Development of a Sourcebook Using Neuro-Linguistic Programming Technique in Teaching English as a Second Language

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ABSTRACT

The descriptive survey method of research is used to determine the effectiveness of the source book which was tried out to the 726 Technological Institute of the Philippines Manila Campus students who were enrolled in English 113.The findings revealed that 726 or 100 per cent of the respondents prefer pictures, words and songs to be included in the sourcebook. All the students preferred a one skill at a time and using songs and pictures approaches to be employed by the teacher. The Sourcebook must be prepared in the form of a content-based instructional material. It must include drills that would give ample approaches to develop among the learners good sense of collaborative learning, integrative global language proficiency and contextual communicative competence in meaningful situations. Moreover, the sourcebook must use both print and non-print teaching aids as supporting materials. **1. School Administrators.** Provision of a continuous faculty development program in the form of seminars and workshops that could update the teaching competencies of English professors on practical approaches to teaching. **2. School Administrators**. Provision of in-service education to acquaint the teachers on the use of materials to be included in teaching. **3. Curriculum Planners**. Reassess the kind of textbooks to use for language teaching. The Development of comprehension skills and communicative competence should be accorded of equal importance as grammatical analysis in teaching speech laboratory class. **4. English Professors**. Develop a self-made sourcebook using various instructional aids which includes visual materials, aural presentations and semi-abstract thoughts in teaching the language. a. To develop the thinking, communicative and social skills, the materials in the sourcebook must provide songs and pictures that could be used in pair or group discussions where proper decorum in expressing ideas is observed. b. To train students to guess meanings of new words by context clues, the sentences, songs and pictures must include hints that would discourage learners to be dictionary dependent. c. To develop in them important concepts and details of the materials, provide simple comprehension questions for students to answer. d. To serve its purpose, the materials prepared must be maximally used based on time allotted. **5. Parallel studies.** Should be undertaken on other English subjects.

Introduction

Today, the level of proficiency of Filipinos in the English language is fast deteriorating. Since the advent of the bilingual policy, there has been a growing diminution in the use of the English, both in written and spoken language. Filipinos now have a preferential use for Filipino or Tagalog in the classroom, in the campus, in the office, in the market, practically in all domains. This phenomenon has weakened the support system within and outside the school that English used to have. With the proliferation of telecommunication system s nationwide, the Filipinos have developed some degree of proficiency in Filipino or

Tagalog that has made the language functional everywhere. Another reason is the fact that Filipinos feel at home with the language since it is closer to their culture in terms of pronunciation, intonation and linguistic structure.

Another phenomenon that is an offshoot of the bilingual policy is the code switching or language switching like the Taglish variety where Tagalog and English are used alternately. This alternate use of two languages interferes in the development of English proficiency.

Other than the preferential use for Filipino or Tagalog and the code or language switching phenomenon that hinder the development of English proficiency among learners, quite lamentable to note is the traditional approach that still dominates language switching today in the advanced level. This approach develops language skills by discrete point, that is, by specific skills isolated from context. Exercises are frequently paper-and-pencil, requiring the writing of isolated and unrelated sentences. Oral exercises are likewise carried in exactly the same fashion. Assigning of technical terms or identifying sentence parts in exercises and examinations is the overriding objective not the functional use of the language where pronunciation and intonation are taught. The approach emphasizes grammar alone at the expense of practice on actual communication. Instead, teachers, do the talking. As a consequence, students learn about the language not the functional use of the language. No wonder we have students who could hardly listen, read, think, speak and write in English.

With all these problems interfering in the development of English proficiency, the question is how the language teacher remedies the situation in the classroom. This is a tremendous challenge posed to the language teacher of today. To respond to the challenge a certain technique can be adopted in order to develop the proficiency in the English language. The Neuro-Linguistic programming technique represents valuable authentic materials that can easily provide a stimulus for expressing different opinions.

Researches show that people try to improve information visually in pictures, aurally in sounds, kinetically in feelings based around the words. These models of communication are called Neuro-Linguistic approaches. They are useful when considering haw a learner reacts to the same stimulus. In other words, an emotional appeal on the part of the student is being involved in the learning process. The cognitive stimulus is likewise catered for through an analysis of words, structures, discourse patterns, content and interpretation. This technique utilizes modern approaches in language teaching such as the integrative, contextual and communicative approaches.

The Problem and its Background
Statement of the Problem

This study sought to know the development of a sourcebook using the Neuro-Linguistic programming technique in teaching English as a second language at the Speech Laboratory.

Specifically, it aimed to answer the following questions:

a. What visual materials, aural presentations and semi-abstract thoughts would encourage more learners to actively participate in classroom discussion in the speech laboratory to be included in the sourcebook?

b. What approaches or method shall be adapted in using these materials, presentation and thoughts in teaching English as a second language?

c. What steps are involved in the preparation of the sourcebook using the Neuro-Linguistic programming technique in teaching the English as a second language?

d. What are the strengths of the sourcebook using the Neuro-Linguistic programming technique in teaching as a second language?

Conceptual Framework
The basis of the study was the theory that people try to improve information visually in pictures, aurally in sounds, kinetically in feelings based around the words. These models of communication are called Neuro-Linguistic approaches.

As the research paradigm illustrates, NLP will largely contribute in the development of a sourcebook as an aid in teaching English as a second language.

They are useful when considering how a learner reacts to the same stimulus. In other words, an emotional appeal on the part of the student is being involved in the learning process. The cognitive stimulus is likewise catered for through an analysis of words, structures, discourse patterns, content and interpretation. This technique utilizes modern approaches in language teaching such as the integrative, contextual and communicative approaches.

The word "neuro" refers to nervous system when our experiences are received and processed through our five senses. The word "linguistic" pertains to our language both verbal and nonverbal. The word "programming" is used as a computer metaphor to explain our ability to discover and use the programs that we all mentally run. In other words, NLP is about how to use the technique of verbal and non-verbal communication to actively program our minds to consistently achieve the results we want.
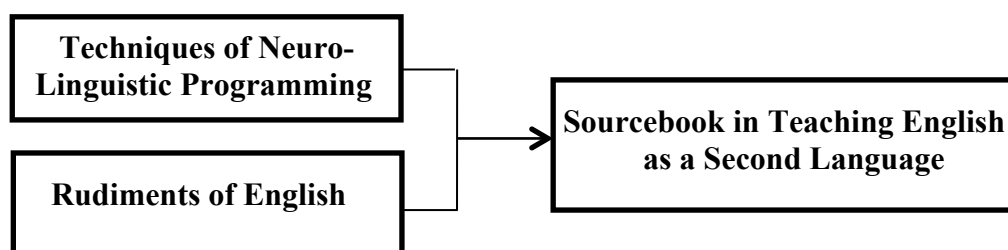
Research Paradigm

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┌─────────────────────────┐
│   Techniques of Neuro-  │
│ Linguistic Programming  │──────┐      ┌─────────────────────────────┐
└─────────────────────────┘      │      │ Sourcebook in Teaching English│
                                 ├─────▶│     as a Second Language      │
┌─────────────────────────┐      │      └─────────────────────────────┘
│   Rudiments of English  │──────┘
└─────────────────────────┘
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Figure 1. The Development of the Sourcebook in teaching English as Second Language.

Assumptions
Considering the foregoing conceptual framework, this study was based on the following assumptions.

1. The Neuro-Linguistic Programming techniques develop among the learners good sense of collaborative learning, integrative global language proficiency and contextual communicative competence in meaningful situations.

2. The sourcebook is a content-based instructional material that is responsive to the needs in a particular milieu.

Significance of the Study
The researcher expected the following benefits which could be derived by different sectors from her paper:

a. Curriculum planners will benefit from the study. It reminds them that it is high time to reassess the kinds of textbooks or materials to use for language teaching basically grammar focusing not only on the structure but also the proper way on how to pronounce words correctly with the correct accent and intonation pattern.

b. Administrators will be motivated to plan and implement regular or continuous in-service trainings among students or employees on English proficiency pointing out the weaknesses of wrong grammar and the strengths of well-structured written and spoken

English language with correct pronunciation and diction using various audio or visual materials that elicit positive feed backs from learners.

c. Professors will be encourage to prepare their own instructional materials that respond to the needs and interests of their students.

d. The students will be benefited from the various materials since they are provided with interesting readings and pictures that sustain the motivation to participate fully in the classroom discussion with meaningful real-life communication situations that develop their proficiency of the language with ample listening, speaking and writing skills.

e. Future researchers will also be benefited from this study because this will pave the way to further think and employ activities that would encourage wholly students to express themselves in English with the correct American accent without sacrificing grammar.

Scope and Limitations

The sounds of English is a sourcebook of practical methods and strategies that would elicit good feedbacks from learners other than the usual textbooks and reference materials used in the teaching of English as a second language.

There are nine (9) lessons namely the orientation and speech mechanism, vowels, diphthongs, consonant sounds, silent phonemes, schwa sounds, stress and the intonation of English and reduced sounds. Each lesson is good for one-hour duration per meeting only. Every lesson has the following features: objectives, subject matter, time frame, supporting materials, listening drills and procedure.

The activities develop global language proficiency, social skills and values that measure the intelligibility of students using English as a second language.

The activities in the sourcebook were administered to the 726 freshmen students of Technological Institute of the Philippines who were enrolled in English 113SL, first semester, school year 2007-2008.

Definition of Terms

The following terms are contextually defined as used in the study:

American Accent. A clearly distinguishable spoken language from the British accent that is adopted by Filipino English Speakers.

Audio materials. These are the recorded sounds to be played at the speech laboratory used as patterns in pronouncing words.

Diction. A verbal description of words with regard to correctness and clearness in pronouncing words.

Intonation. It is the matter of utterance following the rise and fall in the pitch of the voice in both spoken or written language.

Language Laboratory Specialists. The professors who are in-charge of the enhancement training in English to be conducted at the Speech laboratory.

Language Proficiency. The ability of the learner to use the English language in both spoken and written language.

Neuro-Linguistic Programming (NLP) Technique. A technique to be used to be able to understand Verbal and non-verbal materials interpreted by the brain that encourages learners to react on what they see and feel.

Rudiments of Grammar. These are the grammar rules to be learned to be able to construct sentences or statements correctly.

Speech Laboratory. The classroom that contains gadgets used to refine or enhance one's speaking ability. The learners are assigned to their respective cubicles.

Sourcebook. This is a compilation of the activities to be undertaken during the course of study that includes drills and pictures.

Review of Related Literature and Studies
Related Literature

Current views do not argue that skills are unimportant or that they should not be taught or assessed. However, recent curricular refocusing has moved from sub skills to the holistic processes of reading and writing, where the emphasis is on comprehending and composing larger pieces of text in a more global way. These global processes are viewed in communicative texts, and teaching as well as testing techniques emphasize the different purposes and functions of reading and pronouncing of words.

Nemah N. Hermosa (1991) in her journal, pointed out that with the view that skills instruction by itself lacks the intrinsic power to generate readers who read because reading is a valued part of their lives, there has been a perceptible shift from skills-based reading using basal reading program and workbooks to compilations of activities with emphasis on authentic thought-provoking pictures. Thus, learning and practice reading are placed in the context of good activities that nurture the joy and love for both reading and explaining.

Lilia Savovanglish and Richard Donato (1991), say that the problem for the language teacher is that majority of the textbooks provide few, if any, interactive activities in which students use the target language in collaborative tasks. Rather, commercially prepared materials like textbooks, workbooks, and the like generally equip the teacher with an aray of form-focused exercises intended for teacher-fronted presentations. Even among the more communicative textbooks, group work is located at the end of a chapter after a series of mechanical exercises. Its position in the chapter subordinates group work to traditional exercise, creating the impression that mechanical exercises are necessary prerequisites to interaction in the target language. In this inferior position, group work activities are often perceived as unnecessary to the language-learning process or as optional activities to be used if class time permits. More attention should be given to interactive language-learning activity than is presently found in commercially prepared materials.

Perlita P. Romero and Pacelli S. Eugenio (1997) pointed out the Philosophy of Speech by saying that speech education rests upon a universal need-the need for one to exchange his ideas and feeling by verbal and non-verbal means, as well as with audible and visible means with other men. This need exists in all occupation, in all kinds of society and government and at all ages raging from childhood to adulthood stage. They further stressed out that it starts on spoken message before it shall be written. The learner therefore must be equipped with the knowledge of communication and the communication process itself. To develop the listening skills according to them plays also a very important role. It is thought this that one develops the skills in speaking by simply listening intently on the materials and then imitates how it is sounded. It is not therefore to shun the learner's fluency in speech and pronunciation.

Rogers, Fonacier and Bacon, (1972), point out that though one must not underestimate the importance of learning to read and write English, it is clear that a knowledge of the written language alone is inadequate. As a tool in the communicative process, there is no substitute for the spoken language. The use of a module or a textbook accompanied by records will give the student an opportunity to hear a Native American speaker in the hope that ear-training will hasten the learning process.

The Philippine Center for Language Study (PCLS) System of phonetic transcription has been devised to answer the need for a system of phonetic respelling that will assist the teacher in the presentation of the lesson and that will guide the Filipino student in learning English pronunciation more easily that other systems of transaction. As a teaching aid, Dr. J.

Donald Bowen points out in his article " A Pedagogical Transcription of English, " it's the greatest advantage is simplicity. The system is easier to learn because of the following:

a. The similarity of the symbolization to Tagalog and English spelling. The Tagalog spelling of 'ng" represents the velar nasal sound [ng] the sound of [ch] is represented by the traditional English spelling 'ch'

b. The use of the [y] and [w] off-glides or semi-vowels helps emphasize the diphthongal quality of the vowels [iy] , [ey], [ow], [uw], which are often pronounced as pure as vowels [i], [e], [o], [u], repprespectively, by Filipinos. The individual symbols for these sounds suggest the pure vowels of the first language. The PCLS system is based on the Trager-Smith system, which embodies "the most productive available description of English vowel and diphthong structure."

Mildred B. Go, et. al. (1999), prove that foreign speakers of English today admit the more sensible goal in learning English is eligibility. But what is intelligibility. But what intelligibility? It means being understood by a listener at a given time is a given situation. The aim is no longer to sound like a native speaker but to sound 'close enough 'so that the listener would easily get the message. In order to achieve this; stress and intonation must be taken into account.

www.neulingprov.com presents that the Neuro-Linguistic programming (NLP), an approach to psychotherapy and a model of interpersonal communication, is borrowed from various disciplines which includes the linguistics. Richard Bandler and the linguist, John Grinder, used the NLP as a method for personal development in the 70's and its many variants are taught through seminars, workshops, books and audio programs. The field is loosely spread and resistant to a single comprehensive definition. There is also a great deal of difference between the depth and breath of training and standards. A basic method in NLP involves asking specifying questions to help clarify the intended message in communication.

The NLP uses the pictorial representations where ideas featuring sound and touch involve the sensory modality that is involved in perception. NLP, this notion is extended to the performance of any task, such as making conversation, taking about a problem, reading a book, kicking a ball or riding a horse, representations consisting of images, sounds, feelings and smell and taste are constantly being formed and activated.

www.nlpinfo.com presents this typical idea on NLP wherein it enhances all aspects of one's life by improving relationships with loved ones, learning to teach effectively gaining stronger sense of self-esteem, greater motivation, better understanding of communication, enhancing your business or career… and an enormous amount of other things which involve the brain. It therefore gives opportunity to0 not only communicate better with others, but also to learn how to gain more control over what we considered to be automatic functions of our own neurology.

Related Studies

Paul Hobelman and Arunee Wiriyachitra suggest the following technique and principles for language learning:

a) Even though language is divided into four skills, i.e., reading, speaking, speaking, and writing, the skills should not be treated in total isolation of each other. Thus, although writing is the focus of attention in the writing classroom, it should always be supported by other skills.

b) The students should do as much of the work as possible, not the teacher. The teacher's role is to advice on procedures and to monitor the work that is going on.

c) Students should work together on a lot of the activities through pair and group work. Discussion is important in generating and organizing ideas and for discovering what it is that the writer wants to say, even though the actual writing may be done individually.

d) When pair or group work is used, the teacher should monitor it carefully to see to it that it is proceeding smoothly. On-the-spot correction and advice can be provided as appropriate. Although a lot of self-evaluation should be built in, students want to have feedback on what they have written. However, this should be done after the students have tried to correct their work themselves.

e) Students should be asked to exchange their composition so that they become readers of each other's work. This is an important part of the writing experience because it is by responding as readers that students will develop an awareness of the fact that a writer is producing something to be read by someone else.

f) Students should correct their own mistakes or ask questions to put them right.

g) Focus global rather than the local errors. That is, attend to errors that interfere with comprehension rather than errors that have little effect on the reader's ability to understand.

In general, global errors involve poor sentence and paragraph organization, omission of needed information, misuse of sentence linkers, inconsistency in tense and ambiguity of reference.

College Reading, book 2, by Maker and Lenier is an instructional material aimed at developing reading comprehension skills. Each article is preceded by a vocabulary preview and followed by comprehension questions which are divided into three categories; subject matter and main ideas, details and inferences. Following the questions is an exercise that uses the vocabulary of the articles in the context of the sentences.

Sister Jovita Sakulthong made a study of the instructional materials needed by teachers of reading VI in saint Joseph Convent school in Bangkok, Thailand. She proposed instructional materials consisting of 58 lessons, each having 5 to 10 comprehension questions aimed at developing vocabulary skills, thinking skills, and study skills.

Rosario B. Manzano proposed instructional materials for social science teachers with focus on geography after assessment showed that the subject is almost neglected in the social science curriculum. The effectiveness of the instructional materials was determined from the assessment of the lesson's objectives, content and evaluation of students' performance.

The proposed sourcebook adopts the key points of the aforementioned experts in teaching the English language in developing a meaty instructional material. It includes drills and activities that surely develop global language proficiency through collaborative leaning activities.

Research Design and Methodology

Research Design

This study the descriptive survey method of research to determine the effectiveness of the sourcebook composed in teaching English as a second language using the Neuro-Linguistic Technique, the drills contained in the sourcebook, and the approaches as well.

Sources of Data

The respondents of this research were the 726 college freshmen students of Technological institute of the Philippines who were enrolled in English 113 SL, first semester, school year 2007-2008. Furthermore, each section is equally divided into two groups labelled as first Batch and Second Batch. They are distributed as follows: MR11KA3, 49, CA11KA3, 60; MT11KA1, 48; CA11KA2, 60; MR11KA2, 45; ES11KA6, 60; IO11KB1, 39; IO11KA, 40; CA11KA1, 59; ES11KB1,50; ES11KA8, 56; IO11KA2, 40; MT11KA2, 48; and MT11KA5, 12.

Research Instruments

A self-constructed springboard called sourcebook is used to conduct the different drills leading to the language proficiency of the student-respondents. The sourcebook is enriched fusing chosen topics discretely designed for speech classes with audio-materials.

It contains the following topics: Speech Mechanism, Vowels, Schwa , Diphthongs, Consonants, Silent Phonemes, Phrasing and Intonation. There are activities in every topic using words, sentences, symbols, songs, pictures and tapes/CDs to develop among the learners good sense of collaborative learning. The conventional and contextual approaches of teaching are employed by the professors to measure the intelligibility of students using English as a second language.

Data Gathering

An intensive administration of the simple lecture and different drills were done using the speech laboratory equipment where the student-respondents simply press the buttons of their response once they are asked about the sourcebook and the approaches employed by the professors..

Tryout and Revision

The first draft was tried out to classes under the first batch to determine the clarity of directions, the equality of questions to be raised, the appropriacy of the activities, and the areas of difficulty if ever there are in the sourcebook.
The findings of the tryout were the bases for the improvements or revisions made. The revised form was tried again to the second batch of the same section for further refinement of the sourcebook.

Statistical Treatment of Data

A simple frequency count and percentage distribution were used to determine how the sourcebook using the Neuro-Linguistic Technique in teaching English as a second language works to students who were enrolled in English 113 SL, for the first semester, school year 2007 – 2008.

Presentation and Interpretation of Data
Materials to be used that would Elicit Good Feedback from Learners

Table 1
Materials to be Included in the Sourcebook

Materials	Frequency	Percentage
Words	726	100.1
Sentence	430	59.22
Symbols	150	20.66
Songs with Accompaniment	726	100.00
Songs without Accompaniment	500	68.87
Pictures	726	100.00
Tapes	500	68.87

Pictures, words and songs are common preference of the materials that encourages more learners to actively participate in the classroom discussion with 726 or 100 percent of the student respondents. 500 or 68.87 percent preferred tapes; 430 or 59.22 per cent preferred sentences; and 150 or 20.66 per cent preferred symbols. Table 1 shows a common preference

of the materials to be included in any educational material other than the usual words, phrases, clauses, sentences and paragraphs.

Table 2
Conventional Approach of Teaching

Approach	Frequency	Percentage
Discrete point teaching or one skill at a time	726	100.00
Use of isolated sentences in lesson presentation and exercises in grammar	620	85.39
Use of pencil and paper type of evaluation	123	16.94
Teaching rudiments of grammar rather than content	514	70.79
Use of teacher-fronted activities	100	13.77

In Table 2, All the student respondents prefer a one skill at a time approach with a frequency of 726 or 100.00 percent of the total population. A frequency of 620 or 85.39 percent prefer the use of isolated sentences in lesson presentation;514 or 70.79 percent prefer the teaching rudiments of grammar rather than content; 123 or 16.94 percent show their preference on the use of paper-pencil type of evaluation approach; and 100 or 13.77 percent prefer the use of teacher-fronted activities. This implies that on the part of the Language Laboratory Specialists, it should not be overlooked that meaning or content in language teaching should give more concern to structure or grammar.

Table 3
Contextual Approach of Teaching

Approach	Frequency	Percentage
Using songs with accompaniment	726	100.00
Using pictures	726	100.00
Using tapes	701	96.55
Getting meaning of unfamiliar words through context clues	701	96.55
Poem writing	688	94.76

Table 3 indicates that the students-respondents prefer the use of songs and the use of pictures in teaching as it garnered a 100.00 percent preference. A frequency of 701 or a 96.55 percent prefer the use of tapes and getting the meaning of unfamiliar words through context clues; 688 or 94.76 percent prefer the approach on poem writing.

Development of the Sourcebook as Instructional Material
Based on these findings, the source book was prepared in the form of a content-based instructional material. It is further enhanced with drills that would give ample communicative

approaches to develop among the learners good sense of collaborative learning, integrated global language proficiency and contextual communicative competence in meaningful situations. Moreover, the source book uses both print and non-print teaching aids as supporting materials.

The findings on the assessment of the materials and approaches to be used in developing the sourcebook show that there is a great impact on the individual learner if the instructional material of the language laboratory teacher shall be prepared well that responds to the need of the individual.

Summary of Findings

The data gathered gave the following findings:

a. Pictures, words and songs are common preference of the materials that encourages more learners to actively participate in the classroom discussion with 726 or 100 percent of the student-respondents.;500 or 68.87 percent prefer tapes; 430 or 59.22 percent prefer sentences; and 150 or 20.66 percent prefer symbols.

b. All the student respondents prefer a one skill at a time approach with a frequency of 726 or 100.00 percent of the total population. A frequency of 620 or 85.39 percent prefer the use of isolated sentences in lesson presentation;514 or 70.79 percent prefer the teaching rudiments of grammar rather that content; 123 or 16.94 percent show their preference on the use of paper-pencil type of evaluation approach; and 100 or 13.77 percent prefer the use of teacher-fronted activities.

c. The students-respondents prefer the use of songs and the use of pictures in teaching as it garnered a 100.00 percent preference. A frequency of 701 or a 96.55 percent prefer the use of tapes and getting the meaning of unfamiliar words through context clues; 688 or 94.76 percent prefer the approach on poem writing;

d. The preparation of the sourcebook went through the following steps: the determination of the types of instructional material and the types of approaches and strategies to be used; the selection of materials used as context on the basis of values content; suitability to the maturity level, interests and experiences of students; the writing of the first draft and the incorporation of the suggestions solicited from experts and the panelists as well.

e. The assessment of the materials and approaches to be used in developing the sourcebook show that there is a great impact on the individual learner if the instructional material of the language laboratory teacher shall be prepared well that responds to the need of the individual.

Conclusions

Based on the findings, the following conclusions were arrived at:

a. Strong visual materials and various auditory skills bring about more positive results and strong logical reasoning.

b. Much could be elicited from individual learners if language teaching are taught meaningfully through the use of real language situation and authentic materials.

c. In as much as the teachers are educationally qualified to teach English, they have potential skills in producing teacher-made instructional materials for language teaching.

d. The activities in the sourcebook can be used for the development of the communicative, contextual and integrative approaches in language teaching.

Recommendations

For the study to have utilitarian value, these are the recommendations:

1. **School Administrators**. Provision of a continuous faculty development program in the form of seminars and workshops that could update the teaching competencies of English professors on practical approaches to teaching.

2. **School Administrators.** Provision of in-service education to acquaint the teachers on the use of materials to be included in teaching.

3. **Curriculum Planners**. Reassess the kind of textbooks to use for language teaching. The Development of comprehension skills and communicative competence should be accorded of equal importance as grammatical analysis in teaching speech laboratory class.

4. **English Professors**. Develop a self-made sourcebook using various instructional aids which includes visual materials, aural presentations and semi-abstract thoughts in teaching the language.

   a. To develop the thinking, communicative and social skills, the materials in the sourcebook must provide songs and pictures that could be used in pair or group discussions where proper decorum in expressing ideas is observed.

   b. To train students to guess meanings of new words by context clues, the sentences, songs and pictures must include hints that would discourage learners to be dictionary dependent.

   c. To develop in them important concepts and details of the materials, provide simple comprehension questions for students to answer

   d. To serve its purpose, the materials prepared must be maximally used based on time allotted.

5. **Parallel studies.** Should be undertaken on other English subjects.

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