

The Influence of Punctuated Lecture (PL) Technique on EFL University Students' Achievement in Methods of Teaching English Course

أثر تكنيك المحاضرة المتقطعة (PL) على تحصيل طلبة المرحلة الجامعية في اللغة الإنجليزية
كلغة أجنبية في مقرر طرائق تدريس اللغة الإنجليزية

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Abstract

The current study investigates the influence of Punctuated Lecture Technique (PL) on EFL fourth grade students' achievement in the Methods of Teaching English course. It is hypothesized that there is no statistically significant difference between the experimental group taught using PL technique and the control group taught using traditional discussion. A sample of 82 students from the Department of English – College of Basic Education- fourth stage was selected. This sample has been divided into two groups, i.e., (42) students for the experimental group and (40) for the control group. The results showed that PL technique effectively improved learners' achievement in the Methods of Teaching English course, as per pre and post-test results.

ملخص الدراسة

تبحث الدراسة الحالية في أثر تقنية المحاضرة المتقطعة (PL) على تحصيل طلبة الصف الرابع في اللغة الإنجليزية في مقرر طرائق تدريس اللغة الإنجليزية. افترض الباحث أنه لا يوجد فرق ذو دلالة احصائية بين المجموعة التجريبية التي درست باستعمال تقنية PL والمجموعة الضابطة التي درست باستعمال طريقة المناقشة التقليدية. تم اختيار عينة مكونة من 82 طالباً من قسم اللغة الإنجليزية – كلية التربية الأساسية – المرحلة الرابعة. وقد تم تقسيم هذه العينة إلى مجموعتين، أي (42) طالباً للمجموعة التجريبية و(40) طالباً للمجموعة الضابطة. أظهرت النتائج أن تقنية PL أدت بشكل فعال إلى تحسين تحصيل المتعلمين في مقرر طرائق تدريس اللغة الإنجليزية، حسب نتائج الاختبار القبلي والبعدي.

1. Introduction

1.1. Problem and its Significance:

Language learning and teaching is a global trend aimed at mastering the target language. Linguists have researched methodologies and approaches used in classrooms, and teachers have implemented various approaches to meet learners' needs and problems (Daar, 2019: 9).

Learner autonomy, a fundamental human need, is nourished by intrinsic motivation, which allows learners to take responsibility for their own learning and develop reflective self-management skills. Success in learning strengthens intrinsic motivation, making it more efficient and effective. Autonomous learners' motivation and reflective nature make their knowledge and skills applicable to situations outside the classroom, ensuring learning success (Sárosdy, 2006: 40-1).

Interaction is crucial in foreign language learning, as it makes activities meaningful and leads to successful situations. Classroom interaction involves collaboration between learners, practicing dialogues, and achieving communication. It emphasizes the effectiveness of students in actively participating in dialogues, understanding the subject matter, and improving language competency.

1.2. Aim:

This study aims at investigating the influence of Punctuated Lecture Technique on EFL fourth grade students' achievement in Methods of Teaching English Course.

1.3. Hypotheses:

- a.** It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre-test for both experimental group (who are studied according PL Technique) and control group (who are studied according to the traditional method).
- b.** It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the post-test for both experimental group (who are studied according PL Technique) and control group (who are studied according to the traditional method).

- c. It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre and post-test for experimental group to measure the impact of PL Technique on EFL learners' achievement in Methods of Teaching Course.

1.4. Limits

The study focuses on teaching English courses for fourth grade students at the University of Babylon's College of Basic Education in the first semester of the 2023-2024 academic year, following the Ministry of Higher Education and Scientific Research recommendations.

1.5. Procedures

- a. The Experimental approach is used as the research method.
- b. The study variables are thoroughly reviewed.
- c. Giving the pretest to both groups in order to measure the members' capabilities.
- d. Teaching the experimental group members by using the suggested technique.
- e. Teaching the control group members by using the traditional way of teaching (Lecturing and Discussions).
- f. The final administration of post-tests on academic achievement is conducted.
- g. Processing the data obtained statistically to measure the effectiveness of the suggested strategy.

1.6. Definitions of the Basic Terms:

a. Effect:

As (VandenBos, 2015) states, it is a causal relationship is a statistically significant relationship between variables, where one variable is considered an outcome of another or a combination of other variables.

b. Punctuated lecture technique:

The Punctuated Lecture technique is a method that offers immediate feedback on students' learning from a lecture or demonstration, focusing on their processing of information and how their behavior influences it. This feedback helps teachers and students identify any distractions that may be affecting their learning process. (Angelo and K. Patricia, 1993).

c. Achievement

It refers to a learner's mastery of a second or foreign language after instruction (Richards and Richard, 2010).

d. Methods of teaching English:

Teaching methods aid students in achieving learning outcomes, while activities are implementation methods that help students master course content and apply it in specific contexts.

Review of Literature

Punctuated Lecture Technique

The Punctuated Lecture technique is a method that provides immediate feedback on students' learning from a lecture or demonstration. It focuses on how students process information and how their behavior influences this process. This feedback helps teachers and students identify distractions and encourages self-monitoring listeners. The technique involves five steps: listen, stop, reflect, write, and give feedback. Students listen to the lecture, then stop the action, reflect on their behavior and how it influenced their understanding. They write down their insights and give feedback anonymously. The Punctuated Lecture technique provides a window into how students learn, promoting active listening and self-reflective learning skills that can be applied in various contexts. It also emphasizes self-monitoring, a crucial aspect of metacognition. Overall, the Punctuated Lecture technique helps students become more aware and effective learners.

Implementing it inside the classroom

- Choose a lecture that introduces new material and can be divided into ten- or twenty-minute segments.
- Plan two punctuation spots in advance and allocate enough time for the technique.
- Allow students to reflect on their learning behaviors without forewarning them about the first punctuation.
- Direct them to reflect and write, setting time limits for each. Allow students a minute or two for reflection and approximately the same amount for writing.

Technique Template

This template is designed for implementing a Punctuated Lecture in your class.

Course Name

Course Characteristics

The course's situational factors, such as its location, number of students, division, and enrollment reasons, should be considered when evaluating this technique. Factors such as attitudes, prior knowledge, and reasons for enrollment should also be considered.



Step 1: Clarifying Teaching Purpose and Learning Goals

Punctuated lectures boost student engagement by promoting self-awareness and active listening. They help students focus attention, develop self-monitoring listener skills, and develop metacognitive skills, enhancing their overall learning experience by encouraging self-reflection and self-reflection about their own thinking.



Step 2: Identifying the Learning Task's Underlying Problem and Prompt

A Punctuated Lecture is a 15-20minute lecture where the lecturer pauses and asks students about their current activities. To effectively implement this method, it is crucial to determine the specific information to be conveyed:

- The study measures students' focus on lecture content.
- Distractions from technology or peers.
- Physical activities such as listening, taking notes, or unrelated activities.

The question format, asking students to rate their focus, distraction, and activity level on a scale (5=extremely high, 1=extremely low) should be considered. Additionally, open-ended questions like "Describe what you were doing when the lecture paused" are to be asked to gauge their level of engagement and understanding.



Step 3: Setting Assignment Parameters

The assignment logistics include whether it will be assigned individually or group work, the duration, the submission of a product, and the anticipated materials, resources, or additional information needed. It is also crucial to determine how students will respond to prompts, whether by choosing a

response or supplying the answer on their own, using methods like index cards, automated response systems, or online surveys.



Step 4: Developing a Plan for Learning Assessment or Grading

Assessing learning involves using a simple grading system or creating a rubric. Using Punctuated Lectures allows instructors to understand students' learning strategies and guide them during lectures. This information can be used to direct students to important content or review concepts for understanding. The answers to the prompts serve as useful data, allowing instructors to better understand and support their students' learning.



Step 5: Communicating Assignment Parameters to Students To communicate assignment parameters to students, handouts, presentation slides, or

online course instructions are used. They have to be informed that lectures will be paused occasionally and they should record their responses, along with how to record their work.



Step 6: Implementing the Technique

The lecture should start with a 15-20 minute introduction, then it should be paused for students to reflect, then they are asked to answer a question. The lecture should then resume, repeating every 15-20 minutes throughout the class, considering any additional logistical aspects.



Step 7: Reflecting Upon the Activity and Evaluating Its Effectiveness

After implementing the technique, the teacher reflects on its effectiveness by considering its alignment with course learning goals, meeting the learning module's objectives, being appropriate for students, keeping them engaged, promoting learning, and providing valuable information about student understanding. He Reflects on what worked well,

what could have been improved, and what changes might be made if the activity were to be reintroduced.

Students can enhance their learning experience by using prompts to reflect on their behaviors during lectures. They can create "learning plans" to identify distracting behaviors and discuss improvements. Teachers can analyze notes to identify changes. However, this technique may be challenging for students who struggle with recalling behaviors or understanding their connection to learning. Students should be honest in their reflections and remember that reflections are a self-improvement tool, not a punishment. Incorporating these strategies can enhance students' learning processes and overall experience.



2. Methodology

Population and Sample

A population is a group of people with unique characteristics that distinguish them from others. Researchers study these groupings, and sampling is the process of selecting a subset or sample from a larger population. The sample accurately represents the population, consisting of selected components from a larger population (Best and Khan, 2006).

The total population of the current study is (216) students, and the researcher has selected a random sample of (82) students from sections (A and B) to represent the sample of the study. Then, he divided it into two equal in number groups, i.e., experimental group – consists of (42) students – and control group – consists of (40) students. After checking the students in both groups, it has been found that (2) of students had left the study, and

therefore they have been excluded from the sample of two groups. So, the final sample became (40) students for the experimental group and (40) students for the control group with a total number of (80) students as illustrated in Table (1) below:

No.	Group	No. of Students before Exclusion	No. of Students after Exclusion	Excluded Students
1	Experimental	42	40	2
2	Control	40	40	0
3	Total	82	80	2

Table (1) The Sample of the Study

4. Results and Discussion

4.1 The First Null Hypothesis Results

The researcher used a t-test to test the null hypothesis that there is no significant difference at 0.05 between the mean scores of the pre-test results for both experimental and control groups, who were studied using the PL Technique and traditional methods, after both groups were exposed to a pre-test.

The variance, arithmetic mean, and standard deviation were calculated after analyzing and collecting the scores as shown in Table 2 below:

Groups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	Statistically significant
Experimental	40	29.1	5.28083	78	0.525	1.671	
Control	40	28.5	4.94067				

Table (2) The t-test Results Related to the First Null Hypothesis

The table shows that the experimental group scored 29.1 with a standard deviation of (5.28083), while the control group scored 28.5 with a standard deviation of (4.94067). The t-test value was calculated to be 0.525, lower than the tabulated value of 1.671 with a degree of freedom of 78. The statistical results indicate that the relationship between the results of the groups in the pre-test is not statistically significant, as the researcher has not implemented the experiment yet. Therefore, the null hypothesis is accepted, and the alternative hypothesis is rejected.

4.2. The Second Null Hypothesis Results

The researcher has used a t-test for two samples to determine the results in order to test the second null hypothesis, which states, "It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the post-test for both experimental group (who are studied according PL Technique) and control group (who are studied according to the traditional method)". At the end of the course, a post-test was administered to both the experimental and control groups to determine the effectiveness of the PL Technique that was taught to the experimental group. after the collection and analysis of the scores, the following calculations have been made to determine the variance, arithmetic mean, and standard deviation, table (3) illustrates:

Table (3) The t-test Results Related to the Second Null Hypothesis

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1,p fvghg'p/g/fogroups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	Statistically significant
Experimental	40	34.7	4.93652	78	5.376	1.671	
Control	40	29.2	4.04454				

From the above table, it has been noted that the mean score of the experimental group is (34.7) with a standard deviation of (4.93652), whereas the mean score of the control group is (29.2) with a standard deviation of (4.04454); and the calculated value of the t-test is (5.376) which is greater than tabulated value (1.671) with a degree of freedom of (78). By observing the results of the statistics, it becomes clear that the

relationship between the two post-tests for both groups is statistically significant in favor of the experimental group. This indicates that the application of this technique has led to more development in the students' achievement in Methods of Teaching Course than the students in the control group who were not taught according to this technique. Therefore, there is a statistical significant difference at (0.05), and the null hypothesis is rejected while the alternative hypothesis is accepted.

4.1 The Third Null Hypothesis Results

The researcher has used a t-test for two samples to determine the results in order to test the third null hypothesis, which states, "It is hypothesized that there is no statistically significant difference at (0.05) between the mean score of the results of the pre and post-test for experimental group to measure the impact of PL Technique on EFL learners' achievement in Methods of Teaching Course." Pre- and post-tests were administered to the experimental group in order to compare the findings and determine the impact of the PL Technique on students' performance in the Methods of Teaching Course. The variance, arithmetic mean, and standard deviation have been determined after the scoring collection and analysis, as indicated in Table (4) below:

Group	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	Statistically significant
					6.451	2.02	
Experimental							
Pretest	40	29.1	5.28083	39			
Posttest	40	34.7	4.93652				

Table (4) The t-test Results Related to the Third Null Hypothesis

From the above table, it has been noted that the mean score of the pre-test is (29.1) with a standard deviation of (5.28083), whereas the mean score of the post-test is (34.7) with a standard deviation of (4.93652); and the calculated value of the t-test is (6.451) which is greater than tabulated value (2.02) with a degree of freedom of (39). By observing the results of the statistics, it becomes clear that the relationship between the pre- and post-tests of the experimental group is statistically significant to the result of the

post-test. This indicates that the application of this technique has led to an improvement in the students' achievement in Methods of Teaching Course because the students' scores in the post-test increased significantly. Therefore, there is a statistical significant difference at (0.05), and the null hypothesis is rejected while the alternative hypothesis is accepted.

Conclusions

It is concluded that punctuated lectures can improve student learning outcomes and promote learning. They support students' comprehension of ideas, retention of knowledge, and growth in interest in learning. Self-control and reflective practices are essential for growth and learning. During lectures, students assess their own actions and behaviors, spot mistakes, and improve their performance. Educator feedback can enhance instructional strategies and style, resulting in better learning outcomes. The results can be used in the classroom, and the effects of punctuated lectures in different subjects can be evaluated through a randomized control trial. All things considered, lectures that start on time can improve students' learning.

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