Graphic Organizer and Paragraph Frame to Rectify Tunnel Vision. Is It Achievable?

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Abstract

Intensive English Programme (IEP) at Universiti Tenaga Nasional (UNITEN) is designed to measure candidates? level of English language proficiency and to determine whether they are ready to undertake a course at tertiary level in English. At UNITEN, many foreign students are currently undergoing the IEP Programme at the College of Foundation and General Studies (CFGS), before they can pursue their studies at the respective colleges in UNITEN. However, majority of the students lack the prerequisite language knowledge and reading skills to cope with the IEP reading comprehension tests. Many of them have problems with recognizing linguistic cues as well as locating the main ideas in discourses and paragraphs. This was an experimental action research project investigating the effectiveness of a reading model. The objectives of this study were: 1. To investigate the EFL students? reading comprehension problems, specifically ?tunnel vision? during the IEP classes. 2. To evaluate the effectiveness of the Reading Model: Graphic Organizer and Paragraph Frame (GOPF) utilized by the researcher. 3. To suggest a Reading Model that can assist to boot up the IEP students? attitude, motivation, and reading skills (skimming and scanning). Survey method was utilized to obtain responses from students and interview sessions were conducted to gain better insight on the students? attitude and motivation. Findings denote a significant improvement in the students? attitude, motivation and reading skills (skimming and scanning) at the end of the experimental research project.

Index terms— Graphic organizer, Paragraph Frame, Tunnel Vision.

Tenaga Nasional (UNITEN) is designed to measure candidates' level of English language proficiency and to determine whether they are ready to undertake a course at tertiary level in English. At UNITEN, many foreign students are currently undergoing the IEP Programme at the College of Foundation and General Studies (CFGS), before they can pursue their studies at the respective colleges in UNITEN. However, majority of the students lack the prerequisite language knowledge and reading skills to cope with the IEP reading comprehension tests. Many of them have problems with recognizing linguistic cues as well as locating the main ideas in discourses and paragraphs. This was an experimental action research project investigating the effectiveness of a reading model. The objectives of this study were: 1. To investigate the EFL students' reading comprehension problems, specifically ?tunnel vision' during the IEP classes. 2. To evaluate the effectiveness of the Reading Model:

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eading involves constructing meaning from a written text (Anderson, 1984).It serves as a communication between the writer and the reader. The writer encodes what he/she wishes to convey, and simultaneously the

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reader decodes according to his/her interpretation. Tunnel vision is a reading problem experienced by readers, especially beginner, second language and foreign English language readers. This occurs when they read an English text from A to Z, but they understand ?very little' what they are reading (Smith, 1994). Generally, they verbalize the words verbatim without comprehending what they are reading. The aim of this paper is to record the effectiveness of a reading model to rectify Author : Universiti Tenaga Nasional, Putrajaya, Malaysia tunnel vision among the EFL students in the IEP program at Universiti Tenaga Nasional (UNITEN)

For the three types of English language readers: beginner, second language and foreign language, majority lack ?non-visual information' when they try to comprehend certain texts that are not within their experience. Non-visual information refers to the knowledge that is stored in the brain, which can assist to relate the new knowledge received by the eyes to the brain, thus assist in reading comprehension. Generally, beginner, second language and foreign language readers have inadequate English language vocabulary, prior knowledge and specific information that can assist them to visualize the text read. This is particularly evidence when the text is not culturally within their experience. Hence, they will have to resort to the dictionary to look up for the meanings of the new words. However, English words have different meanings based on context. Ultimately, the reader is provided with the wrong meaning which is not according to context. The EFL students often resort to their digital dictionary when confronted with difficult words. The dictionary translates the words verbatim from Arabic to English and the meaning is not in context. Consequently, this bewildered the reader due to their inaccurate interpretation of the text. At other times, they resort to Google translation which also creates misinterpretation. Some words can be explained using pictures and miming. However, some words are too abstract to be explained. [Example the word ?table' has multiple meanings depending on the context]

In particular the EFL students' reading problems can be attributed to the following: teachers' approaches and teaching style, differences between L1 (Arabic language) and L2 (English language), students are not trained on how to use their schemata, insufficient exposure to English, students attitude toward the text read, and pronunciation of words which is also related to their meaning and comprehension.

Mourtaga. K, (2006) in his study on reading problems among students in Gaza schools noted that some schoolteachers read for the class and then instruct students to read aloud. At other times they focus on every single word meaning, how it is pronounced. Sometimes, when student readers are asked to read aloud in class, they are asked to put their index finger on the words they are reading. This behavior might develop a way of reading that these students might follow in their whole life; a way that is slow, loud, and with subvocalization. However, the reading teachers need to know that if the eyes look at words one at a time, the brain deals with words in meaningful clusters. Therefore, using the index finger to refer to every word while reading aloud makes reading slow, and slow reading is bad -because it tends to create tunnel vision, overloads short-term memory, and leaves the reader floundering in the ambiguity of language? **??**Smith, 1994: 153). Smith adds that subvocalization is like loud reading which slows readers down and interferes with comprehension?? (160). It is hypothesized by this researcher that teachers' misunderstanding of the reading process is the cause of many reading difficulties their students face. Miller and Yochum (1991) maintain that the reading difficulties students face may be related to inaccurate knowledge of the reading process. This relationship is clear in Weaver's (1988) words:

Children's success at reading reflects their reading strategies; their reading strategies typically reflect their implicit definitions of reading; children's definitions of reading often reflect the instructional approach, and the instructional approach reflect a definition of reading whether implicit or explicit. (p. 2)

In fact for the reading teachers, student/student interaction is always looked at as a noise, confusion, and disturbance to them and to the other students' understanding. Based on this, one can conclude that there is a misunderstanding of what reading is and what the reading process is all about. Accordingly, the EFL students find reading English a very complicated skill, and therefore, they have many problems with it. Sad to say, the poor readers will realize this fact only when they are given big reading assignments when they want to further their education at the university level.

To reiterate, the teachers' teaching approaches do not encourage English language learning. For example, many teachers follow teacheroriented approaches in class management and therefore, they forbid any kind of interaction and cooperation between students. Specifically, reading has never been given enough time and effort by Gaza EFL instructors (Mourtaga, 2006). As a result, EFL students are poor readers, who find reading a foreign language such as English a complicated task. Consequently, reading is not popular among teachers and students. In due course, the problem of weak student readers emerges at the surface when some of those students enter the English departments of the local universities. More often than not, these teachers follow a traditional bottom-up approach or the Grammar-translation method when teaching reading. For instance, they view reading as a one-way process and therefore, focus mainly on word identification. This is clear in many classrooms of reading where student readers are stopped from time to time to be corrected or to be asked about the meaning of individual words they have read.

Beyond that, when talking about reading problems of Arab EFL students, researchers used to attribute these problems to differences between L1 and L2. **??**Farquharson,1988; **??**ebauer, 1985;Torry, 1971;Block, 1992; **??**anos and Rusic, 1983;Duncan, 1983;and George, 1975). Take for instance, the Arabic alphabet is different from the Roman alphabet. For instance, there are no capital letters of the 28 Arabic letters, many of which have different shapes, depending on their position in a word. In addition, Arabic is written through the line from right to left, In addition, the EFL students are not trained to use their schemata. Therefore, they focus on

many things at one time: phonological, morphological, syntactic and semantic clues, so as to read fluently with comprehension. However, it is hard for the brain to attend to all these things simultaneously and -the harder we try to look, the less we may see? **??**Smith, 1988: 71). In order to get the meaning from the text, (Devine, 1988), the reader should have two categories of knowledge to interact: Form (recognition of graphophonic, lexical, syntactic/semantic, and rhetorical patterns of language) and substance (cultural, pragmatic, and subject-specific information). Donnell and Wood (1999) state three categories of factors that affect comprehension: factors in the reader (interest/motivation, fluency and metacognition); factors in the text (concept density, organization, and style); and readability (length of sentences and difficulty of vocabulary). If the students do not have the above categories of knowledge, and the teachers are unaware of the factors that affect comprehension, then, reading for these students will be really difficult, slow and with little comprehension. In other words, these readers do not have the -reading competence? to enable them to become proficient readers. This lack of competence seems to be the result of insufficient practice and lack of exposure to English whether through reading, writing, speaking, or listening.

The EFL students' attitude toward the text being read also play a significant role in reading. According to Farquharson, (1988), they feel that they are in love with Arabic, that divinely blessed language, which was the vehicle of God's ultimate revelations to the world. In this regard, Farquharson adds, the sanctity of the text should be mentioned with the Quran being the prime example that is not to be disputed, criticized, or contested. This attitude towards Arabic and the Quran makes Arab students inclined neither to survey an English text to see whether it is worth reading, nor to distinguish between important and unimportant information. While everybody acknowledges the importance of English as a universal language, only those who plan to continue their study abroad do not question its use in the daily life. So, Arab EFL students find reading difficult, laborious, and time consuming. Therefore, their reading practices are little, and consequently, their competence remains insufficient.

Most importantly, the spelling and sound system of English is different from that of Arabic, especially in the vowel system. The big number of English vowels in comparison with that in other languages is a problem (Avery and Ehrlich, 1987). For instance, while English uses six vowels in writing, and about 14 in speaking, Arabic has only three. Also, in Arabic, only long and stressed vowels are represented in writing: -Ç? (for -a?), -ae? (for -o? and -u?), and -í ? (for -e? and -i?).For example, the Arabic verb -kasara? (broke) is written in Arabic -ksr.? It might seem to the reader that the problems mentioned above are mere pronunciation problems, but not reading ones. Actually, research does not show a clear -cut line between oral reading and pronunciation since both are oral and might embed comprehension if not handled properly. It is not only the comprehension of the student readers in class, but also that of the student listeners in the reading class. In short, it should be remembered that pronunciation of words is also related to their meaning. This means that when a student reader mispronounces such words, this might affect his/her comprehension as a reader, and confuse others as listeners.

To sum up, knowledge in spelling and pronunciation might make good readers and facilitate comprehension. To sum up, EFL students, suffer from many reading problems as a result of teachers' misunderstanding of the reading process, students' lack of the linguistic competence, differences between English and Arabic, and English spelling-pronunciation irregularities.

Reading is a cyclical process of making sense of meaning from the reading text which involves both the surface and deep structure (Goodman, 1996). The surface structure refers to what we can see and hear: the graphophonic and syntactic cueing systems. Graphophonic focuses on the written symbols, sounds and spelling, while syntactic system focuses on the grammar of sentences: how words are arranged and punctuation. The deep structure level (semantic cueing system) is where readers read for meaning and comprehension.

Figure **??**: The Reading process In effective reading, readers can comprehend text naturally. When reading comprehension is achieved, it becomes the reader's new ?theory of the world.' Later, when he read new materials, he can However, effective reading will take place when the four basic factors take place: the reader's background and attitude towards learning, the reader's knowledge of reading strategies, the classroom environment or facilities, and the teacher's teaching reading approach. The first and most important factor is the reader with his/her ?theory of the world.' This refers to the reader's background/prior knowledge or non-visual information, which he/she exploits to make ?meaning' of the reading text (Smith, 1994;Goodman, 1996;Guillaume, 1998;Albright, 2002). According to Smith (1994), it is the brain, not the eyes that makes ?meaning' from the reading. Another important factor related to the reader is attitude. With the right attitude they will have the interest and motivation to read. There should be both intrinsic and extrinsic motivation to spur them to read. in her Transactional Theory postulates that readers read for two purposes: efferently (for information) and aesthetically (for feelings). For instance, song lyrics, political cartoons, poetry, picture books, novels are aesthetic materials. In fact, affective responding, such as writing poetry, writing letters, writing journals and even writing skits may motivate learners to write and become independent readers. The third factor in the effective reading process is reading strategy. Teachers can utilize the reading strategies to access and build on the students' prior knowledge as well as increase their interest. For instance, K-W-L charts, discussion webs, and the like. To demonstrate, Albright (2002) utilizes starter questions as pre-reading activity to focus the students on making predictions about the text. In her study, she noted that this can assist to activate the students' prior knowledge about the subject matter. Further, Guillaume (1998) uses ?handson experiences' before reading to activate students' prior knowledge and to stimulate their interest towards the text. For instance, to

minimize ?concept deficiencies' on a text the teacher can use video-clips, films, activities and skits before reading a text. This will enhance the students with non-visual information/prior knowledge, hence making future reading easier to comprehend.

The fourth factor is positive classroom environment. Positive environment can be created by having a conducive classroom that is neither too hot nor too cold for learning to take place. Also, the facilities must implement the latest state-of-the art or technology that can assist to prompt the students to fully utilize their five senses, hence motivate them to attempt the challenging tasks.

The objectives of this study are as follows: 1. To investigate the EFL students' reading comprehension problems, specifically ?tunnel vision' during the Intensive English Programme (IEP) classes in target university. 2. To evaluate the effectiveness of the Reading Model: Graphic Organizer and Paragraph Frame (GOPF). 3. To suggest a Reading Model that can assist to boot up the IEP students' attitude, motivation, and reading skills (skimming and scanning).

1. What contributes to the EFL students' reading comprehension problems, specifically ?tunnel vision' during the IEP classes? 2. Are there any significant relationships between the students' variables (students' attitude, students' motivation, reading practice, reading skills and reading problems) with regard to the IEP reading program? 3. Is there any significant difference between the EFL students' pre-test and post-test reading comprehension scores to evaluate the effectiveness of the Reading Model: Graphic Organizer and Paragraph Frame (GOPF) utilized? H0 : There are no significant relationships between the students' variables (students' attitude, students' motivation, reading practice, reading skills and reading problems) with regard to the IEP reading program.

H0 : There is no significant difference between the EFL students reading comprehension pre-test and post-test scores to evaluate the effectiveness of the Reading Model: Graphic Organizer and Paragraph Frame (GOPF).

The survey method was utilized to obtain responses from the EFL students and interview sessions were conducted to gain better insight on the students' attitude and motivation. In addition, an experimental study was conducted based on a pre and post test, using the Graphic Organizer and Paragraph Frame (GOPF) model to assess the relate the new information to the ?theory of the world' stored in the reader's mind.

effectiveness of the GOPF Model on the students' 1 showed the EFL students' perception towards the intensive English programme in terms of attitude. Based on the table, most students strongly perceived that English is a very important subject and they need to learn English for future studies at the university (2.84). These are followed by their agreements that they like to be tested on reading comprehension tests in English (2.67), happy when learning English during the IEP reading class (2.63), always bring English dictionary to class (2.58) and confident to do well in the degree course (2.50). However, there are three items in which students disagreed upon; they do not need to learn how to read any more (2.00), think about failing when taking reading tests in English (1.72) and do not like to do the English practices **??**1.22).

1 Items Mean SD

Like the English teacher for motivating in learn ing English.

2 .46

Classmates help to learn English.

3 .88

The English teacher motivated students to learn English by giving lots of practices.

4 2.89

.32

F eel very happy when score d high marks for the English reading tests.

5 .32

Explain to friends when they do not understand the words in the text.

6 .67

Happy with the marks obtained for tests.

7 .78

Have improved in reading.

8 .42

Table 2 portrayed the EFL students' perception towards the intensive English programme in terms of motivation. Three items are strongly agreed by students, in which they like the Englishteacher for motivating in learning

English, the English teacher motivated students to learn English by giving lots of practices and they feel very happy when scored high marks for the English reading tests (2.89) . These are followed by another three items which are somewhat agreed by students, where they believed that they have improved in reading (2.79), happy with the marks obtained for tests (2.56) and always explain to friends when they do not understand the words in the text (2.32). However, they disagreed that classmates help to learn English (1.89).

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ebruary F Table **??** : EFL students' perception towards the Intensive English Programme in terms of Reading Practices Table **??** showed the EFL students' perception towards the intensive English programme in terms of reading practices. The item which students mostly agreed upon is that the paragraph frame helps them to understand what had been read (2.47). This is followed by their preference to talk in English with friends (2.35) and always read other reading materials during their free time (2.06). Conversely, students disagreed that they actually talk in English during the English class (1.79) and outside the class (1.72). Table **??** : EFL students' perception towards the Intensive English Programme in terms of Reading Skills Table **??** denoted the EFL students' perception towards the intensive English programme in terms of reading skills. The most strongly agreed item by students is that they use English dictionary when they do not know the meaning of words (2.79). Students also agreed that they are able to understand the content of the English text that the teacher gives for class practice, after attending the IEP reading classes, the topic (main idea) in the text can be understood, and the Paragraph Frame helps to see the organization of the text (2.63). Apart from that, they also implied that they have improved on English (Reading) after taking the IEP classes for ten weeks, able to read English text easily after learning the graphic organizer technique, and the IEP reading classes teach them how to read and understand the whole text easily (2.53). To add in, they agreed that they are able to answer all the reading comprehension questions (2.32), able to read and understand academic reading text in English (2.28), and able to read and understand English narrative (story) text easily **??**2.26). The two items with the least mean values

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11 Items Mean SD

T alk in English during the English class. 1.79 .71

  T alk in English outside the class.

12 .57

Like to talk in English with friends.

13 .61

A lways read other reading materials during free time.

14 .73

The paragraph frame helps to understand what had been read.

15 2.47

.61

16 Items Mean SD

Use English dictionary when do not know the meaning of words.

17 .42

Able to answer all the reading comprehension questions.

18 .48

Discuss with friends when doing the reading comprehension practices.

19 .82

Improved on English (Reading) after taking the IEP classes for ten weeks.

20 .70

Able to read English text easily after learning the graphic organizer technique.

21 .51

Able to retell friends the ideas in the English text read.

22 .33

Able to understand the content of the English text that the teacher gives for class practice.

23 .50

Able to read and understand English narrative (story) text easily.

24 .65

Able to read and understand academic reading text in English.

25 .46

After attending the IEP reading classes, the topic (main idea) in the text can be understood .

26 .60

The IEP reading classes teach how to read and understand the whole text easily.

27 .70

The Paragraph Frame helps to see the organization of the text.

28 .50

are that students disagreed they discuss with friends when doing the reading comprehension practices (2.00) and able to retell friends the ideas in the English text read (2.00).

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Table **??** : EFL students' perception towards the Intensive English Programme in terms of Reading Problems Table **??** indicated the EFL students' perception towards the intensive English programme in terms of reading problems. Only two items are agreed by students, whereby they are worried for not getting good marks in the final exam **??**2.11) and always need more time to finish the reading comprehension practices (2.06). However, students disagreed that their friends always copy English practices (1.78), confused when have to complete the Paragraph Frame (1.68), always afraid when the English teacher gives reading tests (1.63), cannot understand what had been read even after learning the graphic organizer technique (1.58), and do not know how to do the English practices (1.53).

30 Table 6 : Pearson Correlation between Variables

Table **??** represented the Pearson correlation conducted between the variables involved in this study. As can be seen from the table, only two significant relationships are identified, between students' attitude and motivation (.588**) and students' motivation and reading skills (.487*), thus rejecting the null hypothesis, whereas, there are no significant relationships detected among the rest of the variables, thus accepted the null hypothesis. Based on the data analysis conducted several implications of the Intensive English Programme (reading) towards EFL students were identified. In terms of the students' perception towards the IEP reading programme, they generally agreed that the program is beneficial and does improve their level of 2012 ebruary F English. Pearson correlation was conducted to find out whether there are any significant relationships between the students' variables (attitude, motivation, reading practice, reading skills and reading problems). From the correlation, two significant relationships wereidentified, between students' attitude and motivation, and also students' motivation and reading skills. This result proved that students' attitude influenced their motivation, while their reading skill is influenced by their motivation. Therefore, it is important for the lecturers to be able to motivate their students to improve their reading comprehension skills to ensure that they had acquired the intended reading skill. For example, students do like the idea that English lecturers motivate students to learn English by giving lots of practices, and stated that they are able to understand the content of the English text that the teacher gives for class practice. They also feel very happy when they scored high marks for the English reading tests, which would only happen when the lecturer set the test according to their level.

To find out whether there is a significant difference between the pre-test and post-test to evaluate the effectiveness of the Reading Model: Graphic Organizer and Paragraph Frame (GPL) utilized, paired samples t-test analysis was utilized. The analysis revealed that there is indeed a significant difference between the two tests, suggesting that the reading model does contributed towards students' reading skills improvements.

Comprehensively, it could be implied and suggested that teachers must consider the EFL students' prior knowledge when selecting text for them to do the reading practices. Secondly, teachers should teach reading

using content area texts so that students can read with a purpose. Authentic texts taken from the newspapers, magazines and advertisements and brochures can be quite misleading for beginner, second language, foreign language readers (refer Appendix C). Thirdly, the classroom environment should encourage sharing and learning from each other. Therefore, the layout of the room must accommodate the most efficient use of social interaction. For instance, allowance should be made for small group work and student-centered learning, where they can reinforce what they already know and quickly clear up any misunderstandings. Moreover, this can help to reduce student anxiety, as severe anxiety can interfere with attention, learning and retrieval of information which ultimately result in poor reading comprehension performance (Woolfolk, 2004). Fourthly, teachers can assist to reduce student anxiety by making the students work as a group, foster convivial relationship between teacher-students, respect and understand students' limitations. At the same time, unnecessary anxiety can be overcome, by giving students alternative assessments as well as immediate and positive feedback. Above all, teachers can plan and prepare challenging tasks that can divert the students' focus away from the anxiety, but towards competing to complete the tasks in return for praise, marks, or any special privileges that the teacher deem applicable. Fifthly, teachers can introduce varieties of reading strategies to make the reading tasks challenging and interesting. For instance: reading aloud, graphic organizer, WH-Questions, textcompletion, Word -attack skills (synonyms, antonyms, prefix, suffix) and the like.

However, before starting using any of these approaches/techniques, teachers need to know that teaching is a humanistic career, and that teaching and anxiety can never meet. Hence, the first step that teachers should take is motivating their students by creating a humanistic teaching/learning environment. Similarly, Weaver (1988) states that student readers -rarely or never had the opportunity to read under conditions that made reading pleasurable for them? (365). To commensurate, Maden (1988) states that majority of students fail to learn because theirbasic needs (love, power, freedom, fun, etc.) are not met and therefore, they refrain from working hard. At Uniten, the EFL students are bogged down with problems such as financial, visa, hostel, food, distant family, peer, culture and social issues.

In addition, Dwyer and Dwyer (1994) state that: Teachers must create within each classroom a positive atmosphere, a way of life conducive to promoting reading through positive affect. Positive teachers are realistic but always looking for the best in their students. Positive teachers are competent teachers, constantly striving to better their skills. They realize that positive effect coupled with a high level of teaching ability promotes maximum achievement from their students (p. 72).

Integrating reading and writing will provide students with a rich language environment of a variety of reading and writing through which they infer the rules themselves, inductively by utilizing the graphic organizer and the paragraph frame (Torry, 1971;Rivers, 1987). Such a technique will be useful if students find themselves in a humanistic languagerich environment in which they read and write as much Global Journal of Human Social Science Volume XII Issue IV Version I as they can. Undoubtedly, they -learn to read by writing and by reading their own writing? **??**Weaver, 1988:147). In doing so, their reading problems will gradually take care of themselves when they receive occasional constructive feedback from their teachers. Since comprehension is essential in teaching reading, exploiting students' background knowledge to get meanings from the print is a highly effective technique. Unfortunately, this is neglected by many teachers who believe that the meaning is only in the print. Egan (1994), states that teachers rarely explain background 2012 ebruary F information to their students, though 10% of the information comes from the text while 90% of the information comes from the readers' background or schemata. In this regard, many techniques to teaching reading comprehension have been invented that utilize student readers' background knowledge (Cunningham and Wall, 1994;Wallace, 1995).

It is a fact that language skills are developed through practice while comprehension is improved and developed through extensive reading. Since EFL students do not have enough exposure to English, the GOPF -Reading Model might be one of the solutions. This reading model can be very beneficial and rewarding to student readers by developing good reading habits, developing structure and vocabulary, developing automaticity in identifying main and supporting ideas, enhancing background knowledge, improve comprehension skills, and promoting confidence and motivation.

When teachers function as guides and facilitators in the GOPF reading model, they actually integrate different reading approaches together in their instructions to maximize their students' reading comprehension. They might use different techniques from different approaches such as bottom-up, topdown, interactive, reading skills and strategies, etc. To conclude, although the reading problems of Arab EFL students vary and their reading competence seems to be below the threshold level, the techniques mentioned above might make a change. With collaborative efforts from teachers, students and administrations, it is possible to develop students' reading skills

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Figure 1: Figure 2 :

To table the meeting	To chair the meeting
Put the dishes on the table	To place
On the table	To postpone/ consider
Table tennis	A type of game/sports
Table of content	Listing of information
Table manners	Ethics while eating
tablecloth	A cloth placed on the table
2012 Table top	A working area in the kitchen

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Figure 2:

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Figure 3: Table 1 :

2

Items

Figure 4: Table 2 :

7

Items

Figure 5: Table 7 :

and strategies in order to give them the chance to be independent readers who, after being trained, will take the responsibility for their own learning. [1] [2] [3] [4] [5]

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