A Speaking Course Design using CLIL Approach
for non-English Department Students

Nur Mukminatien
nursunaryo@gmail.com
Rahmati Putri Yaniafari
yaniafari@gmail.com
Taufiq Kurniawan
taufiq.library@gmail.com

Universitas Negeri Malang,
Indonesia

Abstract

This paper presents theoretical review and a practical model of designing a Speaking Course for students of Library Science Department using CLIL(Content Language Integrated Learning) approach. CLIL is a suitable approach as it can bring together the target language and a content teaching into a coherent goal (Grayston and Smith, 2015). A blue print of a Speaking Course Design (SCD) is made by adapting Graves's procedure (2000) following five steps: (1) assessing needs, (2) formulating goals and objectives, (3) developing materials, (4) designing an assessment plan, and (5) organizing the course. The SCD is developed based on a Speaking syllabus prepared for a blended learning framework, a combination of face-to-face and online formats (Mishan, 2013; Tomlinson, 2013; and Tomlinson & Whitaker, 2013). Such blended learning is useful for English teachers in a situation when the curriculum allocates insufficient time but there are too many aspects to learn and to practice. This SCD would serve as an alternative model of materials development to respond to the need of teaching English to students of Library Science Department to prepare them for their professional needs and their live-long benefit.

Keywords: speaking course design, CLIL, blended learning

A Speaking Course Design using CLIL Approach
for non-English Department Students

Having a good command of English has become a requirement for effective communication for many different purposes. This has made English an important status in non-English speaking countries, especially for professional purposes at the workplace. Consequently, English becomes one of the compulsory subjects in the curriculum of tertiary education in Indonesia. The teaching of English for students of all majors has been directed to develop the students' competence in using English for effective communication for their professional expertise, performance, and future life as well. Developing comprehensive professionals, however, needs not only *competency* but also *capability*. Competence refers to what a person can do; or, it means a person who has adequate *ability* in performing his/her expertise, while capability means having more than just competence but accomplishment showing more than just adequate. This is about capital as an asset (Hargreaves and Fullan, 2012). In short, being professional means having both competence and capabilities dealing with an individual expertise.

As a consequence, the teaching of English should be geared to developing the students' competence in using English for effective communication relevant to their expertise and providing life-based learning approach, and developing their capabilities. Considering that students of different majors will need different purposes, developing their oral competence would be emphasized on their need in their workplace. Thus, the teaching of speaking is directed to prepare them for accomplishing their study with adequate oral proficiency in English.

Now that technology is widespread, it has made changes on the way students learn.

Teaching English for learners of different content area becomes much easier because much exposure of English is available outside the classroom as well as in the classroom. Dudeney and Hockly (2007) asserts that the use of technology in the classroom is increasingly important. One of the reasons is that using a range of ICT tools can give learners exposure to and practice in all of the four language skills. The use of audio visual media, for example, can be done either online or off line. The teacher can down-load movies from you tube and play it in the classroom off line.

This paper presents a model of developing a speaking course design (SCD) for non-English Department students, specifically for students of Library Science, using CLIL approach. This move of language teaching approach has been claimed to be challenging to "bring together the insight of language teaching and a content teaching into a coherent goal" (Grayston and Smith, 2015; Dale and Tanner, 2012). Previously, this kind of approach has been known as content-based syllabus introduce by Khranke (1987), which refers to teaching English , and at the same time, teaching content knowledge of subject matter areas. CLIL, when combined with blended learning, (combination of face-to-face and online formats) using a framework model proposed by Mishan, (2013) is suitable for a situation when classroom meeting is limited while there are too many aspects to learn. In short, utilizing technology for developing speaking skills using CLIL would provide flexible formats for both the teachers and students. Blended learning makes it possible to mix learning process through different learning environment. This is important to find the most of effective and efficient combination of learning formats for the individual learners' need (Thorne, 2003). In addition, an integration of different types of resources and activities within a range of learning environment helps learners interact and build knowledge and skills (Littlejohn and Pegler, 2007).

For implementation, Whitaker (2013) summarized Smith's and Kurthen's (2007) ideas in Gruba and Hinkelman 2012:2). He summarizes a taxonomy of terms related to blended learning into 4 types: (1) web-enhanced, (2) blended, (3) hybrid, and (4) fully online. **Web-enhanced** learning refers to subjects (courses) that make use of a minimal amount of online materials while **blended** learning is the utilization of some significant online activities with face-to-face learning less than 45%. The third type, **hybrid** learning, means learning in which online activities takes around 45-80 %. The fourth type is **fully online** which refers to more than 80% of learning materials are conducted online. The proposed SCD model in this paper can be classified as *blended learning* or multimedia-supported speaking course materials. The content will accommodate themes and topics and language functions relevant to their major, specifically for their professional demand, that is language use related to situations in a library. The language activities can also be used to help them learn English for authentic communication for their life in the future.

The model, hopefully, will give a practical contribution to a group of people: the students, the lecturers, and the Library Science Department. The Speaking materials would provide students with online activities for providing more flexible access to content and instructions for learning English at any time and in any place. In addition to face-to-face activities using paper-based and off line digital materials, the online materials can be used as an independent study. For the lecturers, the SCD serve as a practical solution in a limited teaching and learning time in many ways, such as ready-for-use instructional materials for students, giving feedback on students' work in their convenient time and place, and keeping in tract with students' learning progress. For the Library Science Department, this set of online materials contributes to the realization of ICT-based instructional materials to download and/or to use

online or offline to provide flexible formats of learning.

In the design, the SCD basically starts with a prototype of Competence-Based **Syllabus of Speaking** for librarians based on Indonesian context developed by adopting CLIL. Then the **Speaking Course materials** are in the form of (1) Multimedia-based *Speaking Activities*, (2) an *Electronic Workbook* for practice, (3) a set of *Assessment Instruments* both for process assessment and achievement assessment measurement, and (4) *Blended Learning implementation manual* for lecturers containing guidelines how to use the materials and the suggested activities.

Multiple Media Language Learning and Literacy.

By utilizing technology, learning a foreign language is much easier. As a consequence, the meaning of literacy has changed. It no longer just refers to reading and writing, which means the ability to read and write print texts, but broadened into both print and non-print texts. Therefore, literacy education, which means educating students to become media literate, is indispensable to make students media-literate. Media-literate students are those who know how print and non-print texts function together in the development of thought, language, and knowledge. According to Cox (1996:450-451), literacy education makes students learn how to create meaning and communicate effectively through multiple media. In a broad view of literacy, according to him, students learn to understand and create messages through experiences with many forms of media. Thus, the effective use of non-print media in the classroom means teaching *about* and *with* rather than *simply through media*. Active learning experiences with both print and non-print provide opportunities for students to achieve literacy across multiple media forms (Mukminatien, 2012; Tungka & Mukminatien, 2016)). It has made teachers aware that

information reaches us very fast in many different forms of modality. A reading class for example, when implemented with multiple media forms: visual, audio, audio visual, and print, would provide students with different kinds of experience to find information, and thus they become media literate (Kurniawati, 2012).

The widespread of technology has made productions ICT-based teacher-made instructional materials in Indonesian schools; among others are Listening courseware (Yaniafari, 2012, 2014), multimodal texts for comprehension (Tungka and Mukminatien, 2016), web-based writing media (Silcha, 2016), classroom blog for assessment (Asri, 2009), and many other types of digital materials made by ELT post graduate students in UM. Such materials have been implemented in blended learning. A model introduced by Banados (2006) shows the advantages of blended learning when she combined her teaching embracing many different kinds of activities covering (1) learners' independent work, (2) face-to-face EFL classes where the teacher plays her role as a class teacher and online tutor, (3) online monitoring for students' progress, and (4) weekly conversation with native speakers. Miyazoe and Anderson (2009) investigated the use of three different online writing in formal university education (forums, blogs, and wikis) employing constructivism- reflective and collaborative learning. It affected students' progress in their ability to differentiate English writing styles. It also revealed students' positive perception of the blended course design as it was challenging and fun for them.

Materials Development

Multimedia learning for oral production should be prepared in a systematic procedure, that is based on a syllabus for the course design. A course design is an instructional design based on which materials are develop. A Course Design is a system of developing a course with a

framework comprising several steps: (1) assessing needs, (2) formulating goals and objectives, (3) developing materials, (4) designing an assessment plan, (5) organizing the course, and (6) conceptualizing course content (Graves, 2000: 3-5). Based on the design, the syllabus is made. So, a Course Design (CD) is **a system** while one of the products of CD is a **Syllabus.** CD is a system in the sense that planning for one component will influence all the others. Syllabus (without the word design) is the product, while the process is called course design. However, when we find a term *syllabus design,* it refers to a process in the system of development as the term used in Richards and Renandya (2002). A syllabus is a description of all aspects of the planning, implementation and evaluation of an educational program that include the intention of the planners covering actual experiences of the pupils and the organization (Finney, 69-70).

Based on the established syllabus, materials are developed by considering what components to cover. Shumin (2002) states that "language proficiency is a multifaceted modality, consisting various levels of ability and domains." Developing speaking ability means developing students' oral proficiency. For speaking to be effective, the underlying components should be considered. Theories about communicative competence proposed by Canale and Swain (1980) that includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence is used. **Grammatical competence** means the ability to use linguistic system and the functional aspects of communication, while **discourse competence** deals with inter-sentential relationships in expressing ideas, or how utterances are linked together coherently to convey meaning. **Sociolinguistic competence** refers to the knowledge of appropriateness in communication dealing what is expected socially and culturally by the users of the language. **Strategic competence** is the leaners' ability to manipulate language in order to

meet communicative goals. To conclude, developing learners' speaking skills means developing their communicative competence involving the four components for speaking effectiveness.

To develop materials, the macro design contains 4 main stages: exploring, developing, validating, and implementing (Borg & Gall, 1983), while the activities in each stage are selected according to the selected procedures in the developing materials adapted from Tomlinson's principles and framework (Tomlinson, 2013) covering 6 procedures: identification of needs for materials, exploration of needs, contextual realization of materials, pedagogical realization of materials, student use of materials, and evaluation of materials against agreed objectives. The stages a[...]n in Figure 1
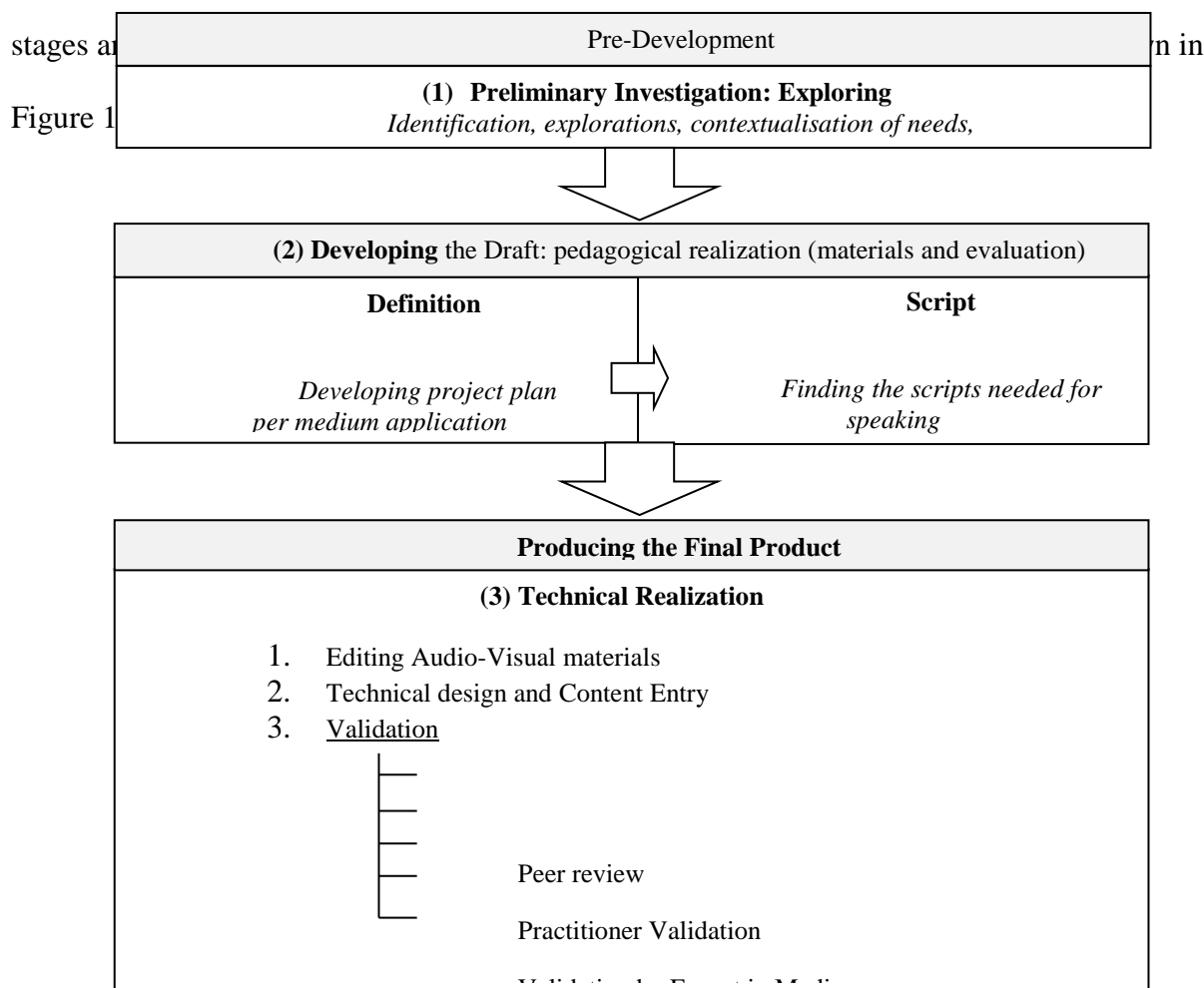
Pre-Development
(1) Preliminary Investigation: Exploring   *Identification, explorations, contextualisation of needs,*

(2) Developing the Draft: pedagogical realization (materials and evaluation)

Definition	**Script**
Developing project plan per medium application	*Finding the scripts needed for speaking*

Producing the Final Product
(3) Technical Realization

1. Editing Audio-Visual materials
2. Technical design and Content Entry
3. Validation

      Peer review

      Practitioner Validation

Figure 1. The procedure of the materials Development (a Combined Model of Borg & Gall , 1983 and Tomlinson, 2013).

Figure 1 shows how Tomlinsons' steps are structured into three stages to make it compatible with Borg and Gall (1983): (1) Preliminary investigation: Exploring, (2) developing the draft, and (3) producing the final product**.** Tomlinson's steps are done in Stage 1 and Stage 2, while stage 3 is basically the technical realization of the product. In the product try-out, the materials will be implemented in pre-experimental design to identify the effectiveness of the product (the speaking courseware). Then the results of the experiment will be used as the basis for revision to finalize the product. It includes the identification of students' achievement, how the materials work and the students' responses after using the materials to find out their opinions on the materials and attitudes towards the implementation of MBMs.

These steps would serve as systematic procedures in developing SCD to develop students' speaking ability in Library Science Department. The steps can be summarized as follows.

Table 1 Summary of the Materials Development Procedure.

No	Stages	Instruments/Technique
1.	Preliminary investigation: exploring → Needs analysis	1. Questionnaire for Students 2. FGD: teachers + researchers
2.	Developing the draft: pedagogical realization	1. Examine the course outline (modify where necessary 2. Develop a syllabus 3. Develop the first draft. 4. Expert Validation: Check list 5. Revision 6. Product try-out (Pre-experimental research) scoring rubric 7. Pre-test and post test using comparison using t test of related sample.
3.	Producing the final draft	Multimedia-based Speaking Materials.

Based on Table 1, it is obvious that there are three basic stages; exploring needs, developing materials, and producing the final draft. Developing the draft for pedagogical realization takes the longest time. Thus, different kinds of data are collected using different kinds of techniques and instrument, and then followed by developing materials.

1) Needs Analysis as preliminary investigation is done by using an online questionnaire distributed to learners, while teachers' opinions will be obtained from FGD. This is directed to identify what they really need and expect in learning English. An interview is be done to verify the data from the questionnaire where necessary.

2) Developing the draft begins with developing the syllabus of speaking containing a list of language functions necessary for speaking activities. In this stage, the language functions are carefully selected specifically for librarians by identifying the most important what they really need for their professional communication using English (Fontanin, 2008).

3) Developing materials for a speaking class supported with grammar and vocabulary exercises with pronunciation practice.

4) Materials evaluation is done by assigning 2 experts to evaluate the product (Expert in materials development and expert in ICT-Based materials development.

5) Investigation of the effectiveness of the materials for target learners is done in the try-out stage in pre-experimental research. A speaking test is developed covering a speaking prompt and speaking rubric. Statistical analysis is used to identify whether students achieve a higher score significantly in the post test compared to their score in the pre-test.

6) Students' responses on the implementation of the materials is collected using an online questionnaire supported with FGD for data validation. This is directed to find out their opinion, attitude, and feelings towards the implementation of materials.

Based on the data analysis, the results can be summarized, and the product will be finalized according to the target research output. The product can be used in face-to-face format or online-based activities.

Conclusion

To conclude, a blue print of a Speaking Course Design can be developed based on Speaking syllabus prepared for a blended learning framework, a combination of face-to-face and online formats. In this proposed model, product try-out by employing pre-experimental design (a single group pre-test- post-test design would give empirical evidence of the effectiveness of the e-materials. The flexible teaching and learning process would solve the typical problem in a situation of a limited and insufficient time to practice. This SCD can be used as an alternative model of materials development to respond to the need of teaching English to students of Library

Science Department (or other non-English Department students) to prepare them for their

professional needs and their lives for communication purposes.

References

Asri, A.N. 2009. *Using Classroom Blog for Writing Assessment.* UM Malang: Unpublished Magister's Thesis.

Banados, E. 2006. A Blended Learning Pedagogical Model for Teaching and Learning EFL Sucesfully through an Online Interactive Multimedia Environment. *CALICO Journal*, 2006, 23 (3) p-p 533-550

Borg, R.B., Gall, M.D. 1983. *Educational Research. An Introduction.* New York and London: Longman.

Canale, M. and Swain, M. 1980. *Approaches to Communicative Competence*. Singapore: SEAMEO Language Centre.

Coyle, D., Hood, P., Marsh, D. 2010. Content and Language Integrated Learning. Cambridge: Cambridge University Press.

Cox, C. 1996. *Teaching Language Arts. A Student-and Response-Centered Classroom.* Boston: Allyn and Bacon.

Dale, L., Tanner, R. 2012. *CLIL Activities. A resource for subject and language teachers.* Cambridge: Cambridge University Press.

Dudeney, G and Hockley, N. 2007. *How to Teach English with Technology.* Essex: Pearson Education Limited.

Finney, D. 2002. The ELT Curriculum: A Flexible Model for a Changing World. In Richards, Jack C. and Renandya, Willy R. (Eds.). 2002. *Methodology in Language Teaching.* Cambridge: Cambridge University Press.

Fontanin, M. Developing an English Course for in-service Librarians. The Advantages of Blended Learning. *Library Management.* Vol 29 Iss 8/9 (pp 777-788)

Grayston, S. and Smith, Helen. 2015. *Professional Development for ELT, CLIL and Content Teachers*. A Paper presented at RELC International Conference, Singapore.

Graves, K. 2000. *Designing Language Courses: A Guide for Teachers.* Boston: Heonle & Heinle Publishers. Prentice Hall.

Hargreaves, A. and Fullan, M. 2012. *Professional Capital. Transforming Teaching in Every School.* Toronto: Teachers College Press.

Khranke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs:

Kurniawati, Y. 2012. *Improving The Students'Reading Comprehension Through Modified Think-Pair-Share Strategy*. Universitas Negeri Malang: Unpublished Thesis for Master's Degree.

Littlejohn, A. and Pegler A. 2007. *Preparing for Blended e-Learning*. London: Routledge. Taylor and Francis Group.

Miyazoe, T. and Anderson, T. 2009. Learning Outcomes and Students' Perception on online Writing: Simultaneous implementation of a forum, blog, and wiki in an EFL Blended Learning Setting. *System 38* (2010) p-p185-199. Online at www.sciencedirect.com Accessed on 16 Oct 2016.

Mishan, F. 2013. Demystifying Blended Learning. In Tomlinson, B. (Ed.). *Developing Materials for Language Teaching.* London: Bloomsbury Publishing.

Mukminatien, N. 2012. *Providing Multuple Media Form Experiences in a Reading Comprehension Class*. A Paper Presented at 47th RELC International Conference, Singapore.

Richards, J. C. and Renandya, Willy R. (Eds.). 2002. *Methodology in Language Teaching.* Cambridge: Cambrideg University Press.

Shumin, K. *Factors to Consider*: *Developing Adult EFL Students' Speaking Ability.*

Silcha, W.N. 2016. *Developing a Web-Based Argumentative Writing Media for English Department Students*. Universitas Negeri Malang: Unpublished Thesisfor Master's Degree.

Tungka, N.V and Mukminatien, N. 2016. *The Investigation of EFL Students' Experiences, Skills, and Preferences in Comprehending Multimodal English medium Texts*. A Paper presented at TESOL Indonesia International Conference, August 11-13, 2016 at the University of Mataram in Lombok, Indonesia.

Tungka, N.V. 2017. *Developing a Multimodal Book for Comprehension in Multimodal Literacy*. UM Malang: Unpublished dissertation for Doctorate Degree.

Tomlinson, B. 2013. *Developing Materials for Language Teaching.* London: Bloomsbury Publishing Plc.

Thorne, K.V. 2003. *Blended Learning: How to Integrate Online and Traditional Learning.* London: Kogan Page.

Tomlinson, B. and Whitaker, C. 2013. *Blended Learning in English Language Teaching: Course Design and Implementation*. (e-book) www.britishcouncil.org. London: British Council

Yaniafari, R.P. 2012. *Multimedia Based Listening Materials for 1ˢᵗ Grade Students of SMK*. Universitas Negeri Malang: Unpublished Bachelor Thesis.

Yaniafari, R.P. 2014. *Developing Listening Courseware as Supplementary Listening Materials*. Online Article, Fakultas Sastra.

xxxxxHit the tab key one time to begin the main body of the paper. Although the abstract is not indented, the paragraphs of the main document are indented. The computer will wrap your text for you based upon the margin settings established by this document template. It is not necessary for you to hit the enter or return key at the end of a line of text. Only hit the enter key (one time) when you reach the end of a paragraph.

Then hit the tab key to indent and then continue typing the paper. In APA any source that you use in your paper must have an in-text citation. In APA these citations include the author's last name and the year of the publication in parentheses (Barrett, 2002). If the source you are

using does not identify an author, use a shortened version of the source title rather than the author name ("E-Portfolios for Education," 2006).

This is your introduction. It doesn't have a heading that says "Introduction," but this is it. You may go on for several pages, but when you get ready for the next section, "Method," you don't start a new page.

By the way, APA 6.0 supports five levels of headings. They are different and more sane than previous editions of the style guide. (Enough said.) I have set the heading styles in this document to correspond with those heading levels 1 through 5. The next heading is a Heading 1. It will be followed by a Heading 2.

Method

Participants

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin convallis, mi quis faucibus elementum, arcu augue dapibus arcu, quis rhoncus nunc nisi pulvinar tellus. In bibendum pharetra ligula, et blandit purus scelerisque at. Donec malesuada eros ut lorem dignissim molestie. Cras metus lorem, vestibulum a pharetra sit amet, consectetur sit amet nibh. Cras faucibus auctor molestie. Phasellus elementum auctor facilisis. Quisque enim elit, ultricies vel porta et, molestie eget diam. Suspendisse scelerisque tempor egestas. Vivamus quis felis a mi tincidunt pellentesque at eu justo. Praesent eget ligula sed est adipiscing imperdiet dapibus laoreet leo. Duis tortor tortor, dignissim nec mattis vel, semper tempor ligula. Aliquam nec nisl quis nisi aliquam consectetur et malesuada neque. Morbi ac neque nisl, a rutrum tortor. Nullam viverra ligula sed augue fermentum sollicitudin. Quisque tristique ornare lacus, vitae faucibus tortor mollis vitae.

Assessments and Measures

Ut blandit malesuada quam, ac varius tortor gravida eget. Vestibulum id ligula leo, ut accumsan mi. Sed tristique euismod convallis. Nulla facilisi. Etiam vestibulum est id orci interdum vitae porta enim blandit. Cras sit amet arcu dolor, at venenatis erat. Vestibulum accumsan placerat mauris. Morbi nec nibh nibh. Duis ultricies posuere nunc. Morbi at tellus quis magna vestibulum eleifend. Phasellus lectus risus, tempor ut congue et, congue vitae lectus. Fusce odio dolor, posuere eu tincidunt vitae, consectetur id leo. Proin eu ipsum id augue eleifend tincidunt quis vitae nunc. Cras ac justo lorem. Duis feugiat tempus urna, at dapibus tellus pretium quis. Curabitur luctus blandit turpis eget dignissim.

Heading three is the beginning of a paragraph ending with a period. It may be best just to bold the normal style rather than using the Heading 3 style. Nulla vitae lectus sit amet justo mollis ultricies at ac enim. Maecenas ullamcorper bibendum consequat. Pellentesque ultrices, eros eu tincidunt pretium, magna leo volutpat libero, non bibendum diam nunc eget urna. Vivamus eu tortor et dui aliquam vestibulum at vel augue. Vivamus elit dui, porttitor eget egestas at, rhoncus in justo. Curabitur tristique, elit ac venenatis volutpat, eros mauris iaculis diam, vitae rhoncus erat metus vitae eros. Maecenas nunc urna, molestie nec faucibus et, imperdiet vitae velit. In tellus est, scelerisque ut aliquet et, sagittis ac justo. Sed a mi id orci congue iaculis fermentum dapibus nisi. Nullam porttitor vehicula dignissim. In ac lectus purus, id mattis metus.

Second Heading 3 level in the section. If you use one Heading 3, you should use a second, just like when you create an outline, if you have an "A." you should have a "B." Proin tempus est et felis ultrices vitae vestibulum massa tempus. Nulla at lacinia nibh. Integer vel

sapien ut enim dignissim semper. Donec eleifend dui nec neque convallis vitae pretium quam ornare. Etiam hendrerit urna velit, ut consectetur risus.

 First Heading 4 level in the section. It may be best just to bold and italicize the normal style rather than using the Heading 4 style. Nulla congue egestas ante, id ultricies orci dignissim commodo. Fusce placerat, libero eu pharetra pulvinar, lorem dui pulvinar nisi, et semper orci orci vitae magna. Nullam sodales, felis id feugiat scelerisque, tortor nulla interdum mauris, ac porttitor odio dolor eget eros.

 Second Heading 4 level in the section. If you use one Heading 4, you should use a second, just like when you create an outline, if you have an "A." you should have a "B."Duis sit amet ipsum pretium erat accumsan iaculis vitae eget risus. Donec ut dui in lorem volutpat fermentum bibendum pulvinar libero. Nunc imperdiet eros et mi posuere pellentesque. Donec tincidunt ipsum eget nisl ullamcorper eu placerat libero ullamcorper. Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

 First Heading 5 level in the section. It may be best just to italicize the normal style rather than using the Heading 4 style. Nulla congue egestas ante, id ultricies orci dignissim commodo. Fusce placerat, libero eu pharetra pulvinar, lorem dui pulvinar nisi, et semper orci orci vitae magna. Nullam sodales, felis id feugiat scelerisque, tortor nulla interdum mauris, ac porttitor odio dolor eget eros.

 Second Heading 5 level in the section. If you use one Heading 5, you should use a second, just like when you create an outline, if you have an "A." you should have a "B."Duis sit amet ipsum pretium erat accumsan iaculis vitae eget risus. Donec ut dui in lorem volutpat

fermentum bibendum pulvinar libero. Nunc imperdiet eros et mi posuere pellentesque. Donec tincidunt ipsum eget nisl ullamcorper eu placerat libero ullamcorper. Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

Results

Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

Outcome 1

Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

Outcome 2

Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

Discussion

Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

Conclusion

Maecenas id luctus ligula. Cras condimentum eleifend nibh sit amet iaculis. Suspendisse placerat sollicitudin mi, vel ornare augue hendrerit ac. Nulla sed suscipit sapien. Cras pellentesque orci lectus, eu consequat enim.

References

Lastname, C. (2008). Title of the source without caps except Proper Nouns or: First word after

colon. *The Journal or Publication Italicized and Capped*, Vol#(Issue#), Page numbers.

Lastname, O. (2010). Online journal using DOI or digital object identifier. *Main Online Journal

Name*, Vol#(Issue#), 159-192. doi: 10.1000/182

Lastname, W. (2009). If there is no DOI use the URL of the main website referenced. *Article

Without DOI Reference*, Vol#(Issue#), 166-212. Retrieved from

http://www.mainwebsite.org

For more information and example related to references, visit the presentation

Writing In Style at:

https://www.sworps.utk.edu/training/APA_6_0/player.html