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**THE EFFECT OF USING PENZU ON STUDENTS' WRITING
SKILLS AT A HIGHER SECONDARY LEVEL IN PAKISTAN**

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**DOCTOR OF PHILOSOPHY
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Abstrak

Pakistan telah melalui tempoh peralihan yang mendadak akibat pandemik COVID-19, yang membawa kepada keperluan penggunaan lebih banyak sumber komputer dan dalam talian di sekolah kerajaan di Pakistan. Dalam satu setengah dekad yang lalu, pengajaran dan pembelajaran bahasa Inggeris yang berkesan telah menjadi fokus utama bagi para penggubal dasar. Bagi menangani isu ini, kajian ini menyiasat kesan penggunaan Penzu dalam Arah Bahasa Bantuan Komputer (CALI) untuk meningkatkan kemahiran menulis pelajar di peringkat menengah atas di Pakistan. Reka bentuk penyelidikan kaedah campuran digunakan, dengan memanfaatkan eksperimen kuasi dan temubual separa terstruktur. Enam puluh pelajar EFL dari Punjab mengambil bahagian dalam kajian eksperimen kuasi, manakala 15 guru dan pelajar EFL sekolah menengah atas dipilih untuk temubual. Data kuantitatif dikumpul melalui ujian pra dan ujian pasca dan dianalisis menggunakan Ujian-T dalam SPSS versi 28, manakala data kualitatif dianalisis menggunakan pengkodan tematik dalam NVivo. Keputusan eksperimen menunjukkan bahawa pelajar dalam kumpulan eksperimen menunjukkan ketepatan yang lebih tinggi dalam kemahiran menulis pada ujian pasca berbanding pelajar dalam kumpulan kawalan. Data temubual mendedahkan bahawa guru EFL yang lebih muda lebih cenderung untuk menggunakan teknologi berbanding rakan sekerja mereka yang lebih senior. Selain itu, penemuan tersebut menonjolkan perbezaan dalam sikap guru EFL terhadap penggunaan CALI berdasarkan jantina, usia, dan pengalaman. Akhirnya, keputusan ini mempunyai implikasi teoritikal, praktikal, dan pedagogikal yang signifikan untuk pendidikan menengah atas dan pembangunan profesional guru EFL.

Kata kunci: CALI, Penzu, Sekolah menengah atas, Kemahiran menulis

Abstract

Pakistan has undergone a period of transition following the COVID-19 pandemic, which has led to increased reliance on computers and online resources in government schools. Over the past decade and a half, effective teaching and learning of English has become a focal point for policymakers. To contribute to this evolving landscape, the present study investigated the effect of using Penzu in Computer Assisted Language Instruction (CALI) on students' writing skills at the higher secondary school in Pakistan. A mixed-methods research design was employed, utilizing a quasi-experiment and semi-structured interviews. Sixty EFL students from Punjab participated in the quasi-experimental study, while 15 higher secondary school EFL teachers and students were selected for interviews. Quantitative data were collected through pre-tests and post-tests and analyzed using T-Tests in SPSS version 28, while qualitative data were analyzed using thematic coding in NVivo. The experimental results showed that students in the experimental group demonstrated greater accuracy in writing skills on the post-test compared to students in the control group. Interview data revealed that younger EFL teachers were more inclined to use technology than their senior counterparts. Additionally, the findings highlighted differences in EFL teachers' attitudes toward using CALI based on gender, age, and experience. Finally, the results have significant theoretical, practical, and pedagogical implications for higher secondary education and the professional development of EFL teachers.

Keywords: CALI, Penzu, Higher secondary school, Writing skills

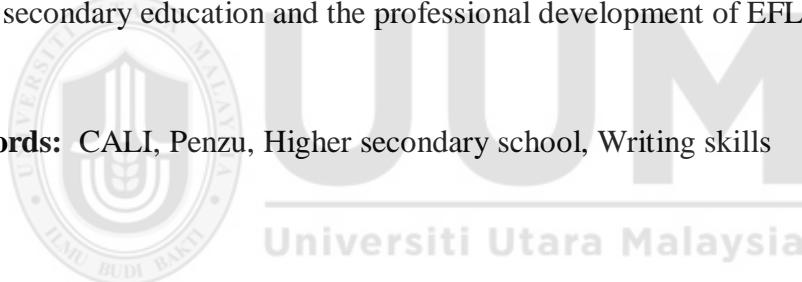


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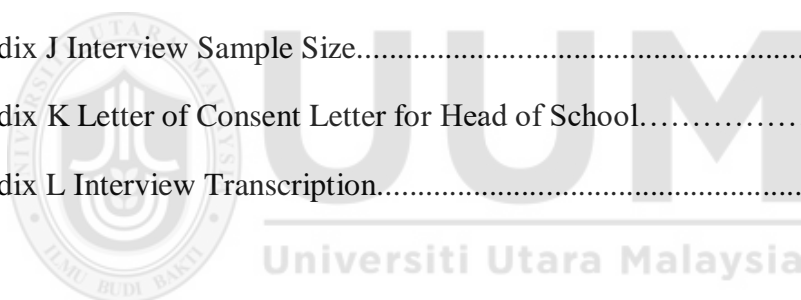
List of Abbreviations

CALI	Computer-Assisted Language Instruction
EFL	English as a Foreign Language
FLA	Foreign Language Acquisition



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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study's background and states the study's research questions and objectives. Besides, it brings the purpose and the aim of the study, the problem statement of research, the significance and the scope of the study and finally, the definitions of key terms.

1.1 Background of the Study

Writing skills possess a central stage in Pakistani education and examination systems. Even content subjects' achievement (subjects other than language) is measured through a written summative exam. The format of the examination system in Pakistan solely relies upon writing as a means to display knowledge. The significance of writing increases manifold at higher secondary levels, in which students have to produce a good deal of writing skills (Rustam et al., 2022).

The significance of writing skills also understood from the fact that higher secondary education serves as a gateway to undergraduate education, which works as a foundation in addition to professional education and career development. Besides, higher secondary education represents the education block after secondary education (Ahmad et al., 2022). In Pakistan, till class tenth, a student is considered as a matric-level student, while in classes 11th and 12th, the student is promoted to higher

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APPENDICES

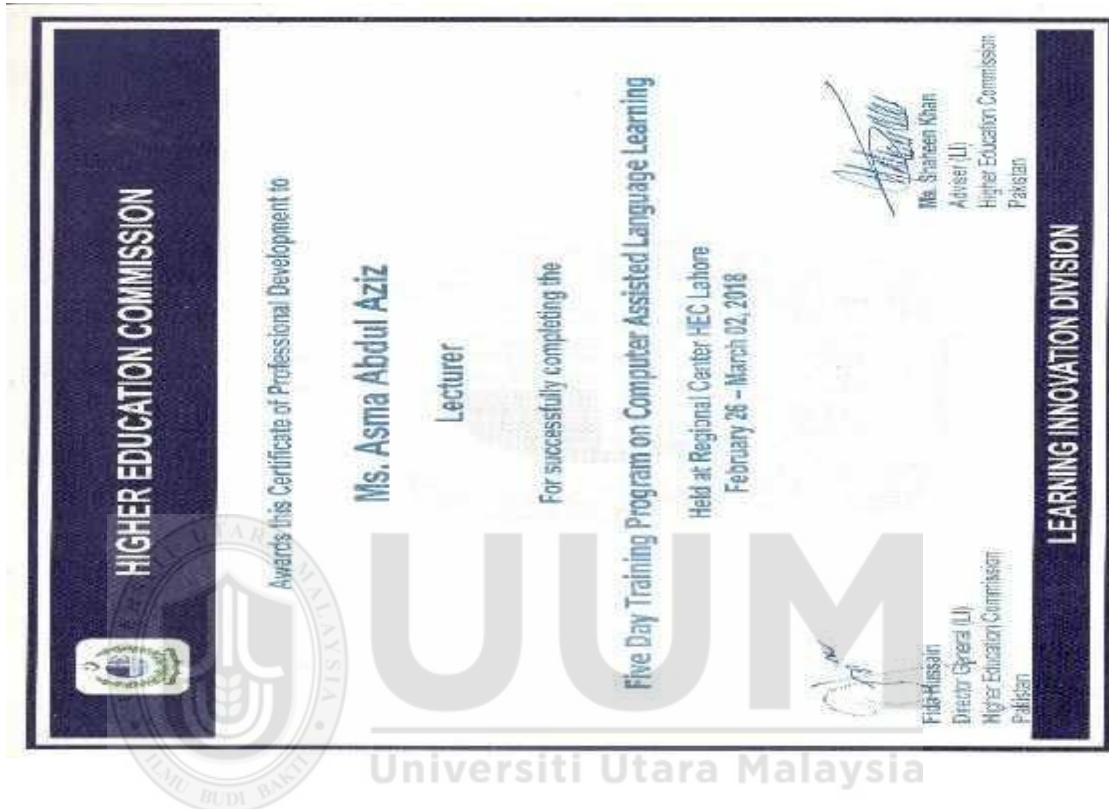
(A)

EFL Students' Writing Proficiency Level in Previous Results

THE GOVERNMENT HIGHER SECONDARY SCHOOL DISTRICT OKARA											
Department of Higher Secondary Education District Okara, Punjab											
Marksheet Class 2nd Year Students Section III											
2nd Year											
S. No.	ROLL NO	FULL NAME	SUBJECT							REMARKS	Rank Position Second Position Third Position In the Class
			Urdu	English	Maths	Science	History	Geography	Art		
1	18-1055-144	Abdul Qadeer S/O Munda Iqbal Tahir	43	6	10	51	30	60	C	Pass	3rd
2	18-1055-145	Mahar Ali S/O Jan Muhammad Chaudh	43	7	14	53	60	31	C	Pass	3rd
3	18-1055-146	Muhammad Pariz S/O Muhammad Jamir Jinn	60	44	62	62	65	65	C	Pass	3rd
4	18-1055-147	Muhammad Usman S/O Allah Ditta Mahar	23	18	15	31	44	30	C	Pass	3rd
5	18-1055-148	Muhammad Ali S/O Kaka Muhammad Malik	62	36	31	58	60	57	C	Pass	3rd
6	18-1055-149	Zohrab S/O Naveed Muhammad Bhatti	53	30	41	50	62	66	C	Pass	3rd
7	18-1055-150	Qasim Muhammad Bhatti S/O Muhammad Rafiq Chaudh	21	18	20	52	46	69	C	Pass	3rd
8	18-1055-151	Faris Solangi D/O Muhammad Ahsan Solangi	78	39	64	59	64	69	C	Pass	3rd
9	18-1055-152	Muhammad D/O Muhammad Ahsan Solangi	80	61	15	49	62	70	C	Pass	3rd
10	18-1055-153	Muhammad Usman S/O Qasim Ahsan Solangi	76	72	88	88	87	70	C	Pass	3rd
11	18-1055-154	Muhammad Usman S/O Qasim Ahsan Solangi	60	45	18	48	60	67	C	Pass	3rd
12	18-1055-155	Said Ali S/O Abdul Qasim Hassan	75	89	18	48	64	64	C	Pass	3rd
13	18-1055-156	Muhammad S/O Muhammad Wajid Shabbir	65	50	18	49	67	65	C	Pass	3rd
14	18-1055-157	Muhammad S/O Muhammad Wajid Shabbir	78	82	28	49	72	68	C	Pass	3rd
15	18-1055-158	Muhammad S/O Muhammad Wajid Shabbir	87	82	37	49	64	70	C	Pass	3rd
16	18-1055-159	Muhammad S/O Muhammad Wajid Shabbir	77	10	20	49	65	70	C	Pass	3rd
17	18-1055-160	Muhammad S/O Muhammad Wajid Shabbir	80	79	40	50	66	69	C	Pass	3rd
18	18-1055-161	Muhammad S/O Muhammad Wajid Shabbir	87	88	40	50	70	66	C	Pass	3rd
19	18-1055-162	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
20	18-1055-163	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
21	18-1055-164	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
22	18-1055-165	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
23	18-1055-166	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
24	18-1055-167	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
25	18-1055-168	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
26	18-1055-169	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
27	18-1055-170	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
28	18-1055-171	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
29	18-1055-172	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
30	18-1055-173	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
31	18-1055-174	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
32	18-1055-175	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
33	18-1055-176	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
34	18-1055-177	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
35	18-1055-178	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
36	18-1055-179	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
37	18-1055-180	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
38	18-1055-181	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
39	18-1055-182	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
40	18-1055-183	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
41	18-1055-184	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
42	18-1055-185	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
43	18-1055-186	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
44	18-1055-187	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
45	18-1055-188	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
46	18-1055-189	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
47	18-1055-190	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
48	18-1055-191	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
49	18-1055-192	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
50	18-1055-193	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
51	18-1055-194	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
52	18-1055-195	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
53	18-1055-196	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
54	18-1055-197	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
55	18-1055-198	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
56	18-1055-199	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
57	18-1055-200	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
58	18-1055-201	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
59	18-1055-202	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
60	18-1055-203	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
61	18-1055-204	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
62	18-1055-205	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
63	18-1055-206	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
64	18-1055-207	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
65	18-1055-208	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
66	18-1055-209	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
67	18-1055-210	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
68	18-1055-211	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
69	18-1055-212	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
70	18-1055-213	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
71	18-1055-214	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
72	18-1055-215	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
73	18-1055-216	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd
74	18-1055-217	Muhammad S/O Muhammad Wajid Shabbir	87	89	40	50	70	66	C	Pass	3rd

(B)

Researcher's Training on Computer-Assisted Language Learning & Innovation





(C)

Consent Forms (EFL Teachers and Students)

EFL Teachers' Consent Form

I, _____ Subject specialist/ Senior Subject Specialist in the department of ____ at District _____ (city), am willing to participate in the EFL Teacher Survey Questionnaire. I agree to my profile and comments being included in the data collection on the understanding that confidentiality and privacy will be maintained. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I am also aware that I will be invited to participate in an interview and that this participation is voluntary. I understand that there will be no financial remuneration for my participation. Further, I am aware that results will be kept in a secure and private location. I understand, I can withdraw at any time without prejudice and my decision will be respected.

Signature: _____

Date: __/__/____




Sample of Filled Consent Form (Teachers)

EFL TEACHERS' CONSENT FORM

I, Slojza Dolman Junior Subject Specialist / Senior Subject Specialist in the department of English at GHS District/City Sahival am willing to participate in the EFL Teacher Survey Questionnaire. I agree to my profile and comments being included in the data collection on the understanding that confidentiality and privacy will be maintained. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I am also aware that I will be invited to participate in an interview and that this participation is voluntary. I understand that there will be no financial remuneration for my participation. Further, I am aware that results will be kept in a secure and private location. I understand, I can withdraw at any time without prejudice and my decision will be respected.

Signature: [Signature]

Date: 16/04/2020



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EFL Student's Consent Form

I----- Student in the Class----- Institution-----
----- city/District ---am willing to participate in the experiment. I agree to my participation being included in the class experiment. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I understand that there will be no financial remuneration for my participation. I understand, I can withdraw at any time without prejudice.

Signature:_____

Date:___/___/___

STUDENTS' CONSENT FORM

I Jabbar Ali Student in the Class 2nd year Institution -----
Higher Secondary School Okara City/District ----- Okara
-----am willing to participate in the experiment. I agree to my participation being included in the class experiment. I am also aware that my name will not appear on any documentation and my identity will not be disclosed at any point in the research or data analysis and, thus, I will remain completely anonymous. I understand that there will be no financial remuneration for my participation. I understand, I can withdraw at any time without prejudice.

Universiti Utara Malaysia

Signature: JLaei

Date: 15/07/2020

(D)

Lesson Plans for Experiment and Control Group

1st Week Meeting with Experimental/Control group for Pre-test/Post-test (Assessment & Evolution) in the Class

Subject: English
Class : XII
Skill: Writing
Topic of Discussion: How is school life? Describe in your own words
Time: 45 minutes

Teacher asks student to write a paragraph containing 200 words

2nd Week Meeting with Experimental Group for Working to Use Penzu and Control Group to Traditional Class Setting

3rd Week Treatment to Experiment/Control group

Lesson Plan

Subject: English (Writing)
Class : XII
Examination System: Annual
Skill: Writing
Topic of Discussion: Vocabulary
Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about text according to the given context.

Indicators

Students can use appropriate vocabulary in the writing

Learning Method

Exercise on Penzu through CALI/ Teacher Directed Method

Learning Materials

Introduction to Cloze test	A procedure in which a subject is asked to supply words that have been removed from a passage as a test of their ability to comprehend text.
The example	"Today, I went to the _____ and bought some bread and peanut butter.

Method

Explanation, and solving exercise in Penzu (CALI)/students' note books

Learning strategies

No	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready to have English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes
2	Main Activities 1. Exploration a. Teacher provided detail about use of appropriate words in the cloze test and gave some examples. b. Teacher asks the students about the use of words in the cloze test. 1. Have you ever heard the cloze test? 2. Can you tell what the song tells about? 2. Elaboration a. The teacher explains the material from the computer. b. The teacher gives chances to ask questions dealing with the material. c. Teacher emails material which contains the material.	Main Activities 1. Exploration a. Students listened the lecture. b. Students answer the question. 1. No. I haven't miss. 2. No, I can't miss 2. Elaboration a. Listen to the teachers' explanation. b. Ask the question if any a. students receive material email from teacher on cloze test/ handouts exercises b. Students listen the teacher that teacher and he asks the students	5 minutes 25 minutes

<p>d. The teacher asks students open text to fill in the blank which missing the paragraph.</p> <p>1. Jill was walking to her class slowly. She was worried <u>1</u> the History test she would have to <u>2</u> that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and <u>3</u> near her feet. As Jill glanced down at the paper, her heart nearly <u>4</u> a beat. It was the History test paper complete <u>5</u> answers !</p> <p>2. Jill's very first thought was not to <u>6</u> anyone about what she had found. She would memorize <u>7</u> the answers and do extremely <u>8</u> in the test. After some hard thinking, however, she knew that it would be a very <u>9</u> thing to do. Besides, it would not be <u>10</u> to her classmates. In the <u>11</u>, Jill returned the paper to her History teacher, Miss James.</p> <p>"Thanks, Jill. I have been searching high and <u>12</u> for it," said the teacher. "I...I've read all the questions <u>13</u>, Miss James," Jill confessed. Miss James <u>14</u> her not to worry as she would think of new questions for the test. Jill's <u>15</u> sank. She was half hoping that the test <u>16</u> be cancelled. Nevertheless, she did her best in the new test later that day. A few days later, the test papers were <u>17</u> to the class. Go her pleasant surprise, Jill discovered that she had <u>18</u> eighty marks. "You know something," she told her friends. "I could easily have scored <u>19</u> marks if I had cheated on this test. But I wouldn't be as pleased as I am <u>20</u> with the eighty marks I obtained."</p> <p>Confirmation</p> <ol style="list-style-type: none"> The teacher asks the students to explain their work in front of the class. The teacher examines the students' work. The teacher gives motivation to the students. 	<p>to fill in the blank which missing the paragraph.</p> <p>Students practice and solve exercise online/ notebooks</p> <p>Confirmation</p> <ol style="list-style-type: none"> Explain their work in front of the class confidently. Listen to the teacher's examine. Listen to the teacher's motivation. 	
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3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summarize . 2. Say thank you and good bye.	5 minutes
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Teaching Aids and Sources of Materials

Sources of Materials :

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ white board, handouts, writing material

Answers

1. about 2. take 3. landed 4. missed 5. with 6. tell 7. all 8. well 9. dishonest 10. fair 11. end 12. low 13. already 14. told 15. heart 16. would 17. returned 18. scored 19. full 20. now

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing paragraph with suitable vocabulary

4th Week Meeting with Experimental/Control Group

Universiti Utara Malaysia

Lesson Plan

Subject: English (Writing)

Class : XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Use of Vocabulary

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about text according to the given context.

Indicators

Students can use appropriate vocabulary in the writing

Learning Method

Exercise on Penzu through CALI/teacher directed

Learning Materials

Introduction to Cloze test	A procedure in which a subject is asked to supply words that have been removed from a passage as a test of their ability to comprehend text.
The example	"Today, I went to the _____ and bought some bread and peanut butter.

Method

Explanation, and solving exercise in Penzu (CALI)

Learning strategies

No	Teacher's Activities	Students' Activities	Time
1	Opening Activities	Opening Activities	
	1. Greet the students. Ex: Good morning.	1. Greet the teacher	3 minutes
	2. Checking the students' attendance.	2. Listening to teacher	
	3. Checking their readiness "Are you ready to have English lesson?"	3. Answer the teacher "Yes, I'm ready"	7 minutes

2	<p>Main Activities</p> <p>3. Exploration</p> <p>a. Teacher provided detail about use of appropriate words in the cloze test and gave some examples.</p> <p>b. Teacher asks the students about the use of words in the cloze test.</p> <p>1. Have you ever heard the cloze test?</p> <p>2. Can you tell what the song tells about?</p> <p>4. Elaboration</p> <p>a. The teacher explains the material from the computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>c. Teacher emails material which contains the material.</p> <p>d. The teacher asks students open text to fill in the blank which missing the paragraph.</p> <p>3. Jill was walking to her class slowly. She was worried <u>1</u> the History test she would have to <u>2</u> that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and <u>3</u> near her feet. As Jill glanced down at the paper, her heart nearly <u>4</u> a beat. It was the History test paper complete <u>5</u> answers !</p> <p>4. Jill's very first thought was not to <u>6</u> anyone about what she had found. She would memorize <u>7</u> the answers and do extremely <u>8</u> in the test. After some hard thinking, however, she knew that it would be a very <u>9</u> thing to do. Besides, it would not be <u>10</u> to her classmates. In the <u>11</u>, Jill returned the paper to her History teacher, Miss James.</p> <p>"Thanks, Jill. I have been searching high and <u>12</u> for it," said the teacher.</p> <p>"I...I've read all the questions <u>13</u>, Miss James," Jill confessed. Miss James <u>14</u> her not to worry as she would think of new questions for the test. Jill's <u>15</u> sank. She was half hoping that the test <u>16</u> be cancelled.</p> <p>Nevertheless, she did her best in the new test later that day. A few days later, the</p>	<p>Main Activities</p> <p>3. Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>1. No, I haven't miss.</p> <p>2. No, I can't miss</p> <p>4. Elaboration</p> <p>c. Listen to the teachers' explanation.</p> <p>d. Ask the question if any</p> <p>a. students receive material email from teacher on cloze test/ handouts</p> <p>b. Students listen the teacher that teacher and he asks the students to fill in the blank which missing the paragraph.</p>	<p>5 minutes</p> <p>25 minutes</p>
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	<p>test papers were ____17____ to the class. Go her pleasant surprise, Jill discovered that she had ____18____ eighty marks. "You know something," she told her friends. "I could easily have scored ____19____ marks if I had cheated on this test. But I wouldn't be as pleased as I am ____20____ with the eighty marks I obtained."</p> <p>4. Confirmation</p> <p>a. The teacher asks the students to explain their work in front of the class.</p> <p>b. The teacher examines the students' work.</p> <p>The teacher gives motivation to the students.</p>	<p>4. Confirmation</p> <p>a. Explain their work in front of the class confidently.</p> <p>b. Listen to the teacher's examine. Listen to the teacher's motivation.</p>	
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3	C. Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	C. Closing Activities 1. Listen to the teacher's summarize . 2. Say thank you and good bye.	5 minutes
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Teaching Aids and Sources of Materials

Sources of Materials:

**Developing English Competencies, an English Course book for Higher
Secondary School Students**

Teaching Aids

Computer, Penzu and Internet/ whiteboard, handouts exercises, writing material

Answers

1. about 2. take 3. landed 4. missed 5. with 6. tell 7. all 8. well 9. dishonest 10. fair 11. end 12. low 13. already 14. told 15. heart 16. would 17. returned 18. scored 19. full 20. now

Evaluation

Technique	Online Exercise/pre/posttest	Instrument
Filling in the blank	Online Exercise/ pre/posttests	Students filling the missing paragraph with suitable vocabulary

5th Week Treatment to the Experiment/ Control Group Continued...

Lesson Plan

Subject: English (Tenses)

Class : XII

Examination System: Annual

Skill: Writing

Topic of Discussion: Present (Simple/Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicator's

Students can use present tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed

Learning Materials

Introduction to Simple Present	A Verb that refers to present time is said to be in the Present Tense
Example	I write a letter.
Present Continuous tense	A Verb that refers to continuous action in present
Example	I am writing a letter.

Method

Explanation, and solving exercise in Penzu (CALI)/on the note-books

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about Present tense and gave some examples.</p> <p>b. Teacher asks the students about Present tense.</p> <p>1. Have you ever learnt about (simple/continuous/perfect/Perfect continuous) present?</p> <p>2. Can you tell what is present tense?</p> <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>Simple present (Affirmative: He/She/it and third person singular) Indicate mood and tenses</p> <p>1. The river flows under the brige.</p> <p>2. He teaches us English.</p> <p>3. She writes a letter.</p> <p>Negative/Interrogative mood. He/She/it and third person singular The river does not flow under the brige.</p> <p>Interrogative mood Does the river flow under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The rivers flow under the brige.</p> <p>2. They teach us English.</p> <p>3. We write a letter.</p> <p>(Affirmative: I/We/they/you & Plural subject) Indicate mood and tenses</p> <p>1. The rivers flow under the brige.</p> <p>2. They teach us English.</p> <p>3. We write a letter.</p> <p>Negative/Interrogative mood. I/We/they/you and plural subject</p> <p>1. The rivers do not flow under the brige.</p> <p>2. They teach do not us English.</p> <p>3. We do not write a letter.</p> <p>Interrogative mood Do rivers flow under the brige?</p> <p>Change into negative & interrogative</p> <p>1. Rivers flow under the brige.</p> <p>2. They teach us English.</p>	<p>Main Activities</p> <p>Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>1. No. I haven't miss.</p> <p>2. No, I can't miss</p> <p>Elaboration</p> <p>e. Listen to the teachers' explanation.</p> <p>f. Ask the question if any</p> <p>g. students receive material in their emails/hand on notes</p> <p>Students follow examples and solve exercise online/on note-books</p> <p>Students follow examples and solve exercise online/in the note-books</p> <p>Students follow examples and solve exercise online/note-books</p> <p>Confirmation</p> <p>a. Students explain their work in front of the class.</p> <p>b. students wait for the teacher's examination to be over.</p> <p>c. Listen to the teacher's motivation.</p>	<p>7 minutes</p> <p>20 minutes</p>
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	<p>3. We write a letter.</p> <p>Present Continuous tense: Teacher explains continuous aspect. (Affirmative mood) 4. The river is flowing under the bridge. 5. He is teaching us English. 6. We are writing letters. Negative/Interrogative mood The river is not flowing under the bridge. Interrogative mood Is the river flowing under the bridge? Change into negative & interrogative 1. The river is flowing under the bridge. 2. They are teaching us English. 3. I am writing a letter.</p> <p>Confirmation</p> <ol style="list-style-type: none"> The teacher asks the students to explain their work in front of the class. The teacher examines the students' work. The teacher gives motivation to the students 	
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3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summary . 2. Say thank you and good by.	8 minute s
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Teaching Aids and Sources of Materials

Sources of Materials:

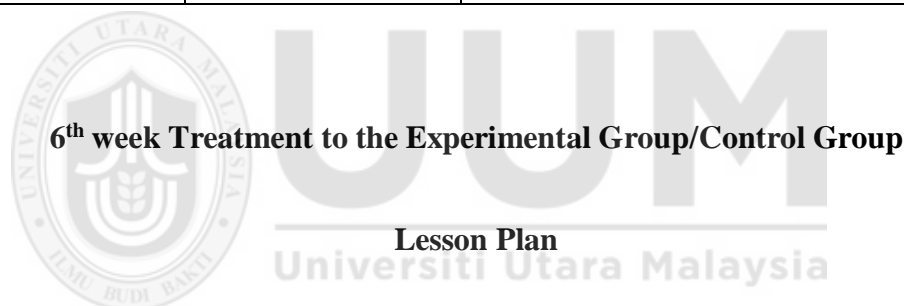
Developing English Competencies, an English Course book for Higher
Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing paragraph with suitable verbs to complete sentence.



6th week Treatment to the Experimental Group/Control Group

Lesson Plan

Subject: English (Tenses)

Class: XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Present (Perfect/Perfect Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method

Learning Materials

Present Perfect Tense	A verb that refers to action completed in immediate past
Example	I have just written a letter
Present Perfect continuous	A verb that refers to action started sometime in the past and still continuing.
Example	He has been sleeping for five hours

Method

Explanation, and solving exercise in Penzu (CALI)/ students' note-books

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about Present perfect/perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about tense.</p> <p>3. Have you ever learnt about (simple/continuous/perfect/Perfect continuous) present?</p> <p>4. Can you tell what is present tense?</p> <p>Elaboration</p> <p>c. The teacher explains the material from the main computer.</p> <p>d. The teacher gives chances to ask questions dealing with the material.</p> <p>Present Perfect tense: Teacher explains perfect aspect. (Affirmative mood)</p> <p>1. The river has flown under the brige.</p> <p>2. He has taught us English.</p> <p>3. We have written a letter.</p> <p>Negative/Interrogative mood The river has not flown under the brige.</p> <p>Interrogative mood Has the river flown under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river has flown under the brige.</p> <p>2. They have taught us English.</p> <p>3. I have written a letter.</p> <p>Present Perfect continuous tense: Teacher explains with examples. (Affirmative mood)</p> <p>1. The river has been flowing under the brige for many years.</p> <p>2. He has been teaching us English since 2020.</p> <p>3. We have been writing a letter.</p> <p>Negative/Interrogative mood The river has not been flowing under the brige for many years.</p> <p>Interrogative mood Has the river been flowing under the brige for many years?</p> <p>Change into negative & interrogative</p> <p>1. The river has been flowing under the brige for many years.</p> <p>2. They have been teaching us English since 2020.</p> <p>3. I have been writing a letter.</p> <p>Confirmation</p> <p>d. The teacher asks the students to</p>	<p>Main Activities</p> <p>Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>3. No. I haven't miss.</p> <p>4. No, I can't miss</p> <p>Elaboration</p> <p>c. Listen to the teachers' explanation.</p> <p>h. students receive material in their emails/hand on notes in the class</p> <p>Students follow examples and solve exercise online/in the note-books</p> <p>Students follow examples and solve exercise online/in the note-books & white board</p> <p>Confirmation</p> <p>d. Students explain their work in front of the class.</p> <p>e. students wait for the teacher's examination to be over.</p>	<p>7 minutes</p> <p>20 minutes</p>
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	explain their work in front of the class. e. The teacher examines the students' work. f. The teacher gives motivation to the students	f. Listen to the teacher's motivation.	
3	Closing Activities 3. The teacher summarizes the lesson 4. The teacher says thank you and good bye	Closing Activities 3. Listen to the teacher's summary . 4. Say thank you and good bye.	8 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

7th Week Treatment to the Experiment/Control Group

Lesson Plan (Grammar)

Subject: English (Tenses)

Class : XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Past (Simple/Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method

Learning Materials

Simple Past Tense	A verb that refers to action in the past
Example	I wrote a letter yesterday
Past continuous tense	A verb that refers to action continuing in the past but not still continuing.
Example	He was sleeping in the room.

Method

Explanation, and solving exercise in Penzu (CALI)/teacher-directed on whiteboard and notebooks

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning.	Opening Activities 1. Greet the teacher	3 minutes

	<p>2. Checking the students' attendance.</p> <p>3. Checking their readiness "Are you ready for English lesson?"</p>	<p>2. Listening to teacher</p> <p>3. Answer the teacher "Yes, I'm ready"</p>	<p>7 minutes</p>
2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Past /Past continuous tense and gave some examples.</p> <p>b. Teacher asks the students about past tense.</p> <p>5. Have you ever learnt about (simple/continuous) past?</p> <p>6. Can you tell what is past tense?</p> <p>Elaboration</p> <p>e. The teacher explains the material from the main computer.</p> <p>f. The teacher gives chances to ask questions dealing with the material.</p> <p>Simple past tense: Teacher explains Past Tense. (Affirmative mood)</p> <p>1. The river flew under the bridge.</p> <p>2. He taught us English last year.</p> <p>3. We wrote a letter yesterday.</p> <p>Negative/Interrogative mood The river did not flow under the bridge.</p> <p>Interrogative mood Did the river flow under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river flew under the bridge.</p> <p>2. He taught us English last year.</p> <p>3. We wrote a letter yesterday.</p> <p>Present continuous tense: Teacher explains with examples. (Affirmative mood)</p> <p>1. The river was flowing under the bridge for many years.</p> <p>2. He was teaching us English yesterday.</p> <p>3. We were writing a letter to you.</p> <p>Negative/Interrogative mood The river was not flowing under the bridge.</p> <p>Interrogative mood Was the river flowing under the bridge?</p> <p>Change into negative & interrogative</p> <p>1. The river was flowing under the bridge.</p> <p>2. They were teaching us English last year.</p> <p>3. I was writing a letter to you.</p> <p>Confirmation</p> <p>g. The teacher asks the students to explain their work in front of the class.</p>	<p>Main Activities</p> <p>Exploration</p> <p>c. Students listened the lecture.</p> <p>d. Students answer the question.</p> <p>5. No, I haven't miss.</p> <p>6. No, I can't miss</p> <p>Elaboration</p> <p>c. Listen to the teachers' explanation.</p> <p>i. students receive material in their emails/hand outs</p> <p>Students follow examples and solve exercise online/note books, whiteboard</p> <p>Students follow examples and solve exercise online/notebook/whiteboard</p> <p>Confirmation</p> <p>g. Students explain their work in front of the class.</p> <p>h. students wait for the teacher's</p>	<p>7 minutes</p> <p>25 minutes</p>

	h. The teacher examines the students' work. i. The teacher gives motivation to the students	examination to be over. i. Listen to the teacher's motivation.	
3	Closing Activities 5. The teacher summarizes the lesson 6. The teacher says thank you and good bye	Closing Activities 5. Listen to the teacher's summary . 6. Say thank you and good bye.	3 minute s

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher
Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing materia

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

8th Week Treatment to the Experiment/Control Group Continued....

Lesson Plan

Subject: English (Tenses)

Class: XII

Examination System: Annual

Skill: Writing

Topic of Discussion: Past (perfect/perfect Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method
Learning Materials

Past perfect Tense	A verb that refers to action completed in the past
Example	I had written a letter to you.
Past perfect continuous tense	It is used to denote an action going on at some time in the past. The time of the action may or may not be indicated
Example	He had been studying in this room for many years.

Method

Explanation, and solving exercise in Penzu (CALI)/note book

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Past perfect /perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about past perfect/perfect continuous tense.</p> <p>1. Have you ever learnt about (perfect/perfect continuous) past?</p> <p>2. Can you tell what is past tense?</p> <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>Past perfect tense: Teacher explains Tense. (Affirmative mood)</p> <p>1. The river had flown under the brige.</p> <p>2. He had taught us English.</p> <p>3. We had written a letter to you.</p> <p>Negative/Interrogative mood The river had not flown under the brige.</p> <p>Interrogative mood Had the river flown under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river had flown under the brige.</p> <p>2. He had taught us English.</p> <p>3. We had written a letter to you.</p> <p>Past perfect conituous tense: Teacher explains with examples. (Affirmative mood)</p> <p>1. The river had been flowing under the brige for many years.</p> <p>2. He had been teaching us English since yestrday.</p> <p>3. We had been writing a letter to you.</p> <p>Negative/Interrogative mood The river had not been flowing under the brige.</p> <p>Interrogative mood Had the river been flowing under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river had been flowing under the brige.</p> <p>2. They had been teaching us English last year.</p> <p>3. I had been writing a letter to you.</p> <p>Confirmation</p>	<p>Main Activities</p> <p>Exploration</p> <p>e. Students listened the lecture.</p> <p>f. Students answert the question.</p> <p>7. No. I haven't miss.</p> <p>8. No, I can't miss</p> <p>Elaboration</p> <p>a. Listen to the teeachers' explanation.</p> <p>b. students receive material in their emails/handouts/notes</p> <p>Students follow examples and solve exercise online/whiteboard,notebooks</p> <p>Students follow examples and solve exercise online/whiteboard, note books</p> <p>Confirmation</p> <p>1. Students explain their work in front of the class.</p> <p>2. students wait for the teacher's examination to be over.</p> <p>3. Listen to the teacher's motivation.</p>	<p>7 minutes</p> <p>25 minutes</p>
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	1. The teacher asks the students to explain their work in front of the class. 2. The teacher examines the students' work. 3. The teacher gives motivation to the students		
3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summary . 2. Say thank you and good bye.	3 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

9th Week Treatment to the Experiment/Control group

Lesson Plan

Subject: English (Tenses)

Class : XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Future (Simple/Continuous)

Time:

45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher-directed method learning Materials

Simple FutureTense	A verb that refers to an action in the future
Example	I will write a letter tomorrow.
Future continuous tense	A verb that refers to an action continuing in the future.
Example	He will be sleeping in the room now.

Method

Explanation, and solving exercise in Penzu (CALI)/note book, white board

Learning strategies

Opening Activities	Opening Activities	Time
1. Greet the students. Ex: Good morning.	1. Greet the teacher	
2. Checking the students' attendance.	2. Listening to teacher	
3. Checking their readiness "Are you ready for English lesson?"	3. Answer the teacher "Yes, I am ready"	

<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Simple Future/continuous tense and gave some examples.</p> <p>b. Teacher asks the students about Future tense.</p> <p>1. Have you ever learnt about (simple/continuous) Future?</p> <p>2. Can you tell what is Future tense?</p> <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>Simple Future t tense: Teacher explains Future Tense. (Affirmative mood)</p> <p>1. The river will flow under the brige.</p> <p>2. He will teach us English next year.</p> <p>3. We will write a letter tomorrow.</p> <p>Negative/Interrogative mood The river will not flow under the brige.</p> <p>Interrogative mood will the river flow under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river will flow under the brige.</p> <p>2. He will teach us English next year.</p> <p>3. We will write a letter tomorrow.</p> <p>Future continuous tense: Teacher explains with examples. (Affirmative mood)</p> <p>1. The river will be flowing under the brige.</p> <p>2. He will be teaching us English tomorrow.</p> <p>3. We will be writing a letter to you.</p> <p>Negative/Interrogative mood The river will not be flowing under the brige.</p> <p>Interrogative mood Will the river be flowing under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river will be flowing under the brige.</p> <p>2. They will be teaching us English.</p> <p>3. I shall be writing a letter to you.</p> <p>Confirmation</p> <p>1. The teacher asks the students to explain their work in front of the class.</p>	<p>Main Activities</p> <p>Exploration</p> <p>a. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>1. No. I haven't miss.</p> <p>2. No, I can't miss</p> <p>Elaboration</p> <p>a. Listen to the teachers' explanation.</p> <p>b. students receive material in their emails/handouts, teacher notes</p> <p>Students follow examples and solve exercise online/on note books</p> <p>Students follow examples and solve exercise online/on note books</p> <p>Confirmation</p> <p>1. Students explain their work in front of the class.</p> <p>2. students wait for the teacher's examination to be over.</p> <p>3. Listen to the teacher's motivation.</p>	<p>3 minutes</p> <p>7 minutes</p>
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2. The teacher examines the students' work.		
3. The teacher gives motivation to the students		

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher
Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

10th Week Treatment to the Experimental/Control Group Continued.....

Lesson Plan

Subject: English (Tenses)

Class: XII

Examination System: Annual

Skill: Writing

Topic of Discussion: Future (perfect/perfect Continuous)

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on Penzu through CALI/teacher directed method
Learning Materials

Simple FutureTense	A verb that refers to an action completed in the future
Example	I will have written a letter next week.
Future continuous tense	It is used for actions which will be in progress over a period of time that will end in the future.
Example	He will have been sleeping in the room for tow hours.

Method

Explanation, and solving exercise in Penzu (CALI)/notebook

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about simple Future perfect/perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about Future tense.</p> <p>1. Have you ever learnt about (simple/continuous) Future?</p> <p>2. Can you tell what is Future tense?</p> <p>Elaboration</p> <p>a. The teacher explains the material from the main computer.</p> <p>b. The teacher gives chances to ask questions dealing with the material.</p> <p>Future perfect tense: Teacher explains Future Tense. (Affirmative mood)</p> <p>1. The river will have flown under the brige.</p> <p>2. He will have taught us English.</p> <p>3. We will have written a letter tomorrow.</p> <p>Negative/Interrogative mood The river will not have flown under the brige.</p> <p>Interrogative mood will the river have flown under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river will have flown under the brige.</p> <p>2. He will have taught us English.</p> <p>3. We will have written a letter tomorrow.</p> <p>Future perfect continuous tense: Teacher explains with examples. (Affirmative mood)</p> <p>1. The river will have been flowing under the brige for two years.</p> <p>2. He will have been teaching us English since morning.</p> <p>3. We will have been writing a letter to you since evening.</p> <p>Negative/Interrogative mood The river will not have been flowing under the brige.</p> <p>Interrogative mood Will the river have been flowing under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river will have been flowing under the brige for two years.</p> <p>2. They will have been teaching us English since morning.</p> <p>3. I shall have been writing a letter to you since evening.</p>	<p>Main Activities</p> <p>Exploration</p> <p>b. Students listened the lecture.</p> <p>b. Students answer the question.</p> <p>1. No. I haven't miss.</p> <p>2. No, I can't miss</p> <p>Elaboration</p> <p>a. Listen to the teachers' explanation.</p> <p>b. students receive material in their emails/ handouts, teacher notes</p> <p>Students follow examples and solve exercise online/ white board, note books</p> <p>Students follow examples and solve exercise online/on note books</p> <p>Confirmation</p> <p>1. Students explain their work in front of the class.</p> <p>2. students wait for the teacher's examination to be over.</p> <p>3. Listen to the teacher's motivation.</p>	<p>7 minutes</p> <p>25 minutes</p>
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	Confirmation 1. The teacher asks the students to explain their work in front of the class. 2. The teacher examines the students' work. 3. The teacher gives motivation to the students		
3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summary . 2. Say thank you and good bye.	3 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

11th week Treatment to the Experimental group/control group

Lesson Plan

Subject: English (Tenses)

Class: XII

Examination System : Annual

Skill: Writing

Topic of Discussion: Transitive and intransitive verbs, paragraph writing

Time: 45 minutes

Competence Standard

Understand the meaning of the text interpersonal formal and informal in the context of daily life.

Basic Competence

Responding meaning of transactional and interpersonal formal and informal accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of texts.

Learning Objectives

Students understand about tenses in theory and practice.

Indicators

Students can use past tense (in its forms) in the writing

Learning Method

Exercise on penzu through CALI/teacher-directed method

Learning Materials

Present Perfect Tense	A verb that refers to action completed in immediate past
Example	I have just written a letter
Present Perfect continuous	A verb that refers to action started sometime in the past and still continuing.
Example	He has been sleeping for five hours

Method

Explanation, and solving exercise in penzu (CALI)/ students' note-books

Learning strategies

N	Teacher's Activities	Students' Activities	Time
1	Opening Activities 1. Greet the students. Ex: Good morning. 2. Checking the students' attendance. 3. Checking their readiness "Are you ready for English lesson?"	Opening Activities 1. Greet the teacher 2. Listening to teacher 3. Answer the teacher "Yes, I'm ready"	3 minutes 7 minutes

2	<p>Main Activities</p> <p>Exploration</p> <p>a. Teacher provided detail about Present perfect/perfect continuous tense and gave some examples.</p> <p>b. Teacher asks the students about tense.</p> <p>7. Have you ever learnt about (simple/continuous/perfect/Perfect continuous) present?</p> <p>8. Can you tell what is present tense?</p> <p>Elaboration</p> <p>g. The teacher explains the material from the main computer.</p> <p>h. The teacher gives chances to ask questions dealing with the material.</p> <p>Present Perfect tense: Teacher explains perfect aspect. (Affirmative mood)</p> <p>1. The river has flown under the brige.</p> <p>2. He has taught us English.</p> <p>3. We have written a letter.</p> <p>Negative/Interrogative mood The river has not flown under the brige.</p> <p>Interrogative mood Has the river flown under the brige?</p> <p>Change into negative & interrogative</p> <p>1. The river has flown under the brige.</p> <p>2. They have taught us English.</p> <p>3. I have written a letter.</p> <p>Present Perfect continuous tense: Teacher explains with examples. (Affirmative mood)</p> <p>1. The river has been flowing under the brige for many years.</p> <p>2. He has been teaching us English since 2020.</p> <p>3. We have been writing a letter.</p> <p>Negative/Interrogative mood The river has not been flowing under the brige for many years.</p> <p>Interrogative mood Has the river been flowing under the brige for many years?</p> <p>Change into negative & interrogative</p> <p>1. The river has been flowing under the brige for many years.</p> <p>2. They have been teaching us English since 2020.</p> <p>3. I have been writing a letter.</p> <p>Confirmation</p> <p>j. The teacher asks the students to</p>	<p>Main Activities</p> <p>Exploration</p> <p>g. Students listened the lecture.</p> <p>h. Students answer the question.</p> <p>9. No. I haven't miss.</p> <p>10. No, I can't miss</p> <p>Elaboration</p> <p>c. Listen to the teachers' explanation.</p> <p>j. students receive material in their emails/hand on notes in the class</p> <p>Students follow examples and solve exercise online/in the note-books</p> <p>Students follow examples and solve exercise online/in the note-books & white board</p> <p>Confirmation</p> <p>j. Students explain their work in front of the class.</p> <p>k. students wait for the teacher's examination to be over.</p>	<p>7 minutes</p> <p>20 minutes</p>
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	explain their work in front of the class. k. The teacher examines the students' work. l. The teacher gives motivation to the students	1. Listen to the teacher's motivation.	
3	Closing Activities 1. The teacher summarizes the lesson 2. The teacher says thank you and good bye	Closing Activities 1. Listen to the teacher's summary . 2. Say thank you and good bye.	3 minutes

Teaching Aids and Sources of Materials

Sources of Materials:

Developing English Competencies, an English Course book for Higher Secondary School Students

Teaching Aids

Computer, Penzu online source/ whiteboard, handouts exercises, writing material

Evaluation

Technique	Instrument Form	Instrument
Filling in the blank	Online Exercise/pre/posttest	Students filling the missing words with suitable verbs in sentences.

12th Week (Post-Test on Open Writing Skills in the Class)

Post-test

Subject: English (Writing)

Class : XII

Skills: Writing

Time: 45 minutes

Topic : How is school life? Describe in your own words.

Teacher provides topic and asks students to write a paragraph containing 200 words.

(E)

Classroom Activities

Part 1

Verb Multiple Choice Questions

Directions: Choose the correct or more suitable forms of the verbs to fill in the blanks: -

1. The plane --- at 3.30. (arrives, will arrive)
2. I will phone you when he --- back. (comes, will come)
3. When I get home, my dog --- at the gate waiting for me. (sits, will be sitting)
4. I --- the Joshis this evening. (visit, am visiting)
5. Look at those black clouds. It ---.(will rain, is going to rain)
6. The train --- before we reach the station. (arrives, will have arrived)
7. Perhaps we --- Mahabaleshwar next month. (visit, will visit)
8. Unless we --- now we can't be on time. (start, will start)

Cloze/Fill-In-The-Blank Questions

Directions: Complete the sentences with the correct forms of the verbs in the parentheses.

The story is tediously-----out. (spin). I-----it for a joke. (mean) He was -----for a lawyer (mean). Suddenly, the wind----- (arise). There never has-----a great man who has not been misunderstood. (arise).Who-----the first prize? (draw). He has----- a wrong inference. (draw) The train-----up to the station (draw). I certainly----- you to make that promise (understand). I am afraid I did not make myself (understand). He was accidentally----- in the farm (Shoot). He is not known ever to have-----from an encounter (Shrink). I noticed that he -----of sweat. (smell). The car----- in the mud (stick).

Directions: Complete the sentences with the correct adjective clauses provided in the parentheses.

- I know the place----- (I am born /where he was born)
- He is the man----- (I told him a lie/who was murdered)
 - The house -----is a hundred years old. (very old /that you see)
 - Where is the book----- ? (I lost yesterday/that I lost)
 - Boys will not be promoted. (who are failed/ who were failed).

Open-ended Question

Sentence Completion

Directions: Please complete the following sentences. Use as many words as you would like. Please make sure that your answers use correct grammar and that they make sense. Only one complete sentence for each question is required.

Example: _____, I drove him to the Hospital. Because his car was stolen yesterday, I drove him to the hospital. OR Because his driver license had been suspended, I drove him to the Hospital. OR

Because his vehicle has been towed away by the police, I drove him to the Hospital.

Question 1

There is some truth in the common saying that while dogs become attached to persons, cats ----- to the places.

Question 2

A dog will follow ----- anywhere, but a ----- the house it is used to; and even when the house changes hand, ----- remain there.

Question 3

So long as cat is ----- by the new owners.

Question 4

A cat ----- seem to be capable of the personal devotion often shown by a dog.

Question 5

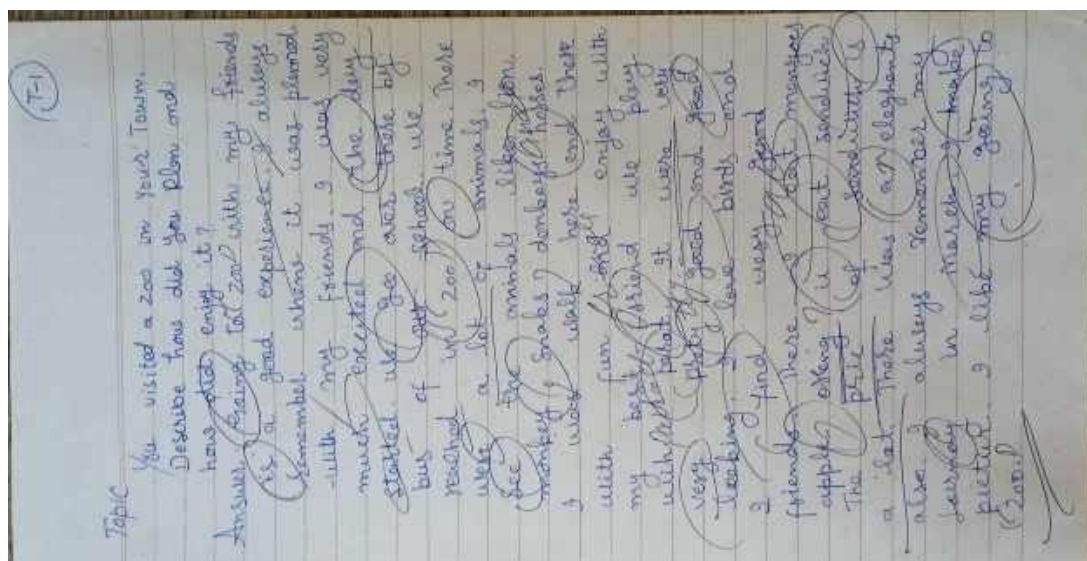
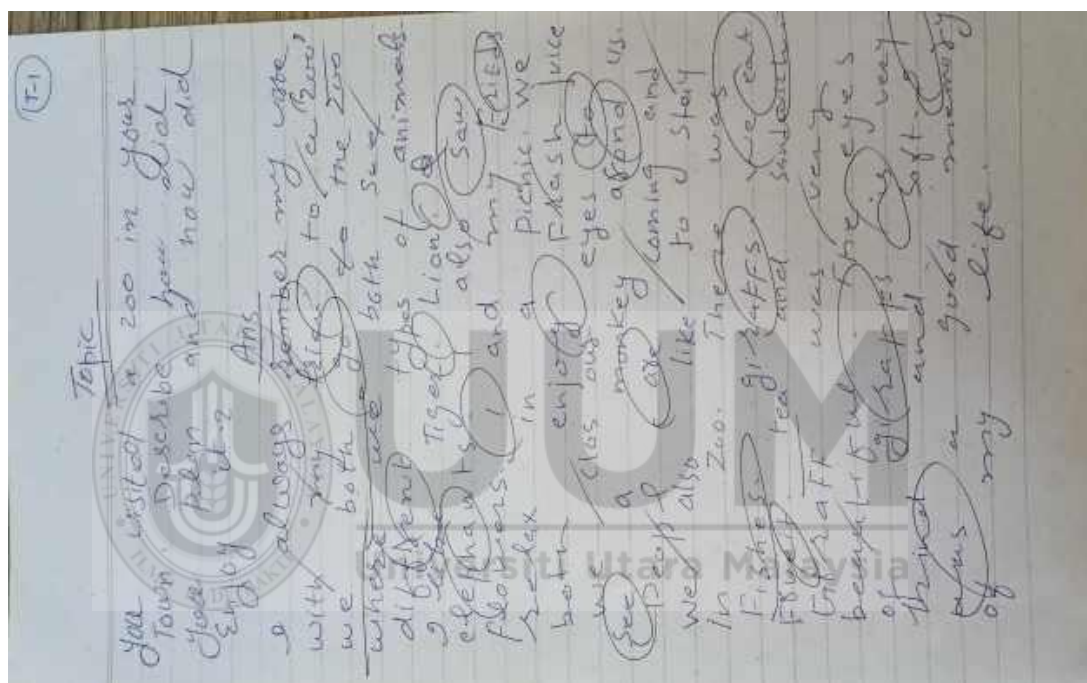
It thinks most of its own comfort and ----- is only cupboard love.

Part-II Open Writing Class Tests

Pre-test: How is school life? Describe in your own words.

Post-test: How is school life? Describe in your own words.

Sample of Pilot-Tests



Post Test

(7-2)

Experimental Group

Topic:

You visited a Zoo in your town. Describe how you planned and how did you enjoy it?

Answer:

✓ I visited a Zoo with friends to enjoy special as it gives more pleasure and opportunities to enjoy.

✓ I also planned a visit to Zoo to visit my friends.

✓ Amir, Omar and Hamid. They are my best friends.

✓ When we planned the visit, I very clearly wrote down the plan and was thinking.

✓ My friend Ali was already interested in going to visit.

✓ On Friday morning, we said our father.

✓ He suddenly told me that he was going to the zoo with Amir and Hamid. He both made with me.

✓ When we were talking about it, we were given a responsibility to lunch to Amir. I was asked by him to bring bread and bread. Later, Amir himself brought promised to bring tea and bakery.

✓ Friends, I gathered.

✓ We got together at 10.00 am and went to the zoo.

✓ I saw a lot of children there who were enjoying.

✓ Everywhere we saw green trees and placed our baskets.

✓ (Go) There we sat down and enjoyed green grass. The weather was very beautiful. We also played table game.

✓ We saw peacocks, lions and many colorful birds.

✓ When we were fast tired, we sat down and took our lunch.

✓ After lunch, we had a cup of tea. It was 5 pm. We said our father prayer and returned back to our home. He was very happy because he enjoyed time with his friends.

Post Test

(3)

Topic:

You visited a Zoo in your town. Describe how you planned and how did you enjoy it?

✓ There is a Zoo in our town. Dipalpur.

✓ People visit that Zoo in holidays. It is very famous because it is very neat and clean.

✓ Last year, Dipalpur, I visited there.

✓ There are grounds for cricket, football and hockey. Children play when they come to visit.

✓ One day in Sunday evening, my friends and I made a plan to visit.

✓ I made a plan with my friends. We made a plan to visit.

✓ I made a plan with my friends. We made a plan to visit.

✓ I made a plan with my friends. We made a plan to visit.

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✓ I made a plan with my friends. We made a plan to visit.

EFL Students' Essay Writing Scale				
Student Type	Score	Level	Criteria	Results
Vocabulary	20-18	Excellent to Very Good	Sophisticated range; effective word/idiom choice and usage; word form mastery. Appropriate register.	20
	15-14	Good to Average	Adequate range. Occasional errors of word form limit choice; range but meaning not obscured.	
	13-12	Fair to Poor	Limited range. Frequent errors of word form limit choice; range. Meaning confused or obscured.	
	9-7	Very Poor	Extremely restricted; little knowledge of English vocabulary; idiom/s word form OK not enough to evaluate.	
Grammar	25-22	Excellent to Very Good	Effective complex constructions; few errors of agreement in the use of tense, word order, and preposition.	22
	21-18	Good to Average	Effective but simple constructions; many errors of agreement, in the use of tense, word order, and preposition.	
	17-11	Fair to Poor	Major problems in simple & complex constructions; frequent errors of agreement, tense, word order, and preposition; meaning confused and obscured.	
	10-5	Very Poor	Virtually no mastery of sentence construction; full of errors; does not communicate.	
Content (Organization)	30-27	Excellent to Very Good	Knowledgeable, substantive. Thorough development of ideas relevant to assigned topic.	26
	26-22	Good to Average	Some knowledge of subject; adequate range; limited development of ideas; mostly relevant to topic, but lacks detail.	
	21-17	Fair to Poor	Limited knowledge of subject; little substance; inadequate development of topic.	
	16-11	Very Poor	Does not show knowledge of subject; non-substantive; not pertinent; OK not enough to evaluate.	
Mechanics	25-22	Excellent to Very Good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.	21
	21-18	Good to Average	Occasional errors of spelling, punctuation, capitalization, but meanings not obscured.	
	17-11	Fair to Poor	Frequent errors of spelling, punctuation, capitalization; but meanings confused.	
	10-5	Very Poor	No mastery of conventions; numerous errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; not enough to evaluate.	

Jacobs et al. (1981) as used in Ong, J., & Zhang, L. J. (2020). Effects of the manipulation of cognitive processes on EFL writers' text quality. *TESOL Quarterly*, 47(2), 375-398. <https://doi.org/10.1002/tesq.55>

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EFL Students' Essay Writing Scale					Page	Post-Test
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Vocabulary	20-18	Excellent to Very Good	unfamiliarized range of words/learn choice and usage, word form mastery, appropriate register			
	17-14	Good to Average	adequate range, Occasional errors of word form/learn choice/usage but meaning not obscured			
	13-10	Fair to Poor	limited range, frequent errors of word form/learn choice/usage, Meaning confused or obscured			
	6-7	Very Poor	essentially no mastery of word form/learn choice/usage, Meaning confused or obscured			
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ALUMINUM JARING / ALUMINUM MESH				
Component / Komponen	Level	Indikator	Markah	Weighting
Welding (II)	5	Excellent	Present the information with clear details	
	4	Excellent	Presenting information with clear details	
	3	Good	Presenting information with clear details	
	2	Good	Presenting information with clear details	
	1	Good	Presenting information with clear details	
Drawing (II)	5	Excellent	Present the information with clear details	
	4	Excellent	Presenting information with clear details	
	3	Good	Presenting information with clear details	
	2	Good	Presenting information with clear details	
	1	Good	Presenting information with clear details	
Mathematics (II)	5	Excellent	Present the information with clear details	
	4	Excellent	Presenting information with clear details	
	3	Good	Presenting information with clear details	
	2	Good	Presenting information with clear details	
	1	Good	Presenting information with clear details	
Current IC	5	Excellent	Present the information with clear details	
	4	Excellent	Presenting information with clear details	
	3	Good	Presenting information with clear details	
	2	Good	Presenting information with clear details	
	1	Good	Presenting information with clear details	

$$2 + 2 + 1 = 5$$

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Component / Komponen	Level	Indikator	Markah	Weighting
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$$1 + 2 + 1 + 1 = 5$$

(F)

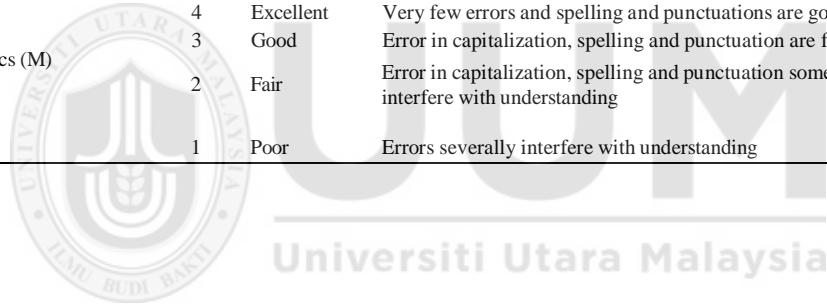
Rubrics for Students Assessment (Higher Secondary Level)

EFL Students' Essay Writing Scale				
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	13-10	Fair to Poor: limited range, Frequent errors of word/idiom form, choice, usage, Meaning confused or obscured		
	9-7	Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate		
Grammar	25-22	Excellent to Very Good: Effective complex construction, few errors of agreement in the use of tense, word order, and preposition		
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Content	30-27	Excellent to Very Good: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic		
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	21-17	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic		
	16-13	Very Poor: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate		
Organisation	20-18	Excellent to Very Good: fluent expression, ideas clearly stated/ supported, sufficient, well-organized, logical sequencing, cohesive		
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing		
	13-10	Fair to Poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development		
	9-7	Very Poor: does not communicate, No organization, OR not enough to evaluate		
Mechanics	5	Excellent to Very Good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing		
	4	Good to Average: Occasional errors of spelling, punctuation, capitalization, but meanings not obscured		
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, but meanings confused		
	2	Very Poor: no mastery of conventions, numerous errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate		

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Rubric to Assess Writing Skills adopted from Majid & Islam (2021)

Components of Writing	Score	Level	Indicators	Weighting
Vocabulary (V)	5	Exceptional	Present the information well-chosen details	5
	4	Excellent	Paragraphs and writing is very understandable	
	3	Good	Present the information with details in parts of paragraphs and writing is understandable	
	2	Fair	Present the information with some details and writing is less understandable	
	1	Poor	Present no clear information and writing is not understandable	
Grammar (G)	5	Exceptional	Good in the choice of verbs.	5
	4	Excellent	Good understanding of verbs.	
	3	Good	Errors in the choice of verbs are few and do not interfere with understanding	
	2	Fair	Errors in the choice of verbs that sometimes interfere with understanding	
	1	Poor	Many errors in the choice of verbs that severally interfere with understanding	
Content (C)	5	Exceptional	Good in grammar	5
	4	Excellent	Structure is fine	
	3	Good	Errors are few and do not interfere with understanding	
	2	Fair	Errors in the choice of grammar are and sometimes they interfere with understanding	
	1	Poor	Errors in the choice of grammar are and severally interfere with understanding	
Mechanics (M)	5	Exceptional	Good in capitalization, spelling and punctuation	5
	4	Excellent	Very few errors and spelling and punctuations are good	
	3	Good	Error in capitalization, spelling and punctuation are few	
	2	Fair	Error in capitalization, spelling and punctuation sometimes interfere with understanding	
	1	Poor	Errors severally interfere with understanding	

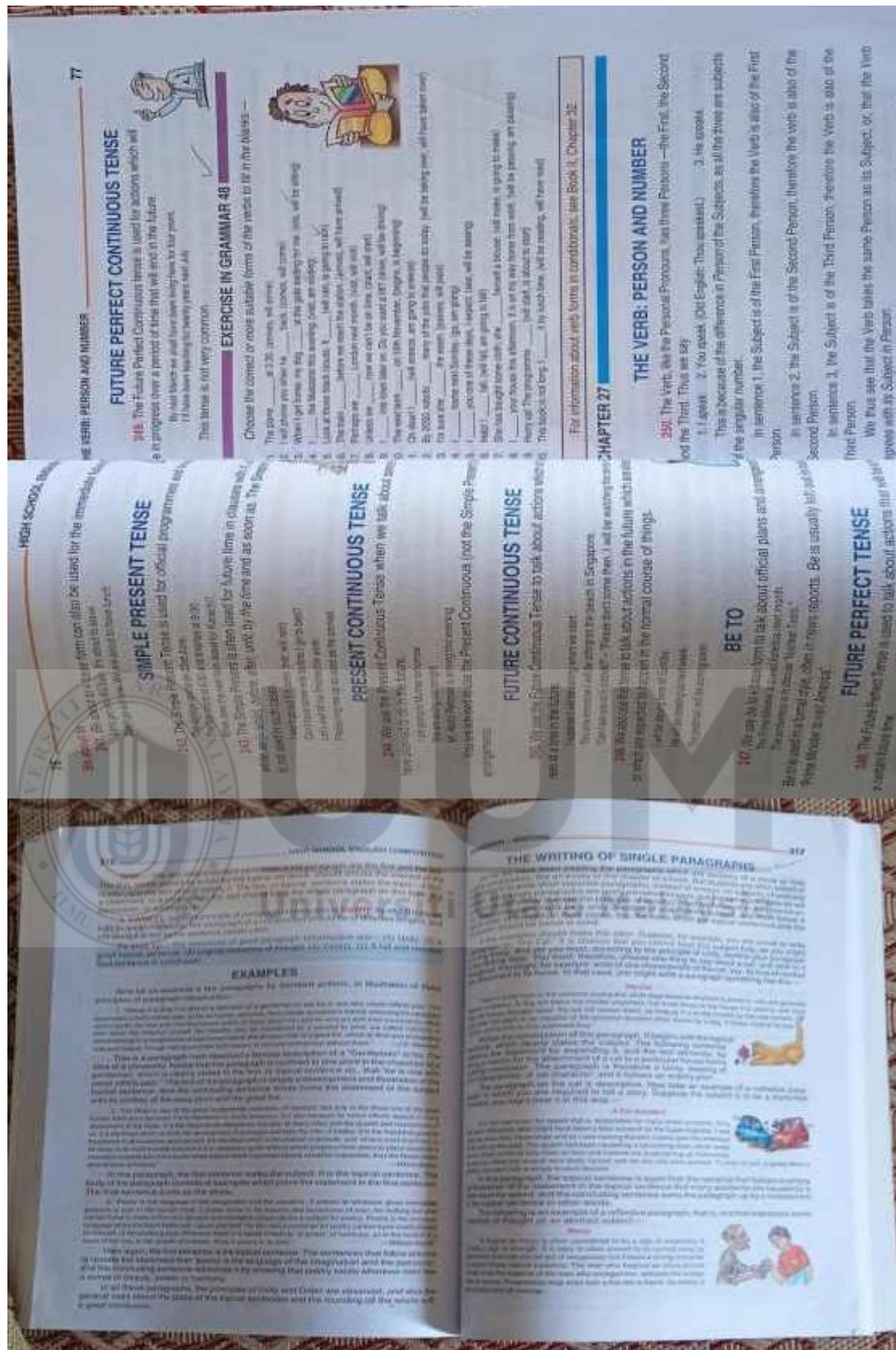


Course Content of Text Book by Wren & Martin



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(H)

Computer Features of the Multimedia Computer Laboratory

The Multimedia Laboratory (Room 22) in the “Government Higher Secondary School Okara” is fully equipped with the latest technology. All 35 computers run the latest version of Microsoft Windows 7 Professional (64-bit) with 30 GB internet. The specifications of the computers are as follows: The HP Compaq dx2450 Microtower PC (KA546UT) with Compaq S1922 18.5-inch widescreen LCD monitor and genuine Windows Vista Business 32 operating system installed, a processor of AMD Athlon dual-core 4450B, 2.3 GHz, 1 MB L2 cache, HT bus 2.0, and standard memory of 2GB. The internal hard disk drive is 80 GB, the hard disk drive is 80 GB, and the hard disk drive speed is 7200 rpm. The CD-ROM and DVD is 48X SATA DVD/CD-RW combo. Some of the features of the video adapter are as follows: integrated NVIDIA GeForce 6150SE graphics NVIDIA GF 8400 GS (256 MB SH) Single Gead (PCIe x16) ATI Radeon HD 2400 XT (256

MB DH) PCIe x16. The sound system feature is Realtek ALC888S high definition audio codec. The modem is 2006 Agere PCI 56K. The network interface is integrated Realtek RTL8211B 10/100/1000 Ethernet.. The keyboard is HP PS/2 Standard Keyboard and the mouse/pointing device is HP USB 2-Button Optical Scroll Mouse.

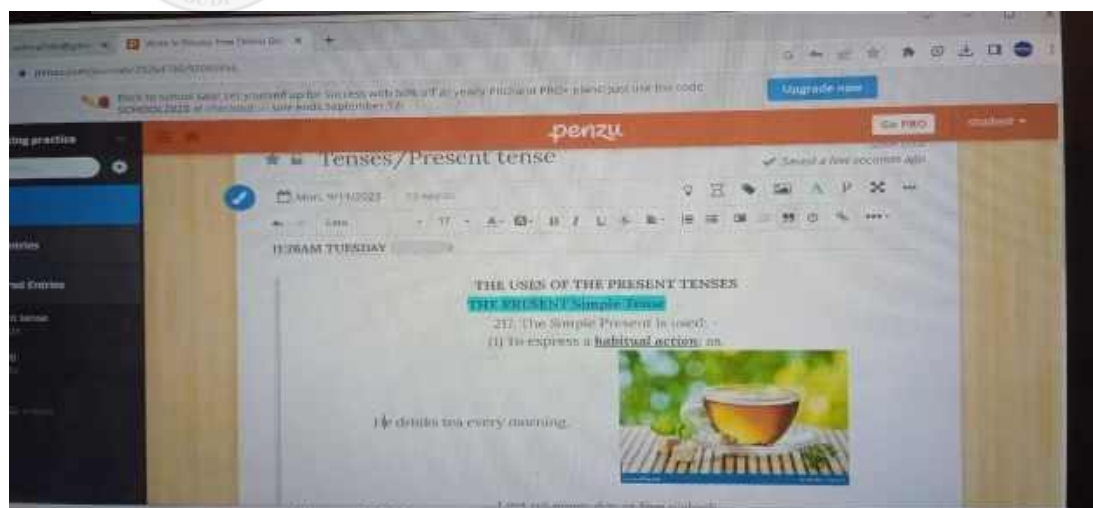
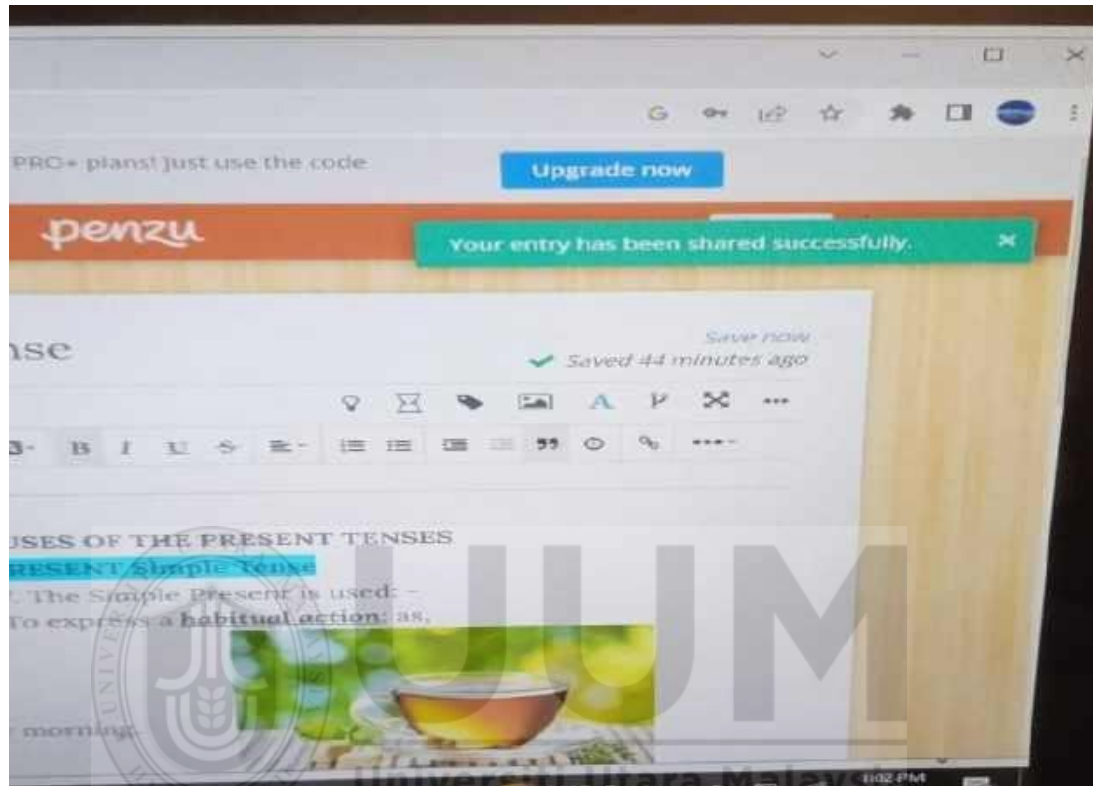
There are 35 computers in the Computer Laboratory (Room 22) at the IEP. The Computer Lab is fully equipped with the latest technology. All the computers run the latest version of Microsoft Windows 7 Professional (64-bit). The specifications of the computers are as follows: Students will be using HP Pavilion All-In-One MS218 Desktop PC. The computers are equipped with 18.5" LCD display monitor, a base processor of Athlon X2 (B) 3250e 1.5 GHz (22W), 2000 MT/s (mega transfers/second), and Socket AM2. The attributes of memory are as

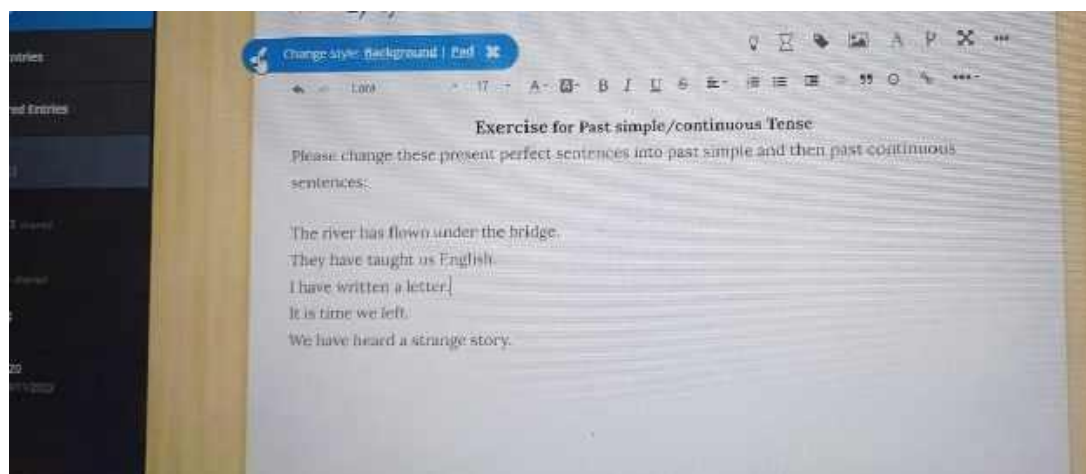
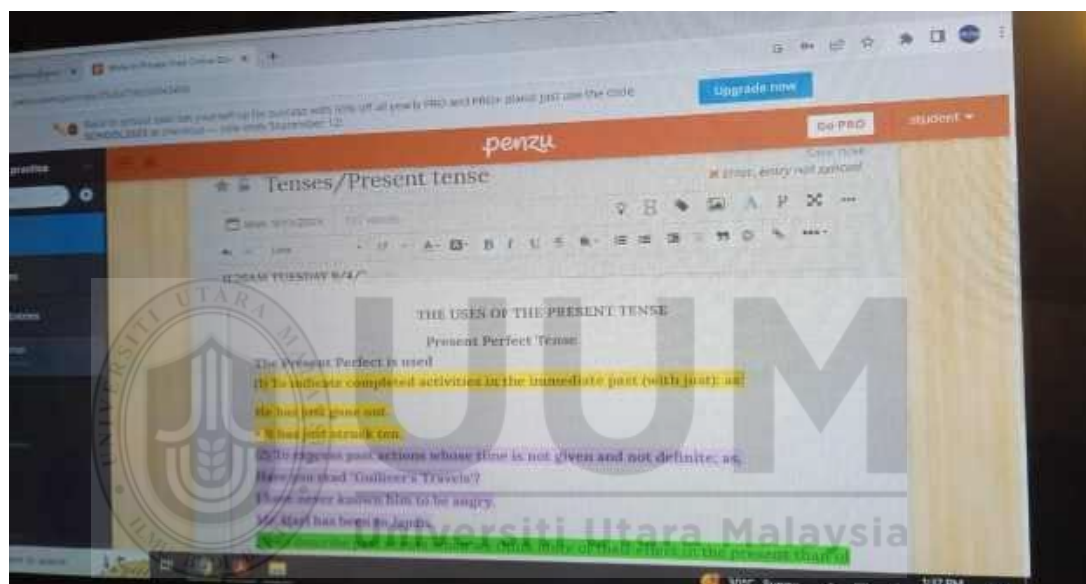
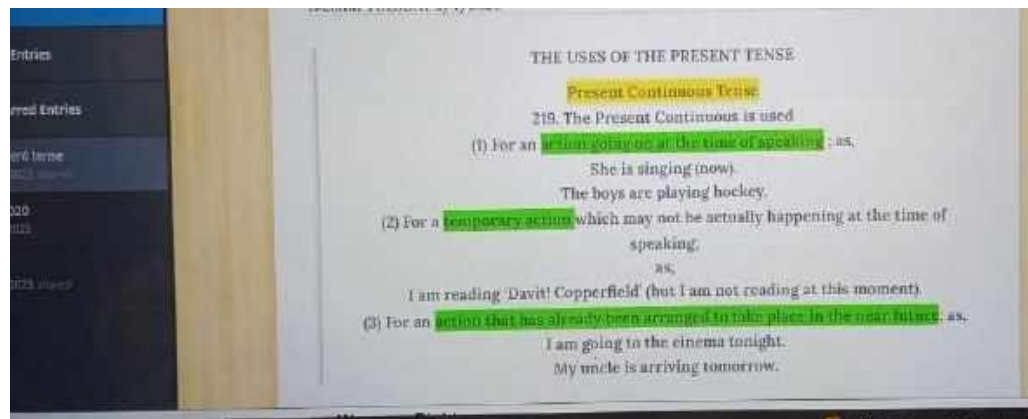
followed: 8GB memory installed and with 8 GB (4 x 4 GB) (64-bit OS) and 8 GB (4 x 4 GB) (132-bit OS) maximum allowed. The speed is PC2-6400 MB/sec. The hard drive is 250 GB

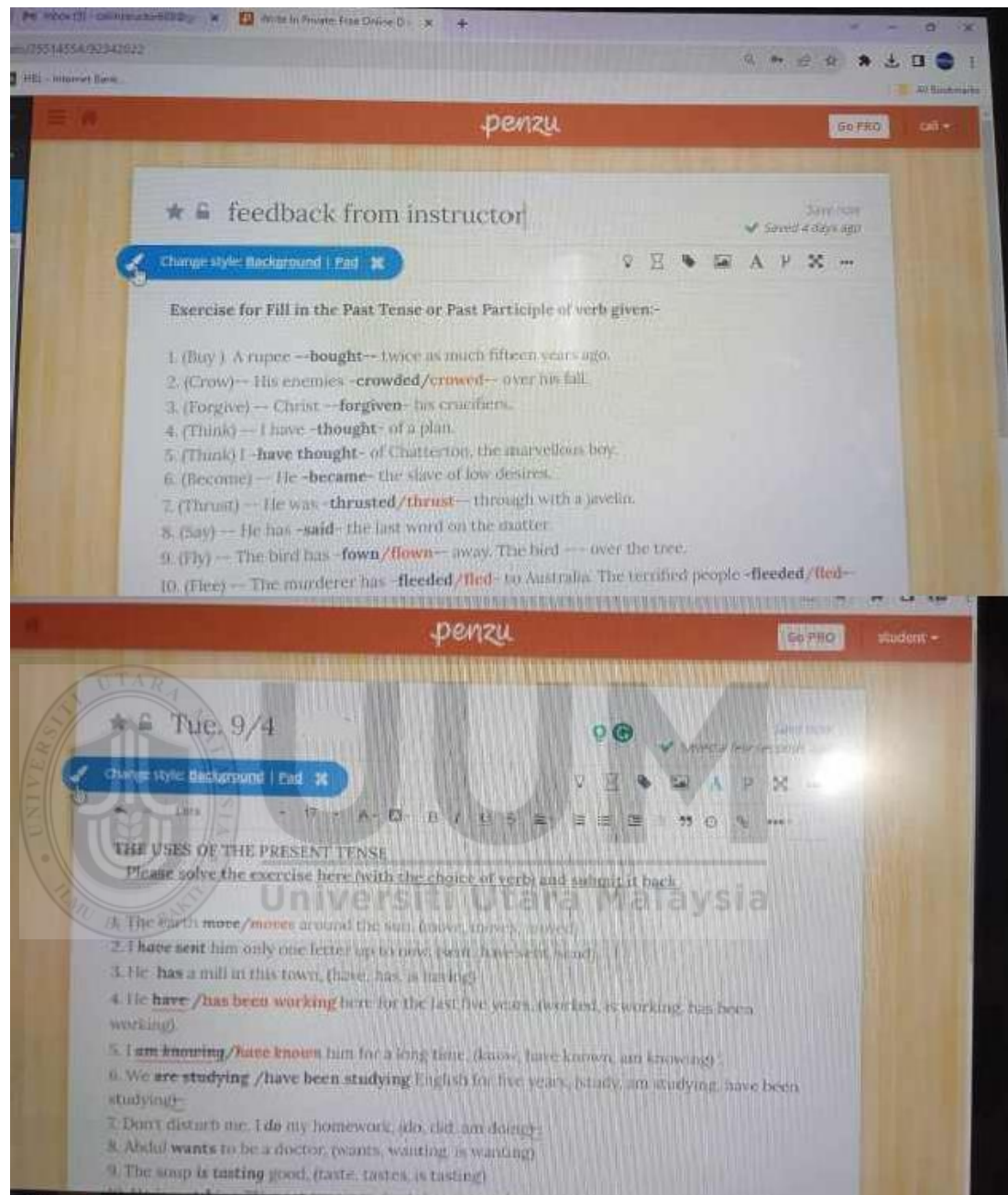
SATA 3G (3.0 Gb/sec) and 7200rpm. The Wireless LAN is 802.11 b/g mini-card. The computers are equipped with integrated high definition audio. Its audio codec is Realtek ALC269. It can support two audio channels through an analog connection. The Network (LAN) is integrated 10/100 Base-T networking interface. The external I/O ports are as follows: There are 2 USB, 1 headphone, and 1 microphone, 2W internal speakers, and web camera. The keyboard is HP USB keyboard and the mouse is HP USB optical mouse.

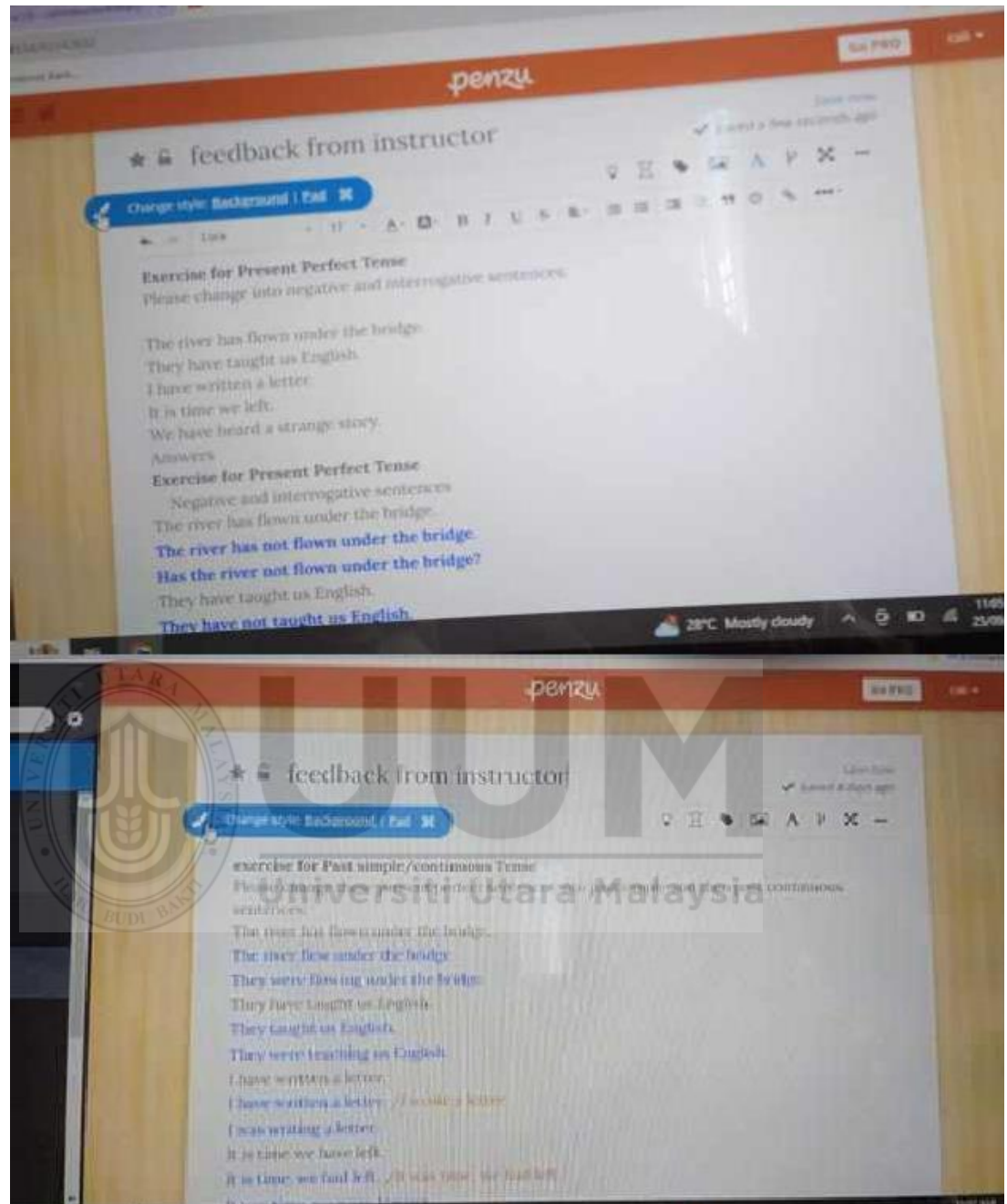
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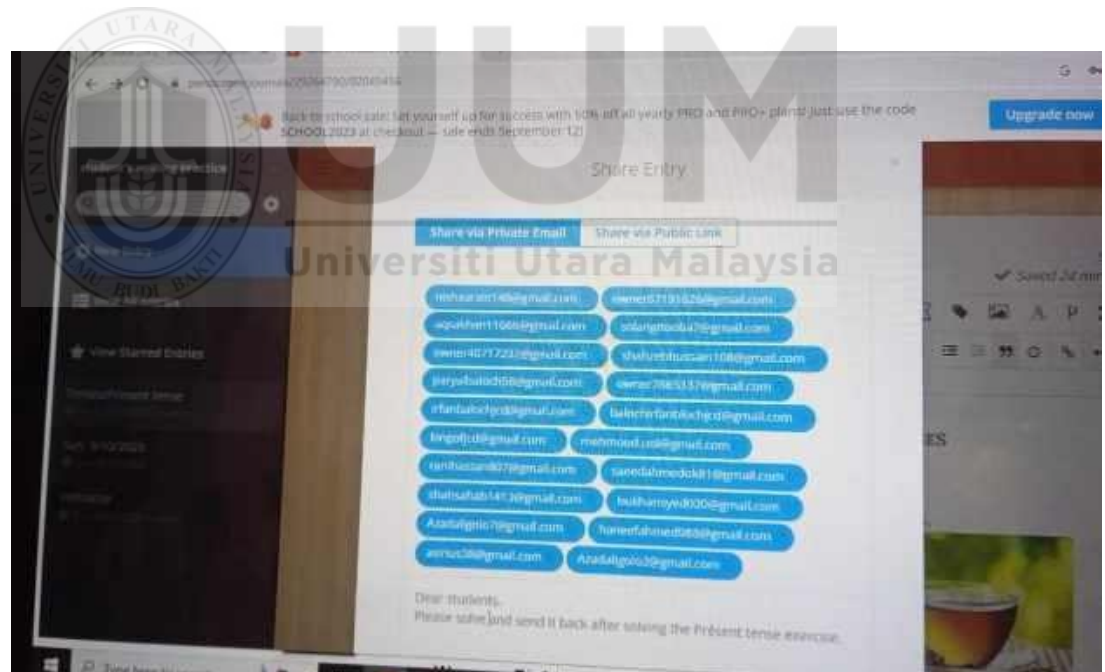
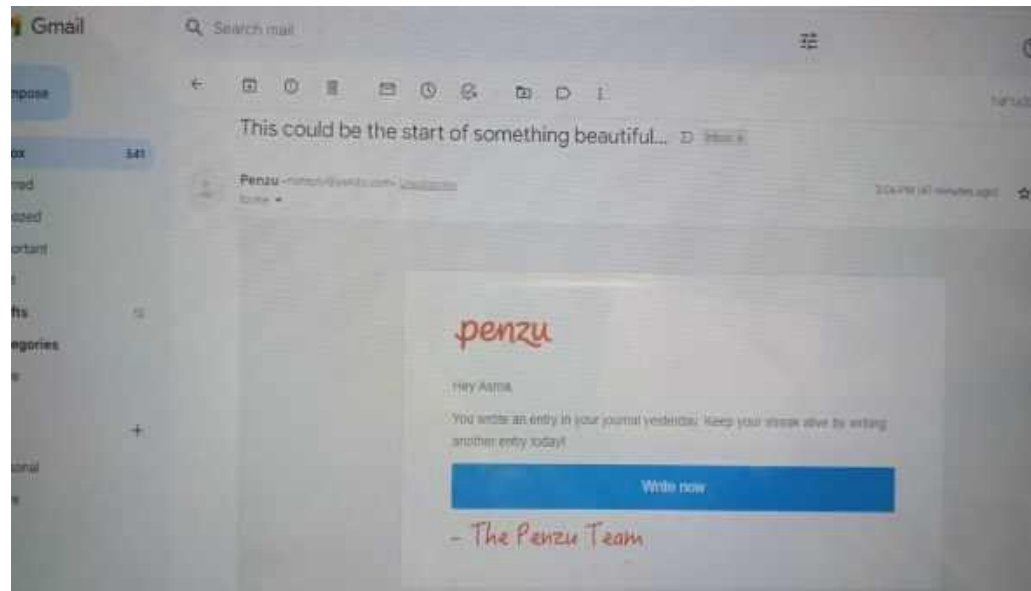
Students' Solved Test on Penzu

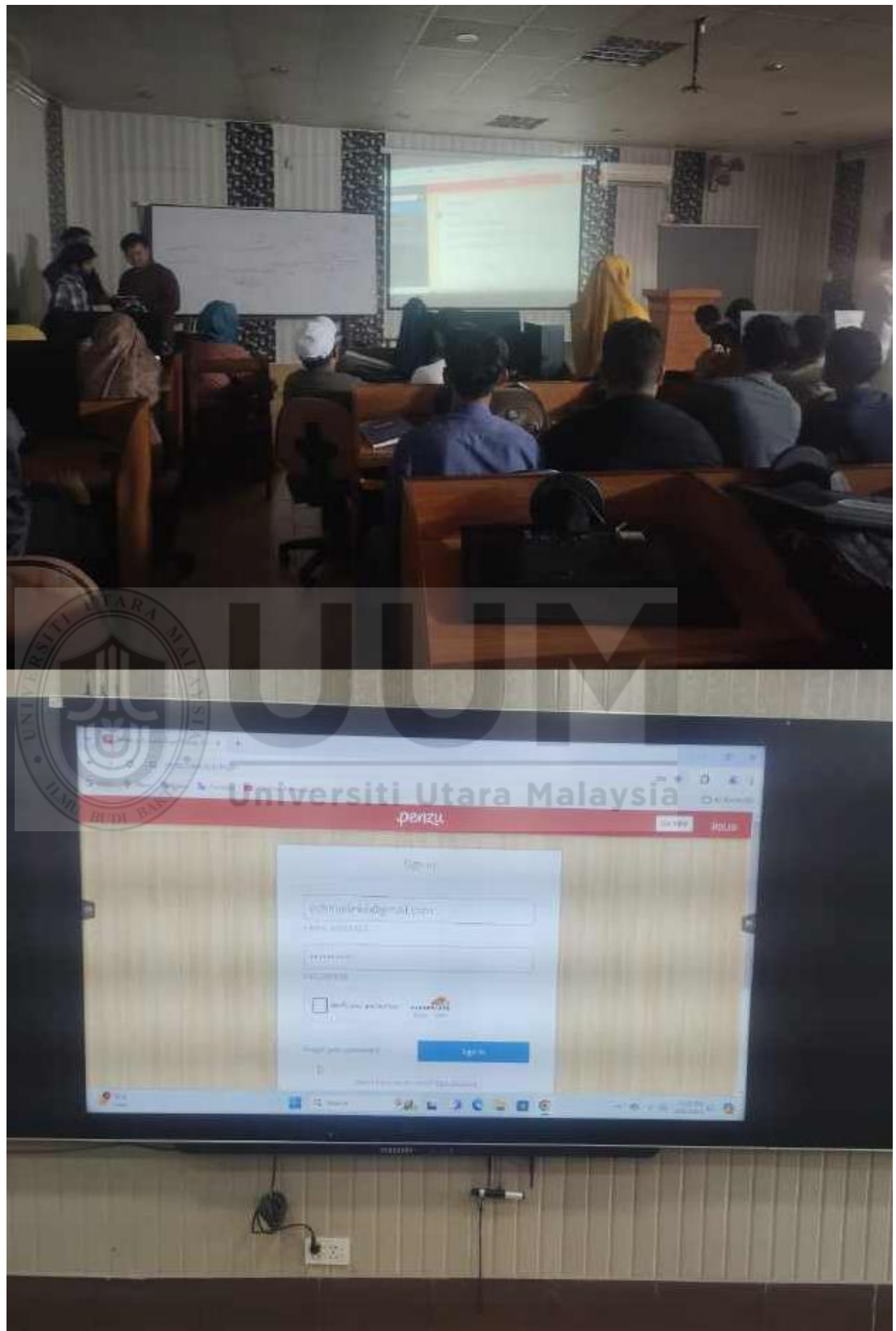




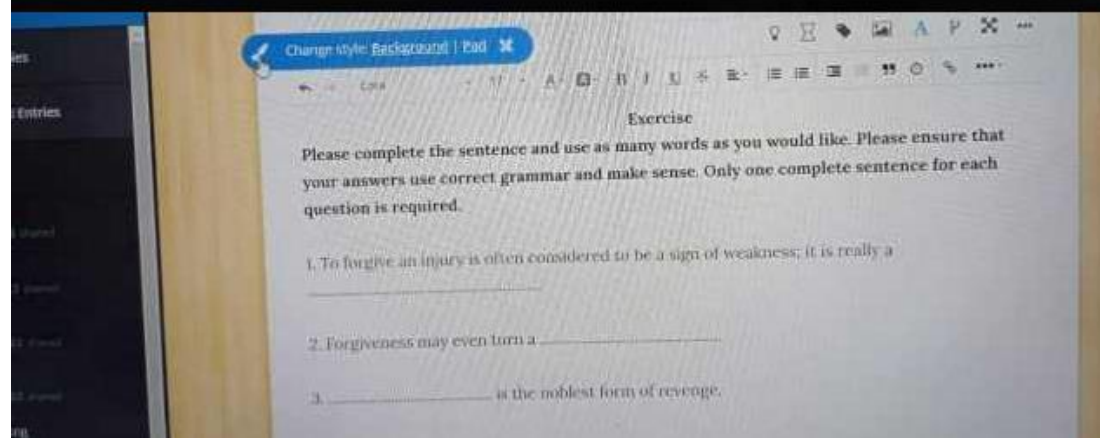
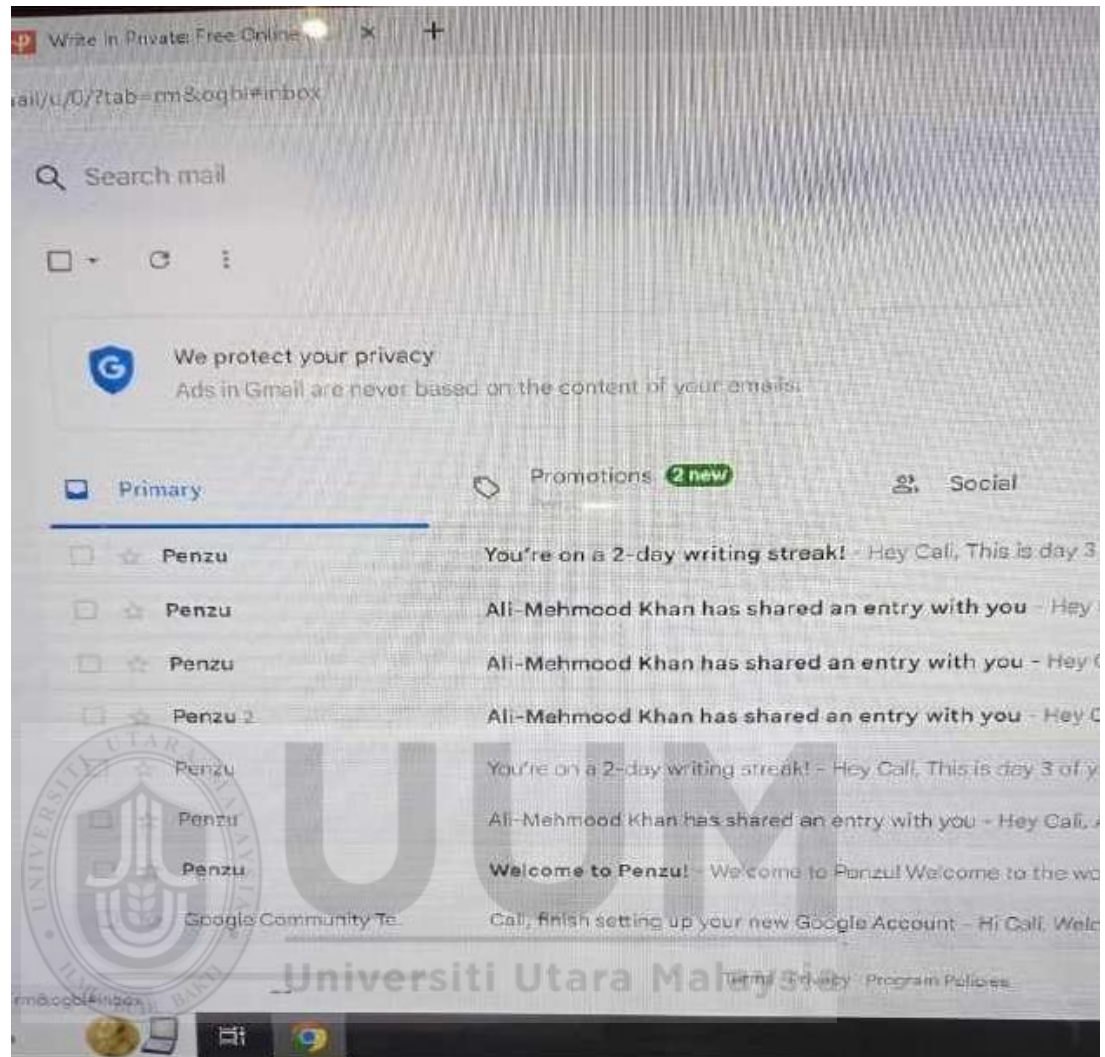


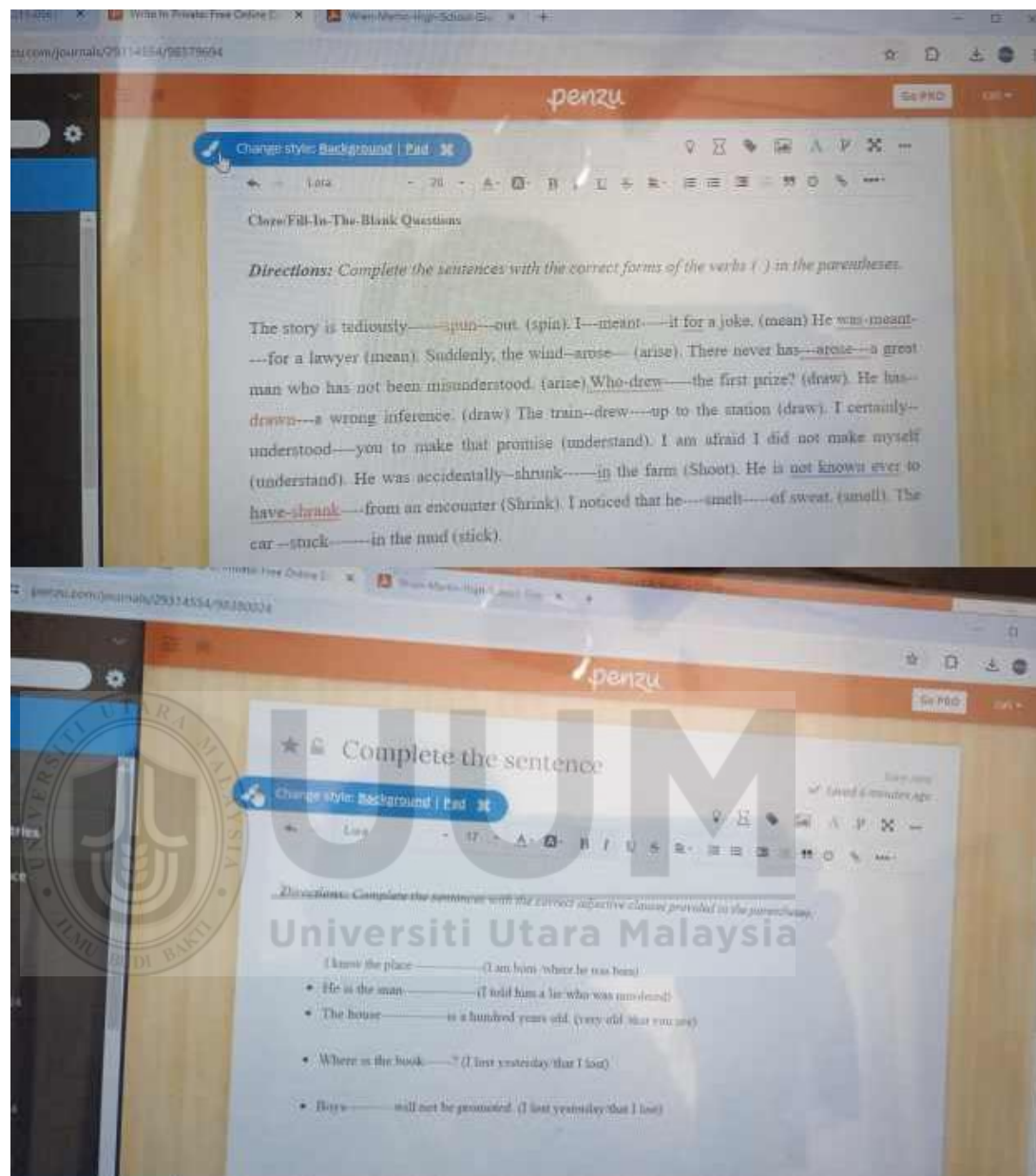












penzu

Go PRO

★ Complete the sentence

Change style Background | Edit

Link

17

Directions: Complete the sentences with the correct adjective clause provided in the parentheses.

- I know the place — I am born — (I am born / where he was born)
- He is the man — who was murdered — (I told him a lie / who was murdered)
- The house — that you see — is a hundred years old. (very old / that you see)
- Where is the book — that I lost — ? (I lost yesterday / that I lost)
- Boys — who are failed — will not be promoted. (who are failed / who were failed)

penzu

Go PRO

★ use of grammar in Sentences

Change style Background | Edit

Link

17

Open ended Question (Sentence Completion)

Directions: Please complete the following sentences. Use as many words as you would like. Please make sure that your answers are correct grammar and that they make sense. Only one complete sentence for each question is required.

Example: _____ I drove him to the Hospital.

Because his car was stolen yesterday, I drove him to the hospital. OR

Because his car had been suspended, I drove him to the Hospital. OR

Because his vehicle has been moved away by the police, I drove him to the Hospital.

Question 1: There is some truth in the common saying that while dogs become attached to persons, cats _____

in places.

103

Because his car had been suspended, I drove him to the Hospital. OR

Because his vehicle has been moved away by the police, I drove him to the Hospital.

Question 1: There is some truth in the common saying that while dogs become attached to persons, cats _____

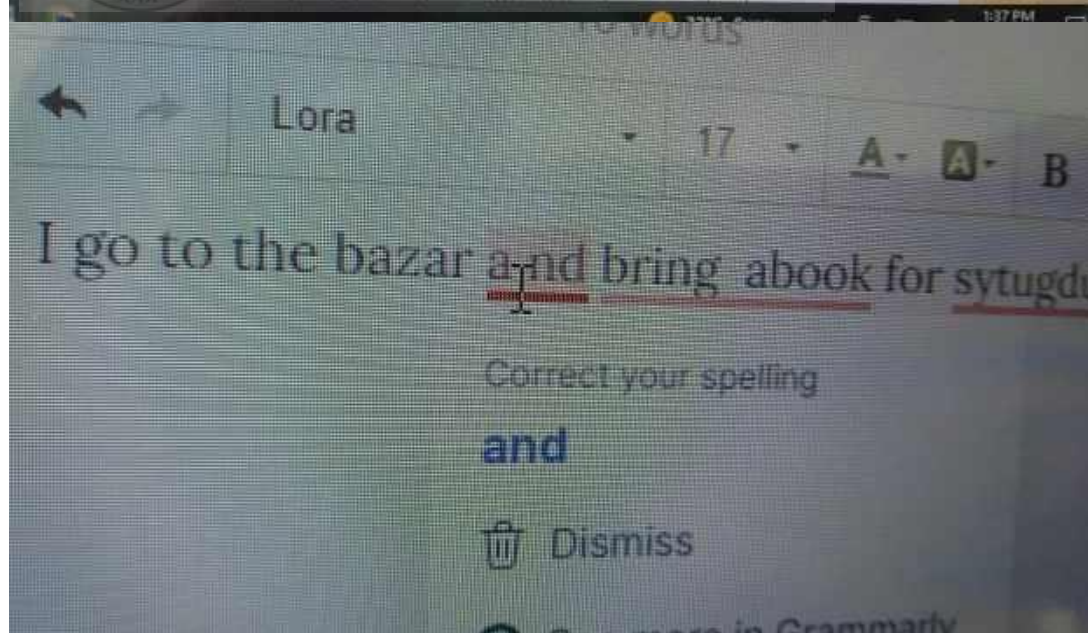
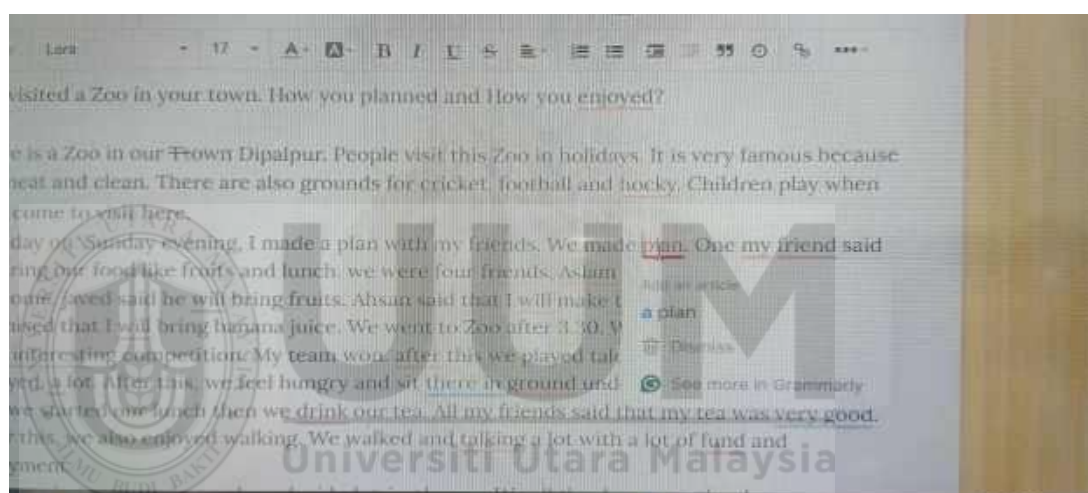
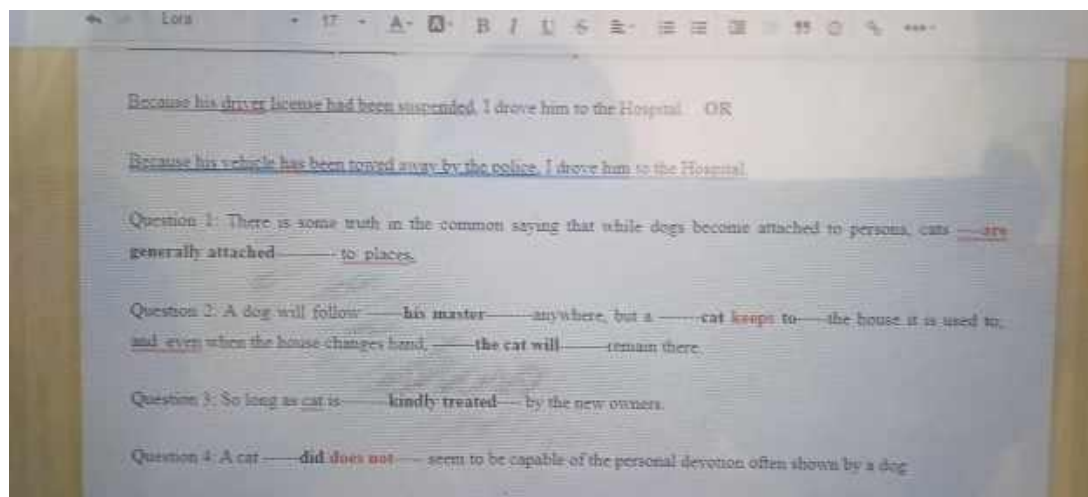
in places.

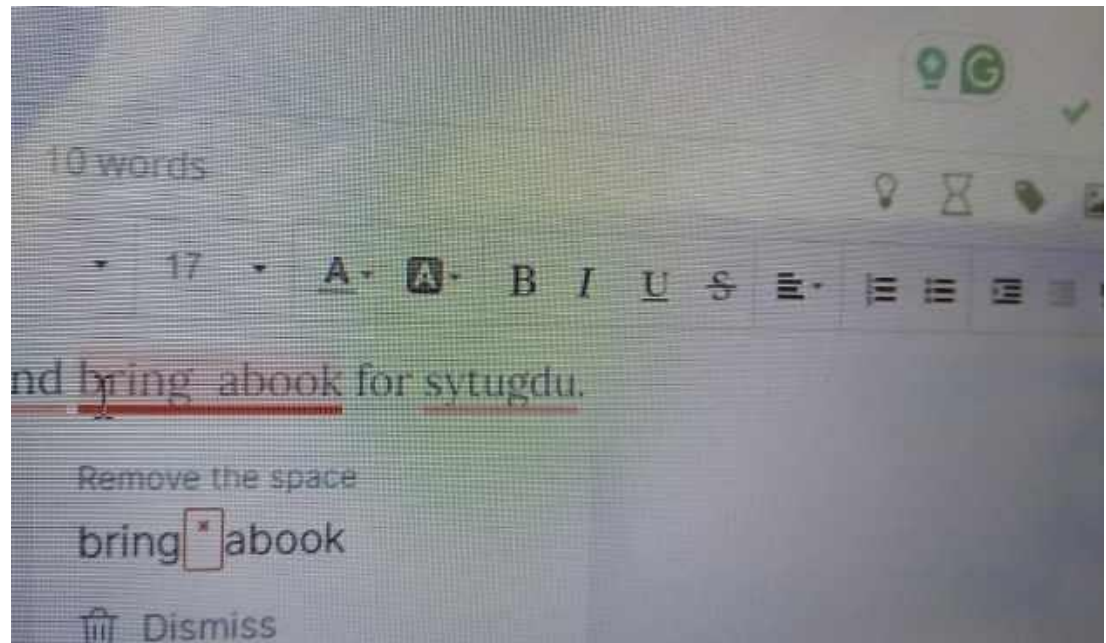
Question 2: A dog will follow _____ anywhere, but a _____ the house it is used to, and even when the house changes hand, _____ remain there.

Question 3: So long as a _____ by the new owner.

Question 4: A cat _____ seems to be capable of the personal devotion often shown by a dog.

Question 5: It lacks most of its own conduct and _____ is influenced by





Sample Tests of Control group & Experiment group

How was school life? Describe in your own words.

My age was 12 years old when I got admission in Government High school, 43 km from Okara. I was not good in maths and English but my teacher Mr. Nur Ahmad helped me in the extra time. I was not good in English but my English became good. I was understood many written and spoken words of my friends and relatives.

My school had many teachers. They were kind and strict in their teaching. But they did not help only one teacher was who helped us in our maths and English subjects. We all loved in our school because we did not find time for our games in the evening. Although many good people told that games are very good for health and study.

I always went to my school on my foot but my school was close to my home. I always was very happy when Sunday came in every week because I was played with my friends. We were played hide and seek. We have taken our lunch and dinner on every Sunday with our friends.

My school life was difficult but I like it.

Pre-test

Control Group ①

How is school life? Describe in your own words.

Everyone has a period in their life in which they have to go through school life. School life contains 10-12 years of one's life. A child's future depends upon the very early period of their age that is included in school life and it also depends upon teacher if they will give the best things to make the future of thousands of students. In some cases, education is very important which is also given in school life. When a child starts to go to school he is very curious and excited about it. But as a child if study will interest him he will give his best and keep studying. In that way, parents and teachers' role is also important. After that when the student grows a little bit he will have to do self study. If his base would be strong when he could not get strong and will concentrate on his study. If his base would be weak, then he could not be able to get things and can't concentrate on his study. In a school should have gardens and play-grounds and labs where

Topic

How is school life? describe in just own words.

Answer
My school life is a mixture of learning and fun. Every day, students go to their classes where teachers explain new ideas and things like math, English, science. It's a place where we explore new ideas and subject related questions. Some subjects are difficult to understand but these helped from teachers and friends. School is not just about studying. It's also a place to have friends, games and enjoyment with others. During breaks and lunches, we talked, laugh and played together. Students captured what they loved and learnt new skills outside of the classroom.

Sometimes, school can feel challenging, especially during exams or homeworks, but it helped me to become better at managing their time and handling pressures. Even when it's hard, students learn to keep trying their best like me. Now my school has become a place of my personal growth, learning facts and discovering who I was and shaping my life.

Pre Test

Topic

How is school life? Describe in your own words.

School life is very beautiful. I miss my school life very much. My school name is Government High School that is found in Haveli. I got admission in school 2014. The name of my school is principle is 15 Nishikant Sharma. He was the Head. That he not came late. My school all teacher was very hard working. I respect and love my teachers because my father is also teacher.

My class teachers always advise me well. There were 400 students in the school. My class has 40 students. My school was open at 8 o'clock in morning time and close at 2. Many trees planted in my school. Some time when I read in my school my teacher panika. My computer and Math teachers was very good. But my English and also very good. My math teacher were most regularly come. They were very helpful because they teach me and not take any money. In time my school was closed to my house. I was went to school at free time. My friends were also loved me a lot. They always help me in my project make. My school had many flowers and gardens. We had some time break and enjoy playing in the ground together. When I passed my matric, I and my friends were very happy.

Sample results checked according to Rubrics

EFL Rubric: Essay Writing Task

Date: 10/10/2020

Level	Score	Criteria	Remarks
Availability	10-12	Excellent to Very Good: sophisticated range of vocabulary (about 100 words) used with precision; appropriate register	18
	13-14	Good to Average: sufficient range; occasional errors of vocabulary & register; range for meaning not required	
	15-16	Fair to Fair: limited range; frequent errors of vocabulary & register; range for meaning not required	
	17-18	Fair to Fair: limited range; frequent errors of vocabulary & register; range for meaning not required	
Coherence	10-12	Excellent to Very Good: Effective complex sentences; use range of grammatical forms; clear and precise; many errors of grammar; in the use of tense, word order, and punctuation	19
	13-14	Good to Average: Effective but simple sentences; many errors of grammar; in the use of tense, word order, and punctuation	
	15-16	Fair to Fair: Simple sentences; many errors of grammar; in the use of tense, word order, and punctuation	
	17-18	Fair to Fair: Simple sentences; many errors of grammar; in the use of tense, word order, and punctuation	
Content (Organization)	10-12	Excellent to Very Good: Sophisticated selection; thorough development of ideas; relevant organization	25
	13-14	Good to Average: Some knowledge of subject; adequate range; limited development of ideas; mostly relevant to topic; but lacks detail	
	15-16	Fair to Fair: Limited knowledge of subject; little relevant development of ideas	
	17-18	Very Poor: Little or no knowledge of subject; non-relevant development of ideas	
Mechanics	10-12	Excellent to Very Good: Sophisticated range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	23
	13-14	Good to Average: Sufficient range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	
	15-16	Fair to Fair: Limited range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	
	17-18	Very Poor: Little or no knowledge of subject; non-relevant development of ideas	

83/100

Isaacs et al. (1981) as cited in Ong, J., & Zeng, L. (2020). Effects of the incorporation of negative grammar on EFL writers' task quality. *TESOL Quarterly*, 54(2), 375-398. <https://doi.org/10.1002/tesq.55>

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	13-14	Good to Average: Sufficient range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	
	15-16	Fair to Fair: Limited range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	
	17-18	Very Poor: Little or no knowledge of subject; non-relevant development of ideas	

81/100

Isaacs et al. (1981) as cited in Ong, J., & Zeng, L. (2020). Effects of the incorporation of negative grammar on EFL writers' task quality. *TESOL Quarterly*, 54(2), 375-398. <https://doi.org/10.1002/tesq.55>

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Content (Organization)	10-12	Excellent to Very Good: Sophisticated selection; thorough development of ideas; relevant organization	27
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90/100

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	17-18	Very Poor: Little or no knowledge of subject; non-relevant development of ideas	
Mechanics	10-12	Excellent to Very Good: Sophisticated range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	16
	13-14	Good to Average: Sufficient range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	
	15-16	Fair to Fair: Limited range of vocabulary; use of spelling, punctuation, capitalization, paragraphing	
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66/100

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$$2+2+2+1 = 7$$
$$2 + 2 + 2 + 2 = 8 \text{ h.}$$
$$1+2+2+1 = 6/20 \text{ hr}$$
$$2+3+3+2 = 10/20 \text{ hr}$$

(J)

Sample Size Table for Qualitative Data

Source	Type of research	Sample size
Morse (1994: 225)	Ethnography/ethno-science	30-50
Bernard (2000: 178)	Ethno-science, grounded theory	30-60
Creswell (1998: 64) 20-30; Morse (1994: 225)	Phenomenology	30-50
Creswell (1998: 64); Morse (1994: 225)	Qualitative research	5 to 25; at least six
Bertaux (1981: 35) adapted from (Guest et al., 2006)	Qualitative research	15 is the smallest acceptable sample
Charmaz (2006: 114)	Qualitative research	25 is adequate for smaller projects
Ritchie et al., (2003: 84)	Qualitative research	<50

Source: Mason (2010)

Furthermore, Mason (2010) analysed the respective 'types of research' (i.e., outlined in Table 8) from a study conducted by Tesch (1990) on qualitative studies and found the following:

- 80% met Bertaux's (1981) guideline
- 45% met Charmaz's (2006) guideline
- 85% met Ritchie et al's., (2003) guideline
- 33% used sample sizes of 20 or less, irrespective of the methodology.

Qualitative Study Sizes by Research Method

Baseline recommendations for reaching saturation in homogenous populations, before factoring in scope, diversity, no-show rate, or researcher expertise.

RESEARCH METHOD	PARTICIPANTS	SOURCES
Card sorting	20	Anderson (n.d.); Tullis & Wood (2004)
Focus groups	18	Fusch & Ness (2015); Guest, et al. (2006); Lasch et al. (2010); Namey et al. (2016); Onwuegbuzie et al. (2014)
Interviews	12	Guest, et al. (2006); Hennick et al. (2017); Hennick & Kaiser (2022); Namey et al. (2016)
Diary studies	10	Maze (n.d.); Murphy (2022); Schiessel (2023)
Co-design	10	Anderson (n.d.); Merkel & Kucharski (2018); Sanz, et al. (2021)
Usability testing	9	Faulkner (2003); Sauro (2011, 2015); Slater Berry (2023); Spillers (2019); Turner et al. (2006)
Concept testing	5	Eisenhauer (n.d.); Macfield (2009); Slater Berry (2023)

From User Interviews. Learn more at: userinterviews.com/qualitative-sample-size-calculator



Particulars	Required sample size (No.)
A. Research approach	
1. Action research/ethnographic/ grounded theory studies	20 to 30 interviews (Creswell, 1998)
2. Case study	Individual case study (about a successful farmer): One case or one person (Nastasi, 2016) + 25-30 data sources (Secondary data, such as manuscripts, photographs, audio recordings, etc.) (Yin, 2011) Single case study about an aspect: 15 to 30 interviews (Marshall et al., 2013) Multiple case study: 4 to 10 cases (Stake, 2006) 5 to 25 (Creswell, 1998) Minimum 15 (Guest et al., 2006)
3. Phenomenology	
4. Other qualitative studies	
B. Data collection method	
1. Key informant interview	At least 5 (Nastasi, 2016)
2. Focus groups	Group size: 5 to 10 persons; No. of focus groups : 2 to 3 (Guest et al., 2016)
3. Ethnographic surveys	Large sample similar to quantitative study; usually between 30 to 60 depending upon the research question (Bernard, 2000)
4. In-depth interviews	25 to 30 interviews (Dworkin, 2012)
5. Semi-structured interviews	30 to 60 interviews (Morse, 2015)

(K)

Letter of Permission from the Head of Institutions

Date: May, 2022
The Head of Department
Govt. Higher Secondary School Okara,
Punjab,

Subject: Request for Permission to Conduct Interviews for Research Study

Dear Sir/Madam,

I hope this letter finds you well. My name is Asma Abdul Aziz, and I am currently pursuing PhD degree from University Utara Malaysia. As part of my academic research, I am conducting a study titled “The Effect of Using PENZU on Students’ Writing Skills at a Higher Secondary Level in Pakistan” to collect data, e.g., issues and challenges faced by EFL teachers in using technology in English language teaching.

In order to gather the necessary data, I am seeking your kind permission to conduct interviews with EFL teachers at your school. The information obtained through these interviews will be used strictly for academic purposes and will be kept confidential. The interviews will be brief, and I will ensure that they do not disrupt the regular academic schedule.

I would be grateful if you could grant me permission to conduct these interviews at your esteemed institution. Please let me know if you require any further information or documentation regarding my research. I am more than willing to comply with any specific guidelines or procedures set by the school.

Thank you for considering my request. I look forward to your positive response.

Yours sincerely,

Asma Abdul Aziz

Ph.D scholar of Applied Linguistics
SLCP, Universiti Utara Malaysia
Email: eshmallinks@gmail.com
Mob # +92 0000000000

(L)

Interviews Transcription

Interview #1 English

A: Please tell me about yourself as a teacher.
B: I am subject specialist English. I am teaching at this Higher secondary school for the last 6 years.
A: How long are you teaching?
B: I am doing my job as a English for 20 years.
A: Do you have any other roles in addition to being a classroom teacher?
B: Yes, I am doing my duties as coordinator.
A: How many years of experience you have in teaching English?
B: I am teaching English even before joining this School. So, I have 20 years of experience in teaching English.
A: Do you use computer in your EFL class to support your teaching?
B: No, I don't use computer because I don't know how to use computer.
A: Tell me about your school and how you teach?
B: My school has 15 English teachers 10 are senior and 5 are young. Each teacher takes 20 classes in a week. The Head is very strict and wants all teachers to follow his instruction.
A: What resources do you use while planning your EFL lesson?
B: I receive lesson plan from the Head. Only I make small changes wherever necessary. I only do paper work.
A: How do you assess or explore your students' progress?
B: I assess by conducting test every week and give marks on students note book. Terminal exams also help me to assess students' writing skill.
A: Are you trying to change method of EFL teaching used in your class?
B: OK. First of all I say again that female teachers should be centred in encouraging applying CALI. I wish to change my method of instruction but again I would say, schools have no such facilities to use CALI in every classroom. So, all teachers have to go through hectic work of marking tests and papers. Every time it is not possible to provide feedback on students' notebooks due to which most students' development is ignored and they fail to improve their writing skills.
A: Does your school have sufficient computers to be used in EFL classes?
B: No. There are only 12 computers in the lab for only those students whose subject is computer. It is not possible to use computer for English teaching.
A: Do you have any support from authority to use computer in EFL class?
B: Authority has perhaps, never thought of supporting us to use computer for English teaching? But in COVID-19 we used online classes on computer at home. But, many teachers could not take classes because they did not have skill to use it. Hence, students were declared pass without studying.
A: Do you think that computer is being used by parents for their children' learning to improve English.
B: Only one out 100 parents may be using computer to improve their children' English but a lot parents cannot do this.
A: Are you also trying to use computer to teach English?
B: Sometime I wish to use it but I have no time to learn computer now. So, I cannot use it for teaching English.
A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?
B: I don't have idea about its effectiveness but I think that if teachers are skilled to use it effectively then students can benefit to improve their writing skill.
A: Do you think this computer can benefit you as a teacher to teach writing skills
B: Yes. Using computer can be very useful in teaching writing skills but it is costly and time taking idea to implement.
A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
B: It may be useful for this purpose, but it may also be waste of time for the students.
A: Have got any professional computer training organised by the government or privately?
B: So far, I have not got any professional training to use computer for teaching purpose.
A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?
B: Yes, I think professional training is useful to implement CALI for EFL classes.

Interview #2

A: Sir, how are you today?
B: Yes. Alhamdulillah...I am very well...
A: would you, please tell me about yourself as a teacher.
B: Sure, I am working as English at Higher secondary school Sahiwal. I have done Master in English and M.A TEFL.
A: How long are you in the teaching profession?
B: I came into this profession in 2014 but I used to teach privately before I got this job.
A: Are you doing any additional duties except teaching?
B: Yes... principal usually assigns me duty writing letters, sending emails replies to higher authorities as a coordinator.
A: How many years of experience you have in teaching English? B: I have 7 years of experience in teaching English.
A: Do you use computer in your EFL class to support your teaching?
B: Yes. I feel excited in using computer for preparing writing skills and grammar notes to help students. I also communicate with students through emails for sending notes and other helping material.
A: Tell me about your school and how you teach?
B: Our principal is in favour of using traditional method of teaching English, so, I feel environment is not really helpful. But I try to make conscious effort to use computer assisted instruction.
A: What resources do you use while planning your EFL lesson?
B: Principal is fully authoritative to give every instruction and plan of teaching but I try to bring innovation in teaching on my own behalf.
A: How do you assess or explore your students' progress?
B: To assess my students' progress, I give class tests on students' notebooks twice a week. Besides, mid term and final exams are also conducted to assess students' progress.
A: Are you trying to change method of EFL teaching used in your class?
B: Yes... of course! I try change methods of teaching with online tests sometime. But mostly, I have to follow the principal's instructions and course plan. I successfully conducted online classes in the pandemic COVID-19 days. A: What issues did you observe in the online classes during COVID-19 days? B: Well! I am sorry to tell you that students from villages faced more complications in online classes in COVID-19 days due to weak internet connection. Besides, they had no computers of their own. Hence, teachers as well as students faced several issues in online classes. As a result, government had to declare all students successful without taking any exams as all students could not get opportunity to prepare for the final exams.
A: Does your school have sufficient computers to be used in EFL classes?
B: No. Many of the government schools have no sufficient computers. Even there are some schools which have no computer lab.
A: Do you have any support from authority to use computer in EFL class?
B: Authorities provide no facilities like computers, internet use and IT personal. During COVID-19 time, online classes were started but the teachers and students produce the required results.
A: Are you also trying to use computer to teach English?
B: Of course! I usually try to use computer more because it helps me a lot making my notes for the students.
A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?
B: In my opinion CALI is very useful instrument of instruction and students can benefit to improve their writing skill. Students can keep regular interaction with their teachers even outside the classroom.
A: Do you think this computer can benefit you as a teacher to teach writing skills
B: Yes of course! many software are developed now which can be used in computers and online software are also useful to improve students' writing and other skills.
A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes. A: Have got any professional computer training organised by the government or privately?
B: No. I have not got professional training or workshop organised by the government.
A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?
B: Higher authorities should arrange to provide trainings and workshops for innovative teaching.
A: Thank you sir for time spared for the interview today.
B: You are always welcome, Ma'am.

Interview # 03

A: Hello, how are you?

sir. B: I am fine.

A: Please tell me about yourself as a teacher.

B: I am working as English teacher at Higher secondary school

Bahawalpur. A: How long are you in the teaching profession?

B: I am here in this profession for six years. I got my first employment here as a

teacher. A: Are you doing any additional duties expect teaching?

A: Well... principal has assigned me duty of exams coordinator.

A: How many years of experience you have in teaching English?

B: I have only 6 years of teaching experience as an English

teachers. A: Do you use computer in your EFL class to support

your teaching?

B: Yes of course! It seems very exciting to me to use computer for teaching writing

skills and grammar. But, usually I can send and receive email to exchange helping

material and notes on open writing.

A: Tell me about your school and how you teach?

B: My school has lots of experienced EFL teachers but they don't use computer. I also teach

English by using traditional method according to instruction of my

Principal. A: What resources do you use while planning your EFL

lesson?

B: I try to use innovation through CALI. This I do it on my own behalf but mostly I am

forced to

working according to the Principal's instructions.

A: How do you assess or explore your students' progress?

B: Infact, students tests are conducted on their notebooks after every week to assess

the students' progress. Besides, mid-term exams also also conducted to assess

students' progress.

A: Are you trying to change method of EFL teaching used in your class?

B: Well.... of course! I try to use CALI if conditions allow me but I cannot do this. This

is because; I am not supported by my principal. Most of the teachers in my institution

are senior in experience. They have their own policy and lesson plan given to us, I

mean, to novice teachers so that we can follow this method of instruction. But in a way,

I think, they are right because the institution does not have internet facility and fully

equipped computer lab where all English teachers can conduct classes daily. The

same problem is being faced in pandemic COVID-19. Teachers and students are

facing issues in conducting online classes.

A: What issues did you observe in the online classes during COVID-19 days?

B: Well... unfortunately, students from villages could hardly take online classes in COVID-19

days due to poor internet connections. Besides, most of them even teachers had no

computers at home because of financial issues.

A: Does your school have sufficient computers to be used in EFL classes?

B: As I said earlier.... higher secondary institutions have no any computer Lab to be used for

Language teaching.

A: Do you have any support from authority to use computer in EFL class?

B: I mentioned earlier that I am not supported by my principal and authorities. Most of

the teachers in my institution are senior in experience. They have their own policy and

lesson plan given to us, I mean, to novice teachers so that we can follow this method

of instruction. But in a way, I think, they are right because the institution does not have

internet facility and fully equipped computer lab where all English teachers can conduct

classes daily.

A: Do you think CALI is useful in teaching writing skills?

B: No doubt! CALI is useful because it helps me a lot making my notes of grammar and

writing techniques for the students.

A: How do you think "CALI can help you make your EFL teaching effective to your

students'

writing skills?

B: Sir....actually, CALI is very useful tool of instruction that can benefit learners to improve

their writing skill if proper facilities are available. Students can connect to teachers even

outside classroom. CALI can help students to be non-stop independent learners.

A: Do you think this computer can benefit you as a teacher to teach writing skills

B: Exactly right..!because now there are software if installed in computers, they are also

useful to improve students' writing and other skills. Besides there are online software which

can be useful for teaching writing skills.

A: Do you think computer is useful in attracting students' attention towards learning grammar

and vocabulary?

B: Although it may be a waste of time for the students but it depends upon teachers

how they are able to engage their students for learning purposes.

A: Have got any professional computer training organised by the government or

privately?

B: In fact! I have not got any professional certificate in using computer but even then I

can use it.

A: Do you think " professional training should be organised by the government to make CALI

effective for EFL writing skills?

B: The government, policy makers and higher authorities should arrange proper

trainings and

workshops. This will improve teachers' capacity to bring innovation in the class.

A: Thank you for your time for interview, sir.

B: Welcome Ma'am,

Interview # 05

A: Hello, how are you?....sir.

B: I am fine.

A: Please tell me about yourself as a teacher.

B: I am working as English teacher at Higher secondary school Bahawalpur.

A: How long are you in the teaching profession?

B: I am here in this profession for six years. I got my first employment here as a teacher.

A: Are you doing any additional duties expect teaching?

A: Well... principal has assigned me duty of exams coordinator.

A: How many years of experience you have in teaching English? B:

I have only 6 years of teaching experience as an English teacher.

Interview # 04

A: Hello, how are you?.sir. B: I am fine.
A: Please tell me about yourself as a teacher.
B: I am working as English teacher at Higher secondary school Okara. A: How long are you in the teaching profession?
B: I joined this profession seven years ago. I got my first employment here in this school.
A: Are you doing any additional duties expect teaching?
A: Yes... principal has made me sports coordinator.
A: How many years of experience you have in teaching English?
B: I have only 2 years' experience as private and seven years in public sector as English teacher..
A: Do you use computer in your EFL class to support your teaching?
B: No! It's difficult use computer in EFL class. But, usually I can send and receive emails to exchange helping material and notes with students. A: Tell me about your school and how you teach?
B: It's a higher secondary school and we have 15 English teachers, out them, most of them experienced and senior teachers. All are female teachers. I follow traditional method of teaching English because it is already being adopted and enforced by the Principal.
A: What resources do you use while planning your EFL lesson?
B: Lesson plan is same for all teachers but like other teachers, I have to follow it with little changes. I browse some material from google so that more useful material can be used in English teaching.
A: How do you assess or explore your students' writing skills?
B: To assess students' writing skills, I conduct open writing weekly tests. Besides, when students communicate with me through emails, I can assess how they are improving in writing skill.
A: Are you trying to change method of EFL teaching used in your class?
B: Of course! Sometime, I use computer to show visual aids in the class to increase students' interest towards learning English. They watch video and write a paragraph on it.
A: What issues did you observe in the online classes during COVID-19 days? B: Well... unfortunately, majority of the students had no internet facility because they lived in the far fledge areas. Besides, teachers were not trained enough to handle online teaching issues e.g. audio and video issues.
A: Does your school have sufficient computers to be used in EFL classes?
B: No.. our school has not so many computer available to be used for EFL classes.
A: Do you have any support from authority to use computer in EFL class?

B: We can only use computer for our own purpose when we need but for EFL students computers are not sufficient to teach English .

A: Do you think CALI is useful in teaching writing skills?9

B: No doubt! CALI is very useful for improving students' writing skills because take more interest and they can start their writing activities by themselves whenever they want outside the classroom. They can communicate with teachers for feedback.

A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?

B: Ma'am....actually, it can make EFL teaching process more effective for teaching writing skills. First, it brings innovation in teaching and learning. Second, students become more independent in learning. They are not bound to learn only in the classroom. They can start learning anytime and anywhere. A: Do you think this computer can bring innovation in teach writing skills

B: Yes. Ma'am..! Computer can bring innovation in teaching writing skills through various software, audio and visual aids which can be used in computer to help students in teaching writing skills. Students can search vocabulary and their meaning which minimize teachers' hard work.

A: Have got any professional computer training organised by the government or privately?

B: In fact! I have got any professional training from my school.

A: Do you think " professional training should be organised by the government to make CALI effective for EFL writing skills?

B: Yes of course. It is the duty of the government and higher authorities to arrange proper trainings and workshops. So that teachers and students can make proper use of computer for teaching and learning writing skills. The pandemic COVID-19 has made them think about implement computer- assisted language instructions.

A: Thank you for your precious time sparing for interview, Ma'am.

B: Its my pleasure and you are most welcome.

Interview # 06

A: Hello, are keeping well?...sir.

B: I am keeping quite well Ma'am. Thanks and you..?

A: I am fine too.

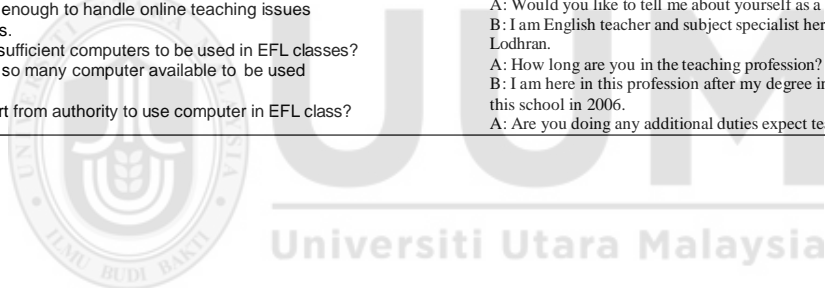
A: Would you like to tell me about yourself as a teacher, please?

B: I am English teacher and subject specialist here at Higher secondary school Lodhran.

A: How long are you in the teaching profession?

B: I am here in this profession after my degree in M.A English and I joined this school in 2006.

A: Are you doing any additional duties expect teaching?



A: Do you use computer in your EFL class to support your teaching?
 B: Yes of course! It seems very exciting to me to use computer for teaching writing skills and grammar. But, usually I can send and receive email to exchange helping material and notes on open writing.
 A: Tell me about your school and how you teach?
 B: My school has lots of experienced EFL teachers but they don't use computer. I also teach English by using traditional method according to instruction of my Principal.
 A: What resources do you use while planning your EFL lesson?
 B: I try to use innovation through CALI. This I do it on my own behalf but mostly I am forced to working according to the Principal's instructions.
 A: How do you assess or explore your students' progress?
 B: Infact, students tests are conducted on their notebooks after every week to assess the students' progress. Besides, mid-term exams also conducted to assess students' progress.
 A: Are you trying to change method of EFL teaching used in your class?
 B: Well.... of course! I try to use CALI if conditions allow me but I cannot do this. This is because; I am not supported by my principal. Most of the teachers in my institution are senior in experience. They have their own policy and lesson plan given to us, I mean, to novice teachers so that we can follow this method of instruction. But in a way, I think, they are right because the institution does not have internet facility and fully equipped computer lab where all English teachers can conduct classes daily. The same problem is being faced in pandemic COVID-19. Teachers and students are facing issues in conducting online classes.
 A: What issues did you observe in the online classes during COVID-19 days?
 B: Well... unfortunately, students from villages could hardly take online classes in COVID-19 days due to poor internet connections. Besides, most of them even teachers had no computers at home because of financial issues.
 A: Does your school have sufficient computers to be used in EFL classes?
 B: As I said earlier.... higher secondary institutions have no any computer Lab to be used for Language teaching.
 A: Do you have any support from authority to use computer in EFL class?
 B: I mentioned earlier that I am not supported by my principal and authorities. Most of the teachers in my institution are senior in experience. They have their own policy and lesson plan given to us, I mean, to novice teachers so that we can follow this method of instruction. But in a way, I think, they are right because the institution does not have internet facility and fully equipped computer lab where all English teachers can conduct classes daily.
 A: Do you think CALI is useful in teaching writing skills?
 B: No doubt! CALI is useful because it helps me a lot making my notes of grammar and writing techniques for the students.
 A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?"
 B: Sir....actually, CALI is very useful tool of instruction that can benefit learners to improve their writing skill if proper facilities are available. Students can connect to teachers even outside classroom. CALI can help students to be non-stop independent learners.
 A: Do you think this computer can benefit you as a teacher to teach writing skills
 B: Exactly right..! because now there are software if installed in computers, they are also useful to improve students' writing and other skills. Besides there are online software which can be useful for teaching writing skills.
 A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
 B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.
 A: Have got any professional computer training organised by the government or privately?
 B: In fact! I have not got any professional certificate in using computer but even then I can use it.
 A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?"
 B: The government, policy makers and higher authorities should arrange proper trainings and workshops. This will improve teachers' capacity to bring innovation in the class.
 A: Thank you for your time for interview, sir.
 B: Welcome Ma'am,

Interview # 07

A: How are you?...Ma'am.
 B: I am fine. Thanks.
 A: Would you, please tell me about yourself as a teacher.
 B: I am doing my job here an English teacher at Higher secondary school Lodhran. A: How long are you in the teaching profession?
 B: I have been in this profession for last 13 years. I got my first employment here as a teacher. A: Are you doing any additional duties expect teaching?
 A: No Ma'am.

A: Well... I am actually Vice-principal of this school in addition to be a English teacher.
 A: How many years of experience you have in teaching English?
 B: I am teaching for the last 17 years. So, it's a long experience.
 A: Do you use computer in your EFL class to support your teaching?
 B: I only use computer for my office work and my assistant works for me in preparing notes and test papers for my students. But I don't use computer in my EFL classrooms. I wish if I could do that but short of time and limitations of education system don't allow me to do that.
 A: Tell me about your school and how you teach?
 B: This school where I teach has 20 rooms and 400 students out of which 120 students are EFL students. There are 8 EFL teachers and all are male. Two teachers are novice while others are senior and experienced teachers. *My teaching philosophy is simple. I use a hands-on technique. I incorporate fun into my lessons when possible. Although my method is traditional, but I am also able to adapt my style to the needs of the student. For instance, if I have students that are not comfortable with independent learning, I employ the facilitator style of teaching.*
 A: What resources do you use while planning your EFL lesson?
 B: I plan lessons based on what students need to know. I have traditional lesson planning that begins with teachers looking at standards and learning objectives, and then planning their instructional activities based on those standards. It is mainly based on write and improves principle.
 A: How do you assess or explore your students' progress?
 B: I assess my students through written assignments, terminal exams, using classroom assessment techniques, and by creating and using rubrics. This assessment technique is same for all teachers in the school.
 A: Are you trying to change method of EFL teaching used in your class?
 B: Well.... Actually, we have inherited a traditional method of teaching writing skill which is based classroom activities and home work to the students. I have also to follow this method. It is prevailing in all the government schools in Pakistan. So, I can =not change this tradition. Authorities and administrators need to do this task.
 A: What issues did you observe in the online classes during COVID-19 days?
 B: Ma'am, Pandemic covid-19 situation had forced higher authorities to put all teaching activities online and distance learning. All teachers were given instructions to conduct online classes. Sorry to disclose you that teachers as well as students were not used to conducting online classes. Therefore, students and teachers could not manage to do that. In government schools, students are poor and they had no internet and computer facilities particularly in the rural areas. Besides, most of the students and teachers in the urban areas found audio and display of power point slides, uploading assignment issues and attendance issues. Finally, these issues forced authorities to pass students without taking final exams. This has created learning gap which needs to be fulfill now.
 A: Does your school have sufficient computers to be used in EFL classes?
 B: No Ma'am, Higher secondary institutions have no any computers to be used for English teaching.
 A: Do you have any support from authority to use computer in EFL class?
 B: The government and administrators encourage ever in the past but now they are planning to train teachers for online sources to used in teaching to avoid any untoward situation..
 A: Do you think CALI is useful in teaching writing skills?
 B: Yes, CALI may be useful to minimize the educational loss of the students. If they are used to this approach, they can gain benefit in distant learning too.
 A: Do you think this computer can benefit you as a teacher to teach writing skills
 B: Exactly right..! I don't know much about this but my computer operator told me that computer can resolve lots of issues of the teachers and the students because now there are many online types of software if installed in computers; they are also useful to improve students' writing and other skills.
 A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
 B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.
 A: Have got any professional computer training organised by the government or privately?
 B: In fact! I have not got any professional training organised by the government.
 A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?"
 B: Proper trainings and workshops must be organised by the government and ministry of education must pay attention to put educational books and helping material online. This will improve teachers' capacity to bring innovation in the class.
 A: Thank you for your time, sir.
 B: Welcome Ma'am, you are welcome.

Interview # 08

A: Hello! Sir, how are you?
 B: I am quite well Ma'am and you?
 A: I am fine too.
 A: Would you like to tell me about yourself as a teacher, please?
 B: I'm performing my duties as English teacher and subject specialist here at Higher secondary school Okara.
 A: How long are you in the teaching profession?

A: How many years of experience you have in teaching English? B: I have only 13 years of teaching experience in teaching English.

A: Do you use computer in your EFL class to support your teaching? B: No, I have not used computer for teaching purpose. I just send and receive official emails and my son, helps me doing all this.

A: Tell me about your school and how you teach? B: My school Higher secondary education but there 20 teachers in all and out of which 5 are English teachers, I am the junior one among them. All teachers use traditional method of teaching English and there is not option as an alternate.

A: What resources do you use while planning your EFL lesson? B: To be very honest, we have no good resources to use for lesson planning except we receive Lesson plan issued by our Principal. I just have to adapt accordingly.

A: How do you assess or explore your students' progress? B: Students' written tests are conducted after every week to assess the students' progress. Besides, mid-term exams also held to assess students' progress.

A: Are you trying to change method of EFL teaching used in your class? B: Honestly speaking, I have never tried to change my method of teaching because I have to follow the instructions of our principal.

A: What issues teachers and students faced during COVID-19 days? B: Ma'am, unfortunately, students from villages could hardly take online classes in COVID-19 days due to no facilities of internet connections. Besides, most of them even teachers had no computers to conduct their classes.

A: Does your school have sufficient computers to be used in EFL classes? B: Sorry to say, we have no sufficient computers to be used for teaching English. A: Do you have any support from authority to use computer in EFL class? B: I received no support to use computer in my class up to the present time. A: Do you think CALI is useful in teaching writing skills? B: Pandemic covid-19 has made us realized that there must be approach in teaching such as CALI because it can help me a lot making my notes of grammar and writing techniques for the students. Besides, if someone provides training to implement it, I can also conduct classes online even I am absent from school.

A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills? B: Ma'am.....actually, I have no any proper idea about its utility but I can see that CALI is very useful tool of instruction that can benefit learners to improve their writing skill. A: Do you think this computer can benefit you as a teacher to teach writing skills B: Exactly right..! Even I don't use them but there are some online and other software if installed in computers, they are also useful to improve students' writing and other skills.

A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary? B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.

A: Have you got any professional computer training organised by the government or privately? B: Honestly speaking, I have got no training.

A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills? B: The higher authorities and ministry of education should arrange proper trainings and workshops. This will improve teachers' capacity to bring innovation in the class.

A: Thank you for your time for interview. B: You are welcome.

Interview # 9

A: How are you?...sir.
B: Ma'am, I am well...Thanks.
A: Please tell me about yourself as a teacher.
B: I am Subject Specialist at Higher secondary school Okara and teaching for 5 years. A: How long are you in the teaching profession?

B: I came into teaching profession after my degree in M. Phil English and I joined this school in December, 2017.

A: How many years of experience you have in teaching English? B: I am teaching for the last 5 years and it's not a long time.

A: Do you use computer in your EFL class to support your teaching? B: I only use computer for preparing notes on principles of active/passive/direct/ indirect narrations and tenses. I distribute these notes to my students through email. I wish if I could use computer in my class too but short of time and limitations of education system don't allow me to do that.

A: Tell me about your school and how you teach? B: This is Higher Secondary school Okara and it has around 350 plus students. There are 24 teachers in all and among them are 8 EFL teachers. Three teachers are novice while others are highly experienced teachers. Regarding how I teach..? *I incorporate fun into my lessons whenever it is appropriate. I do it because traditional teaching is very boring and this fun refreshes them for the time being. Although my method is traditional, but I try to adapt my style by mixing it with some video lectures in my laptop in the classroom. I employ the facilitator style of teaching to make students feel comfortable.*

A: What resources do you use while planning your EFL lesson? B: I plan lessons according to students needs. I have traditional lesson planning is very boring and begins with standards and learning objectives, and then instructional activities based on those standards are developed. I try to use my own resources to create interest among the students.

A: How do you assess or explore your students' progress? B: I assess my students through written assignments, class tests and by creating rubrics. This assessment technique is same for all other teachers in the school. But keep in touch with students after school time who live close to me. Sometime. They write email and whatsapp message. This also helps me to assess their progress in writing skills.

A: Are you trying to change method of EFL teaching used in your class? B: Well.... I always try to change my method of teaching though I have short of time and institutional limitations.

A: What issues did you observe in the online classes during COVID-19 days? B: Ma'am, Covid-19 situation has already made higher authorities to think about introducing educational/computer technology for distance learning. Already Higher Education Commission of Pakistan has stepped forward for distance learning at university level. In covid-19, I have seen that students as well as teachers could not manage carry classes successfully. Actually, in most of the government schools, students' financial position is very weak and they had no internet and computer facilities particularly in the rural areas. That is why, these issues forced authorities to pass students without taking final exams.

A: Does your school have sufficient computers to be used in EFL classes? B: No Ma'am, Higher secondary institutions have no any computers to be used for English teaching.

A: Do you have any support from authority to use computer in EFL class? B: The government and administrators never encouraged in the past but now they are planning to train teachers for online sources to used in teaching to avoid any untoward situation..

A: Do you think CALI is useful in teaching writing skills? B: Yes, CALI may be useful to minimize the educational loss of the students. If they are used to this approach, they can gain benefit in distant learning too. A: Do you think this computer can benefit you as a teacher to teach writing skills B: Exactly right..! I don't know much about this but my computer operator told me that computer can resolve lots of issues of the teachers and the students because now there are many online softwares if installed in computers, they are also useful to improve students' writing and other skills. A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary? B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes. A: Have got any professional computer training organised by the government or privately? B: In fact! I have taken no professional training organised by the government or institution.

A: Do you think " professional training should be organised by the government to make CALI effective for EFL writing skills? B: Proper trainings and workshops to gain computer utility in teaching and learning must be organised by higher authorities and they must take some practical measures for using online resources in English language teaching. A: Thank you, sir for sparing your time.
B: You are welcome, Ma'am.

Interview # 10
A: Ma'am, how are you today?
B: .Alhamdulillah...I am very well... and what about you?
A: I am fine too.
A: Would you, please tell me about yourself as a teacher.
B: Sure, Ma'am, I started my career as English teacher from this Higher Secondary School Lodhran and since then I am here.

B: I am teaching English at this school for five years but I started teaching privately two years before I got this job.
A: Are you doing any additional duties except teaching?
B: Yes... principal usually assigns me duty of sports coordinator which I use it to interact with students in English.
A: How many years of experience you have in teaching English? B: I have 5 to 7 years of experience in teaching English.
A: Do you use computer in your EFL class to support your teaching?
B: Yes. I use computer for preparing writing skills and grammar notes to help students. I use it specially interact with students through email.
A: Tell me about your school and how you teach?
B: We have 10 women and 20 men but 10 women and 19 men are teachers and one male is the principal, so environment is not really helpful, the figure as such as numbers will not say much unless you make conscious effort to have women in key positions. So, unfortunately it does go back to individuals. It is very difficult to adjust with seniors' plan and female teachers. A: What resources do you use while planning your EFL lesson?
B: Although Principal provides this plan but I try to bring innovation through CALI. This I do it on my own behalf.
A: How do you assess or explore your students' progress?
B: Well, students class tests on their notebooks every week are scheduled by the principal to assess the students. Besides, mid-term exams also provide ways to assess my students' progress.
A: Are you trying to change method of EFL teaching used in your class?
B: Yes... of course! I try to mix my traditional method with online tests sometime. But I cannot do it regularly because I am forced to follow the principal's instruction and plan. I play my role as other young teachers did in the pandemic COVID-19 days. But, unfortunately experienced and aged were not aware of technology use.
A: What issues did you observe in the online classes during COVID-19 days?
B: Oh! It is so sad to observe that students from villages could not take online classes in COVID-19 days because internet connection was poor. Besides, they had no computers at home as their parents could not provide them.
A: Does your school have sufficient computers to be used in EFL classes?
B: I am sorry to tell you in almost all the government schools use of computer in teaching is not possible as they had not sufficient computers.
A: Do you have any support from authority to use computer in EFL class?
B: Authorities don't provide facilities like computers with internet. During COVID-19 time, online classes were started but most of the teachers and students had no facilities for online classes. As a result, government had to pass all students without exams.
A: Are you also trying to use computer to teach English?
B: Of course! I try to learn computer more because it helps me a lot making my notes of grammar and writing techniques for the students.
A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?"
B: I think that CALI is very useful tool of instruction and students can benefit to improve their writing skill if proper resources are available. Students can keep in touch with their teachers though internet which is additional benefit outside the classroom.
A: Do you think this computer can benefit you as a teacher to teach writing skills?
B: Yes of course! Many software are developed now which can be used in computers and online software are also useful to improve students' writing and other skills. If students are taught through CALI, they can become independent learners.
A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
B: Although it may be a waste of time for the students but it depends upon teachers how they are able to engage their students for learning purposes.
A: Have got any professional computer training organised by the government or privately?
B: Yes... Of course! I have got professional certificate in using computer and still I use it wherever I can for teaching purposes.
A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?"
B: The government and higher authorities should arrange proper trainings and workshops to enhance innovations among teachers. Besides, needy students and teachers must be provided laptops or computers by the government.
A: Thank you sir for your time today.
B: Welcome Ma'am... I am honored.

Interview # S-1

A: Hello! Dear student! are you keeping well today?
B: I am very well.....and you?
A: I am very fine. Praise be to God!
A: Have you use technology before this? B: No!
A: Did you find Penzu helpful in improving your vocabulary while writing English please explain?
B: Yes. I do at my Higher secondary school okara.
A: Can Penzu help eliminate grammatical errors in your writing please explain? B: Yes. I improve my grammar, vocabulary and designing of ideas to write.

A: How long are you in the teaching profession?
B: I adopted this profession in 2015 but I began to teach as a private teacher before I got this job.
A: Are you doing any additional duties expect teaching?
B: No.. I just keep using computer and other software which are useful in teaching writing skills to my students.
A: How many years of experience you have in teaching English?
B: I have not long experience of teaching, just 7 years in teaching English. A: Do you use computer in your EFL class to support your teaching?
B: Yes. I feel excited in using computer because its functions make my teaching interesting.
A: Tell me about your school and how you teach?
B: Our school is considered the biggest school in district Lodhran. It has a total of 480 students. We have 42 teachers and 14 are subject specialists in English among 42. All of them are very friendly. We have also dedicated computer lab and an IT assistant here.
A: What resources do you use while planning your EFL lesson?
B: I use my own resources internet, computer and software which are helpful in making EFL lesson very interesting. But, mostly I have to follow course plan given by our principal.
A: How do you assess or explore your students' progress?
B: For the assessment of my students' progress, I conduct writing tests on students' notebooks every week. In addition to this, mid-term and final exams reveal how students are improving in writing English.
A: Are you trying to change method of EFL teaching used in your class?
B: Yes... of course! I try to bring some innovation in my teaching with online tests. But mostly, I have to follow the principal's instructions and course plan. Pandemic COVID-19 days was good time for me when I used my computer assisted instruction effectively.
A: What issues did you observe in the online classes during COVID-19 days? B: Well! I observed in covid-19 days that students from villages had no computers and internet facility to take online classes. Besides, But students in urban areas had computers at home. Hence, teachers as well as students faced several complications in conducting online classes. Observing tough situation of students in the government schools. The Ministry of education decided to declare the students pass without conducting final exams.
A: Does your school have sufficient computers to be used in EFL classes?
B: Although my school has good dedicated lab with 40 computers with internet facility but this lab cannot be used for teaching English as number of the EFL students is greater in the school. So, these computers are insufficient. A: Do you have any support from authority to use computer in EFL class?
B: Authorities have not yet provided facilities like sufficient computers, fast internet and skilled IT personals. During COVID-19 time, online classes were started but teachers and students could not produce the required results. Now authorities are taking measures and making policies to equip all schools with educational technologies.
A: Are you also trying to use computer to teach English?
B: Of course! I usually try to use computer more because it helps me a lot making my notes for the students.
A: How do you think "CALI can help you make your EFL teaching effective to your students' writing skills?"
B: CALI is very useful instrument of instruction in my views and students can benefit to improve their writing skill. Students can keep regular interaction with their teachers even outside the classroom.
A: Do you think computer is useful in attracting students' attention towards learning grammar and vocabulary?
B: In the beginning, it may be difficult for the teachers to implement CALI but once they get used to it, this would become interesting for the students.
A: Have got any professional computer training organised by the government or privately?
B: No. I have not got professional training or workshop organised by the government.
A: Do you think "professional training should be organised by the government to make CALI effective for EFL writing skills?"
B: Ministry of education and higher authorities should take practical measures to provide trainings and workshops for teachers so that they may learn how make the full advantage of computer in teaching.
A: Thank you very much, sir, for the time you spared for the interview.
B: You are always welcome, Ma'am.

Interview # S-2

A: Hello! Dear, how are you?
B: I am well Ma'am... Thanks :
A: Have you use technology before this?
B: Yes but only for playing not for educational purposes!
A: Did you find Penzu helpful in improving your vocabulary while writing English please explain?
B: Yes. First time at my school okara.
A: Can Penzu help eliminate grammatical errors in your writing please explain?
B: I feel my grammar become good now.



A: How helpful was the feedback provided by the teacher in organising your content writing? B: Through feedback, I improve my mistakes. Now I can write well and organise well my essay writing contents.
A: What features of Penzu did you find most useful for improving the mechanics of your writing?
B: All features of Penzu are very helpful but the most suitable is the auto indicator on wrong spelling and system of spelling check.

A: How was your English writing proficiency before using Penzu and would you like to use it again for writing essays?
B: very poor and very confused but now happy because I like to use it more than one time to improve my writing skills.
A: What are the advantages of using Penzu over traditional methods?
B: Traditional method is very boring and I try to this online writing tool Penzu. These resources should use to create interest among the students by using online activities on sentence completion tests, sentence corrections and writing paragraphs by looking at pictures. I like to work with Penzu.
A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?
B: It is far better and easy than our traditional learning. I assess my writings through Penzu written assignments, class tests and writing assignment. I also communicate my fellows through Penzu online. This contact also reveals how they are improving in writing English.
A: What challenges, if any, did you face while using Penzu?
B: Well.... of course we have no language lab with the internet and computers. We mostly have low speed internet at home. So the basic thing that we have institutional limitations.
A: Do you think using Penzu can benefit other students?
B: of course....Penzu is very good for all the learners of English as foreign language. A: Thank you, dear student, for the interview.

B: It's no problem.

Interview # S-3

A: Dear student, how are you?
B: Alhamdulillah! I am well. Thank you very much.
A: Sorry to disturb you for the interview because you have just arrived.
B: No issue, Ma'am. My house is few yards away from school and I am fresh. Insha Allah. You may start, please.
A: Thank you, Have you use technology before this?
B: Yes but only for playing not for educational purposes!
A: Did you find Penzu helpful in improving your vocabulary while writing English please explain?
B: Yes. First time at my school okara.
A: Can Penzu help eliminate grammatical errors in your writing please explain? B: Yes to improve my vocabulary of new words.
A: How helpful was the feedback provided by the teacher in organising your content writing? B: I improve my mistakes. Now I can write well and organise well my essay writing contents. A: What features of Penzu did you find most useful for improving the mechanics of your writing?
B: adding pictures with writings. Its amazing.
A: How was your English writing proficiency before using Penzu and would you like to use it again for writing essays?
B: I was very chaotic but now happy because I would like to use it again and again to improve my writing skills.
A: What are the advantages of using Penzu over traditional methods? B: its good and easy. I try writing tool Penzu.
A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?
B: Yes because now I assess my writings through Penzu and can communicate my fellows through Penzu online.
A: What challenges, if any, did you face while using Penzu? B: The most basic thing that we have limited computers. A: Do you think using Penzu can benefit other students?
B: Penzu is very beneficial for all the learners of English as foreign language. A: Thank you, dear student, for the interview.
B: welcome.

A: How helpful was the feedback the teacher in organising your content writing?
B: I improve my mistakes. Now I can write well and organise well my essay writing contents.
A: What features of Penzu did you find most useful for improving the mechanics of your writing?
B: adding pictures with writings. Its amazing..

A: How was your English writing proficiency before using Penzu and would you like to use it again for writing essays?
B: I was very chaotic but now happy because I would like to use it again and again to improve my writing skills.
A: What are the advantages of using Penzu over traditional methods? B: its good and easy. I try writing tool Penzu.
A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not?
B: Yes because now I assess my writings through Penzu and can communicate my fellows through Penzu online.
A: What challenges, if any, did you face while using Penzu?
B: The most basic thing that we have no computers, no digital language class, no internet mostly for English learning.
A: Do you think using Penzu can benefit other students?
B: Penzu is very beneficial for all the learners of English as foreign language. A: Thank you, dear student, for the interview.
B: You are welcome.

Interview # S-4

A: Hello! How are you, dear?
B: I'm doing well, Ma'am. Thank you.
A: Have you used technology for learning before?
B: Yes, but only for playing games, not for educational purposes.
A: Did you find Penzu useful for improving your vocabulary while writing in English? Please explain.
B: Yes, this is my first time using it at my school in Okara.
A: Do you think Penzu helps reduce grammatical errors in your writing? Please explain.
B: Yes, it helps me expand my vocabulary and learn new words.
A: How useful was the teacher's feedback in helping you organize your content writing?
B: It helped me correct my mistakes. Now I can write better and organize my essay content more effectively.
A: Which features of Penzu did you find most helpful for improving your writing mechanics?
B: Adding pictures to my writing—it's really amazing.
A: How would you describe your English writing skills before using Penzu, and would you like to use it again?
B: My writing was very disorganized, but now I feel much more confident. I'd love to use Penzu again and again to improve my writing skills.
A: What do you think are the advantages of using Penzu compared to traditional methods?
B: It's simple and convenient. I enjoyed using the Penzu writing tool.
A: Did Penzu motivate you more to write in English compared to traditional methods? Why or why not?
B: Yes, because now I can evaluate my writing through Penzu and communicate with my classmates online.
A: Were there any challenges you faced while using Penzu?
B: The biggest challenge was the limited number of computers available. A: Do you believe using Penzu can benefit other students?
B: Penzu is highly beneficial for anyone learning English as a foreign language.
A: Thank you for your time, dear student. B: Thank you.

Interview # S-5

A: Hello! My dear student, how are you?
B: I am well Ma'am... Thanks
A: Thank you, for sparing your time for the interview.
B: You are welcome, Ma'am.
A: Have you used technology before this?
B: No no not for educational purposes.
A: Did you find Penzu helpful in improving your vocabulary while writing English? Please explain.
B: Yes, it was my first time using it in my school.
A: Can Penzu help eliminate grammatical errors in your writing? Please explain.

B: Yes, it helps me develop new words. It eliminate my grammatical errors from my writing.



A: How helpful was the feedback provided by the teacher in organizing your content writing? B: It corrected my mistakes. I can write and organize my essay content far better than before.

A: What features of Penzu did you find most useful for improving the mechanics of your writing? B: first time writing and adding colours and beautiful pictures in my writing—it's really very interesting.

A: How was your English writing proficiency before using Penzu, and would you like to use it again for writing essays? B: My writing was not good not bad, but now I'm happy because using Penzu is just like playing and learning and improving English writing skills. I enjoyed a lot, I never get bored after spending hours in writing English.

A: What are the advantages of using Penzu over traditional methods? B: It's good and easy. I enjoyed trying the writing tool, Penzu.

A: Did you feel more motivated to write English using Penzu compared to traditional methods? Why or why not? B: Definitely because now I can measure my writing through Penzu and communicate with my classmates online.

A: What challenges, if any, did you face while using Penzu? B: The main challenge is that we have limited access to use technology in the class and sometimes computers remain out of order.

A: Do you think using Penzu can benefit other students? B: Penzu is very helpful for all learners in my school.

A: Thank you, sir for providing very useful information. This will surely be helpful in changing the academic scenario.

B: You are welcome, Ma'am. Thank you too.

A: Thanks and God bless you!



Letter of Proofreading/Formatting & Abstract



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