

MASARYK UNIVERSITY

FACULTY OF EDUCATION

Department of English Language and Literature

**Enhancing Student Engagement Through
Incorporating Primary Sources in ESL classes**

Diploma Thesis

Brno 2022

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DECLARATION

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Brno, 20.04.2021

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Acknowledgements

Firstly, I would like to send the highest appreciation to my supervisor Mgr. Jana Zerzová for supporting me all through my journey of conducting this research. Without her advice, I would have not been able to complete this study.

Secondly, I am extremely grateful to the 9-grade pupils of Kotlářská Primary and Secondary school who have given me valuable data for this final thesis.

Finally, I would like to thank Mr. Jiří Marvan at Kotlářská Primary and Secondary school for allowing me to observe his classes during this study.

Bibliography entry (APA 6th edition)

Tran, N. (2022). Enhancing student engagement through incorporating primary sources in ESL classes (Unpublished Diploma Thesis). Masaryk University, Brno, Czech Republic.

Bibliographic record (ČSN ISO 690)

Tran, Nga. *Enhancing student engagement through incorporating primary sources in ESL classes*. Brno, 2022. Masarykova Univerzita, Pedagogická Fakulta, Katedra anglického jazyka a literatury. Vedoucí diplomové práce: Mgr. Jana Zerzová, M.A., Ph.D.

Annotation

The main aim of the study is to investigate the impact of primary sources on student engagement. Students' definitions, perceptions of primary sources as well as preferred learning activities using primary sources are also discussed. The literature review part presents the existing literature on primary sources and their implications for teaching in general and in ESL classes in particular. This study used a qualitative and quantitative approach to research using interviews, questionnaires, self-reports, and observation to answer the main research questions. The researcher found that primary sources positively impacted student engagement in ESL classrooms. In addition, the students shared a basic understanding of primary sources. They believed that working with primary sources helped them improve not only their academic skills but also their higher-order thinking skills. The students showed a higher level of interest in learning activities involving document analysis, discussion and drama.

Keywords

Primary sources, doing history, scaffolding, content and language integrated learning, inquiry-based learning, inquiry-based teaching, social constructivism, student engagement.

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I. INTRODUCTION

Rationale of the study

The concerns for creating an authentic learning experience in second language learning classrooms have been dawning on researchers worldwide for many decades. T. D. Terrell (1982) claimed that the failure of students to function in a communicative situation with native speakers of that language mainly stemmed from the universal practice of test-oriented lessons focusing heavily on building up students' grammatical competence instead of engaging students in meaningful conversations. He added that class activities revolving around real communication will produce students with higher communicative skills in a second language. Nystrand and Gamoran (1990, 1991) mentioned in their study that authentic conversation initiated by authentic questions is one of the best ways to engage students in ELS classrooms.

They also pointed out that the teachers can strategically influence the students' contribution to a good dialogue in the classroom in various ways such as using instructional scaffolding, authentic materials that are thought-provoking or focus on students' responses. One of the factors in ESL classrooms that inhibit learner English competence is the lack of interaction and exposure to authentic conversations. While some might believe that interactive classroom activities like role plays, information gaps, and problem-solving will engage students in the class and, as a result, induce students' language competence (Dornyei and Thurrell, 1994), other researchers argue that interactive activities without focusing on meaningful ideas and context would only elicit reproductive language due to the lack of structure (Taylor & Wolfson, 1978) and deprive the students of engaging in authentic interaction (Cane, 1998) thus hindering the language development. This approach to teaching language based on the idea of building English competence from interactive activities is claimed to be more suitable for the strongest students (Cane, 1998).

Understanding the importance of building meaningful communication in language classrooms, various studies on the use of primary sources in social studies in general and English language study in particular have shown that primary sources could bring about authentic, constructive learning experiences that help students to develop critical thinking skills as well as second language ability (Leinhardt, Stainton, & Virji, 1994; Bailyn, 1994; James & McKay, 2009; Young & Leinhardt, 1998). Primary sources have been proven to be effective in challenging the students as well as the teaching into the process of asking critical thinking questions (Gallicchio & Ownings 2006). This means that students' English language skills would be positively affected. Moreover, primary sources could engage students in the class by generating interest through the relevance of the study materials to the learners (Deitch, 1998) and allow ESL learners to interpret their understanding of the materials (Bickford, 2010) using the target language.

A review of the literature shows that while a vast majority of studies on primary sources have been focusing on teaching and learning practice in high school or higher education, little attention has been paid to investigating the use of such a method on middle graders (DuttDoner, CookCattrone & Allen, 2013). Moreover, the majority of the studies on primary sources paid attention to how such materials are being used in social study classrooms. The application of these resources in the ESL environment has been marginalized.

This study was designed and conducted to examine the feasibility of improving pupils' engagement in an EFL classroom at a lower secondary school in the Czech Republic. Moreover, the perception towards primary sources amongst lower secondary pupils is also looked into in this study to gain a deeper level of understanding of the role of primary sources in EFL classrooms. Instructions during classes for this study utilize the Content and Language Integrated Learning approach, known as CLIL, due to many positive effects reported in a wide range of studies (Hoare et al., 2008; Coyle et al., 2010; Lasagabaster et al., 2010) when both

content and language are the focus of the class through the medium of English. Some practical suggestions for using primary sources in English language teaching are also provided in this study. Clearly, this study cannot provide a comprehensive summary of all the possible ways primary sources can be used in ESL classrooms as it is dependent on teachers' resourcefulness and creativity as well as students' level of English.

Aims of the research and research questions

The purpose of this study was to investigate the relationship between primary sources and in-class engagement in ESL and to determine what perception pupils have about primary resources. The researcher attempted to answer the following questions:

1. How do primary sources affect pupil engagement in ESL classrooms?
2. What is the pupil's view towards the use of primary sources in ESL classrooms?
3. How do pupils define primary sources?
4. What are the preferred learning activities with primary sources?

The main hypothesis of this study is that "pupils who study English with primary sources will have a higher level of engagement than pupils who do not study English with primary sources".

Material

Participants of the study are 9-grade pupils at a secondary school in Brno, Czech Republic (N ≈ 24). Pupils at the school are divided into different groups for English classes based on their level. The group selected for this study is group A in English. This helps the researcher to ensure the pupil's level of English throughout the study for comparison. From that 24 pupils, I allocate them into two groups according to their usual classes and code them as Group 1, which consists of 12 pupils, and Group 2, which consists of 12 pupils. Group 1 will be the

experimental group and is taught using primary sources, while Group 2 will be the control group.

Data for the primary sources will be drawn from the Library of Congress¹.

Methodology

Quantitative and qualitative research study approaches are applied to answer the main research questions and test the hypothesis. Specifically, a quantitative self-report developed by Wang, Bergin & Bergin (2014) named Classroom Engagement Inventory is used to compare pupil engagement in classes when primary sources are used and when it is not. Direct observations of pupils' behavior while learning are made using The STROBE classroom observation form by O'Malley et al. (2003). Moreover, the researcher develops a survey about pupils' perceptions of primary sources using Likert Scale type questions. Finally, a group of 3 pupils from the experimental group is selected for interviews to further reflect on pupils' experiences during classes where primary sources are used in teaching.

The combination of quantitative and qualitative data is hoped to give the researcher a comprehensive insight into the matter as well as improve data validity (Johnson & Onwuegbuzie, 2004).

Significance of the study

There have been numerous scholarly articles, discussing the use of primary sources in teaching. However, there is a knowledge gap on effective evaluation methods (Garcia et al., 2019). This thesis is dedicated to the application of primary sources in ESL classrooms. By providing a better understanding of how primary sources affect pupil engagement in ESL classrooms and exploring pupils' perspectives toward primary sources, the study hopes to contribute to the

¹ <https://www.loc.gov/item/2004650663/>

improvement of the current practice in the ESL environment as well as narrow the research gap in the use of primary sources. Some possible ways of utilizing primary sources in ESL classrooms are also presented in this study. These suggestions might be useful for other English teachers who are considering applying these sources to their own teaching practice.

Definition of terms

Primary Sources are “documents or artifacts created by people living during a time period being analyzed that offer an unfiltered version of history filled with the author’s biases, cultural norms, values, and points of view” (Clabough, 2012, p. 67).

Doing history is a form of historical inquiry in which students collect, analyze data, explore various perspectives, consider different interpretations to construct their own understanding of the learning materials (Linda & Keith, 2005).

Scaffolding is “a temporary adaptive support that is provided until a student or a child is capable to solve the task for herself” (Shvarts & Bakker 2019, p. 15).

Content and Language Integrated Learning (CLIL) is an educational approach which does not only focus on language acquisition but also content of a concrete subject using various methodologies (Coyle, Hood, & Marsh, 2010).

Inquiry-Based Learning (IBL) refers to a process of active learning which engage students in making real-world connection though asking and answering questions to find information, make conclusions, and consider different possibilities (Levstik & Barton, 2005).

Inquiry-Based Teaching (IBT) is a method of teaching that employ scientific inquiry (Kahn & O’Rourke, 2005).

Social Constructivism underlies to the interaction between different members of a learning community that influences construction of knowledge (Phillips, 2000).

Conclusion

This chapter mentions the reason for this study, the main research questions and hypothesis as well as the research design and the scope of the investigation. The remaining chapters are:

Chapter II discusses the relevant literature relating to primary sources and the use of primary sources in teaching.

Chapter III provides details of the methodology.

Chapter IV discusses research findings on the impact of primary sources on student engagement in the ESL environment as well as the perceptions of students towards the use of primary sources in English classes.

In chapter V, a thorough discussion in comparison with previous literature and a conclusion is provided. Some limitations and suggestions for further research will be presented in chapter VI.

II. LITERATURE REVIEW

The study aims to investigate the impact of primary sources in engaging students in ESL classes. Surveys and interviews were conducted to define students' attitudes towards such materials in the classroom. The researcher intends to create more understanding of the potential and pedagogical promise of primary sources in ESL instruction. This chapter provides an overview of the contextual background of the study. It also gives a working definition of primary sources, discusses some applications of the use of such materials in English language teaching, and presents the findings of previous studies.

In the first part of the literature review, the definition of primary sources is given. Next, the literature on constructivism and how it is linked to the use of primary sources are examined. In the third section of the literature review, the researcher discusses challenges in using primary sources in teaching. Educators' opinions of primary sources are examined in the following section. Structure of a lesson with primary sources is presented in section 7 of the literature review before the inquiry based approach to learning is discussed. In the final section of this chapter, the researcher discusses how primary sources promote meaningful teaching.

Defining primary sources

According to Clabough (2012), primary sources are first-hand, authentic documents created during a specific time period under examination. There are several types of primary sources including paper documents, such as diaries, letters, news reports, original research papers, datasets, and other types of written records; and other sources of information like audio recordings, photographs, footage, and objects (Welborn, 2000). It's important to distinguish between primary sources and primary documents. Kyng & Marty (2000) defined primary

documents as text sources from the past, whereas primary sources “include text sources as well as sources including photographs, political cartoons, and artifacts of a time period” (Clabough, 2012). He claimed that due to the more diverse forms of primary sources as compared to primary documents, they offer a multidimensional understanding of the examined topic, allowing researchers to be able to have a better understanding and deeper analysis.

Wineburg (2010) found that primary sources provoke thinking by presenting students with different points of view on a topic using materials that contain personal, authentic views, biases, and thinking produced within a specific time frame. He also pointed out the limitation of traditional coursebooks. He argued that they often limit the idea and understanding of students to the narrow-constructed and restricted course materials which often gives the impression of being unquestionable (Wineburg, 2010). Primary sources engage students by using real people and issues (Tally, 1996), which is crucial to language learning (Terrell, 1982). Vest (2005) argues in his study that primary sources cause a shift in the focus of the social studies classrooms. This shift to more real accounts and narratives could change students’ attitudes towards learning in the class as well as sharpen their skills (Clabough, 2012).

Nowadays, with the advancement of technology, teachers, and students worldwide could have access to a wide range of digital archives such as the Library of Congress, the National Archives, museums, and libraries. This development allows a continual and endless opportunity for curriculum development (Clabough, 2012). Besides, it also enables students to become “novice” historians (Bass, 2003).

Constructivism as a theoretical framework

Shuell (1986) defined learning as “an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience” (p. 3). This view

towards learning has received contentious views for centuries due to the various definitions of learning.

Modern theorists accept three main types of learning theories including behavioral, cognitive, and constructive. The differences between these theories revolve around the questions of where knowledge comes from and how it could be transferred (Ertmer & Newby, 2013). The three learning theories entail different approaches to teaching and learning. Ertmer & Newby (2013), argued that there is no best approach for learning as learning is a complex and an ever-changing process. They suggested that learners should adapt their learning method as they progress in their studies. Given that knowledge and the process of gaining knowledge is a continuum, it is theorized that learners move from low to higher levels in the knowledge continuum. This means that learners go from being able to learn basic rules, facts, and operations to applying that general knowledge to specific cases and finally develop and test new knowledge using prior experiences (Schon, 1987). In this continuum, constructivism corresponds with the testing and developing new knowledge stage in which higher-order thinking is required in order to form new understanding “through reflection-in-action” (Ertmer & Newby, 2013). Though being considered as a branch of cognitivism, constructivism differs from cognitivism in the way that while cognitivism considers knowledge to be independent of the mind, constructivism theorizes that the mind creates its own reality using experiences with the environment (Jonassen, 1991). In the learning theory of constructivism, there is an overlap between empiricists and rationalists because both the mind and the experiences are considered to be of paramount importance to the formation of knowledge (Ertmer & Newby, 2013). There are 4 main types of constructivism including radical, critical, cultural, and social constructivism. However, the main theoretical framework that will be used for this study is social constructivism because it is dominant within the research about primary sources (Baicker, 2002; Bickford, 2010; Edinger, 2000; Ireland, 2010; Kobrin, 1996; VanSledright, 2002).

Moreover, the instructional approaches described in social constructivism also respond to the researcher's beliefs in the application of primary sources in teaching and learning because it underlies a comprehensive approach in the construction of knowledge in relation to various aspects including cognitive contents, personal interpretation and experiences.

Social constructivism is linked with primary sources in teaching in several ways. Firstly, through learning with primary sources, students will discuss and discover social contexts surrounding the learning subject. It helps to create an interaction between the students and their peers and also the communities of contemporary society. This social interaction is believed to be a key contributing factor to the process of internalizing knowledge (Malhotra, 2021). Vygotsky believed that through interaction, learners participate in a community of learning that allows them to learn the social norms and values which help shape their knowledge (Powell & Kalina, 2009). Another aspect that links primary sources with social constructivism is the importance of experts such as the classroom teacher in scaffolding the students' learning process. Vygotsky used the term scaffolding to refer to the process of building students' knowledge and understanding by providing efficient support which will be slowly removed as students advance in their studies. To be more specific, he placed a significant impact of formal education on the role of the teacher in delivering and structuring the content of learning. Indeed, the classroom is considered as an educational medium that depends heavily on the social relations between students and teachers, and in the case of primary sources classroom, students and historical figures (Ivan, 1994). The role of the teacher in the classroom of primary source is to create a proximal zone of development². The theoretical implication of the zone of proximal development indicates the importance of the social and cultural environment to

² The Zone of Proximal Development (ZPD) was a term coined by Lev Vygotsky. It refers to the space between what novices can do with and without assistance from experts.

students' development. It implies that learning could not be separated from the social ties that students are attached to. A historical figure's zone of proximal development is created in a specific society. By creating connections using scaffolding and classroom discussion, the teacher could potentially make the assimilation of knowledge more productive (Ivan, 1994).

Lastly, it is believed that constructivism allows the students to build their own understanding of the content materials using artifacts (Papert & Harel, 1991). This view is shared by many researchers of primary sources like Bass (2003), Bass & Rosenzweig (1999), VanSledright (2002), Bass & Eynon (1998), Tally (1996), Seixas (2017). The researchers stressed that primary resources engage students and teachers in an authentic historical thinking process which demands the students to form their own interpretation of the content using information presented and former knowledge and personal understanding.

Challenges in using primary sources in teaching

Many researchers refer to the process of building students' knowledge using primary sources as doing history (Bolick, 2002; Friedman, 2006; Levstik & Barton, 2015; Loewen, 2018; VanSledright 1995, Seixas, 2017). During this process, students under the guidance of the teacher will construct their own understanding and interpretation of the historical events. There are many positive influences of these approaches to students' learning. Students could be actively involved in constructing their own narrative (Friedman, 2005) and develop higher-order thinking skills (Wineburg, 2010). Other impacts include social and economic influence (Williams, Wavell, MacLennan & Jobson, 2005). However, there are many challenges that students and educators alike need to overcome in order to reach the full potential of primary sources in teaching and learning (Tally & Goldenberg, 2005).

Seixas (1993) raised a question regarding the process of constructing knowledge of the students. He worried that within this community of inquiry, students face challenges that

underlie the philosophical pragmatist's epistemology. He explained that it is hard to control the production of the student's thinking in the classroom especially when this production is not clear in the text presented to them. He also raised ethical, aesthetic, or epistemological concerns entailed in this process of meaning-making by the students. Moreover, Seixas (1993) worried that once the students could understand that they could construct their own understanding, students might not be open to the discussion and ideas proposed by others in the classroom.

Another difficulty of using primary sources in teaching involves students' prior knowledge of the language. It might be difficult for the students to understand certain primary sources due to their language ability (Wineburg & Martin, 2009). In addition to this, the primary sources might contain old grammar, vocabulary, punctuation, spelling, and capitalization which makes the process of interpreting the sources more daunting to the students (Wineburg & Martin, 2009). Costa & Doyle (2004) put forward the solution that the teacher could help the students in understanding centuries-old documents by explaining the terminology or pointing out the connections between languages used in different time periods.

The responsibility of the teacher in a classroom using primary sources is increased (Malkmus, 2010; Pengelley, 2011). Firstly, the teacher is required to have a deep understanding of the sources and how to conduct the inquiry process to achieve the learning goal before presenting them to the students (VanHover & Yeager, 2004). This requires more skills (e.g., critical thinking, research, document analysis, and decision-making) from the teacher as he or she is no longer simply passing out the materials constructed by pedagogical experts (Malkmus, 2010; Pengelley, 2011). In addition to this, the teacher also needs to change their teaching approach when utilizing primary sources (Beeghley, 2008). This is due to the fact that traditionally, the focus of social study classrooms is teacher lecture and passive learning (Shaver, et. al, 1979). This view is shared by Hope (1996) who claimed that social study curricula put an emphasis on lectures and recitation of the textbooks. Contrarily, when using

primary sources, the teacher takes on the role of a facilitator rather than a disseminator of knowledge (Beeghley, 2008). They have to encourage the students to participate in the process of learning and acquiring knowledge in order to fulfill the learning goals.

Another challenge that requires teachers to overcome when using primary sources in teaching would be the technical obstacles. Since the majority of the primary sources that teachers and students are able to access are online sources, the teachers need to develop skills in order to incorporate technology in teaching so as to improve students' classroom discussion and trigger inquiries (Cogan, Grossman, & Lei, 2000). Swan & Locascio (2008) added that the change in the center of the classroom occurred while using technology will ultimately lead to the change in the learning and teaching approach. Nevertheless, in order to have this change, the teachers need to have adequate training and support.

Benefits and pedagogical implication of primary sources

The topic of primary sources interests researchers across various domains due to their pedagogical promise. Scholarly works on this topic have revealed the potential of primary sources in improving student engagement, critical thinking, and research skills (Morgan & Rasinski, 2012; Stripling, 2011; Hinchliffe & Prom, 2016). Garcia (2019) concluded in a study investigating 154 works on primary sources that primary sources increase student engagement in the classroom by offering different perspectives. Moreover, it was added that physical visits to an archive were proven to be effective in enhancing students' performance in several studies. There were also studies focusing on the effectiveness of collaborations between archivists, librarians, and educators (Garcia, 2019). He claimed that "While many studies are grounded in specific institutional contexts, others function as general calls for greater archival outreach" (Garcia, 2019, p. 95). There are several ways to improve archival outreach, including promoting the use of the archives in universities as well as communities, digitizing archival collections, and creating primary sources sets on specific historical events. In conclusion, by

applying primary sources in ESL classrooms, the teacher could not only potentially improve students' academic performance but also the outreach of historical documents in our society. Despite the widespread interest, there is a lack of empirical work evaluating the effectiveness of "engagement strategies, collaborative efforts, and pedagogical approaches" concerning teaching and learning with primary sources (Garcia, 2019, p.94).

In 1986, Osborne realized the benefits of using primary sources in teaching. However, it was not until The 1998 Boyer Commission Report that the potential of reinventing education for college students using primary sources could be recognized. The report stressed that primary resources facilitated students in their thinking process by encouraging them to understand the way primary sources were invented and make arguments based on the information presented instead of simply remembering historical facts and events. Even though this view toward the historical resources has opened up new possibilities for teachers to integrate primary sources into undergraduate education, the impacts and values of these sources are still overlooked by researchers (Daniels & Yakel, 2013). In 2012, Lisa Carter examined the academic values of collections, and archives in her study. She pointed out that by integrating primary sources into higher education's curricula, the value proposition of libraries and other historical collections is expanded. Daniels & Yakel (2013) further explained this point by mentioning that historical resources could act as a continuum connecting the original creator to the "non-user". Through this process, the materials gain added value and recognition that generate more benefits for the society as a whole (Daniels & Yakel, 2013).

Other researchers including Williams, Wavell, Baxter, MacLennan, and Jobson (2005) divided the influence of primary sources into three categories namely social, learning and economic impacts. Regarding social benefits, the researchers claimed that museums, libraries, and archives help to overcome the exclusion of various groups in the community regarding aspects like poverty, education, race, or disability. These resources give individuals and communities

access to vast knowledge and skills through various channels. When it comes to economic impact, primary sources bring about economic implications for different members of the society in terms of urban or rural regeneration, renewal, or sustainability. Finally, the learning benefits of using primary sources in teaching are linked to student learning outcomes. Hooper-Greenhill (2004) noticed students having significant exposure to primary sources during their study showed an increase in not only knowledge and understanding of the study subjects but also in other areas like interaction skills, positive attitude toward learning, creativity, and other behavioral progressions. They added that through the process of exploring primary sources, students could understand that learning is a process of making sense and forming knowledge using one's own thinking skills. In conclusion, the potential of primary sources is not limited to the study outcomes of students but they also have impacts on social and economic aspects of the society.

Bass & Eynon (1998); Tally (1996); Seixas (1992) focused on examining how primary sources could enable students to acquire knowledge that goes beyond the textbooks. Their research noticed the most notable quality of primary sources is their ability to provide students with authentic, meaningful materials. This is explained by the fact that students could engage with real people and real objects that constitute a part of the history of the world we are living in. Moreover, due to their fragmentary and contradictory nature, primary sources provide students with a more realistic version of history, and knowledge. Indeed, students could learn about their own and others' biases, limitations in knowledge using primary sources and, as a result, recognize the problematic nature of the subjects.

In addition to this, the diversity in primary sources' formats helps to support students with different learning styles. An example of this could be how images of architectural designs and buildings from the past could help students with Spatial, Logical-Mathematical thinking to understand how architecture changes in response to various climates and geographic features.

Students learn through active interaction with others in the classroom (Powell & Kalina, 2009). This offers students opportunities to articulate their thinking and exchange ideas with other learners and teachers alike. Garrison & Arbaugh (2007), and Seixas (1993) also discussed the benefits of a community of inquiry in student learning. He argued that the knowledge in the course books presented to the students could be considered as a transformed version of the historical events. This means that the events have been discussed and interpreted by historians prior to being delivered to the students. As a result of this, without primary sources in the classroom, the students are excluded from the original community of inquiry which generated historical facts and understanding. Even when different perspectives are being presented in the classrooms for investigation (e.g., different theories about the victory during the Civil War; opposing German war guilt), students still possess limited power in their own meaning-making process. Using primary sources as a way to include students in the community of inquiry would enable students to use their own culture and experience in the context of historical events. This inclusion of students' identification of the historical events using their own justification and senses transformed the focus of the classes from lifeless and authoritative textbooks to more personal and relatable matters to the students (Seixas, 1993)

Finally, thanks to the development of technology, students, nowadays, could have access to a vast amount of primary sources. This could potentially change the way students learn as they now can actively construct their knowledge using the search engine (Bass, 2003; Bass & Rosenzweig, 1999).

The pedagogical implications of primary sources could be divided into 4 categories namely: supporting learners' needs, making of knowledge, building students' higher-order thinking, and increasing student engagement.

The various forms of primary sources, if administered properly could yield tremendous benefits for students' learning. Students could become more active in the process of collecting and interpreting information. Through this, their research skills could be enhanced significantly. Besides, students' reading skills and comprehension of the subject matter are positively influenced because they are able to closely examine the topic from various perspectives (VanSledright, 2002). On top of that, primary sources are also powerful teaching resources in social study classrooms because they facilitate students in acquiring new vocabulary and gaining a deeper understanding of contemporary society.

Regarding the impact of primary sources on students' cognitive development, many researchers theorize that primary sources could boost students' critical thinking skills (Hooper-Greenhill, 2004; Wineburg, 2010; Bass & Eynon, 1998; Tally, 1996). The explanation for this is that, with primary sources, students are required to combine different sources of information, while, at the same time, being aware that such information is only representative of what could be historical facts. In other words, students are asked to look at the materials through the lens of an expert (Bass, 2003; Bass & Rosenzweig, 1999). Bass & Rosenzweig (1999) referred to those students as the novice and stressed that while examining a primary resource, students and teachers could participate in an authentic historical thinking process. Such materials demand the students to interpret the message in their own way, and thus asking them to construct their own meaning. This is different from reading a text about certain events because, with these texts, learners will be informed of the writer's opinions rather than forming their own views. Tally & Goldenberg (2005) pointed out that critical thinking skills such as the ability to form intellectual as well as emotional habits with the information presented are practiced during the examination of primary sources. They mentioned that the cognitive function and emotions that are required for a student to work effectively with primary sources documents include close observation, utilization of former relevant knowledge and evidence, speculation, personal

connections. Students who are able to practice such activities routinely could have a better understanding and even better academic performance in the subjects like languages, arts, social studies, or science regardless of students' grade levels (Brown, 2000). Moreover, through the act of making errors and trials while interpreting a primary document, students develop higher-order cognitive abilities (Tally & Goldenberg, 2005).

An inquiry-based teaching approach using primary sources could encourage students into participating in the class activities (Tuyen Tran, 2010). Within the process, students are motivated to connect ideas and draw conclusions. By asking thought-provoking questions, the teachers allow students to understand the evolving nature of historical events. Moreover, students could recognize the importance of exploring different viewpoints. These viewpoints are not only those presented in the course books but also those formed within the various primary sources as well as the ones that belong to the teachers and other classmates (Tuyen Tran, 2010). With such diverse viewpoints, students could participate in in-depth historical investigations that only experts were able to do before. It's important for the teacher to guide the students through their process of making knowledge because primary sources without any explanation are often too complicated for the students to understand. However, once there are proper instructions and guidance, studies have shown that students are more interested in the materials (Tuyen Tran, 2010). They are motivated to interpret and investigate the documents. This indicates the ability to transform the focus of students' learning and motivation of primary sources. On top of this, students could feel that the content learning in the classrooms is more relatable to their daily life (Clabough, 2012), and thus are more willing to participate in classroom discussions. Veccia (2004) explained this by saying that when the students see the learning topics are realistic and connected to real-life problems and people, they are more interested and thus able to understand the content material better.

A cooperative learning approach using primary sources is based on the community learning theory that has been put forward by constructivists like Seixas (1993), and most importantly Vygotsky (1978) with his sociocultural theory. These researchers accepted the fact that meaning is being constructed through interaction between different members of society. To be more specific, Seixas (1993) put forward the idea that participating in making and answering questions could enhance one's knowledge. Wineburg (2010) applied this idea in the utilization of primary sources by arguing that such materials give students an opportunity to construct their own understanding. In addition, it was mentioned that students construct their own knowledge not only by themselves but also through participating in the inquiry community that shared the same culture. This community, in this study, could be realized as the foreign language classroom. Within these communities, students with the help of the teachers gather information from various resources before drawing on their own conclusions, meaning that the teachers are only facilitators of knowledge, not knowledge disseminators (Beeghley, 2003). Many researchers used the term "doing history" to refer to this process (Bolick, 2002; Friedman, 2006; Levstik & Barton, 2015; Loewen, 2018; VanSledright 1995, Seixas, 2017). In fact, these studies have proven that students could derive a more positive learning experience from "doing history".

Educators' opinions of using primary sources in the classroom

Clabough (2012) investigated the perspective of educators towards primary sources. He found out that a common definition of primary sources could be seen in educators. He defined primary sources as "documents or artifacts created by people living during a time period being analyzed that offer an unfiltered version of history filled with the author's biases, cultural norms, values, and points of view" (p. 67). Using primary sources in teaching could help students gain different perspectives of historical figures and events as well as engage them in higher-order thinking. He explained that students could use pre-existing knowledge to interpret the content,

resulting in better understanding. Besides, it was noted that thanks to the unique characteristics of primary sources, they allow students to connect to the learning content on a personal level. Furthermore, educators stated that primary sources allow students to immerse in a historical event, which, in turn, allows “students to explore historical situations without limitations and to express themselves without judgment” (p. 71).

It was also stressed that educators find primary sources useful in facilitating students in acquiring content knowledge through analysis activities. Such a way of teaching and learning provokes higher-order thinking. From the participants’ responses, the researcher concluded that primary sources motivate the students in finding answers to historical inquiries. Clabough (2012) claimed that this process shifts the classroom focus from being teacher centered to student centered, meaning that the teachers become a facilitator of knowledge rather than a sole disseminator of knowledge. Moreover, he also added that necessary resources are essential to facilitate teachers in successfully incorporating primary sources in teaching.

Participants of the study expressed the need to guide students through working with primary sources starting with choosing the right materials that include accessible language and appropriate content and using clear steps. The most common approach used by teachers was modeling and scaffolding that offered focus questions, thinking skills modeling, and pre-teach activities. QAR³, Venn diagrams⁴ and other graphic organizers were considered useful in teaching using primary sources. Clabough (2012) also discovered the way educators use primary sources in the classroom. It revealed that preliminary steps are crucial in sparking

³ The question–answer relationship (QAR) is a learning strategy that uses different types of questions that help students improve their reading comprehension.

⁴ A Venn diagram is an illustration that helps students draw connections and compare ideas by using circles to demonstrate the similarity and difference amongst things or groups of things.

discussion, generating interest, building connections between the content material and personal knowledge. Such steps could potentially transform the focus of the class to be more student-centered.

Regarding activities that teachers found effective in teaching with primary sources, document-based questions, group projects, historical detectives, document analysis activities, and role playing were the top five activities. The least favorable activities were creating facsimile primary sources and web-based projects, indicating the limited literature on such an area. Participants also mentioned the abstract aspect of primary sources which could prevent students from working effectively with such a source. Contrarily, the majority of teachers responded that a primary source makes learning more meaningful. Teachers also expressed the concern that primary sources might be too difficult to work with for both educators and students. The reason for this is that the teacher has to develop suitable teaching techniques, which is time consuming, and students have to reach a certain reading level when working with primary sources. Also, respondents raised the concern of the lack of training for teachers on how to incorporate primary sources in teaching effectively.

Finally, there are diverse perceptions of educators towards the pedagogical implication of primary sources. While some believed that they make a significant influence on students' learning and classroom environment, others claimed that they could only be a supplementary tool because not every topic is suitable for using primary sources. Respondents claimed that primary sources connect the students to the lesson by making the issue reflect real life experiences. They also help students to have a better understanding of the historical time period through the process of doing history and making connections between different time periods. Besides the benefits that primary sources could bring to students learning, some educators expressed that they could also improve classroom instruction. Other benefits of using primary sources in the classroom that could be noted by the teachers were enhancing students' critical

thinking, engagement, and analysis skills. This is because the students could examine the materials as a historian because they could work with documents from the time period. This does not only allow students to have better understanding of the topics but gives them chances to form their own interpretation. On top of this, it was expressed that primary sources reduce the reliance on texts and anthologies, and thus reduce the influences of the writers and/or the publishers on students' interpretation (Clabough, 2012). Newman & Wu (2015) identified factors that motivated the teachers to use primary sources. These factors include introducing new knowledge, creating contexts for learning, promoting inquiry based learning, developing research skill, meeting diverse learners demand, constructing meaningful classroom dialogues, forming new perspectives, and improving student engagement.

In conclusion, educators generally agree that primary sources have various pedagogical implications. However, teachers have contentious views towards the use of primary sources in the classroom due to time restraints, students' level of language and existing knowledge and lack of training.

The structure of the an ELT lesson using primary sources

First and foremost, before the lesson starts, the teacher needs to decide on the appropriate materials for the students to work with. However, since it is unlikely that the teacher is able to bring real historical documents to the classroom, online resources are great alternatives. In recent years, there has been a rise in online historical archives or websites which are also known as digital resource centers managed by libraries, universities, government agencies, professional and amateur historians (Swan et al., 2006). These centers provide access to digital resources in various formats including written and audio records, photographs and images, video (Molebash, 2002). They have contributed significantly to make historical resources accessible to not only historians but also to the general public.

Generally, a lesson using primary sources could be divided into 3 main phases including preliminary, during and post teaching. Garcia (2019) argued that primary sources could be used to increase engagement and learning opportunities by using direct questions and activities to spark interest and discussion at the beginning of the lesson. This view is shared by Clabough (2012). He claimed that the preliminary steps are integral parts of a lesson using primary sources. Such steps were claimed to induce a sense of discovery and curiosity in the classroom. Moreover, they also make the materials more accessible for the students because while working with primary sources, students are working with a different time period that could be totally different from contemporary society. He also pointed out that organizational tools like Venn diagrams and QAR contribute significantly to students' understanding of the content materials. Such a tool could also help students overcome difficulties of working with primary sources like language. During this stage, the teacher acts as the facilitator of knowledge assimilation since students are required to analyze the content materials through discussion and close examination. This could potentially shift classroom focus Clabough (2012). Clabough (2012) and Garcia (2019) agreed that the main method in this preliminary stage is a scaffolded approach. It gives students chances to familiarize themselves with the materials before increasing the level of complexity and difficulty. The teacher could do this by using various theoretical constructs and models to design the lesson. For example, teachers should select appropriate materials and set out clear steps with instructions on how to work with the primary source using Vygotsky's (1978) zone of proximal development theory. By identifying what students can do and can not do, the teachers could select the right tool and approach for guidance and support. Tuyen Tran (2010) agreed with this point of view. He claimed that they often contain a lot of information and language that might be difficult for the students to understand.

Activities like “visual identification questions that can be answered independently, collaborative (peer-to-peer) analysis of historical context, and guided (instructor-led) analysis of artifactual qualities” are useful in the classrooms (Garcia, 2019, p. 99). Other activities mentioned by Clabough (2012) and Tuyen Tran (2010) include focus questions, thinking skill modeling, guided practice, structured sentence and paragraph scaffolds. Educators could slowly increase the level of difficulty of the activities once the students have been familiar with the materials. Clabough (2012) mentioned that during preliminary steps connections are made between students’ prior knowledge, personal experiences and the events/ historical figures to be discovered. This is believed to engage students’ in discussion, increase the level of curiosity, and thereby creating an inquiry-based classroom.

While working with primary sources, the teacher could allow students to explore different viewpoints which could engage them in higher-order thinking processes (Clabough, 2012). There are several methods that could be used for this including document analysis questions and activities, historical detectives (Clabough, 2012). For example, during document analysis, the teacher could guide the students by asking ‘so what’ or ‘now what’ question (Clabough, 2012). Other possible scaffolded techniques are asking students to look for specific details and find clues hidden in the materials. Through this, students are given opportunities to analyze and synthesize ideas about the documents, and thus having deeper understanding of the materials. Clabough (2012) stated that document-based questions “allow students to answer ‘who, what, where, when, why, and how’ questions about a primary source (p.77) . Not only this, students could answer bigger picture questions like “what does it connect to?”. This allows them to construct not only understanding of specific events but also forming larger historical context by connecting evidence. As a result, educators are giving students a learning experience that goes beyond the limitations of textbooks. Apart from these activities, role-playing is also believed to be useful (Cruz & Murthy, 2002). During this, the students could immerse

themselves in the historical context by “assuming the role of a historical figure” (Clabough, 2012, p. 45) to create an artifact or perform from the perspective of the historical figures.

Finally, after introducing and working with the primary sources, students could carry out group and individual projects, create facsimile or artifact of primary sources. It could be documentary, political cartoon, Google Earth activity, practical projects, and events in a certain year calendar (Clabough, 2012). These activities allow students to demonstrate their understanding of the content materials while developing their research skills as well as other higher-order skills like critical thinking, problem solving, and decision making (Garcia, 2019).

To summarize, the main aspects of the primary source classroom include scaffolding and differentiating instruction. The teacher should choose materials that are accessible to the students in terms of language, knowledge and experiences. During the preliminary steps, teachers should spark discussion and curiosity amongst students using analysis activities to help form connections between students’ knowledge, personal experiences and the content materials.

Inquiry based learning

Inquiry- based teaching is an educational theory in which knowledge is built through asking and answering questions (Lee, 2014). It includes asking for information, discovering details to facilitate the learning process of the students as opposed to the expository teaching method in which information is expounded by the teachers. Lee (2014) argued that this approach is different from the conventional questioning method in the classroom because there is a strong focus on cognitive and discovery learning in enhancing higher-order thinking amongst students. The teachers are expected to encourage the students to build their personal understanding, recognizing patterns, and ultimately apply the knowledge gained to different situations. As a result of this, the teachers are only facilitators during the knowledge

assimilation process. Lee (2014) argued that “this approach promotes deeper understanding and inspires learners’ cognitive capability by the virtue of active engagement in the learning process” (p. 1237). Similarly, Kahn & O’Rourke (2005) defined Inquiry-Based Teaching (IBT) as a method of teaching that employs scientific inquiry. Njoroge et al. (2014) claimed that this approach in teaching is strongly connected with constructivism. Using inquiry, students are the focus of the classroom because they could actively investigate the content documents to construct their own knowledge.

Kidman et al. (2017) argued that it is hard to clearly define inquiry due to multiple disciplines and perspectives that it has been identified with. In order to better understand the term, Kidman et al. (2017) used three frameworks including classroom goals, instructional approach and teacher’s involvement. Instruction used in this process is considered “mutually dependent, recursive and interactive” (Kidman et al., 2017, p. 5). Through inquiry, students are engaged in different activities such as observing, asking and answering questions, reviewing existing knowledge, investigating, analyzing, interpreting, explaining, communicating and making personal evaluations.

Considering the level of teachers’ involvement during the lesson, the teachers could choose the appropriate level based on students language ability and motivation (Wenning, 2005). When teaching, the teacher negotiates the two aforementioned elements by providing adequate encouragement and support in order to shift the inquiry activity from teacher-centered to student-centered (Wenning, 2005). Stripling (2011) advocates the use of primary sources in teaching as a method moving toward inquiry based education. Similarly, Tuyen Chan (2010) claimed that student engagement could be enhanced using an inquiry-based teaching method with primary sources. Mandell & Malone (2008) theorized that students were given a chance to obtain critical historical inquiry skills when learning with primary sources. There have been many different definitions regarding this process of learning (Garica, 2019).

The benefits of inquiry approach in teaching a foreign language in particular and education in general has been investigated in multiple studies. Gibson & Chase (2002) investigated the effects of this method in improving learners' motivation. It was proven that students felt encouraged in the process of creating and constructing new knowledge. Khan & Iqbal (2011) shared the same result in their studies. Additionally, the researchers added that this approach also had the potential to enhance student achievement. They explained this result was due to the fact that Inquiry – Based Teaching (IBT) enables students to find meaning in the process of learning, leading to higher academic motivation and achievement.

According to Blanchard, Southerland & Granger (2009), Inquiry–Based Teaching (IBT) shifts the focus of traditional classrooms from teacher-centered to student-centered, meaning that both teacher and learners are required to take on new roles in the classroom. During the study, the researchers noticed that the students could not only develop their language skills but also analyze, build understanding of the foreign culture, which, in turn, boost learners' autonomy. Many students expressed that they enjoyed the lessons better because they could choose the topics they wanted to discuss. Moreover, the teacher could also develop their instruction and teaching strategies to suit learners needs and interests. Thanks to individualization, students could explore topics or construct new knowledge in various ways that are meaningful to them. The activities could range from individual works to group projects that require an extensive level of searching and investigating.

Another important reason why many educators utilize Inquiry-Based Teaching is that it could develop students' critical thinking skills (Wale, 2020). It engages students in higher-order thinking like building, exploring different views, interpreting, analyzing and evaluating available information. Many educators prefer giving students the freedom of building their knowledge to forced teaching (Byker et.al., 2017). They explained this phenomenon is related to the inadequacy of traditional teaching methods in preparing students for the ever changing

world outside of the classroom because students are dependent on textbooks, teachers' instructions and other available materials. Another adverse impact of conventional teaching approach is that it fails to motivate the students in participating in exploring the new topics due to the lack of interest (Ferris & Hedgcock, 2013).

As opposed to the traditional way of giving instruction, inquiry-based methods engage students in meaningful discussion with higher levels of curiosity or interest from the students while targeting on implication (Wale, 2020). In a study investigating the effect of inquiry-based instruction in developing students' writing skills, Wale (2020) found out that critical skills like brainstorming, structuring of writing could be significantly improved through analysis activities, group discussion, asking and answering questions. As a result of this, those who received inquiry-based instruction are better at producing a sound paper, owing to the fact that they are actively involved in the process of writing as compared to the traditional teaching approach. Using inquiry-based writing instruction, the teacher gives students the opportunity to discover different aspects and information that are not available in the textbooks, and develop their own argument by connecting the learning materials with pre-existing experiences. The researcher claimed that skills developed in learning with inquiry-based instructions are important for students to adapt to the future work environment. Moreover, this approach improves the foreign language abilities as well as other skills such as research, integration, and critical thinking skills (Wale, 2020).

In conclusion, there are various benefits for students' learning that could be derived from Inquiry-Based Teaching, indicating the need to incorporate such a method in the educational environment. Such a process focuses on students' interest and experiences with the real world. students are required to actively participate in the process of exploring, analyzing, selecting and evaluating information with guidance from the teacher. This has the potential to turn the students from passive receivers of information to active researchers and autonomous learners.

Toward meaningful teaching

Before the 1980s, the main method of language teaching was teaching forms and structures (Muñoz-Luna, 2014). From this time, language learning has moved from structural theories towards the construction of specific and meaningful knowledge. With this development, the classroom becomes more dialogical and discursive. It is believed that this learning and teaching approach allows learners to negotiate and construct their own interpretation of the contents through interactions with other members of the classroom and the use of existing knowledge (Muñoz-Luna, 2014). Muñoz-Luna (2014) claimed that constructivism bring about positive impacts on learning for the following reasons:

- “• The learning process takes place in a meaningful way.
- That learning process departs from what the learner already knows, and it moves towards new concepts from there.
- There is an active effort from the students, who need to be aware of their own learning stages, as well as from the teachers, who will give the necessary guidelines to each learner.” (p. 176).

She claimed that in response to the new demand for meaningful language learning, language teachers are required to pay more attention to context and purpose. She added that CLIL is a teaching technique that meets both language and meaning demand of the modern ELT classroom. Coyle et al. (2010) defined CLIL as " a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (p. 1).

This integration of content and form highlight the importance of context in language teaching. It implies that effective language teaching has to be carried out in language-specific contexts

which is now an important learning background. However, since forms and contents are both assessed in this approach, it is important that the students are motivated to learn about the topic of discussion in the classroom (Muñoz-Luna, 2014).

As mentioned above, understanding of contents enhances the acquisition of the foreign language. This induces the need for contextualization in ELT classes. Using primary sources in teaching English as a foreign language is the perfect approach in which languages and contents could be integrated. It involves students in authentic historical events. This change of focus from language structure to genre items could enhance students' cognitive thinking (Muñoz-Luna, 2014).

III. RESEARCH DESIGN AND METHOD

This study aimed at investigating how primary sources affect pupil engagement in ELS classes. It also attempted to determine pupil's perceptions regarding the use of primary sources in teaching and learning English. The main research questions were as followings:

1. How do primary sources affect pupils' engagement in ESL classrooms?
2. What is the pupil's view toward the use of primary sources in ESL classrooms?
3. How do pupils define primary sources?
4. What are the preferred learning activities with primary sources?

Chapter III discusses the method and procedures used to answer the above research questions. The chapter includes design of the study, population and study sample, instrument, collection of data, and data analysis strategies.

The research is hypothesis-generating concerning the research questions. This is due to the fact that the researcher made a specific observation and record of ELT classes focusing on the use of primary sources in teaching (Seliger & Shohamy 1989). The main working hypothesis of this study is "pupils who study English with primary sources will have a higher level of engagement than pupils who do not study English with primary sources". Different data including interview recording, classroom observation, and questionnaires were collected to provide enough contextual information for interpretation and analysis. The researcher attempted to identify the influences of using primary sources on pupil engagement in ESL classes, not whether such material is superior in the foreign language classroom. Through investigating the level of pupil engagement and their perception of primary sources in learning English, the researcher attempted to determine the practical benefits and disadvantages of this

approach in teaching a foreign language, hoping that it would help ESL teachers to decide if such a material is suitable for their classes.

Design of the study

This is small-scale research because there were only 26 participants including the teacher and researcher. The groups of learners were selected based on their language ability. There was little manipulation of the research context since the groups had been previously divided during their placement test at the beginning of the academic year. The study aimed at investigating whether using primary sources in ELT classes could improve pupil classroom engagement.

To answer the research questions, the researcher collected data including interview recordings, classroom observations, and questionnaires. The researcher adopted an analytic approach to narrow the scope of the research and collected a particular kind of data (Seliger & Shohamy, 1989). In this case, the most important data would be pupil engagement during ELT classes. The research recorded what occurred in the classes using the STROBE classroom observation form⁵. Moreover, to gather information about pupils' perceptions of using primary sources in teaching, the researcher used Likert scale questions. A self-report form, Classroom Engagement Inventory designed by Wang Bergin & Bergin (2014), was distributed to the pupils for them to evaluate their own engagement in deeper aspects. The pupils from the experimental group conducted 2 self-reports, one was before the experimental manipulation and one was after. The data collection procedure indicates that the research is quantitative because it collected information in the form of numerical data (Seliger & Shohamy, 1989). To be more specific, Besides, the researcher also collected non-numerical data in the form of oral

⁵ The STROBE classroom observation form is a tool developed by O'Malley et. al. (2003) to collect data about student level of engagement during the classes.

interviews to identify pupils' perceptions. This makes the study a combination of qualitative and quantitative research. To maintain the validity of the research, the data collection in the study allows the researcher to go back to them multiple times when needed.

To make sure the students experienced different forms of primary sources during the study, the researcher discussed with the head teacher before each class about the lesson content and plan. In terms of primary source materials, they are drawn from the Library of Congress . The teacher took advantage of the fact that materials on this website were designed for classroom use. However, modifications were made when it was suitable in order to ensure the learning goals of both control and experimental group were the same (Appendix E).

Population and study sample

9-grade pupils at a secondary school in Brno were selected as the population for this study. The pupils were expected to have similar English abilities because they were assigned to the two groups of the same level after their placement test was conducted at the end of the previous academic year. This made the performances of the pupils during the study more comparable. In this study, the comparison of classroom engagement was made between the control group (n=12) and the experiment group (n=12) to find any discrepancy between pupils' engagement levels with and without treatment. The method allowed the researcher to conduct the study without changing the pupil's school routine or rearranging the pupil's group. Moreover, both groups were taught by the same teacher. The researcher acknowledged the limitation of this design is that it would not allow the researcher to find out if the differences in pupils' engagement were attributed to "intrinsic group differences" (Seliger & Shohamy, 1989, p. 220). For the interview, 3 pupils from the experiment group were selected randomly for an informal, unstructured conversation with the researcher. The reason for this choice of doing interviews is that it allows "extensive elaboration and expansion" (Seliger & Shohamy, 1989,

p. 248). Moreover, it also helped the pupils to be less conscious of the fact they were taking part in a study.

Instrument

Interviews, questionnaires, self-reports, and observation were the chosen methods for this study. The reason for the different instruments was that it could have the potential of giving the researcher more well-rounded data.

The researcher used The STROBE classroom observation form (Appendix D) developed by O'Malley et al. (2003). The reason for the choice of this instrument was that it focused on pupil engagement during the class instead of instructor or pupil behavior like those developed by Roadrangka & Yeany (1985), Weinholtz et al. (1986), and Stallings & Needles (1985). The observation form includes a 5-minute observation interval that is repeated typically 3 times during the classes. During each time interval, the research records target behaviors from a randomly chosen pupil for interpretation. It was believed that the behaviors happening during each time interval could act as a representative sample of the behaviors in the classroom setting (O'Malley et al., 2003). The form includes a cover sheet for the date, name, brief description, and other notes; and observation sheets. The observer chose to record three types of data at the beginning of each class namely class structure, main activity, and the proportion of on-task class members. The observer recorded in greater detail the instructor's behavior and the behavior of four random pupils. In terms of instructor behaviors, the main sets of behavior for observation selected were talking, listening/monitoring, and organizing. The targets of the teacher behaviors were also noticed using the form. Regarding pupil behaviors, talking, listening, reading, organizing, and writing were selected for observation. Similarly, the directions of the pupils' behaviors were recorded.

Questionnaires allow the researcher to get a large group of pupils' opinions of primary sources in the language classroom. The responses of pupils were limited using Likert scale questions (Likert, 1932). The questionnaires were done in the presence of the researcher at the end of the 10th lesson in the experimental group. The questionnaire was designed with short-answer, and Likert scale questions (Appendix B) and was divided into investigating 4 main areas in pupils' perceptions including (1) pupils' definition of primary sources in the classroom; (2) pupil's preferred learning activity with primary sources; (3) pupil's preferred types of primary sources; (4) personal perception of primary sources in ELT class. Component one allows the researcher to find pupils' understanding of primary sources and how they define such a source in their language classroom. The second part of the survey includes questions about different learning activities conducted during the study by the teacher using primary sources. This part consists of 24 Likert scale questions. The pupils were asked to score the statement from one, "strongly agree", to five, "strongly disagree". The Likert scale questions were dedicated to finding out pupils' opinions of different learning activities using primary sources including analysis questions, group/individual projects, creating facsimiles or artifacts of primary sources, role-playing, and inquiry-based activities. The third part of the questionnaire focused on the format of primary sources that pupils preferred. The formats being investigated were paper documents, audio records, photographs, and footage. Finally, the researcher attempted to find out how pupils think of the use of primary sources in ELT classes. To be more specific, the pupils were asked to evaluate if primary sources affect their learning in different aspects namely language skills, higher-order thinking skills, research skills, and engagement and motivation.

The pupils used the self-report form Classroom Engagement Inventory designed by Wang, Bergin and Bergin (2014) to evaluate their engagement during the class. There were 24 items in the inventory. The data being recorded was defined in different aspects namely cognition, affection, behavior, and disengagement. In order to measure the internal consistency of the

inventory, Cronbach's alpha was used. The inventory included 21 statements with 19 positive statements and 3 negative ones. The pupils responded using the Likert scale from five, "always", to one, "never" (Appendix A). The researcher conducted a reliability test using the Cronbach alpha coefficient of reliability. The coefficient score was .79 which is adequate for this Likert scale test (Hair et al., 2022). Cronbach alpha value higher than .70 is acceptable and sufficient (Hair et al., 2022). The result suggested that the instruments used were reliable.

Finally, the researcher selected three pupils from the experimental group for an oral interview. The researcher uses general and broad questions in order to allow the pupils to be able to express their opinions in an extensive elaboration and expansion. The free responses from the interviews were expected to provide invaluable data that were not collected through the other instrument. The interview is casual to make the pupils feel less conscious about the fact that they were participating in a study. The interviews were arranged face-to-face and personalized to gather in-depth information. The questions were focusing on attitudes toward primary sources, motivation for learning English, learning difficulties, or preferences. The type of the interview was an 'semi-open' interview in which specific core questions were determined beforehand. There was a list of questions for the interviewee (Appendix C). However, the researcher allowed the pupils to freely develop their answers without any restriction. We used semi-structured interviews because they provide a very flexible technique for small-scale research (Drever, 1995).

Collection of the data

During the class, the researcher recorded pupils' behaviors in both control and experiment groups using the STROBE classroom observation form (Appendix D) for 5 minutes continuously throughout the lesson. At the beginning of the lesson, the researcher noted the date, name of the researcher and the teacher of the class, time, class name, and a short

description of the lesson goals, the number of pupils in the class on the cover sheet. The researcher recorded any notes during observation at the bottom of the cover sheet. On the observation sheet, the researcher decided the structure of the class, major activities during the 5-minute intervals, and an approximate proportion of on-task pupils. The researcher observed the behaviors of not only the teacher but also the pupils during the 5 minutes. The pupils were selected randomly at the beginning of the time interval. While the teacher's behavior included Talk, Listen/ Monitor, Organize, and Other; the pupils' behaviors being recorded included Talk, Listen, Read, Organize, Write, and Other. In addition to the types of behavior, the researcher also noted down the projection of the behavior whether it was directed toward Entire class, Subgroup, pupil for the teacher or instructor, pupil, Group, Self/ Note for the pupils. Finally, the observer recorded the number of questions made by pupils and the instructor and wrote down any comments during the observation next to the micro-level observation for any peculiarities or questions during observation.

While questionnaires were distributed to only pupils in the experimental group, Classroom Engagement Inventory self-reports were given to the pupils in both the control group and experimental group at the beginning (February 14, 2022) and the end (March 15, 2022) of the experiment. There were 12 from each group being collected respectively. Respondents indicated their response with a scale from 1 (never), 2 (hardly ever), 3 (monthly), 4 (weekly) to 5 (each day of class).

Finally, the researcher selected three pupils for the interviews on March 30th, 2022. After collecting the parental consent form for the interview, the researcher conducted an one-on-one interview with three chosen pupils at the school. Each interview lasted around five minutes with questions focused on pupils' perceptions of the use of primary sources in their English class. The researcher allowed the pupils to elaborate their answers when suitable. The researcher used rapport-building, thought-provoking interjections, and critical event analysis

strategies during the interview to decide the directions of the interviews. Through building rapport with the pupils, the researcher hoped to make the pupils more comfortable during the interview so that they could share in detail their opinions on the issues. It is done by utilizing the phatic function of language at the beginning of the interviews. The researcher also encouraged the participants to find and share common ground. Pathak & Intrat (2012) claimed that through building rapport, the researcher could obtain “perspectives and counter-perspectives” (p.5) in their study examining Teacher Perceptions of pupil Collaboration. They explained that only through building rapport that the researcher could get quality responses during their interaction with the teachers.

Secondly, the researcher employed thought-provoking interjections by techniques that indicate interest from the interviewer and encourage the interviewees to elaborate on their points of view. By eliminating the feeling that the researchers know more about the topic of discussion, the interviewer was able to collect more comprehensive responses. Finally, critical event analysis allows the researcher to collect more useful data and reduce the likelihood of abstract responses that are not always meaningful for data interpretation. During the interview, the researcher asked the pupils to recall an important event and discuss it. It is believed that these techniques are useful in gathering meaningful and comprehensive data for interpretation later (Pathak & Intrat, 2012). The researcher is aware of the fact that she should not interject too frequently or too long during the interview as it could pre-empt the responses. Moreover, even though the questions for discussion were broad, the researcher coded the response in 3 main areas including the definition of primary sources, benefits of primary sources in ELT classroom, and learning activities involving primary sources to find the similarities and singularities in the responses.

Data analysis strategies

Likert scale questions

For the survey with responses in Likert scales, the researcher calculated the mean scores using Statistical Package for the Social Sciences (SPSS) software. Mean scores were then compared with each other to reveal the pupils' perceptions of primary sources as well as the level of engagement of pupils during the class. By comparing the discrepancy between the scores, the researcher could notice any statistically significant pattern and therefore, draw conclusions on whether primary sources improved pupils engagement. Internal consistency analysis (See table 5) was conducted to reveal the level of agreement of respondents on the survey.

The interview

The pupils' responses during the semi-structured interview were recorded. The researcher went through the data and recorded any significant or repetitive data. Following this, the researcher divided the words or phrases into different categories for interpretation. The data from the interview allow the researcher to answer the following research questions:

2. What is the pupils' view toward the use of primary sources in ESL classrooms?
3. How do pupils define primary sources?
4. What are the preferred learning activities with primary sources?

Content analysis technique was used for data interpretation. First, the raw data texts were transferred to a computer and prepared for analysis. In order to focus on answering the main research question, the researcher categorized the answers into 3 main areas namely definition of primary sources, benefits of primary sources in ELT classroom, and learning activities involving primary sources. To ensure the validity and reliability of the study the responses from the pupils were reported in block quotation. pupils were quoted using the number assigned

to them (for example, Pupil 1). The interviews were also recorded in order to allow the researcher to go through the data whenever needed.

The observation

After recording the behaviors in the classroom of both teacher and learners. The total number of each macro-level behavior was added in order to find out the proportion of classroom behavior by type. The researcher theorized that this would reveal the level of pupils' engagement in the class during the lessons and reveal any significant data by comparing the figures between the experimental and control group. By interpreting the data, the researcher theorized that it would reveal the answer to the first research question "How do primary sources affect pupils' engagement in ESL classrooms?".

IV. FINDINGS

Classroom observation analysis

According to Table 1, the researcher could see the patterns of in-class interaction in terms of frequencies and proportions recorded during the observational period categorized by the types of materials being used namely primary sources, and course books. The type of engagement is divided into three categories including learner-to-learners, learner-to-teacher, and self-engagement. The researcher observed a randomly chosen pupil during the class during a 5-minute interval which is repeated 3 times during the class. Each pupil was observed for 10 to 20 seconds.

Table 1. Proportions of Observed Learner Engagement Behavior by Type

		Learner-to-Learners		Learner-to-Teacher			
		Learner Observed is:		Learner Observed is:			
Material types	Group	Speaking	Listening	Speaking	Listening	Self-Engaged	Total Observed Behaviors
Primary sources	Experiment	180 (30%)	144 (19%)	122 (20%)	94 (16%)	56 (9%)	596

	Total	324 (49%)		216 (36%)			
Course	Control	36	20	70	62	212	400
	books	(9%)	(5%)	(18%)	(15%)	(53%)	
	Total	56 (14%)		132 (33%)			

Note: An “observed learner engagement behavior” recorded over a period of 10–20 seconds on one single pupil.

During the observation of the experiment group in which pupils were taught using primary sources, 49% of the time the learners were either speaking with or listening to others; whereas 36% of the time, the learners were engaging with the teacher. In this group, only 9% of the observed behaviors were self-engagement such as reading or writing. During the observation of the control group in which pupils were taught using coursebooks, 33% of observed behaviors were learners engaged with each other, whereas 14% were classified as learner-teacher interaction; and 53% were self-engagement. Learners in coursebook-based classes exhibited predominantly self-engagement. In contrast, the classes using primary sources experienced relatively high degrees of both learner-to-teacher (36%) and learner-to-learner engagement (49%). Only 9% of the engagement during primary source classes was identified as self-engagement. This is significantly lower than that of course books (53%).

The data indicate that (a) as compared to coursebooks, pupils in primary sources classes engaged with each other more often than their counterparts, (b) self-engagement is the dominant form of engagement during coursebook-based classes. It is also noticeable that during classes with primary sources, the pupils took a more active role during the classes. 50%

of the observed behaviors were speaking while the number is only 27 % for classes with course books.

The result indicates different roles of the teacher and learner in ELT classes utilizing different materials. To be more specific, in primary source-based classes, in order to engage the learners, the teacher's role necessitates more facilitation behaviors than in other classes. Through investigating primary sources by doing history, analyzing documents, scaffolding, and other primary source focus activities, the teacher could move beyond the role of a content disseminator to a more active facilitator. By doing this, the teacher promoted the student-student interaction, and thereby shifted the focus of the classroom from teacher-focussed to learner-focussed. On the contrary, during lessons using course books, there was a higher level of direction over contents. For some teachers, "the inability to deliver session content" might lead to frustration (Kelly & Haidet, 2005). During lessons using primary sources, the contents are embedded in the materials which could only be disclosed through discussion and other analysis activities. As a result, the teacher's control over the development of the class is limited. The theoretical basis for such activities is they foster learners' higher-order thinking, and problem-solving skills because the learners take an active role in the development of the class and ultimately of the knowledge that they acquire. Although this result is consistent with existing literature on primary sources, teachers who are not familiar with such a method of teaching face challenges in lesson delivery. This is particularly true when the teacher is skeptical of the learning materials and their effectiveness in fostering pupil learning (Kelly & Haidet, 2005). However, this problem could be avoided if the teacher could take a more active role in the direction of the lesson through modeling and scaffolding using focus questions, thinking skills modeling, and pre-teach activities.

Primary sources allow pupils to become historians (Bass, 2003) because they could participate in analyzing activities similar to those done by experts before drawing conclusions. The teacher

has to facilitate this process with specific content objectives so that the learning happening in the classroom is meaningful to the pupils. To be more specific, the teacher has to be the expert and monitor the discussions during the classes to direct them toward the main learning goal which is English skills in this case. In Table 1, there was a higher frequency of learners speaking, and listening to each other and to the teacher in primary source-based classes compared to classes using coursebook materials. Primary sources benefit the teacher and pupils in terms of both interactivity and content delivery of the lecture.

Interview analysis

A ‘semi-open’ interview was conducted to collect information on pupils’ engagement in order to answer the research following research question:

2. What is the pupil’s view toward the use of primary sources in ESL classrooms?
3. How do pupils define primary sources?
4. What are the preferred learning activities with primary sources?

Questions used during the interview were partially restricted. The researcher allowed the interviewee to elaborate on their answer. The researcher established 3 main codes for pupils’ responses: definition of primary sources, benefits of primary sources in ELT classroom, and learning activities involving primary sources.

The pupil’s responses were presented in tables by the frequency distribution of the categories in Table 2.

Table 2. Definition of primary sources

Category	Code	Frequency

Definition of primary sources	historical documents	7
	contemporary	2
	real stories/ first account narratives	10
	authentic	5
	non-mediated	3
	artifacts	3
	audio/video record	2
	text (letter, newspaper...)	3
	photo	3
	political cartoons	1
View towards primary sources	they improve higher-order thinking skills	8
	they improve research skills	4

	they give better learning outcome	7
	they provide knowledge beyond the textbooks	5
	they provide realistic version of history	1
	They improve my interest and engagement	7
	I like constructing my own knowledge	6
	they are too difficult too understand	2
Preferred learning activities involving primary sources	using organizational tools	1
	guided (instructor-led) analysis	3
	historical detectives	1
	create facsimile or artifact	1

	group/individual project	2
	creating visual presentation	2
	role playing activities	3
	solving problems	2
Total		94

As seen in Table 2, the most frequently used terms to describe primary sources used by the pupils were “historical document”, and “real stories”. All 3 pupils during the interview were able to define primary sources using their own understanding. 2 out of 3 pupils pointed out the authentic feature of primary sources because they provide first account narrative and “real stories” as explained by the pupils (Pupil 1 and 2). All participants’ responses refer to primary sources as historical documents. One pupil was able to highlight the fact that primary sources are contemporary to a historical period twice during the interview (Pupil 2). When being asked about the forms of primary sources, all pupils were able to list more than 3 forms of primary sources. The most frequently listed examples were photos, texts, and artifacts (3 times each). Two examples from the definitions of primary sources from the pupils are given below:

I think that these materials are things that were made in the past. They are like historical documents. I like them a lot because they give me real stories from real people instead of just boring conversations and facts in my books (Pupil 1).

I guess they are documents about an event in the past. I think they are historical. These documents have not been changed like most of the contents in the textbook are. The story is told by the person living in that time or we can look at the things, like pictures, objects that are real, and study them (Pupil 2).

It could be noticed that Pupil 2 was able to also point out the non-mediated nature of primary sources by saying that “these documents have not been changed”. This idea is aligned with the features of primary sources shown in existing literature (Welborn, 2000; Vest, 2005). During the interview, 5 times the word "authentic" was used to describe primary sources.

In my opinion, I like primary sources better than my coursebook because I think they are more authentic. I mean, they are not made up stories or pictures or conversations. I like it. It makes me feel like the lesson is more meaningful (Pupil 3).

When it comes to pupils’ views towards the use of primary sources in the classroom, the most frequently recorded answers were higher-order thinking skills and active engagement. All 3 pupils highlighted that they felt like they were allowed to decide what they would learn and what they want to know more. This gave them the feeling of empowerment that they were constructing their own knowledge, not the teacher.

Instead of just looking at the books and trying to remember everything my teacher said, I felt like I could decide on what I wanted to remember, or to know more about. It’s almost like you are teaching yourself, not the teacher to me (Pupil 2).

I could talk a lot more with my friends during the class. Of course, we try to talk about the topics of the lesson, not just chit-chatting. Normally, I do not talk much during my class before because I feel like everything is in the textbook. However, it was different. The answer was not in the book and we had to find out for ourselves. The best thing was that I had the feeling that there was no right or wrong answer (Pupil 1).

There were 3 main themes in participants' responses regarding their view toward primary sources: content, skills, and engagement. While there were 6 occurrences in which the contents of the primary sources were positively commented on by the pupils, there were 2 occasions in which the pupils mentioned that primary sources were difficult for them to understand.

I felt like the lessons are no longer limited to the classroom anymore. Now it is about real life.

I sometimes even think about the problems after the class because I can relate to the feeling of the author (Pupil 1).

I have to admit that sometimes the language used in the materials was too hard for me to understand. There were words like "felicity", "henceforth" and all. I do not know if I have heard anyone using these words before (Pupil 3).

Regarding the content of primary sources, a common response was that it is connected directly to real-life events, which makes the documents more relatable to the pupils. As a result of this, the pupils are more intrigued and involved when there are primary sources. This finding corresponds with the finding in Clabough's study in 2012. In Clabough study, it was theorized that the classroom environment has been impacted positively by the use of primary sources. The learning environment is no longer happening only in the classroom but it is expanded to the real world with real problems and people. Clabough (2012) also mentioned that in order to avoid the materials being too abstract or difficult for the pupils to understand, it is important that the teacher should select suitable materials for learners' levels. Moreover, it is necessary for the teacher to model the process of working when introducing a new document to the class. The scaffolding method is also useful in making the materials more accessible to the pupils (Clabough, 2012).

In terms of skills gained during lessons with primary sources, pupils mentioned the effect of such material on their higher-order thinking skills (8 times), research skills (4 times), and linguistic skills (7 times). Pupil 1 mentioned that she had to "make connections" between the

information presented and “search for more information” in order to answer the teacher’s questions during the classes.

Once we were given a task to collect information about the American Dream. I could compare the data from different sources and saw that not every site has the same information. It was a very exciting discovery for me (Pupil 1).

This process is “exciting” (Pupil 1) and “difficult” (Pupil 3) at the same time.

According to (Clabough, 2012), through participating in the process of doing history, pupils could understand better the information written in their textbooks. They could compare different views and biases before coming to a final conclusion. This helps to reduce the right and wrong mentality in the classroom, thereby allowing them to be more active and vocal in their own learning. Being involved in the process of doing history also helps the pupils understand that “there is not always one truth” (Pupil 1). This results in better reasoning and thinking (Clabough, 2012). Pupil 2 even noted that she was motivated to express herself in English because “I can see the connection between what I was studying and how I could use it in real life”. Pupil 3 noticed a slightly higher score on his progress test after studying with primary sources. This result indicates that the use of primary sources in ELT can benefit not only pupils’ academic performance but learning skills in general. Finally, pupils remarked on their engagement levels during the class when talking about how they think of primary sources. There was a high frequency of interest and engagement (7 times) and the construction of knowledge (6 times). All 3 of the pupils mentioned that they have a high level of interest during classes. They “talked more with classmates”. This could be a result of the first account narrative feature of the materials as mentioned earlier. It was mentioned that “I understood that if I did not make any contribution, the lesson could not continue so I felt that I needed to work” (Pupil 3). This indicates the role of the teacher and pupils in the classroom. The pupils are responsible for their learning by participating in presenting their understanding, exploring

different sources, and synthesizing information. Moreover, because of the connection between real life and the content being learned in the classroom, they felt “excited to join discussions” (Pupil 2).

The third category that emerged from participants’ responses was the preferred learning activities during ESL class. 2 of the pupils’ statements regarding this aspect are as follows:

I like the activities in which we could talk about the pictures from the war by answering the teacher’s questions. I could find a lot of information that was not in the book. They were very interesting to me. I also enjoy the drama part. We played different parts in the stories and it was fun for me to see my classmates acting. They were quite crazy. I felt like I was actually living in that time (Pupil 2).

For me, the most interesting part was acting. I did not think I would like it at first but then I started to be more comfortable with it. I realize that it made me become more comfortable with speaking English. I was not so scared of making mistakes during the play. I was very sad when we learned about the letter from the soldier from the war. He was very sad being far away from his family. Even though it seemed to be difficult to understand at first but once we could have some discussion about it, I felt more confident asking questions to know more (Pupil 3).

All three pupils expressed their interest in guided (instructor-led) analysis and role-playing activities. Being historical detectives, creating facsimiles or artifacts, and using organizational tools were mentioned only 1 during the interview. The pupil expressed less enthusiasm towards these activities than others. This result is consistent with educator beliefs found in Clabough’s study in 2012. In this study, the educator advocated the use of role-playing activities instead of creating facsimile primary sources because it “allowed pupils to understand historical figures’ biases and points of view” (pg. 74). The pupils expressed the need to have guided questions from the teacher in order to work with documents from another period. The main reason for this as explained by the pupil is that it helped them understand “difficult vocabularies”.

Contextual information about the primary source of discussion is also noted as an important part of working with primary sources. According to Pupil 2, answering the teacher’s question helps the pupil avoid “misinterpretation”. Besides, answering the teacher’s question helped the pupils understand the material presented in a larger historical context. Other learning activities namely group/individual projects, creating visual presentations, and solving problems were mentioned only by 2 out of the 3 pupils. By participating in such an activity, the pupils had a chance to “show what they understood” (Pupil 1 and 2). They could summarize information and apply existing knowledge to construct new understanding.

Self-report analysis

This section presents the data from the pretest and posttest done by the experimental and control groups.

Table 3 compares the results of the statistical analysis of the experimental and control groups.

Table 3. Pre-test and post-test statistics of the experimental and control groups

	Pre-test						Post-test						
Group	Descriptive statistics	Affective Engagement	Behavioral Engagement-Compliance	Behavioral Engagement-Effortful	Classroom Engagement	Cognitive Engagement	Disengagement	Affective Engagement	Behavioral Engagement-Compliance	Behavioral Engagement-Effortful	Classroom	Cognitive Engagement	Disengagement
Experimental	N	12	12	12	12	12	12	12	12	12	12	12	12

Group	Arithmet ic Mean	11.5	5.6	11.5	18. 5	10. 25	14. 6	8.9	20.1	27	5.2 5
	Median	11.5	4.5	11	18	10. 5	20	8	20	26.5	5
	Mode	12	5	11	18	9	19	8	20	26	5
	Standard Deviation	1.5	1.1	1.7	3.8	2.1	1.3	1	2.1	2.7	1.1
	Skew	1.1	0.8	1.1	1.1	- 0.2	- 1	- 0.2	-0.6	0.1	1.7
	Kurtosis	1.4	1.6	1	1.3	0.9	0.4	- 0.8	-0.4	-1.3	4
	Minimu m Score	10	3	9	14	6	19	6	16	23	4
	Maximu m Score	15	7	15	27	14	23	9	23	31	8
Control Group	N	12	12	12	12	12	12	12	12	12	12
	Arithmet ic Mean	10.5	5.3	10.5	18. 8	10. 75	7.5	5.1	10.4	18.1	10
	Median	10	5	10.5	19	11	10. 5	5	8	18	10

Mode	12	5	11	19	11	12	5	8	18	9
Standard Deviation	1.5	1.3	1.1	2.7	1.3	1.5	1.3	1.1	2.5	1.5
Skew	-0.3	-0.3	-0.1	-0.3	0.2	-0.3	0.2	0.9	-0.2	0
Kurtosis	-1.4	-0.5	-1.2	-0.2	0.4	-0.7	0.7	-0.3	-0.9	1.3
Minimum Score	8	3	9	14	9	8	3	7	14	8
Maximum Score	12	7	12	23	13	13	7	10	22	12

The highest scores for "affective engagement" is 23; "behavioral engagement -compliance" is 9; "behavioral engagement-class" is 23, from the "cognitive engagement" is 31; from the "disengagement" is 12. It is clear that the figures for pre-test classroom engagement of the experimental and control groups were at a medium level. These figures remained relatively the same for the control group in the post-test score while the experimental group experienced a significant increase in the level of classroom engagement. The skewness and kurtosis scores which were more than ± 1 in both tests indicate the asymmetrical in the distribution of answers (Hair et al., 2017, p. 61).

According to the classroom engagement inventory result, there was an insignificant discrepancy in the scores for the pre-test of both experimental and control groups. However, while the level of pupil engagement increased for the post-test in the experimental group, an increase of the post-test scores for the control group remained at around the same levels. The three areas that experienced the most significant changes were the post-test results for Behavioral Engagement-Effortful Classroom Engagement, Cognitive Engagement, and Disengagement. In the pretest, the average score for Behavioral Engagement-Effortful Classroom Engagement was 11.5. This figure increased by 8.6 points in the post-test. Similarly, the level of Cognitive Engagement saw an increase of 8.5 points. While pupils' Behavioral Engagement and Cognitive Engagement increased in the experiment group, there was a noticeable decrease in Disengagement, reducing from 10.25 to 5.25. Such a significant change could not be seen in the figures for the control group.

The increase in pupil engagement in the experimental group could be attributed to the use of primary sources that allow more interaction between learners and the teacher as well as learners and learners. Through doing history, the teacher gives the pupils the opportunity to ask questions and form different viewpoints from the information collected by themselves instead of passively receiving information readily presented in the course books. The active learning environment has the potential to make learning more productive and fun for the pupils. As a result of this, the level of engagement may be positively affected. Besides, in the learning environment in which the pupils have to actively search for answers, ask questions, and make assumptions, pupils' higher-order thinking skills could be fostered.

Moreover, it could be argued that the availability of online primary sources enabled the teacher to implement the use of such material in ELT classes in a more meaningful and exciting way, and thereby, increasing pupils' engagement in the class (Ertmer & Newby, 2013). Primary resources also allow educators to shift the focus of the teaching to the pupil by creating spaces

for curiosity and conversation in the class to happen. In addition, because learning materials are related to real-life events, the teacher expands the boundary of the classroom and its learning environment. This encourages the pupils to think even after the class ends. This result is supported by a study conducted by Lee (2014). A higher level of engagement could induce academic success in various branches of study including linguistics (Bösner et al., 2015; Yestrebsky, 2015; Akgün & Atıcı, 2017). These studies pointed out that the improved academic achievement is closely related to the interactive teaching method that enables pupils to apply their problem-solving skills to solve real-life situations. As a result of this, pupils are more likely to improve their higher-order thinking skills such as analytical/ synthesizing thinking, problem-solving, questioning, and idea generation.

Table 4 gives a statistical analysis for the pre-test scores of the experimental and control groups.

Table 4. Comparison of the pre-test scores of the experimental and control groups (Mann

Sub-dimension	Group	N	Mean Rank	Rank Sum	U	p
Affective Engagement	Experimental	12	14.5	174	48	0.15
	Control	12	10.5	126		
Behavioral Engagement-	Experimental	12	10.25	123	45	0.1

Compliance	Control	12	14.5	177		
Behavioral Engagement- Effortful Classroom Engagement	Experimental	12	14.5	174.5	47.5	0.14
	Control	12	10.5	125.5		
Cognitive Engagement	Experimental	12	11.7	140.5	62.5	0.58
	Control	12	13.2	159.5		
Disengagement	Experimental	12	11.7	137	59	0.57
	Control	12	13.5	163		

Data in table 4 indicate that there is no significant difference in five sub-categories ($p > .05$). As a result, it could be concluded that , pupils' level of engagement in both groups were relatively similar before the experiment.

Table 5 gives a statistical analysis for the pre-test scores of the experimental and control groups.

Table 5. Comparison of the post-test scores of the experimental and control groups (Mann Whitney U Test)

Sub-dimension	Group	N	Mean Rank	Rank Sum	U	p
Affective Engagement	Experimental	12	18.5	222	0	2.74E-05
	Control	12	6.5	78		
Behavioral Engagement- Compliance	Experimental	12	17.9	215	7	0.00014
	Control	12	7.1	85		
Behavioral Engagement- Effortful Classroom Engagement	Experimental	12	18.5	222	0	2.75E-05
	Control	12	6.5	78		
Cognitive Engagement	Experimental	12	18.5	222	0	3.08E-05
	Control	12	6.5	78		
Disengagement	Experimental	12	6.6	79	1	3.11E-05

	Control	12	18.4	221		
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Table 5 shows a significant difference in five categories ($p < .05$). The experimental group have higher scores than the control group in post test scores. Therefore, it could be concluded that primary sources increased pupils' level of engagement in ESL classes.

Table 6 compares the pre-test and post-test scores of the experimental group.

Table 6. Comparison of the pre-test and post-test scores of the experimental group (Mann Whitney U Test)

Sub-dimension	Group	N	Mean Rank	Rank Sum	U	p
Affective Engagement	Pre-test	12	6.5	78	0	2.72E-05
	Post-test	12	18.5	222		
Behavioral Engagement-Compliance	Pre-test	12	6.75	81	3	5.32E-05
	Post-test	12	18.25	219		
Behavioral Engagement-	Pre-test	12	6.5	78	0	2.85E-05

Effortful Classroom Engagement	Post-test	12	18.5	222		
Cognitive Engagement	Pre-test	12	7.04	84.5	6.5	0.000151
	Post-test	12	17.9	215.5		
Disengagement	Pre-test	12	18.5	222	0	2.33E-05
	Post-test	12	6.5	78		

Based on the data in Table 6, it is clear that it is clear that higher scores could be found in the level of engagement in the post-tests ($p < .05$). This result is aligned with the previous statement that primary sources increased pupils' classroom engagement levels in ESL classes.

Table 7 compares the pre-test and post-test scores of the control group.

Table 7. Comparison of the pre-test and post-test scores of the control group (Mann Whitney U Test)

Sub-dimension	Group	N	Mean Rank	Rank Sum	U	p
Affective Engagement	Pre-test	12	11.9	142.5	64.5	0.64973

	Post-test	12	13.1	157.5		
Behavioral Engagement- Compliance	Pre-test	12	13.04	156.5	65.5	0.698903
	Post-test	12	11.96	143.5		
Behavioral Engagement- Effortful Classroom Engagement	Pre-test	12	6.5	211.5	10.5	0.00031
	Post-test	12	18.5	88.5		
Cognitive Engagement	Pre-test	12	13.4	160.5	61.5	0.540919
	Post-test	12	16.2	139.5		
Disengagement	Pre-test	12	14.25	171	51	0.211527
	Post-test	12	10.75	129		

Table 7 shows no significant difference between the pre-test and post-test scores of the control group in the four sub-categories ($p > .05$). It shows that pupils' level of engagement in the control group experienced little to no changes during the experiment period.

Questionnaire analysis

In order to find out the answers to research questions number 2, 3, and 4, the researcher distributed a survey to 10 pupils in the experiment group. The survey used Likert scale questions to collect data. The questions in the survey are divided into 4 main categories. The first category aimed at identifying pupils' definitions of primary sources. The second category includes 8 questions about different learning activities using primary sources designed to identify the preferred learning activities. The second category focused on the formats of primary sources. Finally, the last section investigated pupils' perception of the use of primary sources in ESL classes.

For the first category about pupils' definition of primary sources, the pupils had the highest level of agreement with question number 1 with a mean score of 2 and question number 3 with a mean score of 1.9. Question one was designed to see if pupils have a clear definition of primary sources. Question 3 examines whether the pupils are aware of different formats of primary sources. The result of the survey reveals that the pupils had a basic understanding of primary sources in terms of definition and formats. Question 3 and 4 in this section received the same score of 2.1. While question 2 asked whether the pupil could identify different learning activities involving primary sources, question 4 aimed at finding out if the pupils could find primary sources on their own. The lower scores in these 2 questions indicate that the pupils are not familiar with this form of materials in their classroom and would require more instruction from the teacher to be able to work with primary sources on their own.

Category two, preferred learning activities with primary sources, of the Likert scale questions aimed at identifying the preference in learning activities with primary sources in ESL. There was a strong level of disagreement for the questions in this category except for questions number 5 (3.1), 8 (3.2), and 12 (3.7). This indicates that the pupils preferred learning

activities to analyzing the historical documents in English, creating facsimile primary sources, and solving problems related to historical events. Pupils agreed most strongly that they like answering the teacher's questions about the historical document (mean score of 1.9) and acting out the historical event (mean score of 2). Questions 9, 10, and 11 received mean scores ranging from 2.1 to 2.8. Question 9 with a mean score of 2.8 indicates that pupils might face difficulty in creating visual presentations of primary sources to demonstrate their understanding of the content.

Category three of the Likert scale questions, questions 13-18, asks about the different formats of primary sources. A high level of disagreement could be found in questions number 15, 16, 17 with the mean scores ranging from 3.9 to 4.3. While question 15 deals with historical texts, question 16 refers to the use of organizational tools, and question 17 is linked to historical audio. This result could be explained by the fact that the primary sources introduced come from a different time period that contains unfamiliar language to the pupils. Moreover, organizational tools could make the process of working with primary sources easier for the pupils but this requires time for the pupils to be able to get used to such a tool in order to maximize its benefits. Question 13 and 14 received a mean score of 1.5 and 1.7 accordingly. This score shows that pupils enjoy working with photographs (question 13) and footage (question 14). The mean score for computer programs was 2.4. This result may suggest that there is a big potential for applying digital historical materials in ESL classes.

Category four of the Likert scale questions, questions 19 to 26, investigate pupils' perceptions of primary sources. The pupils strongly agree with the statement in items number 19, 22, 24, and 25. For item 19, the mean score was 1.8. Pupils agree that primary sources helped them improve not just their language ability but also knowledge relating to other domains. Items 22 and 24 have the same mean score of 1.4. This shows that pupils agree that primary sources allow them to investigate different viewpoints and also gain other academic skills during

learning with primary sources. This finding supports the educators' perception of primary sources in Clabough's study in 2012. He claimed that primary sources are "an unfiltered version of history filled with the author's biases, cultural norms, values, and points of view" (pg. 84). For item 25, higher-order thinking skills, the mean score was 1.5. The pupils agreed that primary sources improve their higher-order thinking skills. This result is supported by Bickford (2011). He pointed out that by engaging in learning activities involving primary sources like constructing a facsimile, pupils could improve their higher-order thinking skills. Finally, the majority of the pupils find primary sources difficult to understand (item 20 with a mean score of 4.2). The result could be indicative of the possible limitation of using primary sources in ESL classrooms.

A two-way ANOVA without replication was used to calculate the reliability of questions in this category. The result is presented in table 4. For the first category, Cronbach's alpha score was -4.8. This indicates that there is a big discrepancy in the level of agreement amongst participants. The pupils have various definitions of primary sources and how it is used in the classroom. For the second category, pupils' preferred learning activity, Cronbach's alpha score reflected a 79% reliability. This shows that the pupils share a common view towards their favorite learning activities using primary sources. There is a high consistency in participants' responses to the third and fourth set of questions. Both score 96% in reliability. The fourth set of questions deals with the formats of the materials and the final set investigates pupils' perceptions of the materials. From the data, it could be inferred that there is a high level of agreement between the pupils about the kind of materials they want to learn with and also their opinion of primary sources.

Table 8. Item Analysis Data for the Four Categories of Likert Scale Questions

Likert scale questions	Cronbach's score
Category 1	-4.8
Category 2	0.79
Category 3	0.96
Category 4	0.96

V. SUMMARY AND CONCLUSIONS

Summary

The main research questions of this study are:

1. How do primary sources affect pupil engagement in ESL classrooms?
2. What is pupils' view toward the use of primary sources in ESL classrooms?
3. How do pupils define primary sources?
4. What are the preferred learning activities with primary sources?

The most important research question of this study is “How do primary sources affect pupil engagement in ESL classrooms?”. To answer this question, the researcher used the STROBE classroom observation form and self-report form Classroom Engagement Inventory designed by Wang Bergin & Bergin (2014). Chapter I discussed the rationale, aim, and methodology of the study. The significance of the study and definitions of terms were also included in this chapter.

Chapter II presented a brief summary of existing literature on primary sources and their connection with pupil engagement in ESL classrooms. This chapter also includes the theoretical framework for this study which is social constructivism.

Chapter III detailed the methodology of the study. This includes a quantitative and qualitative approach to research using various tools including observation, self-report, interviews, and questionnaires. While the questionnaires were distributed to 10 pupils in the experiment group, a pre and post self-report was distributed to 12 pupils in both control and experimental groups. The answers of the pupils were recorded using Likert scale. The result of the questionnaire and self-report was analyzed by comparing mean scores. The reliability of the responses was also

measured using a two-way ANOVA without replication to calculate Cronbach's score. For the interview, the participants' responses were coded into 3 different categories namely definition of primary sources, benefits of primary sources in ELT classroom, and learning activities involving primary sources. The researcher then compared the frequency distribution of the categories. Finally, the STROBE classroom observation form was used for observing the patterns of in-class interaction. Frequencies of each type of interaction including learner-to-learners, learner-to-teacher, and self-engagement were recorded and compared to each other.

The finding was presented in chapter IV. This chapter analyzed the qualitative and quantitative data gathered during the study to answer the four main research questions. The first question dealt with the effectiveness of using primary sources in improving pupil engagement. The researcher interpreted the result from the pupil's self-report, the STROBE classroom observation form. From the data, it was shown that pupils experienced a higher level of engagement in ESL classrooms with primary sources as compared to classrooms using only coursebooks.

The level of engagement was improved in all 3 aspects namely affective engagement, behavioral engagement, and cognitive engagement. Moreover, the direction of pupils' behaviors was also studied. Pupils tend to interact more with the teacher and other classmates during classes using primary sources. The second research question focused on pupils' perception of primary sources and their usage in ESL classrooms. The researcher used interviews and category four of the Likert scale questions, questions 19 to 26, to answer this question. The majority of the pupils agreed that primary sources helped them improve not only linguistic skills but also other academic skills. The possibility of exploring different versions of history and developing higher-order thinking skills also received a high level of agreement from the pupils. However, despite its positive effects on pupils' learning, it was reported that certain primary sources could be too difficult for the pupils to understand and work with. The

third research question investigated the pupils' definitions of primary sources. Most of the pupils have a basic understanding of this material. However, there were pupils who were not sure of how to define primary sources properly. From the interview, the pupils pointed out the historical and authentic features of primary sources. These are important aspects of this kind of material that showed the pupils were able to define primary sources using their own understanding.

Finally, the fourth research question asked "What are the preferred learning activities with primary sources?". To answer this, the researcher combined data from the interview and questionnaire. The result concludes that pupils shared a high level of interest in learning activities involving drama and discussion with the teacher. Other learning activities that require more reading of historical documents received lower levels of interest from the pupils. Regarding the format of the materials, historical photographs and footage received the highest level of agreement from the pupils in the Likert question. Contrarily, pupils identified historical text from sources like magazines, letters, and diaries as difficult to work with and demanded more guidance from the teacher when it comes to this format.

Conclusion

For the first question, How do primary sources affect pupil engagement in ESL classrooms, the researcher synthesized data from the self-report and the STROBE classroom observation. The result from both the self-report and the STROBE classroom observation showed an increase in the engagement level of the pupils in the experiment group. The level of engagement were investigated on various aspects including in-class interaction; affective, behavioral, cognitive engagement and disengagement. From the data interpreted using the STROBE classroom observation, a higher level of pupil engagement was observed in terms of both student-student interaction and student-teacher interaction. During classes with primary

sources, the pupils tended to be more active and listening. Alternatively, frequency of self-engagement is lower in such a class as compared to the control group. Moreover, there was a balance between the role of the learner and the teacher during the class. The direction of interaction was not mainly focused on the teacher as in the class using coursebooks but distributed evenly to other learners and the teacher. This is consistent with the finding in Vest's study in 2005 and Lee's in 2002 in which the researchers pointed out the primary sources had the potential of transforming the focus of social study classrooms. To be more specific, primary sources enable the teacher to be an active facilitator of learning through executing various learning activities in the class such as guided analysis, asking questions, modeling... On the other hand, the pupils also have to be an active participants in the process of constructing their own knowledge and understanding. The purpose of this is to increase the sense of pupil's responsibility during their learning process, and thereby encouraging them to be more active during classes.

Similarly, the self-report also showed a higher level of pupil engagement after the intervention period. pupils were reported to be more engaged in all 3 aspects namely affective, behavioral and cognitive. The pupils experienced more frequently positive emotions such as interest, happiness, amusement, excitement and pride during the class with primary sources. Moreover, a higher level of behavioral engagement indicates that the pupils take a more active role during the class. This could be seen through active listening, being involved in class activities during and even after the class has ended. Finally, the pupils in the experiment groups were more likely to search for information on their own. They expressed a higher level of self autonomy in their learning. These results show that primary sources have a positive influence on pupil's engagement. This could be due to several reasons. The first possible reason might be the nature of primary sources. It helps to connect pupils with real people and experience and thus providing them with a more authentic learning environment. By allowing the pupil's learning

to go beyond the textbook, the teacher could engage pupils at a higher level through authentic conversation which is considered to be one of the best ways to engage pupils in ELS classrooms by Nystrand & Gamoran (1990, 1991).

For the second research question “What is the pupils’ views towards the use of primary sources in ESL classrooms?”, the researcher investigated 3 main aspects of primary sources including content, skills and engagement. Pupils had different views towards the content of the primary sources being used during the classes. The results from both the interviews and questionnaire suggest that teachers have to choose the appropriate materials for teaching to suit the level of the pupils. Some materials might be too difficult for the pupils to work with due to their limited linguistic ability or pre-existing knowledge about the event in discussion. Moreover, it is also necessary that the teacher needs to enrich their skills to help pupils work with primary sources more effectively. This could be done in various ways such as scaffolding, historical detective, and analyzing activities. These activities allow the pupils to look at the materials at different angles to find out about different opinions and biases of historical characters or events. When it comes to skills gained during classes with primary sources, pupils agreed that primary sources help them to enhance not only their academic skills like synthesizing and analyzing information, building arguments but also other higher order thinking skills. This result is consistent with the study conducted by Resnick & Klopfer (1989). By involving the pupils in the process of working with authentic materials in which they could make assumptions, learn through errors and trials, they could potentially enhance their cognitive abilities (Resnick & Klopfer, 1989). Finally, pupils reported to be more interested in classrooms with primary sources due to two main reasons. The first reason is that primary sources help pupils to build a direct connection between the classroom and real life. The first account narrative feature encourages pupils in the process of acquiring knowledge as they could continue their learning even when the class has ended. The second reason is that primary sources allow the pupils to

take a more active role in their own learning. pupils in such a classroom do not rely on the teacher or course books for information but have to actively search for the answers using various tools. This has the potential of transforming the nature of a classroom from teacher centered to pupil centered.

For the third research question “How do pupils define primary sources?”, there is inconsistency in pupils’ definitions of primary sources in the questionnaire result for the questions in category 1. However, during the interview, the pupils showed basic understanding of primary sources. They were also able to point toward different formats of primary sources that they have experienced like audio, photo, political cartoon, newspaper and artifacts. The most common phrases that the pupils used to describe primary sources were “real stories”, and “historical documents”. This definition is aligned with the definition found in existing literature about primary sources. Not only were the pupils able to define primary sources but also provide one of the fundamental features of primary sources which is non-mediated. Moreover, from the questionnaire result, it was evident that the pupils are not familiar with the different learning activities with primary sources and therefore would need more guidance from the teacher while working on such materials. This is understandable because even though primary sources have a wide range of benefits in social studies classroom, they are not widely used (Garcia, 2019). In addition, the pupils expressed difficulty in finding primary sources on their own. This indicates that further training on how to find reliable sources for this kind of materials is necessary.

Lastly, to answer the research question “What are the preferred learning activities with primary sources?”, qualitative and quantitative data from the interview and questionnaire were analyzed. Results revealed pupils enjoy learning with primary sources through answering the teacher’s questions about the historical document and acting out the historical event. The reason for this preference is that these learning activities allow pupils to understand the learning

materials in a larger historical context and examine various viewpoints about the sources. It is possible that other activities like creating facsimile primary sources, and solving problems relating to historical events require more time and instruction from the teacher till the pupils could work effectively, and thereby being more interested in such an activity. Creating visual presentations is also a learning activity that was considered interesting by the pupils during the interview. However, the result from the questionnaire indicates that some pupils might not be interested in such an activity as much as others. Besides, pupils also expressed preferences towards certain forms of primary sources. The most popular forms for pupils were historical photographs and footage. Historical texts tend to be less popular amongst pupils due to their level of difficulty. The reason for this is that they contain language and contextual information that are no longer true or in use. As a result, while choosing the materials, it is important that the teacher has to take the level of the learners into consideration. Digital applications are also a powerful tool when it comes to learning with primary sources. With the help of such innovation, pupils and teachers could access a substantial amount of information that would be impossible to access otherwise.

VI. LIMITATIONS AND SUGGESTIONS

This study has several limitations. First, the duration of the study was short and the number of pupils who participated in the study was small, therefore the data might not be comprehensive and representative. The second limitation is related to the tool. While the STROBE allowed the researcher to identify the directions of behaviors of the pupils, it is possible that some behaviors are not easily perceived or categorized. Moreover, it only records the behaviors of one pupil at a time. These limitations could lead to the lack of comprehensive data for the interpretation of results. An example of this would be that, in some cases, it is possible that the pupils are self-engaged but noted as listening to the teacher because they appear to look toward

the teacher during the time of observation. Alternatively, some behaviors could be recorded as self-engaged when in fact the pupils are listening to the teachers. Misclassification of behaviors is possible and thereby affects the general result of the study. Indeed, if we refer to the result of the self-report in the following section, it is noticeable that the pupils often considered themselves as being actively engaged in the lessons. The researcher acknowledged that the validation of the STROBE has not been examined further since the original study. Another limitation of the study is the lack of observers for the classes. This is to reduce bias and misinterpretation of behaviors. The immediate judgment nature of the tool requires several observers to find out the inter-observer consistency, and therefore, the validity of the data.

The third limitation of the study is that it did not take into consideration the pupil-pupil and pupil-teacher in-class dynamic. Obviously, the different relationships between the pupils and between the pupils and the teacher could drastically change the level of interaction happening during the lessons. The researcher noted that the result of the study is limited to the observation of only one teacher. The behavior of the pupils during each class could vary due to from teacher to teacher depending on his/her style of teaching. In order to control the teaching method of the teacher during primary source-based classes, the researcher made sure that the structures of the classes and the instructional methods being used were consistent with the existing literature about using primary sources in teaching. This is to argue that the engagement patterns observed during this study are attributable to the use of primary sources in ELT. Both the STROBE and classroom engagement inventory by Wang only record the frequency of the target behaviors, not the level of engagement. In addition, a more detailed statistical analysis is needed to determine the validity of the data. This study only focused on pupil engagement, how primary sources impact pupils' language skills is unclear.

There are several suggestions for further studies on this subject. First, having multiple observers in one classroom would improve the validity of the STROBE result. The researcher

would be able to collect simultaneous data on various pupils. This would help to avoid overlooking any important behaviors emerging during the classes. Second, the reason underlying pupils' preferences when it comes to the formats of primary sources should be investigated in greater detail. On top of this, it is necessary that additional training for teachers to use primary sources in social study classrooms in general and in ESL classrooms, in particular, are provided. This will allow the teachers to use appropriate tools, materials, and instructional methods during the classes. This is critical because it would facilitate pupils' understanding of the materials and thereby enhance the level of interest and engagement. Finally, a larger-scale study over a longer period on this subject. Finally, this study only focused on pupils in grade 9 who can understand more complicated ideas and be able to express their ideas to a certain extent. The questions of how primary sources affect younger pupils' learning should be addressed in future research.

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APPENDICES

Appendix A:

Classroom Engagement Inventory by Wang

Wang, Z., Bergin, C., & Bergin, D. A. (2014). Measuring engagement in fourth to twelfth grade classrooms: The Classroom Engagement Inventory. *School Psychology Quarterly*, 29(4), 517.

Name:

Date:

Class:

<i>Items</i>	<i>1 never</i>	<i>2 Hardly ever</i>	<i>3 Monthly</i>	<i>4 Weekly</i>	<i>5 Each day of class</i>
Affective Engagement					
1. I feel interested					
2. I feel proud					
3. I feel excited					
4. I feel happy					
5. I feel amused (smile, laugh, have fun)					
Behavioral Engagement–Compliance					
6. I listen very carefully					
7. I pay attention to the things I am supposed to remember					
Behavioral Engagement–Effortful Class Participation					
8. I get really involved in class activities					
9. I form new questions in my mind as I join in class activities					
10. I do not want to stop working at the end of class					
11. I actively participate in class discussions					

12. I work with other students and we learn from each other					
Cognitive Engagement					
13. I go back over things I don't understand					
14. If I make a mistake, I try to figure out where I went wrong					
15. I ask myself some questions as I go along to make sure the work makes sense to me					
16. I think deeply when I take quizzes in this class					
17. I search for information from different places and think about how to put it together					
18. If I'm not sure about things, I check my book or use other materials like charts (S&G) .64					
19. I try to figure out the hard parts on my own (P&V) .59					
20. I judge the quality of my ideas or work during class activities (P&V) .58					
Disengagement					
21. I am "zoned out" not really thinking or doing class work					
22. I let my mind wander					
23. I just pretend like I'm working					

Appendix B:

Student self-report

Name

Date:

Class:

For each question, select the answer that best describes your feelings relating to the use of primary sources in the classroom.

Statement	1. Strongly agree	2 Somewhat agree	3 Neutral	4 Somewhat disagree	5 Strongly disagree
Component 1					
1. I could define different primary sources in the class					
2. I could identify the different activities using primary sources in my English class					
3. I can discuss about different primary sources that I have been introduced to during the classes					
4. I know how to find primary sources by myself					
Component 2					
5. I find analyzing the historical documents in English interesting					
6. I like answering the teacher's questions about the historical document					
7. I enjoy acting out the historical event					
8. Creating facsimile primary sources allows me to demonstrate my understanding of the content knowledge					
9. Creating visual presentation of primary sources allows me to demonstrate my understanding of the content knowledge					
10. I like exploring different viewpoints using primary sources					

11. I enjoy participating in group/individual project relating to primary sources					
12. I enjoyed solving problems relating to historical events.					
Component 3					
13. I enjoyed learning new vocabularies with photographs of historical events or objects.					
14. I enjoyed learning new vocabularies with footage of historical events.					
15. I like reading historical documents.					
16. Organizational tools like a Venn diagram help me understand the content of a primary source.					
17. I like listening to the historical record.					
18. I like using computer programs when learning about a primary source in my English class					
Component 4					
19. I like learning English through historical documents because I could learn more than just English					
20. I find understanding the historical material very easy					
21. The historical documents help me understand different points of views					
22. I think primary sources is suitable for meeting my diverse learning needs					
23. I can learn various academic skills through investigating primary sources					
24. I have the opportunity to engage in higher order thinking skills when working with primary sources					

Appendix C:

Interview questions

1. How would you define a primary source?
2. Can you tell me some of the learning activities with primary sources that you know.
3. Can you tell me your favorite learning activities with primary sources?
4. What makes a primary source interesting to you?
5. Do you think primary sources motivate you to learn English?
6. Is there any historical document introduced during the classes that you found difficult to understand and why is that?
7. Do you think that primary sources are a useful supplement to the English course book at the school?
8. Do you think that primary sources could be too abstract for understanding when they are in English?

Appendix D:

Classroom observation form

Name of observer:

Date:

Class:

Topic:

Duration:

Number of students:

Teacher:

Note: _____

Five-Minute Observation Cycle

Structure of class/group:	Entire Class	Subgroups	Other	
Major activity:	Instructional	Procedural	Other	
Students on task:	Half or less	More than half	Almost all	All

<i>Time</i>	<i>Unit</i>	<i>Behavior</i>	<i>Directed to whom?</i>	<i>Comments</i>
	Instructor/ Facilitator	Talk Listen/ Monitor Organize Other	Entire class Subgroup student	
	student 1	Talk Listen Read	Organize Write Other	Instructor student Group Self/note
	student 2	Talk Listen Read	Organize Write Other	Instructor student Group Self/note
	student 3	Talk Listen Read	Organize Write Other	Instructor student Group Self/note
	student 4	Talk Listen Read	Organize Write Other	Instructor student Group Self/note
	student 5	Talk Listen Read	Organize Write Other	Instructor student Group Self/note
	Tally of student: questions spoken by:		Total:	Instructor: Total

Comments: _____

Appendix E:

Material adopted from Library of Congress

Lesson plan 1-8

This lesson introduces primary sources to the students and gives instruction on how to work with primary sources. The students could use different formats of primary sources. The topic of the lesson is the American Dream.

Objectives:

Students will be able to:

Improve research skills

Understand the concept of the American Dream

Use personal knowledge to talk about the American Dream

Use future tense in speaking and writing

Understand the use of future tense

Use correct time and place prepositions

Understand different types of conditional sentences

Use correctly conditional sentences

Materials

Teacher's Guides and Analysis Tool⁶

Resources

⁶ <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

Background essay: "What Is the American Dream?"

Wall of Dreams

Citing Primary Sources⁷

Steps

1. Introducing the topic. The teacher provides the student with a basic understanding of primary sources, the Library of Congress, and how to search for specific documents.

The teacher highlights the fact that primary sources help them to think and work like historians and archivists

2. Have the students talk about their dream. Introduce conditional sentences and future tense. Ask the students to compare the dream today and the dream of people in the past.

3. Show students images from The Library of Congress collections to find out more about the dream of people in the past. Students have to use a Venn diagram to make comparisons between their dream and the people from the historical documents. This allows students to see the connection between them and the historical figures.

4. Discuss the American dream to find out what the students know about it. Help the student realize that the dream of a person is also connected to the dream of their nation.

5. Use the "What Is the American Dream?" essay to talk about building students' knowledge of the topic. In pairs, the students talk about what they know about the American Dream.

6. Assign students into groups. Each group contains 3-5 members. Each member has a specific role. They can choose from the followings:

⁷ <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/citing.html>

- Photographer: collect and capture images that show the American Dream.
- Lawyer: discuss the contemporary situation that makes the American Dream. Identify conditional sentences in the text.
- Poet: collect poems that show the American dream. Talk about what the people in the picture will do in the future.
- Politician: prepare a speech that highlights important events in the American Dream. Talk about what you will do to improve your country.
- Producer: make a movie using a storyboard about the American Dream. Talk about different possible endings of your movie using conditional sentences.
- Comedian: find the irony in the American dream. What could the government do to improve the situation? Use conditional sentences.
- Musician: make a playlist that could describe the American Dream. Highlight future tense and conditional sentences in the song.
- Reporter: write an article on what the government should improve the American Dream. Use conditional sentences and future tense.

7. The teacher instructs the students on how to work with primary sources. They are given a set of materials based on their role. Students go through the material and note down information using the Primary Source Analysis Tool.

Set of material:

Photographer - George O. Water, Dry Valley, near Comstock Nebraska⁸

Poet - Dedication by Robert Frost's presidential inaugural poem⁹

⁸ <https://www.loc.gov/item/2005693384/>

⁹ <http://memory.loc.gov/cgi-bin/ampage?collId=mcc&fileName=088/page.db&recNum=1>

Politician - Americanism by Harding, Warren¹⁰

Producer - Arrival of immigrants, Ellis Island¹¹

Comedian - Katzenjammer Kids: Policy and pie¹²

Lawyer - An Account of the Proceedings on the Trail of Susan B. Anthony¹³

Musician - The old cabin home¹⁴

Reporter - The Boston Gazette, and Country Journal¹⁵

8. Final presentation. Student presents their final work. One group in each class.

9. Reflection and discussion. The students review their own dream, how their perceptions of the American dream have changed, what they will do in the future to achieve their dream, and what they will do if they will not achieve their dream. Encourage the students the use future tense and conditional sentences during discussion.

Lesson plan 8-16

Objectives

After completing this lesson, students will be able to:

Utilize skills in photographic/printed text analysis, and research.

Analyze the Civil War as a catalyst for America's industrial development.

¹⁰ <https://www.loc.gov/item/2004650663/>

¹¹ <https://www.loc.gov/item/00694368/>

¹² <https://www.loc.gov/item/00694023/>

¹³ <https://www.loc.gov/resource/rbnawsa.n2152/?sp=23>

¹⁴ <https://www.loc.gov/item/amss.as110120/>

¹⁵ <https://www.loc.gov/item/2006682619/>

Talk about personality, and jobs.

Understand phrasal verbs and gerunds

Know how to use some common phrasal verbs

Make a question in English

Time Required: 9 classes

Resources

The "Dictator" photo by Petersburg, V.¹⁶

The "Dictator" a 13-inch mortar, photograph¹⁷

Teacher's guide Analyzing Photographs and Prints¹⁸

Steps

Choose a picture from the Civil War and have the students discuss it. Ask the students to make close observations of the pictures like who is that person? what might be his/her job? What does he/she look like? where is he/she?.

Introducing the "Dictator" image.

The teacher asks students about the picture. Example questions:

What do you see?

What do you notice first?

¹⁶ <https://www.loc.gov/item/2018666686/>

¹⁷ <https://www.loc.gov/item/2018666685/>

¹⁸ <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

Who do you think he is?

What do you know about this person?

Divide the class into 5 groups. Each group examines one part of the picture. Tell the students to make only factual observations, not assumptions. Brainstorm answers to questions either in small groups or as a class.

Each group presents their findings of the pictures Following the process (1) observe, (2) search for additional information (3) conclude.

The teacher corrects students' misunderstandings, highlighting the fact that some answers are not definite.

Ask students to write a list of questions that they want to know the answer to relating to the picture.

Then show students this additional photograph of the "Dictator".

Ask the students if they found a new answer to their questions using the new image.

Assign homework to the students. They should do additional research about the "Dictator" and present it to the class next lessons.

In the lesson, the teacher chose a different picture from the Civil War. The students learn about different jobs, and adjectives describing people. The teacher instructs the students on the method to search for primary sources online

In small groups, make a presentation on different jobs and people during the Civil War. Discuss if the job is still relevant, and how people have changed.

Final presentation. The students present their projects. The students have to show how they find the information

Introducing a letter from the Civil War. The teacher asks the students about the letter.

Possible questions might include:

What does the letter tell us about the Civil War?

How is war changing?

How are changes in technology and industry affecting war?

Have the students highlight phrasal verbs