



Effect of Home Support Program in English Proficiency for Preschool Learners in Thailand

Shiena Ramos Suiza

Kirakira Kids International Kindergarten, Bangkok, Thailand

Randy Joy Magno Ventayen

Pangasinan State University, Open University Systems, Philippines

Nova Espino Arquillano

Pangasinan State University, Lingayen Campus, Philippines

Bio-Profiles:

Shiena Ramos Suiza is currently the English Department Head Teacher of Kirakira Kids International Kindergarten at Bangkok, Thailand. She Graduated her Masters of Arts in Education major in Educational Management at PSU Open University Systems and also earned Professional Development Courses at Child Care Education Institute, Duluth Georgia, United States of America.

Randy Joy Magno Ventayen is a faculty of PSU Open University Systems. He Graduated his Doctoral Degree in Business Administration in 2010 and currently completed the Academic Requirements for Doctor in Information Technology at the University of the Cordilleras in consortium with Ateneo de Manila University.

Nova Espino Arquillano is a faculty of PSU Lingayen Campus. He Graduated his Doctoral Degree in Public Administration and currently teaching under the College of Business and Public Administration. Dr. Arquillano is the former Coordinator of Research in Pangasinan State University, Lingayen Campus and Open University Systems.

Abstract

The study was conducted to establish the positive effects and the need of an academic intervention in the academic performance of the bilingual students in Thailand. The intervention served as an academic supplement, in the truancy of homework, for students in

need of attention in the areas of their learning in order to achieve the school's academic standard. The participants were Japanese students learning English in Bangkok. The students' academic performance was gauged by a pretest proceeded by an academic intervention, for the experimental group, in the form of a Home Support Program then followed by a post test. The result was very satisfactory deeming the Home Support Program to be favorably effective and highly recommendable. Therefore, the study concluded that educational institution as well as educators must look forward into working together to designing and implementing academic intervention of any form to the students who are in need of educational and academic support for their learning development.

Keywords – *home support, English proficiency, preschool, academic performance.*

Introduction

Early childhood is believed to be the foundation of one's education. The primary learning acquired formally is from the moment a child stepped into a classroom set up with a teacher and a group of other learners. A certain research shows that as early as nine months of age, learning gap in children can be seen as to be advantaged or disadvantaged. A child's success in academics in primary and secondary levels can be predicted in the level of their early knowledge of Math; meaning, a child's understanding and performance of early math skills predicts later reading achievement even better than early reading skills do (Chu, vanMarle, & Geary, 2016). Learning deficiencies or difference in learning styles in children can be determined at early childhood.

There had been studies recommending intervention to help meet and improve these deficiencies and learning styles, however; these recommendations work efficiently when addressed appropriately and carried out aptly. Some researchers studies about embedding games in learning (Lin, 2010; Nguyen, Khuat, & Huyen, N. Th. Th., & Nga, 2003). Dr. Howard Gardner, professor of education at Harvard University, identified seven distinct bits of intelligence; Visual-spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic and Logical-Mathematical. Gardner states that these differences, in a system that assumes that everyone learns in the same way with the same materials and a uniform standard testing measure, is indeed a challenge as this system is densely biased regarding modes of instruction and assessment (Maquiling, 2017). The author quoted that Gardner argues that what is more likely to be effective educationally is a diverse or contrasting set of the premise and that learners have distinctive, identifiable ways to learn; different learning styles.

Addressing these intelligence and meeting each learner's different learning style is a challenge. On the other hand, learning deficiencies are far more challenging to address and intervene. It requires study, time, effort and commitment. Learning disability or disorder varies in condition and specific needed intervention. These students who possess a deficiency in learning, nonetheless, have different learning styles as it is with normal students who need to be addressed accordingly as well.

Bilingual Kindergarten; Japanese-English Kindergarten in Thailand, follow the same policies provided that bilingual objectives are as well achieved. Japanese Annual events are included in the curriculum as required by the NCSK, as it is considered valuable for providing the student's opportunities to experience Japanese culture that they do not usually have in staying outside the country. Nevertheless, internationally recognized holidays and events are also practiced in Bilingual curriculum.

One of the goals of Kindergarten Education set by the NCSK is cultivated language awareness and enjoyment in speaking and listening through developing interest and curiosity in the language used in everyday life (National Commission for Safai Karamcharis, n.d.). As Bilingual kindergarten, this applies to both English and Japanese spoken languages. Learning and mastering the Japanese language is not a challenge as it is the student's mother tongue. English, on the other hand, takes up all the challenge that is left on the table. Skills such as reading, writing, comprehension, and speaking are not naturally acquired as they have to be taught and learned.

Kirakira Kids International School is one of the many Bilingual (Japanese-English) Kindergarten in Bangkok Thailand. Consisting of two distinct curricula; Japanese and English, it aims to comply with National Curriculum Standards for Kindergarten in Japan as well as the Creative Curriculum based in the US. Learning English as a foreign language is not an easy task for Japanese students at age six. Students learning style varies as well as their learning preferences. One inclination may not apply to another. For some student, an hour of English class is not enough for acquiring the skills needed to learn basic reading and spelling and much more, mastering them. Added time allotted for students who need extra assistance is necessary to help these students gain and achieve the goal.

Through the years, Kirakira Kids produced hundreds of bilingual Japanese preschool students capable of becoming a competent individual in an international setting. On the other hand, students finishing the kindergarten course without reaching the school's academic standards cannot be denied likewise. The School's academic and student records show that this happens most every year as the school practices open enrollment policy; the students can enroll

any time of the academic year as long as the class has not reached the maximum number of students. Furthermore, there are student records showing that the student had been in the school for three years and yet they have very nominal progress in their academic performance and quite some students who did not at all reached the school's standard.

This study focuses on the present Academic Year; 2017-2018 students. The school's academic record shows that at the beginning of the term, students show deficient performance when they reach K3 level from K2. Term 2 academic records show that for some students, their improvement is very minimal; the need for proper intervention is essential.

Objectives of the Study

This study focused on the effects on bilingual Japanese students after having completed the proposed Home Support Program as an intervention to meet their specific learning style. It aimed to determine the demographic profile of the Kinder 3 students in terms of age, sex, and parental presence; the academic performance of the bilingual students before and after the home support program on English proficiency; and the significant difference in the performance of the experimental group in the pretest and posttest result.

The significance of the Study

The Home Support Program benefited the student, teacher, the parents and the school. After undergoing the Home Support Program:

1. **The Student** acquired specific skills needed to learn the English language considering the learning style and practice.
2. **The parents** gained an understanding regarding their child's learning style, the know-how, and training on how to properly help the student improve and cope up.
3. **The teacher** was opened to recognizing different learning styles and into obtaining knowledge for the proper and appropriate method of teaching.
4. **The school.** The program; other than homework, as found useful, has a significant potential on broadening its focus and objective and venture to different areas of learning; style, disorders, and practices.
5. **The School Administrators.** Gained understanding that the support the administration provides educator's endeavor is crucial and imperative to improve the academic performance of the students which by all means must be available to them.
6. **Other Bilingual schools.** The program, as found effective, the schools can partake in the campaign of addressing children's specific academic needs and learning style

through taking up the challenge to innovate or create programs similar to the study or implement the Home Support Program as an intervention with their students when homework is not possible to be practiced.

Literature Review

Teaching children using their mother tongue is a common practice in education. The curriculum designed is in the first language of the learner as research shows that the first language has a small but important role to play in communicating meaning and content (Nation, 2003). To learn another language, however, it is a challenge. An author mentioned that the primary years of a child is a stage of immense growth and one of which that participates in this growth is the acquisition of language or learning to communicate (Bullard, 2010). Children who are under the age of 6, has a high potential of easily absorbing and learning a different language.

Kirakira Kids International School is a Japanese-English School. The student's age range from 1.5 to 6 years and all students are Japanese. It uses the Japanese Language as the main and English as the second or the foreign language. It practices a bilingual way of instruction. In an article, it states that children learn the language the most during their toddler and preschool years; concluding that kids acquire two languages easily when growing up in a bilingual environment (Hoff, 2018; Li, Taft, & Xu, 2017).

Also, McDermott stresses that culture and language are more than scripts acquired or merely conversations, they are essentially part of the learners' conversation in a given culture (Norton & Toohey, 2001). Kirakira homeroom teachers in a class level consist of a Japanese speaking and an English speaking teacher. Although the language classes are held separately, the time spent after those classes are with both teachers speaking two distinct languages while the kids are at school.

In their book, *Tasks for Independent Language Learning*; the authors stressed out different skills in learning language, four of which are: Reading; picture clues, modeling pronunciation and intonation, Writing; writing ideas and identifying errors, Listening; listening practices and detecting implicit and explicit cues, and lastly Paralinguistic; strategies in communication, gestures and body language (Gardner & Miller, 1996).

Also, speaking is one of the skills a student needs in learning the language. Spoken language is as important as the unspoken ones. Looking at the skills, the kids learning another language needs time to acquire and master the skills such as reading, listening, speaking and writing, and students not only learn a language with just one skill. For traditional or public

schools, the time to get academic work and the learning done is not limited in the classroom. School work can be done at home if the students do not finish a task or a project to elaborate a particular subject or topic further. Students who are experiencing difficulty in coping up with timed school work can use homework as a means of completing the unfinished work in school at home. That way, the student will not miss out anything from school and not be caught up with accumulated unfinished school work. However, there had been so much misuse of homework.

Homework in itself does not create a negative effect on students and family, given that the amount and difficulty of it are well thought of and considered. For homework free countries or schools, what measures are being taken for students who are falling behind their academic performance? Intervention is in place, considering the present academic situation of the student and the participation of parents. Kratochwill and Stoiber formed a task force for Evidence-Based Intervention (EBI) identifying intervention methods and approaches with domain groups with one of which is the Academic Intervention Program along with six others intervention programs (Kratochwill, n.d.).

The book *Implementing Evidence-Based Academic Interventions in School Settings* mentioned about the 2001 NCLB law which stands for No Child Left Behind which ensures that quality interventions will be acquired by all student (Rosenfield & Berninger, 2009). Moreover, the authors mentioned that interventions that are not well implemented, regardless of the quality, there will be no good outcomes. Another book discussing about EBI is *Essentials of Evidence-Based Academic Interventions*, where the authors made it clear that educators still must make sure that instructional materials and methods are a good match for individual students because simply having an evidence-based program does not ensure that it will work out with all learners (Wendling & Mather, 2009).

The above-mentioned studies and literature affirmed ideas related to the research and they were found necessary and useful as to be a fundamental part for this study, also as sources of substantial data vital in establishing direction and framework in conducting this research. With all the information and knowledge contributions, the researchers gained deeper understanding of the research at hand. Aligned with the current study, the researchers believed that children from 6 years under; are like sponges in acquiring new information such as a second language . There is a high possibility that children attending a bilingual preschool have the potential to learn two languages at the same time.

The literature and studies retrieved regarding effective intervention (Rosenfield & Berninger, 2009) have created a big impact which influenced and deepened the views of the

researchers concerning the effects of an intervention to students and the need for educators to continuously design intervention of such kind.

Methods and Materials

This study used the plan, act, observe and reflect process by Stephen Kemmis, and implemented the proposed home support program on the experimental students as an intervention. The researchers performed a Quasi-Experiment wherein the experimental students were given a pretest prior to the Home Support Program then the same test was given to the same sets of students after undergoing the Home Support program; testing the program's effectivity by measuring the improvements on the respondents' level of achievement based on/compared to their previous performance in the tests.

The program was carried out to 18 K3 Japanese bilingual students as the experimental group who have a combined style of solitary learning and visual learning and have low academic performance; all students are from Kirakira Kids International Kindergarten in Bangkok, Thailand. The researchers found these students as the fitting respondents to this study. The researchers handed out a letter of approval and permission to Japanese parents of the following students to participate in the program and the parents to take part in support to their children.

Respondents of the study

Kirakira Kids International Kindergarten K3 level is 37 in population. This research used 100% of the class population as the respondents. The researchers used non-probability sampling particularly on Judgmental sampling or purposive sampling; choosing only those who are appropriate for the Home Support Program; students who are observed to be solitary, visual learners and showing low academic performance as candidates to benefit from the program.

To determine the commonality of the students with low academic performance, an interview with the class teacher was conducted by the researchers for kids' profile and academic skills indicating their strengths and weaknesses; learning pattern and performance. A test paper is constructed by the researchers and the class teacher, to be used for the pretest and posttest of the students. The content is based on the present curriculum the bilingual school is implementing in K3 students. The test is designed appropriately for 6 years old bilingual students; the duration of the test is not interminable, it encompasses the four learning categories of the school; listening (comprehension), speaking, reading and writing, compressed in one generic test.

The researchers used the school's Key Performance Indicator (KPI); International Organization for Standardization (ISO) recognized, for standard grading of the students as to whether or not they reached or passed the school's grading for the academic standard.

Data collection procedure

With the approval and provision of Kirakira Kids International Kindergarten, the researchers was allowed to conduct the interview with the class teacher regarding the students' academic performance and learning pattern as observed. The experimental group was identified. The researchers was allowed to design the instrument for pretest and posttest and used it under the administration of the class teacher. The researchers was granted by the student's parents permission to conduct the study and undergone the intervention program with their children.

The students took the pretest administered by the teacher and researchers, after which the students underwent the Home Support program and took the post-test as facilitated by the teacher and the researchers. All information and scores were computed and compared.

Analysis of data

The researchers used the experimental method in studying the result of an independent variable; a home support program, on dependent variable; academic achievement using test. A comparison was made between the experimental group; who undergone Home Support Program as an intervention which uses materials designed specifically for students with a different style of learning to be implemented at home, the scores from the pretest to posttest.

The result from the pretest was compared to the result of the post-test. The success of the program is equally represented by the success of the experimental students' score. The researchers used School's KPI scoring; ISO recognized, for the final grading and evaluation as to whether they reached the school's academic standard or not.

To examine the dissimilarity from pretest to posttest scores with a few respondents can be very challenging but still achievable by analyzing traces of change in scores of each individual. The score difference can be computed (post-test scoreless the pretest score) and totaled (Insightassessment.com, n.d.)

The researchers used pretest and posttest analysis by the Variance of Gain Scores (Becker, 1999; Dimitrov & Rumrill Phillip D., 2003; Jamieson, 2004). Gaining more points on the post-test strongly proves the effectivity of the intervention and shows that the respondents benefited from the program. The question at hand is whether the increase in scores

from pretest to posttest is enough to reach the school’s academic standard to deem the home support program effective for actual implementation. By calculating the difference between the pretest and posttest scores for each respondent followed by analyzing of those differences in a T-Test using Home Support Program (experimental pretest vs. experimental posttest) as the sole factor, the question mentioned will be answered. If the effect in the experimental group is significant, then the change from pretest to posttest is different in the two groups; this gain score analysis is the analysis of the score differences.

Applying Becker’s Analysis Variance of Gain Scores (Becker, 1999), the researchers first computed the gain score then analyzed the scores in variance analysis with the Home Support Program as the factor of two subjects. The difference from pretest to posttest can be calculated for each respondent by subtracting each student’s pretest score from his or her posttest score.

Also through the use of the T-test, the computed z value of the score for the experimental group indicated a significant difference between the pre-test and post-test scores. The gain score analysis focuses on the development that takes place from the pretest to the posttest.

Results and Discussion

Kirakira Kids International Kindergarten’s whole school population from Nursery 1 – Kinder 3 consist of 187 students, all students are of Japanese Nationality and all native Japanese speaking students. Although some of the students are born in Thailand, they are not raised in Thai culture and tradition in their Japanese culture-centered Home. Most of the student’s family have been staying in Thailand for 1 month to 2 years before coming to Kirakira to enroll their kids for bilingual education.

The demographic characteristics of the respondents; students from Kirakira Kids International Kindergarten, the Academic year 2017 included in this study consist of the respondents’ age, gender, and parental presence.

Table 1. Profile of the students, n=19

Profile variables	Frequency	Percentage
Age		
6 years old	19	100
Sex		
Male	10	52.6

Female	9	47.3
With parental presence		
Father	19	100
Mother	19	100

Table 1 presents a total of 19 student-respondents, all belonged to the oldest age bracket of 6 years old in the whole school since Kirakira school only accommodates children from 1.5 years of age until 6 years of age. 37 or 100% have the same age range; 10 or 52.6% of the respondents are male while 9 or 47.3% are female. The result implies that all students are eligible to the proposed Home Support program as 100% of the students have the parental presence at home.

Table 2. Academic performance of the students before the home support program on English proficiency

Statistic	Statistic
Mean	63.67
Median	66.00
Mode	71.00
SD	.13599
Minimum	35
Maximum	93
Skewness	-.315
Skewness Standard Error	.536
Kurtosis	1.063
Kurtosis Standard Error	1.038

The academic performance of K3 Japanese bilingual students before their participation to home support program on English proficiency had a mean point of 63.67, and the median score is 66.0. The lowest grade was 35.00, and the highest grade is 93.

When it comes to the shape of the distribution, the skewness is -.315 which was tested as not significantly skewed which means that symmetry can be assumed. A kurtosis of 1.063 was tested as leptokurtic which means that the distribution is more clustered around the mean.

Prior to taking up the pretest, the students have a level of academic performance which is below the academic standard of the school verifying the existing academic performance of the group. The group did not reach the standard score required by the school which is unlikely with what group A achieved.

Instructional materials and methods are good but do not ensure to work out with all learners (Loyens, Magda, & Rikers, 2008; Redish, 2003). The student's utilized instructional materials and learning practices but their academic performance display dissimilarity in level. Their low scores deemed the need for interference in the students learning practice and skills.

Without the Home Support Program as intervention, since Homework is not practiced in the Japanese Kindergarten; the students' low academic performance may persist, and the students in this group may continue to achieve below the school's academic standard. The figure below shows the academic performance of the students before the conduct of the home support program on English proficiency.

Figure 1: Academic Performance of the students before the conduct of the home support program

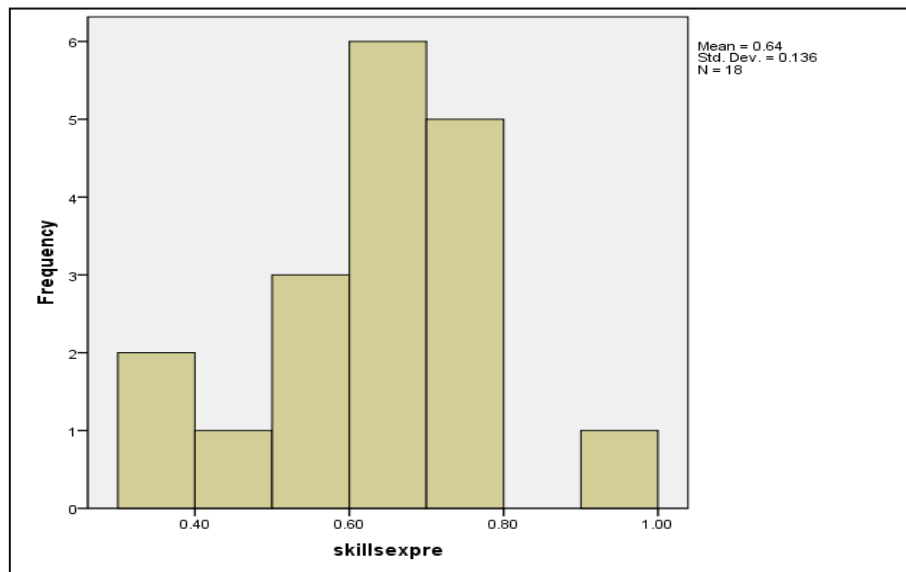


Table 3. Academic performance of the students after the home support program on English proficiency

Statistic	Statistic
Mean	86.67
Median	87.00

Mode	85.00
SD	.05347
Minimum	70
Maximum	95
Skewness	-1.704
Skewness Standard Error	.536
Kurtosis	5.048
Kurtosis Standard Error	1.038

As seen in Table 3, the academic performance of students after their exposure to home support program in English proficiency had a mean point grade of 86.67 while the median score is 87.00.

With respect to the shape of the distribution, the skewness is -1.704 which was tested as significantly positively skewed which means that symmetry cannot be assumed. A kurtosis of 5.048 was tested as leptokurtic which means that the distribution is more clustered around the mean and the kurtosis values are large positive.

The result of the post-test revealed that the students; after undergoing the Home Support program as an academic intervention, achieved such a high climb on the scores. A statement from Gulden Uyanik Balat agrees that a well-thought-of selected materials; taking the learner's different style in consideration and appropriate environment plays a big factor in improving and supporting the children's process in acquiring basic concept knowledge (Balat, 2009), hence the huge leap in the respondents in experimental group's score in the posttest after they have undergone the Home Support Program.

The score difference does not only displays the student's overall academic performance improvement, but this also exhibits the students' increase in terms of skills in Reading, Writing, Speaking and Listening. The following learning skills are mentioned to be of high importance in the book: Tasks for Independent Language Learning (Ahmadian, 2016). The intervention implemented focused on the said areas of learning and the skills required for the students. The Intervention aimed not to improve the student performance momentarily, but it targets a long term effect on the students' academic performance improves.

The figure below graphically illustrates the distribution of the academic performance of students in English after the home support program in English proficiency.

Figure 2: distribution of the academic performance of students in English after the home support program

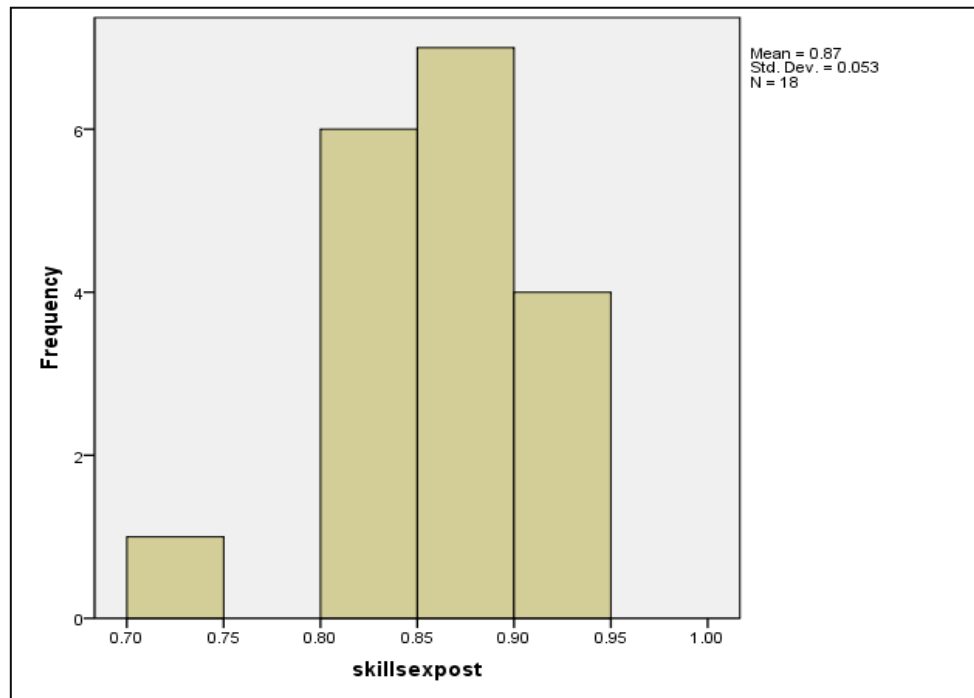


Table 4. The difference in the academic performance of the students before and after the home support program on English proficiency

Categories	Mean	t	p
Pre-test	66.00	-3.726	.000
Post-test	87.00		

Data analysis of the pretest and posttest scores of the students revealed a significant result. The score of the students climbed up from 66.00 to 87.00.

Through the use of the t-test, the computed value of -3.726 indicates a significant difference between the pre-test and post-test scores of the students. Looking at their median scores, it can be said with near certainty that the intervention made is quite effective in improving/enhancing the academic performance of respondent- students in the experimental group.

Looking at their median scores, it can be said with near certainty that the intervention made is quite effective in improving/enhancing the academic performance of the respondent-students in the experimental group. In the book *Implementing Evidence-Based Academic Interventions in School Settings*, the authors mentioned that interventions would produce no good outcomes if they are not well implemented; regardless of the quality (Rosenfield & Berninger, 2009). The results found in the study confirm that the proposed Home Support Program is a qualified intervention for Bilingual Japanese Students to increase further not only their academic performance but in particular skills required to have a long term effect on the students learning practices. Students, in general, may start off showing low performance academically; nonetheless, the end result can dramatically be the opposite of how they start.

Conclusions and Recommendation

Based on the results of this research, the researchers concluded that all Kinder level 3 students in Kirakira Kids International Kindergarten are all bilingual and share the same age range. Parental presence at home is existent in all of the students. There is a significant difference on the academic performance and the posttest result. There is a significant difference in the scores of the experimental group in the pretest and posttest; resulting to a positive effect on the academic performance of the student-respondents.

It is recommended that parents should be open to gaining understanding regarding their child's learning style and practices. They should take part in the training on how to properly help the student; their children to improve and cope up using various means other than homework when it is not an option. The parents should be open to working cooperatively with the school teacher regarding the student; their children's learning development. A parent should be involved in the improvement of the student's skills and in acquiring them. On the other hand, the teacher must be open to recognizing different learning styles and practices; into obtaining knowledge, different methods and approaches for proper and appropriate means of teaching. They should make an effort to maximize the students' potentials and learning skills for improving their academic performance. For the school, it should provide other than homework and normal classroom activities, programs as a learning supplement to students such as the Home Support Program used in this study. The school must also broaden its focus and objective into venturing to different areas of learning; style, disorders, and practices to meet the students' need in learning development; particularly on students who need it.

Other bilingual schools should partake in the campaign of addressing children's specific academic needs and learning style by innovating or designing programs similar to the

study or implement the Home Support Program as an intervention with their own students when homework is not practiced in their institution. Ultimately, this Home School Program must be implemented to bilingual students who display the need for it. Educators and Researchers must never stop to study and create methods and approaches for the learning development of students as a unique individual in and out of the classroom.

References

- Ahmadian, M. J. (2016). Task-based language teaching and learning. *Language Learning Journal*. <https://doi.org/10.1080/09571736.2016.1236523>
- Balat, G. U. (2009). Examining the knowledge of basic concepts of children starting primary education. *Early Child Development and Care*. <https://doi.org/10.1080/03004430701582339>
- Becker, L. (1999). Analysis of Pretest and Posttest Scores with Gain Scores and Repeated Measures | Effect Size Calculators. Retrieved January 23, 2019, from <https://www.uccs.edu/lbecker/gainscore>
- Bullard, J. (2010). *Creating Environments for Learning: Birth to Age Eight*. Pearson. Retrieved from <https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132867540.pdf>
- Chu, F. W., vanMarle, K., & Geary, D. C. (2016). Predicting Children's Reading and Mathematics Achievement from Early Quantitative Knowledge and Domain-General Cognitive Abilities. *Frontiers in Psychology*, 7, 775. <https://doi.org/10.3389/fpsyg.2016.00775>
- Dimitrov, D. M., & Rumrill Phillip D., J. (2003). Pretest-posttest designs and measurement of change. *Work*. <https://doi.org/10.1017/CBO9781107415324.004>
- Gardner, D., & Miller, L. (1996). *Tasks for Independent Language Learning*, 1996. Retrieved from <https://eric.ed.gov/?id=ED421006>
- Hoff, E. (2018). Bilingual Development in Children of Immigrant Families. *Child Development Perspectives*, 12(2), 80–86. <https://doi.org/10.1111/cdep.12262>
- Insightassessment.com. (n.d.). How can I compare pretest to posttest scores in a small sample? / FAQs: Pretest/Posttest Design / FAQ / Home - Insight Assessment. Retrieved December 23, 2018, from <https://www.insightassessment.com/FAQ/FAQs-Pretest-Posttest-Design/How-can-I-compare-pretest-to-posttest-scores-in-a-small-sample>
- Jamieson, J. (2004). Analysis of covariance (ANCOVA) with difference scores. *International Journal of Psychophysiology*. <https://doi.org/10.1016/j.ijpsycho.2003.12.009>

- Kratochwill, T. R. (n.d.). *TASK FORCE ON EVIDENCE-BASED INTERVENTIONS IN SCHOOL PSYCHOLOGY*. Retrieved from http://www.indiana.edu/~ebi/documents/_workingfiles/EBImanual1.pdf
- Li, J., Taft, M., & Xu, J. (2017). The Processing of English Derived Words by Chinese-English Bilinguals. *Language Learning*, 67(4), 858–884. <https://doi.org/10.1111/lang.12247>
- Lin, L. F. (2010). English Learners' Incidental Vocabulary Acquisition in the Video-based CALL Program. *Guest Editors: Wen-Chi Vivian Wu and Yu-* <https://doi.org/10.1111/j.1558-5646.2011.01447.x>
- Loyens, S. M. M., Magda, J., & Rikers, R. M. J. P. (2008). Self-directed learning in problem-based learning and its relationships with self-regulated learning. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-008-9082-7>
- Maquiling, A. (2017). The Multiple Intelligences of AMAIUB Students: Basis for Pedagogical Innovations. *Asian Journal of Management Sciences & Education*, 6(2). Retrieved from www.ajmse.com
- Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL Journal*. <https://doi.org/10.2307/327765>
- National Commission for Safai Karamcharis. (n.d.). National Commission for Safai Karamcharis | GOI. Retrieved January 23, 2019, from <http://nask.nic.in/>
- Nguyen, T. H. T., Khuat, N. T. T., & Huyen, N. Th. Th., & Nga, K. T. T. (2003). Learning vocabulary through games. *Asian EFL Journal*.
- Norton, B., & Toohey, K. (2001). Changing Perspectives on Good Language Learners. *TESOL Quarterly*. <https://doi.org/10.2307/3587650>
- Redish, E. F. (2003). Instructional Implications : Some Effective Teaching Methods. In *Teaching Physics*.
- Rosenfield, S. A., & Berninger, V. W. (2009). *Implementing evidence-based academic interventions in school settings*. Oxford University Press.
- Wendling, B. J., & Mather, N. (2009). *Essentials of evidence-based academic interventions*. John Wiley & Sons, Inc. Retrieved from <https://www.wiley.com/en-ph/Essentials+of+Evidence+Based+Academic+Interventions-p-9780470206324>