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EFFECTIVENESS OF SELF-ACCESS LEARNING IN IMPROVING STUDENTS' GRAMMAR

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A PROJECT PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL)

FACULTY OF LANGUAGES AND COMMUNICATION
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DECLARATION

I declare that the work in this project paper is my own except for quotations and summaries which have been duly acknowledged.

Date: 06/12/2010



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ABSTRACT

This paper proposed the use of self-access learning in learning grammar in the self-access centre with the assistance of the computer assisted language learning and teachers as facilitators. The self-access learning was chosen for this study because it offers a learning environment where learners could be actively involved in the learning process. It also allows learners to make their own learning decisions regarding what to learn, which materials to work on, and when to learn. The pupils' performances and the aspect of grammar were assessed through pre-tests, post-tests and the final marks after the sessions. The study showed that pupils who learnt grammar using self-access learning showed significant improvement through post-test scores. The significant achievement of the pupils was contributed by the assistance of the self-access learning tool (Hot Potatoes software) through computer assisted language learning. The study also showed that all aspects of grammar could be improved by self-access learning tool. In ensuring that the computer assisted language learning and self-access learning are efficient, educators must be well-prepared with computer skills and allow the learners to self-access information. The study recommended that self-access learning and computer assisted language learning be used for enhancing the grammar accuracy among learners.

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ABSTRAK

Kertas projek ini mencadangkan penggunaan pembelajaran akses kendiri dalam belajar tatabahasa di dalam pusat akses kendiri dengan bantuan pembelajaran berbantu komputer dan para guru sebagai fasilitator. Pembelajaran akses kendiri dipilih untuk kajian ini kerana ia menawarkan persekitaran pembelajaran dimana para pelajar dapat membabitkan diri secara aktif di dalam proses pembelajaran. Ia juga memberi peluang para pelajar untuk memilih apa yang hendak dipelajari, bahan mana yang hendak dipilih dan bila untuk belajar. Pencapaian para pelajar dan aspek tatabahasa dinilai melalui pra-ujian, pasca-ujian dan markah akhir selepas setiap sessi pembelajaran. Kajian menunjukkan para pelajar yang belajar tatabahasa menggunakan kaedah pembelajaran akses kendiri menunjukkan kemajuan yang signifikan melalui skor pasca-ujian. Pencapaian yang signifikan oleh para pelajar telah disumbangkan dengan bantuan alat pembelajaran akses kendiri (perisian Hot Potatoes) yang digunakan dengan pembelajaran berbantukan komputer. Kajian juga menunjukkan bahawa semua aspek tatabahasa mampu diperbaiki dengan penggunaan perisian tersebut. Dalam memastikan keberkesanan pembelajaran berbantukan komputer dan pembelajaran akses kendiri, para pendidik harus memahirkan diri dalam bidang komputer dan mengalakkan para pelajar mengakses kendiri. Kajian ini mencadangkan pembelajaran akses kendiri dan pembelajaran berbantukan komputer digunapakai dalam meningkatkan kefahaman tatabahasa dalam kalangan pelajar.

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CHAPTER 1

Introduction

1.1 Introduction

For a few decades, there have been so many disputes on different approaches to teaching grammar. To date, teachers of English as a Second Language (ESL) are still confronted with the crucial issues of choosing the best approach to improve their students' grammatical accuracy. Through nineteen years of experience as an ESL teacher in a remote, a rural and two urban schools, the researcher found that many of his students always struggled with their grammar. They were Standard Five and Six students and they could be categorized into groups of high intermediate to low proficiency in English. The level of proficiency in English was determined from their semester examination results whereby most of them only managed to obtain scores below eighty per cent. Based on their English Paper 1 in the UPSR examination, it was apparent that these students were very weak in using Prepositions, Pronouns, Adjectives, Simple Present Tense and Simple Past Tense. It is believed that, with five or six years of learning English language in ESL classrooms, they should have at least some basic knowledge of grammar.

In the English syllabuses of Kurikulum Baru Sekolah Rendah (KBSR) and Kurikulum Bersepadu Sekolah Menengah (KBSM), grammar is not taught in isolation. Instead, in the Communicative language Teaching (CLT) approach, which is adopted by KBSR and KBSM, grammar is taught implicitly through meaningful contexts. According to Williams (1995), CLT has met with great success, whereby second language learners who study in CLT classrooms are generally successful

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communicators. Unfortunately, now many researchers and teachers have begun to wonder if it is enough to provide students with rich, varied and interesting input alone.

1.2 Theoretical and Conceptual Framework

The current research is an effort to institute the effectiveness of Self Access Learning (SAL) and Computer Assisted Language Learning (CALL) in improving students' grammar accuracy. The theories behind this research are based on ideas of self-directed learning theory proposed by Knowles (1985) and Tough (1971) and learner autonomy theory proposed by Holec (1981). The first claimed that self-directed learners are motivated by various internal incentives, such as need for self-esteem, curiosity, desire to achieve, and satisfaction of accomplishment. The second focused on analysing self-directed teaching activities and the third reinforced the ability to take charge of one's own learning.

The concepts for this research are derived from the ideas of Carl Rogers (1983), Sheerin (1991) and Sturtridge (1997) that student-centred learning and self-access learning in the self-access centre are focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. Student-centred learning requires students to be active, responsible participants in their own learning. While for the CALL, Beatty's (2003) ideas are brought up regarding teaching and learning using computers.

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1.3 Need for the Study

There are several researches which investigate Self-Access Centre, Self-Access Learning and CALL in teaching and learning grammar (Eva Fungkuen lai, 2001; Ken Beatty, 2003; Thevy Rajaretnam, 2004; Mick Levy & Glenn Stockwell, 2006; Mark Warschauer, 2006). Most of the researches focused on using printed worksheets and online grammar worksheets (e-worksheet) that students can choose on their own based on their proficiency levels. Unfortunately, some schools in the rural areas have problems with the internet (i.e. no broadband or slow connections) and without internet, students cannot access the websites.

This research has a two-fold need; for students and teachers. Due to the importance of English language as a critical subject in the national examinations in primary and secondary schools specifically in the rural areas and also the main difficulty with grammar, the students necessitate more practical, exciting, effective, convenient and useful ways to learn grammar both implicitly and explicitly. As for the teachers, they necessitate the accurate tool and functional facility to teach grammar in order to make the learning process more constructive, innovative, appropriate, fruitful and beneficial.

For the above reasons, the Self-Access Learning (SAL) and Computer-Assisted Language Learning (CALL) provided in the Self-Access Centre (SAC) are applicable. The SAL is for the students to do the grammar exercises on their own, the CALL provides the computer and the Hot Potatoes software while the SAC provide an encouraging learning environment for the students to complete their tasks.

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1.4 Statement of the Problem

The notion that grammar can be learnt implicitly through exposure is in accordance with what Krashen (1985) believes. He firmly believes in comprehensible input. He proposed that given extensive opportunities for meaningful communication in the classroom, grammar would be learnt naturally and automatically. However, in the Malaysian real situation, it is difficult to replicate the natural first language acquisition environment in the actual ESL classroom. These students are not adequately exposed to the English environment. They seldom have or find the opportunity to listen to English language or to speak the language at home. Thus it is very difficult for them to acquire the language in terms of grammatical accuracy.

The researcher noticed that many students in Standard Five and Six classes in his school in the rural area are very weak in answering objective questions related to grammar. Out of forty objective questions in English Paper 1, twenty-five questions focus on grammatical items, five questions on social expressions and ten questions on reading comprehension. The researcher feels that the exercises given to the students in worksheets, workbooks and textbooks are static (i.e. exercises which remain the same in arrangements, content, answers and without feedback) and not authentic enough to make the students understand grammar and assist them to answer the grammar questions correctly.

As a concerned teacher, the researcher tries to investigate how effective is the use of a CALL software, called the Hot Potatoes as an alternative tool in assisting the students to understand grammar and act as a measuring device in the exercises' scores through self-access learning in the Self-Access Centre.

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It is assumed that the Hot Potatoes exercises will assist the students to answer the grammar questions correctly and enable them to complete the tasks through self-access learning.

1.5 Purpose of the Study

The main purpose of this study is to determine the effectiveness of using self-access learning in improving students' grammar ability, specifically through the use of the Hot Potatoes software in a Self-Access Centre. The study is conducted to assist students to have a better understanding in learning grammar. Besides, it also provides a platform for the students to explore and comprehend the exercises in a learner-centred, experiential approach provided in the software, which is believed to add the element of fun and interactivity into grammar learning, thus developing their grammar accuracy.

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1.6 Research Questions

This research is guided by the following research questions:

1.6.1 Will the use of SAL help ESL students to improve their English grammar?

1.6.2 Which aspect of grammar that can be better improved upon with the use of the self-access learning tool?

1.7 Research Hypotheses

Based on the research questions, the following hypotheses are formulated:

1.7.1 H1: Students who learn grammar through SAL perform better than students who learn grammar in non-SAL classroom.

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1.7.2 H2: There is a significant difference in the grammar pre-test and post-test mean scores among students in the treatment group.

1.7.3 H3: There is a significant difference in the post-test mean scores between students in the treatment group and students in the control group.

1.8 Definition of Terms

The definitions of some important terms used in this study are given below:

1.8.1 Self-Access Centre (SAC)

Cottarell and Reinders (2001, p. 2) propose the following definition, "A Self-Access Centre (SAC) consists of a number of resources (in the form of materials, activities and support), usually located in one place, and is designed to accommodate learners of different levels, goals, styles and interests."

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1.8.2 Self-Access Learning (SAL)

Gardner & Miller (2005, p. 8-11) gave two definitions of Self-Access Learning (SAL). The first was "an approach to learning language, not an approach to teaching language", and the second was "a system for organising resources and an integration of a number of elements which combine to provide a learning environment".

1.8.3 Grammar

The Oxford English Reference Dictionary (1995) defines grammar as: "the branch of language study or linguistics which deals with the means of showing the relation between words as used in speech or writing,

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traditionally divided into the study of inflections (or morphology) and of the structure of sentences (syntax) and often also including phonology." (p. 608).

1.8.4 Hot Potatoes

The Hot Potatoes (http://hotpot.uvic.ca) is an authoring software for Windows and Macintosh platforms, produced by Half-Baked Software, Inc. in 2000. It was designed by Stewart Arneil, Martin Holmes, and Hilary Street to allow users, specifically language teachers and educators to make interactive, Web-based exercises that can be accessed at any Internet-capable computer terminal with a standard Web browser like Internet Explorer, Mozilla Firefox or Netscape Navigator. The Hot Potatoes uses both HTML and JavaScript; however, one does not need to know these languages to make the Web-based exercises. Instead, users use the program's exercise templates to create exercises on Web pages which then can be uploaded to a server to access them.

The Hot Potatoes software (the latest is Version 6) can create six different types of Web-based exercises which can stand alone or be linked to other exercises to form a sequence of tasks. In advance, users can set up clues and feedback for the exercises. The Hot Potatoes software also allows the users to specify an email address to which scores are sent. Although no knowledge of Web design is necessary to create the Web page exercises, users with such knowledge can customize the materials to a greater degree by manipulating the program code.

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1.8.5 Computer Assisted Language Learning (CALL)

Beatty (2003) provides a definition of Computer Assisted Language Learning (CALL) that accommodates its changing nature as "any process in which a learner uses a computer and, as a result, improves his or her language" (p. 7).

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CHAPTER 2

Literature Review

2.1 Introduction

The ideas of Self-Access Centre (SAC) and Self-Access Learning (SAL) in Malaysia were started in 1992 with ten selected primary schools from one selected district in each state were given the opportunity to implement them. The researcher was considered fortunate that his former school was chosen for this pioneer project and the researcher went for a 5-day course on SAC and SAL conducted by the Ministry of Education in the Ming Court Hotel, Port Dickson, Negeri Sembilan in the same year.

Unfortunately, most schools were unable to use the fourth module in the SAC, which is the CALL due to lack of computers and computer laboratories available. Only after the Ministry of Education implemented the teaching of Mathematics and Sciences in English in the Year 2001, the CALL can be fully utilised. Many schools have computer laboratories and all the Mathematics, Science and English teachers were given notebooks and CD courseware to assist them in teaching.

Still, many English language teachers face various difficulties to make the students understand grammar. Thus, the researcher considers the traditional methods of teaching grammar need to be reviewed and incorporate more dynamic, appropriate and interesting way such as using SAL and CALL in the SAC to

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promote students' interest toward learning grammar and improve their grammar accuracy.

This chapter provides discussions on topics of learner autonomy, self-directed learning theory, self-access learning, self-access centre, the Hot Potatoes software, computers and grammar teaching.

2.2 Learner Autonomy

Autonomy is the ability to take charge of one's learning (Holec, 1981, cited in Benson & Voller, 1997). Learner autonomy has been defined as learners accepting responsibility for their learning and sharing in the decisions and initiatives that give shape and direction to the learning process (Little, 1995; 2000). Little (1995) further suggested that learners who take up responsibility for their learning are most likely to achieve their learning targets and hence likely to maintain their motivation. He gave a very good example of autonomy in action to illustrate his point. He described how students working in groups on projects of different themes took up responsibility for their learning (Little, 2000).

Similar project has been conducted in Hong Kong. For instance, Bankowski (1999) conducted a research on promoting learner autonomy through project work by giving out 25 project packages that provided the basis for first year undergraduates' independent research. The majority of students in her project favoured this approach and one of the reasons given was that it helped them to learn independently. The teachers concluded that in order to facilitate students' skills and independence in handling research related work, English for Academic Purposes

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(EAP) teachers need to take a more active role in guiding learners and in helping them to make the transition from prior learning practises to the inquisitive and individualistic style of tertiary education (Bankowski, 1999).

Cotteral (1995) believed that autonomy in language learning was a desirable goal for philosophical, pedagogical and practical reasons. But she pointed out that even for ESL teachers who claimed to believe in autonomy, many of them regularly subverted that goal by excluding learners from decisions about planning, pacing and evaluating classroom tasks.

Ho and Crookall (1995) suggested that learner autonomy should be exercised within the context of specific cultures and teachers should take that into consideration when preparing classes. For instance, they may design a simulation to change the learning environment, to offer chances for students to make decisions and to override the Asian notion of authority which makes students passive receivers of knowledge. In a similar cultural setting, Yang (1998) reported how students were guided through the process of self-assessment, planning and monitoring which helped them become autonomous learners.

It seems that in an Asian setting, learners have to be guided step by step towards autonomy, or provided with a framework which is far more restricted in scope with compared with what Dickinson (1987) suggested in terms of choosing instructional materials, setting and scheduling work on learning objectives.

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2.3 Self-Directed Learning

Brookfield (1993), Candy (1991), Merriam and Caffarella (1999) have devoted more than a thousand pages to analyzing the meaning(s) of self-directed learning. Few people have ever defined self-directed learning with precision; and even when they do; its meaning unexpectedly shifts to a new location. Nonetheless, self-directed learning is an immensely useful concept for orienting oneself to education at all levels and any school student can point in its direction. Some features of self-direction are distinctly situational: few learners are equally motivated toward all subjects. Some features appear to be deep, familial, perhaps even genetic, traits of individual personalities such as persistence. Self-directed learning is a good candidate for what the great cognitive psychologist Vygotsky (1978) called a 'higher mental function' or 'tool of thought'.

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Candy (1991) usefully distinguished three meanings of the term self-directed learning: autonomy as a personal quality; autodidaxy as learning outside formal instruction; and learner-control as (along with teacher-control) an essential consideration of formal instruction. Depending on the philosophical orientation of the writer, the goals of self-directed leaning vary. Those grounded in a humanistic philosophy posit that self-directed learning should have as its goal the development of the learner's capacity to be self-directed. Knowles (1975) and Tough (1971) wrote from this perspective as do Brockett and Hiemstra (1991). In their Personal Responsibility Orientation (PRO) model of self-directed learning, human nature that is "basically good . . . accepting responsibility for one's own learning' and being proactive drive their model"(p. 26).

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A second goal is the fostering of transformational learning (Brookfield, 1993, Mezirow, 2000). Transformational learning as presented by Mezirow posits critical reflection by the learner as central to the process. This critical reflection is an 'understanding of the historical, cultural, and biographical reasons for one's needs, wants, and interests.....Such self-knowledge is a prerequisite for autonomy in self-directed learning' (Mezirow, 2000, p. 27).

The third goal for self-directed learning is the promotion of emancipatory learning and social action. An example of this orientation is a recent study by Andruske (2000), wherein she investigated the self-directed learning projects of women on welfare. She found that the women became 'political change agents as they attempt(ed) to control and to initiate change in their everyday worlds in response to oppressive external structures' (p. 11).

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How one actually works through a self-directed learning experience has generated a number of models of the process. The earliest models proposed by Tough (1971) and Knowles (1975) are the most linear, moving from diagnosing needs to identifying resources and instructional formats to evaluating outcomes. Models developed in the late 1980s and the 1990s are less linear and more interactive; in such models not only the learner but the context of the learning and the nature of the learning itself are taken into account. In Danis's (1992) model, for example, learning strategies, phases of the learning process, the content, the learner, and the environmental factors in the context must all be taken into account in mapping the process of self-directed learning.

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2.4 Self-Access Learning

The literature reveals many reasons why the SAL approach has been adopted for language learning. Klassen *et.al.* (1998), in their report on the effectiveness of the SAL approach, stated that the City University of Hong Kong had adopted the SAL because it offers a learning environment where students could be actively involved in the learning process. In addition, the fact that SAL allows learners to make their own learning decisions regarding what to learn, which materials to work on, and when to learn was another reason why many institutions had accepted the SAL approach (Dickinson, 1987 and Lai, 1999). The capability of the SAL in providing a practical solution to problems such as mixed ability language classes, learners' different psychological needs and personality, and others was also a reason (Sheerin, 1989).

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Furthermore, the approach was adopted because it enables individual learners with particular weaknesses to work either alone or with others with similar needs (Sheerin, 1991 and Gardner & Miller, 2005), it benefits learners who are unable to attend formal classes and learners of all ages and cultures (Sheerin, 1991), and it enables learners to develop a sense of responsibility and different levels of independence towards their learning and later helps them to be self-directed and autonomous learners (Dickinson, 1987, Klassen *et.al.*, 1998, Gardner & Miller, 2005).

Dickinson (cited in Lum, 1996) reported positive results in favour of self-access learning in his evaluation of the Malaysian Self-Access Project in 1994. These trainees were not fully independent but working towards greater autonomy. A

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positive attitude for independent learning would encourage learner-centred behaviour and affect their approach to work as teachers.

Self-access learning educators have been known to adapt various strategies to instill different levels of independence or self-directedness among learners. Self-access learners may benefit from either a full-autonomy or partial-autonomy learning mode. The gains for learners involved in such a learning mode are many. Self-access learning motivates learners, leads them to employ higher order thinking skills, allows them to experiment with different learning styles, gives the opportunity for learners to use their own judgment about how best to learn, instills in them the ability to respond to change, and provides excitement and pleasure in learning. At the university, relative independence from teachers is identified as one trait that makes learners successful (Raaheim and Wankowski, 1981) as it instills personal confidence and feelings of competence as a learner. The best part about self-access learning is that it mirrors 'natural' learning which learners experience in many facets of their life.

Nonetheless, this learning mode has its flaws too. For one, the educational system introduced by the government or the learning institution might not be designed for self-access learning. Second, Carl Rogers (1983) observes that only 1/3 or 1/4 of learners are effective 'independent' learners while the rest do so because they have to. Third, too little direction can lead to frustrations for the learner. Fourth, learners may not have sufficient knowledge in the content of the subject for them to be able to proceed on their own; which is why self-access learning is not suitable for certain subjects such as Mathematics or Science. Fifth,

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learners may have very specific expectations and assumptions about the role of a teacher; hence the ineffectiveness of the learner as an independent learner.

Self-access learning thus poses a challenge for the educator. The greatest challenge is in knowing the right amount of guidance to give learners without providing too much direction. Self-access learners need direction in identifying areas of difficulty. However, too much direction will not empower learners and make them proud owners of their learning project.

2.5 Self-Access Centre

There are many descriptions in the literature of what a SAC is. In two separate works, Sheerin (1989, 1991) stated that the SAC is a means to cater for individual learners' needs which requires effort on teachers' part to provide learning materials. Jones (1995), on the other hand, stated that the SAC is where both teachers and learners would have to change their attitudes and approaches whereby learners could take a more active role in determining their own learning objectives and processes. Faizah *et.al.* (1998), in their report on the effectiveness of SAL materials, nevertheless, asserted that a SAC is a resource centre for autonomous learners, and a centre that offers learning materials which complement a language course.

In his report on '*Learner's Contribution to the SAC'*, Aston (1993) stated that the Self-Access Centre was created in recent years as a means to improve learning (pedagogic reason) and to cut down teaching costs though not necessarily reduce staff loads (economic reason). The many benefits of the Self-access learning approach have also influenced the establishment of the Self-Access Centre in many

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modern educational institutions in South East Asia; it is an alternative environment for their students to learn English (Gardner and Miller, 2005).

Concerning the purpose of SAC, Benson (2001: 114) argued that the "SAC should function as a quasi-independent unit with its own philosophy and routines for engaging learners in study outside the classroom". In other words, the SAC should have principles and purposes which could encourage learners to learn outside formal classes. Other purposes of the SAC include providing students the opportunity to pursue their learning in their own preferred way at their own pace (Maley, 1989).

In other words, as Sheerin (1991) put it, the objective of the SAC is to provide conditions that will prepare learners before they begin SAL, and which will support learners during their on-going Self-Access work. Jones (1995), on the other hand, stated that the creation of the SAC was to allow learners to take as much personal control of their learning as they wish, and to offer learners who have no aptitude or desire for independence as much guidance as necessary. Dickinson (1987), too, stated that the SAC makes provision for learners who were either fully autonomous, semiautonomous, or even non-autonomous.

A survey of teacher trainees' use of time-tabled hours in two Self-Access centres revealed that students' self-awareness and self-realisation help to point out specific areas in which they want to improve (Lum, 1996).

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In short, it can be argued that the SAC provides a conducive learning environment, offers learners opportunities to carry out learning activities either on their own or in groups, accommodates relevant, motivating and interesting learning materials, encourages the use of various learning facilities, and caters for the needs of individual learners so as to enable them to assume some responsibility for their learning. Moreover, a SAC may be seen as an advantage for the teachers. Sturtridge (1997) argued that the SAC enables teachers to provide more relevant, motivating but cost-effective materials at minimum teacher-time, and to address the varying needs of students in large classes.

From the descriptions and purposes given above, SAC seemed to play several roles related to a teaching-learning situation (Sturtridge, 1997). Sturtridge added that the roles of SAC within the institution depend on how it is organised and equipped, the materials it offers and the type of learning that is likely to take place. Roles which could be assigned to the SAC (stated by Sturtridge, 1972 and Faizah *et.al.*, 1998) are as follow:

1. Instruction centre – acting as a surrogate teacher or a supplement to taught classes, where tests are included to ensure learners reach a particular level of proficiency before progressing to a further unit.

2. Practice centre – concerning practising an extension of what is covered in class. It is closely related to the institution's teaching programme

3. Skill centre – focusing on only one language skill which meets an identified need for improvement.

4. Learning centre – allowing learners to extend their knowledge of the language through practices, consolidations and tests of what has been learned in

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class. It can be completely independent of taught classes, and is usually intended for those who do not attend class with intrinsic motivation.

Finally, Benson (2001: 114) argued that "the crucial factor in the relationship between Self-Access learning and the development of autonomy are the goals of the SAC and the measures taken to achieve them". In other words, he stated that the purpose and management of SAC would determine whether students develop 'learner autonomy'.

2.6 Computers and Grammar Teaching

The possibility of using computers in the teaching of grammar has dominated discussions of many educationists and applied linguistics especially in the field of computer-aided language learning (CALL). The use of computer is fast developing in language learning. Language educationists have been integrating the use of computer in teaching. Many educational courseware are developed to help teaching and learning of English. Authoring tools as they are termed are used to develop courseware and various media elements to be integrated in the courseware to enable effective teaching by using computers.

Many people think that mere introduction of computer in language teaching will make it effective. This is not true as there are many other factors attributed to the effectiveness of using computer in teaching grammar including the subjects and the particular grammatical items taught. Using computer without considering the pedagogical aspects associated with teaching of language or any other subjects will make the practice ineffective. The introduction of computer in teaching should also

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come with appropriate teaching strategy. It needs a complete rethinking of how effective teaching can be carried out in classroom.

Even though there were studies done on the effectiveness of computer in grammar teaching (Nutta, 1998; Zhuo, 1999; Faizah, 2005), the populations studied were on post secondary education students or students who lived in foreign countries; not primary school students who study in Malaysia. More studies are needed based on the local population, using customized courseware that carries content, which is appropriate to the level of Malaysian students' ability. The present research was based on Malaysian population using the customized courseware in order to help our understanding of the effectiveness of teaching grammar by using computer.

Some SLA authors say explicit grammar teaching is not the most efficient way to help our students learn a language. However, many teachers believe that specific grammar work is needed in order to deal with some difficult grammar points or structures and some students, especially those who are older, want to have grammar explanations and practice because they prefer to learn the rules before attempting to use the language in communicative situations (or because they need it to pass their exams). Anyway, many teachers and students demand grammar practice exercises and they can find a lot of them on the Web. As Levy & Stockwell (2006: 185) have written:

"Despite this general movement away from drill-based grammar instruction, it is perhaps ironic that many people new to the field consider this type of activity to be the essence of what CALL is. Drill-based activities most certainly still have their place in the language curriculum."

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Of course, grammar games and tutorial exercises are not the only way to learn grammar with Web resources; there are more possibilities, just in case grammar should be taught at all. Levy & Stockwell (2006: 187) see three main types of grammar instruction with computers:

"Grammar teaching in CALL generally takes one of three forms: grammar tutorial exercises, learner-centered grammar instruction, or communicative grammar instruction...

...(Learner-centered grammar instruction) places greater emphasis on the learners to deduce the rules of the target language for themselves. One means of doing so that features regularly in the literature is the use of concordancing and corpora...

...The only way in which learners are able to have access to 'unlimited' language input is through authentic communication, be this with native speakers or with other learners of the language. The choice of the appropriate form of computer mediated communication is a difficult one, and different types of CMC allow for emphasis on different aspects of language learning."

With regard to grammar learning in Computer Mediated Communication (CMC) activities, Chapelle & Douglas (2006: 69) comments the following:

"Whereas much grammar learning might best be carried out through explicit grammar teaching, we have seen that CMC tasks offer a wealth of opportunities for learning through language practice that is not directed specifically at the teaching of any particular grammatical point... CMC provides a mechanism for valuable communication, but shaping the mechanism into valuable opportunities for learning

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is the pedagogical challenge. Here the research is very difficult to interpret because researchers have studied a variety of phenomena, but the overall finding is that teachers need to plan for good CMC exchanges."

Higgins (1988) describes three different models of grammar teaching: Instructional, Revelatory and Conjectural. In Instructional grammar, explicit statements and formal exercises are consciously learnt and presented in a systematically organised way. In Revelatory grammar, the exchange of meaningful language is promoted; grammatical correctness is not the goal and sometimes it is not even demanded from students. No systematic progression of contents is followed and no memorisation is required. Conjectural grammar implies working with the target language in an inductive way. Thus, students work out rules from data, form hypotheses and test them. By this kind of grammar is also understood when students arrange their partial knowledge of a language into a system that they can share it with someone else.

Most of the functions that are undertaken in an English language classroom where Instructional grammar is followed are easy enough to computerise. These functions would be presenting students' statements in the form of rules and ask them to memorise those rules; using some examples to explain students the theoretical points and assigning mechanical tasks. Besides, attention to error correction is also considered to be quite relevant.

In Revelatory grammar, computers play a much more relevant role. Here, computers are not only used to give traditional exercises a new format, but they directly help to enhance acquisition by means of the many resources they offer and thanks to their motivating power. In Revelatory grammar, any language item is used

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to potentiate the target language. Then, any text shown by the computer is considered to be meaningful language. If the exercises that have to be answered by the students are useful for them to pass their UPSR examinations, we can imagine the interest that they are going to put in order to quickly understand the instructions for the installation. If the teacher wants to potentiate group work, the teacher just will have to arrange groups of students working with the same computer (it has been advised that no more than three students should work with the same computer). Soon, the teacher will witness how enthusiastically students collaborate in order to achieve the desired goal.

. One drawback of these kinds of activities, according to Higgins is that little systematic progress can be perceived, and this may depress learners as much as teachers. Nevertheless, this drawback exists when a given syllabus is tried to be covered through the above-mentioned tasks. Taken into account that not every task can be slanted towards a concrete linguistic feature and that some of these tasks are extremely time-consuming so that on many occasions it turns out to be that too much time has been spent for the students to practice an extremely simple aspect of language.

One must not forget, though, that the attitude with which a person faces a learning process is determinant for that language process to be successful. In this sense, the motivating power that computers have for students guarantees that they are going to face English with a positive attitude; and this increases the possibility of the learning/acquisition process to be a successful one.

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2.7 Hot Potatoes Software

At present, the researcher was unable to obtain any research regarding the use of Hot Potatoes in teaching and learning the English language in the Internet but one research using Hot Potatoes in Science Language Comprehension by Alice Richardson, Brett A. Lidbury and Felicia Zhang from the University Of Canberra, Australia in 2007. Their paper concentrates on innovation in teaching two 'hard' sciences, namely Genetics and Statistics. An earlier study (Zhang and Lidbury 2006) has examined a range of language techniques in the teaching of tertiary Genetics and Molecular Biology, and has recently ocused on language learning via the *Hot Potatoes* software. The findings show that Hot Potatoes are excellent tools for supporting Statistical learning. However, for them to be effective, they necessarily have to be combined with an approach to teaching.

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There are some good comments and articles by individuals who had utilised the software (Belanger, 2000; Winke & MacGregor, 2001; Garret, 2003; Rueckert, 2007; Rottmeier, 2010). They agreed that the strongest advantage of Hot Potatoes is that the developers have consciously avoided the 'one-click right or wrong' feedback system, strongly criticized about most other system. Progressive feedback is given to the student either as hints or as allowing checking of their answers in phrases. This allows the students to be involved in a cognitive process and to figure out the correct answer in a constructive manner.

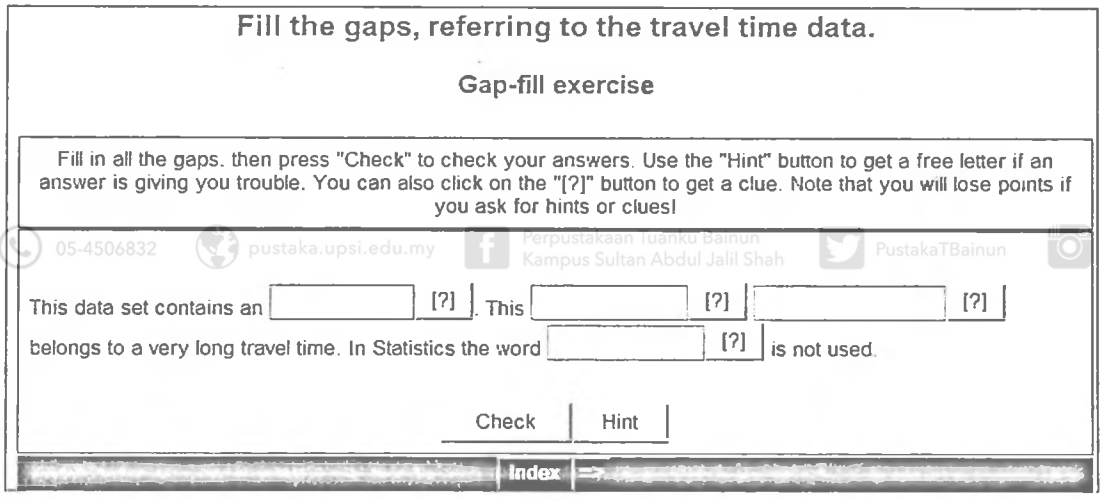
The main difference between Hot Potatoes exercises and paper-based exercises is the immediate interactivity. Here is an example of an exercise using Hot Potatoes extracted from Richardson, Lidbury & Zhang's, (2007) paper:

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Cloze: Highly specialised statistics software utilises the cloze or gap-fill approach, hence our use of it provides an additional educational benefit in preparing students for future study. In particular, the *Bioconductor* software package has a report-writing package *affyQCReport* which generates a report on a data analysis by filling in the gaps in a standard report structure. *Hot Potatoes* open that sort of technology to students of introductory statistics as well as providing a tool for statistics students to learn the language of statistics. Here we show a cloze exercise commenting on an unusual aspect of the distribution of the travel times.

Figure 2.1: Hot Potatoes: Gap-fill Exercise



The [?] buttons define provide [hints] for the missing words as follows.

• This is a noun which describes a value which is a long way from the bulk of the values.

• This adjective goes before the noun and refers to a value which is a long way from the bulk of the observations.

• This noun refers to a number in the data set (observation/value).

• This noun refers to a tool for drawing around the edge of a picture.

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The meta-language used here such as 'nouns', 'adjectives', 'verbs' and so on are a way of establishing a common language that students can use in future discussions on the nature of words used. For instance, without such language, it is not possible to explain to someone the difference between 'outlier', 'outlying' or 'outliner'. An answer that simply states that using 'outliner' is wrong is not sufficient to equip students with tools for self-monitoring of their own progress in future studies.

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CHAPTER 3

Methodology

3.1 Introduction

This chapter looks at the research design and methodology used for this study. It comprehensively discussed the theoretical perspectives involved in carrying out the research which encompasses the research design, the participants involved, the instrumentation, the pilot study, the data collection methods, the data analysis procedures used and the limitations of the study.

3.2 Research Design

This research was done based on a quasi-experimental research where two groups were assigned as an experimental group and a control group. As stated by Singleton & Straits (1999), a quasi experimental design tries to incorporate elements of an experimental design but without maintaining the same level of experimental control on the research project such as employing randomization. Non equivalent pretest postest control group design was employed in this study to collect the data. The framework of the design is as follow:

Figure 3.1: The Framework of the Design

Pretest	Treatment	Posttest
T1 ⟹	EG (Experimental Group) ⟹	T2
T1 ⟹	CG (Control group) ⟹	T2

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The purpose of the pretest was to assess the grammar knowledge of the students in both groups before treatment was conducted on them. Both groups under study should have the same ability in the mastery of knowledge of grammatical items selected. The posttest was administered to both groups after the treatment was given to the experimental group.

3.3 Sample and Sampling Procedures

The participants were students from one rural primary school in Kuala Kubu Bharu district in Selangor, one of the states in the West Coast of Malaysia. There were 40 participants: 20 were in a treatment group which was called the experimental group and another 20 were in a control group. The experimental group completed their tasks in the computer laboratory while the control group remained in the classroom and they were randomly selected by way of a lucky-draw sampling. The students of this rural primary school were mostly the children from the Malay villages nearby. The school is run by Selangor State Education Department and managed by 20 teachers and a headmaster.

The students in the experimental group were taught grammar by using CALL, answering the exercises in SAL and completed the tasks in the SAC. Those in the control group were taught by using traditional method in the normal classroom. Before CALL and SAL treatment was given and after the treatment, both groups were given pre-test and post-test based on a set of 40 objective questions related to a number of grammatical items such as prepositions, pronouns, adjectives, simple present tense and simple past tense. The results from the pre-test and post-test were analyzed by using paired sample T-Tests.

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Both groups were pretested simultaneously. All students must finish the test in 50 minutes. The teaching session was carried out on both groups for four weeks. The experimental group was given a one-hour CALL and SAL grammar lesson twice each week where the teaching took place by using the Hot Potatoes software that had been specially designed based on a prepared lesson plan. In the computer laboratory, each student was equipped with a multimedia computer with the software installed. This group was handled by the researcher. The researcher made use of the software to explain the subject matter and students worked on the exercises prepared on the software according to the instruction. Students were given the chance to participate in the computer laboratory and to interact with the computers.

The control group was taught by the same researcher but the lesson was delivered using conventional method without computer and software but based on the same lesson plan. The teaching aids were in the form of flash cards, pictures, whiteboard and worksheets. This was to ensure that the same grammatical items were taught to both groups.

The post-tests were administered the fifth week after both groups completed the grammar lessons. The students cooperated well as the tests were conducted simultaneously for both groups.

3.4 Instrumentation

The instruments that were used in the research were the pre-test and post-test which were used to get information on the knowledge of the students from both groups on specific grammatical items such as prepositions, pronouns, adjectives,

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simple present tense and simple past tense (refer to Appendix C and D). The same set of questions was used in the pre-test and post-test for both groups. Pre-test and post-test were conducted on both groups based on a set of 40 multiple choice questions. The time allocated to complete the test was 50 minutes where one minutes, more or less was allocated to answer each questions. Eight questions each were based on five grammatical items: prepositions, pronouns, adjectives, simple present tense and simple past tense and the arrangement of the questions are not in sequence. The focus is more on grammatical accuracy.

3.5 Pilot Study

An action research was done by the researcher at his own school in May, 2010. The title was Using Hot Potatoes to Improve English Vocabulary. This research is based on using the Hot Potatoes software as a tool in teaching English vocabulary to a Year Three class consists of 12 mixed ability ESL students. The research lasted for five days and there were 4 teaching sessions. The researcher found that the students were able to complete five crossword puzzles and five matching exercises on sea animals that were prepared using the Hot Potatoes software successfully after one or two tries. The hints provided with the software helped the students to answer the exercises. They were able to answer the 10-question test given to them with 10 out of 12 got 100 marks.

The researcher was satisfied with the findings of his action research and confident that the Hot Potatoes software is reliable for his project paper.

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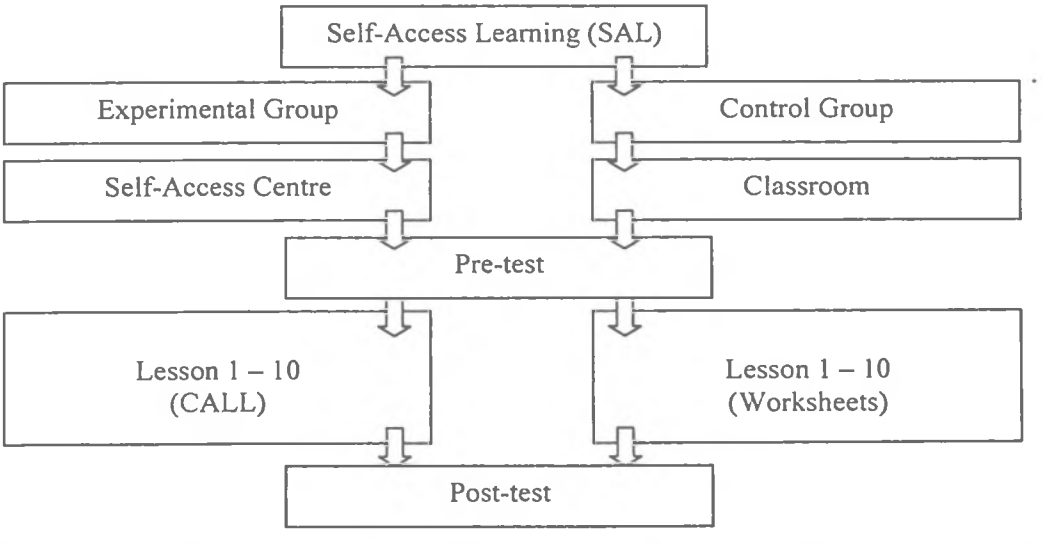
3.6 Data Collection Procedure

The data collection procedure is a continuing process throughout the study. The experimental group answered each grammar item three times per lesson (six times per week) using the Hot Potatoes software. Then, the participants recorded the marks obtained in their mark sheets. Next, the participants completed their graphs to see whether they had made any progress in each exercise.

The control group answered each grammar item in the worksheets once per lesson (2 exercises per week) because the researcher taught the lesson. The participants also keyed in the marks in the sheet provided and completed their graphs to see the progress.

The data collected during every session were analysed for increment or decrement of marks before moving on to the next session. The data were collected over a period of 10 sessions by employing the data collection methods discussed prior to this. The teaching aspect instruction is shown below:

Figure 3.2: The Teaching Aspect Instruction



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3.7 Data Analysis Procedure

For the first research question, the data involved in this research consisted of marks from the pretest and posttest from both the computer-based experimental group and traditional teaching method-based control group. Marks from the pretest and posttest for both groups were first keyed in into the SPSS programme. A series of T-tests was conducted to find out whether there were significant differences in the mean score between the experimental and control groups in categories of prepositions, pronouns, adjectives, simple present tense and simple past tense. The data analysis procedure for this study is an on-going process during and after every data is collected. The data collected during every session were analysed before moving on to the next stage. The data analysis involves the process of answering exercises carried out with the experimental and control groups at every session for 10 sessions.

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For the second research question, the data involved only from the experimental group. The final exercise marks for each grammatical item were collected after each two sessions ended. The marks for five grammatical items were analysed to get the mean score and stated the main grammatical item that was improved with the use of the self-access learning tool.

3.8 Limitations

In conducting the study, several limitations were taken into consideration. Firstly, in this study, the focus was on five grammatical items which were prepositions, pronouns, adjectives, simple present tense and simple past tense because these items

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are quite difficult for the students to comprehend. Hence, any conclusions derived from the findings of the study cannot be the basis to presume the same results for other grammatical items.

Secondly, the whole experiment took about two months to complete, that is, from the pre-test to the post-test sessions/activities. The duration of the treatment was conducted in only five weeks. Thus, the findings of the study may not reflect the actual effects of the CALL software and SAL on the students' grammar performance over a longer period of time.

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CHAPTER 4

Research Results

4.1 Introduction

This chapter presents the research results from analysis carried out on data collected in the research. The results provide answers to the research questions posed in Chapter One.

4.2 The Use of SAL Helps ESL Students to Improve Their English Grammar (1st Research Question)

In order to show Self Access Learning helps ESL students to improve their English grammar, the following was derived:

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4.2.1 The performance of the experimental group after SAL treatment

The performance of the experimental group after being exposed to SAL was analysed using pre-test and post test scores as shown in Table 4.1 below:

Table 4.1: Pre-test and Post test Scores for Experimental Group

Pupils ID	Pre-test Score %	Post test Score %	% Difference
1	80	93	13
2	75	78	3
3	70	80	10

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4	60	73	13
5	30	63	33
6	40	58	18
7	68	75	7
8	73	80	7
9	65	70	5
10	75	85	10
11	60	68	8
12	48	63	15
13	65	73	8
14	65	70	5
15	58	75	17
16	33	58	25
17	35	63	28
18	50	68	18
19	48	60	28
20	38	58	20
Mean	**56.8**	**70.6**	

As shown in Table 4.1 above, the pre-test's scores of the pupils were considerably medium with four pupils' marks below 40%. But, the post-test's scores were higher with three pupils who scored excellent marks and all were above 40%. The mean score for the pre-test was 56.8 per cent and increased sharply to 70.6 per cent for post-test. The post-test showed an increase of 13.8 per cent in the

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mean score among pupils. The increase indicates that there was improvement in learning grammar amongst pupils in the experimental group. All 20 pupils or 100 per cent of pupils showed positive score difference or improvement after treatment by SAL in the teaching of grammar. The finding showed that SAL has resulted in higher achievement in the grammar accuracy of the pupils.

Table 4.2: Paired samples T-Test scores of pretest and posttest of the experimental group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-13.750	8.097	1.811	-17.540	-9.960	-7.594	19	.000

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With reference to Table 4.2 and to answer the second hypothesis, the paired samples T-Test indicated that the t-value is –7.594 less than the alpha level of 0.05. As can be seen from the output, a significant difference exists between the English grammar's pretest and posttest in the SAL treatment group. The SAL significantly improves the students' grammar, $t(19) = -7.594$, $p < 0.05$.

4.2.2 The mean scores difference in post-tests between the experimental and the control groups

Table 4.2 below shows the mean scores difference in the post-tests and the scores difference between the experimental and control groups.

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Table 4.3: Mean Scores Difference in the Post-tests and Scores Difference for Both Groups

Pupils ID	Post-test Experimental Group	Score Difference	Post-test Control Group	Score Difference
1	93	13	28	-2
2	78	3	50	7
3	80	10	20	-5
4	73	13	43	-5
5	63	33	38	-5
6	58	18	63	8
7	75	7	30	-8
8	80	7	35	-5
9	70	5	63	-5
10	85	10	55	5
11	68	8	30	-13
12	63	15	18	-10
13	73	8	25	-8
14	70	5	18	-15
15	75	17	48	-7
16	58	25	53	3
17	63	28	23	-25
18	68	18	28	3
19	60	28	23	3
20	58	20	30	-5
Mean	**70.6**	**14.55**	**36.1**	**-4.45**

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As shown in Table 4.2 above, the post-test's mean score for the experimental group was 70.6 per cent while for the control group was 36.1 per cent. The range between the mean scores is 34.5. As for the scores difference, the mean score for the experimental group was 14.5 per cent whereas for the control group was -4.45.

The high mean score for the post-test and score difference of the experimental group showed that there was a significant difference between the pupils in both groups. The results answered the first hypothesis confirming that the students who learnt grammar through SAL performed better than the students who leant grammar in non-SAL classroom.

Table 4.4: Paired samples T-Test scores of posttests of the experimental and control group

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	posttestexp - posttestctrl	-34.500	17.677	3.953	-42.773	-26.227	-8.728	19	.000

With reference to Table 4.4 and to answer the third hypothesis, the paired samples T-Test indicated that the t-value is –8.728 less than the alpha level of 0.05. As can be seen from the output, a significant difference exists between the SAL treatment's posttest and the non-SAL treatment's posttest. Significantly, the pupils in the experimental group performed extensively better than the control group, $t(19) = -8.728$, $p < 0.05$.

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4.3 The aspect of grammar that can be better improved upon with the use of the self-access learning tool? (2nd Research Question)

In order to find which aspect of grammar or grammatical item can be better improved upon with the use of self-access learning tool, the following was derived:

4.3.1 The initial marks and final marks of all grammatical items in the experimental group

All the grammatical items in the experimental group after the SAL treatment was analysed using the final marks as shown in Table 4.3 below:

Table 4.5: Comparison between Initial Marks (IM) and Final Marks (FM) for each Grammar Aspect for Experimental Group

Pupils ID	Prepositions		Pronouns		Adjectives		Present T.		Past T.	
	IM	FM	IM	FM	IM	FM	IM	FM	IM	FM
1	58	75	43	70	63	80	58	75	70	93
2	63	88	55	68	43	80	48	70	58	90
3	55	73	70	80	63	93	50	93	58	80
4	70	80	43	85	55	78	63	90	63	80
5	63	78	40	80	40	70	68	93	48	85
6	43	68	58	78	53	78	73	90	43	78
7	48	85	40	70	58	75	43	85	43	80
8	58	80	55	68	60	85	40	80	50	85
9	63	73	50	75	40	70	40	80	53	93
10	55	70	40	70	55	90	53	90	60	95

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11	48	75	63	83	60	73	60	78	53	95
12	73	80	60	90	43	70	63	85	63	85
13	58	78	73	93	43	85	53	80	60	80
14	80	93	43	80	48	85	43	90	43	78
15	43	75	53	75	63	80	70	93	40	80
16	48	70	53	70	43	70	73	78	53	83
17	53	80	60	85	48	93	53	85	60	93
18	60	78	48	70	73	90	50	90	73	90
19	60	90	73	93	63	85	63	85	48	90
20	58	85	40	70	60	80	48	93	50	93
Mean	**56.9**	**78.7**	**56.2**	**77.7**	**56.3**	**80.5**	**56.4**	**85.2**	**52.4**	**86.3**
Difference	**21.8**		**21.5**		**24.2**		**28.8**		**33.9**	

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As shown in Table 4.5 above, the final marks for all the grammatical items were extremely high. The past tense item was the highest ranking with the mean score of 86.3 per cent and 33.9 score difference, followed by the present tense (85.2 per cent and 28.8 score difference), adjectives (80.5 per cent and 24.2 score difference), prepositions (78.7 per cent and 21.8 score difference) and pronouns (77.7 per cent and 21.5 score difference). The mean scores were high and indicated that all the items can be improved with the use of the self-access learning tool (Hot Potatoes software) selected by the researcher.

Therefore, the results are at the same level, consistent and the five paired samples T-tests with all the t-values less than 0.05 below showed significant improvement in the mean scores for the experimental group. This shows that SAL has the ability and capability to improve pupils' grammar.

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Table 4.6: Paired samples T-test scores of Prepositions

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Initialmarks - Finalmarks	-20.850	7.975	1.783	-24.583	-17.117	-11.691	19	.000

Table 4.7: Paired samples T-test scores of Pronouns

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Initialmarks - Finalmarks	-24.650	8.750	1.956	-28.745	-20.555	-12.599	19	.000

Table 4.8: Paired samples T-test scores of Adjectives

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Initialmarks - Finalmarks	-26.800	8.983	2.009	-31.004	-22.596	-13.342	19	.000

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Table 4.9: Paired samples T-test scores of Present Tense

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Initialmarks - Finalmarks	-29.550	11.623	2.599	-34.990	-24.110	-11.369	19	.000

Table 4.10: Paired samples T-test scores of Past Tense

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Initialmarks - Finalmarks	-31.850	8.628	1.929	-35.888	-27.812	-16.508	19	.000

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CHAPTER 5

Conclusions and Recommendations

5.1 Introduction

This chapter presents the conclusions of the study based on the purpose of the research and also the research questions of the study. This is followed by recommendations for further improvement in practice.

5.2 Conclusions

The findings of the study has addressed the problems faced by the primary school pupils and teachers in grammar learning and grammar teaching based on the fact that it has fulfilled the purpose to examine if SAC and the SAL tool would improve the performance of pupils' grammar and the aspect of grammar by answering the two research questions set forth.

The study answered the first research question on the pupils' improvement in English grammar with the assistance of SAL tool in the SAC based on the following hypotheses:

5.2.1 Pupils who learnt grammar using SAL tool in the SAC showed significant improvement in post test scores.

5.2.1.1 The hypothesis 1 is accepted due to the finding that pupils who learnt grammar through SAL performed better than the pupils who learnt grammar in the non-SAL classroom based on the pretest, posttest and the t-test results.

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5.2.1.2 The hypothesis 2 is accepted due to the finding that there was a significant difference in the pretest and posttest mean scores and the t-test result among the pupils in the experimental group.

5.2.1.3 The hypothesis 3 is accepted due to the finding that there was a significant difference in the posttest mean scores and the t-test results between pupils in the experimental and control groups.

The study answered the second research question pertaining to the aspect of grammar that can be better improved upon with the use of the self-access learning tool (Hot Potatoes software) by concluding that the tool was able to improve students' performances in all the grammar aspects. This was based on the mean score for each grammatical item which was very high and nearly equivalent with each other.

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The conclusions of the study were in consensus with Holec (1981) who found that learner autonomy enables a pupil to take charge of his or her own learning and with Knowles (1985) who believed that self-directed learners are motivated by various internal incentives, such as need for self-esteem, curiosity, desire to achieve, and satisfaction of accomplishment. This was also supported by Sheerin (1991) and Gardner & Miller (2005) who discovered that self-access learning increased the achievement of pupils, Sturtridge (1997) and Benson (2001) who introduced the self-access centre that offers appropriate place and dependable materials and Beatty (2003) who found out that computer assisted language learning supported the learners to understand the subject matter better.

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5.3 Implications

Although there are many advantages gathered in this study on the use of SAC and SAL, the researcher is able to distinguish some inferences that need to be highlighted.

5.3.1 There are some schools in the rural areas with no computers or no computer laboratories or no 24-hour electricity. These problems occurred due to lack of government funds and being in too remote areas like in Sabah and Sarawak. Without Internet, CALL is still possible to be conducted but not without the computers.

5.3.2 Although there are SACs in schools, some teachers did not trust their pupils to participate effectively in self access learning activity. These teachers feel that the pupils are not ready to learn on their own based on their own perceptions of the pupils. Thus, carrying out the SAL is a waste of time and the pupils might fail in their tests and examinations due to low interest in learning English.

5.3.3 Most teachers still lack the knowledge regarding autonomous learning and self-access learning. They also believe that they are too busy with school work such as preparing paperwork for subject panels, conducting school programmes, extra classes, preparing questions for monthly tests, marking the test papers and also preparing pupils for the district, state and national programmes. These are the reasons why the teachers have limited time to prepare the exercises for the pupils to answer and to conduct the SAL in schools.

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5.4 Recommendations

The following are recommendations for educators on the use of SAC in teaching and learning grammar.

In ensuring the success of CALL in SAC, educators need to make sure that the computers are in good working condition and they learn how to manage the authoring software like Hot Potatoes and other similar softwares that can be downloaded from the Internet. Most of the educational authoring softwares are free and have easy-to-follow manuals. Besides Hot Potatoes, it is advisable to find softwares that are highly interactive, able to give progressive feedback and most importantly, can be used with or without the Internet.

In addition, the pupils must be given the opportunity to be self-access learners. Gardner and Miller (2005) believed that self-access learning enables learners to develop a sense of responsibility and different levels of independence towards their learning and later helps them to be self-directed and autonomous learners. Educators must have faith in their pupils and provide them time to prove themselves for this is a long-term learning.

The small sample size used is a limitation in this study. Further research should be undertaken using extensive samples from rural and urban schools to prove the effectiveness of SAL, SAC and CALL not only in teaching grammar but also in vocabulary and language skills.

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Lastly, the effectiveness of SAL, SAC and CALL as a teaching strategy should also be compared with other teaching strategies such as active learning, critical thinking, problem-based learning, team based learning etc. Further research is recommended to verify and further improve the findings of this study with the objective to enhance the knowledge database on SAL strategy.

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APPENDIX A

LESSON PLANS FOR EXPERIMENTAL GROUP

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EXPERIMENTAL GROUP – LESSON PLAN 1

Class	: Year 5 Arif
No. of Students	: 20
Level of Proficiency	: Mix Ability
Previous knowledge	: Pupils have learnt about grammar item specifically pronouns
Time	: 12.05 – 01.05 pm (1 hour)
Subject	: English Language
Theme	: World of Knowledge
Topic	: Glorious Food
Learning Outcomes paragraphs	:3.3 Read and understand phrases, sentences, and 3.6 Acquire a wide range of vocabulary
Specifications	: 3.3.2 Read and understand sentences 3.6.7 State pronouns
Objectives of the Lesson	:At the end of the lesson, the pupils should be able to: 1. read and understand the sentences in the test given 2. use the correct pronoun or pronouns for each sentence 3. complete the grammar exercises in the software within the time limit
Grammar Item	: 3.0 Pronouns
Teaching Aids	:PowerPoint slides, Hot Potatoes software, computers

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1. Set Induction (5 minutes)	1. Teacher revises the grammar item to be use in the exercise – Pronouns 2. Pupils look at the PowerPoint slides on pronouns
2. Presentation and Practice (14 minutes)	1. Teacher shows the software and explains how to use the exercises in the software. 2. Pupils practice using the software 3. Teacher assists the pupils who have problems in using the software
3. Production (36 minutes)	1. Pupils answer the exercise on Pronouns in three sessions (10 minutes per session for each exercise and 2 minutes break). 2. Pupils write down the marks gathered after each exercise in the mark sheet.

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	3. Pupils are allowed to discuss with friends 4. Teacher monitors each session and assists only if the pupils have problems with the software or the computers
4. Closure (5 minutes)	1. Teacher asks the pupils about their marks for each session whether increase or decrease. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes diskettes to the pupils to do enrichment exercise on pronouns at home.

EXPERIMENTAL GROUP – LESSON PLAN 2

Class : Year 5 Arif
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically pronouns
Time : 12.05 – 01.05 pm (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

Learning Outcomes : 3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary

Specifications : 3.3.2 Read and understand sentences
3.6.7 State pronouns

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
1. read and understand the sentences in the test given
2. use the correct pronoun or pronouns for each sentence
3. complete the grammar exercises in the software within the time limit

Grammar Item : 3.0 Pronouns
Teaching Aids : PowerPoint slides, Hot Potatoes software, computers

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1. Set Induction (5 minutes)	1. Teacher revises the grammar item to be use in the exercise – Pronouns 2. Pupils look at the PowerPoint slides on pronouns
2. Production (36 minutes)	1. Pupils answer the exercise on Pronouns in three sessions (10 minutes per session for each exercise and 2 minutes break). 2. Pupils write down the marks gathered after each exercise in the mark sheet. 3. Pupils are allowed to discuss with friends 4. Teacher monitors each session and assists only if the pupils have problems with the software or the computers
3. Extended Activity (14 minutes)	1. Teacher encourages the pupils to do the exercise for the fourth time to get the best mark. 2. Pupils write down the marks. 3. Teacher asks the pupils for their opinions regarding the exercises. 4. Teacher lists down the opinions.
4. Closure (5 minutes)	1. Teacher asks the pupils about their marks for each session whether increase or decrease. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes diskettes to the pupils to do enrichment exercise on pronouns at home.

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EXPERIMENTAL GROUP – LESSON PLAN 3

Class : Year 5 Arif
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically prepositions
Time : 12.05 – 01.05 pm (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

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Learning Outcomes : 3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary

Specifications : 3.3.2 Read and understand sentences
3.6.7 State prepositions

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
1. read and understand the sentences in the test given
2. use the correct pronoun or prepositions for each sentence
3. complete the grammar exercises in the software within the time limit

Grammar Item : 5.0 Prepositions
Teaching Aids : PowerPoint slides, Hot Potatoes software, computers

1. Set Induction (5 minutes)	1. Teacher revises the grammar item to be use in the exercise – Prepositions 2. Pupils look at the PowerPoint slides on prepositions
2. Production (36 minutes)	1. Pupils answer the exercise on Prepositions in three sessions (10 minutes per session for each exercise and 2 minutes break). 2. Pupils write down the marks gathered after each exercise in the mark sheet. 3. Pupils are allowed to discuss with friends 4. Teacher monitors each session and assists only if the pupils have problems with the software or the computers
3. Extended Activity (14 minutes)	1. Teacher encourages the pupils to do the exercise for the fourth time to get the best mark. 2. Pupils write down the marks. 3. Teacher asks the pupils for their opinions regarding the exercises. 4. Teacher lists down the opinions.

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4. Closure (5 minutes)	1. Teacher asks the pupils about their marks for each session whether increase or decrease. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes diskettes to the pupils to do enrichment exercise on prepositions at home.

EXPERIMENTAL GROUP – LESSON PLAN 4

Class : Year 5 Arif
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically prepositions
Time : 12.05 – 01.05 pm (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

Learning Outcomes : 3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary

Specifications : 3.3.2 Read and understand sentences
3.6.7 State prepositions

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
1. read and understand the sentences in the test given
2. use the correct pronoun or prepositions for each sentence
3. complete the grammar exercises in the software within the time limit

Grammar Item : 5.0 Prepositions
Teaching Aids : PowerPoint slides, Hot Potatoes software, computers

1. Set Induction (6 minutes)	1. Teacher revises the grammar item to be use in the exercise – Prepositions 2. Pupils look at the PowerPoint slides on prepositions

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2. Production (37 minutes)	1. Pupils answer the exercise on Prepositions in three sessions (10 minutes per session for each exercise and 2 minutes break). 2. Pupils write down the marks gathered after each exercise in the mark sheet. 3. Pupils are allowed to discuss with friends. 4. Teacher monitors each session and assists only if the pupils have problems with the software or the computers
3. Extended Activity (15 minutes)	1. Teacher encourages the pupils to do the exercise for the fourth time to get the best mark. 2. Pupils write down the marks. 3. Teacher asks the pupils for their opinions regarding the exercises. 4. Teacher lists down the opinions.
4. Closure (6 minutes)	1. Teacher asks the pupils about their marks for each session whether increase or decrease. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes diskettes to the pupils to do enrichment exercise on prepositions at home.

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EXPERIMENTAL GROUP – LESSON PLAN 5

Class : Year 5 Arif
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically adjectives
Time : 12.05 – 01.05 pm (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

Learning Outcomes : 3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary

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Specifications : 3.3.2 Read and understand sentences
3.6.7 State adjectives

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
1. read and understand the sentences in the test given
2. use the correct pronoun or adjectives for each sentence
3. complete the grammar exercises in the software within the time limit

Grammar Item : 6.0 Adjectives
Teaching Aids : PowerPoint slides, Hot Potatoes software, computers

1. Set Induction (7 minutes)	1. Teacher revises the grammar item to be use in the exercise – Adjectives 2. Pupils look at the PowerPoint slides on adjectives
2. Production (38 minutes)	1. Pupils answer the exercise on Adjectives in three sessions (10 minutes per session for each exercise and 2 minutes break). 2. Pupils write down the marks gathered after each exercise in the mark sheet. 3. Pupils are allowed to discuss with friends 4. Teacher monitors each session and assists only if the pupils have problems with the software or the computers
3. Extended Activity (16 minutes)	1. Teacher encourages the pupils to do the exercise for the fourth time to get the best mark. 2. Pupils write down the marks. 3. Teacher asks the pupils for their opinions regarding the exercises. 4. Teacher lists down the opinions.
4. Closure (7 minutes)	1. Teacher asks the pupils about their marks for each session whether increase or decrease. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes diskettes to the pupils to do enrichment exercise on adjectives at home.

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APPENDIX B

LESSON PLANS FOR CONTROL GROUP

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CONTROL GROUP – LESSON PLAN 1

Class	: Year 5 Bijak
No. of Students	: 20
Level of Proficiency	: Mix Ability
Previous knowledge	: Pupils have learnt about grammar item specifically pronouns
Time	: 08.45 – 09.45 am (1 hour)
Subject	: English Language
Theme	: World of Knowledge
Topic	: Glorious Food
Learning Outcomes	:3.3 Read and understand phrases, sentences, and paragraphs 3.6 Acquire a wide range of vocabulary 4.3 Complete sentences with the missing words.
Specifications	: 3.3.2 Read and understand sentences 3.6.7 State pronouns 4.3.3 Complete sentences with the missing word/s with little or no guidance.
Objectives of the Lesson	: At the end of the lesson, the pupils should be able to: 1. read and understand the paragraphs given 2. use the correct pronoun or pronouns for each sentence 3. complete fifteen grammar exercise in the work sheet within the time limit
Grammar Item	: 3.0 Pronouns
Teaching Aids	: Pictures, sentence strips, word cards, work sheets

1. Set Induction (5 minutes)	1. Teacher shows pictures of food. 2. Pupils name the food they like to eat. *Sentence patterns: I like to eat _____. My favourite food is _____.
2. Presentation and Practice (20 minutes)	1. Teacher shows a story and gets pupils to read it. 2. Teacher draws pupils' attention to the words in bold.

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	3. Teacher explains the use of these words by referring to the Grammar note provided. 4. Teacher also explains what each pronoun in bold refers to – anaphoric reference. E.g. **My family and I** like to eat pizza. **We** go to the Pizza Hut. 5. Get pupils to provide more examples.
3. Production (30 minutes)	1. Get pupils in pairs. 2. Teacher distributes work sheets containing exercise pertaining pronouns. 3. Pupils complete the exercise. 4. Teacher asks each pair to exchange the work sheets and check the answers provided by the teacher. 5. Pupils write down the marks.
4. Closure (5 minutes)	1. Teacher revises the use of pronouns. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes additional work sheets to the pupils to do enrichment exercise on pronouns at home.

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CONTROL GROUP – LESSON PLAN 2

Class : Year 5 Arif
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically pronouns .
Time : 10.45 – 11.45 am (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

Learning Outcomes : 3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary
4.3 Complete sentences with the missing words.

Specifications : 3.3.2 Read and understand sentences
3.6.7 State pronouns

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4.3.3 Complete sentences with the missing word/s with little or no guidance.

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
1. read and understand the paragraphs given
2. use the correct pronoun or pronouns for each sentence
3. complete fifteen grammar exercise in the work sheet within the time limit

Grammar Item : 3.0 Pronouns
Teaching Aids : Pictures, sentence strips, word cards, work sheets

1. Set Induction (5 minutes)	1. Teacher shows a picture of a supermarket. 2. Pupils name the food they like to buy. *Sentence patterns: I like to buy _____. Her mother buys the _____.
2. Presentation and Practice (20 minutes)	1. Teacher shows a poem and gets pupils to read it. 2. Teacher draws pupils' attention to an underlined pronoun and explains that it was a wrong pronoun. 3. Teacher asks the pupils to underline the all the wrong pronouns in the poem. 4. Teacher asks the pupils to change the pronouns in the poem correctly.
3. Production (30 minutes)	1. Get pupils in pairs. 2. Teacher distributes work sheets containing exercise pertaining pronouns. 3. Pupils complete the exercise. 4. Teacher asks each pair to exchange the work sheets and check the answers provided by the teacher. 5. Pupils write down the marks.
4. Closure	1. Teacher revises the use of pronouns. 2. Teacher asks the pupils to keep the mark sheets in their files.

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(5 minutes)	3. Teacher distributes additional work sheets to the pupils to do enrichment exercise on pronouns at home.

CONTROL GROUP – LESSON PLAN 3

Class : Year 5 Bijak
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically prepositions
Time : 08.45 – 09.45 am (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

Learning Outcomes :3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary
4.3 Complete sentences with the missing words.

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Specifications : 3.3.2 Read and understand sentences
3.6.7 State prepositions
4.3.3 Complete sentences with the missing word/s with little or no guidance.

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
1. read and understand the paragraphs given
2. use the correct preposition or prepositions for each sentence
3. complete fifteen grammar exercise in the work sheet within the time limit

Grammar Item : 5.0 Prepositions
Teaching Aids : Pictures, sentence strips, word cards, work sheets

1. Set Induction (6 minutes)	1. Teacher shows real objects. 2. Pupils try to state the positions of the objects.

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	*Sentence patterns: The toy car is _____ the bag. The ball is _____ the table.
2. Presentation and Practice (21 minutes)	1. Teacher shows a dialogue and gets pupils to read it. 2. Teacher draws pupils' attention to the words in bold. 3. Teacher explains the use of these words by referring to the Grammar note provided. 4. Teacher also explains what each prepositions in bold refers to – anaphoric reference. E.g. Ali: my house is **near** Siti's house.. The boy is sitting **under** the tree.. 5. Get pupils to provide more examples.
3. Production (31 minutes)	2. Get pupils in pairs. 3. Teacher distributes work sheets containing exercise pertaining prepositions. 4. Pupils complete the exercise. 5. Teacher asks each pair to exchange the work sheets and check the answers provided by the teacher. 6. Pupils write down the marks.
4. Closure (6 minutes)	4. Teacher revises the use of prepositions. 5. Teacher asks the pupils to keep the mark sheets in their files. 6. Teacher distributes additional work sheets to the pupils to do enrichment exercise on prepositions at home.

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CONTROL GROUP – LESSON PLAN 4

Class	: Year 5 Arif
No. of Students	: 20
Level of Proficiency	: Mix Ability
Previous knowledge	: Pupils have learnt about grammar item specifically prepositions
Time	: 10.45 – 11.45 am (1 hour)
Subject	: English Language
Theme	: World of Knowledge
Topic	: Glorious Food
Learning Outcomes	: 3.3 Read and understand phrases, sentences, and paragraphs 3.6 Acquire a wide range of vocabulary 4.3 Complete sentences with the missing words.
Specifications	: 3.3.2 Read and understand sentences 3.6.7 State prepositions 4.3.3 Complete sentences with the missing word/s with little or no guidance.
Objectives of the Lesson	: At the end of the lesson, the pupils should be able to: 4. read and understand the paragraphs given 5. use the correct preposition or prepositions for each sentence 6. complete fifteen grammar exercise in the work sheet within the time limit
Grammar Item	: 3.0 Prepositions
Teaching Aids	: Pictures, sentence strips, word cards, work sheets

1. Set Induction (5 minutes)	1. Teacher shows a picture of food. 2. Pupils state the food positions. *Sentence patterns: The bread is _____ the butter. The cookies are _____ the plate.

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2. Presentation and Practice (20 inutes)	1. Teacher shows a song and gets pupils to sing it. 2. Teacher draws pupils' attention to an underlined preposition and explains that it was a wrong preposition. 3. Teacher asks the pupils to underline the all the wrong prepositions in the song. 4. Teacher asks the pupils to change the prepositions in the song correctly.
3. Production (31 minutes)	1. Get pupils in pairs. 2. Teacher distributes work sheets containing exercise pertaining prepositions. 3. Pupils complete the exercise. 4. Teacher asks each pair to exchange the work sheets and check the answers provided by the teacher. 5. Pupils write down the marks.
4. Closure (6 minutes)	1. Teacher revises the use of prepositions. 2. Teacher asks the pupils to keep the mark sheets in their files. 3. Teacher distributes additional work sheets to the pupils to do enrichment exercise on prepositions at home.

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CONTROL GROUP – LESSON PLAN 5

Class : Year 5 Bijak
No. of Students : 20
Level of Proficiency : Mix Ability
Previous knowledge : Pupils have learnt about grammar item specifically adjectives
Time : 08.45 – 09.45 am (1 hour)
Subject : English Language
Theme : World of Knowledge
Topic : Glorious Food

Learning Outcomes :3.3 Read and understand phrases, sentences, and paragraphs
3.6 Acquire a wide range of vocabulary
4.3 Complete sentences with the missing words.

Specifications : 3.3.2 Read and understand sentences

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3.6.7 State adjectives
4.3.3 Complete sentences with the missing word/s with little or no guidance.

Objectives of the Lesson : At the end of the lesson, the pupils should be able to:
4. read and understand the paragraphs given
5. use the correct adjective or adjectives for each sentence
6. complete fifteen grammar exercise in the work sheet within the time limit

Grammar Item : 6.0 Adjectives
Teaching Aids : Pictures, sentence strips, word cards, work sheets

1. Set Induction (7 minutes)	1. Teacher shows real objects. 2. Pupils try to state the descriptions of the objects. *Sentence patterns: The toy car is _____ . The _____ ball is on the table.
2. Presentation and Practice (22 minutes)	1. Teacher shows a dialogue and gets pupils to read it. 2. Teacher draws pupils' attention to the words in bold. 3. Teacher explains the use of these words by referring to the Grammar note provided. 4. Teacher also explains what each adjectives in bold refers to – anaphoric reference. E.g. Ali: My house is **big**. The boy is sitting under the **shady** tree. 5. Get pupils to provide more examples.
3. Production (32 minutes)	3. Get pupils in pairs. 3. Teacher distributes work sheets containing exercise pertaining adjectives. 4. Pupils complete the exercise.

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	5. Teacher asks each pair to exchange the work sheets and check the answers provided by the teacher. 6. Pupils write down the marks.
4. Closure (7 minutes)	7. Teacher revises the use of adjectives. 8. Teacher asks the pupils to keep the mark sheets in their files. 9. Teacher distributes additional work sheets to the pupils to do enrichment exercise on adjectives at home.

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APPENDIX C

PRE TEST

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Read the question and choose the BEST answer. Answer ALL the questions.

1. The water at the Jeram Waterfall is as _____ as the Sg. Inki Waterfall.
   A. full
   B. white
   C. thick
   D. cool

2. _____ is busy cooking in the kitchen.
   A. She
   B. Hers
   C. Her
   D. Herself

3. Osman has hurt _____ knee in the accident.
   A. himself
   B. him
   C. his
   D. he

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4. My sister's birthday is _____ January.
   A. in
   B. during
   C. on
   D. at

5. These tickets belong to them. They are _____.
   A. their
   B. theirs
   C. themselves
   D. ours

6. The museum is usually crowded _____ Sundays and public holidays.
   A. at
   B. from
   C. in
   D. on

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7. She is good in badminton because she _____ every evening.
   A. practise
   B. practises
   C. practising
   D. practised

8. Mary opened the door _____.
   A. himself
   B. myself
   C. yourself
   D. herself

9. My mother _____ that beautiful baju kurung yesterday.
   A. sews
   B. sewing
   C. sewed
   D. sew

10. The man is standing _____ the tree.
   A. between
   B. in
   C. under
   D. On

11. The hawker sells food and drinks _____ the roadside.
   A. by
   B. below
   C. behind
   D. against

12. My grandfather _____ asleep in his rocking chair.
   A. fall
   B. fell
   C. falling
   D. Falls

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13. Ali cannot afford to buy that shirt. It is too _____.
    A. dirty
    B. cheap
    C. expensive
    D. ripe

14. The gardener sweeps up all the _____ leaves in the morning.
    A. dead
    B. clean
    C. green
    D. fresh

15. Wei Meng is more _____ than Kamal. He takes part in many school activities.
    A. intelligent
    B. honest
    C. obedient
    D. Active

16. Encik Daim _____ loudly to the players because he was upset.
    A. spoken
    B. speaks
    C. speak
    D. spoke

17. Siti puts the groceries _____ the basket.
    A. onto
    B. into
    C. to
    D. over

18. Mr. Muthu _____ a motorcycle in the lucky draw last month.
    A. won
    B. winning
    C. wins
    D. Win

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19. All mammals _____ after their young ones.
    A. looked
    B. looks
    C. looking
    D. look

20. Azizah sits _____ Aziah in class.
    A. on
    B. above
    C. between
    D. Beside

21. Although it was a _____ test, everyone passed.
    A. fresh
    B. easy
    C. difficult
    D. fine

22. I went to the zoo with _____ parents.
    A. myself
    B. my
    C. mine
    D. me

23. The children put away the toys before _____ left the room.
    A. theirs
    B. their
    C. they
    D. them

24. They _____ to Japan and _____ many interesting places in Tokyo last year.
    A. goes, visits
    B. go, visit
    C. went, visited
    D. go, visited

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25. The bird flew _____ the open window.
    A. around
    B. until
    C. through
    D. Along

26. The clock on the wall _____ at seven o'clock just now.
    A. stopped
    B. stop
    C. stopping
    D. stops

27. Most mosquitoes _____ our blood and _____ diseases.
    A. suck, spread
    B. suck, spreads
    C. sucked, spreads
    D. sucks, spread

28. It is a _____ night. The moon is full and the stars are twinkling.
    A. lonely
    B. dark
    C. bright
    D. sweet

29. May I borrow _____ handkerchief?
    A. yours
    B. you
    C. your
    D. him

30. We never _____ in that river because it is very deep.
    A. swam
    B. swims
    C. swim
    D. Swimming

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31. The cat pushed _____ through the hole in the fence.
    A. ourselves
    B. himself
    C. themselves
    D. itself

32. Abu often _____ to play with Karim when he _____ back for his holidays.
    A. go, came
    B. go, comes
    C. went, come
    D. goes, comes

33. Khalis passed all the tests with flying colours because he is the _____.
    A. sharpest
    B. cleverest
    C. laziest
    D. better

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34. The hunter _____ to shoot the deear but it _____ into the bushes and disappeared.
    A. tried, runs
    B. try, runs
    C. tried, ran
    D. tries, run

35. I cannot wear this pair of shoes. It is too _____.
    A. young
    B. short
    C. soft
    D. Tight

36. Do you often _____ television on weekdays?
    A. watched
    B. watch
    C. watching
    D. watches

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37. The tuition class will start _____ 8.30 a.m.
    A. on
    B. since
    C. in
    D. at

38. It _____ to rain before the party started.
    A. begun
    B. began
    C. begin
    D. begins

39. Every year, Asmawati _____ her holidays with her grandmother in Tasek Chini.
    A. spends
    B. spend
    C. spent
    D. spending

40. He always _____ to school with his friends.
    A. cycles
    B. cycled
    C. cycling
    D. Cycle

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APPENDIX D

POST TEST

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Read the question and choose the BEST answer. Answer ALL the questions.

1. These tickets belong to them. They are _____.
   A. ours
   B. themselves
   C. theirs
   D. their

2. Osman has hurt _____ knee in the accident.
   A. himself
   B. his
   C. he
   D. him

3. The tuition class will start _____ 8.30 a.m.
   A. on
   B. at
   C. since
   D. in

4. My grandfather _____ asleep in his rocking chair.
   A. fall
   B. falling
   C. falls
   D. fell

5. _____ is busy cooking in the kitchen.
   A. Hers
   B. Herself
   C. Her
   D. She

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6. Ali cannot afford to buy that shirt. It is too _____.
   A. cheap
   B. dirty
   C. ripe
   D. expensive

7. Khalis passed all the tests with flying colours because he is the _____.
   A. laziest
   B. better
   C. cleverest
   D. sharpest

8. He always _____ to school with his friends.
   A. cycle
   B. cycling
   C. cycles
   D. cycled

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9. I cannot wear this pair of shoes. It is too _____.
   A. tight
   B. young
   C. short
   D. soft

10. My sister's birthday is _____ January.
   A. on
   B. during
   C. in
   D. At

11. It _____ to rain before the party started.
   A. begin
   B. began
   C. begun
   D. begins

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12. The man is standing _____ the tree.
    A. under
    B. between
    C. in
    D. on

13. Although it was a _____ test, everyone passed.
    A. difficult
    B. easy
    C. fine
    D. fresh

14. The clock on the wall _____ at seven o'clock just now.
    A. stop
    B. stopped
    C. stops
    D. stopping

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15. The water at the Jeram Waterfall is as _____ as the Sg. Inki Waterfall.
    A. thick
    B. cool
    C. full
    D. White

16. My mother _____ that beautiful baju kurung yesterday.
    A. sewing
    B. sewed
    C. sew
    D. sews

17. Encik Daim _____ loudly to the players because he was upset.
    A. spoken
    B. speak
    C. spoke
    D. speaks

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18. Siti puts the groceries _____ the basket.
    A. to
    B. over
    C. onto
    D. into

19. Abu often _____ to play with Karim when he _____ back for his holidays.
    A. go, came
    B. went, come
    C. go, comes
    D. goes, comes

20. The hawker sells food and drinks _____ the roadside.
    A. against
    B. by
    C. behind
    D. Below

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21. It is a _____ night. The moon is full and the stars are twinkling.
    A. lonely
    B. sweet
    C. dark
    D. bright

22. The gardener sweeps up all the _____ leaves in the morning.
    A. clean
    B. dead
    C. fresh
    D. green

23. I went to the zoo with _____ parents.
    A. my
    B. me
    C. myself
    D. mine

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24. The children put away the toys before _____ left the room.

A. theirs

B. their

C. they

D. them

25. Mr. Muthu _____ a motorcycle in the lucky draw last month.

A. won

B. winning

C. win

D. Wins

26. She is good in badminton because she _____ every evening.

A. practised

B. practising

C. practises

D. practise

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27. Wei Meng is more _____ than Kamal. He takes part in many school activities.

A. intelligent

B. active

C. obedient

D. honest

28. Azizah sits _____ Aziah in class.

A. on

B. above

C. beside

D. Between

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29. The hunter _____ to shoot the deear but it _____ into the bushes and disappeared.
    A. tries, run
    B. try, runs
    C. tried, runs
    D. tried, ran

30. Mary opened the door _____.
    A. yourself
    B. himself
    C. herself
    D. Myself

31. The cat pushed _____ through the hole in the fence.
    A. itself
    B. ourselves
    C. themselves
    D. himself

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32. The bird flew _____ the open window.
    A. until
    B. along
    C. around
    D. through

33. Most mosquitoes _____ our blood and _____ diseases.
    A. sucked, spreads
    B. suck, spreads
    C. sucks, spread
    D. suck, spread

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34. We never _____ in that river because it is very deep.
    A. swim
    B. swimming
    C. swam
    D. swims

35. May I borrow _____ handkerchief?
    A. him
    B. yours
    C. your
    D. You

36. They _____ to Japan and _____ many interesting places in Tokyo last year.
    A. go, visited
    B. went, visited
    C. goes, visits
    D. go, visit

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37. Do you often _____ television on weekdays?
    A. watching
    B. watch
    C. watched
    D. watches

38. The museum is usually crowded _____ Sundays and public holidays.
    A. from
    B. on
    C. in
    D. at

39. All mammals _____ after their young ones.
    A. looked
    B. looks
    C. look
    D. looking

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40. Every year, Asmawati _____ her holidays with her grandmother in Tasek Chini.

A. spent

B. spending

C. spends

D. Spend

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APPENDIX E

HOT POTATOES

SOFTWARE

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A Step-by-Step Guide to getting started with Hot Potatoes

Hot Potatoes Software: http://web.uvic.ca/hrd/hotpot/

Andrew Balaam

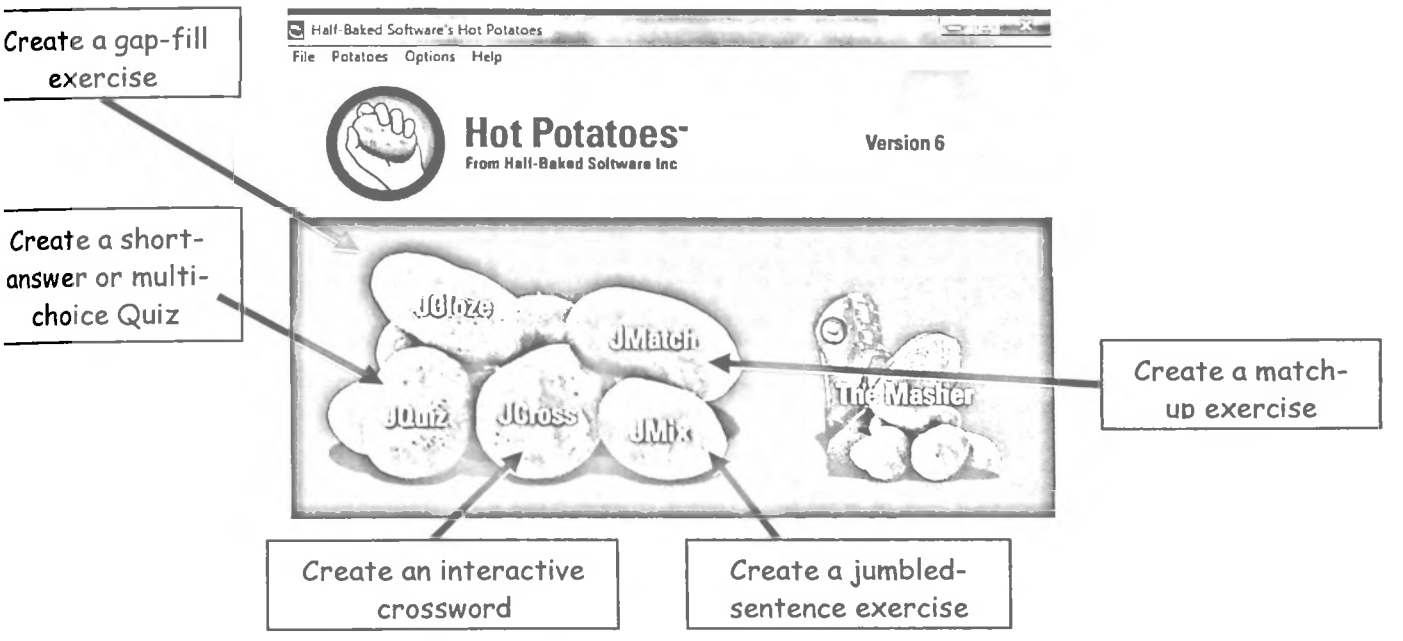
Objectives: To put together a short cycle of exercises linked together based on the topic of animals. Examples here are in French, but feel free to choose your own language!

Instructions

Before you begin work you will need to create a Folder called **Animals** into which you can save your work. When creating a cycle of Hot Potatoes exercises it is important that all exercises and any associated pictures, sounds or videos making up a unit are contained in **one** folder. I suggest that the folder should be on the hard drive of your computer. Into the folder that you've called **Animals**, copy the pictures and sounds from the Animals folder on the Toolkit CD. You are now ready to start work.

The Hot Potatoes Front Page:

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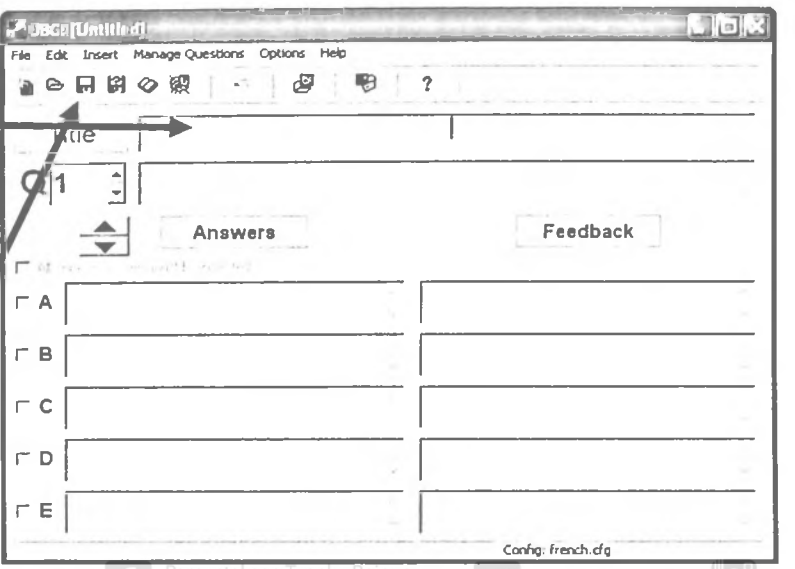
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Creating a Multi-choice exercise using JQuiz

Now let's move on to exercise two in our cycle. This is going to be a multi-choice exercise where the pupil will have to identify and click the correct word from a list of four to identify the animal in the picture.

From the Hot Potatoes Front Page, click the JBC Potato.

Firstly, type in the title of your exercise, e.g. Qu'est-ce que c'est?



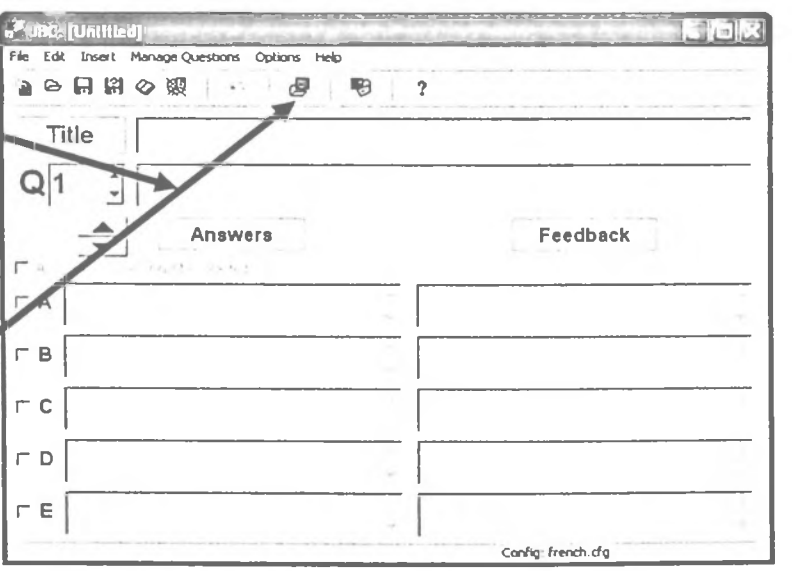
Next, save your JBC file using the red disk. This exercise will be called Animals2, and should be saved in the Animals folder too. When you open the Animals folder you will not see any files as it is only showing JBC files, of which there are, as yet, none.

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You are now ready to input the exercise.

This is the "question field" where you input the question. You're going to use a picture here though. Place the cursor in this box, then insert a picture, in the same way as before, either using Insert / Picture / Picture from local file, or using the "Insert Picture from local file" button.



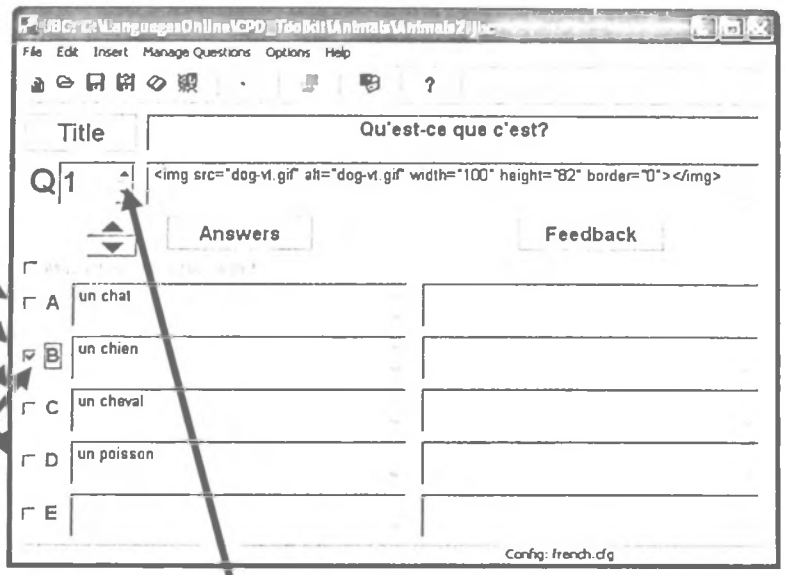


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Next input the four possible answers, one right, three wrong.

You need to tell the computer which is the correct answer by ticking the box next to the correct one.

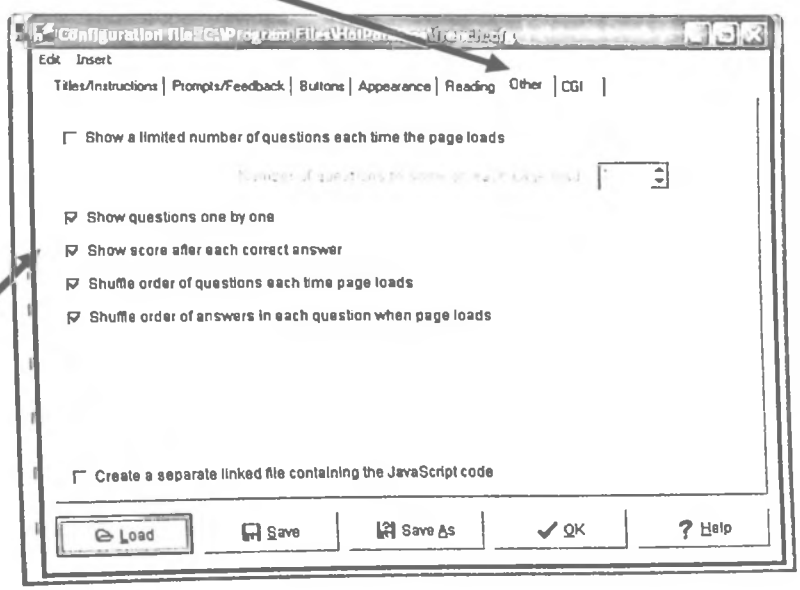


Enter as many pictures and sets of possible answers as you wish by working through the questions.



Once you've entered the exercise, you need to **configure** it, in the same way as before. Check back to **section 4** above if you need a reminder of how to do this. The screens to work through are essentially the same as in JMatch. Don't forget that the next exercise in your cycle will be called **Animals3.htm.** The one extra screen you need to look at is the "Other" tab:

This is fairly obvious. Tick the boxes you want to be active in your page.

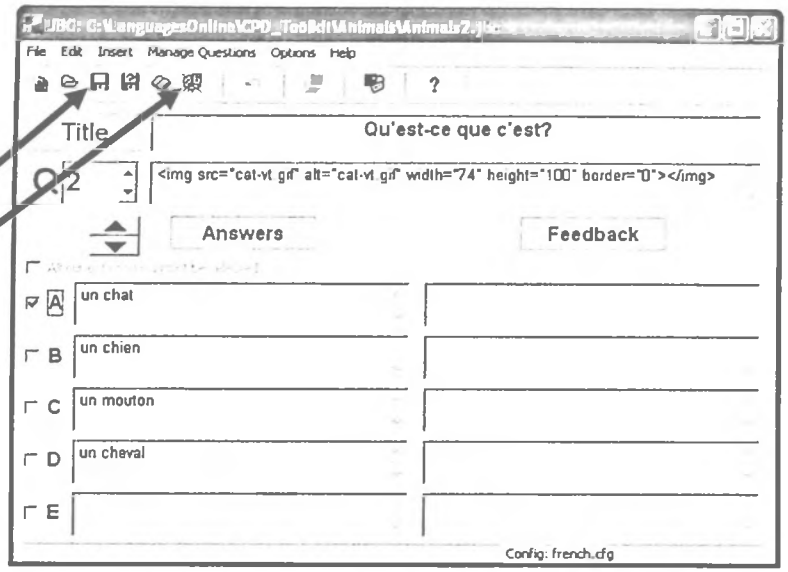


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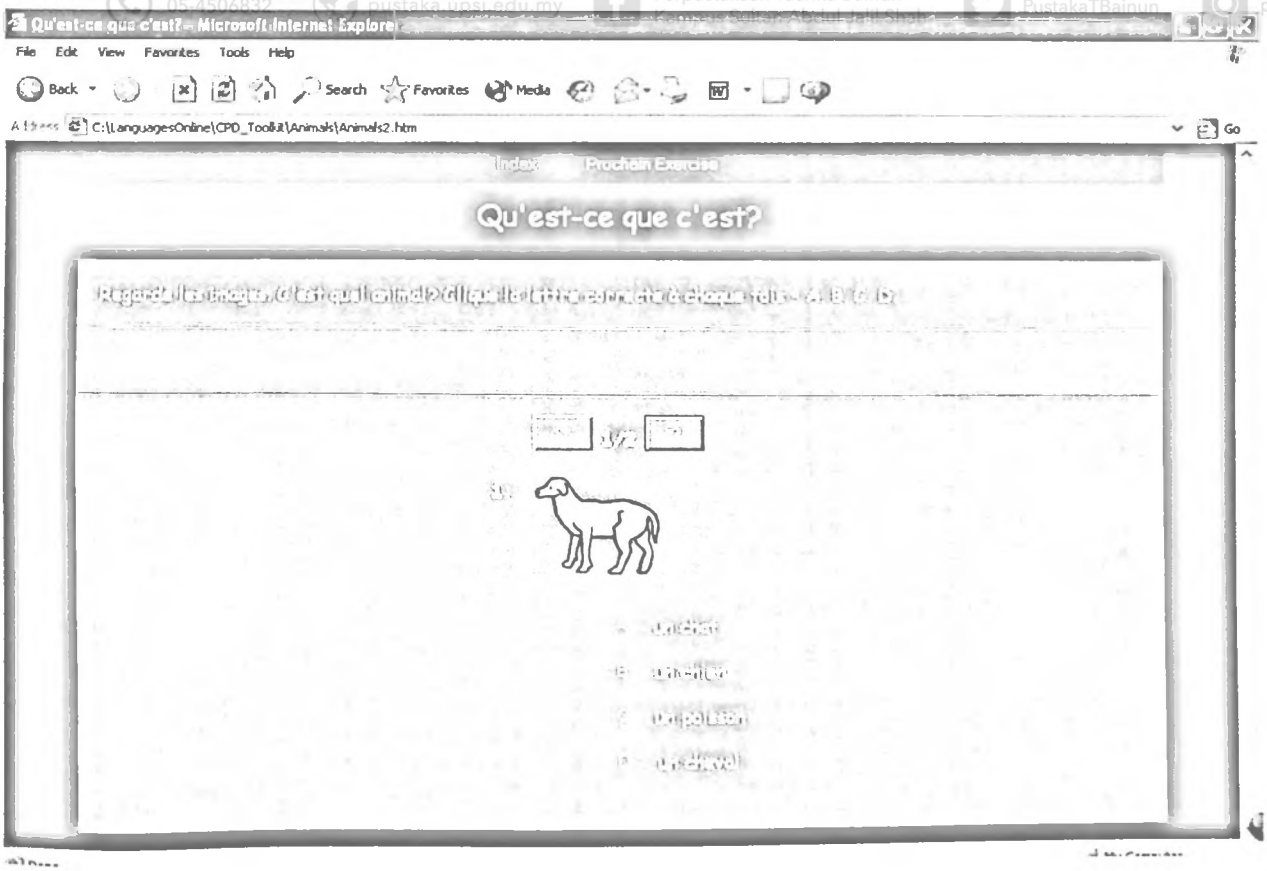
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Now you are ready to save the second exercise in your cycle.

As before, you need to do two saves – the **JBC file**, plus the **web page** file. (Make sure you click the Version 6 spider's web!) This exercise is called Animals2



Once you've saved it you can view it. It should look something like this:



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