

TELON (THEATRICAL E-LEARNING OFFLINE NETWORK): A COMPUTER-ASSISTED INSTRUCTIONAL MATERIAL IN THE TEACHING OF THEATRICAL TERMINOLOGIES

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STUDENT OUTPUTS

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A Computer-Assisted Instructional Material in the Teaching of
Theatrical Terminologies

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Abstract: Aiding the demand of interactive learning through ICT, the purpose of this study was to develop a computer-assisted instructional material in the teaching of theatrical terminologies and determine its effectiveness in the interactive learning of the Junior High School students. TELON (Theatrical E-Learning Offline Network) can be utilized by the learners by just clicking on the computers. Instructions, since systematic and thematic, are vividly indicated on the PowerPoint Presentation. This research used a two-group (control and experimental) pretest-posttest quasi-experimental action research design. The researchers administered pretest to both groups to determine their comparability and suitability for the experiment. The control group was taught using traditional teaching strategies, while the experimental group was immersed in TELON. Posttest was administered right after and appropriate statistical analysis was used to determine if there is a significant difference between the performance of the two groups. Results indicated that students who were taught using the computer-assisted instructional approach (experimental group) performed better than the learners who were taught using the traditional teaching approach (control group). English Fellows and Teachers were expected to devise strategies using computer-assisted instruction approach to effect learning among students because the integration of technology leads to an interactive and meaningful learning process.

Keywords: TELON, Computer-Assisted Instruction, Theatrical Terminologies

Introduction

As the English teachers, in today's education to our global era, we have the responsibilities to optimize and positively admits the recurring critical issues that is continuously happening all over the world. Our nation is facing problems that sometimes affects the learners to learn in school. However, we can still prepare something for our learners to deal with those conditions. The foreign language teachers' mission does not end in teaching vocabulary, writing, listening, reading and speaking. Every educator should pay attention to some of the problems and equip our students to actively participate and solve each problems to the outgrowing concerns.

With the advancement of technological innovations for information technology and communication (ICT) in education, current research indicates a great impact on education, especially, computer assisted learning (CAL) can help improve the ability of students who have the different educational levels (Basturk, 2005; Chang, Sung, Chen, & Huang, 2008; Denny, 2003; Ecalle, Kleinsz, & Magnan, 2013; Liu, 2010; Seo & Woo, 2010). Recently, a number of educators have attempted to study technological innovations for ICT to improve learning performance of visual impaired students (Ager & Aalykke, 2001; Douglas, 2001).

Theatre art is considered one of the oldest art in the world. Through this, every individual can do re-enactments in which they can portray the past or present conditions of one's life. Everyone can express himself through drama arts in a way that anyone can convey the messages you want to give to.

Cassady (1997) as cited by Olaniyan (2015), theatre arts explore and their arts, they present a wide range of thoughts and feelings. Theatre is a vehicle of learning for both artist and audience-it can broaden cultural and humanistic horizons. It can give us confidence by showing us that we are like others and it can help us explore our individual selves.

There are many challenges that our education are facing right now, especially the teachers, the students and the learning of Dramatic arts. Many of the students are too alphabetical in learning the technical terms

being used in studying dramatic arts. People believe that putting much interest on it is only good-for-nothing, so mostly of the parents discouraged their children to choose Dramatic arts as the course of their study in college days. The incorrect impression of that is all about singing, acting and dancing rapidly spread that drags down its fame and dignity.

According to Ashwell & Gouge (2003), professional theatre in schools is most effective when teachers have made informed choices regarding which company to book, the visit is carefully planned and pupils are encouraged to appreciate it as a special event for which they have been prepared. An uninterrupted performance space should be provided so that pupils and their teachers can focus on the play. Theatre companies provide guidance on the maximum number of pupils for whom the performance has been designed and how to arrange the performance space. It is essential that actors are given preparation time and that the whole school is aware of the visit. Teachers can get advice regarding which theatre companies to book by contracting local and national art organizations and LEA's. (as cited by Wealth and Wolf, 2005).

Another problem in learning the dramatic arts is lacking of professional teachers to teach the course. Thus, there is a lower chance to intensify in teaching the program to create transformation in the system, the creation of the Schools of Drama in the University of Ibadan fitted the transformation into its full-fledge department in 1970's. As of today, allied-departments form school-to-school continued to turn out the graduates to settle the demand of short supplies in which they need to compete to other professional sectors that offers higher inducements through financial.

Ironically, Theatre or the dramatic arts is one of the challenging course, it is divided into different specializations in which it is the meeting-point of any other courses.

The worst misconception of the about drama among the classroom is just as sporadic activity for its curricular content. Also, non- drama teachers tend to give prejudice and ignorance to the content and competency in which it always employs only as part of extra-curricular activity during Foundation Days and any other events particularly. Drama must not be seen only as a subject rather be a part of interdisciplinary capacity to every schools.

The love of learning Dramatic Arts has always had the capacity to enhance the learning capability to learn with the inclusion of the computer-assisted learning tool will be a reform in the deteriorating standard of the oral communication among the learners. Getting familiar with the terminologies will valued the language peculiarities and improves the communication in a wider social level. Thus, through the help also of the technology it can be as easy as it can be to access its learning scheme.

Drama and theatre arts have been around since ancient times. "Most familiar to us in the Western world is the theatre of ancient Greece, which developed from celebration and dance into a golden age of theatre. This form of art and its artists were highly respected. "Plato, in *The Republic*, advocated play as a way of learning. Aristotle urged education in the arts, distinguishing between activities that were means and those that were ends. Many cultures have found using drama to teach religion to be very successful. "The medieval church taught through the medium of mystery play and in doing, helped to restore theatre to its proper place as a great art form." Drama was used to teach, and as form of entertainment (McCaslin, 2006).

Significantly, tracing the history, theater arts represent a significant development in the theater arts of the Philippines even after the Spaniards colonial. Filipinos easily adapt on the culture by the colonials and effortlessly become popularly known worldwide on the later years. The portrayal of the culture and showcasing the talents of every Filipino in terms of costumes, props and sets reflected on the dialogues and acts. It shows how the condition of the Filipino. Moreover, the terms being used do sometimes are being neglected due to its technicality and adversity.

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The use of drama in language classrooms is not new concept; it has played a small but consistent role in language teaching in Britain and the United States since the 1970's. This Section will be very briefly trace the evolution of drama as a language-teaching tool (Dodson, 2000).

The role playing and short skits among classroom setting can actually considered as a small unit of a theater or dramatic arts. In every content areas, teachers can barely use as of today the mode of theater to make a deeper understanding of the topics through internalizing the actual scenarios.

As the year goes by, today's education demands for more interactive and fun way of learning. The 21st century seek to sustain the needs of modern learners. Through this, one way of letting this to happen is to use materials or tools that suits the learners' interest.

The material must be supported with the seamless interaction in between the real and virtual situation of environments, perhaps allows us in a tangible interaction that anchors to the use of object manipulation. Klopfer, 2008 as cited by Dimilier et. al, 2017 the interface is of great value in language acquisition. In reference to this interface. Klopfer identified that this is exactly the deep and meaningful solution to the complex and realistic problems that progressive educationalists desire, a traditional communicative approach' to classroom situations melded with the cutting edge of IT.

Selection of a specific software product should be informed by existing research; however, identifying specific evidence-based programs and matching them to student needs may be challenging for educators given the wide range of programs that are commercially available and the increasing number of studies that may appear conflicting or are difficult to interpret (Murray & Rabiner, 2014).

However, the availability of the resources is a must. In connection with this, every school must have the access even on the isolated areas provided that the existence of the computers and technology is tangible enough. In today's vast pace of technology, online learning tools are widely used, but in some cases it is not applicable due to absence of the tool. Still, there are some ways to address the problem and nurture the modern learning of the topics.

After the prosperity of cognitive psychology, the main part of instruction, which had changed from teachers to learners, redefined the roles played by teachers. On the other hand, as the domain of educational technology thrived, the role of media and the definition of technology have been redefined as well (Seels & Richey, 1994 as cited by Chung & Wang, 2006).

In addition, it's in the teachers' hand how he/she handle the situation of today's education. The technology is just the tool to intensify the topics or the lesson which makes it fun and progressive especially on the technical terms of theater and arts. Technology provides us the broader vision of how the learners learns the terms and the application even without the concept of the theater itself.

Through the years, teaching theater arts to students has been a major challenge, specifically in the Philippines. Looking at it through, there is no problem in the teaching of the subject per se, but what makes it a challenging and a taxing lesson for language and literature teachers primarily, is that there are few instructional and learning materials to explore this lesson with, and adding the fact that the teacher themselves do not see the importance of teaching the content itself. Therefore, the thing is, teaching theater arts is the name of the challenging game. Nevertheless, if teaching theater arts is the game, then the technology is the primeval game changer.

Recently, the Philippines garnered an alarming result scoring average at par with high school students in Vietnam and Thailand in the study of the Hopkins International, an authorized institution that conducts language proficiency test in the country. It is alarming since language proficiency is one of the strengths of the country that helps drive the economy atop (Domingo, 2018). Focus on speaking and writing must

be accentuated to Filipino employees of the 21st century to gear them on being globally competitive for a collective prosperity towards nation building. Thus, this only posits that improvements on instruction of the English language must be pursued.

Following the posed problem, as mentioned, technology plays an integral role in education – theater arts specifically in this study. Some innovations on teaching theater arts such as the mobile learning (Li, 2017) and E-theater (Gualdron & Castillo, 2018) are made to address so. These innovations target one more main goal than just teaching the content per se, that is, establishment of theater arts connection with language learning that surfaced on some researches.

Indeed, developing students' knowledge on theater arts is like hitting two birds in a stone. Educational innovations like the mobile learning and E-theater are some of the studies that gears on the development of language learning with integration of theater arts. These educational innovations are supported by some studies, which showed that theater arts and second language learning aims for effective communication (Busà, 2015; Gross, 1977; Ryan-Scheutz & Colangelo, 2004 as cited in Gualdron & Castillo, 2018). Moreover, it motivates learners in studying foreign language (Tindall, 2012 as cited in Gualdron & Castillo, 2018) because of the productive and receptive language skills integration (Gill, 2013; Morrison & Chilcoat, 1998 as cited in Gualdron & Castillo, 2018). However, as much as the country wanted to adapt these educational innovations, teachers cannot avail due to financial issues which led to this research.

Method

The study adopted a quasi-experimental type of action research, particularly the Pretest-Posttest design. In the process, the participants were divided into two groups, control and experimental group. Both underwent the pre-test and post-test. The control group underwent traditional way (lecture type) of teaching the theatrical terminologies. On the other hand, the experimental group were taught the same lesson using the proposed educational innovation.

Two sets of objective tests were used after the utilization of this educational innovation. One is the pre-test and the other one is the post-test which will be administered to the participants. The instrument used was a teacher-made test which underwent validity and reliability tests from English language experts.

The data collected were computed using the following statistical analysis: (1) Mean and standard deviation to describe the score results of the participants before and after traditional and educational innovation; and (2) Independent sample T-test to determine the significant difference on the score results of students before and after the implementation of traditional and educational innovation.

Results and Discussion

To determine the effectiveness of the developed material, a pretest and posttest was conducted. The researchers used independent sample t-test because the study made use of the proposed educational innovation – TELON – which served as the intervention in the teaching of theatrical terminologies.

Table 1 *Group Statistics*

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	40	22.30	3.897	.616
	Experimental	40	23.35	3.913	.619
Posttest	Control	40	24.48	3.948	.624
	Experimental	40	40.13	2.162	.342

Table 1 indicates the group statistics that includes: mean difference, the standard deviation, the number of participants and the confidence interval. The number of participants in the study both for the control and experimental group is forty ($N = 40$) with the standard error, 95% confidence interval. As for the standard deviation, in pretest, the control group (3.897) scored lower which states that most of the scores are very close to the average compared to the experimental (3.913). Meanwhile, it is the opposite for the posttest of the control group (3.948), which resulted higher stating that scores are spread out than the experimental (2.162). However, as for the mean difference, in the pretest, it is observed that the mean of the experimental groups both of the pretest (23.35) and posttest (40.13) resulted higher than the control group which initially showed the effect of the educational innovation.

Table 2 *Independent Sample T-test: Levene's Test for Equality of Variances and t-test for Equality of Means*

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Pretest	Equal variances assumed	.060	.808	-1.202	78
	Equal variances not assumed			-1.202	77.999
Posttest	Equal variances assumed	16.291	.000126	-21.987	78
	Equal variances not assumed			-21.987	60.466

Table 2 shows the result of the independent sample t-test as well as the Levene's test for equality of variances that tests the 6th assumption, the homogeneity of variances. In the Levene's test for equality of variances both the pretest and posttest were able to meet the assumption. As for the independent sample t-test, the t calculated -1.202 of the pretest is lower than the t critical which is ± 1.991 compared to the posttest ($t = -21.987$) which is higher than the t-critical (± 1.991). This implies that in the pretest, there is no significant difference between the control and experimental group, which leads to the plausibility of the educational innovation as shown in the significant results of the posttest. Thus, this study found that students who took the educational innovation significantly scored higher compared to the students who had undergone traditional way of learning the theatrical terminologies.

Table 3 *T-test for Equality of Means*

		t-test for Equality of Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	Equal variances assumed	.233	-1.050	.873	-2.788	.688
	Equal variances not assumed	.233	-1.050	.873	-2.788	.688
Posttest	Equal variances assumed	.000	-15.650	.712	-17.067	-14.233
	Equal variances not assumed	.000	-15.650	.712	-17.074	-14.226

For further references of the result of the independent sample t-test, table 3 presents the p-value of the two-tailed test, together with the mean difference, standard error difference and the 95% confidence interval of the difference of the gathered data for the educational innovation. This showed that the p-value of the pretest (.233) is higher than the .05 level of significance which means that there is no significant difference in the control and experimental group. Conversely, the posttest garnered .000 which is lower than .05 level of significance which implies the effectiveness of the educational innovation.

Results indicated that students who were taught using the computer-assisted instructional (CAI) approach – which is the TELON – (experimental group) performed better than the learners who were taught using the traditional teaching approach (control group). This is supported by Dalal and Rani (2013) stating that students are better motivated interestingly participated in CAI learning due to its feature of being self-paced and for its uniqueness that appeals students. Theater is better taught with CAI approach due to its interactive nature.

Basturk et. al (2015) highlighted the great impact of the advancement of technological innovations for information technology and communication (ICT) in education, by improving the ability of students who are at different educational levels.

The researchers recommend other researchers to devise strategies using computer-assisted instruction (CAI) approach to effect learning among students because the integration of technology leads to an interactive and meaningful learning process. Further, language fellows and teachers should develop more theater-related instructional materials that involves CAI approach to go beyond the normal classroom lecturing type of instructional practices.

Other instructors in other content areas were expected to devise educational innovations using computer-assisted instruction approach to effect learning among students because the integration of technology leads to an interactive and meaningful learning process.

Conclusion

The teachers' innovation to teach in modern living of every learner has its own challenges to take. Going beyond in the technological communications in delivering topics are wide range and essential up to these days. According to Ghavifekr and Rosdy (2015) the development of technologies join the changes also in the educational system. The ability of the technology to be a proactive, easy access and comprehensive both in teaching and learning process highlighted the demands of the modern world.

Furthermore, students nowadays have distinct taste and commitment in learning the topics in such just like the theatre arts which may be quite boring and uninteresting for them if the teacher are just using the chalk and the board thing. Teachers are challenged to think the possible solution to their problem.

It is good if further studies and developing materials can be made in real time. In connection to these, teachers may have a lots of time and easily motivated to teach English especially theatre arts in most convenient way using the ICT. Thus, ICT greatly affects and move the educational process in much easier and faster than the traditional one.

The system itself has the desire to promote the efficient and effective teaching scene in every schools. Moreover, the changes can be made through the driven passion of the school, administration, teachers, students and the parents as well.

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