



M.S. in Instructional Science and Technology
California State University
Monterey Bay

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CALIFORNIA STATE UNIVERSITY
MONTEREY BAY

The verb "To Be" Kana in the Arabic Basic Course (SM1)

CAPSTONE PROPOSAL

Submitted in partial satisfaction of requirements of the degree of

MASTER OF SCIENCE in

Instructional Science and Technology

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Capstone Approvals: (At least one advisor and capstone instructor should approve)

Advisor Name

Signature

Date

Capstone Instructor Name

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Date

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Executive Summary

Learning Arabic is very challenging for students. In 64 weeks, Arabic learners at the Defense Language Institute Foreign Language Center (DLIFLC) must achieve listening, reading, and speaking proficiency levels equal to that of four-year and six-year college language majors. One area that is always difficult is teaching the Arabic equivalent of the verb "To Be" or (Kana) in the Arabic Language.

Using the UCAT (Uniform Curriculum Assessment Tool), as an instructional technology tool, relates to teaching the concept of (Kana) with practice opportunities that provided a foundation for mastery of the concept. Also, such instruction helps overcome the difference in performance levels among learners.

The purpose of this module was at least to accomplish two goals. To facilitate instruction in a virtual environment and make use of the UCAT as a tool for better teaching of Arabic concepts in a virtual environment. During the Covi-19 pandemic, most of the instruction in classes at DLI were conducted using distance learning and instructional-based technology. Unitizing the UCAT instructional technology module was important to meet both our digital learner's needs and the DLI's goal.

Students were assessed for their knowledge of (Kana) at the beginning of the unit with a pre-test and with a post-test to assess the effectiveness of the tutorials and what students learned of the concept.

Introduction/Background

Background on Project

Fear may be a strong motivator in uncertain times. Some governments try to go the extra mile, meaning some try too hard to protect their citizens, which has created a need for more vigilance. The Defense Language Institute (DLI) changed planned graduation standards for the basic course from a 2/2/1+ in listening and reading to a 2+ 2+ 2 goal, according to its new working demands. This standard has been in effect since 2005 but has proven difficult to achieve at the percentage levels set by the Department of Defense. Currently, the new standards must be met by 2023. More than 40 percent of graduates achieve 2+ in at least one modality from the basic course, while 30% achieve 2+ 2 in listening and reading. Among those eight percent reach 3/3 in listening and reading

Problem Description

Due to the intense nature of the 64 weeks of instruction, the target audience finds it difficult to comprehend some grammatical concepts and uses of the target language. Using UCAT as an instructional technology module improved these grammatical concepts.

Learning to use the verb "To Be" (Kana) in the Arabic Basic Course in the first semester, is considered one of the most important grammar lessons because this verb marks the time or duration of action, events, or states. In addition to the grammatical changes that occur when it enters the different types of Arabic language sentences, its interpretations with translations are also important and difficult to master. The proposed learning module revolves around the major changes that occur when (Kana) enters regular nominal sentences. At times, (Kana) indicates sometimes the past tense, other times the future tense. Also, (Kana) can be used to form compound sentences such as past, future, future perfect, past

habitual, past progressive, in addition to its present and past conjugations. It is also used in interrogative words.

Students participating in this project have varying levels of comprehension of the Verb "To Be" (Kana). Due to their misunderstanding of the special term to describe the grammar around (Kana), the majority of the trainee's struggle becomes comprehending the target language during listening, with reading passages, and even writing short sentences. This module helped them use this (Kana) to meet their language requirements and meeting proficiency levels 2+/2+/2.

The target digital audience, in general, enjoyed this module while learning. It contains many beneficial explanatory instructional designs. It improved the different uses of the verb (Kana) concepts that are needed for any user in the target language. (Kana) is considered one of the pillars in the Arabic language that any user of the language needs. This module will be a resource for future students. It includes a tutorial, training, activities, and can be used in class or online sessions. Future trainees will be able to score high on their achievement and proficiency tests, conducted through the first semester where the Arabic language foundation is built to enable understanding the rest of grammar concepts.

The target language itself demotivates the learners because it is different from their native language. The course consists of 64 weeks, where they were exposed to all skills through the target language. Topics vary from social, medical, economic, political, regional historical conflicts, security, and military. Most of the trainees were young and came to class as aliens to the target language and its culture.

Target Audience and Context

The target adult digital learners of this project were the US military forces who are

100% English native speakers. They enrolled in Semester 1(SM1) of the Arabic Basic Course. Learners had little knowledge about the Arabic Language grammar concepts. The ages of students varied but most were in a transition from high school learning to adult learning. They exhibited characteristics of late adolescence in many cases and were neither self-motivating nor persistent. These trainees were recruited to test this module. The main objective was to prepare the learner to be an Arabic Language analyst/translator/interpreter due to the national, and international security mission. Students of this project had varying levels of comprehension of the verb “To Be” (Kana). This module helped them to meet their job language requirements, accomplishing proficiency levels, 2+2+2.

Trainees usually attend class six hours a day, five days a week. Attending their daily morning or afternoon or PT formation influences their focus and performance in the class. They look tired, have no energy, or are sleepy. They have daily homework for at least two hours on top of their military duties. Therefore, learners sometimes rush to submit incomplete homework or don't even study daily. Finally, personal problems are sometimes distracting, and other times crush them a lot, depending on the issues. The majority live on the campus site, sharing rooms. They sometimes lack the proper atmosphere needed to sleep well during these 64 intense courses.

Another factor that hinders trainees from learning the Verb "To Be" academically is the number of new vocabularies they are exposed to daily. Due to the intensity of the course, trainees don't have much time to grasp what is taught in class on different aspects of language. It is a new language, world, and culture that they have never experienced before. It is a military school, and a lot is expected from them socially and mentally. Being a team player in the classroom when it is hard sometimes due to rank issues and conflicts with some

classmates.

Most of the learners of this module had never been exposed to this language sometimes, but rarely others might study a little before or had work experience due to their previous jobs, where they picked some words or terms. Most of the target audience used computers in prior educational and work settings. However, their skill levels vary from medium users to power users. They also had varying amounts of experience using computers and taking online training programs.

The target audience usually had little experience with the target language. They rarely had family members or previous exposure that might have helped them to practice it or even understand the culture. In addition, (DLI) military trainees attended cultural area studies classes with their leader's military commands, who themselves passed through the same language training before them. Since this varied among those trainers, some of them were more capable than others. Likewise, if some of them had more college experience, proficiency in the English Language, but they also varied in their preparation for transfer. This was reflected in both their prerequisites met and their grade point averages. Therefore, the target audience included some learners who were more capable than others.

Learners will be motivated by the faculty members through the entire course to gain three skills: listening, reading, and speaking. So, they can successfully achieve the proficiency required in this course. Rank promotions will be another important incentive that counts towards their salaries for the future.

Immersion is another characteristic that impacts the instructional experience. Immersions consist of fun, outside class activities, where students enjoy learning the target language culturally, from activities such as listening to music, handicraft

exhibitions, stories shared, wearing clothing and cooking food.

Immersion varies due to security reasons from one course to another. They can be in the US or even in the target language country of origin. Recently most of them were entirely canceled due to COVID19 and security reasons. Trainees during immersion will experience the real civilian life of the target language they are learning, during either two full days of training, or sometimes 10 days or more.

Environmental Scan

There were no prerequisites for this course. However, to complete this training, the participants must be military members. They had at least a high school diploma or higher diploma, some basic computer skills, including being able to use a keyboard and mouse, iPad, and cellphone.

The number of people in the target audience was six adults and at least two teachers per class of 2 to 3 sections depending on the input of each class. Most of the target audience lived at (DLI) base, while some others lived close to the base in Monterey.

Work setting logistics, resources, constraints

This included instructors, classrooms, land availability of tools, equipment, and technology.

The primary source of data collected was about learners by a survey of recently admitted students to the Defense Language Institute for the summer of July/August 2021. The other sources of data were the curriculum, supplementary materials at the schoolhouse, video tutorials, media, tests, quizzes, and class observations/training and an institutional report regarding failure rates in the achievements and proficiency tests.

Six learners, five males, and one female, their age range between 19 and 30 years,

participated in the Pre-test and Post-test. They have scored in the upper 5% of the recruiting pool on the Armed Services Vocational Aptitude Battery (ASVAB). They have scored at least 110 on the Defense Language Aptitude Battery (DLAB). Two of them obtained high school graduates only and four had obtained a bachelor's degree. All of them are native English speakers, some of them had learned a second language. Likewise, five of them were visual and kinesthetic students, and only one student was auditory.

Solution Description

Goals of the Project

DLI is an accredited educational institution in that its trainees can graduate with an Associate of Arts degree AA. A long list of organizational goals, like increasing customer satisfaction, improving the quality, increasing the percentage of trainees' three skills at grade level, decreasing the dropouts of the trainees because of the high-cost DLI institute invests in for each trainee in this course.

One important goal of all the trainees must graduate from the course successfully to keep their jobs and to obtain promotions or higher ranks, rate of salaries and incentives.

Another goal of the project was to assist in bringing adult trainees to comprehend the different uses of the Verb (Kana) in Arabic, and how it is related to the English language, to enable students to perform correct translations/interpretations and transcriptions.

Learning Objectives

- Given short written sentences, adult Arabic language trainees at the Defense Language Institute will be able to recall the correct translation of the past tense of the verb (Kana) with 100% accuracy.

- Given a short conversation from recorded audio, between two people from a TV show, adult Arabic language trainees will be able to translate the three correct meanings of the verb (Kana) in the audio file to the English language with 100% accuracy.
- Given a computer and access to three audio files, adult Arabic trainees will be able to write complete answers to the three questions asked in the audios with 100% accuracy.
- Given a computer and access to three audio files, adult Arabic trainees will be able to write, using the correct format of the verb (Kana) with a focus on correct transcription with 90% accuracy.
- Given various scenarios including the verb (Kana), adult Arabic trainees will be able to prepare and perform a variety of question-and-answer scenarios with 70% accuracy.

Proposed Solution to Fill the Gap

As adults working in a security/military base environment, trainees responded best in realistic and survival situations and real-task bases.

The proposed solution was in this module of the Universal Curriculum and Assessment Tool (UCAT), to learn about Verb “To Be” (Kana) to structures and skills where trainees performed tasks like habitual past events (used to +verb). They Wrote short sentences about places they visited, responded to job ads, and even narrated previous experiences. Trainees experienced the different meanings of (Kana) with nominal sentences, pronouns, questions words in the dual and plural forms.

Design: Gained the trainees' attention by short informational objectives to learn about these materials. Gave trainees instructions while the teacher answered any

questions. Content dimensions were, like facts, concepts, procedures, and principles. Promoted learning by demonstrating the concepts, encouraging them to solve problems, and integrating new skills.

Development: By using UCAT presented the topic causes, consequences and assessed the trainees because it provided measurable feedback for both students and teachers, while trainees worked individually. Created activities taught different uses of (Kana) exercises, comprehension, multiple-choice tests, etc. Trainees were given a task to provide solutions to the issue.

Learning Theories, Instructional Principles

Krashen's theory of second language acquisition requires meaningful interaction in the target language, natural communication in which speakers are concerned not with the form of their utterance but with messages they are conveying and understanding. The less important Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others are late.

Instructional technology is not new to educators; a lot of them have used it for ages, applied it for generations since human beings' first society. A lot of my learners recently did not like the experience of learning the language in a virtual class due to the pandemic. They felt it hard to function and produce. The reason could be the ways they learned at their previous schools, just by memorizing, or maybe for other personal reasons too. A high school student summarized virtual learning simply recently saying: "I feel my life stopped". Thus, effective learning environments should be filled with rich and memorable experiences

where students can see, hear, taste, touch, and try. Simply social media learning impact comes as number one in the process of messaging anyone of us nowadays to all different generations, from K-12, and to the educators themselves. One more thing, I will keep in mind that creating the appropriate technological environment for learners to learn is important, but the top priority is learning, making their own decisions, solving problems, acquiring skills, enjoying learning, maintaining the social interaction, and the acceptance of other methods to enrich the learning process.

Gagne's theory

Gagne's nine events of instruction are the framework for designing my lessons. It will be set up self-paced on UCAT that we use at (DLI), and it is easier for the participants to take the course because they have access and already set up accounts at the institute. Students can choose where and when they can do it, find the proper time to take a lesson here or there, and how to navigate through the course rather than to attend a grammar clinic and not recall much out of it later in time. In addition, the course will be a short course of a few tutorials, and take-home resources and instruction.

Learning Strategies and Justification

Main Tasks to Master (overview content)

- Conducted a pretest about the Verb "To Be" to measure how much they knew/learned about the verb.
- Developed a short explanatory tutorial about the Verb "To Be" and its uses with examples:
 1. Expressed the past and future tense.
 2. How to place actions and states in the past.

3. How to mark the time.
 4. Uses of (Kana) in compound sentences.
 5. Identified the changes that occur visually in the sentences and the verb (Kana) terminology.
- Developed different types of exercises for trainees to practice.
 - Prepared short passages listening and reading short passages SM1 level, around survival topics.
 - Conducted short quizzes to measure their knowledge about the Verb (Kana).
 - Conducted short conversations in class using mainly the Verb (Kana).
 - Developed a post-test to measure their progress at the end of the class.

Media Components

The role of the instructor was a facilitator, providing instructions, and guidance about the module to the participants. First, after introducing the module phases to them, the instructor attended lab/class sessions both virtually and in-class face to face.

During and after the Corona pandemic, I implemented both virtual and in-person, instructor-led sessions using UCAT. The virtual teaching was not preferred by most trainees, but the instructor being in class provided the opportunity for more aid and guidance. Also, another beneficial factor was recording teaching sessions and providing them later to learners in case they needed to go back to them.

Anticipated Challenges

One of the problems I faced in the sixty-four-week intense second language program is the digital adult learners themselves. They tend to have a different standpoint about the teaching-learning process. Digital adults weren't inclined to be more self-motivating. That

is why the instructional design was generated to meet some of their expectations.

Methods/Procedures

Preliminary Results/Prototype/Steps Taken

Design/Development Narrative

Types of media used during this teaching hour that I prepared are as follows:

- The reading activities vary. I used slides, short texts, images that contain a short reading passage from an email, newspapers, books, etc.
- Listening activities were included, like instructor-prepared audios and video
- Survival files prepared and edited in the schoolhouse too.
- Authentic recorded audio files were included, like conversations, etc. The main purpose of these activities due to the visual learner's vast majority in the class, to improve their grammar concepts through the listening skill.
- Used a Pretest and a Post-test implemented in UCAT software, the instructor uploaded activities needed for lessons. While trainees wrote in their answers, the instructor provided on-the-spot feedback.
- The Capstone's design consisted of pre-test, post-test, and tutorials.

Steps to Complete Project

- Overview about the Arabic Language.
- Introduction about Kana's sisters and their indications.
- Grammar (job aid). The verb "To Be" in English versus Verb "Kana" in the Arabic language.
- Grammar tutorial about the importance of studying (Kana)

in first SM1, its states, its indications, and its grammatical changes that occur in the nominal sentences.

- Cultural interactive activities.
- The project consists of a few lessons (tutorials) and “check the knowledge” to practice the lessons learned.
- Pre-test.
- Posttest.
- Formative and Summative
- Storyboard.

Resources

Trainees used their computers and the internet to complete the module. The learning module was created using Captivate/UCAT/Dreamweaver. It included slides, narrations, interactions, and different media elements. It was conducted in class, UCAT web- based.

Budget

| Description | Cost |
|-----------------------|----------------|
| UCAT/ Editing Tools | Not applicable |
| Laptops (my computer) | Not applicable |
| External Expertise | Not applicable |
| New Training | Not applicable |
| Stationeries | Not applicable |
| Total | |

Technical Skills Required

No additional skills were required or that any other requisite skills were on hand.

Timeline/Progress Report

Milestone Checklist

| Task | Description | Status | Timeline |
|------------------------------------|--|--------------------------|-------------|
| UCAT (job aid) | Lab | Started on it | Sep/07/2021 |
| Course Introduction | Importance of Kana | Not Complete | 09/14/2021 |
| Storyboard Development | Course outline Excel | Completed (submitted) | 09/21/2021 |
| Cultural Interactive Activity | Arabic Letters | completed | 10/06/2021 |
| Cultural interactive activity | Arabic Countries Maps/Iconic Places | Completed | 10/11/2021 |
| Project Checkpoint | | Completed | 10/19/2021 |
| Tutorials | Grammar (Kana) | Completed | 11/16/2021 |
| Pre-Test/Post-Test | Grammar (Kana) | Completed | 11/22/2021 |
| Formative Summative | Evaluation | Completed | 11/23/2021 |
| Survey Questionnaire | Observations Interviews | Completed | 11/23/2021 |
| Pre-recorded of video Presentation | Capstone Festival | Completed | 12/04/2021 |
| Capstone festival Presentation | Capstone Festival | completed | 12/04/2021 |
| Final Report | Writing the Findings | Completed | 12/12/2021 |

Evaluation/Testing

Formative Evaluation

This training module measured the gains learned by users between pretest and post-test. A statistically and practically significant positive difference between the pretest and posttest means after using the tutorial would indicate effective instruction.

The target adult learners of this project are the US military forces who are 100% English native speakers. All of them enrolled in the Arabic Basic Levantine Course in semester one beginning in August 2021. Learners had no prior knowledge about the Arabic language. A total of six were recruited for the test module. Four of the learners had four years of university experience and two of them had high school degrees only.

At the beginning of the lab session, the observed learners took a short period before they started answering the questions. They took almost 85% of the time of the test to do the work. They appeared mostly relaxed working through the test. The main problem for users was inability to access YouTube links, so I had to send links twice through their emails for them to watch them.

After the interviews with them, I collected more detailed insights about the usability of the module and summarized some positive points. The layout was clear going back and forth between questions. The exercises were like a game. Filling in the gaps helped them build up a pattern like building a puzzle. Their recommendations were to introduce this module at the beginning of Unit 1 and 2 of first semester, to make sure the YouTube links would be available during the tutorials. The process consisted of three stages:

- Pretest and Posttest to measure the gain of learning.
- Collected observations during both tests.
- Interviews with four recruited learners
- Survey about the module.

A formative evaluation consisted of usability testing. The surveys were conducted about the tests and the tutorials. They provided information on navigation, page layouts, etc. DLI teaching and testing were conducted in a class session. The process carried out for the pre-test

was almost one week before the posttest date to minimize student recall from the pre-test. Educational materials used were the same. Pretest and posttest were conducted under the same conditions. Both tests were conducted on UCAT.

The interviews were conducted in a class, and the survey on Forms, Microsoft Office 365 on Teams. Observations were done during class sessions reserved for this purpose for the whole time. All users were observed during the session.

The students generally found the tutorial to be usable. The following recommendations for improvements were made:

- Not all links worked
- Introduce this tutorial in unit 1 or 2
- Word questions better in the test

Summative Evaluation

Summative information evaluation determined the effectiveness of the instruction used. The plan included:

- Questionnaire about the effectiveness.
- Developed a pretest and posttest for the participants in the usability test, collected the results, and tested the difference in mean scores between the pre and posts tests using a paired samples t-test.
- UCAT software was used to measure the improvement in learning.

Results

Before conducting both tests, it was hypothesized that the training would improve the post- test scores. Therefore, a paired two-sample t-test for dependent samples was used with five degrees of freedom.

To evaluate for statistical significance, the one-tail results were used since the hypothesis was directional. The conclusion was that there is a statistically significant difference between the pre- test and the post-test mean results. The t-stat was = 8, which is higher than the critical value of 2.01 and the p-value of .0024 are smaller than the alpha level .05. Therefore, no change in the mean result is supported. It is concluded that the alternative hypothesis that the module would improve on the pre-test results was supported. The effect size was calculated to determine if the results were practically significant. Cohen's d for effect size was computed. The result was $d=2.14$ which indicates a large effect size. Therefore, the difference between the pre-test and posttest due to the training was found to be practically significant.

Recommendations

Therefore, my recommendations after running this tryout are as the following:

1-Provide more differentiated assessments within training. Many users showed interest in the module and its benefits in learning a foreign language. Listening, reading assessments can be used to achieve the needed skills by inserting listening audios or authentic reading multimedia links.

2-Provide a clear statement of each assessment to set up the mode to the user before starting on the assessment.

3-Provide open answer question assessments in the second and third semester to enforce the transcription skill of the target language that users need to use in their job future.

4-Create more enjoyable educational high-level game-based assessments outside the class daily the mode that can be used through different levels of the intended targeted language course.

5-Create speaking assessments, the fourth skill needed in learning the target language, by inserting pictures and screenshots of various topics to go over during classes to initiate speaking opportunities.

Summary

The conclusion from the pre-test and the post-tests, observations, and surveys showed varied gains between users. However, most of them gained a small portion more at the post-test related to Verb “*To Be*” *Kana*. Learners in general enjoyed this product and benefited while improving their understanding of grammar concepts needed in the target language.

The survey showed 50% of recruited users didn't have difficulty using the module, while 50% considered it difficult and five of them liked it in language training sessions. The results obtained will support future improvements.

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Appendices Appendix A

Paired Two Sample T-test -Kana

| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|----|--------------|--------|-----------|----------|----------|---|---|-------------------------------------|-------------------|-------------------|---|---|---|
| 1 | Names | Gender | Education | pretest | posttest | | | t-test Paired Sample for Means | | | | | |
| 2 | Kareken | Male | | 11 | 15 | | | t-Test: Paired Two Sample for Means | | | | | |
| 3 | Parris | Male | | 10 | 12 | | | | | | | | |
| 4 | Zieliniski | Male | | 8 | 11 | | | | <i>Variable 1</i> | <i>Variable 2</i> | | | |
| 5 | Haggenmacher | Female | | 8 | 10 | | | Mean | 8.333333 | 11 | | | |
| 6 | Shaffer | Male | | 7 | 10 | | | Variance | 3.466667 | 5.6 | | | |
| 7 | Pepe | male | | 6 | 8 | | | Observation | 6 | 6 | | | |
| 8 | | | | | | | | Pearson Cori | 0.953233 | | | | |
| 9 | | | | | | | | Hypothesize | 0 | | | | |
| 10 | | | | | | | | df | 5 | | | | |
| 11 | | | | | | | | t Stat | -8 | | | | |
| 12 | | | | | | | | P(T<=t) one-t | 0.000246 | | | | |
| 13 | | | | | | | | t Critical one | 2.015048 | | | | |
| 14 | | | | | | | | P(T<=t) two- | 0.000493 | | | | |
| 15 | | | | | | | | t Critical tw | 2.570582 | | | | |
| 16 | SD | | | 1.861899 | 2.366432 | | | | | | | | |
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| 32 | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | |

| Individual | Series 1 (Pretest) | Series 2 (Posttest) |
|------------|--------------------|---------------------|
| 1 | 11 | 15 |
| 2 | 10 | 12 |
| 3 | 8 | 11 |
| 4 | 8 | 10 |
| 5 | 7 | 10 |
| 6 | 6 | 8 |

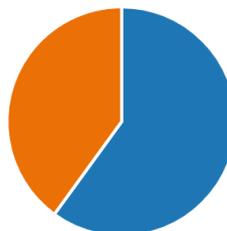
Appendix B Survey Questionnaire

Questions

Responses **5**

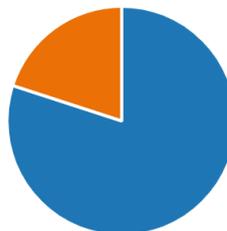
1. Questions set up clearly in the pages:

[More Details](#)



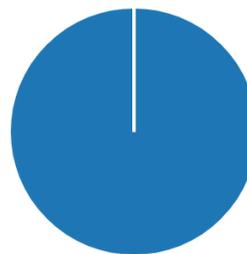
2. Activities easy to use :

[More Details](#)



3. Going back and forth between pages was easy:

[More Details](#)



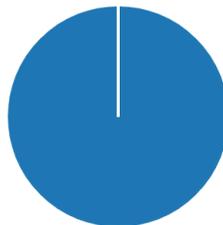
4. Accessing and submitting instructions easy to follow :

[More Details](#)

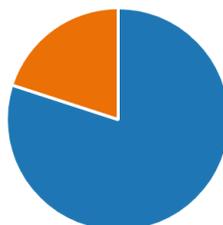
5
Responses

★ ★ ★ ★ ★
4.80 Average Rating

5. Grading was clear :

[More Details](#)

6. Module was enjoyable and pleasant:

[More Details](#)

7. Liked the design:

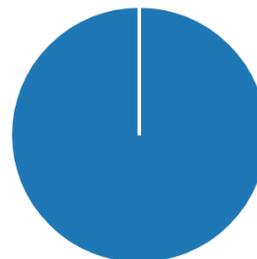
[More Details](#)

5
Responses



3.60 Average Rating

8. Finished test:

[More Details](#)

Appendix C Survey Questionnaire

1. What is your educational level:

[More Details](#)

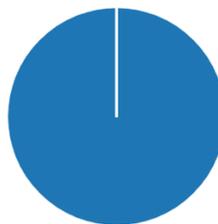
| | |
|--------------|---|
| ● Highschool | 2 |
| ● BA | 4 |
| ● MA | 0 |



2. What is your native language

[More Details](#)

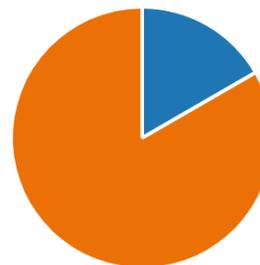
| | |
|-----------|---|
| ● English | 6 |
| ● Spanish | 0 |
| ● Other | 0 |



3. Did you use similar modules before joining this class:

[More Details](#)

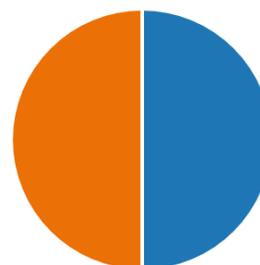
| | |
|-------|---|
| ● Yes | 1 |
| ● No | 5 |



4. Did you have any difficulty using this module:

[More Details](#)

| | |
|-------|---|
| ● Yes | 3 |
| ● No | 3 |



5. How much the instruction added to your learning skills:

[More Details](#)

6

Responses



3.83 Average Rating

6. Describe the difficulty level you experienced using the module:

[More Details](#)

6

Responses

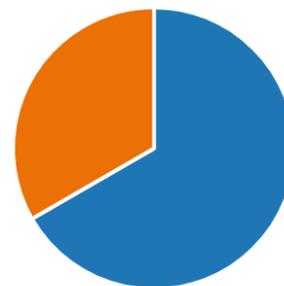


3.17 Average Rating

7. Did you experience any difficulty using this module:

[More Details](#)

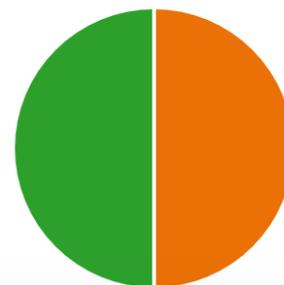
| | |
|---------------------------|---|
| <input type="radio"/> Yes | 4 |
| <input type="radio"/> No | 2 |



8. The module was:

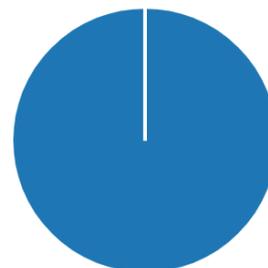
[More Details](#)

| | |
|-------------------------------------|---|
| <input type="radio"/> Easy | 0 |
| <input type="radio"/> Some way easy | 3 |
| <input type="radio"/> Hard | 3 |
| <input type="radio"/> Some way hard | 0 |



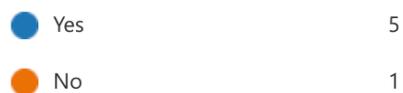
9. Can you retain what you have learned after using this module?

[More Details](#)



10. Did you like using this module in language learning:

[More Details](#)



11. Recommendations to improve this module

[More Details](#)

6
Responses

Latest Responses

"not all of the videos worked"

"Introduce this module in Unit 1 or 2"

"Wording questions more specifically in test, work out kinks in video..."