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## The Impact of a Debriefing Strategy in Online ESL Classrooms

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**Abstract.** This paper explores the impact of debriefing in online English as a second language (ESL) classrooms in an urban national primary school. Self-evaluation is essential to enhance teaching and learning. This paper pursues the impact of a debriefing strategy using an exit ticket to assist successful learning in online ESL classrooms. Fifty Year 5 students and eleven ESL teachers participated in this study. A mixed methods approach was implemented to investigate the impact of a debriefing strategy and to gauge teachers' perceptions on debriefing in an online ESL classroom in the learning process. The students were divided equally into two groups. The group that had a debriefing session scored higher (mean = 19.64, min = 18, max = 20) than the control group (mean = 13.72, min = 9, max = 16), which did not have debriefing. The average test scores from the two groups were significantly different from each other. The teachers gave sufficient explanation related to their understanding on debriefing and its importance in the classroom. To understand teachers' perceptions of debriefing as a tool in an online ESL classroom, data were generated from a semi-structured interview and analyzed by using chi-square analysis. The p-value was 0.0004226; therefore, there was a significant association or relationship between the answers in this interview. Debriefing proved to help the students with collaboration, reflective thinking, critical thinking, and ease of understanding. Teachers in schools should consider including a debriefing time in their lesson plans since this strategy has the potential of improving the efficacy of the teaching and learning process.

**Keywords:** debriefing; ESL; exit ticket; impact; online classroom

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## 1. Introduction

The learning process involves making sense of the lessons taught or experienced by the individual learner. Barwani (2014) found that individuals have varied experiences of the same lesson and might interpret these experiences differently and carry this knowledge with them throughout their lives. Therefore, it is important to utilize tools in a lesson or in a classroom to enhance their understanding. As stated by Watkins (2007), these learning experiences could be enhanced through reflective practices and active involvement during the lesson.

The practices of reflection and active involvement can be carried out before, during, or after a lesson. Formal or informal discussions held after the lesson or activity or after any tasks are given are known as “debriefing” (Dennison & Kirk, 1990). Debriefing revolves around the primary objective of the activity (Dennison & Kirk, 1990). It is a useful tool that can be used by teachers to encourage active participation by the students, as well as to increase their understanding. Furthermore, according to Dennison and Kirk (1990), students’ learning is hindered or disadvantaged because teachers fail to make time for students to review an activity or to debrief them once the lesson has been finished.

In this study, the focus is more on the impact of debriefing in online learning. Perhaps the most reliable definition of debriefing as related to this topic is that by Raemer et al. (2011), who acknowledged that debriefing is a procedure which includes effective student involvement, and is led by a mediator or instructor, whose major aim is to recognize and close any gaps in the knowledge and skills. Lederman (1984), a prominent writer on the subject, described debriefing as a post-experience analytical process in which the students and the teacher engage actively in oral discussion intended to steer the students through a reflective process on the basis of their own learning. Lederman (1992) further explained that debriefing is a form of discussion by learners which serves as a platform for evaluating their experience of the lesson according to their intellect and comprehension.

Hammel (1986) defined debriefing as an activity used to convince the participants to incorporate their learning, thereby achieving a sense of closure or comprehension of their experience. Through debriefing, students or learners can entrench their learning experience to utilize it successfully in the future. However, it is necessary for them to take some time to think about it and to interpret the meaning thereof for themselves. As explained by Markulis et al. (2003), normally, debriefing is part of a larger learning process. For instance, debriefing is not an activity on its own; it is usually applied as part of a simulation, or as an experiential exercise in a classroom.

Additionally, Lederman (1992) elaborated that the main purpose and foundation of debriefing in the learning process are to facilitate comprehension of what took place. In addition, it is used to determine what the learners have discovered and to assess what has been taught in light of the learning objectives. Furthermore, Thatcher (1990) maintained that debriefing assists students in their learning to reflect on their own learning. Debriefing improves students’ understanding of

what they have learned. Lederman (1992) proposed three phases of debriefing, as illustrated in Table 1.

**Table 1. Debriefing phases according to Lederman**

Phase	Purpose	Description
<b>Phase 1</b>	Systematic reflection & analysis	Phase 1: The participants open up to a methodical self-reflective procedure in relation to their previous experience.
<b>Phase 2</b>	Intensification & personalization	Phase 2: The participants refocus their reflection based on personal experiences and the implications thereof.
<b>Phase 3</b>	Generalization & application	Phase 3: The participants move from their personal knowledge and expand towards wider functions combined with the implications of that experience.

Lederman (1992)

The development of an individual's knowledge, skills, and expertise depends significantly on the lessons learned from an experience (Baker et al., 2002). Learning occurs when students are able to understand and themselves become involved in the activity or exercise done in a lesson or class. Therefore, the activities done in the class provide opportunities for students to be effective in the learning process. In addition, the debriefing session after such activities provides students a chance to increase their expertise, as well as their knowledge, as is the case with experts (Watkins, 2007).

However, the objectives of teaching and learning become unclear if students cannot comprehend the activities done in class. In addition, the teaching is futile if the objectives are not integrated sufficiently with the lesson and the cognitive level of the students (Berman et al., 2004).

Furthermore, according to Dennison and Kirk (1990), one of the reasons students' learning is hindered, or at a disadvantage, is due to the lack of opportunity presented by teachers to review the activity, or to debrief students once the lesson is completed. By applying a suitable and yet effective debriefing session, teachers can confirm whether the students have understood the objectives of the lesson and are able to better understand the instructions of the lesson.

Moon (2004) expressed the opinion that the knowledge achieved cannot become established into proper education if the students do not bother to learn at all, or if the knowledge is taught too rapidly. Therefore, these are also important aspects for teachers or educators to consider in their teaching.

In 2020, the COVID-19 pandemic undermined the schooling year, with schools being open for physical face-to-face classes for only about five to six months (Tan, 2021). Online classes started on and off from the beginning of 2020 until the middle of 2021, without any definite end in sight. Furthermore, the impact of this pandemic is not yet over. Online classes or virtual learning are not suitable for everyone. Learners ought to be motivated, self-directed, and keen to work

independently. Excellent time-management abilities, encouragement, and self-discipline are mandatory to achieve the coursework through distance learning. Online learners must be competent to obtain the knowledge from the various resources offered by the instructor. They must be able to make the necessary modifications and monitor their progress and understand in what way they are progressing.

Limited research has been carried out on debriefing strategy in a language classroom, particularly in the online English as a second language (ESL) classroom. Utilizing a range of methods directs the students to learn efficiently, while concentrating on enhancing their learning experience. Shuell (1986) explained that a teacher's primary mission is to enable students to become involved in learning activities that would assist them in achieving the intended learning outcomes (ILOs). What the students do is more critical than what the teacher does in the classroom.

Research has shown that exit tickets offer easy and fast educational evaluations that support and encourage students to learn and reflect (Izor, 2019; Marzano, 2012). Exit tickets could provide teachers with information on any misconceptions, attitudes, and knowledge of the content learned during the class period, which is important for accountability (Soto & Anand, 2009). According to Robb (2003) and Sosa (2013), exit tickets have been used in diverse areas as a formative assessment of learning.

In general, exit tickets offer teachers the facility to gauge students' understanding of a topic or a lesson. Exit tickets also help students to self-reflect on whether they have comprehended the lesson taught. Furthermore, they permit students to express their thoughts on new information. Lastly, exit tickets teach students to think critically, which is vitally important for all future learning.

The current COVID-19 pandemic has revolutionized the education sector. Schools were closed and teaching and learning transformed from a physical classroom to a virtual, online one. It has been conceded that online learning is not as effective as learning in a physical classroom. This is because teachers would not be able to detect whether the students have learnt the lesson and are therefore unable to expand the students' learning. In this study, we propose use of a debriefing strategy to facilitate successful learning. Debriefing strategies have been used in all fields and its effectiveness established, especially in medical lectures and in the health sector. Nevertheless, use of debriefing strategy in the education sector, particularly in primary schools in Malaysia, has been limited.

There is limited research on debriefing strategy extended to language classrooms in Malaysian primary schools during the current pandemic, in which online classes are conscientiously carried out. A good debriefing is essential and important for a successful learning outcome. Debriefing should assist learners to progress in the practice of self-reflection. Thus, this study seeks to investigate the true impact of debriefing in online ESL classrooms, since the principal objective of debriefing is to improve and strengthen the learning outcomes.

This study intended to examine the impact of a debriefing strategy in an online ESL classroom at a primary school in the urban city of Subang Jaya, Selangor during the COVID-19 pandemic due to schools' closure from March 18, 2020. The ultimate aim is to achieve development of students' learning in an online classroom, and to determine the impact of a debriefing strategy on the learning experienced by students in an online classroom. The objectives of this study are as follows:

- To investigate the impact of debriefing in an online ESL classroom.
- To explore the opportunities for students to determine and develop their learning through a debriefing strategy in an online ESL classroom.
- To study teachers' perceptions on debriefing in the process of teaching and learning.

Based on the review of the research literature, the following three research questions were developed to direct the research:

- What is the impact of debriefing in an online ESL classroom?
- How does debriefing provide opportunity for students to determine and develop their learning in an online ESL classroom?
- What are teachers' perceptions on debriefing in the process of teaching and learning?

## **2. Literature Review**

### **2.1 Kolb's Learning Styles and Learning Environments**

The intended learning objectives in an online classroom can be achieved by integrating the learning style framework into the teaching and learning. Based on Kolb's learning style inventory, there are four learning styles: accommodating, assimilating, converging, and diverging (Wilcoxson & Prosser, 1984). The online classroom can impact learning greatly when lessons are carried out on the basis of the instructional design choices. These need to incorporate the fundamentals of the lesson delivered, communication between the teacher and students, a variety of appropriate and constructive online tasks and activities, and the functional use of adaptable resources via the online method (Gardiner & Cumming-Potvin, 2015).

### **2.2 Contributions of Debriefing to Learning**

Several researchers have successfully proven the contributions of debriefing in learning. Debriefing successfully transforms a learner's understanding from very low to very high through reflection. Debriefing is a platform for intellectual as well as emotional learning (Letseka & Zireva, 2013). Learning assisted by reflection offers the best method for understanding the lesson better (Schön, 1987). "Reflective practice" is a term used to describe the act by a learner to evaluate the beliefs, principles, and knowledge that accompany their learning practice. Debriefing acts as an opportunity for learners to get a response and feedback from their educators as well as their classmates. According to Newell and Rosenbloom (1981), in the learning curve theory, valuable commentary should be applied to reflect the learning process.

### **2.3 Reflective Learning and Debriefing as a Teaching-Learning Strategy**

Debriefing is designed to encourage reflection, thereby inspiring the learners to evaluate individual theories, as well as to predict the ways for improving or expanding further skillful practices. Scanlan et al. (2002) identified the three phases of reflection: consciousness, critical analysis, and brand-new perceptions. The significance of utilizing reflective or introspective education is that it enables students to employ their discoveries on different levels from the perspective of critical thinking, and then to be able to make decisions.

## **3. Research Methodology**

### **3.1 Research Design**

To explore teachers' perceptions on debriefing in an online ESL classroom in the process of learning, a mixed-methods research approach was implemented in this study. A descriptive case study was carried out to thoroughly explore the learning outcomes in an online ESL classroom through use of a debriefing strategy. Qualitative and quantitative research methods were employed to obtain comprehensive findings. A semi-structured interview schedule with close- and open-ended questions was designed and interviews conducted with 11 ESL teachers to ascertain their perceptions on debriefing in the learning process in their classrooms.

### **3.2 Participants**

The participants in this study comprised 50 Year 5 students from a national primary school located in an urban area in Selangor. Alongside these students, 11 teachers were chosen from the same school. Participants were selected based on the approval by and suggestions from the principal and teachers. The reason that 50 students were chosen and no more than that is due to the limitations of virtual assessment. The students chosen also had to have a virtual device and good internet connection. The study could not be done in a face-to-face environment due to the learning-from-home measures implemented to reduce the impact of COVID-19.

The study focused on Year 5 students due to their accessibility and for convenience purposes. In addition, we assumed that Year 5 students would be mature enough and able to understand the context of this study. Furthermore, Year 5 students are not involved in any important examination. The 11 teachers were chosen to investigate their perceptions on debriefing in the learning process.

### **3.3 Instruments**

The research instruments used to collect data in relation to each respective research objective are discussed in this section.

#### *3.3.1 To investigate the impact of debriefing in an online ESL classroom*

The time duration of this study was three weeks. The student participants in this study were divided into two groups with equal numbers ( $n = 25$ ). One group conducted a debriefing session for the chosen subject. The other group was a control group, which had no debriefing but only received the normal lesson content for the same subject online. Data were collected through an exit ticket using Google Forms (Appendix 1), after which the test scores of the two groups

were compared. The impact of debriefing on the test scores of the 50 students was investigated.

### *3.2.2 To explore the opportunities for students to determine and develop their learning through a debriefing strategy in an online ESL classroom*

The best debriefing strategy for online classes was investigated by using several functions provided by the platform for online classes. First, Padlet was used as a bulletin-board feature. The Padlet platform enabled the teachers to reach the targeted students for debriefing purposes. The students then discussed what they had learnt and debriefed themselves. Second, another free platform, Google Forms, was used to create an exit ticket that enabled the students to reflect on their learning process with supervision from the teachers. The teachers' perceptions on debriefing were collected through an interview (Appendix 2).

### *3.3.3 To study teachers' perceptions on debriefing in the process of teaching and learning*

To investigate the teachers' perceptions on debriefing in the process of learning, data were gathered using a mixed-methods approach involving an interview (Appendix 2). Quantitative data examining the teachers' perceptions and understanding of the subject of debriefing were collected through 20 YES or NO and 5 Likert-scale questions. In addition, the interview involved 20 open-ended questions to investigate the teachers' perceptions on and challenges faced during debriefing. The interviews were conducted with the teachers to gain insight on the effectiveness of debriefing in an online ESL classroom.

## **3.4 Data Analysis**

Qualitative and quantitative methods were applied. Qualitative data analysis was applied using data from the semi-structured interviews and the exit ticket. Quantitative data analysis was applied using data from the interview. The quantitative data were compiled using Microsoft Excel, and then analyzed using SPSS.

## **4. Findings and Discussion**

### **4.1 Debriefing Impacts the Online ESL Classroom**

The results of this research were ascertained by using the Google Forms exit ticket and comparing the test scores between the two groups. A multiple-choice test was administered at the end of three weeks. The exit ticket was distributed to the students after the lesson had ended for the subject chosen at the end of the three weeks. The test scores of the two groups are shown in the chart below (Figure 1). The highest score that could be achieved is 20. In general, the control group, which did not have a debriefing session, had an average test score of 13.72, with a minimum score of 9 and a maximum of 16. Meanwhile, the other group, which had a debriefing session, scored an average of 19.64, with a minimum score of 18 and a maximum of 20.

The Welch two-sample t-test was used to determine whether the average test scores of the two groups were equal, or significantly different from each other or not. The average test scores from the two groups were significantly different from each other. The group that had a debriefing session scored much higher (mean =

19.64) compared to the group that did not have a debriefing session (mean = 13.72).

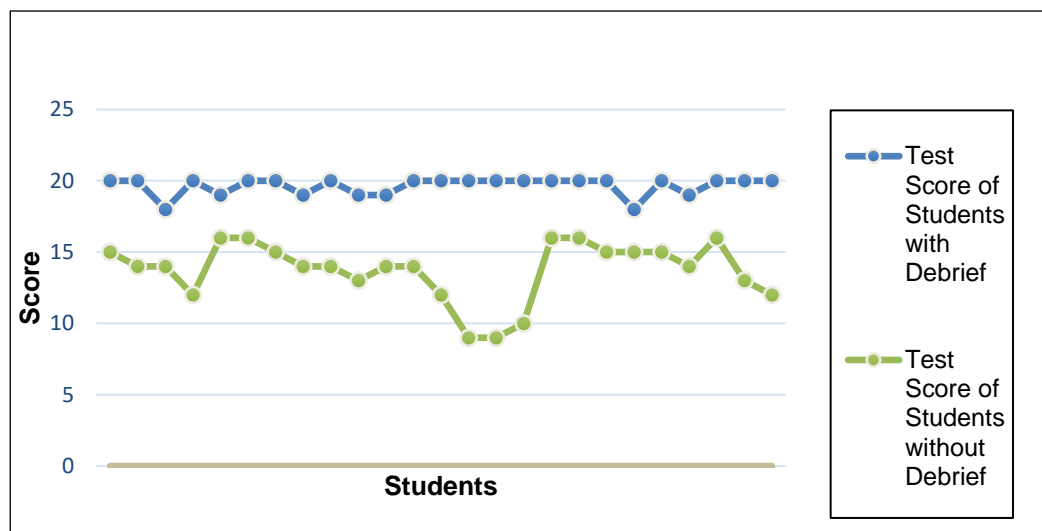


Figure 1. Test scores of the 50 students as per the two groups

The group that had a debriefing session received a higher score than the control group. The debriefed group of students gained more confidence in the lesson and had satisfactory responses in their exit ticket. Debriefing assisted the students to reflect on and make known their understanding of their learning. Consequently, they participated actively and understood what they were learning, and this permitted them to find the time to reflect on their own learning. The students who did debriefing attempted to enhance their learning, or to achieve better in the activities.

Finally, through debriefing, the teachers and the students became better listeners to each other. After debriefing, the students were able to overcome challenges in online learning, address more concerns, and make recommendations and suggestions. The debriefing strategy encouraged and increased the students' acumen, motivation, and performance. When teachers educate students through debriefing to evoke and recreate what they have learned, they can initiate not only learning of the facts but also a better understanding of the content.

#### 4.2 Debriefing Provides Students the Opportunity to Determine Their Learning in an Online ESL Classroom

This study established that debriefing enabled the students to dwell on and synthesize the content from a lesson. They were able to determine what they had learned and how they had learnt it, and then to consider what they should do next to stretch and grow that learning. When the teachers were able to allocate time for a debriefing, the students had the opportunity to customize the lesson and to establish their knowledge.

Especially during the current pandemic, with physical classes being replaced with online classes, teachers were not able to identify students' learning; and students were not able to identify their understanding of the lesson and to track their



learning progress. As seen from the test scores represented in Figure 1, this research has demonstrated that debriefing is suitable for use in an online class as a process of helping students to reflect on their learning and to deepen their understanding.

Debriefing enabled the students to share what they had learnt and to summarize what the learning meant to them. It also provided the teachers the opportunity to review what the students did not understand very well, and to help them connect with their learning objectives.

#### 4.3 Teachers' Perceptions on Debriefing Strategy in an Online ESL Classroom

Twenty questions were formulated to understand the perceptions of the teachers on debriefing in an online ESL classroom. All 11 teachers answered YES to question numbers 4, 6, 14, 15, 20, 26, and 34 (Figure 2). For all the questions, YES was chosen by more teachers than NO, except for question 13 (*Do you think pupils understand the importance of debriefing?*), to which six teachers answered NO (Figure 2).

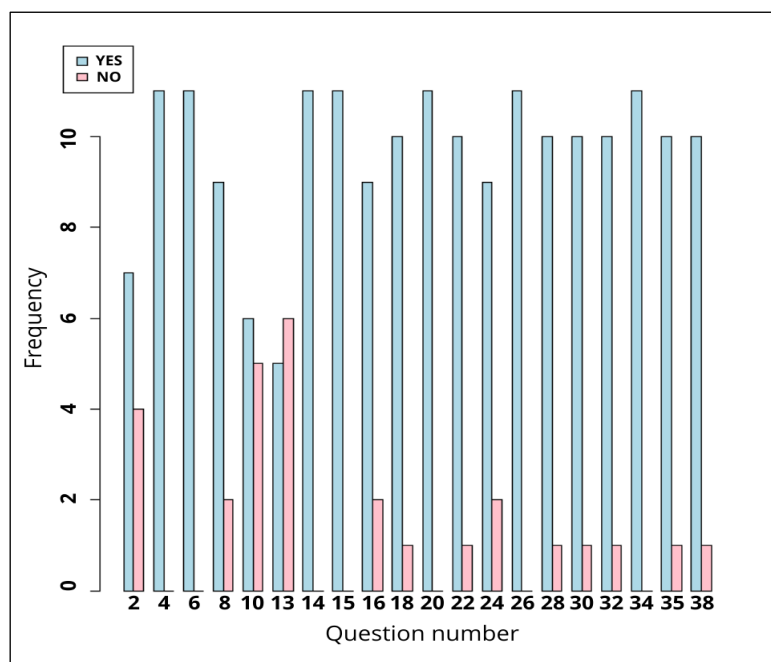


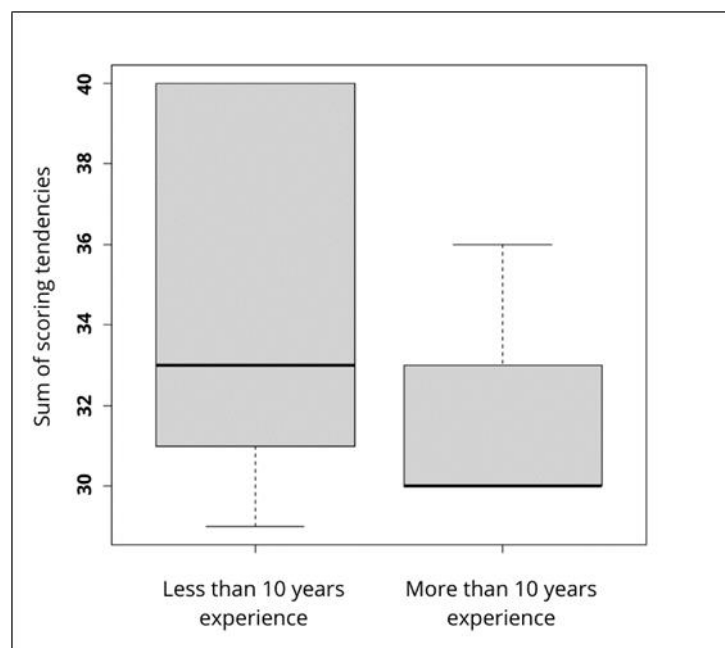
Figure 2. Frequency of teacher responses to YES or NO questions

The chi-square test was used to ascertain the significant association or relationship between the YES and NO answers. From the analysis of R, the chi-square test yielded a p-value = 0.0004226. Therefore, there is a significant association or relationship between the YES and NO answers in the interview. However, it is important to note that the chi-square analysis needs a large sample size, randomly drawn from the mutually exclusive independent variables.

The small sample size of 11 teachers in this study might have affected the results of the chi-square test. Therefore, a bigger sample size is needed in the future to generate better and more reliable results. From the YES and NO answers, we may

conclude that the 11 teachers had had some background in the use of debriefing in the classroom. The teachers were able to sufficiently explain their understanding of debriefing and the importance thereof in the classroom. This is expected and consistent with the teachers' background, education, and past experiences. Although teachers might think that debriefing is important, and that it could assist both teachers and students in the learning process, the students may not yield a positive outcome through the lack of participation. This could be caused by a lack of interest in debriefing or in the lesson itself; alternatively, they might not understand the importance of debriefing.

In addition, the Likert scale was used in several questions (40–44) in the interview to gauge the teachers' perceptions on debriefing in an online ESL classroom. For this analysis, the 11 teachers were categorized into two groups. L10 included the teachers that had been teaching for less than 10 years, whereas M10 included those that had been teaching for more than 10 years. Their scores from the Likert-scale questions were added together and generated in a boxplot (Figure 3). The scores were taken directly as per the four scales used, ranging from strongly disagree (1) to strongly agree (4).



**Figure 3. Boxplot of teacher responses to the Likert-scale questions based on years of experience**

The boxplot shows that the teachers with less than ten years of experience (L10) scored higher than those with more than ten years of experience (M10). The black line that runs through the middle of the box indicates the respective median scores of the groups (L10 = 33; M10 = 30). Meanwhile, L10 had an average of 34.86, whereas M10 had an average of 31.5. The tendency of L10 to score higher than M10 is a difference significant to this study.

Because the data were not normally distributed, a non-parametric analysis was conducted to analyze the statistical differences between the two groups (L10 and M10). The analyses showed that the p-value (0.3288) was not significant. Therefore, even though L10 tended to score higher than M10, the differences in their scores are not significant. It is important to note that the number of teacher participants in this study was 11, which consequently greatly impacted the results of this analysis.

## **5. Conclusion**

Debriefing in education, especially in schools in Malaysia, has not yet been adequately implemented. Student participants had not been given an opportunity to reflect on and improve their own learning. Despite this, this study supports effective debriefing methods in an online ESL classroom to determine students' learning. Debriefing has positive consequences for learning and improves student performance competences, critical thinking, and problem-solving skills. Therefore, it is necessary to educate responsible teachers in schools on the need to implement and develop debriefing in their lessons. Students should be able to assist the whole class when contributing and sharing their own personal insights with their peers, thereby bridging the knowledge gained from each other's experiences by engaging in post-activity discussion.

Furthermore, the student participants became dynamic partners in the learning process; and there were no limitations to the transmission of learning from teacher to students. Debriefing enhanced the students' learning. It was also found to be useful in identifying the strengths and weaknesses of lessons in an online classroom, since an online setup can constrain interaction between students and teacher. The teacher participants were competent to support their teaching approaches and practices in order to enhance the teaching and learning process in the online classroom. The debriefing strategy carried out during the online class helped to broaden the student participants' viewpoint and assisted them in their thinking process about the world – with an entirely different paradigm.

We recommend that a debriefing strategy be implemented in Malaysian schools, particularly in ESL classrooms. More time should be allowed for students to reflect on their own learning, as this helps them to monitor their learning progress. Debriefing is highly recommended for teachers, as this can lead to good rapport, planning, and creativity in the classroom. The teacher would be able to reflect on their practices too by examining the relevance of the pedagogy used. Feedback from students may foster revision of the teaching strategy for the next lesson. Steady contributions and the coherent use of a debriefing strategy would be beneficial to the teacher and students, especially those students who are seeking to make meaning of the world beyond the classroom.

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## Appendix 1

### Exit Ticket Questions using Google Forms

No.	Question
1	Full Name
2	Gender
3	Class
4	How do you feel today?
5	What did you do at English class today?
6	How did you learn English today?
7	Write one thing that you have learned today
8	List down some new words that you have learned today
9	Did you feel prepared for today's lesson? Why or why not?
10	Did you have fun at English class today?
11	Write one question that you have on today's lesson
12	How today's lesson could be used in the real world/outside the classroom?
13	What was challenging or difficult at English lesson today?
14	How did you solve a problem at learning English today?
15	What would help to make today's lesson more effective/fun?
16	What do you think should be changed in your learning English?
17	What did you do to help yourself to become a better learner at English class?
18	I would like to learn more about .....

## Appendix 2

### Teachers' Perceptions on Debriefing Semi-Structured Interview Schedule

Question no.	Question	Type of question
1	What do you understand by the term of debriefing?	Open-ended
2	Do you think debriefing is the same as reflection?	Yes/No
3	Why? Please explain	Open-ended
4	Do you think debriefing is important to apply in an ESL classroom?	Yes/No
5	Please explain	Open-ended
6	Do you think pupils become better learners when they reflect their own learning?	Yes/No
7	Please explain	Open-ended
8	Do you think debriefing is the best method to get pupils reflection on their learning?	Yes/No
9	Please explain	Open-ended
10	Did you able to get active participation from pupils to debrief their learning?	Yes/No
11	If the outcomes from the pupils were positive please explain how did you get them to participate?	Open-ended
12	If the answer is NO, please explain why?	Open-ended
13	Do you think pupils understand the importance of debriefing?	Yes/No
14	Do you believe debriefing can identify and track pupils progress in learning?	Yes/No
15	Do you think debriefing helps pupils to be better learners in an ESL classroom?	Yes/No
16	Does debriefing help you to identify students' weaknesses and strengths in their learning?	Yes/No
17	How? Please explain	Open-ended
18	Does debriefing gives an opportunity for your pupils to develop and expand their learning beyond classroom?	Yes/No
19	From your opinion, how does debriefing can help pupils to develop their learning?	Open-ended
20	Do you think pupils should be given an opportunity to reflect on their own learning?	Yes/No
21	Please explain why	Open-ended
22	Do you believe learning takes place when pupils reflect on their learning experiences?	Yes/No
23	Please explain how?	Open-ended
24	Did you observe any changes in your pupils' attitude in learning after debriefing?	Yes/No
25	Please explain the changes that you can observe in your pupils learning attitude after debriefing	Open-ended
26	Do you think debriefing encourages HOTS among your students?	Yes/No
27	Please explain?	Open-ended
28	Do you think EXIT TICKET as one of the debriefing methods is the best method to use in ESL classroom?	Yes/No
29	Please explain why it is the best method?	Open-ended

30	Does this EXIT TICKET help to a meaningful teaching?	Yes/No
31	How? Please explain	Open-ended
32	Does this EXIT TICKET give help to meaningful pupils' learning?	Yes/No
33	How? Please explain	Open-ended
34	Do you think EXIT TICKET is the best tool to assess pupils' learning progress and in understanding the lesson?	Yes/No
35	Do you play an important role in debriefing session with the pupils?	Yes/No
36	How? Please explain	Open-ended
37	What are your roles as a debriefer in ESL classroom?	Open-ended
38	Do you think debriefing can be used successfully in all aspect of learning in ESL classroom?	Yes/No
39	What are the challenges and limitations did you face when applying debriefing in your classroom?	Open-ended
40	Does debriefing help you as a teacher to create a better lesson plan with more focused objective? [Debriefing and teaching objectives]	Likert scale
41	Do the learning outcomes relate to your success criteria in your lesson plan? [Learning outcomes and success criteria]	Likert scale
42	Does debriefing after the lesson contribute to pupils' learning? [Level of skill] [Level of knowledge] [Level of comprehend the lesson] [Level of expanding their knowledge and skill]	Likert scale
43	Does debriefing after the lesson helps pupils to comprehend their learning? [Objective of the lesson] [Content of the lesson] [Skill/s being taught]	Likert scale
44	Do you think EXIT TICKET could help pupils to connect with their learning in the classroom to the outside world? [Connect their learning beyond the classroom?]	Likert scale
45	What can be improved in the debriefing strategy for a better learning in an ESL classroom?	Open-ended