

Technology Embedded Explicit Activity In Teaching Sentences In A Dialogue English 3

Prof. Resty C. Samosa¹, Jastme Meñoza², Anne Daniela Mallari³, Jhanine Rose Pojas⁴, Xylene Joy Marigmen⁵

1Colegio de San Gabriel Arcangel & Graceville National High school

resty.samosa002@deped.gov.ph

2Colegio De San Gabriel Arcangel

menozajastme@gmail.com

3Colegio De San Gabriel Arcangel

annedanielam@gmail.com

4Colegio De San Gabriel Arcangel

jhaninerosep@gmail.com

5Colegio De San Gabriel Arcangel

xylenermarigmen@gmail.com

Abstract: *This study uses Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue is a more relevant and interesting for students. The objective of this study is to serve as a basis and reference for students in teaching sentences in a dialogue. The explicit activity, teacher does first approach to students by giving examples of what sentences of dialogue describe and demonstrate, then guiding them step-by-step about what they have learned in constructing sentences in a dialogue in terms of tone, clarity, convention etc. For them to enhance and improve their communication skills and academic performance effectively. The major concern of this study is to determine the effectiveness of Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue English 3 as an innovation. The study assessed Grade 3 learners to improve their communication skills in the selected private school students in the Schools Division of San Jose del Monte, Bulacan. The Respondents of the study were purposively selected which comprised of Thirty (30) students of Colegio De San Gabriel Arcangel from the private school students in the Schools Division of San Jose del Monte, Bulacan. The researcher used Weighted Mean and T Test to analyze quantitative data and determine the effectiveness of the utilization of Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue English 3. The findings showed that the learners' level of sentence construction in a Dialogue was Average. The researcher also used one - group pretest - posttest design. In this design, a single group of subjects is given a pretest. The study revealed there is a significant difference in the pretest and posttest score of the students in the utilization of the Innovation in improving the learners' Level in Constructing Sentences in a Dialogue.*

Keywords: Explicit activity, Constructing Sentences in a Dialogue, Communication skills, Grade 3 learners

INTRODUCTION

The COVID-19 pandemic forced the teacher workforce into distance teaching essentially overnight. This educational migration, necessitated by the public health emergency, has dramatically altered and diversified the realities of teachers' working lives and the conditions in which they teach (Thompson, A., Darwich, L., & Bartlett, L. 2020). Due to pandemic, online learning has become the new normal, they adapt to their own timing and convenience. In the new normal system, the teacher encounters hindrances like the students can get easily bored and not interested in the subject that the teacher is handling. It is believed that half of the world's pupils are still enrolled in school. Overall, this has been a possibly harmful disturbance in a generation's education.

However, one of the few positive results of this experience is the opportunity to reconsider how digital technology may be used in schools to help teaching and learning. Our cumulative remote schooling experiences provide a brief window of opportunity for schools to consider what "digital education" might look like in the future.

Teachers are facing the challenge of implementing division and school-level technology integration practices while meeting the needs of all students (RL Johnson 2019). Despite all of the technical advancements, implementation remains a significant problem. Schools and educators around the country are still grappling with how to combine the evolving role of teachers with provincial and national responsibility, as well as how to mix flexible and "customized" models with provincial and national responsibility. They still have to fulfill certain standards, as well as the larger cultural issue of altering instructors' attitudes. Routines and behaviors that have been in place for a long time.

The Writing Revolution (TWR), offers just such a road map. It provides a clear, coherent, evidence-based method of instruction that teachers can use no matter what subject or grade level they teach (Hochman, J. C., & Wexler, N. 2017). This method focuses students' writing practice on specific strategies that are appropriate for their requirements, as well as giving them timely and explicit feedback.

The objective of this study is to serve as a basis and reference for students in teaching sentences in a dialogue that

they will engage, understand and interact within the class using technologies that we have now together with the educational platforms or online learning applications such as the Google Platforms, those are the tools for the new normal learnings that must also be a focus for them. In the explicit activity, the teacher does first approach to students by giving examples of what sentences of dialogue describe and demonstrate, then guiding them step-by-step about what they have learned in constructing sentences in a dialogue in terms of tone, clarity, convention, etc. Most pupils are still adjusting to this flexible learning so that they need to have an explicit activity in teaching dialogue and guide them gradually that help them to enhance and improve their communication skills and academic performance effectively.

Action Research Questions

This study aims to evaluate the effectiveness of the technology Embedded Explicit Activity in Teaching Sentences in a Dialogue English 3. Specifically, this research seeks to answer the following questions

1. What is the learners' level of sentence construction in a Dialogue in terms of
 - 1.1 clarity
 - 1.2 focus
 - 1.3 content
 - 1.4 convention
 - 1.5 style
 - 1.6 tone
2. How effective is the technology Embedded Explicit Activity as learning instructional tools in improving the learners' sentence in a Dialogue as revealed by their pretest and posttest mean scores?
3. Is there a significant difference between the pretest and posttest mean scores?
4. What lesson exemplar in English 3 may be developed based on the findings of the study?

Methods

This study generally seeks to determine the effectiveness of the utilization of Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue English 3. The research study employs one - group pretest - posttest design. In this design, a single group of subjects is given a pretest, then the treatment and then test (Samosa, 2020). It is simple to implement and the results can often be calculated with simple analyses. The researcher utilized the purposive sampling technique. According to Samosa (2020), it is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. The study involved thirteen (30) who are currently enrolled in Grade 3 at Colegio

De San Gabriel Arcangel, Area-E, Fatima I, Sapang Palay, CSJDM, Bulacan.

Sample and Sampling Technique

The respondents of the study were purposively selected as members of the research study. A purposive sampling technique was used in this study. It is a sampling procedure where the researcher determines similar traits or specific characteristics of the participants (Samosa, 2020).

The researchers utilized Sentences Completion Dialogue Achievement Tests (SCDAT) for the purpose of data collection. The achievement test was the researcher-made test. It contained twenty-five (25) multiple choice response test. This was administered before the treatment and after the treatment. The test was used as pre-test and post-test. The (SCDAT) was to measure the learners' ability to recall, relate, and apply any of information received during the treatment. The trial test of (SCDAT) reveals its reliability coefficient of 0.85 using test-retest reliability after its administration on set of students different from those in the study.

Result and Discussion

In this section summarizes the data gathered using the study's research instruments. It interprets and analyzes data acquired to characterize the effectiveness of Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue in Colegio De San Gabriel Arcangel Grade 3 learners The findings of the study were as follows:

Table 1. Learners' level of sentence construction in a Dialogue

Sentence Construction in a Dialogue	WM	INTERPRETATION
Clarity	2.32	Low
Focus	2.55	Average
Content	1.9	Low
Convention	2.50	Average
Style	3.57	High
Tone	3.82	High
Overall	2.76	Average

The tabulated data revealed the level of Technology Embedded Explicit Activity as assessed by learners. Data showed that teachers' assessment on the learners' Sentence Construction in a Dialogue was Average based on the overall computed weighted mean of 2.76. More so, the learners assess that the clarity was WM = 3.82 focus was WM = 2.52, content was WM = 1.9; convention was WM = 2.40, style was WM = 3.57 tone was WM = 3.82 and; overall WM = 2.76 which denoted as Average in Teaching Sentence Construction in a Dialogue.

The findings agreed from the study of Sun, k., Yu, D., Chean, J., Yu, D., Choi, Y., Cardie, C. (2019) the first

dialogue-based multiple-choice reading comprehension data set is in contrast to existing reading comprehension data sets, like dream is the first to focus on in-depth multi-turn multi-party dialogue understanding. They apply several popular neural reading comprehension models that primarily exploit surface information within the text and find them too, at best, just barely outperform a rule-based approach. Dialogue structure and different kinds of general world knowledge into both rule-based.

Table 2. Pretest-posttest of Grade 3 learners on Sentences Completion Dialogue

	Pre Test Score	Post test Score	Gain Score
Mean	71.43	81.87	34.24

Presented on table 1 was the pretest-posttest of Grade 3 learners on Sentences Completion Dialogue. As gleaned on the tabulated data, it indicates that before the utilization of the Explicit activity, learners' achievement in pretest were 71.43, then in posttest were 81.87 Hence, the learners' gain mean score of 34.24 %. In addition, it can be concluded that Sentences Completion Dialogue as innovation had a positive effect on the learners' achievement, as evidenced by the significantly greater mean in the posttest than in the pretest.

The study of McGowan, E. M. (2016) That the consequences of professional development (PD) and guidance on elementary school teachers' implementation of embedded-explicit literacy instruction to enhance children's capacity to participate in relevant, deliberate, and contextualized literacy traits, as measured by Complete Learning Trials, were investigated using a multiple-baseline across participants design (CLTs).

Table 3. Test of significant difference between the pretest and posttest on Sentences Completion Dialogue that was exposed to Technology Embedded Explicit Activity innovation.

df	t-test	t-test critical value	Probability Level	Decision	Interpretation
58	2.31	2	P< 0.05	Ho is rejected	Highly Significant

Upon computing data, It revealed the value of 2.31 is greater than the tabular value of 2 at degree of freedom of 58 in the probability level 0.05, thus reject the null hypothesis and accept the alternative hypothesis. therefore, there is a significant difference between the pretest and posttest score of the learners as exposed to the innovation.

Relatively in this study of Bedard, C., Bremer, E., Campbell, W., & Cairney, J. (2018). In 5- to 8-year-old children, engagement in a direct-instruction movement and pre literacy program resulted in increases in basic motor abilities, print-concept understanding, and alphabet knowledge over time.

Explicit Pedagogy

The outcomes of this study strengthen ESL educators' pedagogical knowledge that learners, even at the primary level, can acquire Communication abilities when provided with appropriate content. Furthermore, the study of Rayou, P. (2018), Direct teaching, which includes a thorough description of what must be taught and how it must be learnt, is insufficient to dispel learning ambiguity. Identifying why pupils don't comprehend is likely to require scenarios in which they are faced with problems and are expected to explain their errors and triumphs to themselves and their professors.

Conclusion

In three aspects, the usefulness of employing Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue is examined in this study. First is Technology providing students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations. Second, communication tech can foster these skills. Teachers and students can remain in touch even outside the school vicinity. Online lessons and games encourage them to work together even apart. Not only does it promote productivity; it also encourages responsibility on both parties. The last one Explicit instruction, which includes a thorough explanation of what must be learned and how it must be learned, is insufficient to dispel learning ambiguity. Identifying why pupils don't comprehend is likely to require scenarios in which they are faced with problems and are expected to explain their errors and triumphs to themselves and their professors.

The pre-test and post-test outcomes of Learners exposed to Explicit Activity are significantly different. The Explicit Activity had a favorable engagement and influence on the Learner's accomplishment, with a considerably higher mean in the posttest than in the pretest.

Recommendation

These are the recommendations made by the researchers for people who will benefit and be affected by the study. The effectiveness of Technology Embedded Explicit Activity in Teaching Sentences in a Dialogue was discovered in this study. As a result, the following suggestions are made:

Students, The primary beneficiaries of this research's result are Grade 3 primary students, who can use it as a guide and reference of Teaching Sentences In a Dialogue.

Teachers can add Explicit Activity in Teaching Sentences in a Dialogue into their classroom as an option for the students and help them develop Communication skills. Administrators should support and educators should embrace the use of explicit activity as an approach for teaching Sentences in a Dialogue in order to enhance public education.

Future Researcher. The outcome of the study is beneficial to neither present researchers nor future researchers. This study may be one of the bases that a new way of learning will arise.

References

[1] McGowan, E. M. (2016). Preschool teachers use of embedded-explicit instruction to promote literacy. California State University, Long Beach.

<https://www.proquest.com/openview/df62fabdc7a51421f22e5ffd21b155de/1?pq-origsite=gscholar&cbl=18750>

[2] Kai Sun, Dian Yu, Jianshu Chen, Dong Yu, Yejin Choi, Claire Cardie; DREAM: A Challenge Data Set and Models for Dialogue-Based Reading Comprehension. Transactions of the Association for Computational Linguistics 2019; 7 217–231.

[3] Bedard, C., Bremer, E., Campbell, W., & Cairney, J. (2018). Evaluation of a direct-instruction intervention to improve movement and preliteracy skills among young children: a within-subject repeated-measures design. *Frontiers in pediatrics*, 5, 298.

[4] Rayou, P. (2018). Explicit pedagogy. *Recherche & formation*, 87, 97-107.

<https://doi.org/10.4000/rechercheformation.3546>