



INNOVATING QUIPPERSCHOOL: AN ONLINE PLATFORM IN MOTIVATING THE INTEREST LEVEL OF GRADE 11 SMAW STUDENTS IN READING AND WRITING

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ABSTRACT

Many studies have revealed that effective use of e-learning helps increase motivation, attendance, behavior, and class performance among students. The aim of this study was to determine the effectiveness of Quipperschool as an online platform in motivating the interest level of students towards reading and writing as a subject in Senior High School. A total of fifty (50) students from Grade-11 SMAW C participated in the study, which made use of a descriptive design. A statistical analysis was carried out using the T-test to assess the significance of the results comparing the pre-survey and post-survey scores of the respondents. Results showed that the level of interest of male and female respondents after using Quipperschool was 4.06 and 4.11, respectively, with an interpretative rating of "agree". There was a significant difference in the mean score on the level of interest of male and female students towards reading and writing before and after using Quipperschool. This revealed that, with the difference in mean scores between the two groups, the effectiveness of teacher-discussion and performance activities helped students enhance their interest in the subject. From these findings, it is concluded that integrating Quipperschool in class is an effective method for significantly motivating the interest level of students towards reading and writing. Future directions and implications for teaching were also discussed.

Key words: level of interest, motivation, gender difference, ICT integration, Quipperschool, intervention, reading and writing

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I. CONTEXT/ RATIONALE

High school students often exhibit a lack of motivation and boredom during their English lessons, primarily due to the traditional teaching methods employed in the classroom. These methods fail to capture the interest and excitement of students, especially when they are deeply engrossed in the use of technology. The allure of digital gadgets, such as social media, online gaming, and video streaming, competes with the appeal of reading, leading to a decline in reading motivation among students. As a result, traditional reading materials are often overshadowed by digital distractions, which is detrimental to students' proficiency levels and academic performance as a whole.

Numerous researchers have examined the impact of traditional teaching methods on students' motivation to read and emphasized the limitations of lecture-based approaches. Anderson (2017) and Chen et al. (2019) conducted research demonstrating that innovative teaching strategies, such as project-based learning, inquiry-based learning, and collaborative activities, significantly increase students' motivation and engagement in reading.

In addition to the influence of traditional teaching methods, studies conducted by Johnson et al. (2018) and Williams and Mendoza (2020) indicate that excessive screen time and the constant availability of digital entertainment contribute to a decline in reading motivation among students. The prevalence of digital gadgets, coupled with the allure of social media and

online activities, poses a significant challenge to cultivating a reading culture among high school students.

Furthermore, it is vital to recognize the significance of motivation in achieving successful learning outcomes. Students' intense engagement with technology and their perception that traditional activities are monotonous and uninspiring necessitate a shift in instructional strategies. Studies, such as those conducted by Viray (2016), have highlighted the potential of e-learning and the effective use of Information and Communication Technology (ICT) in enhancing student motivation, attendance, behavior, and academic performance. However, in the context of the K-12 Curriculum, especially in Senior High School, the integration of ICT is often limited to the use of basic tools such as PowerPoint presentations and videos, neglecting the full range of online platforms and tools.

Similarly, there is a lack of adequate learner's materials, particularly in reading and writing, which are essential subjects in the senior high school curriculum. To maximize students' learning potential and address these obstacles, the teacher-researcher intends to introduce a novel Quipperschool-based e-learning concept. This innovative approach not only aims to pique students' interest in reading and writing but also enables them to learn and discover new methods of studying their classes through interactive online resources.

By integrating student-centered pedagogy, digital tools, and the incorporation of Quipperschool, the research aims to address the limitations of traditional teaching methods and examine the effect of digital distractions on students' reading motivation. The primary objective is to reignite students'

enthusiasm for reading, improve their reading and writing skills, and create an engaging and effective learning environment in high school.

In Panabo National High School Senior High School, the TVL- SMAW students are not focused on academic learning. Their lack of interest in reading has become a problem on the part of teachers.

Fully addressing the need to motivate the learning interest of the SMAW students, the teacher-researcher has prompted the idea to use an online platform called Quipperschool which discovers new trends of creating online assignments, quizzes and exams on the part of the teachers.

This study aimed to discover the effectiveness of using Quipperschool as an online platform in motivating the interest of students towards their reading and writing subject. Francisco (2014) stressed that teachers should use QuipperSchool to vary their instructional strategies. Students learn in different ways and Quipperschool offers a fun way of online learning because it transforms the teaching and learning experience because it combines powerful technology with superior content. The findings of this study will be a great avenue for the Department of Education officials, administration and teachers to explore the prospective benefits of online platforms in the teaching-learning process.

II. INNOVATION, INTERVENTION, AND STRATEGY

The objective of this study was to incorporate the use of Quipperschool, an online platform deployed inside the classroom. This is anchored on the idea of Fullan, M. (2013), who emphasizes the importance of utilizing

technology to transform teaching and learning. He advocates for the integration of online platforms and digital tools.

The students were given online assignments with the requirement to respond before a set deadline. Prior to the intervention, there were classroom activities and performance tasks done by the students. All students had individual Quipperschool accounts, and instructions were made inside the classroom with the use of the teacher's gadget and student's cellphones.

The use of Quipperschool as an online platform encouraged students to study and answer online assignments and quizzes anywhere as long as the internet is available.

Quipperschool is a free online platform that provides embedded lessons and assessments based on the K-12 Basic Education Curriculum to support 150,000 teachers and 1.5 million students all over the world (Quipper, 2016). It was launched in the Philippines in 2014 with its official website: <https://school.quipper.com>. In the Philippines, the number of users, mostly in public schools, has been increasing. With the availability of lessons and assignments from elementary to senior high school, teachers and students have been actively participating in the concept of online learning. In Panabo National High School, there were only five (5) teachers, including the teacher-researcher who signed up at Quipperschool.

In this study, the SMAW students followed the steps for signing up. They went to <https://school.quipper.com> and clicked " Student Portal." They had the option to sign up using their Facebook account. After signing up, they read the guidelines and general features on how to use the website. When

students logged in, they were presented with online assignments and quizzes.

Below is the setup guide:



1: Go to <https://school.quipper.com> and click **"Student Portal"**

III. ACTION RESEARCH QUESTIONS

The main purpose of this study was to determine the effectiveness of using Quipperschool as an online platform in motivating the interest in Reading and Writing class of Grade 11 SMAW students of Panabo National High School. Specifically, it sought to answer the following questions:

1. What is the level of interest of the students towards reading and writing before using Quipperschool?
2. What is the level of interest of the students towards reading and writing after using Quipperschool?
3. Is there a significant difference on the mean score on the level of interest of students towards reading and writing before and after using Quipperschool when grouped according to gender?

Hypothesis of the Study

1. There is no significant difference on the mean score on the level of interest of male students towards reading and writing before and after using Quipperschool.
2. There is no significant difference on the mean score on the level of interest of female students towards reading and writing before and after using Quipperschool.

IV. ACTION RESEARCH METHODS

a. Participants and/or other Sources of Data and Information

The respondents of the study were fifty students (50), which consisted of 44 males and six (6) females from Grade 11-SMAW students under the Technical Vocational and Livelihood strand of Panabo National High School.

Purposive sampling was utilized in the selection of respondents (Creswell, 2012). The researcher selected the respondents from her own classes as they were her students.

Hence, they were taught the same subject and learning competencies as reflected in the DepEd Senior High School Curriculum Guide.

b. Data Gathering Methods

This study made use of quantitative- descriptive research. The study was quantitative in nature because it gathered numerical information. The researcher conducted a survey to test the potential of participants to gather data and information.

1. Asking Permission to conduct the study.

The researcher sent a letter to the school principal requesting permission to conduct the study with Grade-11 SMAW C students as respondents.

2. Preparing the instrument

The instrument was a 10-item Likert scale survey questionnaire that was administered to the respondents in order to determine their level of interest in using Quipperschool to approach the subject. Numerical values were applied: "Strongly agree" = 5, "Agree" = 4, "Neither agree nor disagree" = 3, "Disagree" = 2, and "Strongly disagree" = 1. The questionnaire was independently validated by a panel of two (2) Master Teachers and one (1) English teacher of Panabo National High School. The questions were created by the teacher-researcher and pilot tested prior to the conduct of the study, and some descriptive features of Quipperschool were taken from the Quipperschool website.

3. Distribution of pre-survey questionnaire.

The survey questionnaire was given to respondents before the actual conduct of the study on February 3, 2020.

4. Conduct of Experiment.

The study was conducted over a period of two weeks. The students signed up, and the teacher gave them a class code so they could join the class intended for their section. The teacher assigned three topics that they needed to finish within one week. The teacher applied deadlines, but these were subject to reopening to gain mastery level. This meant that students could

still keep answering until they reached the mastery level. After answering the assignment or quiz, they had the option to send private messages to their teacher and give feedback or write general comments on whether they liked the quiz or not.

5. Administration of Post survey questionnaire.

The post survey questionnaire was given to the students after they answered the final online assignment.

6. Gathering and Tabulation of Data.

The collection of data began after the distribution of the pre survey questionnaire. The same survey was administered for the post survey questionnaire. After the administration of both surveys, the results were gathered and subjected to statistical analysis using the following tools: mean, t-test, and percentage

c. Statistical Treatment

The data were analyzed and interpreted using the following statistical tools:

Mean was used to present the pre- and post-survey outcomes and mean gain scores of the respondents.

T-test for correlated sample was used to test whether there was a significant difference between the pre survey and post survey scores of the respondents.

V. RESULTS AND DISCUSSIONS

Level of interest of male students towards reading and writing before using Quipperschool

Table 1 presents the mean scores of male respondents towards their level of interest in their reading and writing.

Table 1. Level of interest of male students towards reading and writing before using Quipperschool

Survey statements	Mean	Interpretation
1. The classroom activities in reading and writing are interesting to me.	3.93	Agree
2. I feel motivated to comply the performance tasks and answer assignments in reading and writing.	3.88	Agree
3. The lessons in reading and writing encourage me to study more.	3.93	Agree
4. I am excited to attend to my reading and writing class.	4.02	Agree
5. Reading and writing communication helps me to enhance my understanding in my specialized subjects.	4.20	Agree
6. It is easy for me to learn English because of reading and writing.	3.68	Agree
7. I feel I have a better understanding on the importance of English as a result of the topics we have studied in reading and writing.	3.56	Agree
8. I look forward to answering the assignments given by my teacher in reading and writing.	3.43	Agree
9. In general, I like reading and writing as a subject.	3.72	Agree
10. I am determined to study English as best as I can to achieve maximum proficiency because of reading and writing	3.75	Agree
MEAN AVERAGE	3.81	Agree

It showed that statement number five (5) has the highest mean of 4.20 and statement number eight (8) has the lowest mean of 3.43. All statements

have an interpretative rating of "agree". The mean average of table one (1) is 3.81, with a descriptive interpretation as "agree".

It means that the level of interest of male students towards their reading and writing is moderate. The results reveal that the teacher has an important role in motivating the interest level of students in the subject. This is supported by the idea of Dornyei (2002), as cited by Yanguas (2007) who posited that if students are well-motivated, it could affect their learning performance.

Level of interest of female students towards reading and writing before using Quipperschool

Table 2 reveals the presurvey mean scores of female students in terms of their level of interest towards their reading and writing.

The data from the table substantiated those statements 1 and 3 had the highest mean (4.16). The overall average mean is 3.93, interpreted as agree."

The results reveal a fairly high level of interest in their reading and writing class. The usual classroom setup, like face-to-face interaction between teacher and students, lecture support using PowerPoint presentations, is still considered an efficient way of learning and improving social skills. Another important point to be mentioned is that a significant number of students prefer face-to-face interactions (Marold & Haga, 2003).

Table 2. Level of interest of female students towards reading and writing before using Quipperschool

Survey statements	Mean	Interpretation
1. The classroom activities in in reading and writing are interesting to me	4.16	Agree
2. I feel motivated to comply the performance tasks and answer assignments in in reading and writing.	4.0	Agree
3. The lessons in in reading and writing encourage me to study more.	3.83	Agree
4. I am excited to attend to my reading and writing class.	4.16	Agree
5. in reading and writing helps me to enhance my understanding in my specialized subjects.	3.83	Agree
6. It is easy for me to learn English because of in reading and writing	4.0	Agree
7. I feel I have a better understanding on the importance of English as a result of the topics we have studied in in reading and writing.	3.83	Agree
8. I look forward to answering the assignments given by my teacher in in reading and writing	3.66	Agree
9. In general, I like in reading and writing as a subject.	3.83	Agree
10. I am determined to study English as best as I can to achieve maximum proficiency because of in reading and writing	4.0	Agree
MEAN AVERAGE	3.93	Agree

Level of interest of male students towards reading and writing after using Quipperschool

Table 3 contains data on the level of interest of male students towards their subject in reading and writing after using Quipperschool.

This indicates a slight increase of mean after utilizing Quipperschool as part of their online assignment platform in their subject. Statement number 5 has the highest mean (4.27) interpreted as "strongly agree" with a total mean average of 4.06 interpreted as "agree". This confirms the improvement in the

interest level of male students after using Quipperschool. Based on the teacher-researcher's observation, the male students were more excited to answer assignments online as they considered Quipperschool a game.

Table 3. Level of interest of male students towards reading and writing after using Quipperschool

Survey statements	Mean	Interpretation
1. The classroom activities in reading and writing are interesting to me	4.13	Agree
2. I feel motivated to comply the performance tasks and answer assignments in reading and writing.	4.00	Agree
3. The lessons in reading and writing encourage me to study more.	4.25	Strongly Agree
4. I am excited to attend to my reading and writing class.	4.22	Strongly Agree
5. Reading and writing helps me to enhance my understanding in my specialized subjects.	4.27	Strongly gree
6. It is easy for me to learn English because of reading and writing	3.95	Agree
7. I feel I have a better understanding on the importance of English as a result of the topics we have studied in reading and writing.	3.90	Agree
8. I look forward to answering the assignments given by my teacher in reading and writing	3.88	Agree
9. In general, I like reading and writing as a subject.	4.04	Agree
10. I am determined to study English as best as I can to achieve maximum proficiency because reading and writing	4.00	Agree
MEAN AVERAGE	4.06	Agree

While many studies have shown that females are more motivated to learn language than males. ICT technologies for online learning, according to

Prasojo (2017), greatly boost student involvement. He said that students' creativity would grow, communication will be fostered, and they will become more engaged in the learning process when there is joy in learning, regardless of gender differences.

Level of interest of female students towards reading and writing after using Quipperschool

Table 4 exhibits the level of interest of female students towards reading and writing after using Quipperschool.

Table 4. Level of interest of female students towards reading and writing after using Quipperschool

Survey statements	Mean	Interpretation
1. The classroom activities in reading and writing are interesting to me	4.33	Strongly Agree
2. I feel motivated to comply the performance tasks and answer assignments in in reading and writing.	4.00	Agree
3. The lessons in in reading and writing encourage me to study more.	4.16	Agree
4. I am excited to attend to my in reading and writing class.	4.00	Agree
5. reading and writing helps me to enhance my understanding in my specialized subjects.	4.16	Agree
6. It is easy for me to learn English because of reading and writing	4.16	Agree
7. I feel I have a better understanding on the importance of English as a result of the topics we have studied in reading and writing	4.00	Agree
8. I look forward to answering the assignments given by my teacher in reading and writing	4.33	Strongly Agree
9. In general, I like reading and writing as a subject.	4.00	Agree
10. I am determined to study English as best as I can to achieve maximum proficiency because reading and writing	4.00	Agree
MEAN AVERAGE	4.11	Agree

The results show that the highest mean (4.33) from statements 1 and 8 indicates that students expressed a strong interest in their subject. They also emphasized the importance of reading and writing and their benefits, and they were excited to answer online assignments.

E-learning benefits women since it is adaptable and engaging, claim Bruestle et al. (2009), who viewed computers as social medium for communicative activities. Through immediate feedback, students were able to assess their own understanding of the lesson, resulting in an increase in motivation and learning performance (Mosharraf, 2013).

Difference on the mean score on the level of interest of male students towards oral communication before and after using Quipperschool

Table 5 demonstrates the significant difference between the mean gain scores of the male students before and after using quipperschool.

Table 5. Difference on the mean score on the level of interest of male students towards oral communication before and after using Quipperschool

Survey	Mean Score	Mean difference	P-value	Df	Decision @ a 0.05 Level
Pre-survey	3.81	0.25	.000	9	Significant (Reject H ₀)
Post survey	4.06				

The data showed the mean of pre-survey (3.81) and post survey (4.06) with a mean difference of 0.25. Since the P-value (0.000), which is less than the .05 significant level, implies that the null hypothesis is rejected, It means

that there is a significant difference in the mean score on the level of interest of male students towards oral communication before and after using Quipperschool. This goes to show that the intervention employed enhanced more students' interest in reading and writing as a subject than those who were taught without the use of Quipperschool. This result resonates with that of Ifeakor (1997), referenced by Ndudi and Chinedu (2016), who found a statistically significant gender influence on students' growth of interest in other disciplines, such as science, utilizing ICT-assisted learning tools.

Difference on the mean score on the level of interest of female students towards oral communication before and after using Quipperschool

Data in Table 6 revealed the mean scores of the pre-survey and post-survey, which are 3.93 and 4.11, respectively, with a mean difference of 0.18.

Since the P value (0.0318) is less than the 0.05 significant level, the null hypothesis is rejected. There is a significant difference in the mean score on the level of interest of female students towards reading and writing before and after using Quipperschool. This implies that with the use of Quipperschool, the effectiveness of classroom activities, performance tasks, and other-communicative activities motivated the students towards the subject. The idea was supported by Xiong (2010), who discovered that females were more motivated to study English than boys and showed more interest in the language.

Table 6. Difference on the mean score on the level of interest of female students towards oral communication before and after using Quipperschool

Period of Survey	Mean Score	Mean difference	p-value	Df	Decision @ a 0.05 Level
Pre-survey	3.93	0.18	0.0318	9	Significant (Reject H ₀)
Post survey	4.11				

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the study's findings, drawing several conclusions and offering corresponding recommendations based on these relevant and informative results.

CONCLUSIONS:

The following conclusions were established:

There was an increase in the post-mean scores of male and female students who used Quipperschool in their classes. This indicates that the scores of the students after using Quipperschool are higher than their pre-test scores before the study.

There was a very minimal increase in the scores of female students after using Quipperschool. This implies that their scores were not remarkably high based on the pretest survey before the conduct of this study.

The significant increase in the mean scores of male students after using Quipperschool indicates that the use of the online platform is maximally effective in enhancing the level of interest in the subject.

The mean scores of female students after using Quipperschool showed an increase. This is significant and displays the teacher's competence in managing prepared classes and integrating performance-related tasks.

The survey mean scores of the male students who used Quipperschool confirmed that, through the intervention, their interest was enhanced. Considering that males are online gamers, an ICT-integration tool for learning can help them motivate towards the subject.

Reflections

Even if the use of technology in the classroom is a need in the 21st century, the ability to read and write remains an essential ability. Modern students rarely use notebooks, rarely take notes, and rarely write with decent handwriting. Despite the fact that reading and writing were deemed uninteresting by all students, there are several strategies for making these activities more fun for students of all ages and backgrounds. More and more students will gain life-changing insights from their usage of e-learning platforms. This study's findings should serve as a wake-up call to language teachers everywhere: technology is here to stay, and using it to energize their students' reading and writing abilities will deliver better results and provide students with a more interactive approach to learning.

Recommendations

The results of this research, as indicated in the findings and conclusions, allow the following recommendations to be made:

1. Teachers may incorporate Quipperschool in their classes.
2. Quipperschool may be applied as one of the online platforms in schools to motivate the learning interest of the students.
3. Teachers are encouraged to use Quipperschool to save time for checking notes, and preparing assessments.
4. School administrators may encourage teachers to give importance to ICT integration not just the use of power point presentation but online platforms as well.

5. Future researchers may conduct further research on Quipperschool such as the academic performance of students using online platforms especially in the Senior High School curriculum.
6. With the demand of 21st century education, schools may invest more in providing access to students to internet for academic purposes.

VII. ACTION RESEARCH WORK PLAN AND TIMELINES

Subject: Reading and Writing for Grade XI-Students

Schedule: Second semester, Academic Year 2019-2020

Duration of Time (Date)	Activity	Persons Involved	Expected Output
Session 1	Validation of teacher-made survey questionnaire	Master Teachers and English teacher	Validated survey questionnaire
Session 2	Asking for permission to conduct the study	Principal, Teacher	Approved letter to conduct the study
Session 3	Conduct of Pre-survey questionnaire	Teacher, SMAW-C students	Pre survey questionnaire scores
Sessions 5-6	Orientation of signing up of account in and class code www.quipperschool.com	Teacher, SMAW-C students	<ul style="list-style-type: none"> Log-in accounts of students
Sessions 7-8	Giving of first online assignments via quipperschool	Teacher, SMAW-C students	<ul style="list-style-type: none"> score results general comments and feedback of students via quipperschool
Sessions 9-24	Lesson discussion <ul style="list-style-type: none"> Hypertext vs intertext and critical reading as reasoning topics Giving of second and third assignments via quipperschool 		<ul style="list-style-type: none"> Performance tasks Writing journals Reading activities
Session 25	Administration of the Post-survey Questionnaire and data retrieval		<ul style="list-style-type: none"> Post survey results
Sessions 26-27	Data Analysis and Interpretation	Teacher and Statistician	<ul style="list-style-type: none"> Tables results of statistical treatment (statistical data)
Session 29	Drawing of Conclusions and Recommendations	Teacher	<ul style="list-style-type: none"> Conclusions and Recommendations
Session 30	Reporting of Research Findings	Teacher, School Principal and division personnel	<ul style="list-style-type: none"> Final Action research paper output

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