivation in learning English. Linguistic scholars appear to be in approval of the concept as there already exists a plethora of studies (e.g. Kim, 2009; Dornyei & Ushioda, 2009; Papi, 2010; Cruz & Al Shabibi, 2019) that worked on the universality of the L2 self in various learning situations. Among these studies, the glaring fact is that of the three components of the L2 Motivational Self System, the L2 self and the ought-to self have been the dominant foci of investigation. The L2LE, according to Dornyei (2009), deals with 'executive' motives, likewise known as

the driving force that allows the learner to accomplish the necessary tasks for learning to occur in the long run, which is closely linked to the proximal learning environment and experience. Further, this variable is distinct from the two self-guides and that future studies are bound to explore the said self-aspect. Hence, it is the present study's main objective to heed Hessel's (2015), Taylor's (2013) and Cruz and Al Shabibi's (2019) call for the need to further elaborate on L2LE due to its seemingly outdated and broad nature.

Dornyei's (2005, 2009) view on L2 Motivational Self System emphasizes the role of self in acting as motivation for learning an L2. It specifically claims that as a source of motivation, the ideal self deals with the integrativeness and instrumentality while the ought-to self is the intrinsic and extrinsic forms of motivation. Meanwhile, the L2LE is concerned with the impact of the learner's experience in and out of the classroom while learning an L2. Although Dornyei has worked on studies on motivation (1994) and motivational strategies (2001) in language learning (2001), it appears that the concept of L2LE still needs to be explored since learning experience is not exclusive in the classroom and that considering it that way seems very traditional since many digital and virtual learning resources provide L2 experience in this generation. Hence, the previous notion of L2LE as a motivational tool has gone a long way as it now includes a wide array of digital technology (Adolphs, Clark, Dörnyei, Glover, Henry, Muir, Sánchez-Lozano, & Valstar, 2018).

In retrospect, Dornyei (1994) outlined motivational components regarding learning situations. The first is the course-specific motivational component which is concerned with the syllabus, the teaching facility and equipment, teaching method and learning activities. Secondly, the teacher-specific component includes the character trait, teaching style, method of giving feedback and establishment of rapport with the students. Finally, the group-specific motivational component deals with the dynamics of the learning group. On another note, teachers are said to be motivational factors through emotions, authority approach, and motivation through socialization. Further, the study highlighted how groups as organizational units in classrooms are equally powerful in motivating the students. For this reason, norm and reward system, goal-orientedness, group structure and classroom goal structures are said to be relevant in the construct of the motivational conditions of one's learning situation. Although it is acknowledged that the three components are indeed relevant to L2 learning, what seems notable is the use of the term "L2 classroom motivation" (p. 277).

In 2001, Dornyei discussed a wide range of techniques that could enhance one's L2 motivation. He also demonstrated how learning experience materializes in the actional stage or stage in which the learner's motivation should be to be sustained and secured as they become exposed to various influences while in the L2 classroom. Overall, Dornyei described how teachers can strategize in motivating L2 learners through the creation of basic motivation to the realization of executive motives. What can be deduced in the said manuscript is that a learner's L2 experience appears to be controlled by the teacher as they must strive to be "good enough motivators rather than striving unreasonably to achieve 'Supermotivator' status" (p.136). Saying this, however, makes it seem that the entirety of

L2LE relies on the teacher in the classroom. Subsequently, Dornyei (2009) himself posited that L2LE involves the contextual and environmental factors in the process of language learning as well as one's subjective learning experience.

Understanding the concept of L2LE may be difficult to grasp, as its broad nature comprises countless elements of learning an L2. Kim (2012) describes L2LE as something that varies depending on the specifics of the situation that learners accumulate as their life progresses. He underscores its importance by stating that specific aspects of the possible selves can be created, reinforced, or aborted dependent on what the L2 learner experiences. Also, Calvo (2015) asserts that one's L2LE is in itself a source of motivation because of the satisfaction they get in the environment and that it is "related to intrinsic motivation, since the adequate environment or situation might make learner's attitude or study improve" (p.6). Further, Dörnyei and Ushioda, (2011) stated that L2LE is the learning condition and learning environment of the learners. On the whole, the study operationalizes second language learning experience as any form of communication, course, program, or experience where learning occurs, whether it transpires in customary academic settings such as in schools or new avenues of learning which are held off-campus. This may also include tutorial sessions in public spaces or traditional learning communication in which students learning from their conversations with teachers and professors or nontraditional interactions in which students gain input through mobile app games and software applications.

At present, the L2LE component does not seem to have abundant empirical studies that clearly outline its sub-components despite its importance considering that it is this facet of the L2 motivational self system that shows to have the hugest impact on learner motivation (Taguchi, Magid & Papi, 2009; Csize'r & Kormos, 2009; Islam, Lamb & Chambers, 2013). Recent studies on L2LE were conducted to come up with a holistic description of one's L2 self. One of which is Bodnar (2016) who looked into the affective factors of the L2LE through computer assisted learning among L2 Dutch Learners. Two of the foci of the study were on the learners' feeling while engaged in digital learning and emotional states while in the process of practicing the language. The study also targeted to capture the affective experiences of the learners in relation to digital oral grammar practice. It was also found that practice with the computer assisted learning system employed in the study commonly show improvement in learning and affective experiences. Additionally, the corrective feedback the students received during the experiment demonstrated positive effects in their learning experience. Another is Calvo (2015) who found that the Spanish students enjoyed their classes in English due to factors such as the teacher, classmates and curriculum. It also expressed that L2LE may be related to L2 anxiety and students' personality. In another study, Brander (2013) sought the effects of L2LE on the self of Swedish L2 learners using a questionnaire, interviews and observation. According to the data, components such teacher, classmates cohesiveness and orientedness, and the school facilities impacted considerably on the learners' L2 self. On the other hand, the students' course material did not seem to make an impact which implies that teachers may need to undergo trainings regarding the maximization of L2LE in order to create positive effects on the students.

Further, studies such as those of Asker (2011) and Cruz and Al Shabibi (2018) contributed to the exploration of L2 experience of Arab students, i.e. Libyan and Omani respectively, through quantitative and qualitative means. Highlights of Asker's study include the categorization of learners' L2 learning situation in Libyan context. According to Asker, the macro context comprises social factors such as background, personality traits, and educational experience while micro context includes the classroom, the teacher, the environment and the peers. A salient finding was the students did perceive the classroom as an effective provider of tools they need to achieve goals related to their ideal-self. While the study considered the situated perspectives that would possibly contribute to the construct of the L2LE, there were language learning experience factors which were missing. Meanwhile, Cruz and Al Shabibi sought-to examine the seemingly lack of motivation of Omani college students through the L2 self-motivational system framework. It was revealed that materials, teachers and some activities done in the classroom cause the lack of motivation of the learners. The information on L2LE was obtained from the bottom up process, and it appears that more factors will be acknowledged in a study of a larger scale.

Assessing the aforementioned studies, more investigations need to be done in order to make the findings on L2LE more comprehensive. For instance, some instruments have been produced to empirically analyze the possible selves (e.g. Papi, 2010; Madkhali, 2016), but it has been scarce for L2LE. Also, the literature shows that the L2 self-guides have overshadowed the L2LE in terms of being a research agenda in order to gather empirical data for the L2 Motivational System. Thus, the study aims to complement if not improve the L2LE component as evident in its unexplored nature. Moreover, it is the study's intention to come up with a clear sub-categorization of the L2LE that can welcome improvements, considering the differences in the context of various learning situations. It specifically answers the following questions:

1. Which components of L2LE impact Omani college students?
2. What components of the ideal self and ought-to self impact Omani college students?
3. Is there a correlation between the three L2 motivational self system components of Omani college students?

### **Classification of L2LE**

This section of the paper discusses a proposed classification of the L2LE because of the premise that it needs to be as detailed as the ideal and ought-to self. This classification is derived from Dornyei's (1994, 2001, 2009) descriptions of L2LE. Dornyei posits that L2LE refers to particular conditions and environment in which the learner undergoes while in the process of L2 learning. The study also adapts Asker's (2011) macro and micro contexts of the L2LE, though it centers on the specific elements that a learner experiences while in the process of learning English. Thus, the study considers tangible and intangible features of learning in formal and informal settings which are utilitarian in nature. Table 1 features the classification of L2LE.

Table 1

Classification of L2LE

Formal Education	Informal Education
<ol style="list-style-type: none"> <li>1. Teacher- includes macro and micro skills, classroom management skills, etc.</li> <li>2. Classroom and Facility–e.g. classroom structure, wi-fi, projector</li> <li>3. Classmates/schoolmates</li> <li>4. Feedback/assessment–type of feedback and assessment provided</li> <li>5. Educational System–e.g. enrollment process, stipend, tuition and fees.</li> <li>6. Activities–e.g. lectures, games</li> <li>7. Materials–e.g. books, handouts</li> <li>8. Texts for academic purposes – e.g. prose and poetry</li> <li>9. Administration</li> <li>10. Curriculum</li> <li>11. Culture – e.g. religious practices</li> <li>12. Achievements</li> <li>13. Tutorial sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Family</li> <li>2. Digital tools–e.g. tablets, mobile phones, social networking sites</li> <li>3. Friends/peers</li> <li>4. Media–e.g. news reports, television shows</li> <li>5. Texts for pleasure–e.g. novels, songs</li> <li>6. Real life experience–e.g. shopping, visit to the museum</li> <li>7. Extra-Curricular activities–e.g. student organizations</li> </ol>

As seen in Table 1, the L2LE is classified into formal and informal learning. In second language acquisition, formal language learning is held in the traditional classroom environment while informal language learning usually occurs outside the classroom environment (Bahrani, Sim, & Nekoueizadeh, 2014), and the emphasis is not on the language structure (Marsick & Watkins, 1990). Under the formal learning are components that according to Dornyei (2009) are typically experienced in the classroom environment, i.e. teachers, facility, learning materials, classroom activities and curriculum. Based on the aforementioned descriptions of formal and informal learning, the researchers sought to classify the learning environments as these are the closest possible major components of L2LE.

In the context of the study, the curriculum may naturally differ per educational institution as some participants may come from private or public institutions; for instance, some Omani colleges have what are termed as General Foundation and Post-Foundation which other Asian higher education institutions do not have. Also, the facility covers the things that the students have access concerning their learning experience and the physical aspect of classroom is integrated here. Materials are the things that aid in the teaching and learning process while a separate entity is considered in the form of text, such as prose and poetry, chosen by teachers to be discussed in the classroom. In addition, the teacher factor deals with their macro and micro skills, and classroom management skills among others. Additional factors are achievements, educational system, administration and feedback and

assessment. The term achievements may refer to what Dornyei (2009) initially termed as experience of success, which understandably may become a source of motivation when sustained all throughout the learning process. Meanwhile, educational system and administrators are also included in this classification because of their role in the education of the Omani students. Firstly, the educational system may differ from others in terms of government support such as monthly stipend and free tuition fee for all enrollees. In addition, the administration is considered a part of the L2 learning process because of the college administration's consistent face-to-face communication with the students and consistent visibility and availability in all of the affairs of the students. Feedback is also classified under formal education. According to Salipande (2017), feedback empowers the students to learn more, and this identifies the role of the way the students are assessed and the kind of feedback provided in their L2LE. Culture, which includes religion, also plays as a factor that may impact the learning environment through different practices observed within the classroom. An example would be the way Omani students are seated separately based on gender as part of religious considerations. Finally, tutoring considered part of the formal learning component because these supplemental form of learning is facilitated by a teacher and the lessons are likely focused versions of what is taken in the classroom.

The informal learning component is composed of several factors that are perceived to impact the students' L2LE. Explicably, some components that are found in the formal learning component such as teacher and curriculum are not present in this component due to the fact that it happens outside the school, after-school activities, community-based groups, galleries, public and private libraries, and even a learner's home (Bahrani, Sim, & Nekoueizadeh, 2014). The family and friends are the primary social aspects of the informal learning component by means of assistance, encouragement or collaboration in L2 learning related activities. It has to be noted that friends in this category may also refer to the classmates that the learners interact with outside the formal learning environment. Since the learning instruments are not the traditional type in the informal learning context, media in the form of films and television shows and self-preferred materials used for indirect learning and are mainly for pleasure such as novels, songs and short stories not provided in the students' formal learning environment are also considered to be part of the informal L2LE. Moreover, informal learning context in this day and age capitalizes on the digital component since this form of technology "can exert considerable motivational impact" (Adolphs et al., 2018, p. 174). On a regular basis, students are exposed to various digital tools such as virtual games and social networking sites that may also influence their L2LE. The same is true for the real life situations of the students which can potentially entail learning. This includes interaction with English-speaking expats in supermarkets or in shopping centers. Lastly, although the educational institutions may encourage the students to join organizations, no formal lesson is facilitated, and activities are usually not centered on academics; thus, it is categorized as informal type.

## Methods

The study was set in a college and a university in Ibra and Sohar, respectively, in the Sultanate of Oman. The two institutions were chosen due to the similarities in their curriculum, programs offered, and student profile. Two hundred ninety-four (294) Omani foundation students, 121 males and 173 females, were randomly selected to participate in the data gathering process after being allowed by the respective heads of administration of both institutions to conduct their study. There were 149 students from the college and 145 students from the university. All participants whose ages range from 18 to 22 took their primary and secondary education in Oman. Based on their reports, the participants were specializing in the fields of Language Studies, Engineering, IT and Business. It also has to be noted that the participants had an average of 19 hours of English lecture and tutorial classes per week for the semester when the study was conducted.

A four-section questionnaire (See Appendix A) was devised to obtain answers for the research questions. The first section was used to obtain the participants' socio-demographic background (e.g. age, gender, name of institution). The two succeeding sections were a 20-item likert-scale type of questionnaire adapted from Cruz (2016), Papi (2010) and Taguchi et al. (2009) that intended to seek information about the participants' L2 selves, i.e. ideal self and ought-to self. The ideal self focused on how the participants perceive themselves as English speakers in the future, while the ought-to self focused on their obligations and duties as they learn English. The last part is a 19-item likert scale questionnaire, which focuses on the L2LE, developed specifically for the study. Additionally, an interview adapted from the manuscript of Cruz and Al-Shabibi (2019) was used to obtain a deep understanding of the quantitative data considering the relevance of deep interviews in acquiring rich data for studies on L2 Motivational Self System. Moreover, the interview is an avenue to welcome ideas for possible inclusions in the list of components of the L2LE. All questions of the questionnaire and the interview were translated to Arabic by an Omani college lecturer who holds an MA in TESOL. This step was done in order for the participants have an alternative way of answering the questionnaire in case they did not understand the English version. Then, the translation was verified by another Omani university assistant professor who has a doctorate degree in Linguistics.

The participants were scheduled to answer the survey questionnaire in selected English classes in the Spring Semester of Academic Year 2018-2019. In a span of four weeks, the researchers sought the help of their colleagues to distribute the questionnaires. Collectively, eight (8) classes or groups of students took part in this process. All instances of questionnaire distribution took place in the participants' respective classroom. Necessary instructions were given to the participants and no questions were raised. The participants took approximately 25 minutes to complete the questionnaire. In answering the questionnaire, the participants had the option to choose 5 if they 'Strongly Agree' to the statement, 4 if 'Agree', 3 if 'Moderately Agree', 2 if 'Disagree', and 1 if 'Strongly Disagree'. Before the participants submitted their questionnaire, it was made sure that all items were answered. Then, 20 randomly selected participants were interviewed. For easier understanding, the

aforementioned translator asked the questions in Arabic. Responses were recorded and later translated in English. Validation on the accuracy of the translation was done by a Tunisian lecturer who has a PhD in Linguistics.

The tabulation of quantitative data took place after the questionnaires were completed and compiled. The collective responses were interpreted as: (4.21 – 5.00) – Strongly Agree, (3.41 – 4.20) – Agree, (2.61 – 3.4) – Moderately Agree, (1.81 – 2.6) – Disagree and (1.0 – 1.8) – Strongly Disagree. In order to find the correlation of the data set, Pearson correlation coefficient was performed.

The same questionnaire was used in a pilot study conducted among 27 (i.e. 19 males and 8 females) Omani university students of the Sultan Qaboos University (SQU) in January 2019. The administration of the survey was held in a classroom at SQU, and the duration was 15 to 20 minutes. Only the section of the L2LE was used in the survey since the sections on ideal self and ought-to self have been utilized in a previous study. Based on the results, the participants consider their professors for formal learning and social media for informal learning as top motivational factors. Three students were interviewed in order to test if their responses were congruent with the results of the survey. According to the qualitative data, the participants' narratives somehow matched the quantitative data. Noteworthy to mention is the emphasis of two students' motivation to learn English which is driven by the notion that SQU is the top university in Oman.

### Results and Discussion

Table 2 highlights the quantitative data of the study pertinent to the L2 selves of Omani college students specifically their ideal selves. Based on the data, the Omani students seemed to have utilized their ideal selves to a certain degree as they agree (i.e. overall mean= 3.65) to most of the statements in the questionnaire. The statements regarding the participants' education in an institution English is the primary language used (i.e. mean= 3.86) and the use of the English language as their dreams are realized (i.e. mean= 3.81) was considered by the participants to be the top factors for the use of this specific possible self. Meanwhile, the least favored item is the statement regarding their ability to speak like a native speaker (i.e. mean= 3.40). Although, it must be noted that statistically speaking, there is no huge difference among the responses.

Table 2

Ideal Self of the Omani students

	Mean	SD
1. I can imagine myself speaking English as if I were a native speaker. ستطيع أن أتخيل نفسي أتحدث الإنجليزية كما لو كنت متحدثاً أصلياً بها.	3.40	1.07

2. I can imagine myself speaking English friends, acquaintances or colleagues from other countries. أستطيع أن أتخيل نفسي أتحدث الإنجليزية مع أصدقاء أو معارف أو زملاء من دول أخرى.	3.61	1.11
3. Whenever I think of my future career, I imagine myself using the English language. عندما أفكر في مسيرتي المستقبلية ، أتخيل نفسي بأني أستخدم اللغة الإنجليزية.	3.62	1.18
4. I can imagine myself studying in a university where all my courses are taught in English language. أستطيع أن أتخيل نفسي أدرس في جامعة حيث يتم تدريس جميع موادني باللغة الإنجليزية.	3.86	1.21
5. I can imagine myself writing e-mails in English correctly. أستطيع أن أتخيل نفسي أكتب رسائل البريد الإلكتروني الإنجليزية بطلاقة.	3.57	1.15
6. I can imagine myself living abroad and using the English language effectively for communicating with the local and international community. أستطيع أن أتخيل نفسي أعيش في الخارج وأستخدم اللغة الإنجليزية بشكل فعال للتواصل مع السكان المحليين.	3.63	1.24
7. I imagine myself as someone who is able to speak the English language. تصور نفسي كشخص قادر على التحدث باللغة الإنجليزية	3.68	1.11
8. If my dreams come true, I will use the English language effectively in the future. إذا تحققت أحلامي ، ف سأستخدم اللغة الإنجليزية بفعالية في المستقبل	3.81	1.24
9. The things I will do in the future will require me to use the English language. الأشياء التي سأفعلها في المستقبل سوف تتطلب مني استخدام اللغة الإنجليزية.	3.80	1.21
10. I can imagine myself living abroad and speaking the English language. أستطيع أن أتخيل نفسي أعيش في الخارج وأتحدث باللغة الإنجليزية.	3.55	1.15
TOTAL	3.65	

*\*Adapted from Cruz (2016)*

Based on Table 3, the participants do not seem to use their ought-to selves compared to their use of their ideal selves (mean= 2.94). Notably, the participants consider their parents' appraisal regarding their education (mean= 3.78) and the notion that their parents will be disappointed should they fail to study English (mean=3.53) to be the top factors that make them use their ought-to selves. It should also be noted that among the components of ought-to self, it is the statement regarding their friends' thoughts about the importance of English (mean= 2.18) and the disappointment of their other people should they fail to study English (mean= 2.23) as the least considered components of their ought-to selves.

Table 3  
Ought-to Self of the Omani students

	Mean	SD
1. I study the English language because my close friends think it is important. أنا أدرس الإنجليزية لأن أصدقائي المقربين يعتقدون أنها مهمة.	2.18	1.35
2. If I do not study the English language, my parents will be disappointed with me. إذا كنت لا أدرس اللغة الإنجليزية ، فإن والدي سيصابان بخيبة أمل معي.	3.53	1.37
3. Learning the English language is necessary because I am expected by people around me to learn it. تعلم الإنجليزية ضروري لأن الناس المحيطين بي يتوقعون ذلك.	2.96	1.22
4. I must study the English language because my parents believe that I will be an educated person. يجب أن أتعلم الإنجليزية لأن والدي يؤمنان بأنني سوف أصبح شخص متعلم.	3.78	1.15
5. I have to learn English language because the people I respect think that I should learn the English language. يجب أن أتعلم الإنجليزية لأن الناس الذين أحترمهم يعتقدون أنني يجب أن أتعلمها.	2.96	1.21
6. I want to learn the English language in order to be accepted by my peers/teachers/family. أريد أن أتعلم الإنجليزية لكي أتقبل من قبل زملائي / أساتذتي / أسرتي.	2.84	1.30
7. I will get negative impact on my life if I don't study the English language. ستتأثر حياتي سلباً إذا لم أدرس الإنجليزية.	2.83	1.31
8. An educated person is supposed to be able to speak the English language. من المفترض أن يكون الشخص المتعلم قادراً على التحدث باللغة الإنجليزية.	3.39	1.23
9. People will respect me more if I have knowledge of and can use the English language. سيحترموني الناس أكثر إذا كنت ملم باللغة الإنجليزية.	2.87	1.25
10. I will disappoint other people if I fail in English. سأخذل الآخرين في حال فشلت في اللغة الإنجليزية.	2.23	1.34
TOTAL	2.98	

\*Adapted from Cruz (2016)

In Table 4, it can be seen that the participants agree that their formal education is a valuable form of their learning experience that motivates them to learn English (mean=3.57). Among the sub components of the formal education, the participants referred to their teachers (mean=3.82) and the educational system (mean=3.81) as the top drivers in the L2LE aspect. Meanwhile, there are factors in the formal education component that the participants do not have the same opinion as the others, i.e. the participants' classmates and the administration (mean=3.24) and the curriculum (mean=3.26).

Table 4

Formal L2LE of the Omani students

	Mean	SD
1. The teacher in my English language class serves as inspiration for me to learn English. معلمي للغة الإنجليزية بمثابة مصدر إلهام بالنسبة لي لتعلم اللغة الإنجليزية.	3.82	1.28
2. The facility such as wi-fi, projector and sound system in the classroom helps in my English language learning activities. جهاز العرض والصوت في الفصل الدراسي في wi-fi تساعد المرافق مثل نظام أنشطة تعلم لغتي.	3.75	1.28
3. The educational system such as advising, online processes and free tuition fee that we have is beneficial for my English language learning goals. النظام التعليمي مثل الارشاد والخدمات الالكترونية والرسوم الدراسية المجانية التي لدينا مفيدة لأهدافي لتعلم اللغة.	3.81	1.17
4. My classmates are instrumental in learning the English language. زملائي في الصف هم أداة أساسية في تعلم اللغة الإنجليزية.	3.24	1.20
5. The assessment such as examinations and feedback that we have in the college are helpful in my English language learning experience. التقييم مثل الامتحانات والتغذية الراجعة التي لدينا في الكلية مفيدة في تجربة تعلمي للغة الإنجليزية.	3.48	1.18
6. The materials such as books and handouts that we use in the classroom are helpful in my English language learning experience. إن المواد مثل الكتب والأنشطة التي نستخدمها في الفصل مفيدة في تجربة تعلمنا للغة.	3.75	1.20
7. The texts we use in the class such as novels, poems, songs and short stories inspire me to learn the English language. إن النصوص التي نستخدمها في الفصل مثل الروايات والقصائد والأغاني والقصص القصيرة تلهمني لتعلم الإنجليزية.	3.62	1.19
8. The classroom activities such as homework, lecture and games that we do in the class are useful in learning the English	3.68	1.23

language. الأنشطة الصفية مثل الواجبات المنزلية والمحاضرات والألعاب التي نقوم بها في داخل الفصل مفيدة لتعلم اللغة الإنجليزية.		
9. The college administration influences our enthusiasm to learn the English language. تؤثر إدارة الكلية على حماسنا لتعلم اللغة الإنجليزية.	3.24	1.22
10. The curriculum of the college is beneficial to our English language learning motives. منهج الكلية مفيد لدوافعنا في تعلم اللغة.	3.26	1.23
11. Our culture we practice in the college is helpful in my English language learning activities. ثقافتنا التي نمارسها في الكلية مفيدة لتعلم اللغة.	3.56	1.22
12. The achievements I accomplish as a student inspire me to learn English. إن الإنجازات التي أنجزها كطالب تلهمني لتعلم اللغة الإنجليزية.	3.66	1.17
13. The additional academic support sessions influence my English language learning experience. دروس التقوية تؤثر على خبرتي في تعلم اللغة.	3.52	1.26
TOTAL	3.57	

Table 5 shows the opinion of the Omani students' L2LE particularly their informal education. With a mean of 3.61, the students agree that their informal education also serves as motivation in learning English. Table 5 also features how new age gadgets have become a top motivating factor for the students (mean=4.11). Among the factors, the students do not seem to draw motivation from their friends as part of their informal education (mean=3.27).

Table 5

Informal L2LE of the Omani students

	Mean	SD
1. My family serves as influence in my English learning goals. عائلتي لها تأثير على أهدافي في تعلم اللغة الإنجليزية.	3.53	1.30
2. Digital tools such as mobile phones and tablets are useful in my goal to learn English. الأدوات الرقمية مثل الهواتف المحمولة والأجهزة اللوحية مفيدة لهدفي لتعلم اللغة الإنجليزية	4.11	1.14
3. My friends serve as influence in my English language learning goals. أصدقائي لهم تأثير على أهدافي لتعلم اللغة.	3.27	1.19
4. Forms of media such as television drama and news reports are instrumental in my English language learning experience.	3.69	1.20

أشكال وسائل الإعلام مثل الدراما التلفزيونية والتقارير الإخبارية مفيدة لتجربتي في تعلم اللغة.		
5. The texts I read outside the classroom such as novels, poems and songs are useful in my English language learning experience. إن النصوص التي أقرأها خارج الفصول الدراسية مثل الروايات والقصائد والأغاني مفيدة لتجربتي في تعلم اللغة.	3.77	1.31
6. The activities I do outside the classroom such as shopping and visiting the park or museums are beneficial to my English language learning experience. الأنشطة التي أمارسها خارج الفصل الدراسي مثل التسوق وزيارة المتنزّه أو المتاحف مفيدة لتجربتي في تعلم اللغة.	3.51	1.28
7. Extra-curricular activities such as student organizations make an impact to my English language learning experience. الأنشطة اللاصفية مثل الجماعات الطلابية تؤثر على تجربتي في تعلم اللغة.	3.42	1.19
TOTAL	3.61	

Collectively, the study's statistical results reveal the students' use of their L2 motivational self system. Based on empirical tradition, the study also corroborates with previous studies like that of Papi (2010) and Islam et al. (2013) in which learners would use their ideal self more than their ought-to selves. It is possible that the Omani students value their success in the future more than what other people would say about their achievements or failures. Similar to Cruz and Al Shabibi (2019), the participants consider their career as a motivational factor to learn English. It is possible that the students have determination to succeed in the future and that English is instrumental in achieving this success. As Dornyei (2001) posits, learners "will only be motivated to do something if they expect success" (p. 12). In fact, instrumentality can be found in most of their narratives, and these come in the form of academic success or their success in the future. Excerpt 1 shows these manifestations.

<Excerpt 1>

S1: In my university, all subjects need English. I need pass...English is important

S6: I know that if I write good, speak English good, I will have good position

S7: When I have chance, I talk to teachers. I want to be like them. I can be like them.

S19: If I know how to speak English, I can get a good job...

S20: We cannot use Arabic in college... all people speak English

Moreover, specific aspects of these imagines selves in other learning contexts (e.g. Korean learners in Cruz, 2016) are seen to have striking resemblance with that of the present study. For instance, similar to other Asian contemporaries, the Omani students have sufficient motivation to learn English because of what their parents have to say. Perhaps this can be attributed to Dornyei's (2009) contention that the ought-to self could mean that learners

attempt to prevent their parents from being disappointed due to academic failure, and the participants' responses attest to this. While it was pointed out in Cruz and Al Shabibi (2019) that the parents do not appear to be too much of a concern for college students, the current study presents a more generalized result regarding this matter. Shown in Excerpt 2 are some of the interview responses in the current study which feature their parallelism with the quantitative results.

<Excerpt 2>

S3: My parents pay for my university. I need pass my diploma...

S8: I want show my parents that I am good daughter so I study very well

S9: My family, my father and mother want me to get my diploma.

S11: They work hard...my father especially...

Apparently, the responses in Excerpt 1 come from university students. Incidentally, these students are not fully subsidized in the university in comparison to those from the college which is financed by the government. Those from the university had a mean of 3.94 and 4.05 in their responses for Items 2 and 4, respectively while the responses of college students had a mean of 3.13 and 3.50 for the same items, respectively. This angle may be a reason why university students consider what their parents have to say about their studies more than the college students as a motivational factor.

The study also reveals the nature of L2LE that serves as a portion of the participants' L2 motivational self-system. This is also in consonance with Calvo (2015) in stating that L2LE is a good motivating component alongside the ideal self. In the classroom setting, the teachers appear to be the top factor that motivates the learners. It should be noted that in both the university and the college setting in Oman, there are more expatriates than local teachers. It is possible that Omani students look up to their teachers in terms of their English language abilities. Dornyei (2001b) adds that the teachers are the ones who could demonstrate the importance of English and create a positive classroom environment; hence, the students have a model as they progress in their language learning sojourn. Some participants explain this aspect in Excerpt 3.

<Excerpt 3>

S4: My teachers are very good...they teach me many things...

S9: The teachers from different countries...they speak English... very good

S13: I have teachers from India, London, some are Filipini... I study with them...

The educational system in the participants' respective institutions seems to have a strong impact on their L2LE. Although the higher education institutions in Oman are relatively young compared to those in other countries, it seems that the students from both the private and public sectors are in approval of the manner the institutions are run. Rind (2016) argues that the institution itself is a variable that may influence a student's L2LE. He adds that this is the *structure* that produces an impact on the teaching and learning that transpire within the institution. Among the examples he provided are selection or entry policies and

procedures and institutional policies. Understandably, the institution or the system as a motivational factor in the L2LE may be a new variable that needs further confirmation, as there is scarcity of discussion about it in previous literature. Although it can be deduced that due to the identical responses of the participants, there could be aspects in the higher education system in Oman that is worthy of being a source of motivation. Excerpt 4 features the explanation of some participants.

<Excerpt 4>

S2: I am scholar and I pay 50 percent...

S11: We get salary every month...

S13: I can see my marks using my mobile phone, if I pass or not... I can do registration using my mobile phone

S15: If you leave far, you get more salary...

S16: You want to change your mark... you log in to (college) website...

Among the formal education components, the participants' classmates, the administration and the curriculum appear to be the least source of motivation. Several reasons could be cited for this. The students in the tertiary level, although it is co-educational in nature, are not allowed to have direct communication with the opposite gender due to religious reasons. In a typical classroom, the males sit on one side of the room, and the females on the other side. As all Omani students come from gender exclusive schools; hence, they attend college or university with a bit of repulsiveness towards the opposite gender such as during classroom presentations and oral recitations. According to Harter (1996), the reception of classmates may affect an adolescent learner's motivation. Some students demonstrate this situation in Excerpt 5.

<Excerpt 5>

S7: There are more girls but I cannot focus when the boys are there

S19: During the presentations, the boys look at me... maybe they laugh...

S20: If I sit with girls, it's problem

The study also intends to theorize on the participants' view of their curriculum and the college or university administration. The foundation students in the college are required to take four level IELTS-type English course which may take at least four semesters. The repetitive nature of the lessons may take a toll on the learners which consequently makes them demotivated or bored. As for the students' opinion on the administration as a source of motivation, the generation gap or age difference could have affected this aspect. According to Schmit, Leonard and Boren (1978), it is a known issue as this factor may have something to do with the institution's policies, the opportunity for students' participation in the decisions of the administration and the administration's leadership quality. In one of the narratives, S15 remarked, "they (administration) did not listen to students when we go to their office". The statement provides an implication that students may have aired complaints or suggestions, which are not acted upon by the administration. These kinds of concerns will have to be

further confirmed in future studies as there was a scarcity of information on it in the participants' accounts.

The preference of Omani students for certain variables concerning informal education also manifests in the study. One of which is the use of technology, which has the highest statistical preference among all factors in the present study. Unsurprisingly, the study participants, whose ages range from 18 to 22, are considered millennials. The millennial generation, according to Prensky (2010), is composed of people who are inclined to use digital technology. The same results can be seen in Cruz (2016) and Cruz and Parina (2018) in which it was found that digital gadgets are widely used as a learning resource. Undeniably, the aspect of technology in ESL, in both formal and informal settings, is a constant fixture in the current generation, and it demonstrates a possible dynamic characteristic of such component. Moreover, with the abundance of positive results that technology reportedly provides to learners, the participants seem to unconsciously get motivated by the employment of a non-structured digitally mode of learning. The use of digital learning is seen in the participants' narratives in Excerpt 6.

<Excerpt 6>

S12: I play games in computer... I speak other players from other countries... they speak English.

S15: I use my mobile phone all the time... I play games... Some are not in Arabic....

S16: When I use my phone, I chat with other people.

The participants also appear to be motivated by the literature that they read outside the classroom setting. It is possible that the students find pleasure in reading and access to reading materials outside the classroom environment. Although studies such as Shakfa (2012) have shown that Arab students do not have a positive attitude toward English literature, the participants in the present study demonstrate their favorable use of this medium to motivate themselves as they learn English. As far as the complex nature of students' perception is concerned, it could be that the Omani students, unlike other learners, believe that they can benefit from reading literature. In this case, the way the students develop their positive attitude toward literature, as suggested by Alfauzan and Hussain (2017), is something that parents and teachers of the English language can foster because this entails the learners' increased motivation to achieve their desired English proficiency.

Meanwhile, the participants' friends outside the learning environment appear to be the least source of motivation in the informal L2LE component. Although it has been found that friends motivate learners (Dornyei, 2009), the participants appear to be consistent that even their friends in the informal learning environment of the ones in their neighborhood or villages do not contribute to their motivation in learning English. It is possible that due to the EFL environment in Oman, the friends of the participants do not use English when they communicate to each other; consequently, they do not become the primary source of motivation. This idea can be seen in a couple of students' narratives. According to S13,

“When we talk, we do not use English because we use Arabic.” In addition, S8 remarked, “Some friends do not study...they do not know how (to) speak English.”

The study also explores the correlation of the L2 Motivational Self System components with respect to Omani students. As can be seen in Table 6, it is seen that there is generally a positive and significant relationship among all elements of the L2 Motivational Self System. Specifically, there is a moderate positive correlation, a highly significant relationship between the ideal self and the formal education and the informal education. Weak positive correlation emerged between the ought-to self and the two components of the L2LE. Both correlations also demonstrated a highly significant relationship. These findings may then elaborate on the relationship among the variables of the L2 Motivational Self System. Further, the positive correlation of the ideal self and the formal education may suggest that the motivation the Omani learners get with regard to how they see themselves in the future increases as their motivation resulting from formal education intensifies. The same is true with the ideal self and the motivation drawn from the Omani learners’ informal education. On the other hand, though results show a positive correlation between the ought-to self and the formal education, and informal education, it is weak in nature. This elucidates that as the students become strongly motivated by their L2 informal education, it cannot be deduced with much certainty that they will be motivated by the way people around them expect them to be as an English language user. The same explanation can be used for the relationship between the informal learning experience and ought-to self.

Table 6

Correlation between the Ideal Self and Ought-to Self, and L2LE

		FORMAL	INFORMAL
IDEAL SELF	Pearson Correlation	.551**	.577**
	Sig. (2-tailed)	.000	.000
	N	269	269
OUGHT-TO SELF	Pearson Correlation	.291**	.282**
	Sig. (2-tailed)	.000	.000
	N	269	269

The statistical findings of the present study are both an extension of previous observations and an additional data on the L2 Motivational Self System framework. In particular, the study results conform to studies like that of Matusin (2014), Cruz (2016) and Martinovic (2018) which found correlations between the L2 Motivational Self System components and other predictors pertinent to L2 learning. It is also possible that similar to other studies, the ideal self is seen to establish a stronger correlation with other attributes compared to ought-to self because according to Kim (2012), “if the learner genuinely wishes

to learn English, he or she can imagine a prosperous, ideal English self” (p. 38). Meanwhile, the current study shows that there is stronger correlation between the ideal self and the two L2LE components compared to the ought-to self and the said L2LE components due to the lesser importance that the learners give to what the people around them expect them to be as an English speaker. For instance, it was demonstrated in Cruz and Shabibi (2019) why Omani students appear to dismiss the comments of their friends and other significant people regarding their success in learning the English language. Furthermore, it is likely that the positive correlation of the L2LE with the self guides is a manifestation that such factors are key factors in strengthening the L2 motivation of the learners. As what is suggested in studies on L2LE (e.g. Brander, 2013; Tan, Lim, & Hoe, 2017), the learning experience can be maximized to produce positive outcomes vis-à-vis the learner’s goals.

As a whole, the present study features parallelism with previous literature with respect to EFL learners’ L2 motivational self. It is not to say, however, that the study lacks novelty as it offers considerable insights on the L2LE which Dornyei (2009) and other advocates of the L2 Motivational System have yet to provide. Firstly, the L2LE concept is broad that its definition is usually in the form of exemplification. (e.g. Cruz, 2016; Cruz & Al Shabibi, 2019). While the examples provided are excellent means to visualize the L2LE, they vary from study to study. Hence, in the present study, it attempted to classify the Omani students’ L2LE into formal and informal settings. Moreover, as the study has proposed the components of the L2LE, it is noticed that there can be overlaps of variables in the three major components, which cannot be avoided. For instance, classmates are integral in the Ought-to self component, and the same can be said in the L2LE. Higgins (1987) himself acknowledged the possibility of theoretical overlaps concerning the learners’ imagined selves, and it is not farfetched that the L2LE may have qualities present in the possible selves. It is also noteworthy to mention that the participants in the study seemed to concur with the variables under the L2LE component. This is evident in their responses in both the quantitative and qualitative methods, and no additional variables were revealed during the interviews that transpired. Nevertheless, the study is in the context of higher education students in Oman, and different variables may be utilized by learners. Calvo (2015), for instance, suggested that the results of the studies concerning L2LE may be distinct because of the learners’ learning situation and environment.

### **Conclusion**

The study is an investigation on the L2 motivational self which Omani college and university students demonstrate. It specifically sought to obtain a comprehensive discussion on the L2LE since much of related studies have paid attention to the imagined selves. Thus, a classification of the L2LE was developed. Since L2LE is not narrowed to the classroom alone, the component was mainly classified into formal and informal learning. With the questionnaire responses of 305 participants and interview narratives of 12 participants, it was found that the Omani students do make use of their L2 selves as motivation for second language learning. In the same way, the stated components of the L2LE that the students

utilize as motivation. Addressing Kim's (2012) suggestion of a qualitative and quantitative means to conduct a study of such nature, it was found that the outcome of the statistical data coincides with what was reported in the interviews as the participants were able to rationalize with how they responded to the questionnaire.

Some theoretical implications can be obtained from the present study. One is that Dornyei's (2009) L2 Motivational Self System serves as an effective construct in obtaining an overall picture of the Omani learners' L2 learning motivation, given the non-static nature of motivation and the changing educational contexts. Another is that the Ideal Self and the L2LE are good sources of motivation among Omani Students as demonstrated by the positive correlation among the said components. Moreover, the informal and formal learning environments seem to have similar leverage among the learners. This may mean that the Omani learners consider the informal learning environment to be tantamount to the formal learning environment as a plausible source of motivation for English language learning. The study also attempted to provide a more comprehensive questionnaire that will allow scholars to capture the three components of the L2 Motivational Self System, which previously focused on the ideal and ought-to self. Moreover, college and university administrators may include programs that may capitalize on the preferred sources of motivation to sustain the students' enthusiasm to learn English and strengthen the least preferred components. For instance, a more regulated scheme on the use of social media can be used to further motivate the students.

The present study also offers pedagogical implications. Firstly, teachers in the Sultanate of Oman can capitalize on the L2LE variables that are believed to strongly motivate the learners in their English language learning goals. In addition, it is an opportunity for them as well as the policymakers to work on the variables that have a potential to make an impact among the learners. Particularly, a re-visit on the curriculum may be necessary. The teachers should also make an attempt to improve the formal learning component of their L2LE. Between the formal and informal contexts of learning, it is in the classroom that the learners are expected to draw a greater source of motivation.

For future studies, the universality or flexibility of the classification of L2LE can be tested. Perhaps other variables can be included or omitted in both learning contexts depending on the circumstances. Additionally, it can be modified by means of using different sets of categories apart from the formal and informal learning components. This can be achieved by testing it among learners of distinct profile. Furthermore, attempts can be made to verify correlations between the components of the L2LE with other variables such as academic achievement and learner characteristics.

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## Appendix

Dear student,

We are college teachers in Oman and we are conducting a research on Omani students' English learning experience. We are kindly requesting some of your time by helping us answering the following questions regarding your English language learning experience. This is not a test so there are no 'right' or 'wrong' answers. Rest assured that your identity and answers will not be disclosed. Thank you for your cooperation.

Yours sincerely,

عزيزي الطالب،  
نحن محاضرين جامعيين في سلطنة عُمان نجري أبحاثاً حول تجربة تعلم اللغة الإنجليزية للطلاب العمانيين. نود طلب بضع دقائق من وقتك لمساعدتنا من خلال الإجابة على الأسئلة التالية المتعلقة بتجربتك في تعلم اللغة الانجليزية. هذا ليس اختباراً لذا لا توجد إجابات "صحيحة" أو "خاطئة". اطمئن بأن هويتك واجاباتك ستبقى غير مكشوفة. شكرا لتعاونك.  
تحياتنا:

د. سيلوين كروز.  
د. كريستين دي ليون.  
د. جينيفير أباتايو

Part 1. Please provide the following information. This portion of the questionnaire serves to properly profile the respondents. However, your information will not be disclosed in the study.

الجزء 1. يرجى تقديم المعلومات التالية. هذا الجزء من الاستبيان يعمل على تعريف المستجيبين بشكل صحيح. ومع ذلك ، لن يتم الكشف عن معلوماتك في هذه الدراسة.

Name: \_\_\_\_\_ الاسم:  
Birthday: \_\_\_\_\_ تاريخ الميلاد: Gender: \_\_\_\_\_ النوع

Age: \_\_\_\_\_: العمر:

Resident village/ Hometown: \_\_\_\_\_: مكان الإقامة:

Name of college/university: \_\_\_\_\_: اسم الكلية/ الجامعة:

Intended field of specialization/ major: \_\_\_\_\_: التخصص الذي تنوي استكماله:

Part 2. Please check the box that corresponds to your opinion regarding each number.

الجزء 2. الرجاء تحديد المربع الذي يتوافق مع رأيك في كل رقم.

Legend:

5- Strongly agree 4- Agree 3- Moderately Agree 2-Disagree 1- Strongly Disagree

5- أوافق بشدة 4- أوافق 3- موافق بدرجة متوسطة 2- أعارض 1- لا أوافق بشدة

	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
1. I can imagine myself speaking English as if I were a native speaker. أستطيع أن أتخيل نفسي أتحدث الإنجليزية كما لو كنت متحدثاً أصلياً بها.					
2. I can imagine myself speaking English friends, acquaintances or colleagues from other countries. أستطيع أن أتخيل نفسي أتحدث الإنجليزية مع أصدقاء أو معارف أو زملاء من دول أخرى.					
3. Whenever I think of my future career, I imagine myself using the English language. عندما أفكر في مسيرتي المستقبلية ، أتخيل نفسي بأني أستخدم اللغة الإنجليزية.					
4. I can imagine myself studying in a university where all my courses are taught in English language. أستطيع أن أتخيل نفسي أدرس في جامعة حيث يتم تدريس جميع موادى باللغة الإنجليزية.					
5. I can imagine myself writing e-mails in English correctly. أستطيع أن أتخيل نفسي أكتب رسائل البريد الإلكتروني . مستخدماً اللغة الإنجليزية بطلاقة.					
	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
6. I can imagine myself living abroad and using the English language effectively for communicating with the local and international community. أستطيع أن أتخيل نفسي أعيش في الخارج وأستخدم اللغة الإنجليزية بشكل فعال للتواصل مع سكان المجتمعات الأجنبية.					
7. I imagine myself as someone who is able to speak the English language.					

أَتصور نفسي كشخص قادر على التحدث باللغة الإنجليزية					
8. If my dreams come true, I will use the English language effectively in the future. إذا تحققت أحلامي ، فسأستخدم اللغة الإنجليزية بفعالية في المستقبل					
9. The things I will do in the future will require me to use the English language. الأشياء التي سأفعلها في المستقبل سوف تتطلب مني استخدام اللغة الإنجليزية.					
10. I can imagine myself living abroad and speaking the English language. أستطيع أن أتخيل نفسي أعيش في الخارج وأتحدث باللغة الإنجليزية					

Part 3. Please check the box that corresponds to your opinion regarding each number.

الجزء 3. الرجاء تحديد المربع الذي يتوافق مع رأيك في كل رقم.

	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
1. I study the English language because my close friends think it is important. أنا أدرس الإنجليزية لأن أصدقائي المقربين يعتقدون أنها مهمة					
2. If I do not study the English language, my parents will be disappointed with me. إذا كنت لا أدرس اللغة الإنجليزية ، فإن والداي سيصابان بخيبة أمل معي.					
3. Learning the English language is necessary because I am expected by people around me to learn it. تعلم الإنجليزية ضروري لأن الناس المحيطين بي يتوقعون ذلك.					
	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
4. I must study the English language because my parents believe that I will be an educated person. يجب أن أتعلم الإنجليزية لأن والدي يؤمنان بأنني سوف أصبح شخص متعلم.					
5. I have to learn English language because the people I respect think that I should learn the English language. يجب أن أتعلم الإنجليزية لأن الناس الذين أحترمهم يعتقدون أنني يجب أن أتعلمها.					

6. I want to learn the English language in order to be accepted by my peers/teachers/family. أريد أن أتعلم الإنجليزية لكي أتعلم من قبل زملائي / أساتذتي / أسرتي.					
7. I will get negative impact on my life if I don't study the English language. سنتأثر حياتي سلباً إذا لم أدرس الإنجليزية.					
8. An educated person is supposed to be able to speak the English language. من المفترض أن يكون الشخص المتعلم قادراً على التحدث باللغة الإنجليزية.					
9. People will respect me more if I have knowledge of and can use the English language. سيحترموني الناس أكثر إذا كنت ملم باللغة الإنجليزية.					
10. I will disappoint other people if I fail in English. سأخذل الآخرين في حال فشلت في اللغة الإنجليزية.					

Legend:

5- Strongly agree 4- Agree 3- Moderately Agree 2-Disagree 1- Strongly Disagree

5- أوافق بشدة 4- أوافق 3- موافق بدرجة متوسطة 2- أعارض 1- لا أوافق بشدة

Part 4. Please check the box that corresponds to your opinion regarding each number.

Legend:

5- Strongly agree 4- Agree 3- Moderately Agree 2-Disagree 1- Strongly Disagree

5- أوافق بشدة 4- أوافق 3- موافق بدرجة متوسطة 2- أعارض 1- لا أوافق بشدة

Formal Learning	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
1. The teacher in my English language class serves as inspiration for me to learn English. معلمي للغة الإنجليزية بمثابة مصدر إلهام بالنسبة لي لتعلم اللغة الإنجليزية.					
	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
2. The facility such as wi-fi, projector and sound system in the classroom helps in my English language learning activities. تساعد المرافق مثل نظام wi-fi وجهاز العرض والصوت في الفصل الدراسي في أنشطة تعلم لغتي.					

<p>3. The educational system such as advising, online processes and free tuition fee that we have is beneficial for my English language learning goals. النظام التعليمي مثل الارشاد الاكاديمي والخدمات الالكترونية والرسوم الدراسية المجانية المتوفرة لدينا مفيدة لأهدافي لتعلم اللغة.</p>					
<p>4. My classmates are instrumental in learning the English language. زملائي في الصف هم أداة أساسية في تعلم اللغة الإنجليزية.</p>					
<p>5. The assessment such as examinations and feedback that we have in the college are helpful in my English language learning experience. التقييم مثل الامتحانات والتغذية الراجعة التي لدينا في الكلية مفيدة في تجربة تعلمي اللغة الإنجليزية.</p>					
<p>6. The materials such as books and handouts that we use in the classroom are helpful in my English language learning experience. إن المواد مثل الكتب والأنشطة التي نستخدمها في الفصل مفيدة في تجربة تعلمنا اللغة الإنجليزية.</p>					
<p>7. The texts we use in the class such as novels, poems, songs and short stories inspire me to learn the English language. إن النصوص التي نستخدمها في الفصل مثل الروايات والقصائد والأغاني والقصص القصيرة تلهمني لتعلم الإنجليزية.</p>					
<p>8. The classroom activities such as homework, lecture and games that we do in the class are useful in learning the English language. الأنشطة الصفية مثل الواجبات المنزلية والمحاضرات والألعاب التي نقوم بها في داخل الفصل مفيدة لتعلم اللغة الإنجليزية.</p>					
<p>9. The college administration influences our enthusiasm to learn the English language. تؤثر إدارة الكلية على حماسنا لتعلم اللغة الإنجليزية.</p>					
<p>10. The curriculum of the college is beneficial to our English language learning motives. منهج الكلية مفيد لدوافعنا في تعلم اللغة الإنجليزية.</p>					
<p>11. Our culture we practice in the college is helpful in my English language learning activities. ثقافتنا التي نمارسها في الكلية مفيدة لتعلم اللغة الإنجليزية.</p>					
<p>12. The achievements I accomplish as a student inspire me to learn English.</p>					

إن الإنجازات التي أنجزها كطالب تلهمني لتعلم اللغة الإنجليزية.					
	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
13. The additional academic support sessions influence my English language learning experience. دروس التقوية الاضافية تؤثر على خبرتي في تعلم اللغة الإنجليزية.					
Informal Learning التعلم غير الرسمي	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
1. My family serves as influence in my English learning goals. عائلتي لها تأثير على أهدافي في تعلم اللغة الإنجليزية.					
2. Digital tools such as mobile phones and tablets are useful in my goal to learn English. الأدوات الرقمية مثل الهواتف المحمولة والأجهزة اللوحية مفيدة لهدفي لأتعلم اللغة الإنجليزية					
3. My friends serve as influence in my English language learning goals. أصدقائي لهم تأثير على أهدافي لتعلم اللغة الإنجليزية.					
4. Forms of media such as television drama and news reports are instrumental in my English language learning experience. أشكال وسائل الإعلام مثل الدراما التلفزيونية والتقارير الإخبارية مفيدة لتجربتي في تعلم اللغة الإنجليزية.					
5. The texts I read outside the classroom such as novels, poems and songs are useful in my English language learning experience. إن النصوص التي أقرأها خارج الفصول الدراسية مثل الروايات والقصائد والأغاني مفيدة لتجربتي في تعلم اللغة الإنجليزية.					
6. The activities I do outside the classroom such as shopping and visiting the park or museums are beneficial to my English language learning experience. الأنشطة التي أمارسها خارج الفصل الدراسي مثل التسوق وزيارة المتنزّه أو المتاحف مفيدة لتجربتي في تعلم اللغة الإنجليزية.					
	1 ١	2 ٢	3 ٣	4 ٤	5 ٥
7. Extra-curricular activities such as student organizations make an impact to my English					

language learning experience. الأنشطة اللاصفية مثل الجماعات الطلابية تؤثر على تجربتي في تعلم اللغة الإنجليزية.					
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### About the Authors

**\*Selwyn Cruz** (corresponding author) finished his MA in Teaching English Language and Ph.D. in Applied Linguistics at the Department of English and Applied Linguistics, De La Salle University Manila. He taught in the same university for several years before being hired as lecturer at the Ibra College of Technology in Ibra, Sultanate of Oman. He has been invited in numerous local and international conferences to impart his knowledge on Psycholinguistics, Second Language Acquisition and World Englishes—his fields of interest. (email: selwyncruz@gmail.com)

**Kristine D. de Leon** holds a PhD degree in Applied Linguistics, and she is an assistant professor and a program coordinator at the Faculty of Language Studies, Sohar University, where she teaches language skills courses and applied linguistics courses. Her research interests are World Englishes focusing on Philippine English and intelligibility of Englishes, sociolinguistics, second language acquisition and language teaching. (email: kdacia@su.edu.om)

**Dr. Junifer Abatayo** is an Assistant Professor at the Faculty of Language Studies, Sohar University. He holds a degree Doctor of Education, Master of Arts in English Language Teaching and Bachelor in Secondary and Elementary Education (English). He is a trained Site Reviewer for the Commission on English Language Program Accreditation (CEA) USA, and External Reviewer for the Oman Academic Accreditation Authority (OAAA). He is also the Chair of the Centre for Educational Development (CED) at Sohar University, and Regional Representative of the Asian Association for Language Assessment (AALA). His research interests include language testing and assessment, English language teaching (ESL, EFL), and curriculum development. (email: [JAbatayo@su.edu.om](mailto:JAbatayo@su.edu.om))

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## **A Case Analysis of the Assessment Practices of Oral Communication Teachers in a Private School in the Philippine Setting**

Ma. Pamela A. Capacete

*De La Salle University Manila*  
ma\_pamela\_capacete@dlsu.edu.ph

### **Abstract**

With the recent entry of the Senior High School program in the Philippines, success of it may be viewed to lie in the teachers' ability to manage the whole teaching-learning process, including their means of assessing their students. It is for this reason that a focus on teachers' Language Assessment Literacy (LAL) comes essential. Hence, the present study aimed at conducting a case analysis of the assessment practices of three Senior High School teachers in one of the private schools in the Philippines. Recognizing the crucial role classroom assessment has in a language classroom, the case analysis sought to provide focus on the purposes of assessment realized by oral communication teachers, the belief towards assessment that they hold, and their unique assessment practices. The case analysis employed interview and document analysis to gather data. After careful analysis and reflection, it was concluded that, first, despite the individuality observed on the primed purposes of assessment of the teacher-participants, the influence of the institutional character of assessment to the teachers was still observed. Second, the teachers' beliefs and attitude towards assessment were noted to follow a personal stance, realizing their personal interpretive framework. Lastly, the two prior conclusions generated provided explanations to the observed cornerstone violations in the practices of teachers. Hence, the paper highlights the need for an understanding of teachers' beliefs, attitudes, and perceived purposes of assessment to make sense of the actual assessment practices they employ. In turn, this understanding may be used to effectively design a program for teachers' continuous LAL development.

Keywords: language assessment literacy; language assessment; classroom assessment; cornerstones of testing

### **Introduction**

Classroom assessment has always been regarded as a crucial component of the teaching-learning process (Lam, 2015; Saefurrohman & Balinas, 2016). In fact, Acar-Erdol and Yıldızlı (2018) emphasized in their survey of literature that research has strongly shown how assessment methods utilized inside the classroom affect significantly students' performances, ranging from their achievements up to their self-beliefs and motivations. In addition, Mellati and Khademi (2018) reiterated that in ensuring learners' fulfilment of instructional goals, it is the proper assessment procedures that come vital. Moreover, Berry, Sheehan, and Munro (2019) strengthened that what advances students' learning are effective assessments. Hence, it may be viewed that the teaching-learning process will not be complete in the absence of classroom assessment. Furthermore, a teacher's failure to provide appropriate and ample assessment procedures may entail failure of instruction as well.

Leung (2005, as cited by Wang, 2017) defined classroom assessment as the procedures of assessment done in classroom settings, apart from the standardized testing usually done in wide-scale. Further, Acar-Erdol and Yıldızlı (2018) explained classroom

assessment as procedures prepared or set by the teacher which convey what is actually learned by students. These procedures inform teachers of students' knowledge and tendencies, and also reveal to them how effective their instruction and methodologies were. Özdemir-Yılmaz and Özkan (2017) noted that regard for classroom assessments came after the shift of focus of education and assessment in general, now giving prime on utilizing "constructive methodologies (p.324)" aimed at student development. In sum, classroom assessment may be understood as teachers' means not only to gauge students' learning, but also to guide better the teaching-learning process, therefore ensuring students' construction of their own meanings. This view of classroom assessment strengthens its significant role in the teaching-learning process.

With this importance given to classroom assessments, the need to ensure teachers' readiness and knowledge of providing appropriate and ample classroom assessments also come. Considering the potential of assessments to affect all educational stakeholders like teachers, students, institutions, and society (Fulcher, 2012 as cited by Giraldo, 2019), language teachers are, therefore, given the expectation of being equipped with skills to interpret, design, evaluate, and recognize implications of classroom assessments (Scarino, 2013). Here, LAL, particular for language teachers, is deemed critical.

Mellati and Khademi (2018) referred to assessment literacy as the preparedness of a teacher, a language teacher for example, "to design, implement, and discuss the assessment strategies, measurement tools, evaluation criteria, decision making milestones as well as formative and summative tests" (p.2). In the same light, Xu and Brown (2017) reported that assessment literacy allows teachers to generate insights about student progress, relay these insights to stakeholders, and apply these insights in teaching practice and curriculum design. Moreover, assessment literacy is defined to be the necessary knowledge and skill one can utilize in collecting data about learners' performance and achievement (Campbell, Murphy, & Holt, 2002; Popham, 2005; as cited by Tajeddin, Alemi, & Yasaei, 2018).

Berry et al., (2019), on the other hand, noted that assessment literacy has been viewed to be limited by definition as it was used to cover the knowledge a teacher should have about assessment. In this context, Berry et al. (2019) cited Malone (2011) in elaborating how assessment literacy extends to a more encompassing, yet specific definition for LAL emphasizing how the latter concerns itself on issues confined in language classrooms.

A number of studies extending the literature on LAL refers to Davies' (2008) seminal work for its definition (Berry et al., 2019; Giraldo, 2018; Sultana, 2019; Xu & Brown, 2017). In Giraldo's (2018) reflective article review on LAL, it was concluded that LAL is indeed collectively defined as comprised of a language teacher's knowledge, skill, and principles towards assessment. However, he pointed out that although the three components are similarly cited by literature, there is an observed extension and discrepancy of coverage of what is assumed to be within a teacher's knowledge, skill, and principles in LAL. With this, Pill and Harding (2013) categorized LAL to be in line with other emerging literacies like computer literacy, media literacy, etc. Nevertheless, the two simplified that although there are still varying definitions for LAL, the gist points out to it as the range of competencies that allow language teachers to use, evaluate, create, and analyze assessment data.

Scarino (2013) indicated in her study that for the past decade, strong regard for LAL has been explored by researchers, following the notion that the teacher's role is most crucial especially in the assessment of second language learners. Similarly, Kremmel and Harding (2019) confirmed this idea, stating that language teachers are indeed at the forefront of designing and utilizing assessment tools and procedures. Hence, the two concluded observed how LAL studies have mostly focused on teachers, compared to other stakeholders (Kremmel & Harding, 2019). In relation to this, Pill and Harding (2013) stressed that given the diversity of stakeholders expected to develop LAL, it is necessary to pursue studies on LAL

description and development depending on groups of practitioners. As a result, studies focused on the LAL of administrators, non-practitioners, students, curriculum designers, and of course, of teachers, are highly encouraged (Pill & Harding, 2013).

However, Scarino (2013) pointed out that although there are studies focusing on teachers' LAL, there is an observed limitation on the existing take on what LAL is. Giraldo (2019) seconded this idea when he emphasized that although LAL may cover the knowledge of teachers concerning testing and evaluation, LAL should also put into consideration the "local realities" of teachers to further understand what shapes their assessment practices and overall LAL. With this, Scarino (2013) argued that "teacher beliefs, practices, attitudes, and experiences— what she calls their interpretive frameworks— should be part of LAL as a construct (p. 37, as cited by Giraldo, 2019)." Furthermore, Sultana (2019) concluded on her study with English language teachers in Bangladesh that, indeed, understanding of LAL should be founded on the "beliefs, values, education, background, and previous training of the teachers" (p.13).

Hence, the present study aims to provide a qualitative-quantitative exploration of the assessment practices, beliefs, attitudes, and experiences of three language teachers in the senior high school department of a private school in the National Capital Region, Philippines. The exploration aims to investigate in depth the crucial role that teachers play in language assessment, and in line with this, describe these teachers' LAL, considering their interpretive frameworks. Drawing on the study of Giraldo (2019), the present study aims to answer the following questions:

1. What beliefs and attitudes do the senior high school oral communication teachers have towards assessment?
2. How do the senior high school teachers prepare, implement, and evaluate their assessment tools for an oral communication class?

### **Framework of the study**

The present study is framed after the works of Scarino (2013) and Giraldo (2019). Specifically, it adopts the argument of Scarino (2013) noting that LAL should not only cover the technical knowledge and skills of teachers regarding language assessment, but instead also consider the interpretive framework of LAL. This interpretive framework is comprised of the teachers' preconceptions, beliefs, attitudes, practices, personal experiences, and knowledge on language assessment. In following this framework, the necessity of exploring teachers' LAL on a personalized level come, combining an exploration of the teacher's knowledge base and interpretive understanding. Incidentally, Looney, Cumming, van Der Kleij, and Harris (2018) maintained that the teachers' beliefs and perceptions regarding assessment are essential factors affecting their actual assessment practices. More so, Giraldo (2019) named the works of Fulcher (2012) and Taylor (2009) to be in support of Scarino's (2013) interpretive framework, believed to play a crucial part in shaping teachers' LAL.

Additionally, the present study founded its exploration of LAL in the cornerstones of testing discussed by Brown (2004), and more recently, by Rogier (2014) and *Introduction to issues in language assessment and terminology* (n.d.). In his book, Brown (2004) elucidated on five cornerstones of testing, namely: practicality, reliability, validity, authenticity, and washback. In relation to this, Rogier (2014) identified seven key concepts as part of the cornerstones of testing adding usefulness and transparency on Brown's (2004) list. Furthermore, *Introduction to issues in language assessment and terminology* (n.d.) enumerated eight cornerstones of testing, adding security as another concept on Rogier's seven key concepts. Although the three references declare different numbers of cornerstones of testing, it may be observed that each is merely adding from the first list, and the

descriptions for each concept remain consistent. Hence, the present study collectively framed its analysis of the teachers' assessment practices on the three references.

Specifically, for Brown (2004), Rogier (2014), and *Introduction to issues in language assessment and terminology* (n.d.) practicality is understood in the study with an assessment tool or procedure being friendly for teachers in terms of preparation, administration, and checking. Second, reliability briefly refers to how consistently a test or assessment can generate the same results given other forms or methods of testing. Validity, on the other hand, concerns itself with how exactly a test or an assessment procedure is measure what intends to measure. Next, authenticity involves how an assessment reflects or represents real-world tasks or issues for meaningful context for student learning. Additionally, the concept of washback looks into the effects of testing towards its main stakeholders, who are the students and teachers. In Rogiers (2014) additional two concepts, usefulness is described to see how a test or an assessment procedure come helpful in fulfilling the purpose or objective of a course, a subject, or a program. In addition, transparency refers to how information for the procedures and grading methods of testing is relayed to students. Finally, the concept of security is concerned with how safe and probable it is to recycle a test given the different threats in the learning environment (*Introduction to issues in language assessment and terminology*, n.d.).

Overall, the study is founded on the objective of exploring the interpretive framework of language teachers (Scarino, 2013) together with their actual practices analysed using the cornerstones of testing. This decision was adopted from Giraldo's (2018) reflective article review which cited Inbar-Lourie's (2013) components for LAL, involving an understanding of the dilemmas surrounding testing and its cornerstones. With all these, the present study followed a qualitative-quantitative case analysis, adopting the procedures of Giraldo (2019). An in-depth interview was done with three Oral Communication SHS teachers, partnered with a conduct of an adapted survey questionnaire, and a content analysis of sample assessment tools utilized by the teachers. Through these triangulated methodologies, Scarino's (2013) interpretive framework is aimed to be realized from the analysis of the SHS teachers' cases. With this, a more encompassing understanding of teachers' assessment practices and cornerstone violations, which by technicalities represent their LAL, is offered.

## **Description of the Three Cases**

### **The local setting**

The present study was done in a private school in Alabang, city of Muntinlupa, NCR, Philippines. The Senior High School unit of the school is part of the Integrated Basic Education, which caters to a large number of students, ranging from about 1,500 to 2,000 Grade 11 and Grade 12 students. The SHS Department started functioning since 2015-2016, following the implementation of the K to 12 curriculum. Presently, the school offers programs under the Academic Track, particularly the strands of General Academic (GA), Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM). With this, the school houses about 70 faculty members, with an estimate of 8 language teachers. From this number of 8 language teachers, three (3) teachers who handled Oral Communication classes in the A.Y. 2018-2019 were taken.

### **The Teacher-Participants**

Teacher A. Teacher A is a male Oral Communication instructor in the SHS Department who has already been teaching for less than 15 years. He belongs to the age range of 41-45, and is teaching a total of six classes per week. The size of his class is in average, with 40 students. Particular for the Oral Communication class for SHS, he has already handled it for three years, although his prior teaching experiences also include having taught Public Speaking class. His background in assessment and evaluation includes completing a course in which assessment and evaluation topics were covered, and attending a workshop on the same topic.

Teacher B. Teacher B is a female Oral Communication instructor who belongs to the age range of 26-30. In her six years in the teaching field, she has handled oral communication classes for two years already. Currently, she is handling three classes in a week, with a class size of 30-40 students each. Her background records show that she has completed a full course on assessment and evaluation.

Teacher C. Teacher C is also a female Oral Communication instructor, belonging in the age group of 31-35. She handles six classes, in total, every week, with an average of 40 students per class. The same with Teacher B, she has been teaching for six years but has only handled oral communication classes in the last three years. Her background in assessment and evaluation come from her completed full course on assessment and evaluation, and also another course in which the two were only covered as one of the topics.

### **Instrumentation**

The present study ensured that data is triangulated to ensure detailed exploration of the case at hand. With this, a combination of two instruments were utilized. Firstly, an interview guide was drafted by the researcher, following Scarino's (2013) and Giraldo's (2019) discussion of LAL. Also, it was ensured that questions noting the assessment practices of the teachers were included to observe the cornerstones of testing. Secondly, a survey questionnaire was adapted from the works of Cheng, Rogers, and Hu (2004) to tally the purpose of assessment and practices of assessment of the teachers with the qualitative data from the interview. Originally, Cheng Rogers, and Hu's (2004) survey questionnaire covers the four macro-skills. For the purpose of the study, only the set of questions for speaking assessment was utilized. Specifically, the survey questionnaire was comprised of three parts, namely: (a) purposes of assessment and evaluation; (b) methods of assessment and evaluation; and, (c) profile of respondents.

### **The Collection of Data**

The data collection for the case analysis relied highly on the in-depth interviews done separately with the three teachers. Originally, an in-depth face-to-face interview was planned for data gathering. However, due to time constraints and the requests of teachers B and C, only teacher A had the face-to-face interview with the researcher. Teachers B and C did the in-depth interview in written form. In addition, follow-up questions were addressed with the three teachers through an exchange of messages in messenger. This virtual exchange was again due to the time constraint the researcher was facing, and in consideration of the convenience of the teacher-participants.

To triangulate the methods, a survey was administered to the three teachers. The survey questionnaire was adapted from the work of Cheng, Rogers, and Hu (2004), only including the set of questions for Speaking assessment, in particular. Finally, the assessment tools, particularly the rubrics utilized by the teacher-participants for their assessment, were obtained for content analysis.

### **Data analysis**

The data analysis commenced with the transcription done by the researcher, after the interview with teacher A. Later, once data from teachers B and C were obtained, thematic analysis was applied to develop patterns from the responses of the teacher-participants. The process of coding was highly guided by the ideas of Scarino (2013) and Giraldo (2019), together with literature on cornerstones of testing (Brown, 2004; *Introduction to issues in language assessment and terminology*, n.d.; Rogier, 2014).

For triangulation purposes, as mentioned, quantitative responses were tallied with the developed patterns from the interview, therefore confirming and strengthening observations from the qualitative data. Lastly, the content analysis done on the sample assessment tool requested from the teacher-participants was utilized to confirm the reported assessment purposes and assessment of the teacher-participants.

One limitation of the study is the lack of classroom observation, which was initially part of the data triangulation. This method of data collection was later removed and exchanged with the content analysis due to the unavailability of classes to be observed at the time the study was being conducted.

## Results and Discussion

### Purposes of Assessment

Looking at the purpose of assessment identified by the three teacher-participants from the interview, it may be noted how Teacher B and Teacher C displayed inclination towards utilizing assessment for the learning of students. Specifically, Teacher B indicated during the interview that the main purpose of assessment for her is to “*push students to their limits;*” whereas Teacher C reiterated that assessment serves the purposes of developing the communication skills of her students. Teacher A, on the other hand, mentioned during the interview that he uses assessment, “*so they (the students) could see a numerical value whether they are able to accomplish the main goal of the course – which is to be able to speak.*”

Supplementing these qualitative responses of the teacher-participants are their survey responses. From these quantitative responses, the three teachers’ utilization of assessment tools for three purposes identified by McMillan (2015, as cited by Acar-Erdol & Yıldızlı, 2018) as assessment for learning, assessment of learning, and assessment as learning, was observed. In addition, the possibility of the three teachers perceiving assessment as part of their administrative compliance was recorded (Cheng et al., 2004).

Table 1

Teacher-participants’ use of assessment tools for the purposes of assessment of learning

STATEMENTS	A	B	C
To formally document growth in learning		✓	✓
To determine the final grades of my students		✓	✓

As Table 1 depicts, only Teachers B and C displayed the use of assessment to record students’ achievement or learning. This survey result may appear in contradiction with the

response of Teacher A during the interview wherein he indicated that his purpose for assessing his students is to provide them with a numerical value to show if they have actually accomplished the goal of the course or not.

Table 2

Teacher-participants' use of assessment tools for the purposes of assessment **for** learning

STATEMENTS	A	B	C
To motivate my students to learn	✓	✓	✓
To make my students work harder		✓	✓
To diagnose strengths and weaknesses in my students	✓	✓	✓
To provide feedback to my students as they progress through the course	✓	✓	✓
To prepare my students for standardized tests		✓	

Table 2 above shows survey results of the three teachers' utilization of assessment for the learning of students. It may be observed that all three teachers reported that they indeed use assessment in their Oral Communication classes to motivate their students, diagnose their strengths and weaknesses, and provide feedback in their progress. By contrary, only Teacher B and Teacher C indicated that they use assessment to make their students work harder; and only Teacher B reported that she uses her assessment procedures so that she can form her students to meet the threshold of different standardized tests.

Table 3

Teacher-participants' use of assessment tools for the purposes of assessment **as** learning

STATEMENTS	A	B	C
To group my students for instruction purposes in my class	✓		
To obtain information on my students' progress	✓	✓	✓
To plan my instruction	✓	✓	✓
To diagnose strengths and weaknesses in my own teaching and instruction		✓	✓

Table 3 exhibits the teachers' survey responses in relation to using assessment as learning. Here, specifically, the questionnaire items point to teachers making use of assessment procedures and results as a form of their own learning to guide their instruction and decision-making as instructors and assessors. Noted is the three teachers' admission of using assessment to obtain information on their students' progress, so as to plan their instruction. However, as per making use of assessment procedures and results to reflect on

one’s own instructional strengths and weaknesses, only Teacher B and C responded positively. On the contrary, it was only Teacher A who mentioned of using assessment to guide him in grouping or clustering his students.

Table 4

Teacher-participants’ use of assessment tools for the purposes of administrative compliance

STATEMENTS	A	B	C
To provide information to the central administration (e.g. school, university)		✓	
To provide information to an outside funding agency		✓	

In their study, Cheng, Rogers, and Hu (2004) discussed how teachers may also have assessments for administrative purposes, meaning, to comply with their duties to an institution. Here, Table 3.4 portrays from the survey that only Teacher B acknowledges the use of assessment for administrative compliance, specifically to obtain information about students, to be reported to the University, or an outside funding agency.

**Beliefs and attitude towards assessment.** When the teachers were asked to share their views about the essence of assessment for them through an interview, their beliefs and attitude towards assessment were revealed. First, Teacher A shared that he believes assessment is important, for it is the only way to provide students a proof of their learning and achievements. Specifically, he mentioned, *“I just think that [you know] the students are here to know if they are able to comply with the requirements of the course.”* He further reiterated that he views assessment to be numerical, and that is what he believes the students wish more to see; therefore he considers rubrics to be essential tools to provide feedback, both in numerical and descriptive form, to his students. Also, it may be deduced that Teacher A takes on a positive attitude towards assessment. When asked if how he takes planning, giving, and checking assessment products of his students to be taxing, he responded, *“No, I’m good.”* More so, he added how he enjoys doing assessment. From here, his regard for assessment as a usual and necessary part of his being a teacher may be observed.

Second, Teacher B shares how she views assessment to be important, especially for the aspect of it being helpful for a teacher to reflect and improve. She disclosed, *“It [assessment] helps us in improving and revising our tools for future. We can see and analyze if the activity is effective and we can still continue them for the next set of students or we need to revise some factors in that activity for another set of students.”* From here, it is reflected how Teacher B perceives assessment as more than a way of giving grades to the students, but rather as a process that extends long after the grades are out. She emphasized how she believes assessment come essential to make teachers reflect on their assessment tools and procedures, and later on, make use of an improved version of it. Teacher B’s positive attitude towards assessment may also be observed here as she relays how beneficial it is for her as a teacher.

Lastly, Teacher C reiterated how she believes the value of assessment is in gauging the learning of her students. In particular, she said, “*There is no exact parameters to measure the learning, that is why we put rubric to gauge students’ learnings.*” She also added that assessment is essential in checking if students actually developed their communication skills. Also, Teacher C’s beliefs towards assessment exhibit her encompassing perspective towards the necessity of using both traditional and alternative assessment procedures. Here, she displays a positive attitude towards using assessment both in testing her students in practical and theoretical aspect.

**Assessment practices.** From the triangulated ways to collect data from the teacher-participants, each of the teacher’s experiences are illustrated below. Following the framework of the study, the experiences of the three teacher-participants are then analysed using the cornerstones of testing (Brown, 2004; *Introduction to issues in language assessment and terminology*, n.d.; Rogier, 2014). In particular, the violations specifically observed from the practices of each of the teachers were identified and reported separately.

**Teacher A’s assessment practices.** Teacher A narrated that he plans his assessment procedures for a whole semester in a way that every activity is designed to prepare the students for the final Performance Task (PT). For example, he usually opens the semester with group activities, having about 5 students in a group showcase their speaking skills in different scenarios or tasks set-up for them. Later on, the grouping system gets into smaller schemes, until students are ready to have their individual memorized speech delivered. Teacher A explicitly informs his students about this line of formative assessments afterwards, once his students are about to get into their individual and final performance task. This way, he believes his students would find all their activities more meaningful. However, what Teacher A admitted of not observing on his assessment practices is authenticity. He shared, for one, that he only assigns the same type of assessment for all his students, regardless of their strands. Also, he mentioned of personally choosing a memorized speech as a final PT to entail fairness in grading. As Teacher A explained, it is through a memorized speech that the students, both the good or experienced speakers and shy or first-time speakers alike, are put in a “*fair ground.*” He expressed that although he knows that his assessments are, “*not as authentic as I want it to be,*” what he at least achieves in his assessment is making the students speak in front of a crowd, which may still stand as a helpful first-time experience for a lot of students.

Talking about his final PT, a memorized speech, Teacher A claimed that he starts by giving instructions to his students only by explaining it to the whole class through oral instructions. After, he opens to the students the way they will be graded by showing the rubric for grading. Then, his students get their practice time for the memorized speech within their class hours. Teacher A expressed how he is involved highly during this preparation period of his students, as for every class time he allots for practice, he informs of his students of their objectives for the day to make sure that they all come prepared on the day of presentation. In terms of managing his students on the actual presentation, Teacher A shared how his rubric helps him a lot, both in grading the students and in making sure that all the other students sitting down as audience listen. This happens as he incorporates audience’s reception as part of his rubric for grading; therefore sending an implication to the class that they should listen while someone is speaking in front, so as to help one another meet the standards of the rubric. Finally, in terms of grading and giving feedback to his students, Teacher A cited that the key in doing the two is, “*doing it right then and there.*” Specifically, he relayed that since his PT is a memorized speech, he can simply finish grading his students as they perform, especially with the detailed rubric with him. Also, giving individual feedback right after every

performance come convenient, again, with the help of the detailed feedback. Teacher A detailed that his way of giving feedback is usually personalized. When he knows that his students are quite shy, he gives feedback on a one-on-one level, but when he believes the student is open for correction, he can give general feedback in front of the whole class. Nonetheless, what he assures of giving every student after a performance is “*generous praises*”.

Table 5

The observed cornerstone violations in Teacher A’s practices

Cornerstone Violation	Problems in Teacher A’s Practices	Possible Solution
<b>Authenticity</b>	Although Teacher A’s use of a memorized speech as a final PT pass the cornerstones of usefulness and validity, it still violates the essence of authenticity. Particularly, even from Teacher A’s own words, he admitted that his assessment practice is far from the actual public speaking that happens in real-life situations.	Teacher A may incorporate adopting a situation or role for the students in a chosen field of theirs to related better a memorized speech that he wants his students to perform. Also, although it is a memorized speech he is asking, he can still make this authentic and personalized by allowing his students to choose or write their own memorized speech, and not assigning them the same speech for memorization and delivery.

**Teacher B’s assessment practices.** Teacher B shared how she normally browses the internet for assessment tasks, particular of performance-based tasks as she does not usually make use of pen-and-paper tests for her Oral Communication class. She reported preparing different, customized PTs for her different classes, especially if they belong to different strands. She particularly makes sure that her students coming from different strands, and ideally would be entering different fields, could all find her PTs meaningful. For her final PT, she recalled assigning her students to prepare a Podcast once to serve as their final assessment in an Oral Communication class. In giving instructions to her students, she maximizes the use of their school’s Learning Management System, Schoology. However, she also mentioned channeling her instructions through social media. In terms of monitoring her students, Teacher B relayed that she believes the students of this generation do not need close monitoring as they prefer discovering their potentials through their own explorations. Nevertheless, she noted that she still checks on her student from time to time, within the usual one to two weeks’ time that she gives her students to work on their PT. When it comes to checking the assessment products of her students, Teacher B did not specify how much time it takes her to get back to her students for their ratings and feedback. Instead, she cited of the importance of being in a “*good mood*” when checking so she could “*grade them fairly and based on the standard of their capability.*” Also, she reiterated the convenience of her

checking, especially as her PT is a recorded one, hence she can check easily at her preferred time, and the class time will not be cut for performances. Once done grading her students, she gives feedback to her students by calling them one by one, although she does not return to them their feedback form/paper. When asked about incorporating peer assessment on her PT, she admitted of not being able to do so as she “*simply do[es] not have time.*”

Table 6

The observed cornerstone violations in Teacher B’s practices

Cornerstone Violation	Problems in Teacher B’s Practices	Possible Solution
<b>Transparency</b>	When giving instructions to her students, Teacher B did not mention informing her students of how they will be graded for their PT.	Teacher B can include her rubric for grading whenever she announces her PTs to her students through their LMS. Also, better if she can involve her students in their criteria for grading.
	In giving feedback to her students, she mentioned of giving individual oral feedback, however, she admitted of not giving back the “papers” to her students.	Teacher B may start the practice of giving back all assessment products and tools to her students once done checking and recording. This way, her students can keep track of their own progress as they file their own papers.

**Teacher C’s assessment practices.** Teacher C detailed of being strongly guided by the DepEd Curriculum Guide and her own syllabus whenever deciding on her PTs. For her Final PT, she shared asking her students to perform and Extemporaneous Speech. To relay the mechanics to her students, she prepares a PowerPoint presentation, complete with the objectives of the assessment task, the instructions for the presentation (speech), and the rubrics for grading. To prepare her students for their final PT, she mentioned of utilizing formative assessments. Further, she shared how she utilized both pen-and-paper and performance-based activities for her formative assessments. Once done with the performances, Teacher C said she normally asks bot students and other teachers to evaluate with her, putting in practice the importance of peer evaluation. With this, she acknowledges that having students grade other students may add to the confidence of her students when performing. After, Teacher C mentioned that as she gives feedback, she usually starts with a general feedback for the whole class, and then, she provides specific feedback to her students. Finally, in terms of the authenticity of her PTs, she expressed how she ensures that these are “*simulating the actual scenarios of real life situations.*” More so, she cited of acknowledging the varying interests of her students which she also takes as a consideration whenever preparing the PTs of her classes.

Table 7

The observed cornerstone violations in Teacher C’s practices

<b>Cornerstone Violation</b>	<b>Problems in Teacher C’s Practices</b>	<b>Possible Solution</b>
<b>Validity</b>	Teacher C asks her students to deliver an Extemporaneous Speech about relevant issues concerning the country and the world. With this, the expected content from the students’ speech may be a bigger factor to affect the performance of the students, when the focus of the assessment should be the oral communication skills of the students.	Teacher C should make sure that she prepares her students not just about the technicalities of delivering the speech, but also about the topics to be covered in their speeches. Teacher C should be careful in choosing topics that will be meaningful, relevant, and known by her students to secure that she is checking on their language skills, and not simply on content knowledge.
<b>Practicality</b>	Teacher C has Extemporaneous Speech as her final PT. With about 40 students in a class, allotting about 15-20 minutes for each student may consume much time for the class.	Teacher C may explore possibilities of doing a recorded speech, or if not, she may opt to partner with another subject teacher so their class time can both be utilized to make sure all students will be able to perform.

**Conclusion**

Noting, firstly, the purposes of assessment realized by the three teacher participants, it may be observed that although each of them are differently giving prime to certain purposes, they all display adherence to the purposes of assessment identified by McMillan (2015, as cited by Acar-Erdol & Yıldızlı, 2018). On the one hand, this varied prime on the purposes of assessment follow the value of teacher individuality emphasized by Shepard (2000, as cited by Özdemir-Yilmazer & Özkan, 2017). On the other hand, the similarities found in the purposes of assessment recognized by the three teacher participants may be attributed to the same conclusions of Özdemir-Yilmazer and Özkan (2017). As Scarino (2013) cited in her paper, a factor for this similarity would be contextual limitations, or more specifically, standards set by institutions teachers belong to. For the present study, it may be deduced that although the teachers assume different practices for their assessments, entailing their individuality, the underlying purposes they follow are still uniformly governed by the institutional characters of assessment present in their context.

Secondly, following the individuality in the purposes of assessment focused on by the three teachers, the teachers’ beliefs and attitudes towards assessment may also be observed to follow a personalized stance. This follows Giraldo’s (2019) and Scarino’s (2013) argument that teachers’ contexts and personal interpretive framework vary, therefore shaping their practices in varied forms as well.

Finally, the two conclusions above give light to the observed assessment practices and recorded cornerstone violations of each teacher participant. First, for Teacher A, as he expressed utilizing assessment to measure students' learning (assessment of learning), and provide them numerical feedback, his practice of giving his students a useful and valid assessment task, but one the other end is not authentic, come rational. Teacher A's held beliefs about assessment offer an explanation as to why he serves a tendency to give students alternative assessments that are not authentic. Second, for Teacher B, as she explained her belief of assessment as a helpful tool to make teachers reflective of their assessment procedures, her lack of transparency become explained. Third, for Teacher C, she has mentioned a number of times her belief that she intends her assessment practices to cover the overall communication skills of her students. With this view, she may have carried an encompassing perception that this communication skill shall cover the content repertoire of her students, which although good in principle and intention, may still come to violate the validity of the assessment if not implemented in a careful manner.

Overall, insights from this case analysis lead to the strengthening of Scarino's (2013) interpretive framework found to strongly shape and influence teachers' assessment practices. Moreover, it is noteworthy that through the exploration of the teachers' beliefs, attitudes, and perceived purposes on assessment – the teachers' interpretive framework – a different understanding of the cornerstone violations being different from the teachers' mere neglect of key concepts in testing is concluded. Meaning, the teachers' practices are understood not to be in violation of the cornerstones of testing; instead, these practices are observed to stem from teachers' misconceptions as portrayed in their interpretive framework.

Hence, from these observations, it shall be pointed out that although the teachers' interpretive frameworks provide explanations to the observed violations in their practices, these explanations do not equate to such practices being acceptable. Instead, the analysis drawn from the combination of the overall interpretive framework of the teachers and their actual assessment practices, offer recommendations for institutions catering to teacher education as regards their assessment instructions for pre-service and in-service teachers. These conclusions strengthen the need to further the training of teachers in general principles and cornerstones of assessment, while also leading these teachers to acknowledge and reflect on their individualities in assessment purposes, beliefs, and attitudes. Specifically, programs intended to shape teachers' LAL are proposed to highlight how teachers can be aware of the misconceptions of testing they take from their beliefs and in turn bring to practice. This way, LAL may be developed more meaningfully for the teachers given that it will not only focus on technical knowledge, skills, and principles. Instead, it shall address teachers' personalized interpretive frameworks.

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## Appendix A

### Informed Consent Form

July 16, 2019

Dear Respondent,

Greetings!

I am Ma. Pamela A. Capacete, a graduate school student under the program, Master of Arts in English Language Education. Currently, I am enrolled in the course, *Language Testing and Assessment*, of which one of our major requirements is to conduct **a case analysis of the assessment practices of three language teachers in the Senior High School Department**.

With this, I would like to request your kind approval to be one of my participants, with you being identified as a SHS teacher handling the course, *Oral Communication in Context*. As a participant of the case analysis, you will be asked to take part in:

1. *An in-depth interview;*
2. *A survey questionnaire; and*
3. *A document analysis.*

The interview will entail reflective questions on your process of preparing an assessment tool, implementing it, and evaluating it after. With your permission, the interview will be audio-recorded to ensure accurate transcription of data later on. In addition, the survey questionnaire, as a complementary instrument, will be asking you to provide a self-report of your purposes for assessing your students, your usual sources of assessment tools, and your preferred way of giving feedback to students. Finally, the document analysis will simply involve your approval to share sample assessment tools for the case analysis to be done by the researcher.

You may rest assured that all collected data will be treated with utmost confidentiality and will be used for the sole purpose of the study. Should you have further clarifications, you may contact me thru: [ma\\_pamela\\_capacete@dlsu.edu.ph](mailto:ma_pamela_capacete@dlsu.edu.ph); or 09651983298.

Sincerely,

Ma. Pamela A. Capacete

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#### INFORMED CONSENT FORM

By signing this form, I, \_\_\_\_\_, give my full consent to participate in this case analysis. Hence, all data collected from me and through me may be used for the sole purpose of the abovementioned study.

Date signed: \_\_\_\_\_

## Appendix B

### Interview Guide

This interview guide is intended to elicit insightful experiences of three SHS language teachers about their assessment practices in their class, Oral Communication. Each language teacher will be asked to focus on one assessment type they employ in their classroom, which is **PERFORMANCE TASK**.

Kindly answer the following questions in detail, with your use of **PERFORMANCE TASKS** in your Oral Communication Class in mind:

1. Kindly relay in detail your own process of assessing your students:
  - *Starting from your preparations and planning, with whom do you usually plan your assessment tools with?*
  - *What guides your decisions in choosing/preparing the assessment tools? What are the first things you prepare?*
  - *Going to the actual giving of instructions to your students, how do you relay them the information about the assessment?*
  - *How do you guide/prepare them for the assessment?*
  - *On the actual conduct of the assessment, how do you monitor your students and their works?*
  - *After assessing your students, how do you go about the checking of their written or performance-based outputs?*
  - *How much time does it usually take you to finish checking and grading your students' works?*
  - *Once done checking and recording the grades of your students, what is your usual practice about the assessment that has been done?*
  - *How do you give feedback to your students? What do you do with their graded works/papers?*
  - *Do you apply peer critiquing or self-evaluation practices with your students? Why or why not?*

2. What do you consider as the main purpose of the assessment tools you prepare for your class?

What **shapes** (are you guided most by the kinds of students you have, the curriculum you are following? Your own preference? Or the prescription of textbooks, or any other factor?) this purpose?

3. When you design assessment tools for your students, do you design different/class-specific tools for each of your classes? Why or why not?

4. How **authentic** do you think your assessment tools are? Explain and cite examples.

5. Do you have any means to ensure that your assessment tools are both student-friendly and teacher-friendly? What are these? *Teacher-friendly in the sense that you also put into consideration the load of checking/grading you will face with the kinds of assessment you prepare.*

6. What is your view towards the **value/essence** of assessing your students? Why do you assess your students?

***Once done, kindly attach in this file a sample performance task (instructions) you had for your Oral Comm students, and/or a sample rubric you used to grade them. Thank you!***

### **About the Author**

Ma. Pamela A. Capacete is a graduate student at De La Salle University Manila, currently finishing the program Master of Arts in English Language Education. She is a Senior High School instructor who passionately handles Languages and Research courses. Her research interests cover discourse analysis, language testing and assessment, and curriculum design. (email: [ma\\_pamela\\_capacete@dlsu.edu.ph](mailto:ma_pamela_capacete@dlsu.edu.ph))

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## **Re-examining the learners' language competency: A Language Needs Analysis**

Maria Isabel F. Vergel  
*De La Salle University - Manila*  
maria\_isabel\_vergel@dlsu.edu.ph

Aileen G. Valle  
*De La Salle University - Manila*  
aileen\_valle@dlsu.edu.ph

### **Abstract**

The implementation of the K12 system in the Philippines has created a major shift in the Philippine educational system. The present study aimed to determine the level of learner's language competency on the five macro skills (i.e., Reading, Listening, Writing, Viewing, and Speaking) which will serve as a baseline data in the creation of a language module. Anchoring on both Target Situation Analysis (TSA) and Present Situation Analysis (PSA), the study was conducted among 65 grade 10 students and 3 language teachers using three research instruments including teachers' and students' questionnaires, interview, and document analysis. Triangulation was conducted to validate the results obtained from the three instruments. Based on the results of the triangulation approach, findings revealed that among the macro skills assessed in the study, three of these skills namely reading, speaking, and writing were noted to be the least mastered by the learners; thus, these skills should be given much attention in the language instruction. Implications of the present study include the necessity of providing more authentic and meaningful exercises aligned to those skills in order to address their identified difficulties.

Keywords: assessment, competency, language competency, needs analysis, K12 curriculum, language proficiency

### **Introduction**

Existing studies have proven the crucial role of English language proficiency in the success of academic pursuits (Aina, Ogundele, & Olanipekun, 2013; Graham, 1987; Raca & Lasante, 2016). According to the Business English Index as cited in Raca and Lasante (2016), other tasks such as working with numbers and writing are all dependent on language proficiency. In fact, Aina, Ogundele and Olanipekun (2013) pointed out that students with language difficulties may function ineffectively in school, leading to poor academic performance. Hence, the present study argues the need to trace the level of competency of the target language learners which could serve as a basis for the creation of necessary instructional materials such as a module to help develop the language skills lacking from the learners.

In the Philippine setting, an evident shift in the curriculum implementation has emerged with the aim of developing holistic and more competitive Filipino learners (Raca & Lasante, 2016). In fact, among the countries in Asia, Philippines was the last country to have a 10-year education and pre-university program (SEAMEO & INNOTECH, 2012 as cited in Sarmiento & Orale, 2016). To this end, the implementation of the K12 curriculum is seen to be one of the answers to this problem, setting new education goals to every subject area

(Sarmiento & Orale, 2016). In the language curriculum, the primary goal is to produce Filipino graduates who can effectively use the language in different situations such as interacting with others, understanding and learning other content areas, and entering his/her chosen field (DepEd, 2016). Alberto and Gabinete (2014) added that the salient feature of the new curriculum is to produce learners who have high language proficiency and ready to participate in both international communications and professional opportunities.

In the new curriculum, the competencies are “better contextualized and delineated” (Vilches, 2018, p.16). Vilches (2018) added that the communicative aspect of the curriculum is better emphasized with new assessment practices which include both formative (i.e., simulation activities) and summative assessment (periodic or performance tasks). DepEd Chief of Curriculum and Implementation Division (2016) explains that learners during the formative assessments are expected to effectively design and perform both controlled and uncontrolled contextualized oral communication activities. In this sense, the teachers’ role includes the presentation of authentic situations in which the learners will effectively utilize their communicative skills. Hence, the learners take full responsibility in their learning.

Several aspects of the new language curriculum have already been studied (Crisol & Alamillo, 2014; Mutya, 2019; Plata, 2010; Sarmiento & Orale, 2016; Vilches, 2018). Majority of these investigations centered on the assessment and standards of the language curriculum, while limited studies focused on the learners who have been greatly affected by this abrupt change in curriculum. The present study is justified by this gap in research.

The present study seeks to examine the level of language competency of selected grade 10 students to determine whether these students are equipped with the necessary skills before they proceed to senior high school. This language needs analysis is anchored on both Target Situation Analysis (TSA) and Present Situation Analysis (PSA). Target Situation Analysis is used to identify the necessary communication competencies to achieve the demands of the target situation. As Songhori (2008) noted, TSA introduced Munby’s Communicative Needs Processor (CNP) which determines the target needs of any group of learners. One crucial aspect in Munby’s CNP is the identification of the target needs and target level performance of the target learners by investigating the target situation. Specifically, the aims of this approach is to determine the possible linguistic form to be achieved by the prospective language learner to perform effectively on the target working environment. In this study, TSA is used to determine the expected competencies of the said respondents for them to survive or be effective in senior high school as their target environment after junior high school. Thus, this approach is necessary to set the parameters of competencies and skills expected from the said learners.

Apart from TSA, PSA or Present Situation Analysis is also incorporated in this Needs Analysis. According to Songhori (2008), PSA complements Target Situation Analysis (TSA). Unlike TSA which aims to identify what the learners are expected to be like at the end of the language course, PSA attempts to identify what they are like at the beginning of it. Basically, the said approach is used to determine the present strengths and weaknesses of the target language learners. In this approach, it is seen necessary to establish the starting point by presenting first the competencies possessed by the target learners to determine the competencies that they still need to learn. In the study, PSA is used to trace the level of competency of the said learners, comparing it to the competencies expected from them by the curriculum. In here, items which seek to determine the language components in which the students find difficulty with were examined. Hence, the components which need to be strengthened and be given more attention will be easily identified and monitored.

## Methods

### Participants

The participants were selected from one of the private schools in the Philippines, consisting of 65 grade 10 students and three language teachers. Fifteen students and all the three language teachers were chosen for the interview part of the data gathering.

### Instruments and Data Sets

The data collected in the language needs analysis were gathered from three different research instruments namely questionnaires, interview, and document analysis. As Honorene (2017) pointed out, triangulation of data collection was done considering its vital role in validation and cross verification of results from several sources. The triangulation of these instruments is deemed necessary to achieve the objectives of this language needs analysis.

**Questionnaire.** The questionnaire was researcher-made which used a Likert-scale continuum consisting of two parts—demographic profile, and the questionnaire. The questionnaire was further divided into seven subsections including tests for reading, listening, speaking, writing, viewing, and learners' overall language use. Different aspects of the five skills were examined including its level of importance and difficulty, frequency of problems encountered, and level of proficiency. The items in the questionnaire part were based on the competencies of grade 10 extracted from the English Curriculum of the Department of Education of the Philippines. The competencies included were those from the first and second quarter respectively. Lastly, a concluding section was also provided to assess the overall language proficiency of the students.

**Interview.** The interview included five questions intended for both the students and the teachers. The student interview assessed the learners' strengths and weaknesses on the five macro skills (i.e., Listening, Reading, Writing, Viewing, Speaking) and their perception regarding their own language proficiency. Meanwhile, the teacher's interview included questions regarding their perceived competency of the learners, and their opinions for curriculum improvement and enhancement. Note that the interview was done online in which the participants were given interview forms where they would input their answers.

**Document Analysis.** The document analysis was used to validate the results of the questionnaire and the interview. The study used the second quarterly assessment in English of the students to trace the least mastered competencies of the learners based on the frequency of errors.

### Procedure

The survey questionnaires were administered during the English classes of the participants which lasted for a one-week while the teacher's questionnaires were given on the same week. For the interview, interview forms were posted online using Google forms. The data from the interviews were also tabulated in Microsoft Word. Lastly, item analysis of the test results of the students in their second quarterly assessment in the English subject was done as the source of data for the document analysis.

## Data Analysis

The frequency and the percentage of the participants' responses in the questionnaire were obtained and tabulated. Specifically, Countifs were used to identify the frequency distribution for each item in the questionnaire. Finally, triangulation approach was used to validate the results of the three instruments used in the study.

## Results and Discussion

Using manual counting, the results of the triangulation approach using questionnaire, interview, and document analysis were summarized under four sections. The first part presented the results obtained using the student's questionnaire on the different language components. Part two showed the data on the teacher's questionnaire containing the student's mastery on the different language competencies. Part three displayed the consolidated results of the interview conducted on both the teachers and students. Lastly, part four revealed the findings of the document analysis using the test results of the second quarter examination of the participants.

### Language Components (Student's Questionnaire)

Part I summarizes the results obtained using the student's questionnaire which identifies the perception of the students on the five macro skills namely Reading, Listening, Writing, Viewing, and Speaking. Moreover, it also presented the students' present language proficiency, as well as their strengths and weaknesses on these sets of components.

In terms of the Reading component, two sets of questions were provided (i.e., the level of importance, and the frequency of problems encountered). Emphasis was given on reading since it is believed to play a crucial role in the learning of the target language. As Nguyen, Pham, and Nguyen (2016) noted in their study that reading is considered as one of the most important language skills for it is only through reading where the learner can enrich his/her knowledge about the target language and its culture. Thus, it is seen as the basis of instruction in all aspects of language learning (Nguyen, 2016). Accordingly, Goodman (1967) pointed out that reading adheres to some guiding principles and one of these is to expose learners to authentic materials which are their level and interests. Hence, determining the perception of the learners towards the importance of reading as a skill was crucial in examining their reading competency.

Table 1.1 presents the frequency of scores in terms of the level of importance of the different reading purposes which are based on the reading competencies found in the DepEd Language Curriculum Guide. The findings revealed that majority of the participants having 62% considered the importance of identifying the main idea of the text, and 46% for understanding the author's tone and purpose. While, 63% of the respondents claimed it important to skim the text to identify its main idea. Nevertheless, the participants also considered the importance of other reading purposes essential in learning the language including these paraphrasing, summarizing, scanning, transcoding information, making use of graphic organizers, reading explicitly and implicitly, and achieving overall comprehension of the reading text.

Table 1.1  
*Reading Skills (Importance)*

Reading skills	Level of Importance							
	Very Important		Important		Not Important		Not Sure	
	F	%	F	%	F	%	F	%
To identify the main idea of the text	40	62	24	37	0	0	1	2
To paraphrase a text	19	29	39	60	6	9	1	2
To summarize information in a text	28	43	30	46	7	11	0	0
To skim the text for the main idea of the text	17	26	41	63	5	8	2	3
To scan for specific details in the text	27	42	36	55	1	2	1	2
To understand the author's attitude and purpose	30	46	24	37	10	15	1	2
To transcode information from linear to non-linear texts and vice versa	12	18	37	57	10	15	6	9
To achieve overall comprehension of the text	28	43	29	45	7	11	1	2
To make use of graphic organizers in presenting information	18	28	31	48	13	20	3	5
To read closely to determine what the text explicitly and implicitly says	24	37	34	52	5	8	2	3
Other (please specify)	0	0	0	0	0	0	0	0

The second table yielded on the frequency of the learners' level of difficulty on the different language skills. As shown in Table 1.2, 49% of the participants sometimes encountered problems on skimming the text to identify the main idea. While, 43% of them claimed that they seldom encounter problem on achieving an overall comprehension of the text being read. Overall, it was evident that only a few of the respondents often encounter problems on particular reading skills.

Table 1.2  
*Reading Skills (Frequency of Problem)*

Reading Skills	Level of Difficulty							
	Often		Sometimes		Seldom		Never	
	F	%	F	%	F	%	F	%
To identify the main idea of the text	18	28	24	37	20	31	3	5
To paraphrase a text	9	14	26	40	26	40	4	6
To summarize information in a text	11	17	23	35	22	34	9	14
To skim the text for the main idea of the text	10	15	32	49	17	26	6	9
To scan for specific details in the text	12	18	24	35	20	31	9	14
To understand the author's attitude and purpose	11	17	24	37	23	35	7	11
To transcode information from linear to non-linear texts and vice versa	10	15	25	38	27	42	3	5
To achieve overall comprehension of the text	10	15	24	37	28	43	3	5
To make use of graphic organizers in presenting information	10	15	28	43	22	34	5	8
To read closely to determine what the text explicitly and implicitly says	8	12	26	40	24	37	7	11
Other (please specify)	0	0	0	0	0	0	0	0

Overall, given the tabulated scores in reading, it was highly evident that the participants value all the reading skills as important in learning the target language. Moreover, the data also showed that they seldom had trouble in almost all the reading skills provided.

In terms of listening, table 2 summarizes how often the students encounter difficulty in different listening situations. In this analysis, 34% of the participants claimed that they frequently encountered difficulty in getting the general idea of the text after listening to it for the first time. Further, 40% occasionally had trouble in following and remembering the sequence of spoken text; the same percentage was noted in understanding speakers who speak too fast. Additionally, 43% of the participants indicated that they occasionally had trouble in understanding informal language. On the other hand, 31% of the participants noted that they rarely experienced difficulty in situations like understanding long spoken texts, lectures, and spoken instructions, as well as in recognizing words. Finally, 40% of them agreed that they never have trouble in taking down notes while listening. The results supported the argument of Rost (2005) regarding the complex nature of listening in which it involves the understanding of spoken data and involves receptive, interpretative or cognitive processes. In essence, despite the respondents' ease in taking down notes, the researchers deemed it necessary to prove more activities which could help the learners improve their attentive and critical listening skills in the language instruction.

Table 2

*Listening Comprehension*

Listening situations	Level of Difficulty									
	Very Frequently		Frequently		Occasionally		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
1. I find it difficult to get a general understanding of a text from the first listening.	1	2	22	34	22	34	18	28	2	3
2. I find it hard to follow and to remember the sequence of a spoken text.	1	2	17	26	26	40	21	32	0	0
3. I find it difficult to understand long spoken text.	5	8	15	23	17	26	20	31	8	12
4. I have difficulty understanding lectures.	1	2	11	17	16	25	31	48	6	9
5. I have difficulty understanding informal language.	2	3	8	12	28	43	20	31	7	11
6. I find it difficult to understand well when the speakers speak too fast.	4	6	20	31	26	40	13	20	2	3
7. I cannot understand spoken instruction.	1	2	2	3	20	31	28	43	14	22
8. I find it difficult to recognize the words because of the way they are pronounced.	2	3	13	20	22	34	25	38	3	5
9. I need to ask the teacher/s and/or classmates to clarify the lesson.	3	5	8	12	19	29	32	49	3	5
10. I find it difficult to take down notes.	3	5	5	8	9	14	22	34	26	40

Now considering the role of viewing being the fifth macro skill, Barrot (2014) argued that the dominance of visual media in the lives of people today has led to the inclusion of viewing in the language macro skills. With the inclusion of this, it is vital that teachers will also give importance in developing the viewing skills of students. Table 3 shows the participants' opinions on the acceptability of some viewing competencies which would be

taught to them. Among all the competencies presented, 37% of the participants were noted as undecided whether detecting bias and prejudice on the viewing material should be included on the viewing competencies for grade 10. Nevertheless, the rest of the competencies were agreed upon by the participants.

Table 3

*Viewing Comprehension*

Viewing Skills	Level of Acceptability									
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. I can recognize how connected events contribute to the totality of the material viewed.	10	15	46	71	9	14	0	0	0	0
2. I express insights based on the ideas presented in the viewing material.	16	25	36	55	11	17	2	3	0	0
3. I draw generalizations and conclusions based on the materials viewed.	11	17	32	49	19	29	2	3	1	2
4. I compare and contrast the contents of the materials viewed with outside sources of information.	10	15	33	51	16	25	5	8	1	2
5. I can detect if there is any bias and prejudice in the material viewed.	15	23	23	35	24	37	5	6	0	0
6. I can discuss concepts included in the material viewed.	13	20	30	46	16	25	6	9	0	0
7. I analyze and argue to clarify ideas/concepts covered in the material viewed.	15	23	26	40	17	26	7	11	0	0
8. I use background knowledge and past experiences to get the message conveyed by a material viewed.	28	43	31	48	4	6	1	2	1	2
9. I can effectively research and evaluate the ideas presented in the material viewed.	8	12	41	63	14	22	2	3	0	0
10. I can infer/predict what will happen next on the material viewed.	8	12	29	45	19	29	9	14	0	0

Writing refers to the act of putting ideas in text whether print or nonprint. It is a “non-linear, exploratory, and generative process” as they discover ideas and reformulate them (Gustilo, 2010; Gustilo & Magno 2015; Zamel, 1983). It is considered by many as one of the important skills that students need to develop. As shown in table 4 below, 45% of the participants claimed to be above average in writing persuasive and argumentative essay. Likewise, majority of the participants were also noted to be above average in using correct punctuation and spelling, writing coherent and cohesive paragraphs, developing logical and relevant ideas, formulating statements of opinions, and in using quoting marks and statements. On the other hand, 52% were only average on formulating claims of fact policy, and value. Similarly, majority were only average on recognizing and writing references writing bibliography having 54%, and 48% for writing in-text citations.

Table 4  
*Writing Skills*

Writing Competencies	Level of Proficiency									
	Excellent		Above average		Average		Below average		Very Poor	
	F	%	F	%	F	%	F	%	F	%
1. Use correct punctuation and spelling.	17	26	24	37	22	34	2	3	0	0
2. Write coherent and cohesive paragraphs.	9	14	26	40	26	40	4	6	0	0
3. Develop logical and relevant ideas	8	12	28	43	25	38	4	6	0	0
4. Formulate statements of opinion and assertions	14	22	28	43	21	32	2	3	0	0
5. Formulate claims of fact, policy, and value	8	12	20	31	34	52	3	5	0	0
6. Acknowledge sources by preparing bibliography	2	3	18	28	35	54	9	14	1	2
7. Use quotation marks or hanging indentions for direct quotes	20	31	26	40	17	26	2	3	0	0
8. Use in-text citations	10	15	20	31	31	48	4	6	0	0
9. Write an effective persuasive/ argumentative essay	6	9	29	45	27	42	3	5	0	0
10. Other (please specify)	0	0	0	0	0	0	0	0	0	0

In terms of oral language and fluency, Hinkel (2006) pointed out that speaking is a complex process that involves simultaneous attention to content, vocabulary, discourse, information structuring, morphosyntax, sound systems, prosody and pragmalinguistic features. Celce-Murcia and Olshtain (2000) also reiterated that speaking shares similar features with writing. As shown in Table 5, the respondents claimed that they sometimes had trouble on the given speaking situations. In this analysis, 63% of the participants claimed that they seldom had trouble in finding words to express their meaning in English.

Table 5  
*Oral Language and Fluency*

Speaking Situations	Level of Difficulty									
	Always		Often		Sometimes		Never		N/A	
	F	%	F	%	F	%	F	%	F	%
1. I have difficulty with pronunciation of words.	1	2	11	17	46	71	7	11	0	0
2. I cannot choose the proper words in expressing meaning in oral English.	1	2	16	25	41	63	5	8	2	3
3. I find it difficult to enter discussion.	0	0	15	23	33	51	15	23	2	3
4. I find it difficult to express my opinion/ideas in English.	5	8	12	18	32	49	16	25	0	0
5. I'm having difficulty giving oral presentations.	10	15	8	12	36	55	11	17	0	0
6. I do not know the best way to say something in English.	5	8	14	22	32	49	14	22	0	0
7. I get nervous about saying something in case I make a mistake.	11	17	19	29	30	46	5	8	0	0
8. I find it difficult to respond in English.	2	3	6	9	36	55	20	31	1	2
9. I find it hard to have a conversation with others using English language	2	3	10	15	28	43	23	35	2	3
10. I find it difficult to converse with teachers using the English language.	0	0	11	17	33	51	19	29	2	3

Overall, it was highly evident that only 2% of the participants could claim excellent proficiency in drawing conclusions while 0% on the rest of the competencies. Based on the overall assessment reflecting all the five macro skills, it revealed that majority of the participants were below average on reading having 49% on implicit and explicit reading, and 45% on comprehending the text. Likewise, majority of the participants also claimed below average on discussing and reporting ideas from the listening material having 46%, and 45% on producing English sounds effectively. On the other hand, the participants claimed average level of proficiency on competencies under viewing, writing, and delivering speeches. Nonetheless, there are still much to improve on the students' language proficiency to achieve their maximum potential in using the target language.

Table 6

Overall Proficiency

Language Areas	Levels of Proficiency									
	Excellent		Above Average		Average		Below Average		Very Poor	
	F	%	F	%	F	%	F	%	F	%
1. Expressing ideas and opinions clearly and effectively	0	0	2	3	21	32	32	49	10	15
2. Reading closely to determine what the text explicitly and implicitly says	0	0	2	3	20	31	32	49	17	9
3. Writing and delivering speeches with ease and confidence	0	0	8	12	33	51	15	23	9	14
4. Producing the sounds of English correctly and effectively	0	0	2	3	24	37	29	45	10	15
5. Discuss and respond on issues discussed in the text listened to	0	0	3	5	25	38	30	46	7	11
6. Drawing generalizations from the set of details	1	2	6	9	29	45	21	32	8	12
7. Writing different types of text	0	0	5	8	22	34	31	48	7	11
8. Comprehend the overall and internal organization of an essay/text	0	0	2	3	26	40	29	45	8	12
9. Critically evaluate the material viewed to get the message	0	0	1	2	27	42	24	37	13	20
10. Assessing one's viewing behavior	0	0	2	3	19	29	31	48	13	20

Level of Importance of the Language Components (Teacher's Questionnaire)

During the second phase of data gathering, three English teachers were given questionnaires to assess the mastery of the grade 10 students in terms of the different language components. The language components reflected on the questionnaire were extracted from the first and second quarters of the English Curriculum Guide of the Department of Education, Philippines. Since the students were on the end of the second quarter during the conduct of the survey, the researchers only included the competencies on the said quarters to trace as to whether the students have already mastered those competencies.

On the survey conducted, the participants were asked to assess the level of importance of the listed competencies to achieve a significant language mastery of the grade 10 students. In this part of the survey, the participants' answers only vary from the three descriptors which are very important, important, and moderately important; none was noted on the least

important part of the scale. Moreover, a follow-up question on the teacher's opinion to further improve the study were also given but none of the participants opted to answer.

Table 7

## Students' Mastery of the Language Components

Competencies	Very Important	Important	Moderately Important	Slightly Important	Not Important
	<b>Reading Comprehension</b>				
Determine the effect of textual aids like advance organizers, non-linear illustrations, etc. on the understanding of a text.	0	3	0	0	0
Compare new insights with previous learnings	2	0	0	0	0
Transcode information from linear to non-linear texts and vice versa	2	1	0	0	0
Present information using tables, graphs, and maps	1	2	0	0	0
Scan for needed information	2	1	0	0	0
Read closely to get the author's purpose	1	2	0	0	0
Read closely to get explicitly and implicitly stated information	3		0	0	0
Evaluate text content, elements, features, and properties using a set of criteria	2	1	0	0	0
<b>Listening Comprehension</b>	0	0	0	0	0
Get information that can be used in everyday life from news report, speeches, informative talks, panel discussion, etc.	2	1	0	0	0
Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	2	1	0	0	0
Single out direct and indirect signals used by a speaker	1	1	1	0	0
Point out the effectiveness of the devices used by the speaker to attract and hold attention of the listener	1	2	0	0	0
Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made	2	0	1	0	0
Make generalizations	1	2	0	0	0
Show appreciation for songs, poems, and other listening texts	1	1	1	0	0
Examine how spoken communication may be repaired or enhanced	2	1	0	0	0
Switch from one listening strategy to another to extract meaning from the listening text	1	2	0	0	0
Assess the effectiveness of a material listened to taking into account the speaker's purpose	2	1	0	0	0
Assess whether the speaker's purpose is achieved or not	1	2	0	0	0
Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance	1	2	0	0	0
Employ analytical listening in problem solving	2	1	0	0	0
Detect biases and prejudices	1	2	0	0	0
Determine unsupported generalizations and exaggerations	0	3	0	0	0
<b>Viewing Comprehension</b>	0	0	0	0	0
Determine how connected events contribute to the totality of a material viewed	1	2	0	0	0
Express insights on the ideas presented in the material viewed	2	1	0	0	0
Draw generalizations and conclusions based on the material viewed	1	2	0	0	0
Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	2	0	1	0	0
Detect bias and prejudice in the material viewed	1	2	0	0	0
Use previous experiences as scaffold to the message conveyed by a material viewed	2	0	1	0	0
<b>Writing and Composition</b>	0	0	0	0	0
Identify features of persuasive texts	1	2	0	0	0
Formulate a statement of opinion or assertion	1	2	0	0	0

Compose a persuasive text of three paragraphs expressing one's stand on an issue	2	1	0	0	0
Identify parts and features of argumentative essays	1	1	1	0	0
Formulate claims of fact, policy, and value	1	2	0	0	0
Use patterns and techniques of developing an argumentative claim	1	1	1	0	0
Acknowledge citations by preparing a bibliography	2	1	0	0	0
Use writing conventions to indicate acknowledgement of resources	1	2	0	0	0
Use quotation marks or hanging indentions for direct quotes	2	0	1	0	0
Use in-text citations	2	1	0	0	0
Compose an argumentative essay	1	1	1	0	0
<b>Oral Language and Fluency</b>	0	0	0	0	0
Identify the factors of public speaking	1	1	1	0	0
Describe and interpret the ethics of public speaking	1	1	1	0	0
Employ techniques in public speaking in a sample public speaking situation	3	0	0	0	0
Employ appropriate pitch, stress, juncture, intonation, etc.	1	2	0	0	0
Use the correct sound of English when delivering impromptu and extemporaneous speech	1	1	1	0	0
Observe the correct stance and proper stage behavior as deemed necessary	2	1	0	0	0
Demonstrate confidence and ease of delivery	2	1	0	0	0
Make and deliver impromptu and extemporaneous speeches with ease and confidence	1	2	0	0	0

## Interview

In the interview phase, three English teachers and 15 selected grade 10 students from the same school were interviewed. The purpose of the interview was to validate the results of the questionnaires. In the interview conducted to the students, eight out of the fifteen participants asserted to have average level of proficiency; while seven claimed to be above average or very good. Among the five macro skills, 11 participants claimed to have more difficulty on Speaking. In contrast, majority agreed that Reading was the easiest macro skill to learn. In terms of the level of importance of the five macro skills, all of the participants noted that all the five macro skills were equally important because of the following reasons:

- a tool for communicating and in socializing with others
- essential in learning foreign lesson
- requirement for passing academic demands
- needed in surviving senior high school and life in general

Lastly, ten out of the 15 participants believed that they need to improve more on speaking since they believed that it is the most evident indicator of one's proficiency in the language. On the other hand, three out of the 15 participants found it more necessary to improve on writing. Finally, one student noted that he needs to improve on reading, and one student chose viewing.

In terms of the interview conducted to the teachers, they all agreed that students had the least mastery on reading, speaking, and writing. Thus, they all claimed that more attention must be given on the said language competencies. In contrast, teachers also claimed that the students were already good at listening and viewing compared to the other three macro skills. Given that the students need to improve on certain language components, the teachers also gave their suggested strategies to better assist the learners in the language instruction which includes:

- Exposing the students on the different technological innovations
- Constant practice or repeating the activities at least twice.
- Giving them activities, drills or tasks where the use of the language is maximized.
- Public Speaking activities

Finally, the teachers were also asked regarding the alignment of grade 10 competencies to senior high school. Their responses were shown below:

- The competencies are somehow aligned with what the students need to know and learn before they go to SHS. However, there are skills that really need to be given more attention. Yes, they are helpful.
- Yes, very helpful but the students' skills do not match with the skills in the curriculum guide

### Document Analysis

In the last phase of the analysis, the researchers examined the second quarter examination of the grade 10 students. The test was noted to be highly structural in nature in which 33 items out of the 60-item test were dedicated to grammar alone. Aside from the grammar part, 12 items were dedicated on prosodic features of speech, nine items for literature, and five items for research. Due to the limited scope and nature of the examined material, other macro skills were not assessed such as reading, listening, and writing.

As shown in Table 8, notable number of errors were identified in the speech part of the test (*see items 1-12*). In these items, the students were asked to place the appropriate pauses and stops in the given proverbs and to explain its rationale afterwards. Sample questions are as follow:

- 1) *Don't count your chicken before they are hatched*
- 2) *Though you dress a carabao in silk it will always return to mud.*

Evident mistakes were also observed in the grammar part of the test. 48.40% of the participants got the item incorrectly which was on rewriting the sentence correctly by dividing the coordinate adjectives. Moreover, the part testing the identification of verbal in the sentences also got the most number of mistakes. Apart from this, it was also evident that majority of the participants answered the research part incorrectly (see items 55-60) which asked them to explain the different parts of a research.

Table 8

Second Quarter Examination's Frequency of Error

Frequency of Errors								Frequency of Errors							
Sections								Sections							
Items	A	B	C	D	E	T	%	Items	A	B	C	D	E	T	%
<b>1</b>	10	15	12	10	19	66	30.13	<b>32</b>	0	1	0	0	0	1	0.45
<b>2-3</b>	27	30	24	21	25	127	57.99	<b>33</b>	0	2	0	0	0	2	0.91
<b>4</b>	14	15	11	13	14	67	30.59	<b>34</b>	0	1	0	0	0	1	0.45
<b>5-6</b>	23	32	27	29	34	145	66.21	<b>35</b>	3	1	0	0	0	1	0.45
<b>7</b>	11	16	20	17	14	78	35.61	<b>36</b>	0	1	0	1	2	4	1.82
<b>8-9</b>	36	40	38	41	38	193	88.12	<b>37</b>	5	16	14	11	11	57	26.02
<b>10</b>	13	21	18	15	19	86	39.26	<b>38</b>	6	7	12	12	11	48	21.91
<b>11-12</b>	38	35	35	38	42	188	85.84	<b>39</b>	15	20	14	28	29	106	48.40
<b>13</b>	9	14	8	3	6	40	18.26	<b>40</b>	4	6	7	40	1	58	26.48
<b>14</b>	12	15	15	4	11	57	26.02	<b>41</b>	3	6	1	0	0	10	4.56
<b>15</b>	5	12	5	1	15	38	17.35	<b>42</b>	0	0	3	1	0	4	1.82
<b>16</b>	8	7	13	1	13	42	19.17	<b>43</b>	1	9	2	1	11	24	10.95
<b>17</b>	7	15	8	0	10	40	18.26	<b>44</b>	10	26	5	18	20	79	36.07
<b>18</b>	0	5	22	0	10	37	16.89	<b>45</b>	5	8	8	0	5	26	11.87

<b>19</b>	2	9	7	0	5	23	10.50	<b>46</b>	9	18	12	16	15	70	31.96
<b>20</b>	4	7	10	0	6	27	12.32	<b>47</b>	5	6	8	1	8	28	12.78
<b>21</b>	11	13	22	11	17	74	33.79	<b>48</b>	7	18	13	13	22	73	33.33
<b>22</b>	8	10	11	6	16	51	23.28	<b>49</b>	10	14	7	9	16	56	25.57
<b>23</b>	9	14	12	4	11	60	27.39	<b>50</b>	9	22	17	7	24	79	36.07
<b>24</b>	13	10	14	4	14	55	25.11	<b>51</b>	7	14	10	1	14	46	21
<b>25</b>	12	3	9	4	11	39	17.80	<b>52</b>	10	25	21	12	28	96	43.83
<b>26</b>	8	11	12	5	9	45	20.54	<b>53</b>	10	10	11	13	10	54	24.65
<b>27</b>	12	16	13	4	12	57	20.02	<b>54</b>	10	20	20	14	16	80	36.52
<b>28</b>	0	0	10	0	4	14	6.39	<b>55</b>	7	18	8	9	3	45	20.54
<b>29</b>	0	1	6	0	0	7	3.19	<b>56-57</b>	10	23	13	15	17	78	35.61
<b>30</b>	1	0	3	0	0	4	1.82	<b>58</b>	9	20	13	7	6	55	25.11
<b>31</b>	0	0	5	0	0	5	2.28	<b>59-60</b>	15	18	17	24	20	94	42.92

### Triangulation Approach

After a series of analyses conducted using the three instruments (i.e., questionnaires, interview, document analysis), the researchers observed that the learners need to improve and give more attention on reading, speaking, and writing.

Specifically, in the questionnaire given to the grade 10 participants, a significant number of students claimed to have below average proficiency on reading, particularly on comprehending the text. This was also validated by the results of their second quarter examination which showed that most of the students got incorrect answers on the explanation part of the proverbs given to them. Another, the teachers also claimed through their interview that the students were least proficient on reading. Apart from reading, it was also noted that speaking and writing must also be given more attention by the learners. As shown in the results of the three instruments used in the study, majority of the learners got below average on producing English sounds. The same opinion was noted from the results of both the teachers' and students' interview in which they admitted that writing and speaking were least mastered by the students. Hence, both the teachers and students agreed that more opportunities must be given to the learners to practice those skills. As for the students, they believed that speaking is a strong indicator of language proficiency.

In general, the findings of the present study corroborated the findings of Jamly (2016) in his Needs Analysis of the ESP course of Telecommunications Engineering Students in Tunis. In his study, the findings showed that both the teachers and the students agreed that speaking (the first most important macro skill) and listening (the second most important macro skill) have relative importance on proficiency in English. Moreover, the teachers also ranked reading as the third most important macro skill, while writing being the least important. In contrast, the graduates gave more importance to writing, while reading being the least priority. These results yielded to the fact that more focus must be given to those macro skills in which the students and teachers believed to be more important in the target profession that their students will pursue in the future.

Furthermore, in terms of the micro skill, the study of Jamly (2016) proved that grammar is the most important micro skill when compared to vocabulary. Thus, the students noted that grammar is essential to adequately communicate with the non-native costumers in

their target work. Likewise, the present needs analysis also identified that since the target learners got poor results on grammar, as shown in their second quarter examination, then more exercises on this micro skill must be given to help the students build a strong grammar foundation.

Finally, the same results were supported by the study of Navarro, Garbin, Agena, and Garcia (2015) on the English Proficiency of Maritime Students in the Philippines. In their study, they claimed that Filipino students need to improve on reading comprehension, grammar, and vocabulary. Likewise, both the teachers and the students on their study claimed the importance of these three skills to better improve the learners' English proficiency. Thus, the participants pointed out that being proficient in the English language would help them secure a job in the country and in abroad.

### **Conclusion**

As the country faces the initial stages of the K12 implementation, several changes have been noted which produced a great impact on the quality of the Philippine educational system. The new curriculum sets higher standards across the subject areas to produce holistic and globally competitive Filipinos. In the language strand, learners are expected to be proficient and competent language users. Hence, these new expectations set new competencies expected to be developed among the learners before they work in their chosen fields.

The present study served as a language needs analysis which tried to identify the language strengths and weaknesses of the target grade 10 students; thus, it assesses the lacking language skills expected from the learners before they move to the senior high school level which could serve as baseline data in enhancing the quality of language instruction in the junior level. Based on the results of the triangulation approach, the study found that reading, speaking, and writing are the micro skills which needed more attention in the language instruction. For one, the results of the questionnaire showed that a significant number of students claimed to have below average proficiency on reading, particularly on comprehending the text. This was also validated by the results of their second quarter examination which showed that most of the students got incorrect answers on the explanation part of the proverbs given to them. Another, the teachers also claimed through their interview that the students were least proficient on reading. Apart from reading, it was also noted that speaking and writing must also be given more attention by the learners. As shown in the results of the three instruments used in the study, majority of the learners got below average on producing English sounds. The same opinion was noted from the results of both the teachers' and students' interview in which they admitted that writing and speaking were least mastered by the students. Hence, both the teachers and students agreed that more opportunities must be given to the learners to practice those skills. As for the students, they believed that speaking is a strong indicator of language proficiency.

In general, more attention must be given on reading, writing, and speaking being the macro skills which are believed to be crucial in securing a better job in any field in the future. Thus, implications for the present language pedagogy include the inclusion of more opportunities for the learners to enrich their reading, writing, and speaking skills to develop more competitive language users in the future.

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## Appendix A: Student’s Questionnaire

### A. Reading Skills

Encircle the option that applies to you.

1. How important are the following reading purposes in learning the English language, and
2. How often do you have problems with the skill:

Importance					Frequency of Problems			
Very important	Important	Not important	Not sure		Often	Sometimes	Seldom	Never
1	2	3	4	To identify the main idea of the text	1	2	3	4
1	2	3	4	To paraphrase a text	1	2	3	4
1	2	3	4	To summarize information in a text	1	2	3	4
1	2	3	4	To skim the text for the main idea of the text	1	2	3	4
1	2	3	4	To scan for specific details in the text	1	2	3	4
1	2	3	4	To understand the author’s attitude and purpose	1	2	3	4
1	2	3	4	To transcode information from linear to non-linear texts and vice versa	1	2	3	4
1	2	3	4	To achieve overall comprehension of the text	1	2	3	4
1	2	3	4	To make use of graphic organizers in presenting information	1	2	3	4

1	2	3	4	To read closely to determine what the text explicitly and implicitly says	1	2	3	4
1	2	3	4	Other (please specify)	1	2	3	4

**B. Listening Comprehension**

The following situations concern with listening skills using English language. Please put a tick (√) to indicate how often you have difficulty in each of the following situation.

	Very Frequently	Frequently	Occasionally	Rarely	Never
11. I find it difficult to get a general understanding of a text from the first listening.					
12. I find it hard to follow and to remember the sequence of a spoken text.					
13. I find it difficult to understand long spoken text.					
14. I have difficulty understanding lectures.					
15. I have difficulty understanding informal language.					
16. I find it difficult to understand well when the speakers speak too fast.					
17. I cannot understand spoken instruction.					
18. I find it difficult to recognize the words because of the way they are pronounced.					
19. I need to ask the teacher/s and/or classmates to clarify the lesson.					
20. I find it difficult to take down notes.					

**C. Viewing Comprehension**

Listed below are skills under viewing comprehension that you should obtain as a grade 10 student. Please check the most appropriate option that applies to you.

Skills	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11. I can recognize how connected events contribute to the totality of the material viewed.					
12. I express insights based on the ideas presented in the viewing material.					
13. I draw generalizations and conclusions based on the materials viewed.					
14. I compare and contrast the contents of the materials viewed with outside sources of information.					
15. I can detect if there is any bias and prejudice in the material viewed.					
16. I can discuss concepts included in the material viewed.					
17. I analyze and argue to clarify ideas/concepts covered in the material viewed.					
18. I use background knowledge and past experiences to get					

the message conveyed by a material viewed.					
19. I can effectively research and evaluate the ideas presented in the material viewed.					
20. I can infer/predict what will happen next on the material viewed.					

**C. Writing Skills**

The following questions concern the writing skills required of you as a grade 10 student. Please indicate:

- How will you rate your level of proficiency in the given writing skills (Kindly tick the box that applies to you):

	Excellent	Above average	Average	Below average	Very poor
11. Use correct punctuation and spelling.					
12. Write coherent and cohesive paragraphs.					
13. Develop logical and relevant ideas					
14. Formulate statements of opinion and assertions					
15. Formulate claims of fact, policy, and value					
16. Acknowledge sources by preparing bibliography					
17. Use quotation marks or hanging indentions for direct quotes					
18. Use in-text citations					
19. Write an effective persuasive/ argumentative essay					
20. Other (please specify)					

**D. Oral Language and Fluency**

The following situations concern with speaking skills using English language. Please put a check (✓) to indicate how often you have difficulty in each of the following situation.

	Always	Often	Sometimes	Never	N/A
4. I have difficulty with pronunciation of words.					
5. I cannot choose the proper words in expressing meaning in oral English.					
6. I find it difficult to enter discussion.					
11. I find it difficult to express my opinion/ideas in English.					
12. I'm having difficulty giving oral presentations.					
13. I do not know the best way to say something in English.					
14. I get nervous about saying something in case I make a mistake.					
15. I find it difficult to respond in English.					

16. I find it hard to have a conversation with others using English language					
17. I find it difficult to converse with teachers using the English language.					

**E. Overall**

Encircle the most appropriate number of each statement that best describes your level of proficiency in the following language areas.

**Level of Proficiency**

- 5 – Excellent
- 4 – Above Average
- 3 – Average
- 2 – Below Average
- 1 – Very Poor

Language Areas	Level of Proficiency				
11. Expressing ideas and opinions clearly and effectively	5	4	3	2	1
12. Reading closely to determine what the text explicitly and implicitly says	5	4	3	2	1
13. Writing and delivering speeches with ease and confidence	5	4	3	2	1
14. Producing the sounds of English correctly and effectively	5	4	3	2	1
15. Discuss and respond on issues discussed in the text listened to	5	4	3	2	1
16. Drawing generalizations from the set of details	5	4	3	2	1
17. Writing different types of text	5	4	3	2	1
18. Comprehend the overall and internal organization of an essay/text	5	4	3	2	1
19. Critically evaluate the material viewed to get the message	5	4	3	2	1
20. Assessing one’s viewing behavior	5	4	3	2	1

**Appendix B: Teacher’s Questionnaire**

**A. Mastery of Language Components**

Encircle the option that applies to you.

1. How important are the following skills for the grade 10 students in preparation for the senior high school?

	Level of Importance				
	Very important	Important	Not important	Very unimportant	Not at all
<b>A. Reading Comprehension</b>					
Determine the effect of textual aids like advance organizers, non-	1	2	3	4	5

linear illustrations, etc. on the understanding of a text.					
Compare new insights with previous learnings	1	2	3	4	5
Transcode information from linear to non-linear texts and vice versa	1	2	3	4	5
Present information using tables, graphs, and maps	1	2	3	4	5
Scan for needed information	1	2	3	4	5
Read closely to get the author's purpose	1	2	3	4	5
Read closely to get explicitly and implicitly stated information	1	2	3	4	5
Evaluate text content, elements, features, and properties using a set of criteria	1	2	3	4	5
<b>B. Listening Comprehension</b>					
Get information that can be used in everyday life from news report, speeches, informative talks, panel discussion, etc.	1	2	3	4	5
Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	1	2	3	4	5
Single out direct and indirect signals used by a speaker	1	2	3	4	5
Point out the effectiveness of the devices used by the speaker to attract and hold attention of the listener	1	2	3	4	5
Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made	1	2	3	4	5
Make generalizations	1	2	3	4	5
Show appreciation for songs, poems, and other listening texts	1	2	3	4	5
Examine how spoken communication may be repaired or enhanced	1	2	3	4	5
Switch from one listening strategy to another to extract meaning from the listening text	1	2	3	4	5
Assess the effectiveness of a material listened to taking into account the speaker's purpose	1	2	3	4	5
Assess whether the speaker's purpose is achieved or not	1	2	3	4	5
Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance	1	2	3	4	5
Employ analytical listening in problem solving	1	2	3	4	5
Detect biases and prejudices	1	2	3	4	5
Determine unsupported generalizations and exaggerations	1	2	3	4	5

<b>C. Viewing Comprehension</b>					
Determine how connected events contribute to the totality of a material viewed	1	2	3	4	5
Express insights on the ideas presented in the material viewed	1	2	3	4	5
Draw generalizations and conclusions based on the material viewed	1	2	3	4	5
Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	1	2	3	4	5
Detect bias and prejudice in the material viewed	1	2	3	4	5
Use previous experiences as scaffold to the message conveyed by a material viewed	1	2	3	4	5
<b>D. Writing and Composition</b>					
Identify features of persuasive texts	1	2	3	4	5
Formulate a statement of opinion or assertion	1	2	3	4	5
Compose a persuasive text of three paragraphs expressing one's stand on an issue	1	2	3	4	5
Identify parts and features of argumentative essays	1	2	3	4	5
Formulate claims of fact, policy, and value	1	2	3	4	5
Use patterns and techniques of developing an argumentative claim	1	2	3	4	5
Acknowledge citations by preparing a bibliography	1	2	3	4	5
Use writing conventions to indicate acknowledgement of resources	1	2	3	4	5
Use quotation marks or hanging indentions for direct quotes	1	2	3	4	5
Use in-text citations	1	2	3	4	5
Compose an argumentative essay	1	2	3	4	5
<b>E. Oral Language and Fluency</b>					
Identify the factors of public speaking	1	2	3	4	5
Describe and interpret the ethics of public speaking	1	2	3	4	5
Employ techniques in public speaking in a sample public speaking situation	1	2	3	4	5
Employ appropriate pitch, stress, juncture, intonation, etc.	1	2	3	4	5
Use the correct sound of English when delivering impromptu and extemporaneous speech	1	2	3	4	5

Observe the correct stance and proper stage behavior as deemed necessary	1	2	3	4	5
Demonstrate confidence and ease of delivery	1	2	3	4	5
Make and deliver impromptu and extemporaneous speeches with ease and confidence	1	2	3	4	5

**B. Additional Comments**

Do you have any other comments which might be helpful in assessing the language needs of the grade 10 students at your school? If so, please write them here:

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**C. Additional Information**

If we would like to more information from you, would you be prepared to be interviewed? YES / NO

**About the Authors**

**Maria Isabel F. Vergel (corresponding author)** is a public school teacher in the Division of Manila. She finished her Bachelor of Secondary Education Major in English at Philippine Normal University. Currently, she is studying at De La Salle University – Manila with the degree of Master of Arts in English Language Education (MELED).  
(email: [maria\\_isabel\\_vergel@dlsu.edu.ph](mailto:maria_isabel_vergel@dlsu.edu.ph))

**Aileen Gonzales Valle** is a graduate of Philippine Normal University – Manila with the degree of Bachelor of Secondary Education Major in English. She is currently teaching at Las Piñas City National Senior High School – Manuyo Campus. As of now, she is studying in De La Salle University – Manila with the degree of Master of Arts in English Language Education (MELED).  
(email: [aileen\\_valle@dlsu.edu.ph](mailto:aileen_valle@dlsu.edu.ph))