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CONCEPTUALIZING NOUNS: ENHANCING STUDENTS' COMPREHENSION THROUGH E-MAGAZINES

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Abstract

This study explores the potential of e-magazines as a tool to enhance students' conceptualization of nouns. This research discovers how e-magazines can contribute to students' conceptualization of nouns, ultimately improving their understanding of this grammatical element through reflective feedback. The study employed a mixed-method approach, emphasizing qualitative method through iREFLECT v1 questionnaires. Participants were first year Diploma students in one of tertiary institutions in Malaysia. The findings revealed positive outcomes as evidenced in the feedback form and highlighted positive impacts of e-magazines in aiding students' conceptualization of nouns and improving their overall comprehension. These findings contribute to the existing literature on innovative teaching approaches, emphasizing the importance of incorporating digital resources to foster learners in the 21st century classroom.

Keywords: conceptualization, reflective feedback, grammar lesson, e-magazine, innovative

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Introduction

Exploring students' learning experiences in higher education has assisted educators in improving their teaching approaches. In language learning, conceptualization is one of the on-going processes whereby students develop a deep understanding regarding a particular idea or concept about a lesson. It is also a process of understanding to establish ownership over a topic (Hartley, 2014)¹. Here, students are involved in making meaningful connections between the idea and their understanding about a lesson. This process is significant to encourage students to develop higher-order thinking skills, such as critical thinking, analysis, synthesis, and evaluation (Ma, Tiruneh & Spector, 2023)². This happens to achieve a range of objectives such as describing and explaining or arguing towards a viewpoint. Students who conceptualize will reflect distinctive knowledge based on their own understanding which may open to discussion.

While recognizing conceptualization of a lesson as one of the teaching methods by educators, it is also important to point out the significance of getting feedback from students based on the lesson learnt. This study is not only focusing on students' conceptualization of nouns, but it also highlights the usefulness of reflective feedback by the students. Past study has shown that there are interconnections between conceptualizing and reflective feedback (Misrah, Radzuwan & Marwan, 2022)³. Generally, conceptualizing helps students to develop a solid understanding about a subject, while reflective feedback supports self-reflection which enables students to refine their conceptual understanding about that subject.

Studies on conceptualization and reflective feedback practices often focused on educators to assist them in language lessons (Lee, 2022)⁴. Traditionally, studies on reflective feedback often contributed to educators' professional development and personal growth (McAlpine, Weston, Berthiaume, Fairbank-Roch & Owen, 2004; De Geest, Joubert, Sutherland, Back & Hirst, 2011; Marshall, 2019 ; Ma, Tiruneh & Spector, 2023)^{5,6,7,2}. However, in most recent studies on feedback in higher education, much attention has been placed on students' actions in response to information from teachers, peers and their own self-evaluation. This is crucial in aiding students to transfer information into action, which can assist them in their learning progress. To expand, this progress is viewed as a proactive process whereby students actively conceptualize that particular lesson taught, making sense of it and providing feedback based on their understanding about that lesson. This is also aligned to the focus of this study where it resonates with the new paradigm of feedback practices in language learning.

In language, noun is the most basic and first part of speech taught to them (Huddleston, 1984)⁸. However, there are limited studies done regarding learners' understanding particularly on nouns. Past studies have been focusing on the understanding of parts of speech as a whole (Miller, 2005; Fakhrudin, 2019; Mardhatillah, 2020; Ulfah & Hidayat, 2020; Lestari, 2020; Ramadhani & Ovilia, 2022)^{9,10,11,12,13,14}. Due to this limitation, the researchers of this paper seek to explore students' understanding of noun characteristics specifically on how they conceptualize nouns.

Due to the advancement of technology, language learning has evolved gradually in recent years. E-learning has become a unique and engaging medium for students to enhance their language learning. This involves utilizing e-magazine that include informative articles, captivating visuals and topical relevance as well as offering the ability to add animation, links, videos and social plug-ins. Integrating e-magazine in language learning gives several positive benefits such as captivating students' attention, enhancing comprehension and retention and providing students

with access to latest trends and authentic content especially related to cultures, customs and traditions. Incorporating grammar and language exercises can also allow students to enhance their learning experience especially when they are given tasks to give feedback regarding noun characteristics available in the selected e-magazine.

In this paper, there are two main objectives that need to be addressed which are (1) to explore students' conceptualization of noun characteristics and (2) to explore students' perceptions on the implementation of e-magazine in teaching nouns. By integrating technology in language learning, these objectives are in line with Sustainable Development Goal 4, which is to ensure future generations adapt and personalize their learning experience by engaging and enjoying their learning process through interactive technologies.

Literature Review

Conceptualization

Conceptualization is a complex cognitive process that involves forming mental representations of abstract ideas or concepts and it is influenced by various factors, including prior knowledge, cognitive abilities, and language proficiency (Smith, 2018)¹⁵. This is further supported by Martinez, Gonzalez and Durand (2017)¹⁶ that emphasized that students' ability to develop and articulate conceptual understanding involves students' vocabulary and semantic knowledge. Students' prior knowledge and experiences play a crucial role in their ability to form conceptual understandings, as they can build upon existing knowledge when learning new concepts (Gonzalez, Espinoza & Mercado, 2019)¹⁷. Cognitive abilities, such as reasoning and abstract thinking, are also essential for effective conceptualization (Jones & Robinson, 2020)¹⁸. Students' conceptualization skills can be evaluated thoroughly through tests that measure application, problem-solving, and communication of conceptual information.

Conceptualization of Nouns

Nouns are a fundamental part of language and play a crucial role in communication. Understanding nouns is essential for students' language development, as they form the building blocks of sentences and enable effective expression of ideas. Factors such as developmental progression, contextual and linguistic influences, cognitive processes, and instructional strategies play key roles in enhancing noun comprehension. This literature review aims to examine existing research on students' perspectives regarding conceptualization of nouns students' conceptual understanding of nouns as well as exploring factors influencing their comprehension.

Developmental Progression of Noun Understanding

Research suggests that learners' understanding of nouns develops over time. They typically acquire concrete nouns before abstract nouns, and their understanding of nouns progresses from specific instances to more generalized categories (Gentner, 1982; Senghas, Waxman & Benveniste 1997)^{19,20}. In addition, factors such as age, cognitive abilities, and language exposure influence this developmental progression (Gentner, 1982; Waxman & Markow, 1995)^{21,22}. Due to this, there are several factors that influence noun comprehension among students such as:

Factors Influencing Noun Comprehension

Noun comprehension is a critical aspect of language processing and plays a fundamental role in how individuals understand and convey meaning. Several factors like contextual, linguistic and cognitive factors have been investigated to better understand the processes underlying noun comprehension.

The first factor influencing noun comprehension is contextual factors. Context plays a vital role in facilitating noun comprehension where it provides rich and meaningful contexts and enhances students' understanding of nouns by connecting them to real-world objects, experiences, or situations (Shatz & Gelman, 1973; Golinkoff, Mervis & Hirsh-Pasek, 1992)^{23,24}. Next is linguistic factors. Various linguistic features impact noun comprehension. For instance, research has shown that concrete nouns are generally easier to understand compared to abstract nouns due to their tangible referents (Gentner, 1982)²⁵. In addition to that, word frequency and word length can also influence noun comprehension (Hills, Maouene, Riordan & Smith, 2009)²⁶. Finally, cognitive factors. Cognitive processes such as categorization and mental imagery also contribute to noun understanding. As such, categorization abilities enable students to group nouns based on shared attributes, while mental imagery helps in forming mental representations of nouns (Clark & Clark, 1977; Paivio, 1971)^{27,28}.

Hence, here are some instructional strategies provided to enhance noun conceptualization among students, such as;

- a) Contextualized Instruction: Providing meaningful contexts and real-life examples can support students in relating nouns to their practical applications and enhance their understanding (Gelman & Markman, 1986; Dunn-Rankin, 1993)^{29,30}.
- b) Visual Aids and Manipulatives: The use of visual aids, such as pictures, diagrams, and objects, can facilitate concrete and abstract noun comprehension by providing visual representations and promoting mental imagery (Mayer, 2001; Diefenbach, 2009)^{31,32}.
- c) Explicit Instruction: By applying direct instruction on noun forms, categories, and related grammatical rules, it helps students develop a clear conceptual understanding and apply appropriate noun usage in different contexts (Pearson, Hansen & Gordon, 1994; D'Anna, Zechmeister & Hall 1991)^{33,34}.
- d) Multimodal Approaches: These approaches incorporate multiple modalities, such as auditory, visual, and kinesthetic, and can enhance noun comprehension by catering to diverse learning styles and reinforcing understanding through various sensory channels (Mayer, 2009; Clark, 2012)^{35,36}.

Due to the factors influencing noun comprehension as well as instructional strategies to enhance noun conceptualization among students, different assessment methods were suggested by some researchers, including quizzes, tests, and language samples to measure students' feedback on conceptualization of nouns. According to Gentner and Toupin (1986)³⁷ and Bradley and Bryant (1983)³⁸, assessments should focus on evaluating students' ability to recognize, categorize, and use nouns appropriately. Furthermore, when students conceptualize and give feedback about nouns in the classroom, their perceptions and feedback may vary based on their individual learning styles, prior knowledge, and overall learning experience.

Overall, the feedback on nouns in the classroom can provide valuable information for educators to adapt their instructional strategies, tailor learning materials, and enhance the overall

learning experience for their students. It also helps educators to understand what aspects of noun learning are successful and which areas need more attention or improvement.

e-Magazine as a Tool in ESL Classroom

In recent years, the integration of digital resources into language learning environments has gained significant attention. Digital resources have revolutionised language learning by providing interactive and engaging platforms to facilitate the learning process (Daniels, Pyle & DeLuca, 2020; McGarr & Gallchoir, 2021)^{39,40}. Among these resources, e-magazines have emerged as a promising tool to enhance students' conceptualization of content knowledge in the English as Second Language (ESL) classrooms. According to Norshuhada and Hashiroh (2005)⁴¹, an electronic magazine (e-magazine) can be defined as a digitised material which is also perceived as an alternative source of reading materials for students. The e-magazine is further explained as a web-based system with cloud storage features that can be accessed via the World Wide Web (Ayaz & Gok, 2022)⁴². These digital publications offer multimedia content, including articles, images, audio, and videos, which can be in a variety of formats such as novels, newspapers, manuals and books.

Studies have investigated the benefits associated with the incorporation of e-magazines in ESL instruction. Firstly, e-magazines offer systematic, purposeful and meaningful learning to students in one or more content areas (Alshumaimeri, 2017; Karakaya, 2015; Knauf, 2017)^{43,44,45}. This enables learners to experience a more impactful learning experience which further enhances their understanding of a specific content. Besides offering learners a visually appealing and interactive learning experience, e-magazines also provide numerous opportunities for learning, resulting in increased students' attention and motivation. The student-centred learning approach that e-magazines could offer enables students to actively take part in the learning process (Harring & Luo, 2016)⁴⁶. As a result, students' progress can be monitored and managed electronically than the traditional paper counterparts. Interestingly, e-magazines could also provide learners with authentic language input, exposing students to real-world examples of contextualised language (Ayaz & Gok, 2022)⁴². This further promotes learner autonomy by enabling self-paced learning beyond the traditional classroom setting.

The integration of e-magazines as a tool in ESL classrooms has significant pedagogical implications. The findings from empirical studies indicate positive outcomes and highlight the benefits of e-magazine implementation, including increased student engagement, exposure to authentic language, and learner autonomy. As technology continues to advance, educators should embrace digital resources like e-magazines to enrich ESL instruction and promote effective language learning in the modern classroom.

Reflective Feedback using e-Magazine

Feedback plays a crucial role in English as a Second Language (ESL) education, as it enables students to reflect on their language learning progress and make improvements. Traditional feedback methods often focus on correction and evaluation, neglecting the reflective aspect of learning. As innovative teaching and learning approaches develop alongside technology use, the complexity of information further increases. This prompts educators and learners alike to frequently rethink and reapply new methods to obtain information and utilise problem solving techniques. It is therefore essential for educators and students to develop reflective thinking skills

during the learning process as it supports learners to (a) associate new information with previous experiences, (b) think in both abstract and conceptual terms, (c) apply certain strategies in new tasks, and (d) understand their own thinking and develop learning strategies (Gülen & Yaman, 2019; Kasap, 2021)^{47,48}. Reflective feedback is an instructional approach that encourages students to critically analyse their learning experiences, identify areas for improvement, and set goals for future development. In ESL education, reflective feedback empowers students to take an active role in their learning process, promoting metacognitive awareness, and fostering learner autonomy. By engaging students in reflective practices, educators can facilitate a deeper understanding of language concepts and enhance language proficiency.

Literature suggests several benefits associated with the use of e-magazines to garner reflective feedback in ESL education. According to a study conducted by Meletiadou (2021)⁴⁹ involving undergraduate students, it was found that the use of e-magazines resulted in an increased level of motivation among students in both writing and learning. Interestingly, Khan and Hoq (2021)⁵⁰ in their research involving primary school teachers further emphasized that the use of e-magazines enhances reflective thinking abilities of these educators. Similarly, Farahian, Avarzamani and Rajabi (2021)⁵¹ conducted an experimental study with university students and found that e-magazines had a positive impact on students' reflective thinking which allows room for reflective feedback concerning their comprehension of the knowledge content. Also, in a study by Oehlman, Haegar, Clarkston and Banks (2016)⁵², it was stated that e-magazines do not only support reflective learning but also facilitate the transfer of knowledge and actively engage students who may be less participative in lessons. A study by Endres and Chowdhury (2022)⁵³ which focused on individuals employed in production and service organisations, also revealed a similar outcome that the implementation of e-magazines positively influenced both reflective thinking and motivation. Indeed, e-magazines greatly facilitate asynchronous feedback, allowing students to revisit and reflect on the feedback at their own pace. This promotes self-directed learning, metacognitive development, and the integration of feedback into future language tasks.

While using e-magazines to gather reflective feedback holds promise, there are also challenges that educators should consider. Technological limitations, such as access to devices and reliable internet connectivity, may pose barriers to implementing e-magazines in certain educational contexts (Ayaz & Gok, 2022)⁴². Moreover, educators need to ensure that the design and content of the e-magazines align with the learning objectives and cater to students' language proficiency levels. Clear instructions and scaffolding may be necessary to guide students in effectively engaging with and reflecting upon the feedback provided through e-magazines. Furthermore, studies on the significance of reflective feedback and e-magazines in the language classroom are still scarce despite the increasing popularity of e-magazines. It is therefore essential to emphasise on the practice of reflective feedback regarding lessons through a digital platform such as e-magazine to improve reflective thinking skills. With this study, it is hoped that educators will embrace the utilisation of e-magazines to enhance reflective experiences among learners.

Methodology

Study Design

The current study employed the mix-methods approach that utilized the concurrent mixed-methods procedures (Creswell, 2009)⁵⁴. In this approach, researchers incorporate both qualitative and

quantitative data with the purpose of providing comprehensive analysis of the research problem. This study focused more on the qualitative approach to seek deeper understanding on students' conceptualization of nouns then applying quantitative measures with the purpose of generalizing the findings to the population.

Participants

The sample of this study consisted of 30 students from University Teknologi MARA, Samarahan Campus. The participants were first year students who were taking an English language course, ELC 121: Integrated Language Skills II. The participants were from diverse ethnicities ranging from Malay, Iban, Melanau and Orang Ulu in Sarawak. Moreover, their language proficiency level was from low intermediate to upper intermediate and this was identified by referring to their English language subject Sijil Pelajaran Malaysia (SPM) result. The participants were selected based on the availability sampling and their participation in the current study was by their own consent. The number of respondents was restricted to make sure a more presentable data analysis and the ease of the researchers in analyzing the data.

Instruments

To collect the qualitative and quantitative data, a survey questionnaire, iREFLECT v1 was designed. The open-ended questions in iREFLECT v1 were reflective and subjective in nature. These allowed students to give their feedback regarding their lesson that day. iREFLECT v1 consisted of 11 questions formulated by the lecturer in accordance with the subject taught. The data were treated qualitatively to get a comprehensive summarization of the specific feedback given by the students. On the other hand, three close-ended questions with the option of true or false were constructed to gather more perspective on students' conceptualization of nouns in a descriptive manner. These quantitative data were gathered to further triangulate the findings from the open-ended questions. All items in the questionnaire were validated by four English language educators, with six to eight years of experience in public higher learning institutions.

Firstly, a lesson on nouns by implementing e-magazine as the main learning tool was conducted. The instructor began the lesson by explaining the parts of speech and nouns as one of the components in parts of speech. Next, students performed tasks to identify nouns, verbs, adverbs, and adjectives from the articles in the e-magazine provided. Finally, a survey questionnaire was distributed to the students through an online survey. It was the iREFLECT v1 template using a Google Form link that was prepared via a WhatsApp group message. The survey questionnaire was designed to gather information about the participants' reflections on the lesson they had. The participants were required to reflect on their emotions, class readiness, understanding about the topic of the day and their suggestions for their upcoming class. The survey included short answers, multiple choice questions and long answer texts. The iREFLECT v1 template was distributed to the participants after they had completed the lesson in the second week of the semester that covers the Parts of Speech (Nouns). The students were given 15 to 30 minutes to answer the questions about their conceptualization of nouns in parts of speech and their perception on using e-magazines during the lesson.

Data Analysis

The collected feedback was analyzed by employing the thematic analysis method. Students' responses were categorized into codes and these codes were translated into themes based on the characteristics of nouns which the students were taught during the lesson and the students' perception on digital resources in language learning in the past literature. As for the quantitative findings, the descriptive data was analyzed by utilizing the Statistical Package for the Social Sciences (SPSS) to calculate its frequency distribution, which was tabulated in percentage form.

Limitations

The study had several limitations, including a relatively small sample size and first-year Diploma. Additionally, the study only examined students' reflections on the teaching and learning of Nouns. As such, the results may not be generalizable to other student populations or contexts. Further studies are needed to explore the perceptions of other student populations and different topics such as the conceptualization of parts of speech for other components, for example, pronouns, articles, adjectives, verbs, adverbs and interjections.

Findings

The data obtained to understand students' conceptualization of nouns was collected and analyzed qualitatively using thematic analysis after the lesson to teach nouns by implementing an e-magazine in the instruction. The students' feedback about nouns was tabulated, and emerging sub-themes and themes were recorded. It was discovered that students conceptualize nouns based on these themes; definitions, functions, examples, and comparisons of nouns to other parts of speech. Students were observed to be able to define the nouns accurately, identifying nouns as names for people, objects, animals, and things. Literature suggests contextual factors as one of the language processing aspects for learners to comprehend meaning and relate it to their background knowledge (Shatz & Gelman, 1973; Golinkoff, Mervis & Hirsh-Pasek, 1992)^{23,24}. The students' ability to relate nouns with their surroundings portrays their ability to understand the meaning of nouns and its relevance to the authentic world. The unfolding themes also clarify students' understanding on the purpose of nouns in a sentence and their ability to provide relevant examples with regards to the usage of nouns. This shows students' expressing strong awareness on linguistic features when understanding nouns. As mentioned in previous studies, linguistic factors such as listing out linguistic features represents students' better conceptualization of a grammar component (Clark & Clark, 1977; Paivio, 1971)^{27,28}. Lastly, students were found to compare nouns to other parts of speech precisely by comparing their definitions and characteristics when they tried to identify in the reading texts in the e-magazine. Conclusively, the table portrays students' accurate conceptualization of nouns. These findings reveal that implementing e-magazines in instruction leads to positive outcomes in facilitating students learning to define nouns, understand their functions, provide relevant examples, and compare nouns to other parts of speech.

Table 1
Students' Conceptualization of Nouns

Themes	Sub-themes	Examples
Definitions	Nouns are names for people, objects, animals, and things	<i>“Proper nouns are the names of the specific names.”</i>
	Proper nouns are specific names	
Functions	A noun is used to provide a general name	<i>“A noun is a word that names something such as a person, place, thing, or idea.”</i>
	A proper noun is used to provide a specific name	<i>“Proper nouns are a specific name for a particular person, or place”</i>
	A noun can be a pronoun	<i>“A noun can be a pronoun.”</i>
	A noun is the subject and object in a sentence	<i>“What I understand is a verb needs a noun if it wants to complete the sentence; nouns are subjects in a sentence.”</i> <i>“noun is for objects.”</i>
Examples	Names of people, places or things	<i>“The brand of that car is Proton. Car is a noun; Proton is a proper noun.”</i>
	A proper noun is capitalized at any position in a sentence.	<i>“Proper noun is always capitalized”</i>
Comparison of nouns to the other parts of speech	A verb must express a noun to provide meaning in a sentence.	<i>“A verb can't be used if it doesn't have a noun as a subject.”</i>
	A noun provides names, while a verb expresses actions in a sentence	<i>“Nouns are words that name a person, object, place, animal, plant, and idea, while verbs are words that show an action in a sentence that describes the subject.”</i>

In order to gain more insight on students' conceptualization of noun characteristics, a True/False questionnaire survey was distributed to the students. The responses were analyzed descriptively in percentage data, and the results were tabulated as a triangulation of the previous qualitative findings.

Table 2

Students' Conceptualization of Noun Characteristics

Statements	True (%)	False (%)	Correct Answer
Nouns identify people, objects, places, and events.	90.5	9.5	True
Verbs always occur after a noun.	85.7	14.3	True
Adverbs can be nouns, verbs, or adjectives, and they have degrees that can be measured.	71.4	28.6	True
A noun always occurs at the beginning of a sentence	52.4	47.6	True
Adjectives always occur after a noun.	52.4	47.6	False

Referring to Table 2, students grasped the definition of nouns the most for item 'Nouns identify people, objects, places and events.' (True=90.5%, False=9.5%), followed by the position of verbs in relation to nouns in a sentence for item 'Verbs always occur after a noun.' (True=85.7%, False=14.3%). They also comprehended the possibility of nouns functioning as adverbs, as portrayed by item 'Adverbs can be a noun, verb, or adjective, and they have degrees that can be measured.' (True=71.4%, False=28.6%).

However, students were confused about the position of nouns in a sentence in item 'Noun always occurs at the beginning of a sentence' (True=52.4%, False=47.6%) and the role of adjectives in relation to nouns in item 'Adjectives always occur after a noun.' (True=52.4%, False=47.6%). The findings indicate that while the students demonstrated exceptional comprehension of several aspects of nouns, they were unsure about certain areas of nouns, such as the position of nouns and the role of adjectives. This is in line with Gülen and Yaman (2019)⁴⁷ which stated that students develop reflective thinking skills and support them to understand their own thinking and develop learning strategies. However, the results suggest further clarification in these areas to enhance students' conceptualization of nouns.

Consequently, the present study explores the students' perceptions on the implementation of e-magazines in teaching nouns. The data were gathered qualitatively through an open-ended question. Themes were formulated and listed in Table 3.

Table 3

Students' Perception on the Implementation of E-Magazines in Teaching Nouns

Themes	Sub-themes	Examples
Benefits of e-magazines in Language learning instruction	The practicality of e-magazines	<i>“E-magazines are better than hardcopy magazines because e-magazines are more portable and convenient.”</i>
	Perceived improvements in language form awareness	<i>“My sentences are not correctly constructed.” “I can improve my grammar.”</i>
Perceived improvement on parts of speech	Distinguishing nouns, verbs, and adjectives.	<i>“I was able to identify the nouns, verbs, and adverbs in the magazine and know the differences in using the words in a sentence.”</i>
	Identifying roles of parts of speech in sentence building	<i>“The correct way of use and placements of the nouns, verbs, adjectives and adverbs in a sentence.”</i>

Table 3 describes two arising themes derived from the students' perception on e-magazine implementation in class. Students reported experiencing the practicality of using an e-magazine when they mentioned that it was portable and convenient. Other than that, they claimed to be more aware of the language forms produced during the activity. This resonates with the findings of Meletiadou (2021)⁴⁹ which revealed the positive outcome of e-magazines in increasing motivation among students in language learning. The second theme that emerged was the students' perceived improvement in grammar knowledge about parts of speech. Students were able to identify the differences among nouns, verbs, and adjectives as well as their functions in a sentence. This learning activity can help students who are passive and less participative in class lessons to be more active in participating in class activity as it involves individuals' reflective learning (Oehlman, Haegar, Clarkston & Banks 2016)⁵². Moreover, implementing e-magazines in the language classroom does not only provide students with a platform to reflect on their learning, but also offers systematic, purposeful and meaningful learning to students in one or more content areas (Alshumaimeri, 2017; Karakaya, 2015; Knauf, 2017)^{43,44,45}. In summary, the implementation of an e-magazine serves not just as a learning tool that is practical and convenient for the students, but also improves their awareness of language forms. As mentioned by Gentner and Toupin (1986)³⁷ and Bradley and Bryant (1983)³⁸, assessments should focus on evaluating students' ability to recognize, categorize, and use nouns appropriately. Thus, the implementation of e-magazine is one of the best methods to measure students' feedback on conceptualization of nouns. In short,

educators should be encouraged to explore and adopt innovative approaches that leverage e-magazines to promote reflective learning and enhance language proficiency in the ESL classroom.

Conclusion and Recommendation

Students' conceptualization of lesson especially noun characteristics has shown positive feedback as students portray accurate conceptualization of nouns. The quantitative findings show students mostly were able to identify nouns as people, objects, places and events (True=90.5%, Correct answer=True). Nonetheless, they were mostly confused about the position of nouns in the sentence (True=52.4%, Correct answer=True) and the role of adjectives in relation to nouns (False=47.6%, Correct answer=False). The utilization of technology and authentic resources, such as e-magazines, within ESL classrooms also has shown promising results in enhancing students' learning experiences and fostering an improved comprehension of nouns according to their reflective feedback. Future research could explore the integration of e-magazines or other interactive technological tools for teaching various parts of speech like verbs, adverbs, adjectives and et cetera. This study would enable the ESL educators to identify specific parts of speech that pose challenges to students, hence allowing them to adapt their teaching methodologies accordingly. Integrating conceptualization and reflective feedback can be a valuable teaching methodology for ESL educators. This approach aids students to understand better about lesson concepts and encourages them to analyze their own understanding related to the lesson. Also, engaging in reflective thinking exercises helps to promote open communication and the sharing of ideas among learners (Siti Khadijah Mohamad & Zaidatun Tasir, 2023)⁵⁵. Future study could explore various student demographics such as different language proficiency levels and educational backgrounds. Analyzing the interaction between these factors and the use of e-magazine in language instruction could yield valuable insights for fostering inclusive and adaptive educational practices.

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