A STUDY ON THE USAGE OF INSTRUCTIONAL TOOLS: TOWARDS MEANINGFUL TEACHING AND STUDENTS' APPRECIATION IN LITERATURE

NOR AFIZA BT ISMAIL

UNIVERSITI UTARA MALAYSIA
2010

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LITERATURE

NOR AFIZA BINTI ISMAIL

THIS MASTERS PROJECT SUBMITTED TO UUM COLLEGE OF ARTS AND SCIENCES,
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DECLARATION

I hereby declare that the work in this assignment in my own except for quotations and summaries which have been duly acknowledged.

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I appreciate very much for the guidance and direction given to me by my supervisor, Pn. Fahainis Binti Mohd Yusof from the inception of this dissertation to its conclusion. Her insights, advice, encouragement and approachability have made the process of the study not only precious but also a meaningful lone.

I would like to show my appreciation to CAS staff of educational studies, UUM in giving good cooperation for master students.

I would also to thank all my CAS lecturers for teaching me all the courses that I have taken.

Finally, a word of thanks to my husband and my beautiful daughters, you are the reasons I have meet all the challenges and occasionally to turn what I had perceived as impossible into a possible one.

DEDICATION

SPECIAL FOR:

MY LOVE AND KIND HUSBAND

Helmi Bin Kasim

(You are my inspiration, motivation and success)

MY BEAUTIFUL DAUGHTERS

Nur Muyassarah Binti Helmi

Nur Naurah Syibrah Binti Helmi

Nur Naurah Nasirah Binti Helmi

(Our future Excellence)

MY DEDICATED FATHER AND MOTHER

Ismail Bin Ishak

Halijah@ Khadijah Binti Othman

(Thank you for everything)

MY FATHER AND MOTHER IN LAW

Kasim Bin Din

Harisom Binti Hussin

(Thank you for Supporting Us)

To my brother, sister, brother in law and sister in law, our colleagues and UUM lectures

Alhamdulillah

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STUDENTS' APPRECIATION
IN LITERATURE

ABSTRACT

Literature component have been as an essential and popular components of languages courses in the Malaysia English Second Language (ESL) context. Curriculum Development Centre, Ministry of Education (MOE) has implemented the literature component for English Language Subject in secondary schools. The incorporation of literature in the curriculum of English Language Teaching (ELT) also has been noteworthy over the last 20 years. Studying literature educates students to appreciate the literature and enhance their English Language Skills in total. In the new era of information and communications technology, teaching and learning English literature can be more meaningful and attract students to participate well in the lessons. Students' participation is important element in achieving the desire learning outcomes. Therefore, the usage of the instructional tools in teaching literature is an advanced towards in generating students' participation and learning outcomes. Thus, this study is purposely to determine students' learning outcomes and their participation when teacher using these technologies in the classroom. Besides that, the researcher also wanted to determine similarities and differences of the learning outcomes when teacher applying any instructional tools in teaching literature. The findings of the study, obtained via qualitative approach are hopefully can further positive impact towards student appreciation in learning literature.

SATU PENYELIDIKAN KE ATAS PENGGUNAAN ALATAN PENGAJARAN: KE ARAH PENGAJARAN BERMAKNA DAN PENGHARGAAN PELAJAR DALAM SASTERA INGGERIS

ABSTRAK

Komponen sastera adalah perlu dan penting di dalam kontek pembelajaran bahasa Inggeris sebagai bahasa kedua. Pusat Perkembangan Kurikulum, Kementerian Pelajaran Malaysia telah bertanggungjawab memperkenalkan komponen sastera di dalam matapelajaran Bahasa Inggeris di semua sekolah menengah. Penglibatan sastera di dalam kurikulum pengajaran Bahasa Inggeris telah menjadi perhatian melebihi 20 puluh tahun yang lalu. Pembelajaran sastera Inggeris mendidik pelajar menghargai sastera dan meningkatkan kemahiran Bahasa Inggeris mereka secara langsung. Pada era komunikasi dan teknologi maklumat, pengajaran dan pembelajaran sastera Inggeris telah menjadi lebih bermakna dan dapat menarik penyertaan para pelajar di dalam pelajaran. Penglibatan pelajar sangat penting dalam mencapai hasil pembelajaran yang diingini. Oleh itu, penggunaan alatan pengajaran di dalam pengajaran sastera dilihat sebagai satu kelebihan terhadap penglibatan pelajar dan hasil pembelajaran. Secara langsungnya penyelidikan ini bertujuan menentukan hasil pembelajaran pelajar dan penyertaan mereka apabila guru menggunakan peralatan teknologi ini di dalam bilik darjah. Selain itu, penyelidik juga mahu menentukan persamaan dan perbezaan hasil pembelajaran apabila mengaplikasikan apa jua alatan pengajaran di dalam pengajaran sastera Inggeris. Hasil daripada kajian ini yang dijalankan melalui kaedah kualitatif, diharapkan dapat meneruskan impak positif terhadap penghargaan pelajar di dalam pembelajaran sastera Inggeris.

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INTRODUCTION

1.1 Introduction

Malaysia implemented the first computer system in 1966, and for now the Government has introduced various initiatives to facilitate the greater adoption and diffusion of integrating Information and Communication Technology (ICT) to improve capacities in every field of business, industry, education and life in general (Chan Fong-Mae, 2002). Besides that, the government had supported the lifelong learning by using of Integrating Computer Technology for example for the distance learning. Parallel to the Vision 2020, the application of Multi Media Super Corridor had been extended to the whole country in the Eight Malaysian Plan and the smart school had been extended to be 8,000 schools (Mahathir, 2001). Razlan Sharif (2003) stated that the Government has emphasized Integrating Computer Technology (ICT) in the education sector particularly in setting up computer lab in school, whereby there will be 4,400 computer lab will be built in order to help the student to learn. The unwiring school will bring Malaysian education into the forefront of technology integration, therefore there are ten thousand schools of all shapes and sizes and conditions and in some of the most areas had been provided the information technology and connectivity (Hishamuddin, 2005).

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APPENDIX A

The English Language Learning (ELL) OBSERVATION CHECKLIST was adapted based on the Fresno County Office of Education, English Learner's Page, Resources:

Teacher: _____   Date_____

Grade(s)_____   Proficiency Levels_____

Class Observed: _____

ACCESS TO CURRICULUM

COMPONENTS	EVIDENCE
CONTENT ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	___ Lessons include both subject and language objectives ___ Material is selected, adapted, and organized with language and students' cultural heritage in mind ___ Standards-based lesson objectives are ___clear and ___visible ___ Appropriate instructional materials are used

COMPONENTS	EVIDENCE
CONNECTIONS ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	___ Students' __prior knowledge,__ learning modality is activated and used to connect a new grade/proficiency level __concepts and__ skills to previous learning; ___ Models of __ process and __ product are posted and used in daily instruction ___ Meaningful, hands-on learning activities appropriate to proficiency level are designed to__ achieve content mastery AND to ___develop language skills

COMPONENTS	EVIDENCE
COMPREHENSIBILITY ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	*Lessons include varied scaffolding strategies such as:* __ Visuals __ Contexualization/Clarification __ Modeling __ Increased wait time __ Frequent comprehension checks __ Realia/Manipulatives __ Graphic organizers __ Pre-taught vocabulary __ Feedback on errors __ Variety of questioning techniques appropriate to proficiency level *Speech/textbook analysis and modification reflect proficiency level of students such as:* __ Questioning the author __ Choral reading __ Paraphrasing/Summarizing __ Teaching idioms __ Language Functions __ Other_____ *Authentic assessment is designed to test content knowledge* __ Ongoing __ Aligned to standards/instruction __ Anchor papers/examplars __ Based on posted scoring rubrics /criterion charts __ Oral examinations

COMPONENTS	EVIDENCE
INTERACTION ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	*Students have frequent opportunities to* ___ Talk about lesson content ___ Clarify concepts in their home language ___ Re-present learning through a variety of ways *Varied instructional groupings are presented by* ___ proficiency level ____Cooperative groups ___Individual Need

The English Language Learning (ELL) OBSERVATION CHECKLIST was adapted based on the Fresno County Office of Education, English Learner's Page, Resources:

Teacher: _____   Date_____

Grade(s)_____   Proficiency Levels_____

Class Observed: _____

LANGUAGE DEVELOPMENT/CLASSOOM ENVIRONMENT

Support provided by: Teacher	
In Transitional Bilingual Education Instruction: ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	☐ Teacher provides native language literacy and content-are instruction while students learn English with gradual transition to all-English content instruction ☐ Teacher teaches grade-level standards, using native language and English materials for all content areas as appropriate to students' proficiency levels
In Two-Way Bilingual Education Instruction: ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	☐ Teacher provides native language literacy and content-are instruction while students learn English with gradual transition to all-English content instruction

In ESL Instruction:	
☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	☐ Teacher frequently checks for comprehension using strategies such as: __ preview/review key skills, concepts, processes __ graphic organizers __ read-alouds __ questioning techniques __ focused discussion __ translation ☐ Teacher uses materials in English and native languages, as appropriate, to develop key grade/proficiency level standards ☐ Teacher collaborates with mainstream/content area teachers in planning for instruction ☐ Teacher uses a variety of techniques to access students' prior knowledge ☐ Teacher incorporates appropriate literature and adapts content-area materials for instructional purposes ☐ Teacher provides appropriate assessment modifications to enable students to demonstrate their understanding of a topic consistent with their level of English proficiency
In All Instructional Programs: ☐ Clear Evidence ☐ Some Evidence ☐ Limited Evidence ☐ No Evidence	☐ The classroom environment is print-rich and encourages student interaction ☐ Students understand what is expected of them during instruction ☐ There are a variety of instructional modalities and student choice is included in planning lessons ☐ Both summative and formative assessment are used to assess student progress and to determine future decision making

APPENDIX B

INTERVIEW QUESTIONS

SET 1

1.What do you think   when the teacher used   software animation
   as the teaching tools?

2. Do you like it?
   And why?

3. Do you think that you have better understanding when
   the teacher used animation software in teaching literature?

4. Do you think that software presentation   it will give benefit in
   motivating you to be involved in   discussion?

SET 2

1.Do you think   that literature is an interesting   subject?

2. Do you like your teacher in teaching   literature? And why?

3. Do you think that you   had a   better understanding   when your teacher
   involved you in the classroom discussion activities?

4. Does the classroom activities like working in group will make
   your learning become interesting? And why?

APPENDIX E

Video transcriptions: 2S (Teacher 1)

Teacher: Assalamualaikum

Students   Good morning class.

Teacher: Today we want to discuss about our lesson on Potato people . Okey ,After the introduction?

Students: Paradise (a few students)

Teacher: I will give you the plots of the story in cards to each group and you have to identify where it should be?

Students: Ok

(Then teachers gave all plots in cards to the students and they had to identified that cards).

Teacher: What is the shape of the plot of the short story?

Students: Triangle

Teacher: Would you please draw on the whiteboard?
                (One students stand out and drawn a triangle on the whiteboard)
                Could you paste the diagram the plot that I had given to you?

(Students discussed among their friends about the topic and identified where the plots should be pasted, then 6 students stood and pasted on the whiteboard).

Teacher: What is the raising and falling actions?
                Who has the description of plot?
(Teacher asked students to come in front of the class and read the plot loudly and one student come in front of the class).

(Students read slowly, and teacher ask students to read will full impression about character Patrick)

Teacher: Ok, that's good and thank you.
             Next the climax?

(Students answer the questions all together)

Students: Happy

Teacher: Next, we came to the next chapter, actually what is the theme, Patrick dream? Happy or sadness?

Students: Happy

Teacher: Short happiness in his live. He was so happy in one moment in his life because he was not hungry and can stay alive for another week. Teacher continue: actually Patrick realized he was dreaming but he continue to dream until he was about to fell from the tree.
             What is Lord Eghem doing?

Students: He brought two dogs to punished Patrick because entering the house

Teacher: Is Lord Egham Kindness, sympathy or what?

(Students felt quiet and talk among themselves so that teacher write on blackboard giving the clue of the letter C)

Students: Cruel (most of the students gave the answers)

(Teacher explained when he work up, Patrick only in frustration, and teacher write on the whiteboard "despair" and teacher said "hampa")

Teacher: Had you got the materials that you have to prepared?

Students: Yes.

Teacher: Any group that had prepared would you like to display in class? The earlier chapter first.

(Students brought their materials in cards and pasted on the board, they present about the story confidently and explain the story about for example the moral value, is helpful, brave and the teacher corrected certain word for the past tense of stay will be stayed, teacher explain that you should decide whether you will be presented in past tense or using the present tense)

Teacher: Do you think that Patrick is loyal?

Students 1:   Actually he is not loyal enough? (answering in humor)

Teacher: Why?

Students: Emm, (they not answering the questions)

Teacher: Because he was only 16 years old. (Teacher said in stress sound) and asking again is he a responsible person whereby if you are given duty, you will carry out the duty).

Thank you (clapping hand for the group that had presented and calling another group to continue the presentation)

(Students presented about the moral value which can be identified in the chapter for example courage and determination).

(When the presentation by the students stopped, the student raise their hand to ask the

presentation group)

Student 2:   What can you find about metaphor in this chapter?

Teacher: Do you know metaphor, what is metaphor? And answer that metaphor is you are comparing something without using subject and this chapter was referred to the?

Students: Villagers, they are hungry

Teacher: Because there were no potatoes , so they are looking like ghosts. "But nowadays Malaysian are having too much food"

Ok class, we stop the lesson here and continue in the next class.

APPENDIX F

The video transcriptions: 2 SF. The Teacher 2 was using the Software animation as the instructional tools in teaching literature. Teacher started with the presentation slide which consisted of the picture of book covered.

Teacher: What is the topic about?

Students: Potato people (all together)

(Teacher used show the slide presentation)

Teacher: Look at the animation here and listen carefully what is all about?

Student 3:   Teacher, please loud the speaker.

(teacher try to loud out the speaker)

Teacher: The conversation is between…..

Students: Jayjay and Zack

Teacher: Listen what they are talking about (the animation in showed in 1 minutes)
                What is the theme in the Potato People? (students not answer the question)
                How do you find a theme in a novel? Aida…

Aida: According to the story or the novel.

Teacher: The theme in the novel of Potato People is in two types, the theme and the minor themes. The minor theme actually is not important enough . Ok students, you can copy in your book about the theme and minor theme.

Teacher: Next, (continue to show the slide and students read together: Read the story carefully; look for the ideas of the themes)

                And you have to understand , what the story tell you about.

(Teacher continue to show the slide and students read loudly) Main characters?

Students: Patrick, Sean……..

Teacher: You have to consider, the next situations and statements about what they are doing , and the last one is actions. What do you mean by actions?

Students: "Tindakan" in Bahasa Malaysia. (a few students answer)

Teacher: Ok, "tindakan yang dilakukan oleh watak" (explaning in Bahasa Malaysia) and you have to copy class.

Student: Yes (the session was given about 2 minutes for students to take their notes)

Teacher: Finish?

Students: Yes.

Teacher: Next

(Teacher continue to show the slide and a minutes passed by, and the teacher play again the Slide on the writing paragraph and explain on Topic, Body and Conclusion.)

Teacher: Remember to make in one paragraph if you make in points, you will not follow the correct format.
Next(teacher continue and ask students to copy the element).
Can one of you, related what the sentences?

(Students read the paragraph and teacher played the animation again in two minutes)

Teacher: Teacher explain this is the writing about Potato people that Jayjay and Zack discuss before and I want to you copy this on your book
(students take one minute for copying)

Teacher: Next, the word perseverance , I mean that "ketabahan"

Student: Yes

Teacher: Try to complete the task on board and try to answer, you copy the first sentence here, copy in you book. (students answer in their own book). Ok finished?

Students: Yes

Teacher: The first sentence is …………………….
                   (the students had answered the questions)

Teacher: Good…

And lastly at the end of the class :

Teacher: Do you understand, how to create and write down the theme?

Students: Yes (all together)

Teacher: That's all for today, we will proceed on the next lesson and are you enjoy when using these materials?

Students: Yes.. (all together)

APPENDIX G

Video transcriptions: 2SA class. (Teacher 1).

(Teacher greet Good morning to the class, and explain that today we a going to learn literature, teacher write down the poem on the blackboard and asked students to take note on it, she said " we will make a game" then teacher gave students a plastic of puzzle"

Teacher: Game time and one minute is over. You will be in a group and then after you finish the puzzle we will do the choral speaking.

Students: Haaa..! (most of the students)

(teacher smile and read the poem, "A river of wanderer"

Teacher: Ask students to repeat (Students follow the teacher recite the poem)

Students: To built……

Teacher: To built up his camp.

(Students followed the teacher recite the poem until the word….)

Teacher: Is the river stopped? (in acting of stopping) or twist and turn (in acting of twist and turn) and continue again.

                The river are harder.. and buries down …..(teacher show the action). Homophone bunyi sama 'keep" what is it?

Student 4:   Sleep! Sheep!.....

Teacher: You will be in two or three in a group.

(Students a likely to show their excitement to be in group)

Teacher: Ok, you can solve the puzzle now

(Students in group discuss and done their task and worked within themselves)

Teacher: Three more minutes.

Students: Ha….! (a few students)

Teacher: Because you have five minutes only

(Teacher hanging around group by group to see their progress)

Teacher: The group of four should be finished first because they had four head to discuss and some of you only done in a pair work, teacher help certain group to indentify the puzzle. Ok for the last minute. Thirty seconds….

Students: Sudah (in pair work)

Teacher: Two head better than four. We had already had a winner, bring your

puzzle in front here.

(Students in pair work smiles as they gave the puzzle to the teacher in front of the

classroom)

Teacher: Ok, you can go back to your place. Our picture is …(Teacher showed the picture and said that' it should come like this'. I just label the picture and poem is about the river.

Ok, now , we try to fill up what is the sentences.

Student: The river (students are copying in their book without directed by the

teacher)

Teacher: Wait! Wait! Don't write. We interpret first. Farah could you recite the first stanza, please?

Farah: Wonder nomad has no home.

Teacher: No home, it means staying here, in Langkawi, Tambun Tulang (with the body expression). Tramp means……… has nothing to do.

He does'nt

Student 5:   Stay

Student 6:   Find

Teacher: From the letter C (teacher giving the clue)

Student 7:   Cooperate

Teacher: Takkan cooperate, to built up his camp. The river can stop?

Students :   No (a few students)

Teacher: Ok, we go the letter C for the missing blank

Students 8:   Choose

Teacher: Next, Aufa

Aufa: The students are wanderer too…..

Teacher: To valley and……
              The rivers came from…….

Students: Waterfall (a few students answered)

Teacher: The waterfall came from?

Students: Hill (a few students)

Teacher: You said here, the sound of homophone, ill

Students: Still; still (all together)

Teacher: Sometimes the end of the poem rhyme. (Teacher make action base on
              word twists and turns)

              Next, Hidatul

Hidatul: Rivers are harden and he buries down….

Teacher: Where you keep your gold? If your father gave you 'geran tanah' we describe as…

Student 9:   Things,

Teacher: Very valuable, you love it very much

Ain: Treasures

Teacher: Pandai pun Ain. Ok the river is so (acting of deep), students?

Shahira: Deep

Teacher: Ok , good. Now we are going to do the Choral speaking. Who is the conductor?
             Ok, you will be ready for stanza 1 and stanza 2.

(Afterwards the two group of students had to come in front of class to recite the poem in terms of choral speaking , the second group presented their choral speaking as the first group done before but with better presentation. Students in that class showed their excitement)

Teacher: Ok, you can copy from the blackboard now and draw a small river in your book. The river ' I love most' , draw a small picture. (a few minutes passed by).

             Are you finished?

             Kg Salang, Aida! Santan, Nur! Kuala Perlis! Sungai Kechor, what people do there? Are you finished?

Students: Yes

Teacher;   And now your task is ….

             i.   Draw your dream river, what type of river you like.
             ii.   Write a short description about your dream river, don't' forget, name the river and when is it.

             Can you do it?

Students: Yes (all together).

Teacher: A small picture Anis, why you draw so big? Mmm… you can't draw any
              river! Because Malaysian don't care about rivers…..

              Ok, now keep the puzzle in the plastic. Oh the winner who had finished
              the puzzle will get the prize of sweet next week. (a few students laugh).

Student 10:   Teacher Choral speaking prize?.

Teacher: No, I will not decide the winner (smiling at the students)

              And lastly thank you for your cooperative and very glamour for the
              presentation today. (Students laugh altogether and showed their
              delighted)

APPENDIX H

Video transcriptions: 2 SK (Teacher 2)

Teacher: Good morning class and we recite the "doa" first. Ok class, we start with,

                Who is the min character in that novel?

Students: Patrick, Marie .(a few students answered).

Teacher: Do you bring the workbook?

Student 11:   No, sebab teacher tak pesan.

Teacher: We will repeat summarize of the chapter in general. The starvation

                happened in what country?

Students: Skullgoraph

Teacher: Skullgoraph. Ok what chapter in Paradise?

Student 12:   Dia mimpi

Teacher: Ok, Patrick mimpi tentang makan banyak-banyak dan bila habis mimpi,
                mimpi rupanya.

Student 13:   Hampir jatuh tetapi tidak lagi

Teacher: What happenend in Chapter 3?

Students: Patrick jadi spy, duduk atas pokok , looking for MR Greystone and his

                army. (a few students)

Student 14:   Army tu apa teacher?

Teacher: Army tu askar which come to their village. What happened in Chapter 4.

Army of ghost, their village skullgoraph attack by the….

Students: Army (all together)

Teacher: Britain soldier, and who is the leader?

Students: Mr Greystone, orang kuat dalam army tu.

Teacher: Siapa perwatakan yang garang?

Students :   Big FinMcDonald (a few students)

Teacher: Chapter 5. Stone Heart, Who had stone heart?

Students: Mr Greystone

Teacher: The village was destroy and burnt….

Students: By the army..

(The teacher explain and discuss the chapter, 26 minutes passed by)

Teacher: Today , we will proceed to the moral value, moral value ok. What is moral value (Teacher pointed to student 15)

Student 15:   Nilai-nilai murni

Teacher: Can you explain in complete sentence? (teacher smile)

Farah what is moral value, yes.. moral value in general

(Students not answering clearly)

Teacher: Moral value . Action or good behavior accepted . Ok take out your

exercises book.

(Students opened their exercises book)

Teacher: I want you to look at in front

(a few students are laughing, they said that"teacher ada orang bawa buku Bahasa

                  Melayu)

Teacher: Understanding value

Student 16:   Teacher tak Nampak, teacher tutup lampu.

Teacher: Can you hear the sound?

Students: No (a few students)

Teacher: Nisa , can you see clearly?

Nisa: No (teacher switch off the light in front)

(Teacher playing the animation and students are likely seem to concentrate to the
animation but they had laugh a little bit when teacher press the wrong button, after that
the students watch the animation quietly and a few of them taking notes).

Teacher: What is values

Student 17:   Nilai

Teacher: Standard and principles in our lives. You can copy values from the screen
                  . Some example, some example (repeat again). Some example of value
                  such as honesty, courage. Mmm… courage, what does it mean?

Student 18:   Gagah…

Teacher: Okey, we continue..independence, good citizenship, love for the
                  environment, diligence, determination, loyalty. You can copy this on your
                  book now.

(Student copy the notes about 2 minutes, then teacher showed the slide again and

students gave attention)

Teacher: Some moral value that contained in novels are…

Students: Perseverance, Diligence, Sharing, caring (students read together)

Teacher: I give you two minutes to copy these moral values (students copy in their book)

                Can you identify the two boys that discuss about the moral value in this slide? Ok read perseverance is…………

Student 19:   Tak putus asa

Teacher: Trying to accomplished something. Diligence means hardworking. Open Mindedness. Caring?

Student 20:   Mengambil berat

Teacher: Honesty? ….Never telling lies. Ya jujur? Before you answer the questions that I will give it to you, can you understand the story?

(Teacher continue to read the slide)

Teacher: Below this is the Box that indicates Patrick is perseverance or not. We will discuss together. Ok , look at number one

Students: No wrong..

(teacher show the slide again and read the second sentences)

Teacher;   What is the answer?

Students: No, (only a few students answering)

Teacher: Yes , the answer is correct.

(The session for the answering the question passed for 4 minutes and most of the students identified the answers corrected , and when the teacher showed the answers slide, one student said "Yeah")

Teacher: I think we do not have enough time, and we will go for activity 2 and 3

                 for the next session.