

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter illustrates the details of the research procedures as well as the methodology of the study.

Many prior research have been investigated the effect of language learning strategies instruction on students' language proficiency. Early investigations focused on the L1 learners in the English speaking countries (Tarone, 1983, Cohen, 1984, Wenden & Rubin, 1987) while later research expanded in the L2 field, yet still conducted in the English speaking countries such as the U.S. and the U.K (Oxford, 1990, O'Malley & Chamot, 1990). In the past decade, many researchers have furthered their studies with the ESL / EFL learners in the non-English speaking countries such as Africa, Europe and Asia (Oxford & Dreyer, 1996, Cohen et al. 1996, Lan, 2005).

#### **3.1 Statement of Hypotheses**

Most of the results revealed positive outcomes of language learners after the language learning strategies instruction (O'Malley & Chamot, 1985, Park-Oh, 1994, and Dadour & Robbins, 1996). Students receiving this type of instruction showed improvement not only on the language abilities but on the general academic as well (Cohen et al., 1995, Chamot et al., 1996, and Cohen & Weaver, 1998). The positive results confirm the benefits of teaching language learning strategies and lead to the hypotheses of this research as follows.

3.1.1 Students receiving social strategies instruction will use social strategies more than those not receiving social strategies instruction.

3.1.1.1 Students receiving social strategies instruction will use asking questions strategies more than those not receiving social strategies instruction.

3.1.1.2 Students receiving social strategies instruction will use cooperating with others strategies more than those not receiving social strategies instruction.

3.1.1.3 Students receiving social strategies instruction will use empathizing with others strategies more than those not receiving social strategies instruction.

3.1.2 Students receiving social strategies instruction will gain higher scores on English language communication abilities test than those not receiving social strategies instruction.

## **3.2 Population and Samples**

### **3.2.1 Population**

The population in this study was primary students in schools using International Baccalaureate curriculum. Their levels were between Kindergartens and Grade 5 with the age between 3 and 12 years old, with an approximation of 1,200 students. IB schools were categorized as an international school and have English as the language of instruction. Thus, students were exposed to English once entering the school premise until they leave the school ground. Homeroom teachers in the schools were native English speakers from England, the United States, Canada, Australia, and New Zealand. However, in Kindergartens, there were Teacher Assistants to help out the homeroom teachers when there was a language barrier, especially with new students who were not familiar with the school environment yet. There was also an ESL specialist class to support these new students whose mother tongues are not English.

### **3.2.2 Samples**

The samples, both the sample school and students, in this study were selected through the purposive sampling method. KIS International School represented the sample school while students of Grade 1 and Grade 2 represented the research participants. The age of the participants was between 6 and 8 years old. The focused group was students in Grade 1 and Grade 2 of 22 and 38, respectively. With the two classes per one level system adopted at the research school, there were indeed 4 groups (e.g. Grade 1 A, Grade 1 B, Grade 2 A and Grade 2 B) participating in this study. From the equality of variances tests, the results ensure that the sample groups

shared the same language proficiency and background knowledge before the experiment. They were then randomly assigned to either the experimental or the control group. The experimental group had the total number of 31 participants comprising 12 Grade 1 B and 19 Grade 2 B students. While the control group represented by 10 Grade 1 A and 19 Grade 2 A students, which together made 29 participants in total.

Although the gender issue was not on the list of variable to be investigated in this study, it had been attempted to equally apportion both boys and girls in each group. The total number of 22 in Grade 1 was divided into two groups of 10 in class A and 12 in class B. Grade 1 A comprised 6 boys and 4 girls while Grade 1 B was the sum of 9 boys and 3 girls. The reason of the inequality in number was due to the proportion of nationalities, which is elaborated in the next paragraph. For Grade 2 level, the total number was 38 and was divided into two groups of 19 each. The number of different genders in each group was equal with 12 boys and 7 girls.

The matters of nationalities were discussed in details in this part. In order to create multi-cultural in each classroom, the attempt to allocate different nationalities in each group was made. However, this matter was also linked with the equivalence in number of members' gender, which the girl members were outnumbered by boys. Therefore, the division of Grade 1 level was resulted the imbalance in number, which was to prevent either one dominant culture or one gender in the classroom. After the careful consideration, the members of Grade 1 A then consisted of 6 Thais and 4 non-Thais (i.e. 1 British, 1 American, and 2 Japanese). While the members of Grade 1 B consisted of 7 Thais and 5 non-Thais (i.e. 1 British, 1 American, 2 Japanese, and 1 Indian).

For Grade 2, it was less complicated due to the same number of boys and girls in this level. After the balancing members of different genders in each group, the next focus then was on creating the multi-cultural learning environment in class A and class B. With the total of 19 participants (12 boys and 7 girls) in each group, Grade 2 A was assigned with 13 Thais and 6 non-Thais (i.e. 2 Britishes, 1 American, 1 Chinese, and 2 Japaneses) while Grade 2 B comprised 12 Thais and 7 non-Thais (i.e. 3 Britishes, 2 Japaneses, 1 Korean, and 1 Chinese).

Most of these participants have been studied with the research school for at least one academic year. This means that the Grade 1 and Grade 2 participants of this research were former students in Kindergarten 3 and Grade 1 in the last academic year, respectively. Hence, they were familiar with using English in their classroom learning and socializing. They were also familiar with the school environment and IB PYP curriculum adopted by the school. The 10 PYP student profiles had been recognized and promoted in every level throughout the year.

Table 3.1  
Research Samples

Group	Grade 1		Grade 2		Total
	Class	n	Class	n	
Experimental	B	12	B	19	31
Control	A	10	A	19	29
Total	B + A	22	B + A	38	60

The pretests of social strategies use and English language communication abilities were administered with every group of participants in the first week of the research. The results confirmed the same level of social strategies use and English language communication abilities via the t-test calculation. Table 3.2 and 3.3 present these results.

Table 3.2  
Equality of Variances on Social Strategies Use  
between the Experimental and the Control Groups

Group	n	$\bar{x}$	S.D.	t	P
Experimental	31	31.13	6.41	.179	.674
Control	29	30.38	7.33		

\*p<.05

The arithmetic mean of the experimental group was 31.13 with S.D. of 6.41 while the arithmetic mean of the control group was 30.38 with S.D. 7.33. The results of t-test from the table showed that social strategies use of the two groups were not significantly different at .05.

Table 3.3  
Equality of Variances on English Language Communication Abilities  
between the Experimental and the Control Groups

Group	N	$\bar{x}$	S.D.	t	P
Experimental	31	49.90	9.21	.406	.527
Control	29	48.45	8.43		

\*p<.05

The arithmetic mean of the experimental group was 49.90 with S.D. of 9.21 while the arithmetic mean of the control group was 48.45 with S.D. 8.43. The results of t-test from the table showed that English language communication abilities of the two groups were not significantly different at .05.

The t-test for equality of variances on social strategies use and English language communication abilities of the experimental and the control groups was performed and reported no difference between them. They were then randomly assigned to be one group of experimental and one group of control in the study, which to perform a research treatment as follows.

3.2.2.1 The experimental group receives treatment of social strategies instruction, which explicitly taught yet integrated with regular library skills lessons.

3.2.2.2 The control group receives only library skills lessons without any treatment of social strategies instruction.

### 3.3 Research Design

This study was a quasi-experimental research conducting in a form of post-test comparison group. During the research process, both groups of participants received

the same learning conditions. However, the experimental group was taught social strategies as a research treatment whilst the control group did not receive the social strategies instruction. The design in Table 3.2 indicated that  $T$  represented the tests, whereas  $X$  represented the teaching modes.

Table 3.4  
Representation of a Research Design

Experimental Group	$T_1$	$X_1$	$T_2$
Control Group	$T_1$	$X_2$	$T_2$

The data collection procedure divided into three phases; prior to the social strategies instruction, during the experiment, and after the social strategies instruction. This whole process was completed in one term or approximately 14 weeks. In the first two weeks, the social strategies questionnaire and the communication abilities pre-test were administered. During the experiment, social strategies instruction had been delivered. Information on the use of strategies were observed and kept by involving instructors. In the final two weeks, the second set of the social strategies questionnaire and the English language communication abilities post-test were administered. Interviews with students, homeroom teachers and other specialists were conducted to gain more descriptive data for the study.

The stages of research were planned into three phases, which are (1) pre-experimental period, (2) experimental period, and (3) post-experimental period. The details of research stages can be illustrated below.

### 3.3.1 Pre-experimental phase

- Review literature
- Design research proposal
- Develop research instruments
- Conduct the pilot study
- Revise and validate research design and instruments

### 3.3.2 Experimental phase

- Conduct the main study
- Collect data

### 3.3.3 Post-experimental phase

- Analyze and interpret the collected data
- Conclude and report the findings



## 3.4 Research Instruments

The research instruments used in this study comprised two main types: 1) the instruments for collecting data (Cambridge YLE Test, Questionnaires, observation checklist, and interview) and 2) the instrument for experimenting (lesson plans of social strategies instruction). After the completion of the research instruments development, three experts in the language instruction field were asked to validate all instruments, including the ready-made Cambridge YLE Test. The validation of these instruments is discussed in details as follows.

### 3.4.1 Cambridge Young Learners English Test Starters (YLE)

In this study, the Cambridge Young Learners English Test Starters (YLE) was used to identify participants' communication abilities. The tests are designed to offer a comprehensive approach to testing the English of primary learners. They consist of three key levels of assessment: Starters, Movers, and Flyers. The Cambridge Starters were selected in this study as they suit the age of the participants (6 to 8 years old) the most (see Appendix A).

There are three main components in all Cambridge YLE Tests: listening, reading and writing, and speaking. The total time for taking the tests is 45 minutes for Starters, 62 minutes for Movers, and 69 minutes for Flyers. For Cambridge Starters, the time was approximately allocated to each component, which is 20 minutes for listening skills, 20 minutes for reading and writing skills, and 5 minutes for speaking skills. Each skill has different number of parts and items i.e. four parts / 20 items for

listening, five parts / 25 items for reading and writing, and two parts / 20 items for speaking tests. The topics covered in Cambridge Starters are animals, body and face, clothes, family and friends, food and drink, and school and the classroom, for example.

The Cambridge YLE Tests are designed to be fair to test takers whatever their nationality, first language and gender. Detailed research and analysis of test takers' performance is carried out to ensure that this commitment is a reality. The exams are supported by the largest dedicated research team of any UK-based provider of English language assessment, and by an extensive pretesting programme which helps to ensure that the questions and tasks used in the exams provide an accurate measure of test takers' true abilities ([www.cambridgeesol.org/research/index.htm](http://www.cambridgeesol.org/research/index.htm)).

Two sets of Cambridge YLE Starters were used to gain the scores on English language communication abilities of the participants' four skills i.e. speaking, listening, reading, and writing in the study. YLE version 32 was administered in the pre-test while version 33 was the set used in the post-test. The scores gained were used to determine the participants' language abilities before and after the experiment.

Although the tests have been examined for reliability and validity by British research teams, they were also validated for the appropriateness to be used with participants in this study by three experts in the language teaching field. The first expert is an instructor in Faculty of Education of a public university in Bangkok, Thailand. The other two are teachers in international schools: one of IB curriculum and one of American curriculum. The latter is a native English speaker. They were required to evaluate the test using the provided checklist with 1 to 4 rating scale. The validation scores of these English language communication abilities tests are illustrated below.



Table 3.5  
Scores on Cambridge YLE Test Starters

Criteria	Expert 1	Expert 2	Expert 3	Average Score
Explanation is clear	3	4	3	3.33
Instruction is clear	3	4	3	3.33
Examples are helpful	3	4	4	3.67
Support the study	3	4	4	3.67
Language is appropriate	3	4	4	3.67
Format is appropriate	3	4	4	3.67
Overall	N/A	4	4	4

*Note:* Grade 1 = Poor, 2 = Moderate, 3 = Good, and 4 = Excellent

As this is a ready-made test, the experts were satisfied with the Cambridge Young Learners English Test Starters. However, one of the experts commented that directions for students could use elaboration (Part 1 of Reading and Writing Part). Since it was not possible to add written instruction directly on the test, elaboration was then verbally made to the participants instead.

3.4.2 Children's social strategies questionnaire was adapted from Oxford's Strategy Inventory for Language Learning (SILL). This version represented a set of social strategies used by young learners when learning English. There was a total of nine items in the questionnaire, which equally allocated three questions to each social strategy. The questionnaire format was in a form of rubric and used symbols to represent different answers for participants to determine their frequency of strategies use. This questionnaire was administered twice, prior to the social strategies instruction and at the end of the experiment. The time allowed to complete this questionnaire was approximately 30 minutes. The nine items on the questionnaire can be elaborated below.

#### 3.4.2.1 Asking questions strategies part

- General: Question 1
- Clarification or verification: Question 2
- Correction: Question 3

### 3.4.2.2 Cooperating with others strategies part

- General: Question 4
- Peers: Question 5
- Proficient users of the language: Question 6

### 3.4.2.3 Empathizing with others strategies part

- General: Question 7
- Develop cultural understanding: Question 8
- Aware of others' thoughts and feelings: Question 9

Then, the same set of experts, a university instructor and two international schools teachers, was involved in the validation process of the social strategies questionnaire. The results are reported in Table 3.6 below.

Table 3.6  
Scores on Social Strategies Questionnaire

Criteria	Expert 1	Expert 2	Expert 3	Average Score
Explanation is clear	3	4	4	3.67
Instruction is clear	3	3	3	3.00
Examples are helpful	N/A	3	2	2.50
Support the study	3	2	4	3.00
Language is appropriate	2	2	3	2.34
Format is appropriate	1	4	4	3.00
Overall	N/A	2	3	2.50

*Note:* Grade 1 = Poor, 2 = Moderate, 3 = Good, and 4 = Excellent

All three experts gave similar comments on the language used in the questionnaire, which might be too difficult for this level of participants. Terms such as English speakers and cultures were raised and suggested to simplify them for young participants. However, these terms were specific to the study and could not be replaced. They had been introduced, clarified, and ensured that every participant understands the terms before completing the questionnaire.

After the pilot study, the questionnaire's items were decreased from 12 to 9 items. This was due to the high number of the items and the exceeding of time allotted for completion by the participants in the pilot study. Moreover, the questionnaires, which were in the form of a 3-point rating scale, were also calculated for the reliability values by using the method of the Cronbach's Alpha Reliability Estimate. The Cronbach's Alpha Reliability obtained from the calculation was 0.72. Please note that a reliability coefficient of .70 or higher is considered "acceptable" in most Social Science research situations (Nunnally, 1978 cited in Santos, 1999).

3.4.3 Social strategies teachers' observation checklist was to use during the social strategies instruction as a mean to record the social strategies use by participants. The checklist listed six types of social strategies for teachers to select if any of these strategies occurs during the instruction. They were (1) asking questions for clarification or verification, (2) asking for correction, (3) cooperating with peers, (4) cooperating with proficient users of the new language, (5) developing culture understanding and (6) becoming aware of others' thoughts and feelings. This checklist was used by two observers, which included the researcher and the qualified senior librarian. The observation was recorded on a weekly basis, every time the social strategies instruction was conducted. The reliability of inter-raters between the two observers was conducted by using Pearson Correlation. The scores were statically verified and reported in the table below.

Table 3.7  
Reliability of Inter-raters

	n = 60	Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.93*
	Sig. (2-tailed)	-	.000
Rater 2	Pearson Correlation	.98*	1
	Sig. (2-tailed)	.000	-

\* Correlation is significant at the 0.01 level (2-tailed)

From Table 3.7, it shows the correlation between Rater 1 and Rater 2 were 0.93 and 0.98 vice versa. The correlation was significant at the 0.01 level (2-tailed).

Hence, in terms of raters' reliability, high correlations (> 85%) among raters had been found and indicated the degree to which the ratings of one rater can be predicted from the ratings of the other raters (Hatch and Farhady, 1982: 203).

For validity purpose, this instrument was also examined by three experts in the field of language teaching. The results obtained were illustrated in the table below.

Table 3.8  
Scores on Social Strategies Teachers' Observation Checklist

Criteria	Expert 1	Expert 2	Expert 3	Average Score
Explanation is clear	3	3	4	3.33
Instruction is clear	3	2	4	3.00
Support the study	3	4	4	3.67
Easy to complete	3	2	4	3.00
Language is appropriate	3	2	4	3.00
Format is appropriate	3	3	4	3.33
Overall	3	2	4	3.00

*Note:* Grade 1 = Poor, 2 = Moderate, 3 = Good, and 4 = Excellent

There was no comment from the experts on this instrument.

3.4.4 Social strategies students' self-reflection questionnaire was to use right after the social strategies instruction finished each week. The participants were asked to reflect if the statements read to them were applied to their frequency of social strategies use by raising hands to match the statements and the frequency of often, sometimes, and rarely. The similar six categories of teachers' observation checklist were employed in this students' self-reflection as well. These categories were (1) asking questions for clarification or verification, (2) asking for correction, (3) cooperating with peers, (4) cooperating with proficient users of the new language, (5) developing culture understanding and (6) becoming aware of others' thoughts and feelings. However, the format was adjusted to be in form of rubric with pictures to suit the age of young participants.

For the reliability test of the instrument, the questionnaires, which were in the form of a 3-point rating scale, were also calculated by using the method of the Cronbach's Alpha Reliability Estimate. The Cronbach's Alpha Reliability obtained from the calculation was 0.70. Please note that a reliability coefficient of .70 or higher is considered "acceptable" in most Social Science research situations (Nunnally, 1978 cited in Santos, 1999).

For validity purpose, this instrument was also examined by three experts in the field of language teaching. The results obtained were illustrated in the table below.

Table 3.9  
Scores on Social Strategies Students' Self-reflection Questionnaire

Criteria	Expert 1	Expert 2	Expert 3	Average Score
Explanation is clear	3	3	4	3.33
Instruction is clear	3	4	4	3.67
Support the study	3	4	4	3.67
Easy to complete	3	4	4	3.67
Language is appropriate	3	2	4	3.00
Format is appropriate	3	3	4	3.33
Overall	3	2	4	3.00

*Note:* Grade 1 = Poor, 2 = Moderate, 3 = Good, and 4 = Excellent

For the students' self-reflection questionnaire, Expert 2 commented that the language used might be too difficult for participants; for example, proficient users, initiate conversation, and target culture. Again, these terms were specific to the study and were introduced to participants prior to the self-reflection time. Moreover, these terms were read to participants so they did not have to read the words themselves.

3.4.5 Interviews were conducted at the end of the experimental period. These instruments aimed to gain the insights of social strategies used by both groups of participants, i.e. with and without social strategies instruction. Questions were divided into two groups of open- and closed-ended questions. Twenty participants (ten from

each group) were randomly selected and paired up with their peer when engaging in the interviews. The interviews were conducted in English and were recorded on the cassette tapes. The interview questions were examined by three experts in the field of language teaching for validity purpose. The results obtained were illustrated in the table below.

Table 3.10  
Scores on Interview Questions

Criteria	Expert 1	Expert 2	Expert 3	Average Score
Explanation is clear	3	2	4	3.00
Support the study	3	4	4	3.67
Language is appropriate	2	4	4	3.33
Format is appropriate	2	4	3	3.00
Timing is appropriate	3	2	4	3.00
Overall	N/A	3	4	3.50

*Note:* Grade 1 = Poor, 2 = Moderate, 3 = Good, and 4 = Excellent

Expert 1 suggested that the interview questions should be an open-ended type to gain more in-depth of students' answers than a yes-no question. The combination of both types then was added on the question list. Moreover, the expert recommended that the group interview format could draw more insights from the participants than the one-on-one interview.

Expert 2 commented that the time interval should be in form of pre- and post-test, not during the experimental as it might be too short to gain any differences. This coincided with Expert 3's suggestion which was students need to have been shown concrete examples in the course of the unit to be able to after something substantive and meaningful.

As a result, the interview questions were adjusted to be more open-ended type. It was also postponed to be at the end of the experiment with a pair-interviewing format.

3.4.6 Social strategies instruction lesson plans were designed to explicitly teach the three social strategies of Oxford (Asking questions, Cooperating with others, and Empathizing with others) during the experiment. The social strategies, though explicitly taught, were integrated into the regular library class. There are altogether four steps in the instruction: that is 1) preparation, 2) presentation, 3) practice and evaluation, and 4) conclusion. Although general rules of using library properly e.g. being quiet and respecting the materials and other users of the library were emphasized, the language communication abilities of speaking, listening, reading, and writing, which overlapping with the library skills, were practiced during the instruction. This is due to the living library concept, where books are not the only resource available in the library but also different multimedia learning tools. Therefore, library lessons nowadays can be interactive and provide opportunity for students to learn and practice both the library research skills and the language communication abilities during the instruction at the same time. In this study, the total of ten lessons covering three skills of library, language communication abilities and social strategies were designed.

Table 3.11  
Comparison of the Instruction Modes  
Between the Experimental and the Control Groups

	<b>Experimental Group</b>	<b>Control Group</b>
<b>Instruction Method</b>	Social Strategies Instruction*	Inquiry-based Instruction
<b>Skills</b>	Library skills Language skills Social strategies skills*	Library skills Language skills
<b>Duration</b>	10 lessons	10 lessons
<b>Settings</b>	Library class	Library class
<b>Evaluation</b>	Pre-test and Post-test Interview	Pre-test and Post-test Interview

*Note:* The learning differences between the experimental and the control groups.

The comparison of the social strategies instruction and the inquiry-based instruction is listed in the table below.

Table 3.12  
Comparison of the Course Outline

Lesson	Social Strategy	Skill	Experimental Group	Control Group
1	Introduction to three social strategies	SL	<i>What are social strategies?:</i> Ss are introduced to social strategies and familiarize with these type of tools to language learning.	<i>Rules and Location Skills:</i> Ss understand the difference between fiction and non-fiction.
2	Asking questions (A)	SL	<i>One card, one question:</i> Ss have one card in hand. They must put down their card to ask question about the story read to.	<i>Reference and Comprehension Skills:</i> Can participate / interact appropriately to material presented during story time.
3	Cooperating with others (C)	RW	<i>Poetry Jigsaw:</i> Ss get one line cut from a piece of poem. They have to put together the completed version and write the words that rhyme.	<i>Literature Appreciation:</i> Will learn to appreciate the variety of books available in the library.
4	Empathizing with others (E)	SL	<i>How do you feel?:</i> Ss listen to the story and tell how the characters feel. Take turn talking about how they would feel if they were that character. Show facial expressions and let their partner guess how they feel.	<i>Reference and Comprehension Skills:</i> Can listen and comprehend during storytelling time.
5	Asking questions (A)	RW	<i>Creative questioning:</i> Ss read their favorite story. Then, choosing one of the W-question (what, when, where, why, who), write a question about the story read, share it with the class.	<i>Review and Evaluation Skills:</i> Be able to select books that interest him / her.
6	Cooperating with others (C)	SL RW	<i>I can make a book:</i> Ss are working in group to make their own book for the library. Present it to the whole class after finished.	<i>Review and Evaluation Skills:</i> Recognize different parts of a book: cover, title page, title, author, and illustrator.



Table 3.12 (Continued)  
Comparison of the Course Outline

Lesson	Social Strategy	Skill	Experimental Group	Control Group
7	Empathizing with others (E)	SL	<i>Help, I'm lost!:</i> Ss will be put on a blindfold and asked to wander around in the library. After that, discuss how they feel when they cannot see and brainstorm if this feeling is the same for people who get lost.	<i>Rules and Location Skills:</i>  Know location of his / her favorite authors and illustrators.
8	ACE	SL RW	<i>Children Illustrator:</i> Play 20-Question game to guess the word 'Illustrator'. In group of three, Ss take turn reading the story given and draw pictures to match with the content and characters' feelings.	<i>Literature Appreciation:</i>  Develop an appreciation for his / her favorite books, authors, and illustrators.
9	ACE	SL RW	<i>Make a story:</i> Each S holds one picture from the story but must not share it to the group. They are to ask one question after their friends described his/her pictures. The group then works out a possible order of the story and put them together. Write one-word answer about others' feelings when doing this activity.	<i>Research Skills:</i>  Use appropriate book parts to locate information and gain information from different sources.
10	ACE	SL RW	<i>Author's Chair:</i> Discuss what authors feel when writing a book – Ss come up with one question to ask about an author's job. Ss then pretend to be an author when they write the story with a partner and share it with the whole class.	<i>Literature Appreciation:</i>  Can relate the point of a story to his / her personal experiences.

*Note:* Abbreviation for skill – S for speaking, L for listening, R for reading, and W for writing  
Abbreviation for activity – S / Ss for student / students

Table 3.13  
Scores on Social Strategies Instruction Lesson Plans

Criteria	Expert 1	Expert 2	Expert 3	Average Score
Explanation is clear	3	4	4	3.67
Cover 3 social strategies and 4 language skills	3	4	4	3.67
Support the study	3	2	4	3.00
Interesting activities	3	4	3	3.33
Difference between the experimental and control groups' lesson plans	3	2	4	3.00
Language is appropriate	2	4	4	3.33
Overall	N/A	3	4	3.50

Note: Grade 1 = Poor, 2 = Moderate, 3 = Good, and 4 = Excellent

Table 3.13 above reported the arithmetic scores of validity obtained by the three experts. In details, Expert 1 had a concern on language used and recommended that it should be simplified to suit the participants' level. While Expert 2 commented that library activities for both groups should be identical, only the treatment or social strategies instruction needed to be given to the experimental group. The plans then were simplified and adjusted to be appropriate to young learners. They were also clearly separate the treatment for experimental group only.

#### 3.4.7 The Pilot Study

The pilot study aimed to ensure the appropriateness and to examine the pace of the research instruments. These instruments can be categorized according to the purposes i.e. the instruments for experimenting purpose and for collecting data purpose.

Regarding the experimenting purpose instrument, three different social strategies instruction plans, which are of asking questions, cooperating with others,

and empathizing with others strategies, were piloted. This was to ascertain that the actual two types of lesson plans were effective and to reduce unforeseen problems when conducting a main study. The total number of samples was 40 students of Grade 1 and Grade 2, 20 from each grade level. Each level was divided into two equal groups (10 students for each group). One group received a research treatment of the social strategies instruction while the other received conventional instruction of library skills without a social strategies instruction treatment.

The results from the pilot study revealed the unforeseen problem of timing in delivering the lessons. Some explanation and activities were too lengthy, and, therefore, had to be revised in order to suit the time available. Particularly, the treatment activities of social strategies instruction needed to be reviewed and rearranged to ensure the delivery of three skills (library, language, and social skills) in each lesson.

The collecting data purpose instruments were also piloted. The results can be illustrated according to each instrument as follows.

3.4.7.1 *Cambridge YLE Test Starters* needed more explanation on how to complete the tests.

3.4.7.2 *Social Strategies Questionnaire* also needed an extra time to explain the instruction of the questionnaire. The 12-item was also too long for students at this level to complete within the allocated time of 30 minutes. Thus, the item of this questionnaire was reduced to 9.

3.4.7.3 *Teachers' Observation Checklist* was at least in need of revising. The only adjustment to be made prior to the main study was to include the participants' names on the observation sheet before the actual observation. This was to save time and not to confuse the observers.

3.4.7.4 *Students' Self-reflection Questionnaire* was encountered the language skills problem. Some students whose language level is low had some difficulties in reading the questionnaire. Thus, the reading-a-loud technique was adopted to smooth the questionnaire completion.

3.4.7.5 *Interview* was smoothly conducted and provided in-depth insights of the participants' opinions towards their social strategies use as well as their English language communication abilities.

To conclude all research instruments, Table 3.14 presents the research instruments and their purposes employed in this study.

Table 3.14  
Research Instruments

<b>Instruments</b>	<b>Purposes</b>	<b>Time of Distribution</b>	<b>Data Analysis</b>
1. Cambridge YLE Test Starters	- to assess students' English language communication abilities before and after the social strategies instruction	- pre- and post-test in both the pilot and the main study	- t-test calculation
2. Social Strategies Questionnaire	- to assess students' social strategies use before and after the social strategies instruction	- pre- and post-test in both the pilot and the main study	- t-test calculation
3. Social Strategies Teachers' Observation Checklist	- to obtain the frequency of students' social strategies use	- during the social strategies instruction	- chi-square
4. Social Strategies Students' Self-reflection Questionnaire	- to obtain students' self-reported on social strategies use	- after each social strategies lesson	- t-test calculation

Table 3.14 (Continued)  
Research Instruments

<b>Instruments</b>	<b>Purposes</b>	<b>Time of Distribution</b>	<b>Data Analysis</b>
5. Interviews	- to elicit participants' insights towards their English language communication abilities and social strategies use	- one week after the completion of social strategies instruction	- frequency
6. Social Strategies Lesson Plans	- to introduce and deliver the social strategies to the experimental group	- during the experimental period	

### 3.5 Data Collection

The data collection procedure was divided into three phases; prior to the social strategies instruction, during the experiment, and after the social strategies instruction. This whole process was completed in one term or approximately 14 weeks. The 10-lesson of three social strategies was delivered through out the time of experiment. In the first week, the social strategies questionnaire and the Cambridge YLE Starters pre-test were administered. During the experiment, social strategies instruction was delivered. Information on the use of strategies was observed and kept by teachers. In the final week, the second set of the social strategies questionnaire and the Cambridge YLE Starters post-test were re-administered. Interviews with participants, homeroom teachers, and other specialist teachers to gain more descriptive data were also conducted at the end. The stages of data collection can be illustrated as follows:

Table 3.15  
Stages of Data Collection

Week	Experimental Group	Control Group
1	- Cambridge YLE Test Starters version 32	
2	- Social strategies questionnaire	
3 – 12	- Teachers' observation checklist - Students' self-reflection checklist	
13	- Social strategies questionnaire - Interviews with the focused group	
14	- Cambridge YLE Test Starters version 33	

### 3.6 Data Analysis

After the collection of the experimental and the control groups' posttest scores, the data analysis was then implemented.

The t-test was used to analyze the research hypotheses of the effects of social strategies instruction on students' social strategies use and their English language communication abilities obtained from children's social strategies questionnaire, social strategies self-reflection, and the Cambridge YLE Tests.

Additionally, the Chi-square was used to analyze the frequency of social strategies use obtained from the teachers' observation.

The participants' opinions on social strategies obtained from the interviews were categorized and analyzed according to frequency and description.

In the next section, Chapter 4 reports the research findings from these analyses.