

REVIEW ON TEN DISSERTATIONS WITH RESPECT TO TEACHING AND LEARNING ENGLISH IN ACOMPARATIVE PERSPECTIVE

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Abstract: *This study aims to analyze the differences and similarities of ten distinct research on the area of L2, whose parts such as problem formulation, method, result and discussion are compared. The result shows that four out of the ten problem formulations and results of the dissertations have a lot in common. This includes dissertation 4, 6, 8 and 10 which are better as they are more explicit and use logical rationales. Three of the ten dissertations have similarities in terms of title written structure and are worse than the rests because they are longer. The dissertations 2, 3, 4, 5, 6, 8 and 9 share similarities in terms of background or rationales for the studies and are better as they employ relevant studies. The dissertations 3, 4, 5, 6, 8 and 9 are similar in terms of literature review and are better than 1, 2, 7, and 10 as they are more adequate and relevant to the studies. In the aspect of methodology, dissertations 3, 4, 5, 6, 8 and 9 have similarities but are different from dissertations 1, 2, 7, and 10, because the components of the research methodology of the former are more explicit than those of the latter. In terms of discussion section, there are similarities among dissertations 2, 3, 8, 9 and 10 but different from the dissertations 1, 4, 5, 6 and 7. The former entail chapters of discussion which support the findings with related theories. This study is hoped to contribute to the betterment of research writing and recommends that another future study employing, for example, meta analysis procedure.*

Keyword: *Comparative perspective, dissertation, literature review.*

Introduction

In this review, the reviewer would like to do a review on the ten dissertations. These dissertations are about teaching and learning English in a comparative perspective. There are ten dissertations that will be reviewed namely the articles are entitles (1) "Teaching and Learning English in Kindergartens in Kaohsiung", (Chuang 2001), (2) " Improving Teaching and

Learning for English Language Learners", (Kandel 2009), (3) "Teaching and Learning English Speaking with a Synchronous Audio-Graphic Conferencing Tool: The Case of Englishtown's Online Conversation Class", (Candidate Number: 920927 2011). (4) "A Descriptive Case Study of Teaching and Learning in Innovative Middle School Program", (Armfield 2007), (5) Ideologies of English Teaching and Learning in Taiwan", (Chang 2004), (6) "Beliefs about Language Learning and Teaching Approaches Pre-service EFL Teachers in Thailand", (Vibulphol 2004), (7) "Coming to Know: a Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar", (Shosh 2002). (8) "A Needs-Based Approach to Teaching and Learning of English for Engineering Purposes"(Sasidharan 2012), and (9) "Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District", (Bharathi 2012), and (10) "A Study of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School", (Ju 2010).

Of the ten dissertations, the reviewer reviewed the positive and negative aspects of them and compared their similarities and differences. In reviewing the aforementioned studies, the reviewer looked into the following components: A. INTRODUCTION, B. SUMMARY OF DISSERTATIONS C. REVIEW ON DISSERTATIONS.

Summary of the Dissertations

Dissertation 1.

- a. Title:** Teaching and Learning English in Kindergartens in Kaohsiung
- b. Writer/Researcher:** Mei-Ling Chuang
- c. Year:** 2001
- d. Research question(s):**
 - 1. How is the situation in Kaohsiung kindergartens at the moment?
 - 2. How are the English classes in Kaohsiung kindergartens?

3. What are the opinions of kindergarten directors, kindergarten teachers and English teachers regarding an optimal kindergarten English course?
4. If kindergarten children are too young to do the review at home by themselves, do the parents help them at home to make English learning more effective?
5. English classes are expensive. Parents pay extra for an English course in kindergarten. It is hard for poor people to afford the costs. Public kindergartens are cheap, but they do not offer English classes. In view of equality for English learning opportunities between children from rich and poor families, should public kindergartens also offer English classes?
6. What can the government do to improve kindergarten English classes?

e. Method and procedure:

In this study, some instruments utilized: classroom observation and three different kinds of questionnaires, one questionnaire for kindergarten directors, another for both kindergarten and Chinese English teachers, and one for foreign English teachers. There are 67 public kindergartens and 99 registered private kindergartens in the year 2000. Before distributing the questionnaires, all registered private kindergartens in Kaohsiung were contacted to ask whether they provide English classes. The questionnaires were distributed and collected during August and October of 2000. They were distributed to all registered private kindergartens in Kaohsiung. Some questionnaires were posted with self-addressed return envelopes, while some were distributed and collected by hand.

After the questionnaires were completed and collected, they were examined. Those which were not filled in properly had to be removed. Eventually, 75 questionnaires from kindergarten directors, 117 questionnaires from Chinese English teachers, 22 questionnaires from foreign English teachers and 699 questionnaires from kindergarten teachers were deemed

valid and able to be analyzed. The following section will examine the data of the questionnaires, beginning with the basic information of the subjects, then analyzing their opinions to see whether it is appropriate for kindergarten children to learn English. Next, through the questionnaires, we will explore the conditions of kindergarten English classes in Kaohsiung like class period, class size, language used in English classes, and teaching materials.

f. Result/finding

Some matters that will be conveyed concerning with the result/finding as follows:

1. The textbooks of language institutes are usually designed so that students learn every English letter with vocabulary and a rhyme. The English teachers taught the rhyme with activities and the children loved the rhyme and activities. During classroom observation, Researcher found that most children could remember the rhyme and the activity very well. When they said the rhyme, they always said it with loud and joyful voices, utilizing the activities.

2. Researcher found the English teaching materials of different language institutes are generally adequate. The teaching materials also include interesting tapes, so that the children can listen at home to review what they have learned in class. The language institutes work to continually improve their teaching materials. From that, researcher think the quality of English teaching materials poses no problem for kindergarten English classes. The most important problem for kindergarten English classes is the quality of English teachers.

3. The teaching materials were sufficient. Moreover, the language institute's training of English teachers was very helpful for their English teachers. The last and most important factor is the qualification of English teachers. How English teachers make the classroom atmosphere joyful and how they teach is more crucial than teaching materials. Many kindergarten English teachers are part time English teachers. They have to make or buy teaching aids by themselves. They also require

preparation time. If they are interested in the job and want to spend time preparing and improving their teaching, children can benefit from that.

4. Whether the English teachers are Chinese or foreign is not crucial. The most important points are their qualifications in language competence, teaching technique and personality. If a native speaker of English does not know how to teach English to children, children cannot learn effectively. If a Chinese English teacher teaches well, is competent in English, and uses only English in class, children can also learn well. If children listen to their tape recorders at home, they will develop good listening comprehension and pronunciation.

g. Conclusion:

It is appropriate for kindergartens to offer English classes. Kindergarten English classes have many problems. Besides the problems, it is also unfair for the children who are from poor families. However, there are also disadvantages to this division of students. Some children have learned English in kindergartens, in nurseries or in cram schools, but there are also children who have never learned English before they go to elementary school. They do not learn English because the kindergartens or nurseries, which they attended do not offer English classes, and their parents do not have the money to send them to English cram schools. These children will have to attend the lowest level of English classes in elementary schools and they may feel uncomfortable because their classmates attend the higher level of English classes. They are in the lowest level of English classes not because they are unintelligent, but because their parents cannot afford to have them learn English before they go to elementary school. The children in higher level English classes are from families who have parents that can afford the expensive tuition. It may cause psychological damage to children from poor families. It will also be a serious flaw in Taiwan's education system.

Dissertation 2.

a. Title: *Improving Teaching and Learning for English Language Learners*

b. Writer/researcher: *Brooke Elizabeth Kandel*

c. Year: 2009

d. Method and procedure:

The mixed methods studies used student self-report data from the Reading

Strategies Questionnaire (RSQ) as well as observational and survey data from a professional development program. Means and standard deviations were reported from the RSQ. Data from the observations of the professional development program were coded to determine the topics that were addressed in the program.

e. Result/Finding

Findings from Study I, a research synthesis, highlighted the importance of vocabulary in English reading comprehension for ELLs.

Results from Study II, which investigated cognitive reading strategy use by Hispanic middle school students, indicated that Hispanic middle school students perceived using both successful and less successful cognitive reading strategies. The extent of use of these strategies, however, indicated that middle school Hispanic students do not use cognitive reading strategies on a consistent basis when reading in English. Significant differences in perceptions of two cognitive reading strategies were found as a function of ELL status, and Hispanic middle school students demonstrated significant differences on eight reading strategies as a function of self-reported reading grade

Study III found that the professional development program that was the focus of the study lacked elements of what is known about quality teacher professional development, such as acknowledging teachers' unique students and classroom

contexts and providing long-term support to teachers. Furthermore, the professional program assumed a generic approach to instruction. That is the program promoted a one-size fits all model of instruction in which the assumption is that there is no need to differentiate instruction for ELLs or other culturally diverse students.

In summary, results from the RSQ indicate that Hispanic ELLs, in general, do not consistently adopt a strategic approach to reading in English. Additionally, while professional development is one avenue to improve the instruction that Hispanic ELLs receive, results from the observations indicate that teachers receive professional development of limited quality and that little of the professional development is connected to instruction for ELLs. Findings from this series of studies can be utilized to inform reading instruction for ELLs and to enhance professional development opportunities for teachers of ELLs.

f. Conclusion:

The three research studies that comprise this dissertation address two critical areas for middle school ELLs: reading and mathematics. Study I (Chapter II) and Study II (Chapter III) addressed reading instruction for ELLs by a) systematically examining the extant research related to English reading comprehension with middle school ELLs and b) investigating the cognitive reading strategies that Hispanic middle school students perceive using when reading in English. Study III (Chapter IV) addressed another important issue for second language students, that is, classroom practices and professional development focused on mathematics for teachers of ELLs. In the present chapter, in other words, the results of the studies and connect the findings across the three studies while also situating the findings within the current context in which ELLs are educated.

Dissertation 3.

a. Title: Teaching and Learning English Speaking with a Synchronous Audio- Graphic Conferencing Tool: The Case of Englishtown's Online Conversation Class

b. Writer/researcher: Candidate Number: 920927

c. Year: 2011

d. Method and procedure:

This case study has adopted a qualitative approach. Data collection and analysis were carried out in an iterative manner, following an inductive logic. 19 participants were interviewed, among which 16 were students, 2 were teachers and 1 the administrator of Englishtown. In addition, four 45-minutes observations of the online teaching and learning were conducted along with the interviews.

e. Result/Finding:

A wide range of issues have been revealed from the data, which fall under four categories: technically, the network infrastructure is still sapping the efficacy of this technology. The recurrent connection problems have been a primary obstacle to learners' participation. In terms of modes of communication, although the perceived differences between online and face-to-face communication have affected the way participants communicate, they are not seen to affect their language learning. The teaching and learning aspect is a foci of this study. A wide array of issues has been identified, covering teaching methods, learning design, learner factors and teacher factors. On the affective side, issues related to motivation and anxiety have been disclosed.

Drawing from these findings, recommendations have been proposed at three levels: at the individual level, attention needs to be given to address learner characteristics and to fulfil their expectations; At the methodological level, importance has to be attached to the formation of the group, teacher feedback, use of tool and activity design; At the socio- institutional level, emphasis needs to be placed on

improving teachers' social presence in and outside the class. Meanwhile, the need for technical support and additional functionalities should also be properly addressed.

f. Conclusion

Synchronous audio-graphic conferencing (SAC), with its connectivity,

simultaneity and affordance of multimodality, prove to be an effective medium for online learning and teaching. Connected with the exploratory study, it has served as a starting point for further investigation of language teaching and learning with synchronous audio-graphic conferencing technologies. Due to the time and resource constraints, the research findings have been based on small purposive samples. Further research includes conducting a comprehensive survey on randomized samples of Englishtown users so as to achieve quantitative generalizability of the emergent issues on the entire population.

The significance of this study has been manifested in many ways. First, the findings have contributed to the research corpus of the use of synchronous audio-graphic conferencing in language education in terms of broadening the research context as well as research variables. Second, for the beneficiary of this study – Englishtown – the findings have pinpointed important considerations in the design and implementation of SAC technology in online language training. Third, with regard to research methodology reliability, this study has testified the feasibility of the embedded case study design and pointed to the viability of incorporating a “critical case” into a holistic case for corroboration and specificity.

Dissertation 4.

a. Title: A Descriptive Case Study of Teaching and Learning in Innovative

Middle School Program

b. Writer/researcher: Shadow W. J. Armfield

c. Year: 2007**d. Research question:**

There are three primary questions that will be used as guidelines in order to answer the main research question, they are:

1) How are teaching and learning experiences planned, implemented, and assessed?

2) How is the TILE environment affecting levels of thinking?
(Relevant to

Bloom's Taxonomy)

3) How is technology used in the teaching and learning process?

e. Method and procedure:

In December of 2005 the prospectus for this research was passed by the dissertation committee. The researcher immediately submitted documents to the Northern Arizona University Institutional Review Board (IRB). By January 10, 2006 the IRB had approved the research and the documents that would be used in it. In January 10, 2006, parental informed consent documents were mailed to the homes of the students with self-addressed, stamped, envelopes. On January 11, 2006 the researcher visited the two history classes and received consent from teachers, the student teacher, and assent from 56 of the 57 students

The population of the study was 57 seventh grade students from the team, two teachers and one student teacher. The teachers are both Caucasian males and the student teacher a Caucasian female. The students are both male and female, of African American, Native American, Hispanic, and Caucasian descent, and have multiple levels of academic ability.

The two teachers on the seventh grade team offered their classrooms as the sample. Furthermore, all members of the team were observed in the classroom, only ten of the students, the two teachers, and the student teacher were asked for interviews.

The data was collected through participant observations, focused interviews, the Class Activities Questionnaire, and documentation. The data that resulted from the methods was both qualitative and quantitative requiring analysis that was both qualitative and quantitative.

f. Result/finding

The first question that was examined was how are teaching and learning experiences planned, implemented and assessed? To allow the reader to assess this question, data was given first describing who was involved in the planning of learning objectives, teaching and learning methods, and assessments. This was followed with an exploration of how learning is assessed in the program. Finally, data was displayed that demonstrated the roles that teachers and students play in the TILE program.

The next question for which data was reported was how was the TILE environment affecting levels of thinking? Readers were given data that described the assignments that students were expected to complete as well as information relating what they must do to be successful on the assignments. Further information for this question was derived by examining the roles of teachers and students and the questions asked in classroom discussions. Lastly, through the lens of Bloom's taxonomy, statistics of student and teacher views of the levels of thinking in assignments and discussions in the TILE program was presented.

The final question investigated to develop a description of teaching and learning in the TILE program was how was technology used in the teaching and learning processes? The reader was first given an overview of the technologies available for teaching and learning activities. Next, teacher use of technology was relayed. And the last topic to be dealt with was the use of technology by students.

g. Conclusion

This study has made an effort to fully describe teaching and learning in an environment controlled by multiple stakeholders of diverse philosophical backgrounds. In the course of doing this detailed data were examined and presented. The findings shed light on control in the classroom by pinpointing how teaching and learning experiences were planned, implemented, and assessed. The findings demonstrated levels of learning in the program by unpacking the types of assignments required and the interactions between students and teachers during classroom conversations. Finally, the use of technology was examined through its availability and student and teacher use. The researcher took the role of stakeholder to draw possible conclusions about the data. In this section the researcher shared one or more conclusions that could be made, along with the data, sources, and methodologies supporting them. These findings were also connected with the four core components of the program to determine possible conclusions about the roles played by each. Recommendations for the program are then given based on these possible evaluations. Finally, the limitations and possible avenues for future research based on the findings were given. , although unique to the TILE program, may be used by others to better understand their own teaching and learning environments.

Dissertation 5.

a. Title: Ideologies of English Teaching and Learning in Taiwan

b. Writer/researcher: Jackie Chang

c. Year: 2004

d. Research question:

There are some main research questions as follows:

1) What are the underlying ideologies of English teaching and learning in Taiwan?

2) Why are English teaching and learning regarded as essential elements of social change in Taiwan?

3) What are the implications of English teaching and learning in Taiwan in the 21st century?

e. Method and procedure:

This study examines ideologies of English teaching and learning in Taiwan.

Both quantitative and qualitative methods are used. Triangulation, a research strategy, is used to provide multiple sources and convincing evidence in the collection and analysis of data. The data consist of promotional texts emanating from language schools, such as school fliers, websites, English teaching job ads, television commercials and television English teaching programs. There are four main sources of media discourses: Taiwanese government publications, English newspapers, English teaching and learning related websites, and Taiwanese government websites. Additional media discourse have been used as evidence to testify to issues raised in this study. As far as the analysis of features is concerned, a quantitative method is used to identify the occurrence and distribution of lexical collocations and semantic and semiotic components of ideological concepts of ELT in these texts. For the second examination of the data, a qualitative method, Critical Discourse Analysis (CDA) is used to analyze how the functions of these linguistic and semiotic features convey the ideologies.

f. Result/finding:

In the context of ideologies of ELT and SLA in Taiwan. Researcher has investigated these ideologies from different perspectives such as political, social, educational, economy, English teaching and learning in Taiwan reflect a native-speaker-model ideology. A native-speaker-model means that native and non-native English speaking teachers have an equal opportunity to become good English teachers, only if they are

teaching separately in different teaching contexts, that is, either in English language schools or in buxiban. The success of English language schools has served as a model for Taiwanese public schools, because the English language schools use CLT and/or an English-only immersion teaching method. English-only immersion teaching is probably the most popular teaching method for children. Regarding the ideological concept of American-English-as-standard-English, the study has pointed out that American English, especially an American accent, is preferred and is taught, and is always presented as proper and correct in Taiwan, because of the close historical and political USA and Taiwan relationship. The study also shows that even when Taiwanese English learners begin at an early age, the reality is that perfect mastery of English is rarely attained.

g. Conclusion:

In general it may be concluded that The EFL profession in Taiwan, by and large, limits its concerns to learner variables, the latest teaching methods, materials, and techniques, but ideological assumptions of ELT and SLA are rarely discussed. Entrenched in the field are ideological beliefs such as English-as-the-global-language, the ideal-English-teacher, the ideal-English- teaching-methodology, American-English-as-standard-English, and the- younger-the- better. These ideologies constitute the context in which English language policies are formed and in which English is taught and learned. They impose constraints on individual choices which can best be understood by investigating the political, social, economic, and cultural factors.

Dissertation 6.

a. Title: Beliefs about Language Learning and Teaching Approaches Pre-service EFL Teachers in Thailand

b. Writer/researcher: Jutarat Vibulphol

c. Year: 2004

d. Research question(s):

Three main research questions were used as the framework of the collection and analysis of the data in the present study.

1. What beliefs about language learning do Thai pre-service EFL teachers report having before and after practice teaching?
2. Are there any significant differences between their reported beliefs before and after practice teaching?
3. Are there any relationships between reported beliefs about language learning and teaching approaches?

e. Method and procedure:

This study were to investigate beliefs about language learning during practice teaching of pre-service EFL teachers in Thailand and the relationship between beliefs about language learning and teaching approaches. Due to the complex and unobservable characteristics of beliefs about language learning, the present study was designed to use both quantitative and qualitative research methods to elicit data for the analysis. each method has differing advantages and disadvantages. A quantitative research method can obtain broad, generalizable findings while a qualitative research method can yield in-depth, detailed information. Therefore, using a combination of both methods allows for triangulation of the data to achieve accurate and reliable findings. Three major complementary sources of data were used in the present study. Two distributions of a survey called the Beliefs About Language Learning Inventory (BALLI) provided quantitative data. Observations and interviews were used to elicit the qualitative data. The present study was divided into two phases: a survey phase and a qualitative study phase. The survey phase was aimed to obtain generalizable conclusions about beliefs about language learning of pre-service EFL teachers in Thailand using the findings from the two survey distributions. The qualitative study phase was to investigate in-dept information about beliefs and teaching approaches of

four Thai pre- service EFL teachers by taking into account the findings from all three data sources—surveys, observations, and interviews.

f. Result/finding:

The Thai pre-service EFL teachers' reported beliefs about language learning shared the same tendency in most BALLI items

1. Reported Beliefs about Foreign Language Aptitude
2. Reported Beliefs about the Difficulty of English Learning
3. Reported Beliefs about the Nature of Language Learning
4. Reported Beliefs about Learning and Communication Strategies
5. Reported Beliefs about Motivations and Expectations

The reported beliefs about language learning of the pre-service EFL teachers in Thailand were mostly consistent in the surveys before and after their practice teaching. Only three beliefs showed significant changes in the survey after the practice teaching at the 0.05 level. These beliefs are beliefs about the pre-service teachers' own possession of foreign language aptitude, beliefs about the importance of correct pronunciation, and beliefs about the value of English in higher education programs. More people reported believing that they themselves had foreign language aptitude whereas fewer people believed that correctness was very important in speaking and that English was required in higher education programs.

There are relationships between three reported beliefs about language learning and their teaching approaches in regard to focusing on form and meaning. The beliefs that appeared to influence the extent to which the pre-service teachers focused on form or meaning are self efficacy or beliefs about one's own English ability, beliefs about the importance of grammar, and beliefs about the difficulty of

English skills. The other beliefs did not appear to affect the pre-service teachers' teaching approaches.

g. Conclusion:

The results from the survey phase and the qualitative study phase reveal important findings as follows:

1. Pre-service EFL Teachers in Thailand Possessed Similar Beliefs to Those of EFL Learners
2. Beliefs about Language Learning Were Influenced by Learning Experience as Learners
3. Beliefs Relating to the Use of English Were Influenced by Practice Teaching Experience
4. Beliefs about the Difficulty of English Skills and Self-efficacy Influenced the Use of English outside the Classroom
5. Instructional Practices Were Influenced by Beliefs about Language Learning
6. Beliefs May Not Show Their Effects When Conflicting with Others

Dissertation 7.

a. Title: Coming to Know: a Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar

b. Writer/researcher: Joseph M. Shosh

c. Year: 2002

d. Research question: How to teach the English language arts?

e. Method and procedure:

In this study presented an action research method in the qualitative tradition.

Action research, with its focus upon a partnership between researcher and participants (students) and the effecting of change within the classroom, is philosophically in alignment with a transactional seminar in which all come to know what it means to be a teacher of the English language arts. While

researcher kept a reflective journal as part of his field log similar to the one that researcher asked students to maintain, it was inherent within the qualitative paradigm from which researcher was operating to maintain a more complete log as an ongoing record of this research project. Analysis of data was an ongoing and recursive part of the data collection process. Along the way, a variety of field log data, including his participant observation logs, participant journal entries, and interview transcripts were coded for further analysis. In ascertaining and presenting his findings, Researcher have attempted to establish and maintain a sense of trustworthiness with his participants. To do so, researcher invited participants to be partners rather than subjects in the ongoing data collection process. In obtaining their consent to participate in this study, researcher promised to assure their anonymity and explained the right to withdraw from the study at any time.

Dissertation 8.

a. Title: A Needs-Based Approach to Teaching and Learning of English for Engineering Purposes

b. Writer/researcher: Priya Sasidharan

c. Year: 2012

d. Research question(s):

1. Which aspects of the present English language course (goals, content, materials used, technology involved etc.) in engineering colleges of Orissa need to be modified to meet the engineering students' communicative needs to apply it in real life situations?
2. What are the academic needs and professional needs of the engineering students in the language learning context?
3. Does the English language syllabus in the engineering colleges meet students' academic needs and professional needs?

e. Method and procedure:

The study involved 770 students and 63 teachers of 20 engineering colleges located in different regions of the state. The tools used for data collection comprised of questionnaire survey among students and teachers. After validating the validity and reliability of the research instruments, the questionnaire survey was conducted among students of 2nd, 4th and 6th semester Bachelor of Technology (B.Tech) students and the teachers' survey was conducted at a workshop conducted by the Biju Patnaik University of Technology (BPUT), the only technological university in the state which has around 100 engineering and management colleges affiliated to it. The survey was also conducted among students of other government run autonomous colleges and also at National Institute of Technology, Rourkela, and an institute of national importance. The survey was conducted during the academic year 2008-2009. The data collected from the questionnaires were analysed both quantitatively and qualitatively.

f. Result/finding:

The findings were the following:

1. The goals and objectives of the present syllabus are only being partially fulfilled.
2. There is deficient acquisition of English language skills among students for proper application in the workplace context and also in real- life situations, and hence necessary measures need to be taken.
3. Teachers are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than an exception.

Aspects of the present English language course (goals, content, materials used, technology involved etc.) in engineering colleges of Indian state of Orissa need to be modified to meet the engineering students communicative needs to apply it in real life situations:

- Interactive sessions for developing communication skills

- Exposure to job related skills
- Practice in grammar and basic LSRW skills
- Usage of relevant software for developing language skills
- Internet integrated language activities

The academic needs and professional needs of the engineering students at different engineering colleges in the Indian state of Orissa:

- Teaching methodologies (individual attention, challenges of mixed ability classes)
- Teaching resources (identifying learning styles, using relevant software etc)
- Professional development programs to train engineering students (training in latest visual aids, designing activities for the language labs, integrating technology etc. The English language syllabus in the engineering colleges meet students' academic and professional needs:

The collated data thus identifies the academic and professional needs that are not being met in the language learning context as

- Provision for latest ICT integrated learning resources
- Training in interview skills
- Exposure in job related skills
- Practice in developing soft skills
- Practice in group discussions etc
- Technical English skills especially writing skills using latest technology.

g. Conclusion:

The findings of the study indicate that engineering students need not only linguistic competence in English, but also certain life skills and technical skills related to language learning that need to be included into the syllabus to handle real-life situations on completion of their engineering course. This study thus probed the fulfillment of ELT related goals with reference to the context of engineering studies in Orissa. The

existing syllabus of Communicative English course fulfils the goals and objectives only partially and the following needs are to be addressed immediately to improve the quality of ELT in the engineering programs.

Dissertation 9.

a. Title: Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District

b. Writer/researcher: V. V. Bharathi

c. Year: 2015

d. Research question(s):

1. Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?

2. Is it the result of over populated classes which delimit the interaction between the teacher and the student?

3. Why do many collegians lag in communication skills?

4. Are there any similar problems faced by all the English teachers?

5. Which kind of problems are prevailing in the present scenario in

Indian class rooms where English is taught to undergraduate students?

6. Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

e. Method and procedure:

As the researcher planned a descriptive study, keeping in mind the objectives of the study, the researcher had selected the research tools for the study. The selected tools and corresponding objective details are given below in tabular form. All the English lecturers and all the First Year B.Com. Students of all the Commerce Colleges affiliated to the K.S.K.V. Kachchh University constituted the population for the present study. The researcher took 406 students as the sample of the study. The sample constituted 24.69% of the students. The entire

research work was conducted in several phases as per the advanced strategic planning of the schedule of data collection from several colleges located in the district of Kachchh. The investigator took the prior permission from the Institutional Heads to collect data from the teachers and the students. The data collection was in the form of responses given by respondents, collected through questionnaires, opinionnaires and structured interviews. The quantitative analysis like the frequency and percentage analysis were calculated wherever necessary. The time period for this data collection fell in the months of March to August 2008.

f. Result/finding:

English Language Teaching at any level has always been interesting and challenging for the English teachers. This study projected the scenario of teaching and learning of English in Commerce colleges affiliated to the K.S.K.V. Kachchh University, Bhuj. The researcher, while taking interviews of the respondents' noticed that girl students' communicative abilities of spoken English were comparatively better than that of the boys. It was noticed that boys feel embarrassed to speak in the presence of their teacher and the other classmates. This finding confirmed the impact of personal and psychological factors on learners' language abilities. All the teachers opined that 'lack of exposure' of their students to English language was a major constraint of their students' English language learning. They reported that this lack of exposure hampers their language learning abilities. Some of the teachers reported that many of their students were exposed to English language only in their class rooms. This 'lack of exposure' problem of the students' needs special attention of the teachers who can motivate the learners to develop an attitude to learn a language.

g. Conclusion:

Based on the discussion held in the previous section, the following conclusions are drawn.

The study revealed the following conclusions with reference to the teaching methods, syllabus and reference materials, and examination, evaluation patterns, the Students learning problems identified by the teachers, the students learning problems identified by students

Dissertation 10.

a. Title: A Study of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School

b. Writer/researcher: Yao Ju

c. Year: 2010

d. Research question(s):

1. Which grammar teaching approaches have been suggested in the Chinese curriculum and syllabus?
2. How are grammar and grammar exercises represented in the textbooks?
3. What is the role of grammar teaching in English language teaching classroom in junior secondary school?
4. What purposes do the teachers and students have for teaching and learning grammar?
5. What method of teaching grammar should be recommended in junior secondary schools?
6. How do teachers currently practice grammar teaching in the classroom?
7. How can students learn English grammar more effectively and comprehensively?

e. Method and procedure:

The methodology described in this case is interview. There are three types of interviews: Fully structured interview, semi-structured interview and unstructured interview, in which semi-structure was adopted for the present study. In addition, during the interviews, questions must be worded carefully to ensure

that participants fully understand the questions asked. We must also possibly omit irrelevant questions or, if needed, include additional relevant ones to extract more information. This method of utilizing interview has both its advantages and disadvantages. The interview is a flexible and adaptable way of gathering information. It can be adjusted to fit the interviewee's actual situation according to how he or she understands the questions, or whether the interviewee demonstrates interests in some issues. If the interviewee is interested in a particular topic, the interviewer can then ask more in-depth questions and observe the interviewee's response to those issues. Interviews provide one with rich material that cannot usually be obtained in questionnaires, such as verbal explanations, emotional expressions and nuances such as word stress. On the other hand, most problematic aspect of interview is that it can be time-consuming. In addition to making arrangements to visit interviewees, the researcher also has to wait for permission and confirm acceptances of interviews.

f. Result/finding:

The Communicative Language Teaching method is the most important teaching method suggested in Curriculum (2001). An analysis of the results revealed that although an inductive teaching and learning approach is mainly suggested in both Curriculum (2001) and Syllabus (2000), there was no textbook that only used the inductive approach, and students who received a combination of both learning methods were found to have higher scores and better grammatical understanding. Therefore, both deductive and inductive teachings have their positive aspects in teaching and learning progress. His investigation of grammar teaching in textbooks shows that in China, the two most commonly used textbooks in Shanghai and JiangSu province are Oxford English and Fun with English respectively. Both these textbooks contain grammar rules and grammar exercises; however they differ in

terms of their teaching approaches. Although these two textbooks analyzed were both based on Curriculum (2001), Fun with English was mainly traditional; it primarily used the deductive approach in both grammar teaching and grammar exercises. The book starts with explanations and learning rules associated with the grammar topics. On the other hand, the use of different teaching approaches is dependent on the attitude towards grammar teaching in schools, and whether there is a smooth, coherent teaching progression of grammar knowledge taught from primary schools to junior schools further to senior high schools. In order to evaluate the effectiveness of a textbook used in teaching English, it is not important to measure how advanced the teaching method is in the book. Rather, it is more important to determine that the teaching resources are suitable depending on the school's situation, such as how much time is allocated to grammar teaching, the teachers' skills, the students' current competency in the English language, etc. There are two main aspects which affect the use of inductive or deductive teaching approach to teach grammar. One is that the teaching approaches used in the textbook directly affect the teaching and learning approach.

g. Conclusion:

The method of teaching chosen by the teacher naturally influenced the method chosen by students to study. The student will likely use the same learning method as the teacher, and this in turn affects the improvement of different abilities with the English language: for instance, inductive approaches improve students' listening, speaking and reading abilities, and deductive approaches improve students' writing abilities and competency in understanding grammatical rules. Therefore, in order to cultivate an all-round proficiency in the English language, it is important to expose students to both learning methods. This knowledge can also be useful for schools; schools can tailor the teaching methods used in classrooms depending on the students' language abilities.

Therefore, overall, although curriculum, syllabus and textbooks are important, the schools and teachers have the strongest impact on teaching and the pupils' learning. In addition, using an inductive approach when teaching new grammar topics, but a deductive approach for analyzing grammar rules in the exercises teaching step is a recommendable grammar teaching style.

REVIEW ON DISSERTATIONS

In this review, reviewer uses Nurkamto' concept in conducting review on dissertations. Nurkamto (2014a) states that there are some aspects which are reviewed on dissertation, those aspects as follows:

1. Title of research
2. Background of problem
3. Formulation of review
4. Literature Review
5. Methodology
6. Result and discussion

Title of Research

Title of research is the essential quality of any research title. Thus the title should be brief, clear, general, interesting, complete, obvious, accurate, descriptive and comprehensive. It is commensurate with statements of Either Harald (2009) or DAAD (2009). According to Harald (2009) "(Working) Title of your planned dissertation or research report. words in the title should be chosen with great care, and their association with one another must be carefully considered. While the title should be brief, it should be accurate, descriptive and comprehensive, clearly indicating the subject of the investigation".

Whereas DAAD (2009) states that it should be followed by the title of your planned dissertation (or research project). Keep in mind that at this stage, the title can only be a working title. Nevertheless, all words in the title should be chosen with

great care, and their association with one another must be carefully considered. While the title should be brief, it should be accurate, descriptive and comprehensive, clearly indicating your research area. Note that you will only be ready to devise a title once you are clear about the focus of your research. Furthermore, Dirdjosisworo (1985) states that title for a research must be brief, complete and obvious. Then it can draw attention of someone to read. Title must become the global description about direction, intent, purpose and scope of research. But title must be consistent in the brief, evident and descriptive framework.

According to reviewer, the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are good, because they have shown the features of good titles, accordingly it is easy to understand but on the contrary to dissertations 2, 3 and 7. The titles of them are not so good, because they do not show characteristics of good titles. In this case, if it is seen from the research titles of the ten dissertations, so reviewer can give views to them comparatively.

The titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are briefer, clearer, more general, more interesting, more complete, more obvious, more accurate, more descriptive, and more comprehensive than that of dissertations 2, 3 and 7. Thus the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 have been able to show characteristics for kind of research and reflect on the research content overall. In other words, the research titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are better than that of dissertations 2, 3 and 7.

So reviewer concludes that the research titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are better than that of dissertations 2, 3 and 7, because the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are briefer, clearer, more general, more interesting, more complete, more obvious, more accurate, more descriptive, and more comprehensive, so they more show characteristics for kind of research and reflect on the research content overall .

Background of Problem

In the background of the problem, need to be explained about the importance of titles under study. In connection with this, the researchers need to present the relevant references based on preliminary studies to reinforce the reasons for selecting the title (Drafting Team: Academic Guidelines of Master Program and Doctoral Study of Islam, postgraduate of UIN Syarif Hidayatullah 2011)

Problem backgrounds written by researchers for dissertations 2, 3, 4, 5, 6, 8 and 9 present the relevant references to support rationales for choosing titles. And they also present matters revolving around things which are able to support the titles.

According to the reviewer, researchers have been good enough to explain those mentioned things in the background of problem to strengthen the titles they discuss, but on the contrary, dissertations 1, 7 and 10 do not present the relevant references and matters which are able to support the titles.

Furthermore, background of problem is systematic information and interesting problem to research with aiming to explain rationales why the problems in the study want to study and what approaches are used to solve the problem either in theoretical or practical manners, it is equal to Suyitno's opinion. Suyitno (2012a) states that background of problem is composed of systematic information regarding the phenomena and problematic issues that are interesting to study. The background problem is intended to explain the reasons why the problems in the study want to study, the importance of the problem and the approach used to solve the problem both from the theoretical and the practical.

If seen from the Background of problem for the dissertations 1, 7 and 10, reviewer does not find reasons why the problems in the study want to study and what approaches are used to solve the problems. But in the dissertations 2, 3, 4, 5, 6, 8 and 9 for reviewer, the Backgrounds of problem are clear, because researchers present reasons why the problems in the study want

to study and what approaches are used to solve the problems. And what they present in the Background of problem are theoretically supported by experts' opinions, it is in accordance with Suyitno's opinion. Suyitno (2012b) states about how to make the background of the problem with the following steps: Firstly in the early part of the background is a general description of the problem to be in the lift. With the inverted pyramid models create a general overview of issues ranging from the global to the converging focus on the core issues, the object and scope to be studied. Secondly at the center of facts expression, phenomena, data and expert opinion regarding the importance of the problem and its negative effects if it is not soon to be overcome with the support also of theory and previous research. Finally the final section filled with alternative solutions that can be offered (theoretical and practical) and finally comes the title. Accordingly it may be concluded that dissertations 2, 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 7 and 10.

Formulation of Problem.

In this section, reviewer reviews ten dissertations in correlation with (1) existence of problem formulations, (2) relevance between problem formulations and discussion, and (3) relevance between problem formulations and titles.

In the context of three items namely existence of problem formulations, relevance between problem formulations and discussion, and relevance between problem formulations and titles, dissertations 4, 6, 8, and 10 can be explained that in correlation with existence of problem formulations, dissertation 4, 6, 8 and 10 show formulations of problem explicitly, beside that in relevance between problem formulations and discussion, their problem formulations have been answered all in chapter of discussion, and in correlation between problem formulations and titles, they include relevant matters. But vice-versa the other dissertations, it can be explained as follows:

1. Existence of problem formulations, some dissertations do not show formulations of problem explicitly dissertations 2 and 3.
2. Relevance between problem formulations and discussion, dissertations 5 and 9 in this case:

a. Problem formulations for dissertation 5 as follows:

- 1) What are the underlying ideologies of English teaching and learning in Taiwan?
- 2) Why are English teaching and learning regarded as essential elements of social change in Taiwan?
- 3) What are the implications of English teaching and learning in Taiwan in the 21st century?

Of the three formulations of problem above, there is one formulation of problem that is not answered in chapter of discussion namely point 3), what are the implications of English teaching and learning in Taiwan in the 21st century?

b. Dissertation 9 owns problem formulations as follows:

- 1) Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?
- 2) Is it the result of over populated classes which delimit the interaction between the teacher and the student?
- 3) Why do many collegians lag in communication skills?
- 4) Are there any similar problems faced by all the English teachers?
- 5) Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?
- 6) Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

All the formulations of problem above are not distinctly answered in chapter of discussion.

3. Relevance between problem formulations and titles, dissertations 1 and 7 in this case:

a. Dissertation 1

Between problem formulation and title shows less relevant, because if looking at the title, its stress is about teaching and learning, but from all problem formulations for dissertation 1 are out of teaching and learning case.

b. Dissertation 7

Dissertation 7 just has one problem formulations (How to teach the English language arts?). If looking at between title and problem formulation, according to reviewer it is less relevant. Because the title of dissertation 7 is about "Coming to Know: Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar", its stress is concerning Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar whereas the problem formulation just has question how to teach the English language arts that its stress is English language arts in teaching. Accordingly it is important for extensive problem formulation about Transactional Approach to Teaching and Learning.

So in formulating the problems, researcher is important to pay attention about existence, relevancy, clarity of problem formulations, because formulation of the problem is one stage among a number of stages of the research that has a very important position in research activities. Without the formulation of the problem, a research activity would be futile and would not produce results even nothing (Arul 2009). Further Konderson states however the problem formulation consists of just one sentence and should make it clear to everyone what research problem, you aim to address and to whom and where it is relevant. In other words, the problem formulation is the heart (or core) of your thesis to which you should always return if you lose track during your further research and writing process. The problem formulation is based on the rationale you reached through your explorative search and may be the first thing you write related to thesis/dissertation. The aim of a problem formulation is also to set a framework for your research and a

good problem formulation is essential for completing a good study.

In other words in the context of three items namely (1) existence of problem formulations, (2) relevance between problem formulations and discussion, and (3) relevance between problem formulations and titles, dissertations 4, 6, 8 and 10 are better than dissertations 1, 2, 3, 5, 7 and 9.

Literature Review

Nurkamto (2014b) states that in conducting review/critical review on dissertation in correlation with literature review, there are some questions that are important to convey.

1. Is the literature review relevant to the research problem?
2. Is the discussion deep and systematic?
3. Are references used quite sophisticated?

Based on the four questions, reviewer reviews ten dissertations. Accordingly it may be extended that dissertations 3, 4, 5, 6, 8 and 9 are good and evident enough. Because firstly what researchers set forth at the chapters of literature review correlate to the research problems and they are enough to support the research problems. Secondly, their discussions of literature reviews are deep and systematic, so they are interesting. Finally, each of dissertations 3, 4, 5, 6, 8 and 9 with references that are up-to-date publishing so they are regarded as references that are used are sophisticated.

But on the contrary to dissertations 1, 2, 7, and 10. Firstly, It cannot be known about relevance between literature review and research problem because in those dissertations are not written chapters of literature reviews explicitly, so they are ambiguous. Secondly they do not use the rule in writing dissertation normally, accordingly their discussions are not so deep and systematic. Their references are not so current, because references that are used under the year 2000 in great quantities enough.

Reviewer concludes that dissertations 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 2, 7, and 10 in correlation with

discussion, references, and relevance between literature review and research problem.

Methodology

A good method of research is if it can give the distinct information about place, time of research, source of data, technique of in taking data, technique in analizing data (Nurkamto 2014c). A good method of research is important, because it produces results that are examinable by peers, methodologies that can be replicated, and knowledge that can be applied to real-world situations. Researchers work as a team to enhance our knowledge of how to best address the world's problems. (Unite for sight 2009) In the context of this matter, it concludes that researchers for the ten dissertations have set forth some components of a good method of research. Furthermore, if it is looked at the relevance between research method and research problem in the ten dissertations are good and evident enough. Because what are conveyed by researchers at the chapter of results and discussion correlate to the research problems and what become the research problems are explicitly extended at the chapter of the results and discussions in detail. Only from the aspect of research design, there are differences among the ten dissertations namely in dissertations 3, 4, 5, 6, 8 and 9 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. While the research design of dissertations 1, 2, 7, and 10 are not so obvious. So, according to reviewer, dissertations 3, 4, 5, 6, 8 and 9 are better than the dissertations 1, 2, 7, and 10 because the research designs of the dissertations 1, 2, 7, and 10 are not so obvious.

Result and discussion

There are some matters and review that reviewer would like to convey in these results.

Result

Nurkamto (2014d) states that in conducting review, it is important to pay attention in result of research: (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it is deep, systematic or not and (4) how research result is served, whether or not, it is interesting. Based on Nurkamto's statement, so reviewer extends that firstly, reviewer has a view that what are set forth at each of research results of dissertations 4, 6, 8 and 10 is correlated to each of the research questions of dissertations 4, 6, 8 and 10. So reviewer has opinion that if it is seen from the relevance between research results and the research questions in each of dissertations 4, 6, 8 and 10 can be said that it is coherent. Secondly, seen from what are extended at each of the research results of dissertations 4, 6, 8 and 10, reviewer evaluates that each of researchers set forth them explicitly and in detail to each of the research questions of dissertations 4, 6, 8 and 10. In other words, it shows that each of researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that each researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, dissertations 4, 6, 8 and 10 are interesting enough, because the presentation of research results are obvious, coherent and can answer questions of research. But on the contrary to dissertations 1, 2, 3, 5, 7 and 9, in result of research namely (1) they are not coherent in relevance between research results and the research questions, (2) ability of research results in answers the research question. Each of researchers have not been good to answer the questions of research. (3) how research result is

served, whether it is deep, systematic or not. Each researchers answer and explain research question but it is not so deep, systematic and explicit, based on data that are obtained and (4) how research result is served, whether or not, it is interesting. Dissertations 1, 2, 3, 5, 7 and 9 are not so interesting, because the presentation of research results are not so obvious, coherent and able to answer questions of research.

Reviewer concludes that in relation to result of research namely (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it is deep, systematic or not, and (4) how research result is served, whether or not, dissertations 4, 6, 8 and 10 are better than dissertations 1, 2, 3, 5, 7 and 9.

Discussion

In these dissertations, reviewer sees that system of writing among them are different from one another. In dissertations 2, 3, 8, 9 and 10 have chapters of discussion which denote things to support findings with the concepts theoretically, based on some experts's opinions, whereas dissertations 1, 4, 5, 6 and 7 do not have chapters of discussion.

Thus, if it looks at chapters of result and discussion, it may be concluded that dissertations 2, 3, 8, 9 and 10 are better than dissertations 1, 4, 5, 6 and 7, because researchers of dissertations 2, 3, 8, 9 and 10 elaborate upon what becomes their findings, and then they support findings with the concepts theoretically, based on some experts's opinions. Whereas dissertations 1, 4, 5, 6 and 7 do not indicate like what dissertations 2, 3, 8, 9 and 10 elaborate upon.

Conclusion

Based on what are presented above, so reviewer takes conclusion comparatively in the context of similarities and differences of the three articles as follows:

Firstly, In the aspects of problem formulation and result, dissertations 4, 6, 8 and 10 have similarities but are different from dissertations 1, 2, 3, 5, 7 and 9, thus it can be explained as follows:

- a) Problem formulations of Dissertations 4, 6, 8, and 10 in correlation with existence of problem formulations, they show formulations of problem explicitly, beside that in relevance between problem formulations and discussion, their problem formulations have been answered all in chapter of discussion, and in correlation between problem formulations and titles, they include relevant matters. While dissertations 1, 2, 3, 5, 7 and 9. Existence of problem formulations, dissertations 2 and 3 do not show formulations of problem explicitly. In dissertation 9, formulations of problem are not distinctly answered in chapter of discussion. In dissertation 1 and 7 between problem formulations and title shows less relevant.
- b) Results of dissertations 4, 6, 8 and 10 firstly, what are set forth at each of research results of dissertations 4, 6, 8 and 10 is correlated to each of the research questions of dissertations 4, 6, 8 and 10. So from the relevance between research results and the research questions in each of dissertations 4, 6, 8 and 10 is coherent. Secondly, what are extended at each of the research results of dissertations 4, 6, 8 and 10, each of researchers set forth them explicitly and in detail to each of the research questions of dissertations 4, 6, 8 and 10. In other words, it shows that each of researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that each researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, dissertations 4, 6, 8 and 10 are interesting enough, because the presentation of research results are obvious, coherent and can answer questions of research. Whereas dissertations 1, 2, 3, 5, 7 and

9, in result of research namely (1) the relevance between research results and the research questions, they are not coherent (2) ability of research results in answers the research question have not been good to answer, (3) how research result is served, whether it is deep, systematic or not. Each researchers answer and explain research question but it is not so deep, systematic and explicit, based on data that are obtained and (4) how research result is served, whether or not, it is interesting. Dissertations 1, 2, 3, 5, 7 and 9 are not so interesting, because their presentation of research results are not so obvious, coherent and able to answer questions of research.

Secondly, From angle of title of research, there are similarities among dissertations 1, 4, 5, 6, 8, 9 and 10 but different from dissertations 2, 3 and 7. The research titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are better than that of dissertations 2, 3 and 7, because the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are briefer, clearer, more general, more interesting, more complete, more obvious, more accurate, more descriptive, and more comprehensive, so they more show characteristics for kind of research and reflect on the research content overall. In other words, titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are good, because they have shown the features of good titles, accordingly it is easy to understand but on the contrary to dissertations 2, 3 and 7. The titles of them are not so good, because they do not show characteristics of good titles.

Thirdly, In the aspect of problem background, dissertations 2, 3, 4, 5, 6, 8 and 9 have similarities but are different from dissertations 1, 7 and 10. Problem backgrounds for dissertations 2, 3, 4, 5, 6, 8 and 9 present the relevant references to support rationales for choosing titles. And they also present matters revolving around things which are able to support the titles and have been good enough to explain those mentioned things in problem background to strengthen the titles they discuss, but on the contrary to dissertations 1, 7 and 10. They do not present the relevant references and matters which are able

to support the titles. In the dissertations 2, 3, 4, 5, 6, 8 and 9, the backgrounds of problem are clear, because researchers present reasons why the problems in the study want to study and what approaches are used to solve the problems. And what they present in the Background of problem are theoretically supported by experts' opinions. But in dissertations 1, 7 and 10 are not found reasons why the problems in the study want to study and what approaches are used to solve the problems.

Fourthly, From angle of review literature, there are similarities among dissertations 3, 4, 5, 6, 8 and 9 but are different from dissertations 1, 2, 7, and 10. Review literature of dissertations 3, 4, 5, 6, 8 and 9 are good and evident enough. Because firstly what are set forth at the chapters of literature review correlate to the research problems and they are enough to support the research problems. Secondly, their discussions of Literature Reviews are deep and systematic, so they are interesting. Finally, each of dissertations 3, 4, 5, 6, 8 and 9 with references that are up-to-date publishings so they are regarded as references that are used are sophisticated. But on the contrary to dissertations 1, 2, 7, and 10. Firstly, it cannot be known about relevance between literature review and research problem because in those dissertations are not written chapters of literature reviews explicitly, so they are ambiguous. Secondly, they do not use the rule in writing dissertation normally, accordingly their discussions are not so deep and systematic. Their references are not so current, because references that are used under the year 2000 in great quantities enough.

Fifthly, In the aspect of methodology, dissertations 3, 4, 5, 6, 8 and 9 have similarities but are different from dissertations 1, 2, 7, and 10. From the aspect of methodology namely research design, in dissertations 3, 4, 5, 6, 8 and 9 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval

and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. While the research design of dissertations 1, 2, 7, and 10 are not so obvious.

Sixthly, From angle of discussion, there are similarities among dissertations 2, 3, 8, 9 and 10 but different from dissertations 1, 4, 5, 6 and 7. In dissertations 2, 3, 8, 9 and 10 have chapters of discussion which denotes things to support findings with the concepts theoretically, based on some experts' opinions, whereas dissertations 1, 4, 5, 6 and 7 do not have chapters of discussion.

Thus, based what are conveyed above, it may be comparatively stated that (1) dissertations 4, 6, 8 and 10 are better than dissertations 1, 2, 3, 5, 7 and 9 in the aspects of problem formulation and result, (2) dissertations 1, 4, 5, 6, 8, 9 and 10 are better from dissertations 2, 3 and 7 From angle of title of research, (3) dissertations 2, 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 7 and 10 in the aspect of problem background, (4) dissertations 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 2, 7, and 10 from angle of review literature, (5) dissertations 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 2, 7, and 10 in the aspect of methodology, and (6) from angle of discussion, there are similarities among dissertations 2, 3, 8, 9 and 10 are better than dissertations 1, 4, 5, 6 and 7 from angle of discussion.

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