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Definition and Process of Democracy in Turkey

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Introduction

This paper aims to understand that what are the problems of Turkish democracy and solutions of these problems. With respect to this issue, Mumtazer Turkone (2010) and Mehmet Turhan (2002) provide information. Hakan Yavuz (2010) pursues this study and explains the events with actual and true-life examples. On the other hand, we can say that they have failed to reveal a permanent diagnosis due to unconformity with the academic criteria, emotional and partly prejudiced approach to the subject.

In this context, I both consider the interpretation of Democracy, and knowing the process of Turkish Democracy. In this way I will interpret the differences between Turkey and the muslim countries especially in The Middle East. To give an example, while Turkey is regarded as a model country thanks to being the first democratic and secular country in Islamic World, it has been struggling with fundamental troubles like pressures on media, government's attitude of interpreting any criticism as a coup d'état and intolerance against opposition. We can exemplify this with the events in the time of Single Party System between 1919 and 1946 and last period of Democratic Party that came into power in 1950. In my study, I will analyze democracy endeavor in the past with historical overview. And then, through examples and interviews, I will explain the process of democracy in Turkey and problems which are happening in our democracy.

1. Definition of Democracy

Democracy may be a word familiar to most, but it is a concept still misunderstood and misused at a time when dictators, single-party regimes, and military coup leaders alike assert popular support by claiming the mantle of democracy.

It is one of the most important regime in the world which is very helpful to occur the social cohesion.

Democracy is a system of government in which all the people of a state or polity... are involved in making decisions about its affairs, typically by voting to elect representatives to a parliament or similar assembly.¹ According to American political scientist [Larry Diamond](#), it consists of some key elements. And these are characteristics of democracy:

a. Democracy is government in which power and civic responsibility are exercised by all adult citizens, directly, or through their freely elected representatives.

b. Democracy rests upon the principles of majority rule and individual. Democracies guard against all-powerful central government to regional and local levels, understanding that all levels of government must be as accessible and responsive to the people as possible.

c. Democracies understand that one of their prime functions is to protect such basic human rights as freedom of speech and religion; the right to equal protection under law; and the opportunity to organize and participate fully in the political, economic, and cultural life of society.

d. Democracies conduct regular free and fair elections open to citizens of voting age.

e. Citizens in a democracy have not only rights, but also the responsibility to participate in the political system that, in turn, protects their rights and freedoms.

So we can say that legal equality, political freedom and rule of law are very important characteristics of democracy.

2. A Brief Overview on Democratization in Turkey

¹ Oxford English Dictionary, Oxford University Press, USA, 2008.

Turkey is located at the intersection of civilization; therefore, because of this conditions the people in Turkey also got affected from the developments. Turkey started to discuss about the democracy in the last period of Ottoman Empire especially, The Tanzimat (literally meaning reorganization of the Ottoman Empire, was a period of reformation that began in 1839 and ended with the First Constitutional Era in 1876) and Constitutional Era.² Between these eras, a large amount of reforms had been enacted such as: guaranteeing the right of life and property to all of the empire's subjects, the abolition of slavery, legalization of homosexuality and so on. Researching the history of democracy of Anatolia will also give a chance for analysis and interpret the current situation of Turkey.

2.1 Tanzimat Era

Tanzimat was a statement of intent on the part of the Ottoman government, promising in effect four basic reforms:

- The establishment of guarantees for the life, honour and property of the sultan's subjects,
- An orderly system of taxation to replace the system of taxing farming,
- A system of conscription for the army,
- Equality before the law of all subjects, whatever their religion.

The Tanzimat era saw a number of important changes in the judicial system, many of them related to the changing position of the non-Muslim communities. The canon law of Islam, *the shariat*, was never abrogated, but its scope was limited almost completely to family law and it was codified along European lines in 1865-1888. The Empire had always been ruled under a dual system with sultanic decrees functioning side by side with the Islamic canon law, but Tanzimat statesman created new secular laws and institutions to replace this traditional *kanun* system, mainly where the changing position of the foreigners in the empire or the Ottoman Christians demanded it.

In the education field, secularization was the most important trend in the Tanzimat era. As in the preceding period, priority was given to the creation of professional training colleges for the bureaucracy and the army, the most important being the *Mektep-i Mülkiye* (civil service school), founded in 1859.

These are the positive developments in the Tanzimat era.

2.2. The Early Republican Period in Turkey

Turkey was formally proclaimed a republic in Oct., 1923, with Kemal Atatürk as its first president; he was reelected in 1927, 1931, and 1935. The caliphate was abolished in 1924, and in the same year a constitution was promulgated that provided for a parliament elected by universal manhood suffrage (extended to women in 1934), and for a cabinet responsible to parliament. However, Kemal governed as a virtual dictator, and his Republican People's party was the only legal party, except for brief periods. During the 14 years of Kemal's rule, Turkey underwent a great transformation, which changed the religious, social, and cultural bases of Turkish society as well as its political and economic structure.

From the promulgation of the Law on the Maintenance of Order in March 1925, Turkey's government was an authoritarian one-party regime. While the RPP had a rank-and-file organization throughout the country, which its secretary-general led, the members of the national assembly, the cabinet, the prime minister (who was also executive chairman of the party) and the president (who doubled as party chairman) dominated it.³

² Ahmet Yasir Eren, "The Place and Importance of the Views of Ummah Movement in Turkish Democracy With the Sample of Welfare Party", *Journal of Global Studies*, Vol. 7, Kyoto, Japan, April 2017, p. 2.

³ Erik J. Zürcher, *Turkey A Modern History*, I. B. Tauris, Third Edition, New York, 2013, p. 177.

State and party became increasingly integrated. In 1936, the state took control of all private radio stations, creating a state monopoly of electronic media that lasted until the 1990s. Also in 1936, the interior minister became the secretary general of the party, and the provincial governors became the party heads in their provinces. In contrast to Hitler, Mussolini, and Stalin – civilians who always appeared in uniform – he was a victorious marshal who set aside his uniform when he assumed the presidency, donning it only occasionally when attending maneuvers. Without doubt, the true foundation of his power was, not the ballot box or the constitution, but his prestige as the nation's savior warrior. His concept of the republic was plebiscitary and in that sense dictatorial. Yet he also defined the “golden rule” that soldiers who intended to enter politics should resign from the military. Under him, the military budget was restricted in favor of civilian priorities. Atatürk did not elaborate his “six arrows” ideology into a totalitarian form, and he rejected fascist-style militarism and expansionism. To this day, one of his most universally accepted maxims is “peace at home and peace abroad”.⁴

Between 1923 (formal establishment of the Republic of Turkey) and 1945, Turkey was controlled by the single-party regime. The “Cumhuriyet Halk Partisi” (Republican People's Party, hereinafter referred to as RPP) was the only party during that period. Single party regime was not desired and targeted continuously; it was seen as a temporary regime because of the political situation in Turkey. Moreover, the multi-party system was an ideal system to be achieved.

The Turkish regime of the 1930s and 1940s, of which the main characteristics have been outlined above, thus in many ways resembled the other authoritarian regimes that sprang up all over southern Europe in this era (such as the regimes of Salazar in Portugal, Franco in Spain and Metaxas in Greece). It differed from them, however, in that it was not culturally and religiously conservative, but on the contrary attempted a far-reaching cultural revolution in a conservatively religious society. The example of the most important dictatorship in the Mediterranean, fascist Italy, was certainly important to the Turkish leadership. The way in which Mussolini seemed to forge national unity and energize Italian society impressed many in Turkey.⁵

2.3 After Multi-Party System in Turkey

The World War II is a breaking point for the desire for democracy on Earth. After the World War II, the idea of democracy spreads all over the World as a political thought, and in Turkey the democracy experience begins in the strict sense just after these first moves. Although, the early times of democracy movement is quite painful for the Turkish society, this democracy process of Turkey is considered early compared to most of countries.

According to Erik J. Zürcher:⁶

“In a very general sense, the defeat of the Axis Powers in the Second World War was in itself a victory for democratic values. The United States of America, a pluralist, capitalist democracy, emerged from the war as the dominant world power and its example could not fail to impress many in Turkey, just as it did in countries all over the world.”

In May 1950, a general election was held in the Turkish Republic that resulted in a big victory for the opposition. Democrat Party (DP) became the first party. Bernard Lewis, puts forth the following insight describing the event:

“This was a very important event for a country like Turkey. For a government to lose an election and be replaced by the opposition is nothing extraordinary in the political life of established democratic societies. In Turkey, however, such a peaceful transition was a novelty – not only in the history of the country, but of the entire region, and indeed of others that shared a comparable history and tradition. This was an epoch-making event, seen by many at the time as the dawn of a new era.

⁴ Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity*, Yale University Press, USA, 2010, p. 262.

⁵ Erik J. Zürcher, *Turkey A Modern History*, I. B. Tauris, Third Edition, New York, 2013, p. 185.

⁶ Erik J. Zürcher, *Turkey A Modern History*, I. B. Tauris, Third Edition, New York, 2013, p. 51.

Some indeed went so far as to assert that the defeat and supersession of Ataturk's RPP was the last and greatest of all its achievements in the building of the Turkish Republic".⁷

With the multi-party system, DP was the most important outstanding party. Very popular at first, the government, eased the restrictions on Islam and led a booming economy. As seen from this view, this period was the period of change and development in Turkey. However, at the same time, it further alienated the opposition by imposing restrictive laws on the media and occasionally banned critical newspapers from publishing. Growing tensions caused the government to impose martial law in early 1960. The army stepped in and toppled the government on May 27; the president, prime minister and several cabinet members were arrested and quickly trailed for treason. Adnan Menderes (Prime Minister) was executed.⁸

3. Current Situation in Turkey

Several factors helped the AKP win a majority in national elections within fifteen months of its founding in 2002. It presented itself not as an Islamic party but as a "conservative democratic" party. It combines this conservatism with emphases on socioeconomic justice, democracy, individual rights, and EU integration; on those points the AKP resembles European social democrats.

Assuming power in 2002, the AKP stabilized the economy and reduced inflation. It accelerated EU integration, carrying out enough reforms that EU accession negotiations could begin in October 2005. The reforms ranged from greater cultural freedom for Kurds to changes in the National Security Council. The AKP's ability to produce what EU commissioner Günter Verhaugen optimistically called "the second revolution after the establishment of the Republic" is something that the party's electoral success alone cannot explain, given the extent to which the Turkish political system vests Powers in unelected bodies.⁹

Turkey is not described as a full-fledged democracy. Practicing Muslims who were oppressed in the past, such as Muslim female students who were banned from wearing headscarves on university campuses, have attained many rights as a result of the country's EU bid. In this respect, the EU accession process has brought a number of benefits to Turkey. As part of this process, serious democratic reforms have been introduced to the country. If these reforms are maintained and Turkey's democratic system can attain the EU standards regarding the rule of law and respect for human rights and freedoms, then democracy and human rights in Turkey will develop. However, Turkey has recently started to backpedal from the EU democratic standards.¹⁰

While Turkey is regarded as a model country thanks to being the first democratic and secular country in Islamic World, it has been struggling with fundamental troubles like pressures on media, government's attitude of interpreting any criticism as a coup d'état and intolerance against opposition.

To give an example, in Turkey, the President refuses to meet with journalists who may ask him uncomfortable questions. It has been years since he held a real press conference. He can only be in the presence of journalists whom he knows will play by his rules. If, by chance, someone finds the opportunity to rear their head and ask a real question, they will find themselves on the receiving end of a severe dressing-down.¹¹

President Erdogan has been making a bad situation worse by using the failed coup as an opportunity to expand his own political power. After the coup collapsed a state of emergency declared and the government began arresting a wide range of opponents that had nothing to do with the coup. Journalists, secularists, scholars, government officials who did not agree with president Erdogan's

⁷ Bernard Lewis, "Democracy in Turkey", *The Making and Unmaking of Democracy*, Edit. Theodore K. Rabb and Ezra N. Suleiman, Routledge, New York, 2003, p. 225.

⁸ "Timeline: A History of Turkish Coups", Aljazeera's Official website, <http://www.aljazeera.com/news/europe/2012/4/20124472814687973.html>, (September 22, 2016)

⁹ Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity*, Yale University Press, USA, 2010, p. 361.

¹⁰ Manuel Almeida, In Conversation with Fethullah Gulen, <https://english.aawsat.com/m-almeida/interviews/in-conversation-with-fethullah-gulen>, March 24, 2014.

¹¹ Hasan Cemal, Acceptance Speech at the Louis M. Lyons Award for Conscience and Integrity in Journalism on March 12, 2015.

vision for Turkey they were arrested. There are more than 50.000 people like this were arrested. More than 150.000 civil servants, military officers, teachers, policemen, doctors, prosecutors, even judges have been removed from their job and many of them have been arrested.

As one example of how far these ridiculous purges have gone the Turkish soccer authorities announced they have fired 94 officials including a number of soccer referees for their ties to the coup. So the government of Turkey is used this coup to settle old scores and to clean out of the house those who do not seem or deem sufficiently loyal to Erdoğan's vision for Turkey. Incredibly it was reported a couple of months ago that Turkey would release 38.000 criminals from prison to make room for those taken into custody in these purges letting murderers, rapists, thieves go in order to make room for political opponents.¹²

Conclusion

It is clearly seen that mistakes made by the leaders and political parties negatively affected the development of democracy in Turkey. Needles to say that these issues should also be studied comprehensively in the future.

As seen in this study, while Turkey is regarded as a model country thanks to being the first democratic and secular country in Islamic World, it has been struggling with fundamental troubles like pressures on media, government's attitude of interpreting any criticism as a coup d'état and intolerance against opposition. I myself think that these problems are structural and traditional. We can exemplify this with the many events in the background of The History of Turkish Democracy. Therefore, we need to examine the subject not only with actual aspect but also in historical perspective.

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¹² For more information see. Stockholm Center for Freedom, <https://stockholmcf.org/>

Brazilian Judiciary Performance Antecedents

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Abstract

Based on the work of Dimitrova-Grajzl et al. (2012) about Slovenian courts, the present work seeks to discuss in Brazil the antecedents of judiciary performance. The quantitative results of an structural equations analysis disagree with the work of Dimitrova-Grajzl et al. (2012) stating that there is a strong positive causal relationship, R^2 equal to 0.938 with robust f^2 results and all validities of the measurement model, between the workforce and performance. On the other hand, the causal relationship between workload and performance was not significant, as its moderating effect also did not result in significance. The R^2 robustness seems to expand knowledge in the Brazilian context judiciary labor intensive use. This results in an opportunity for future work, that could better explain the ambiguities emanating from the contextual issue, differentiating them from context-free causalities.

Keywords: Judiciary Performance. Work load. Congestion Ratio. SmartPLS

Profession-Oriented English Language. Training Methods for Future Mining Engineers

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Abstract

This paper on the topic: The methods of teaching profession-oriented English for future mining engineers is written on a topical subject - the development of methods for teaching foreign languages in specialized universities focused on the training of narrow specialists. It analyzes the issue of practical training of mining engineers in the field of foreign languages. Various aspects of introduction of the algorithmic model of teaching a foreign language are considered. Different methods of providing interactive training in the technical university are offered. The paper pays enough attention to the specifics of the training of mining students; the issues of integrating language training into the system of forming the specialist of engineering qualification are investigated.

Proposals for the introduction of interactive methods in learning of foreign languages are accompanied by practical examples, are applicable and methodical in nature. The use of the techniques described in this article will help to improve students' motivation to learn foreign languages in a higher education institution; will promote a systematic approach to training the specialists in the mining industry.

Keywords: Learning, interactive methods, teaching methods, foreign languages.

Introduction

The rapid development of modern society demands from the student a rapid assimilation and understanding of the educational material, particularly, a foreign language. However, among all the variety of existing methods of teaching and information transfer, this process is not only a difficult but also a routine task, which, in turn, leads to the loss of the student's motivation for the entire learning system. Considering such circumstances, it becomes necessary to apply methods and technologies that allow showing creative abilities, to reveal original ideas, to facilitate and diversify the study of a foreign language in non-specialized (non-linguistic) faculties of universities.

According to G. Martynova, it is necessary to create a system of teaching foreign languages that "by taking into account the universal psychological patterns of the assimilation process of a certain educational material and universal didactic laws of organizing a particular teaching process, would be acceptable to most people regardless of their age and abilities" [7, p. 31]. The new education system requires new approaches to the organization of the educational process, the improvement of approaches and methods of teaching individual subjects.

The aim of this article is to determine the efficiency and rationale for using a number of interactive methods in teaching English to students of mining specialties, disclosing the knowing of these approaches as means of intensifying, optimizing and stimulating the teaching process.

Body of the paper

Theoretical analysis and practice of education for students of mining specialties show that an organic connection has not yet been established in the process of teaching between fundamental and special courses. Therefore, the organization of the educational process of mining specialties requires a integrated algorithmic approach (IAA), where the educational material has a professional orientation and algorithmic structuring for a set of program courses (for example, in cycles: natural science - physics, mathematics, computer science, humanitarian - foreign language (English), special - professional safety in the sphere of mining, mine ventilation, mine design). For the educational process of training future mining engineers, it is an issue of teaching conditions and methodological

bases for the development of algorithms for disciplines. This will ensure a new quality of training specialists using computer and information technologies.

The core of the integrated algorithmic approach is structural certainty and consistency over time, the content of all studied in specific algorithms that reflect the methodology of courses and current mining production.

The aim of basic development of the IAA is the establishment of didactic specifications that allow the formation of an effective algorithmic approach in the training process for the training of mining engineers using computer tools and information resources in accordance with the latest education standards.

Thus, in the educational process, the structure of the algorithmic approach is used in the presentation and organization of the study of educational material, the construction of which corresponds with the fractal composition. In addition, information communication is performed in time by integrating the elements and modules of the educational material with the only integrated approach of targeted training for future mining engineers.

The main didactic component of the integrated algorithmic approach is the algorithmic structure of the educational information of the course module in the process of training a qualified mining engineer. This component demands from the teacher to have a clear understanding of how his (or her) subject shapes the student as a future mining engineer. In connection therewith, we expanded the functional purpose of the algorithm from the "action algorithm" to the "content algorithm". An information algorithm, for example, the information algorithm of the course module (in short, the "module algorithm", the "course algorithm") is a certain sequence of information content, on the basis of its perception, understanding, and impressions.

An integrated algorithmic approach to teaching foreign languages to future mining engineers is a certain concentration of interrelated didactic principles: the integrity (integrated) of the system of profession-oriented teaching, combined with fundamental and professionalism: structural certainty in time and space of educational activities of teachers and students at the university, in view of specialization.

According to integrated algorithmic approaches, the academic course, which is studied by a student of mining specialty, must necessarily have algorithmic modules of educational, profession-oriented information on the future engineering activities of a mining specialist.

The main program information of the course and additional profession significant material in the algorithmic form mutually reinforce each other, exacerbating the perception of the student, carry out a certain individualization of education in the course of processing the information using computer tools.

The main thing in integrated algorithmic profession-oriented teaching –is not just to tell students of mining specialties a certain amount of knowledge, but to teach them how to use the methods of this knowledge in practice. The student should bring out all his skill in using the methods of knowledge obtained in the courses. Most importantly, having mastered the methods of obtaining information, the student must be able to operate with these methods in his professional activities. By using interactive teaching methods, the language teacher is integrated into the common training algorithm of the mining engineer.

Active and interactive technologies promote, on the one hand, to the increasing and improvement of knowledge, on the other hand - the imitation of individual and collective professional activities. In addition, its develop creative efforts, independence in solving problem situations, produce positive aspects of the dynamic stereotype of the future specialist (organizational, professional skills, ability to manage, to communicate) [15, p. 59], which is especially important for mining students.

The use of interactive forms of teaching in the learning of foreign languages by mining students will be effective if the content of the educational process will have something in common with the future professional activity of students. The teacher should take into account the level of language proficiency of students, the level of communication skills. We must ensure that the theoretical knowledge in the process of active learning becomes conscious, so that the student develops and improves not only knowledge of the language, but also could connect them with the future profession. Education will be effective in the event that:

- in the formation of the teaching purpose, the interests of the listeners are taken into account;
- it meets their critical needs and students are deeply engaged;

- is related to their past and present experience;
- participants are actively involved in the learning process and manage it themselves;
- created an atmosphere of mutual respect [15 p. 65].

Interactive methods provide for the organization and development of dialogic communication, which leads to a common solution of common but significant for each participant tasks [6, p. 90]. Interactive excludes the dominance of one thought over another. During the dialogue, students critically think, solve complex problems based on an analysis of circumstances and relevant information, weigh out alternative opinions, participate in discussions, and communicate with other people. To that end, individual, pair and group work is organized in the classes, research projects, role games are being used, work is being done with documents and various sources of information, creative works are used etc.

When calendar hours are limited, the most effective for assimilation process the linguistic material and students' interest in the learning process are the project method, the brainstorming method and the method of business role-playing games.

American teacher V. Kilpatrick proposed the method of project-based learning at the beginning of the 20th century. The main purpose of this method was to provide students with the opportunity to obtain knowledge independently in the process of solving practical problems and problems that prompted the search for necessary information in various scientific sources.

Projects have some common features:

- use of the language in communicative situations, close to the real conditions of communication;
- a motivation of students to work independently (individual or group work)
- search and selection of the project topic, which is of the greatest interest to the students and is directly related to the conditions in which the project is being implemented;
- search for language material, types of tasks and workflow in accordance with the topic and purpose of the project;
- visual display of the final result [12, p. 25].

The main feature of all projects is its positive motivation. However, why is project learning becoming so motivating? There are three reasons for this. Firstly, the project is an individual work, where students describe their life, their family, city, dreams, their own observations, and research. In other words, they have the opportunity to tell the world more about themselves. Secondly, the project work is a very active intermediary. Students not only become familiar with the dictionary, which they use, they are:

- collect information;
- draw maps, drawings, diagrams, make plans;
- group texts, use visibility;
- conduct surveys, interviews, conduct research, and make notes [3, p. 32].

Project work is learning through action. Finally, the projects give full sense of something achieved, the opportunity to get some final product. This characteristic of the project work is very suitable for a class with different abilities, because students can work in accordance with their level and academic achievement. Empowered students can show what they know independently of the program or plan when the weak ones can achieve what they can be proud of by compensating for a low level of language proficiency by showing video or visibility.

The bottom line in using the method of project-based learning in a foreign language class is the opportunity to formulate a problem that students will solve in the process of studying the program topic. Examples to illustrate may be the following tasks for project work:

1. "A lifestory", "Personal details", "Personality questionnaire"
(To topics: "Biography", "About my family and myself", "Character and appearance ")
2. "My favourite movie/cartoon", "Create your own musical band"
(To the theme "Entertainment", "Cinema", "Music")
3. "Healthy food", "Plan your dinner", "My favorite recipe/dish" (to the theme "Meals").

The following project topics can be used:

- Sports, which are popular or affordable for students;

- A guide to recreational facilities of the city with hours, rates and other essential information;
- A collection of essays on cultural aspects of your town, as perceived through the eyes of the student.
- The history of the city area, with each team of students describing a different area.

The method of brainstorming, "attributed evaluation") was proposed by J. Donald Phillips (USA). It is applied when the collective faces the problem of finding new solutions, new approaches to the situation. Brainstorming can significantly increase the efficiency of generating new ideas in a large audience (20-60 people). Its main task is to find a series of solutions to one problem in a short period. The brainstorming method encourages students to offer new and original ideas through a ban on criticism from the teacher or other members of the group at the stage of generating ideas. At this stage, attention is focused only on the number of ideas, and not on quality. After the stage of primary generation, the ideas suggested by the students can be grouped, evaluated, postponed for further study and selected those ideas that seem most effective for solving a particular problem.

Stages of brainstorming:

1. Formulation of the educational problem, justification of the problem solution.
2. Express warm-up.
3. "Attack" of the problem.
4. Discussion of the results.
5. Selection and evaluation of the best ideas.
6. Report on the results of the brainstorm ("attack") in order of priority.
7. Public defense of the best ideas [3, p. 31].

The results of the students' work involved in this type of activity depend on the choice of the problem topic. Students express the maximum number of bright and original ideas if the solution of the problem has a practical value. For example:

Topic: "My future profession"

1. Where does a working person spend a day?
 - * In the office * in the driving seat * behind the counter
 - * In the hospital * at home * at the plant
2. Where does a student spend a day?
 - * Faculty * lecture * college * seminar
 - * University * campus * high school * vocational school
3. What can the work be?
 - * Challenging * monotonous * boring
 - * Rewarding * demanding * repetitive

Students with a higher level of proficiency in a foreign language can use a complicated form of the task for the same topic:

1. Give as many as possible reasons why you'd like to be a lawyer (economist, lecturer, sportsman etc.):
 - a) this job is well-paid;
 - b) it helps people to solve their problems;
 - c) it is rather prestigious now.
2. Give as many as possible reasons why you'd hate (dislike) to be a journalist (economist, lecturer, sportsman etc.):
 - a) this job sometimes does more harm than good;
 - b) it involves meeting too many people;
 - c) it needs too much writing.

The method of brainstorming has its advantages and disadvantages. In particular, not all ideas proposed by students will prove successful, which is not a motivating factor. However, it is necessary not to discard them in the learning process, but to apply it in the context of solving other problematic situations.

A role-playing game as an activity involves finding the goal, planning, realizing the goal, as well as analyzing the results where the person fully realizes himself as a subject. A motivation of game activity is provided by its voluntariness, possibilities of a choice and elements of competition, a satisfaction of the requirement for self-affirmation, self-realization.

As A. Kapskaya notes, role-playing games are "a kind of key to the development of creative abilities of students, whose actions create excellent conditions for self-discovery of the personality, the development of skills to think logically, to act in word and deed. Games activate each participant's potential creative abilities, which can occur only under certain conditions. For example, to gain "body freedom" for addresses in front of an audience, or "singing voice", or observation, or listening skills" [4, p. 98].

E.M. Dianova believes that the game (role-playing, business, organizational-activity) is the most optimal and convenient form of teaching, it has practical application. "The game, like no other active form, allows the student to go through the main stages of assimilation process of the material – perception, comprehension, memorization, application" [2, p. 14]

The role-playing game helps to communication, contributes the transfer of acquired experience, the production of knowledge, the correct assessment of actions.

It develops communication skills, memory, thinking and imagination.

Role-playing games have four main features [14, p. 117]:

- free developing activity, begins only at the desire of the person, for the pleasure of the process activity

(procedural pleasure)

- creative, largely spontaneous and vigorous activity ("Field of creativity");

- emotional elation of activity and emotional strain;

- the existence of direct or indirect rules reflecting the content of the game, the logical sequence of its development.

In the foreign language classes, the role-playing game allows mining students to expand their associative base while learning the linguistic material. For example, the phrase of "Who is absent today?" which students perceive mechanically, acquires significance in the role-playing game. A student who performs the role of a teacher at a school appeals to another student, playing the role of a lazy student, with a question that expresses reproach, resentment and even threat. Emotion, which now accompanies this phrase, gives it elements of natural uniqueness, establishing direct links with the situation and creating favorable conditions for memorization.

During the role-playing game, the mining students will have to solve various problem situations that promote the use of a foreign language, not only for everyday communication but also for solving professional problems. Providing the formation of appropriate types of speech activity, its help to realize the main function of learning a foreign language in a university - the formation of a professional communicative competence among students. For example, the following variants of problematic tasks can be cited:

- You paid a TV repair shop to fix your television, but they did not fix it. Now they refuse to give your money back. You have an opportunity to speak to the representative of the Better Business Bureau.

- Someone has just stolen your wallet. Go to the police station and describe the person that you think stole

it.

- Imagine foreign guests are coming to your city and you have to accompany them. First, you are to make

reservations. Find out where the best hotels are in this city.

Conclusion

A significant advantage of the role-playing game over other forms of training is the full activity of students, as well as the concentration of participants' attention throughout the game. And although role-playing games somewhat simplify the learning process, violate discipline and contribute to increasing student's mistakes, their didactic, educational and practical value can not be ruled out.

Thus, the project method, the brainstorming method and the method of business role-playing games are characterized by the high effectiveness of assimilation process the material. In the process of work, the mining students develop not only organizational, but also methodological, and game-technical skills.

The undoubted advantage of these interactive methods of teaching towards others is that its "require activity from each participant in the class, remove emotional and communicative barriers, promote the

acquisition and formation by students not only professional but also certain personal qualities: comprehensiveness, diligence, initiative, community spirit, creativity, communication, etc. [8, p. 15]. After analysing of the above interactive methods of teaching that are used in the process of learning a foreign language, it may be concluded that its give students the opportunity to identify problems, collect and analyze information, find alternative solutions and choose the most optimal way of solving problems in the process of both individual and group work.

Brief biography of the author

Alexandra Polinovskaya is a Professor of English, Department of Foreign Languages from Saint Petersburg Mining University of Russia. Alexandra was kindly invited to teach English courses for future mining engineers and potential PhD students a year ago. She came back to Russia, her mother country, after leaving and working in education for 10 years in the USA. Teaching methods described by the author is a personal experience of teaching gained in top schools in the USA and Russia as well as educational background in both countries. She has MA degree in Education in major of English as a Foreign Language.

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Problem Analysis Of Understanding Of National Diversity That Happens On Student School Students And Learning Lesson Learning Civilization Education (Pkn) In School Primary School

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Abstract

The problem of intolerance that occurred in Indonesia one of the root causes is the lack of understanding in terms of national diversity. Based on the root of this problem, the purpose of this research is to find out the problem of understanding the diversity of the nation that occurs in high school students and the subjects of Civic Education (Civics) in upper middle school. Qualitative research method with interview guidance instrument to know in depth the problem of national diversity in students and the problem of Civic learning in school. The research location is at SMA Negeri 2 and SMA Catholic St. Francis Asisi Samarinda. Student research respondents 20 people and two person of teacher. Analysis of student data through categorization in the table that is the category of understanding the diversity of the nation is very less, less, enough, good, very good, while for the problem of learning in the form of description and interpretation of interview results in teachers. The conclusion of the research results obtained the problem of understanding the diversity of the nation on the students in state high school 2 is in the less category while for the Catholic high school students of St. Francis of Assisi are in enough category. The problem of learning of Civics subject is less learning is contextualized with the problem of national diversity with moral reason. Based on the conclusion of the research results recommended in learning Civics teachers use cases of intolerance related to the diversity of nation in Indonesia as a source of learning with moral reasons as a model of learning.

Keywords: understanding problems, national diversity, high school students, Civics learning

Contemporary Issues In Education

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Abstract

In the fast developing world education only mean to provide knowledge for earning money or getting job. But we all know that education provides knowledge for development and social reformation and global interaction. Now days education has various challenges. Some of them are :-

- **Value education** :- In present time education has grown manifold, but so have corruption, greed, selfishness and lack of sincerity and integrity. All we need now days is value education. Values are those ideas which direct our thinking and living and give meaning to our existence.
- **Gender discrimination** :- The gender inequality has become a serious issue now because the other related issues like polygamy, foeticide and honor-killing are propping up at a faster rate. It is internationally accepted that gender inequality affects economic growth. We need to pledge to provide gender sensitive, equal opportunity to girl education.
- **Stress free education** :- Stress is defined as the relationship between the person and the environment that is appraised by the person as relevant to his or her well being and in which the person's resources are taxed or exceeded. Stress itself is not necessarily bad, in fact it is a motivation in appropriate way. But sometimes it is the major problem for many. Creating a healthy and positive environment can help to boost up one to get rid of stress.

Education encourages people for personal development, it also offers the general growth of entire world. So everyone should try to get remedy for challenges of education.

Keywords

Manifold, Scenario, Discrimination, Exemptions, Outstripped, Menance. Metropolitan Synonymous, Compassion, Intrinsic, Stereotype, Obligation.

Introduction

Education is foundation of morality sound society as students go on to occupy positions integral to public life. It is the basically the process of imparting knowledge in simple words it involves two main processes, i.e., teaching and learning. The main purpose of education is to develop knowledge, skill and the character of a person. It is process of passing information one person (teacher) to the other (student). It is the only strongest means to bring about social, cultural and economic changes in any society or any nation as well. Education is the strongest weapon for the human beings to develop the life of humanism in them, to develop the scientific view in them, to abolish the poverty and superstitious from the society, to wave democracy successfully and to preserve the rich, valuable and cultural heritage. Education is the important input for providing their strength to the community so that it can stand on its own and meet the new challenge. Education can be said the bridge among different societies and cultures. It is the driving force of economic and social development in any country. Education is one of the main key to economic development and improvement in human welfare. It can be said that education is the deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It is the process by which and through the experience of the race, i.e., knowledge, skills and attitude are transmitted to the members of the community. It is process of helping the child to adjust to this changing world. Every child is born in a culture, grows up in it to maturity where he develops the capacity to modify, change or replace the existent material and non-material aspect for further transmission to the future generations. No country can progress unless it focuses its attention on education. And hence this education should be qualitative, updated technology based.

Knowledge explosion is taking place in every sphere and we know education is the only means to provide knowledge for development and social reformation and global interaction. The Delors' Commission Report is titled 'Learning to Live Together' (UNESCO, 1996) and has also given four pillars of education given below :-

Learning to know :

To develop understanding of natural, social, cultural interrelationships by education.

Learning to do :

To develop competencies for lifelong learning i.e., observation, collecting information, develop healthy habits like cleanliness, discipline, punctuality, dignity of labor and prepare adequately to face life.

Learning to live together :

To develop social skills and values, such as sharing team spirit, cooperation, respect rules made for the benefit of the community.

Learning to be :

To develop skills of playing his/her role as an individual in home, at school and the community. These pillars are the means for development of civilization, modernity along with the talking human welfare in mind. We are living in the age of information and technology and trying to provide quality education to all, but still we are facing many issues and challenges at national and international level.

There are three kinds of countries in the world like developed, developing and poor countries. Developed countries (Europe, USA) have pragmatism as the base, now the demand of value education is a great issue for their education. Developing countries are facing the challenges to provide quality education for all, technical, education, vocational education, girl education, child education, adult education, quality teacher education. Poor countries are also facing the challenge of basic education, vocational education, availability of good teachers, good curriculum etc. In 1990, UNESCO launched the movement **Education For All (EFA)** to provide quality education for all children, youth and adults by the year 2015. But unfortunate reality is that even in 21st century it is a challenge before us.

The world is facing various challenges in education. Although Metropolitan area has been developed and leading a great

scenario of education. But still huge population is facing lots of problems.

There are various contemporary issues in education :-

1. Need of value education
2. Gender Discrimination
3. Stress free education

Need of value education :- In the present times education has grown manifold, but so have corruption, greed, selfishness and lack of sincerity and integrity. This is because now education is explanation oriented and synonymous with employment and empowerment. There is a system which is designed purely for money making and not for man making which only promotes negative qualities like jealousy, hatred and rivalry instead of virtues like kindness, compassion and honesty. Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. Education is a process of evoking knowledge from the child, not giving knowledge to him or her. Education should lay a firm foundation in the child to stand upon a rock, a faith where he can say "Well, the winds of the world can blow upon me, but they cannot shake me off this pedestal." All we need now days is value education. Values are those ideas which direct our thinking and living and give meaning to our existence. The values we hold are expressed in our actions by which our lives receive a certain amount of identity. It is the value one possesses which gives him/her an image by which others judge or measure him/her. In order to make values meaningful, they have to be practical and directive. The Oxford dictionary defines 'value' as "to consider to be of great worth or importance", or "standards or principles considered valuable or important in life." While the first meaning denotes value in physical terms, the second meaning pertains to our behavioral patterns.

Value education refers to planned educational actions aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners. Value education is the education that is concerned with the transformation of an individual's personality. Education opens up our mind, but value based education gives us purity of heart, education provides us with skills but value-based education provides us sincerity, education extends our relationship with the world, but value-based

education links us with our own family members, education makes our life better too. Value education is education in values and education towards the inculcation of values. Implicit in this definition is the conviction that value education is a universal phenomenon intrinsic to all learning and education, whether at home or in an institution. Unfortunately value education has received merely lip service so far, though without an effective value oriented education the country will face crisis of character, adversely affecting the quality of life and relationship, in turn leading to tension and strifes. The economy and development of the country also stand to lose.

To overcome value crisis, education should be imparted in two different ways. They are directed and indirect. In direct method the value to be inculcated are explained, discussed and illustrated through different activities. Indirectly education plays the role of imparting value education through the regular teaching and co-curricular activities.

- By imparting moral education.
- By teaching the means to develop good character.
- Role of education head.
- Role of different agencies of education.
- Role of mass media in resolving value crisis.
- Role of the teacher in value oriented education.

The initial imbibing of values should be the entire responsibilities of the family, as the first link.

The initial imbibing of values should be the entire responsibilities of the family, as the first link b/w the individual and society. At various situations the complete responsibility is shouldered to the teacher for teaching of values where the family fails to do this job. The international commission on education for the twenty-first century recalls the human dimension of those who have the task of transmitting values, and more particularly the inescapable need to upgrade the role of the teacher. According to Pyan Pilip “In this disturbed world in which higher values seem to be receding in both individual and national priorities, there is no doubt that it is only education that may gradually replace the growing void in spiritual and moral values, and helps us to face the new threat and challenges of the present as well as near future.”

Today we are in the era of science and technology but it is the responsibilities of the educators to ensure that the students are not dehumanized in the pursuit. Society needs advancements in technology but more than that it needs good human beings who are sensitive to the beauty as well as the tragedy of life. Hence, the most urgent need of hour is to transform the education system with a view to cultivate the basic values of humanism, democracy, socialism and secularism. Therefore significant need is to make all possible efforts to inculcate value oriented education in all the learning strategies.

Gender Discrimination :- When the concept of ‘Ardh-Narishwar’ in Hindu mythology came into existence, it must have been imagined that the god could not be a male alone who could create a world and make it such a beautiful place to live in. He ought to have the characteristics of female. Also it must have been imagined that without duo, this creation was not possible. So the place of a feminine in this world was created and respected for long times. Enough historical evidences are found that show a matriarchal social system was replaced by a patriarchal one and it became so deep rooted and distorted that it diminished the status of a living female to merely an object. Such status of females is found not only in India but all over the third world. The gender inequality has become a serious issue now because the other related issues like polygamy, foeticide and honor-killing are propping up at a faster rate. It is internationally accepted that gender inequality affects economic growth, poverty and governance adversely. Most of the nations are making policies to step into next century with an identity of developed nation. India and China are one of those countries which are preparing their population to be used as human resources. For this they have chalked out and implemented many policies. However no country can succeed in its goal of development if about half of its population remains illiterate or less educated. Vice Admiral Rickener pointed out “the progress or decline of a country is a function of education...” And to realize the democratic goals of nation and society, the equality and opportunities and equality of starting points towards meaningful career for the citizenship equalization of education is must.” The inequality towards women in the society may be seen in different forms. To eradicate these differences, education is used as means. However, the problem is not so easy to be solved. To begin with early childhood education studies have tried to trace the origin

of gender inequality in early childhood education; it was found that in most societies the ECE for young children are primarily female obligations. The gender attributes and roles are being defined by stereotypic curricular content, study materials and formal education experiences. But when the efforts are made to impart gender equality through curricular, and informal learning through media exposure transmits the differences between boys and girls. The media markets on boy's character of the aggression, power, conflict and make violence and female characters of softness, homely and submissive behaviors. It discourages or even deters boys to embrace or cultivate their roles as caregivers, nurturers and accept the fact that there could be a male teacher in ECE.

Considering the secondary education, the ratio of girl students to the boy students is always skewed. Obviously girl schools are there but number of girls schools are still countable. These existing girl's schools are also at far distances from the home of the girls. Improper transport facilities have also added to the woes of women education. Parents focus on early marriages of girl child mostly leads to termination of education. Traditional views of not only parents but also the teachers about girl education like study only to get married off well are also seen. Study for better future or for self has never been given way. The quality of education had never been issue for girls. They had to take what was given to them ultimately depending on their parents for every decision of their life including their education. In higher education where the girls have grown up to adult women having the right to vote, elect the political representatives for themselves but could not vote for themselves.

The role of education creating and spreading social awareness and values like equality and social justice has been subsided. It is more focused to the functional or vocationalization strategy. Values like gender equality, gender balance and gender justice have not emerged at centre stage in the university system, limited number of female teachers, principals and higher authorities, lack of decision making in the higher education system for gender equality is also visible, lack of support is visible in faculty level, peer level and the administration level. So the journey of women education is not less than walking on thorns. Why the education of women is not an easy journey? Various factors that affect the gender inequality in education can be mainly categorized into three types :-

- **Socio-economic factors** :- which include poverty, cost of education, low cost of return, requirement of girls for household chores, remote area residence, limited employment opportunities for higher education and less pay for the women employment.
- **Cultural factors** :- Girl's education regarded as incompatible with traditional beliefs, low education level of parents, early marriages, early pregnancies and practical pole of women as daughter, mother and wife, attitude.
- **Institute related factors** :- It includes limited school classroom space, institutional fees and untrained teachers, non-gender sensitive teacher, conflict of school tradition with traditional culture orientation of the girls to non-scientific field, lack of accommodation or exclusion of pregnant, adolescent or young mothers. Sexual harassments, insecurity, distance from school, poor toilet and hygienic facility and no synchronous school calendar.
- Efforts to change the women education situations :-
 - CEDAW and other institutions have tried to change the condition of women education.
 - Establishment of girl's education institutions cannot be denied.
 - Exemptions of girls from certain extent of fees are also seen in all levels.
 - Educated parents are allowing their daughter to choose for their carrier.
 - Marriage age in educated families is shifting.
- What more is needed :-
 - A positive external environment is needed for a successful women's movement.
 - Teachers, researchers, students, stake holders, conscious of women and women education objectives participate actively in movement,
 - Visible presence of teachers, researchers who have already worked in women issues by researchers and writings.
 - Dedicated dynamic gender sensitized leadership in the academic departments and administrations especially V.C's, deans, HOD's, Principals are required to take initiatives.
 - Strict actions against culprits of sexual harassment, foeticides and female genocides.

With the hope of brighter globe for women education we need to pledge to provide gender sensitive, equal opportunity to girl education. Gender inequality can be removed only when there is awareness awakening among the society towards values like equity and social justice brought through education it surely needs to overcome the patriarchal challenges.

Stress free education :- Stress is defined as the relationship between the person and the environment that is appraised by the person as relevant to his or her well being and in which the person's resources are taxed or exceeded. Stress is mental and physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor. Stress is the body's reaction to a physical or emotional situation that causes imbalance in a person's life. Normal stress serves to present us with challenges for greater learning and opportunity, such as the stress that we may experience before meeting new people. On the other hand, constant stress can cause us many problems and, unless handles, can add to the stress of another situation. Stress is to a good extent natural to all life and unavoidable for human beings.

Categories of stress :- Stress itself is not necessarily bad; in fact, appropriate stress is one of the motivations for school students to improve. Selye considered that the absence of stress in life is not good and that it also has an active function. Stress can be either positive or negative. In case of positive stress it acts as a motivating factor that enhances achievements whereas negative stress involves strain, tension and burnout physically and psychologically. Stress can be divided into four types :-

- **Overstress** :- When the individual adjustment ability is outstripped, the overstress is produced.
- **Under-stress** :- In efficient needs cause individual under-stress and this lacks self-achieving desires.
- **Good stress** :- Under the reaction to certain stress, individuals have a happy and satisfactory feeling. This is also called positive stress.
- **Distress** :- This occurs often and easily causes illness. Individuals develop an unhappy feeling. This is also called negative stress.

Coping with stress :- According to Hans Selye, "Complete freedom from stress is death." To cope with stress, the role of teachers in the school, role of parents at home and also the role of the students themselves is very crucial. Following are few suggestions regarding what teachers, parents and students can do to cope with the menace of stress.

What children can do ?

- They should talk to their teachers and parents about their problems.
- They should tell parents or someone they trust what worries them.
- They should pursue their hobby when they are worried about something.
- They should list up many ideas that they can think of as to what could be done to make things easier or less stressful.
- They should be always consistent, what should avoid procrastination.

What teachers can do ?

- Teachers should learn and teach the students anger management and conflict resolution skills.
- Teacher should use non-punitive methods of discipline.
- Teacher should take the sign of stress in students seriously.
- Teacher should show their empathetic attitude towards students.

What parents can do ?

- Parents should be aware of child's behaviors and emotions.
- Parents should build trust with child.
- Parents should encourage healthy friendship.
- Parents should have realistic expectations from their child.
- Parents should monitor their own stress level.

Stress is the major problem for many aches and pains for the students. We cannot remove stress completely but we can manage it. Creating a positive social climate requires the working together of the community, school teachers, parents, and students as a team.

Conclusion

At last, education does not only encourage personal development, it also offers the general growth of entire world providing a place for people to interact, socialize and unifies their societies. Thus in this period of globalization countries should do collective efforts and share knowledge maintaining healthy international relation. Unfortunately, There is evidence suggesting that education systems have so far been slow to respond to the opportunities and challenges offered by new technologies. Judging from the English Experience, Conventional "Improvement strategies have limited potential, especially if the aim is to transform the ways in which students think and to create not just "higher" but "different' outcomes.

Biography

Dr. Ashok Kumar Alok has very luminous academic career. He was born on 19 February, 1961 and working as a Principal since May 1986. He is the M.Sc. (Zoology & Botany) M.A. in Hindi, L.L.B and awarded Ph.D in Zoology from Patna University, India in 1990. His several research papers have been published in Indian Science Congress Association Journal and others. He edited a book "Fanishwarnath Renu: Srijan aur Sandarv" and published about 10 articles in different National & International seminars. Dr. Alok participated in training programme on Academic Leadership organised by UGC. He actively participated & awarded in international Hindi Sammelan in Bangkok.

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Transformative Teaching of HOTS in the Communication Classroom

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the Dean of Student Life and an Assistant Professor of Communication at the Petroleum Institute. Prior to joining the PI, Muna was an assistant professor in the Department of Linguistics (TESOL) at UAE University. Her current research interests include developing academic language functions.

Engineering Education emphasizes the importance of Higher Order thinking Skills as a core element of academic and professional success in higher education and work placement. Majority of stake holders starting from accreditation bodies to curriculum developers and employers have brought to the forefront of academic and professional development the importance of learning and teaching HOTS to engineering students.

This research is based on an initial pilot project and a funded research that followed which concentrated on the integration, exposure and usage of Higher Order thinking skills while at the same time exploring ways to empower teachers and students through reflection.

The presenters will share a descriptive study that will shed light on the process of material development that took place starting from the intervention to expanding and measuring the impact of HOTS as well as the level of transferability across the different disciplines. In addition, it will highlight on the researchers' journey as they developed their own pedagogical practices in alignment with the institution, the learner and the curriculum.

Keywords: Higher Order Thinking Skills (HOTS), material development, engineering students, transferability.

Terrorism - Old Madness, New Methods

Babalola Bola

Abstract

Since the late 1970s, global terrorism has become one of the biggest domestic and international challenges for Western World and recently for Africa. The paper outlines key influences that have marked the transformation of terrorism over the last three decades. The paper highlights the threat from jihadist terrorism, and how it has evolved since the September 11 attacks in 2001 and the subsequent 'War on Terror'. But it also points to other potential sources of future terrorism in Modern Societies, such as the anti-globalisation movement, right-wing extremists, and evangelical Christians. The paper shows how terrorism emerged in Palestine, Middle East, Europe and how policymakers have responded to these challenges. The paper intentionally focuses on the emerging new trend in this unending war.

Finally, I point out some of the suggested ways of handling terrorism, in either case, governments' future anti-terrorism policies should focus on strengthening resilience and fighting terrorism through the rule of law. At the domestic level, it will be essential for all countries to focus on community policing and helping Muslims integrate into Western society. It will also be important to strengthen efforts at international collaboration – whether ad hoc or through multilateral institutions. The relationship between the government/state and the citizens more especially in Africa (Nigeria) needs to be deepened.

Keywords: Terrorism, Terrorist, Methods, Madness

The Impact of Language Brokering on Academic High Achievers with Migrant Backgrounds

Barbara Friehs

Bosnians and Turks are among the largest groups of immigrants in Austria that within the last twenty years came to live here. In contrast to migrants from other countries, the educational level of people from these two countries is very low. They very often lack any basic knowledge of Austria's official language German. This makes language brokering, where children interpret for their immigrant parents on almost a daily basis, indispensable.

The many adult-like experiences of children who broker suggest that their cognitive and socio-emotional development may be accelerated. The present study examines the relationship of language brokering to academic performance of Bosnian and Turkish college students from immigrant families in Austria. The key premise underlying and elaborated in this study is that regular language brokering for parents and other family members has a positive impact on academic success.

Results show that language brokering is indeed positively related to an active biculturalism, an increased negotiating and linguistic competence, and enhanced coping strategies in various settings. In turn, all of these variables are positively related to academic performance. Another predictor of academic performance are a positive attitude towards brokering, academic self-efficacy, and an increased self-esteem due to successful brokering activities.

Keywords: Language brokering, immigrant children, academic success

Verb Phrase Architecture of Binukid Language

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Abstract

This study entitled “**Verb Phrase Architecture of Binukid Language**” aims to describe the verb phrase architecture of Binukid language spoken by the Bukidnon, Higaonon and Talaandig tribes in the province of Bukidnon. Specifically, the study sought to answer the question: What are the constituents of the verb phrase in Binukid language? This study is a descriptive study using Noam Chomsky’s Universal Grammar, X-Bar theory and Minimalist Program.

Through convenience sampling, four (4) Talaandig, and two (2) Higaonon native speakers were interviewed and the conversations in different settings were recorded. Also, one recording from the house setting was included since one (1) native speaker from the Talaandig tribe was heard speaking the Binukid language. Consultation then with the expert of Binukid language was done for data accuracy.

Findings revealed that the verb phrase architecture of Binukid language in the province of Bukidnon based on the data gathered by the researcher shows that out of 305 verb phrases, there are 30 verb phrases structure of $VP \rightarrow V NP$, 162 verb phrases of $VP \rightarrow V$, the $VP \rightarrow V PP$ has 14 verb phrases, and there are 7 verb phrase structure of $VP \rightarrow V AdvP$. All of these are based on the X-Bar theory. On the other hand, based on the Minimalist Program, there are 92 verb phrases of $VP \rightarrow V PRN$, 20 verb phrases structure of $VP \rightarrow V DP$, 3 verb phrases structure of $VP \rightarrow V QP$ and 1 verb phrase structure of $VP \rightarrow V ConjP$. It can be concluded that the verb phrase constituents of Binukid language are verb, verb + noun phrase, verb + prepositional phrase, verb + adverbial phrase, verb + pronoun, verb + determiner phrase, verb + quantifier phrase and verb + conjunctival phrase.

Finally, it is recommended that the result on the verb phrases should be used by the language teachers as sample or reference to give additional information to the syntactic structures of native languages in the Philippines. Scholars and translators should create modules, references or informative materials that pertain to the Binukid language especially that there are a lot of Schools for Living Tradition (SLT) in Bukidnon today which helps in the preservation of the Binukid language. Researchers should conduct a more precise study of the syntactic structure of the Binukid language since there are more to be discovered and this study is a possible line of research to follow and researchers should conduct more studies about the Binukid language because there are only few studies that have been carried out and none, to the best of my knowledge, has attempted to comprehensively study about the morphology, phonetics and phonology, semantics and pragmatics.

Key words: minimalist program, syntax, universal grammar, verb phrase, x-bar theory

Introduction

Language influences the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us (*De Valoes, 2014*). But every language is different. They have structural rules and underpinnings which make them logical for the people who speak and understand them.

The term syntax is used to refer to the study of the set of rules, principles and processes that govern the structure of sentences in a certain language. Furthermore, syntax is the study of how sentences are put together (Lawler, 2014). It also examines the level of language that lies between words and the meaning of utterances in the sentence (Carnie, 2001). However, one of the most common concerned aspects of syntax is on how to organize the words into sentences and phrases. The most common phrases are the Noun Phrase (NP) and Verb Phrase (VP) without making the others less important (Jasper, 2015). This is because most sentences consist of a noun phrase followed by a verb phrase as they sometimes act as the subject and predicate of the sentence (Hurley, 2014). But Adamson and Diaz (2009) stated that the study of noun phrase seems to have been traditionally less popular than that of the verb phrase. Moreover, Lusekelo (2009) and Rugemalira (2007) both affirmed that scholars have paid less attention to the syntax of the noun and its dependents. One reason might be because a verb is always present in a sentence and it is a necessary component of all sentences

(Simmons, 2015). Furthermore, Rodriguez-Navarro (1993) stated that while VPs have always been studied, NPs have not clearly been analyzed. This is the reason why she conducted a study on noun phrases and verb phrases in English in a parallel approach.

The researcher of this study described the verb phrase architecture of the Binukid language. Because by studying the verb phrases, it also means touching the noun phrases of the Binukid language.

Binukid language is spoken by indigenous people specifically the Higaonon, Talaandig, and Bukidnon found in the province of Bukidnon and in the province of Agusan del Sur and Cotabato that are near the boundaries with the Bukidnon province (Saldua, 2011). There are some published researches/studies about the Binukid language. Peng and Billings (2008) studied about the Binukid Pronominal Clisis, and Post and Gardner (1992) published a Binukid Dictionary. Also, part of the Bible in the Binukid language was published for the first time in 1956, and the New Testament was first published in 1986. But unfortunately, the complete Bible has not been published (Joshua Project, 2015).

This research aimed to describe the grammar of the Binukid language and to identify and determine the grammatical structures of the verb phrases using the theory of Noam Chomsky's X-bar and Minimalist Program. The respondents of the study were the Talaandig and Higaonon tribal people who are native speakers of the Binukid language residing in Bukidnon. The researcher chose to study about the VP structures of the Binukid language hoping that this study will at least illuminate or provide an additional way to understand linguistic diversity and at least inspire others to study the richness of this language.

It is inferred that the Binukid language was not given much attention by many local researchers. In fact, most researchers and surveyors came not from the Philippines but from international locations. In addition, it is for this reason that the researcher finds it necessary to study the language and determine its VP structures to help other researchers for future studies and research movements.

Methods

This study utilized the descriptive type of research design, since this study described the structure of the verb phrases of the Binukid language spoken by the Talaandig and Higaonon tribes in the province of Bukidnon.

The researcher conducted the study at three different barangays in the municipality of Lantapan, Bukidnon, namely: Nakadulog, Bulanga, and Centro Kibangay where the Talaandig indigenous people live. Also, the researcher interviewed Talaandig and Higaonon indigenous people from Malaybalay City, in the municipality of Malitbog, and in the municipality of Manolo Fortich during the 101st Kaamulan Festival held at Capitol Grounds Malaybalay City Bukidnon on October 19, 2015.

The study utilized a non-structured direct interview of the Talaandig and Higaonon indigenous people and recorded one of the conversations of the Talaandig indigenous people. The researcher asked questions from the participants in order to draw answers which the researcher determined the verb phrase architecture of the Binukid language. The researcher used a recorder and cameras to produce authentic data.

Ethical Considerations

These principles were observed in the conduct of this study. First, individuals involved in the gathering of data were treated with the highest respect. The respondents of the study participated in the study were asked in appropriate ways. Also, the researcher offered something for them in respect to their delicate culture. No personal data were collected from them without their permission, that is, in respect to their dignity and privacy. Their names were written with their full consent. Beneficence is also an ethical standard that the researcher observed in protecting the respondents from any harm. The researcher made sure that the questions asked during interview did not contain any degrading, discriminating or any unacceptable language that could be offensive to any of the respondents. Lastly, to promote justice, respondents were fully informed about the objectives of the study before involving them in the data collection process. They were aware that the results could benefit not only them or their tribes but also other learners, the school, and the society in general.

Results and Discussion

The Binukid language is a verb-initial language following the VSO and VOS word order (Post and Gardner, 1992). But sometimes, native speakers tend to unconsciously violate these word orders and this was proven true in the data gathered by the researcher. The reasons might be because languages diverge as well as converge. But then, Binukid language still belongs to a verb-initial language. According to Carnie and Guilfoyle (2000), languages that have as their “basic” or “default” word order that puts the verb first in the sentence make up about 10% of the world’s languages, yet they are relatively untreated in the generative grammar literature. Therefore, Binukid language brings its own special problem to the discipline. Its VSO word order is highly problematic and even its simpler VOS word order.

To start with, a sample Binukid sentence following the VOS word order is shown below.

Tinimù sa gusuk din dini ta dibaluy ha gibang. (pointing at her back)

Binukid: tinimù sa gusuk din dini ta dibaluy ha gibang

Word for word Translation: took mk ribs he here mk back lig left side

Translation: He took the ribs here (pointing at her back) at the left side of the back.

Sample 1

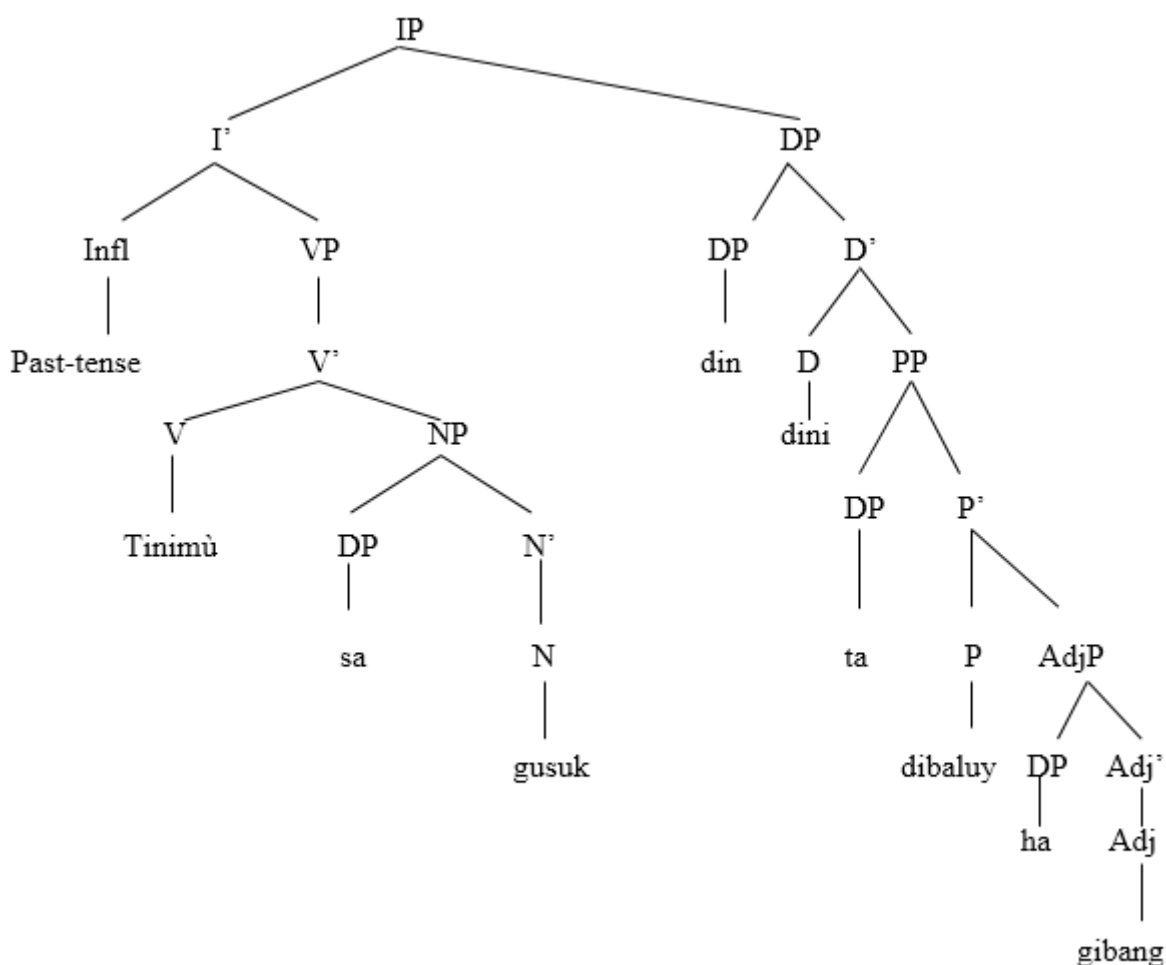


Fig.1 Syntactic Structure of the Binukid Language following the VOS Word Order

As shown in the sample 1 and fig. 1 above, the verb *tinimù* ‘took’ is the initial word in the sentence and the subject tends strongly to precede the object. VOS is characterized as typically unusual basic word order as it comprises of a verb-initial predicate phrase denoting the argument of predication (Pearson, 2007). However, this type of word order is exceedingly rare in the Binukid language because its main word order is VSO. Following the verb is the object *sa gusuk* ‘the ribs’ in which *sa* is a noun marker that marks the *gusuk*. In this case, we can see a particular constituent of a verb phrase which is a noun phrase. Thus, follows VP → V NP.

Following the noun phrase which is an object complement in the sentence is the subject or the actor which is *din* ‘he’. It is a pronominal subject with a genitive case form and this is very common in the Binukid language. In the sample of the Binukid sentence above, *din* is a pronoun which is the subject itself. Pronouns are words that stand for a noun or a whole noun phrase (Hana, 2011). In the work over the past few decades, the verb in such cases has a null subject which can be thought of a silent or invisible counterpart of the pronouns he/she (Radford, 2006) which appear in the English language such as in the sentence, ‘He/She takes a bath.’ Null subject languages like Italian with null finite *pro* subjects, we find that overt pronoun subjects are only used for emphasis, so that in an Italian sentence like *L’ho fatto io* (literally means ‘I have done I’) the subject pronoun *io* ‘I’ has a contrastive interpretation and the relevant sentence is paraphraseable in English as ‘I was the one who did it’ (Radford, 2006). The null subject is conventionally designated as *pro* (Radford, 2006), where *pro* is a null subject and it captures the intuition that the sentence or a phrase has an understood subject. In the case of the Binukid language, *tinimù* ‘took’ has a pronoun as its subject. Thus far, Binukid is a null subject language like Italian language. But things are very different in English because it is a non-null subject language.

The existence of compound pronouns is said to be present in the Binukid language. In the sample sentence above, *dini* ‘here’ is a locative pronoun that locates or directs. Two pronouns can be used together just like the subject pronoun *din* ‘he’ and *dini* ‘here’. Therefore, the subject pronoun in the sentence goes with the locative marker *dini* ‘here’. This is the same in the Chrambo language (Wright, 2009) and in Mankong language in which compound pronouns are very commonly used (De Visser, 2011).

Following the locative marker *dini* ‘here’ is the prepositional phrase which is an adjunct in the sentence. But the researcher decided not to elaborate it further since the focus of this study is in the verb phrase. *Dini* ‘here’ was explained just to emphasize the compound pronouns in the sentence. But it is already part of an adjunct which is an optional information since *Tinimù sa gusuk din* ‘He took the ribs’ can stand alone.

As mentioned above, VOS word order is exceedingly rare in the Binukid language since most of its sentences follow the VSO word order (Ethnologue, 2015). Therefore, it is hard to find a verb phrase that constitute a noun phrase. But on the data gathered by the researcher, there are verb phrases structure of VP → V NP. The researcher provides example using the framework of Noam Chomsky’s X-bar.

Verb Phrase Structure of VP → V NP

<i>naghimu hu libru</i>		
Binukid:	naghimu	hu libru
Word for word Translation:	made	OBL book
Translation:	<i>Made a book</i>	
Sample 2		

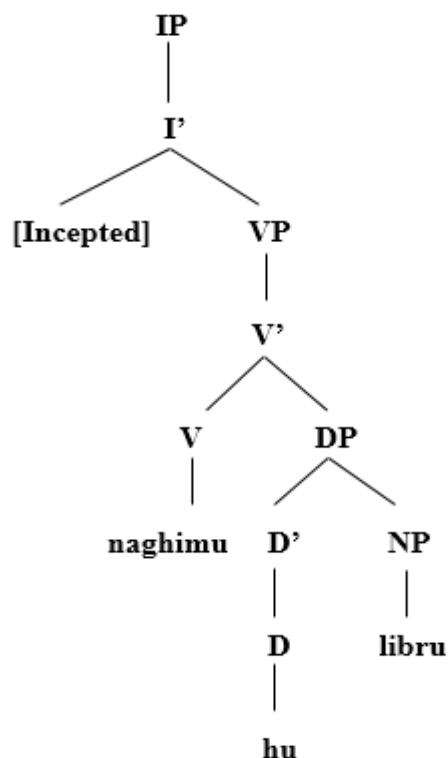


Fig.2 Verb Phrase Structure of VP → V NP

Sample 2 and fig. 2 shows that the verb *naghimu* which means *made* in English is located in the initial syntactic position and precedes the oblique marker *hu* or which introduces the noun *libru* or *book* in the English language. Thus, it follows the structure $VP \rightarrow V NP$. The oblique (OBL) *hu* is considered to be a determiner in the Binukid like *si, ang, ng, sa*, etc. in Tagalog and they are case marking particles that show the grammatical relation of the NP to the verb. And since *hu* is an oblique, the translation is *made a book* and not *made the book*.

Also, *hu* is an oblique marker which in this NP introduces an objective case because the noun in the given sample is a *book* or *libru* and that *hu* introduces *libru* as the object of the verb *naghimu* which receives the direct action of the verb. It is also incepted since the action is not clearly determined if it has been initiated or not. This is the same in Badjao Dialect that its past actions are basically in the incepted aspect and its present actions are the incepted aspect too unless they are habitual actions (Ramos, 2015).

Verb Phrase Structure of $VP \rightarrow V PP$

<i>ligid hu panahun</i>			
Binukid:	ligid	hu	panahun
Word for word Translation:	roll	mk	time
Translation:	<i>Roll of the time</i>		
Sample 3			

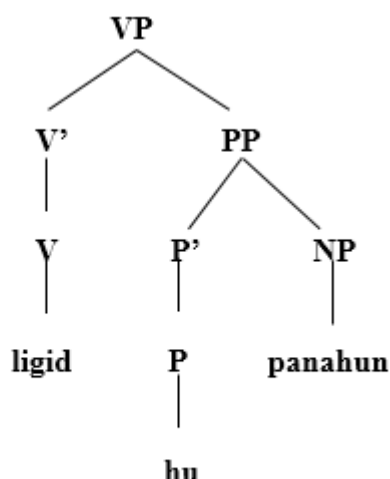


Fig.3 Verb Phrase Structure of VP→ V PP

Fig. 3 from Sample 3 illustrates that *Ligid* is the verb which means *roll*. Following the verb is the marker *hu* which acts as a preposition which means *of* in the English language. This follows the VP→ V PP. The marker *hu* in the Binukid language which is the preposition *of* in the English language marks the noun *panahun* or *time*. The complete phrase which is *roll of the time* is an idiomatic phrase similar to the *time flies* which means that *time passes quickly* or *as time goes by* which means *as time passes or moves* or *the passing of time* (McCarthy, 2008).

Idiomatic expressions or phrases or even sentences are common in the Binukid language. In fact, Mrs. Ravidas, the transcription and translation validator of this study realized the richness of idiomatic expressions present in the Binukid language. However, there seems to be a constraint that only a string of words which forms a unitary constituent can be an idiom. So, we find idioms which are of the form *verb+complement* (but where the subject is not part of the idiom), we do not find idioms in the form *subject+verb+complement* where the verb has a complement which is not part of the idiom: this is because in *subject+verb+complement* structures, the verb and its complement form a unitary constituent, whereas the subject and the verb do not—and only unitary constituent can be idioms (Radford, 2006). Therefore, idioms are generally formed from a verb and its object, and not from a verb and its subject. Like for example, *itagù nu henà-henà nu* which means *bear in mind*. In light of the constraint that an idiom is a unitary constituent with an idiosyncratic interpretation, the choice of the verb and its complements are fixed. We can't replace the verb or its complements by near synonyms—as we see the fact that they are ungrammatical (on the intended idiomatic expression). The *itagù nu henà-henà nu* literally means *hide in your mind*, but in real sense, it means *bear in mind*. But there are also exceptions like in the English sentence *Patrick gave me a piece of his mind*, the idiomatic NP (a piece of his mind) is not the immediate object of the verb *gave*. Even in the sample given, it was actually a prepositional phrase. Such exceptions could be accounted because of the semantic relations among predicates and arguments. Even in the phrase, *nahangad ku man* which literally means *I looked after it* but this actually means *I learned from it*. *I* is a pronoun, *looked* and *learned* are verbs but *after* is an adverb while *from* is a preposition. Though, *looked after* and *learned from* are the two word translation in English of the verb *nahangad* but still, there still differences. Therefore, word order or the orderly arrangement of words in any given construction is very vital in semantic analysis because it may depicts a difference in meaning not minding that their substantive content are the same syntactically (Nweke, 2011).

Verb Phrase Structure of VP→ V Adv

<i>igarbu gyed hayan</i>			
Binukid:	igarbu	gyed	hayan
Word for word Translation:	will make proud	really	that
Translation:	Will really make proud of that		
Sample 4			

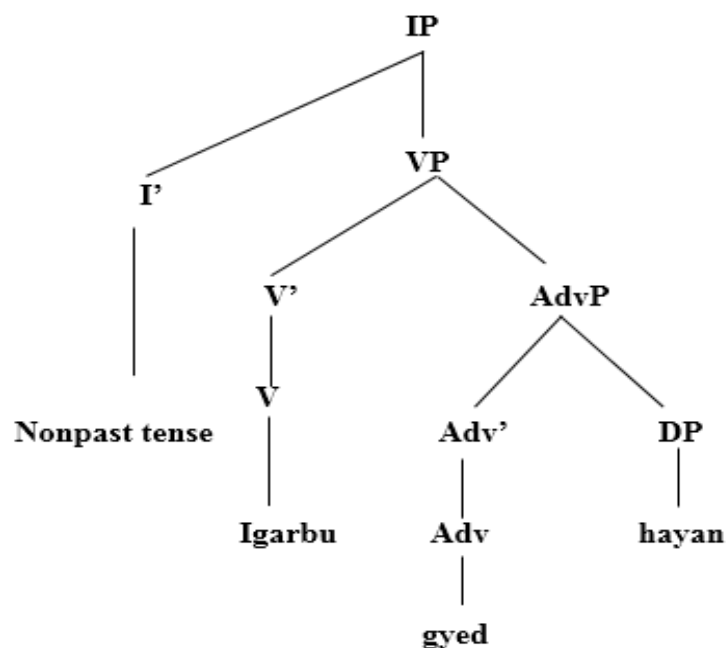


Fig.4 Verb Phrase Structure of VP→ V Adv

Fig. 4 from Sample 4 illustrates that *Igarbu* is a verb which means *will make proud* in the English language that auxiliary verb is present. In the sample tree, it shows that *igarbu* is a nonpast tense in the Binukid language because of the prefix *i* that was added to the root word *garbu* 'pride' which is a noun. Following the verb is the adverb *gyed* which means *really* in English language and that makes the sample phrase VP→ V Adv. In the study of Lee (1990) entitled, *Madak Verb Phrase*, he discovered that there are several types of adverbs in Madak. But the only type that occurs in a verb phrase is common adverbs. This includes adverbs such as *quietly*, *quickly* and so on. It also includes intensifiers. The position of adverbs is after the verb, and in serial constructions, the adverbs occur last. One example for Madak sentence that the adverb occurs directly after the verb is *di-ga-gugu atnasan to katamang* meaning *They worked carefully in the gardens*. Therefore, *atnasan* is the adverb. Another example is the sentence *la-va-kin di-pase nemnem* meaning *The women are speaking softly*. Therefore, *nemnem* is the adverb and it occurs after the verb and occurs last in the sentence. This is the same in the Binukid language that adverbs occur mostly after the verbs.

Also, there is a presence of a Determiner Phrase (DP) *hayan* which means *that* in the English language. *That* is called a determiner because it has a semantic property that it determines specific semantic property of a noun phrase that it introduces, marking it as a definite expression (Radford, 2006). *That* in the sample sentence is a determiner and not a complementiser. In the sentences, *You know that I love you* and *He thought that the flowers are fresh*, *that* in the two sentences are complementizers that may often be omitted that it makes the sentences, *You know I love you* and *He thought the flowers are fresh*. But this is in English language because in the sample phrase, *that* is the final word and nothing follows because it indicates something that needs to be proud of and that alone indicates the noun. Like for example, in the imperative sentence, *Ilambeg nu hayan* which means *Throw that away*. *That* already serves as the object since *nu* is the subject pronoun. Looking closely to the complete sentence, *Kay tungud sa balaud nga igarbu gyed hayan* which means *It is because of the law that will really make proud of that* indicates that *hayan* signifies the exact subject, not of the sentence but in the conversation itself. Like for example, in an interrogative sentence like, *Imbà nu tagbuhata hayan?* Which means, *Why are you doing that?* Therefore, this implies that in the Binukid language, *hayan* can be likely seen in the end of the sentence referring to the noun and not just only to complement.

According to the X-Bar theory, an object is the complement to V (sister to V, daughter of V'). This means that no specifier or adjunct can intervene between the complement and the head because if they did, the object would no longer be a complement. Thus, considering the relation between a verb and

its object. In the Binukid language, most prominent word order which is VSO, the subject which is the specifier intervenes between the subject and the object. So, this cannot be generated by X-Bar theory. This is the reason why X-Bar theory as it does not produce all the possible grammatical sentences in a language, Chomsky proposed that what was needed was a set of rules that change the structure (in very limited ways) generated by phrase structure rules which are called transformational rules (Carnie, 2001). A sample sentence in the Binukid language is given below and the researcher explained its very problematic basic word order.

<i>Ta nahimu sa etaw tungud ta bugtà.</i>							
Binukid:	Ta	nahimu	sa	etaw	tungud	ta	bugtà
Word for word Translation:	ptl	formed	mk	human	because	mk	soil
Translation: <i>The human was formed because of the soil.</i>							
Sample 5							

As we observe above, there is no way that the X-Bar theory can generate a sentence of this type. This is also true in the Irish language which has a strict VSO word order especially in its tensed sentence (Carnie, 2005). VSO order is also the basic word order of about 9% of the world's languages, including languages from many different language-families such as Tagalog, Welsh, Arabic, Mixtec, Mayan, Salish, Turkana, Maasai (to name only a few) and most linguists considered VSO languages to simply be exceptions to X-Bar theory (Carnie, 2001).

As observed, the sentence starts with a particle *ta* which has grammatical meaning than lexical meaning. In the study of Peng and Billings (2008) about the Binukid Pronominal Clisis, they stated that preverbal element is called host in a sentence in the sense that it allows clitics to be preverbal. Another pervasive preverbal words in the Binukid language are *ku* 'if' and the negation *hari* 'do not'. Bury (2004) in Carnie and Guilfoyle (2000) generalized that verb-initial languages have preverbal particles which is proven true in the Binukid language. Even the Arabic also has negative particles such as *laysa*, *maa* and *laa* and these are called preverbal negative particles (Al Khawalda, 2012). That is, they must be followed by a verb. Particles and clitics typically express notions such as negation, interrogation, uncertainty, emphasis, direction or orientation. Some particles stand alone, some can either stand alone or can be cliticized to the preceding word (Westerland, 2007).

Following *ta* is the main verb *nahimu* 'formed' which is followed by the subject *sa etaw* 'the human'. Then a conjunction *tungud* 'because' that links the subject to the nominative case object *ta bugtà* 'the soil'. *Ta* is a noun marker. The word order in the sample sentence shows a surface string that due to the intervening subject- points away from a verb-object VP constituent. On the other hand, it shows other syntactic effect that points toward the existence of a VP constituent (Carnie, 2005). Verb phrase in the Binukid language is the most prominent constituent of a sentence. Like other Iranian languages especially Boier Ahmadi Lori and Persian language which are pro-drop languages that a subject may or may not exist. Instead, an affix is attached to the end of a verb is person and number marker. Thus, many sentences can be observed in which a verb phrase is a representative of a whole sentence (Mohammadpour, 2012). Therefore, it points out that the verb *nahimu* 'formed' in the sample sentence can be an obligatory component of a verb phrase. Thus, follows VP → V.

Verb phrase structure VP→ V

<i>dulug</i>	
Binukid:	dulug
Word for word Translation:	 lay
Translation:	lay
Sample 6	

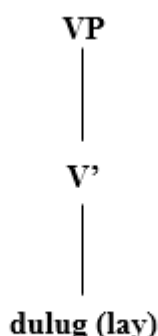


Fig.5 Verb Phrase Structure VP→ V

In Radford’s view (1988), in every type of phrase, there is a head which is obligatory and some other elements, which are optional and play the role of (pre-or post) modifier for the head of phrase. Thus, a verb phrase is a phrase with a verb as its head and the verb phrase may or may not have some modifiers (Mohammadpour, 2012). Fig. 5 then is a manifestation of the verb phrase in the Binukid language which only contains of the verb. It shows that a single-word *dulug* is in itself a complete sentence which means *lay* in English language. Wright (2009) in her study about the Chrambo Language stated that a verb phrase can be a main verb by itself as in *kîè* meaning *fry* and *shà’â* meaning *cross*.

The Binukid language is a verb initial language since it follows VSO and VOS word order and certain other elements can also occur preverbally like negation markers and complementizers. In the study of Peng and Billings (2008) about the Binukid Pronominal Clisis, it shows that pronouns usually occur immediately after the initial verb or there are instances that pronouns occur before the verb but after the preverbal particle. In this case, pronouns are considered to be bound. This is proven true in this study. The researcher concludes that all overt pronouns in the VP→ V PRN structure of Binukid language found on the corpora gathered are all subjects/actors. Therefore, the claim above that the Binukid language is a pro-drop or a null-subject language in which overt pronoun subjects are only used for emphasis is made stronger based in the corpora gathered (*see sample 1 discussion*). An example is given below.

Verb Phrase Structure of VP→ V PRN

<i>nakapinuu a</i>		
Binukid:	nakapinuu	a
Word for word Translation:	 sat down	 I
Translation:	I sat down	
Sample 7		

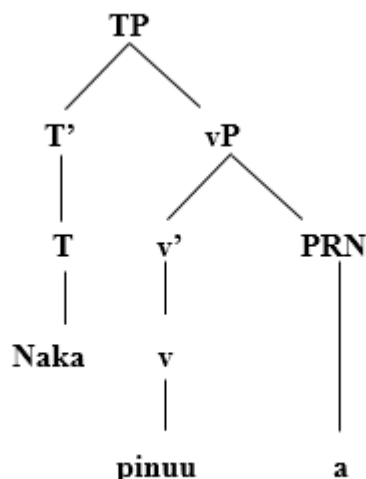


Fig. 6 Verb Phrase Structure of VP→ V PRN

Sample 7 and fig. 6 show that the TP template makes use Tense Phrase (TP) which rewrites as – Tense Aspect/Inflection – VP. The verb *nakapinuu* is a past tense verb which precedes the pronoun *a* which means *I*. There are lots of critics to whether pronouns can be a constituent of a verb phrase. One reason of Chomsky's X-Bar theory is that a noun phrase is always a direct object and it always complements the verb. This is more likely in English language because it follows SVO. But in the Minimalist Program especially in the Binukid language that follows VSO or VOS, pronouns as constituents of a verb phrase does make sense even if it is the actor or the one that performs the action and not the object complement. Also, in the sample given, it seems clear that the grammatical property of the phrase is determined by the verb *nakapinuu* 'sat down' and not by the pronoun *a* 'I'. The constituent which is merged with the verb is the pronoun which has the grammatical function of being the subject pronoun of the verb.

In the study of Ingilan (2012), he discovered that the verb phrase of the Kalagan, Maguindanaon, and Tausug languages is located on the initial part of the sentence showing focalization which means that the verb is the focus followed by its constituents. Therefore, the typological structure would be $S \rightarrow VP NP$ which is the same in the Binukid language. But with some of the sentences in Badjao dialect as in the study of Ramos (2015), the study revealed that some pronouns occur at the beginning of the sentence followed by the verb as in *Iya anganda'ug* meaning *He won* and thus follows $VP=PRN+V$. The subject *iya* is emphasized and shows topicalization. Ingilan (2011) mentioned about the focalization of the verbs in Kalagan, Maguindanaon and Tausug languages while Ramos (2015) stated the topicalization in Badjao dialect. According to Johnson (2001), it is the topic and focus that is assumed to be located in the left periphery of the nominal domain. In the Binukid language, the topic is further signaled by the verbal affixation in the predicate or the one that is the syntactic subject (Post and Gardner, 1992). The other kind of topic is the topicalized NP that is put in front of the clause or sentence which Johnson (2011) and Ramos (2015) is referring to. For example, a sentence like *That woman, she is my mother. That woman* then is the topic which is emphasized and was put in the beginning of the sentence.

In the Binukid language since the obligatory agent or the doer of the action acts as the subject like in the phrase *nanayù din* which means *they asked. Din* 'They' is the subject. Looking closely to the complete sentence which is *Nanayù din ha kahibalu* which means *They asked for knowledge. They* is the agent and *for knowledge* is the goal and this is the focus in the sentence since the sample sentence is transitive. For intransitive like *Taghipanaw en hayan sa sabubuwa* which means *That one is departing. The one* is the actor that needs no other obligatory participants and it is the subject and the focus of the sentence. Therefore, in the Binukid language, the subject in transitive sentences is mostly not the focus unless the sentence is intransitive.

There are other verb phrase constituents found in the corpora gathered by the researcher through the lens of the Minimalist Program. In the VOS word order, noun phrases are commonly the object (complement of V) that constitute the verb phrase but in the Minimalist Program. As what

Abney (1987) stated, noun phrases nowadays often are called determiner phrases, as the determiner instead of the noun is considered to be the head of the phrase.

Verb Phrase Structure of VP → V DP

<i>saulugun sa Kaamulan</i>			
Binukid:	saulugun	sa	Kaamulan
Word for word Translation:	celebrate	mk	Kaamulan
Translation: <i>Celebrate the Kaamulan</i>			
Sample 8			

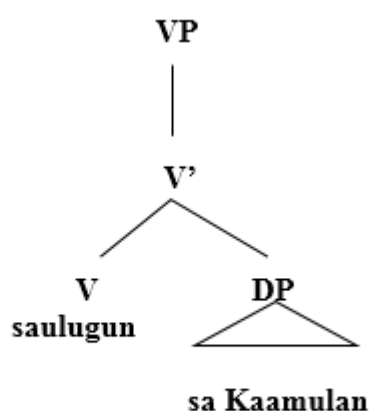


Fig.7 Verb Phrase Structure of VP → V DP

As shown, the verb *saulugun* which means *celebrate* in English is located in the initial syntactic position and is followed by *sa Kaamulan* where *sa* is a noun marker and *Kaamulan* is a noun. Therefore, the sample phrase follows VP → V DP. *Saulugun* has a root word of *saulug* with a suffix *un* and it is different from its English translation which is *celebrate* and no affix on it. Also, in English language according to Rodriguez-Navarro (1993) that the unit sentence can be divided into two elements: a Head which is realized by the VP and the rest of the dependents. The two most important dependents are the subject and the object which are normally realized by the NPs like the sentence *John likes Mary* and *Ron went to Davao* since subjects usually complement VPs in preposition and objects usually appear in post-position. In Binukid language, though it follows the VSO or VOS typological structure unlike the SVO typological structure of English and this study focuses only in the VP structure. Still, the analysis of Rodriguez-Navarro (1993) about the dependents of VP is noticeable, like the sample above that the Head is the *saulugun* while the dependent is the *sa Kaamulan* which is realized by the DPs.

Following the verb *saulugun* which means *celebrate* is *sa* which is a nonpersonal NP marker since the verb *saulugun* is not a person but an event (Post and Gardner, 1992). This is evident because *sa* marks the noun *Kaamulan* which is an event. *Kaamulan* is from the word *amul* meaning *to gather*, thus the gathering of Bukidnon's indigenous tribes in festivity (Mascarinas, 2014). *To gather* is an infinitive verb. Infinitive is a grammatical term referring to the certain verb form which is not affixed for tense or aspect. In many languages, the infinitive is a single word like in Spanish, *manger* which means *to eat* and in French, *portare* which means *to carry* (Hickey, 2007). Similarly, in the Binukid language, the root form can be considered a type of infinitive as *amul* which means *to gather* and *ila* which means *to give*. But also, there are verb forms that turn out to be a “noun” considering into the

use of infinitive verbal like in the sample noun *Kaamulan* which becomes a certain event and not just a simple form of verb.

In Minimalist Program, there is a presence of a Uniform Theta Assignment Hypothesis (UTAH) (Baker, 1988). This states that the two arguments which fulfill the same thematic function with respect to a given predicate must occupy the same underlying (DS) position in the syntax just like in the figure 4 above. The researcher provides another sample below that follows $VP \rightarrow V\ QP$.

Verb Phrase Structure of $VP \rightarrow V\ QP$

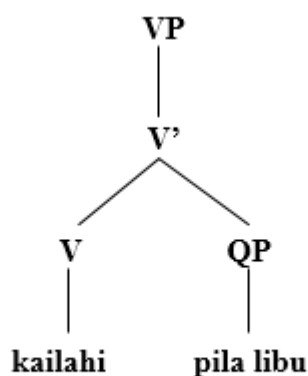
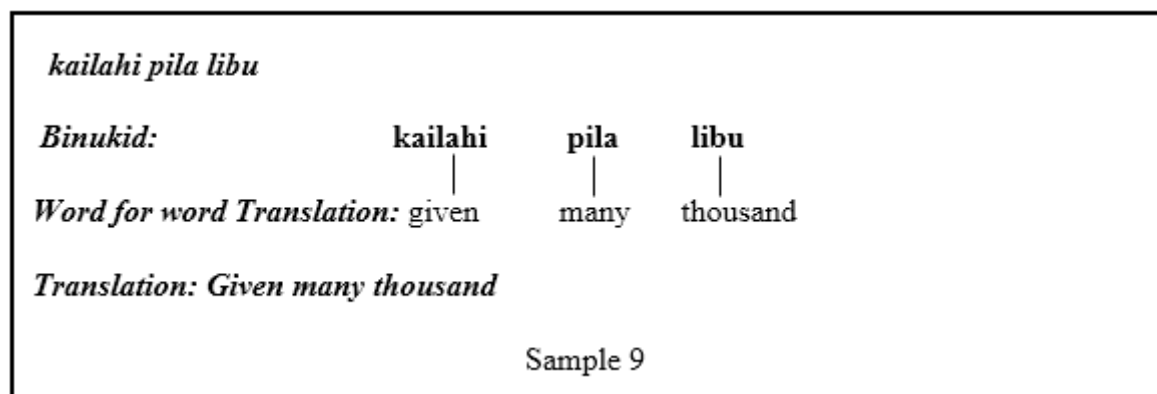


Fig.8 Verb Phrase Structure of $VP \rightarrow V\ QP$

As shown, the verb *kailahi* which means *given* in English is located in the initial syntactic position and is followed by *pila* which means *many* and follows *libu* which means *thousand*. *Kailahi* has its root word *ila* and affixes *ka* and *hi* while its English translation has a root word *give* and a suffix *n*. *Ka* nominalizes the state of something or what is happening. This is just a primary affix derived from a simple stem (Post and Gardner, 1992) because *kailahi* has a simple stem. In the Binukid language, *hi* is a marking particle that marks phrases as personal like a person's name. On the syntactic level, this marking particle signals phrases as attributive or the unfocused phrase which has the situational role of agent performing the action of the predicate (Post and Gardner, 1992). For example, *Pigpilay hi apù su kayu* which means *Grandfather cut down that tree*. This is the unfocused one since if there is a focus, it should be *Migpilay si apù hu kayu* which *si apù* is the focused phrase or the topic because in the Binukid language, the topic is always signaled by the verbal affixation in the predicate and it is always indicated by some particles. Also, an attributive is a noun possessor phrase like *balay hi Jose* which means *house of Jose*. But in the sample, *hi* is a suffix that added to *kaila*. This time, it does not function as a marking particle but an addition to a root word. Therefore, in Binukid language, not all marking particles function as a marker but sometimes, they act as an affix to make a particular word a verb.

Pila then quantifies the noun *libu* since quantifiers are one of the main types of determiners (Krane, 2006). But this follows $VP \rightarrow V\ QP$ because the verb *kailahi* 'given' precedes a quantifier *pila*

‘many’. Normally, quantifiers precede the noun they modify (Lawler, 2012). Quantifier denotes expressions of quantity (Radford, 2006).

Noun phrases containing quantifiers also present a certain degree of positional variation in Waimiri Atoari language, a Carib language spoken in several villages in an area to the North of the state of Amazonas and the South of the state of Roraima, Brazil (Bruno, 2000). Same in the Binukid language, the adverbial quantifier *many* seems to be free when they modify a noun phrase. But their adverbial quantifiers can occur either to the left or to the right of the head noun like in the noun phrase *waha xiba* which means *many fish* or *xiba waha* unlike in the Binukid language that it is always in the left of the head noun.

Based on the Minimalist Program, the researcher found that there is a presence of the verb phrase structure following VP → V ConjP. Its syntactic structure is shown below.

Verb phrase structure of VP → V ConjP

pakapamegas aman tiglalima ha gantang

Binukid: pakapamegas aman tiglalima ha gantang

Word for word Translation: can plant therefore five lig equivalent to

twelve cups or 3 pints or 1.5 quarts

Translation: *Can therefore plant sixty cups*

Sample 10

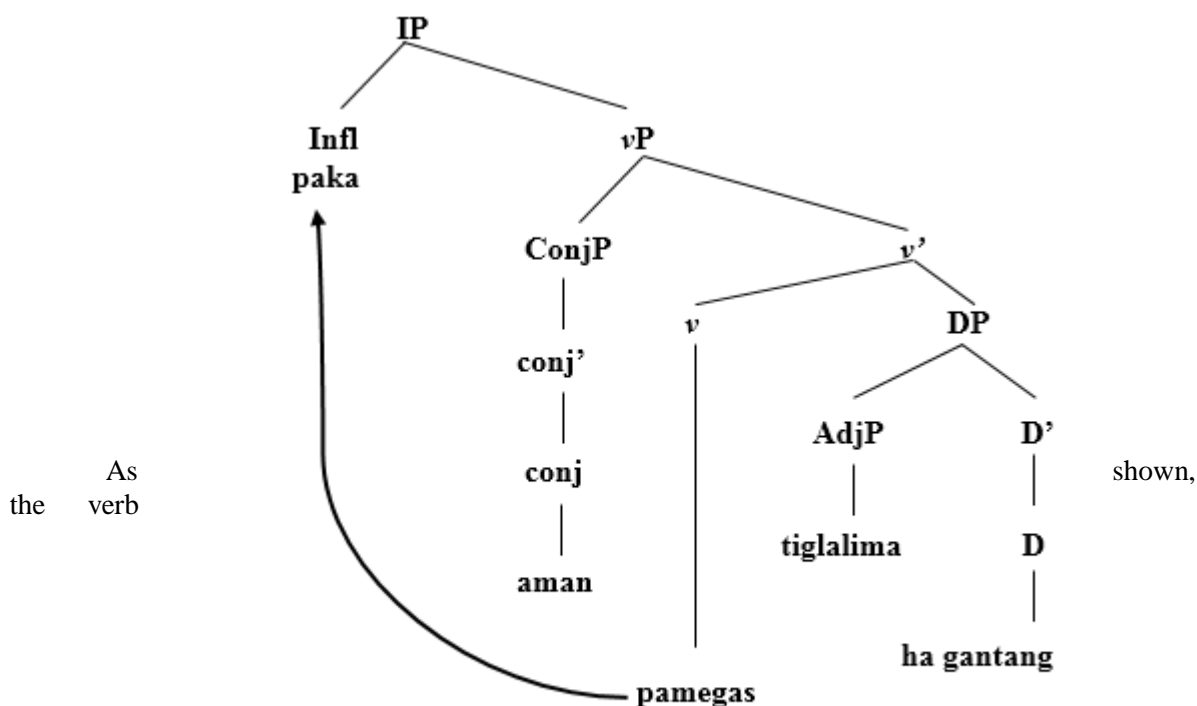


Fig.9 Verb Phrase Structure of VP → V ConjP

pakapamegas means *can plant* in English. Therefore, the prefix *paka* in Binukid language is a simple neutral tense verb that makes the verb equivalent in English as *can plant*. Neutral in the Binukid language indicates that the action has not yet been actualized in the time continuum or else, the time is not significant (Post and Gardner, 1992). According to Bornemann and Risch, (1978) ancient Greek does not use the future tense, but the aorist to denote the gnomic aspect. Aorist comprises a single word that consists of the past stem, plus the past endings unlike periphrastic future tenses (Kyriakaki, 2006). Gnostic on the other hand is a mood and a grammatical feature that expresses a general truth (Carychan, 2010). Generally, English uses the simple present tense as the equivalent of a gnomic aspect like *dogs are fast* and *water boils at 212°F*, though the past tense like *curiosity killed him* is sometimes used and also, the auxiliary *will* can also be used to indicate gnomic aspect like *girls will be girls* (Payne, 2006). Also, stated by Ramos (2015) that the functionalist school of grammar maintains that Philippine languages verbs have no tense but rather contains an aspect. His analysis also in the dialect used by the Badjao in Davao City also known as Sinama have no tense but has aspect instead. Even Athabaskan languages tend to have elaborated aspectual and modal systems, rather than focusing on tense. There is a future tense, which is created through combination of progressive and inceptive markers in the verb (Young, 2000). Else, there is no tense marking. The terms ‘aspect’ and ‘mode’ are used in nonstandard ways in literature on Navajo language (Fountain, 2000). Another language is the Thai that lacks obligatory tense marking on verbs or auxiliaries, and lacks inflectional tense morphology of any kind (Jenks, 2011). Like for example, in the sentence *Nát kin thúrian* which can be glossed as *Nat eat durian*. But there is a temporal vagueness of the sentence because it does not necessarily state if the action is referred to in the past or in the future. And that even if an adverb of time will be put in the sentence, still, it does not necessarily provide for a TP projection (Lin, 2005; Sybesma, 2007 in Jenks, 2011). Another conclusion is that, based on the syntactic evidence, Old English had no TP and that TP has developed from temporal features in the history of English and that the absence of TP and the subsequent emergence of TP is also observed in first language acquisition in English (Osawa, 1996). This further conclude that the process of language acquisition and diachronic language is constantly changing. But regardless of all the claims, Binukid language emphasizes the presence of its past and nonpast tense.

Can is a modal auxiliary verb that expresses the ability to do something like in the sample that states the ability of the speaker of the phrase to plant sixty cups. Following the verb is the word *aman* which is a conjunction in Binukid language that connects the verb phrase and the noun phrase. Thus the sample follows VP → V ConjP.

Tiglalima in *tiglalima ha gantang*, is an adjective. *Lalima* is a cardinal number denoting to the number *five* in English language. *Tig* then is an adjective affix added to the cardinal number *five* to make it an adjective to describe the quantity of the noun. Norris (2009) stated that affixes are added to form a particular word like the nouns the *president* and *Italy* that makes *presidential* and *Italian*. In the study of De Visser (2011) about the Mankong (Bamukumbit) Noun Phrase, she stated that the cardinal numerals two (2) through nine (9) normally come after the noun they modify and agree with the noun class of the head noun but their *tá’* which means *one* is the unusual cardinal numeral because it always precedes the noun it modifies as in *tá’ máa* which means *one child*. This is the only similarity in the cardinal numerals in Binukid language since the cardinal numerals always precede with the noun they modify even if it is already an adjective.

Following the adjective is the ligature *ha* which links the two grammatical constructions which is the adjective *tiglalima* and the noun *gantang* and acts as a determiner *the* to determine the noun *gantang* which is *equivalent to twelve cups or 3 pints or 1.5 quarts* in English language. There is also a particular language called Delaware that has a *ha* particle. It is often used in combining a noun phrase with another noun phrase to make a statement or ask a question concerning the identity of a person or thing and expressing a doubt or uncertainty about the location of a person or thing since Delaware has sentences without verbs (O’Meara, 2003).

Conclusion

Based on the X-Bar theory, the verb phrase constituents of the Binukid language are VP → V NP, VP → V, VP → V PP, and VP → V Adv. On the other hand, based on the Minimalist Program, the verb phrase constituents are VP → V PRN, VP → V DP, VP → V QP and VP → V ConjP. This basically lists the ways in which the VP in Binukid language can be expanded. But that is not all there

is. There are peculiarities, unexpected and challenging behaviour of the Binukid VP that seem to be remarkable.

Biography

Catherine Y. Tabequero earned a Bachelor of Arts degree in English Language in 2016. She is a product of the University of Southeastern Philippines. Directly after her graduation, she was enrolled in her alma mater as a master student of English in Applied Linguistics. But she went to Romania to do an ERASMUS and was enrolled as a master student of Theory and Practice in Translation and Interpreting: English Language. She is hoping to finish her master's degree in Translation in 2018.

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The Effect Of Core And Balance Training On Single-Leg Sway Parameters And Well-Directed Kick Of Male Football Players

Ceren Akyuz

Abstract:

The aim of this study is to examine the effect of eight-week core and balance training on single-leg sway parameters and well-directed kick of male football players. “The eighteen male amateur football players aged 14-15 years were members of a football club. Participants randomised into a experimental group (EG, n=9) performing core and balance trainings with football training and a control group (CG, n=9) performing only their routine football training programmes for 8 weeks. Biodex Balance SD (Biodex Inc., Shirley, NY) device was used to measure single-leg sway parameters and Mor– Christian general aptitude football test was used to evaluate well-directed kick. The groups were shown significant differences on well-directed kick after a 8-week training period. While there was no difference between groups on single-leg sway parameters, right and left leg sway parameters were significantly better in EG after a core and balance training period ($p < 0.05$). The results may be concluded that regular football training with core and balance exercises would be particularly effective in improving well-directed kick and single-leg sway parameters.

The Historical Context of American Post-World War II Suburbanization

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Abstract

The Historical Context of American Post-World War II Suburbanization establishes the suburbs of the 1950s in a historical context. Even before families moved to suburbia, to such places as Greenwich, Connecticut and Levittown, New York, the U.S. had been experiencing changes in society after World War II. However, during this time, advanced technology presented additional changes and challenges. American society was changed by the war and manufacturing became increasingly technological. After the war, even with the G.I. Bill and other financial benefits, the middle class experienced disillusionment and alienation. Individuals living in the suburbs of America were trying to find some truth in their lives and some momentary escapes in the family car to leisure destinations, such as Disneyland. This study will argue that historians provide the roadmap for understanding the cultural environment of suburbia. Middle-class American families faced challenges from their surroundings because of the enormous presence of modern technology and the physical and spiritual conformity of the neighborhoods in which they lived. Furthermore, I will contend that historians help us not only to visualize the actual setting, but also show us what these new suburbanites did in pursuit of their own authenticity in American culture.

Keywords

1950s, Post-World War II Suburbanization, American culture, modern technology, authenticity

Introduction

During the 1950s, many middle-class Americans lived in suburbs, such as Greenwich, Connecticut or Levittown, New York. The suburbs were a popular place to live for bringing up families, and the middle class took the opportunity to build their homes there. With the help of builders, such as Levitt and Sons, American families selected the inside features of the home and personalized the appliances in their kitchen. Americans lived in suburban developments with sculpted tree-lined streets and houses that had similar architecture throughout the suburban communities. Unbeknownst to them at the time, their perfectly decorated homes would become an artifact of the 1950s and a discussion point for historians as they detailed American culture.

The 1950s American family now relied on and used the latest technological gadgets in their homes to accomplish chores. Modern technology included the sewing machine and lawnmower, which were typically assigned to each spouse to complete household tasks. In suburbia, gender roles were assigned. The middle-class women experienced an easier life because of these advancements, but there was a sense of similar isolation for the breadwinner using technology at the workplace. He experienced many workdays when automation was necessary to get the job done but left him dissatisfied. The corporate man of the 1950s was isolated because the dominance of technology in the workplace disguised his true authenticity and even his identity.

Suburbanites, many of whom in the past had been in the working class and lived in cities, moved up to the middle class and lived in the suburbs in the 1950s. Because the suburbs were expanding, more Americans desired household appliances that were particularly useful in suburban living, such as modern vacuum cleaners for larger suburban houses and lawnmowers for larger suburban lawns.

Because suburbs were spread out with little or no public transportation available, a car became a virtual necessity for residents of suburbs. Automobile consumers had much more choice in the 1950s because car companies were responding to consumer demands with a much greater degree of choice and availability. As more cars were purchased, more roads were developed in order to travel to work

and arrive home to the suburbs. This demand created the increase of highways built across America, reaching their suburban destinations in such places as Greenwich and Levittown. They enjoyed these trips because of highway legislation created by President Dwight Eisenhower and Congress. According to Kenneth Jackson, “The Interstate Highway Act became law in 1956 when Congress provided for a 41,000-mile (eventually expanded to a 42,500-mile) system, with the federal government paying 90 percent of the cost” (Jackson, 1985, p. 249).

As roadways were built at a record speed, these passageways allowed access to and from suburbia. Life was changing in America because of the developers of suburbia, such as Levitt and Sons. With their developments, the middle class could not only drive down the highways, but they could drive to complete their everyday errands, such as shopping for cigarettes, TV dinners and the latest kitchen appliance. New suburbanites were now spending more time in automobiles than they did when they lived in cities and used other means of transportation because they could afford automobiles and it was the easiest access to and from the suburbs.

The suburbs during post-WW II cultivated a certain aura of excitement, but middle-class Americans still felt a sense of isolation. According to Kenneth Jackson, “Places like Greenwich, CT; Englewood, NJ; Evanston, IL; and Chestnut Hill, MA maintained an exclusive image despite the presence of low-income or minority groups living in slums near or within the community” (p. 241). Those middle-class suburbanites were overwhelmed in a negative sense with consumerism and the new technology they could buy, such as the television. The opportunity to buy more technological devices did not necessarily meet all their needs and hopes in fulfilling the American Dream but rather resulted in a sense of alienation, according to historians, such as John Staudt and Kenneth Jackson.

Living the American Dream: Origins of 1950s Suburban Affluence

With the Spanish American War of 1898, the U.S. spearheaded an expansion by adding more territories (Turner, 1996, p. 246). This war was the reason why the U.S. acquired more territories in addition to the fifty states. These territories included tropical locations, such as Puerto Rico and the Philippines (Staudt, 2010, p. 26). The U.S. continued to be pressured by foreign nations to expand the country, even before this particular conflict (p. 26). In John Staudt’s viewpoint, “By the 1890s, however, there rose a call for a ‘new manifest destiny,’ the idea that the U.S. must now assume its proper place among the world’s great powers” (p. 26). This historical moment led the United States into even more prosperity until the events of 1929. With the introduction of imperialism, the U.S. continued financial growth from the 1900s to 1930s. For example, events such as the 1893 World’s Fair in Chicago brought growth because of planners, such as Daniel Burnham. “It was he who, through the medium of grandiose architectural and spatial design, pioneered modern urban design practices and granted new opportunities to display national might and cultural progress in both America and, by the early 1900s, in colonial cities as well,” Ian Morley writes (Morley, 2010, p. 235).

President Franklin D. Roosevelt’s New Deal of the 1930s laid the foundation for a significant expansion of the middle class after World War II. The government became more involved with the regulation of banks and housing. According to Akira Iriye, in this final stage of the New Deal legislation, “The government intervened more actively as an agent of societal and global transformation in the interest of the United States” (Iriye, 1983, p. 124). Its involvement paved the way for Americans to obtain a mortgage and buy a house in 1950s suburbia (Jacobs, 1992, p. 124).

Even with this opportunity, American families were affected by the Great Depression’s lasting influence with thousands penniless and without employment. These families were suffering “the turmoil of the Depression and the New Deal politics,” but they also kept “alive visions of peace, freedom, and human dignity, all essential parts of the American dream, in every corner of the globe” (Iriye 127).

As the middle class bought homes with a mortgage, the lower classes did not share in the purchase of a brand-new home in the suburbs. “The poor in America,” writes Kenneth Jackson, “[did not share] in the post-war real estate boom in most of the major highway improvements, in property and income-tax

write-offs and in mortgage insurance programs” (Jackson 218). As the U.S. went into World War II, manufacturers built guns, jeeps and aircraft to assist in the military battle of the war. More specifically, the U.S. government allocated more expenditures on war initiatives to assist in creating a more prosperous economy. The upholding of these promises allowed the United States and the American middle class to witness the financial benefits of the war.

During World War II, the increase in manufacturing created more jobs and more money. After World War II, when a majority of GIs returned to America, they looked forward to their lives with their families in the suburbs and new co-workers in the workplace. GIs discovered that the suburbs were the best choice to bring up their children. According to Jackson, “The GIs looked upon Levittown as the answer to their most pressing needs” (p. 235).

When American soldiers returned from war, they were given federal funding to attend college and locate gainful employment. The G.I. Bill provided these stipends that led to greater economic means, and the opportunity to buy houses. Heads of the American middle-class households with decent jobs and extra cash were motivated to become first-time homebuyers in the suburbs. As their wealth increased, families bought more consumer goods for their household. According to Elaine Tyler May, “Family centered spending reassured Americans that affluences would strengthen the American way of life. The goods purchased by middle-class consumers, like a modern refrigerator or a house in the suburbs, were intended to foster traditional values” (May, 199, p. 166). These types of commodities in suburban homes were required for a household to function in a suburban neighborhood. Commodities included items from the grocery store and shopping centers. Some of the popular items were washing machines, facial creams and baking essentials (Friedan, 2001, p. 126).

Americans’ Workplace and Family Experiences in 1950s Suburbia

While middle-class suburban wives and mothers were busy managing the home, their husbands faced challenges presented by the latest post-World War II technology in the workplace. The male worker would leave suburbia and work full days in the city. As automation became more plentiful in the corporate world, the responsibilities of the office worker expanded to include learning about new technologies, such as early computers like the Univac. The typical hours in a workday were expanded because of training for the male worker, who still encountered additional time commuting to and from the company. These changes in technology made the workplace environment more stressful and required corporate workers to adjust. As new technological devices, such as the computer and desk calculator, were introduced in the corporate world, workers needed to possess more skills and tools. The male worker soon learned that such powerful technology could make life easier, but at the same time create new problems.

Wage earners began to use electronics at their desk on a consistent basis, and jobs could not be completed without machines. Even though there were no Mac or PC computers in the 1950s, the office workers used the Dictaphone, typewriter and the Univac. The male worker’s escape was the family automobile, leisure destinations and hobbies. Suburbanites needed transportation in order to travel to the office, the supermarket and leisure locations. Before the enjoyment of riding together in one’s car, middle-income groups typically walked or used public transportation to get to their destinations, especially in the cities where they had subways, streetcars and buses. In some cases, the more affluent suburbanites would take the train to commute to work instead of the automobile (Jackson 102). As suburbanites relied on their car to travel, “automobile transportation and rapid transit made it possible for many thousands of people to live at a considerable distance from their work and to commute into the city each day” (Bogue, 1955, p. 474).

The American family car paved the way for middle-class Americans to also arrive to popular vacation destinations in the 1950s. The middle class enjoyed traveling in their automobiles, while feeling a sense of camaraderie in their cars. Karal Ann Marling suggested, “If the highway and the habit of ‘automobility’ were major factors in Disneyland’s success, the outing in the family car was also a key element in the standardized creation story [Walt] Disney used to explain how he had come to build

America's first theme park" (p. 474). Disney's attractions, such as Main Street USA and the E.P. Ripley railroad, appealed to Americans, because these automated attractions showed how much technology was not only developing, but how it was utilized for American entertainment and leisure. As it became more popular, the number of middle-class Americans enjoying California's Disney increased, and these park goers originated from other states across the U.S. (p. 174). Americans enjoyed these leisure moments, which ultimately resulted in the economic success of the attractions with repeat customers.

Leisure destinations were an outlet for the middle class to escape the pressures of living in suburbia with its consumerism and conformity. According to Marling, Disneyland "liberated the family from the conformity of the suburbs, from rows of identical houses, rigid social rituals, unspoken codes of conduct and written rules governing the proper trimming of lawns" (Marling, 1991, p. 176). American families crowded destinations, like Disneyland to experience life's memories away from suburbia.

In addition to vacation escapes, the man of the house spent his free time with household hobbies. Middle-class men, in fact, designed and created projects in their free time. According to Marling, "The use of leisure for craftsmanlike activities by these same nine-to-five conformists struck him as anomalous, an expression of autonomy and individual competence that ran counter to the workday norm" (p. 193). For a genuine dad of the 1950s, hobbies were his ultimate satisfaction in life because he had the opportunity to break from the demands and responsibilities of his workplace (May 148).

Impact of Modern Technology in the 1950s and How it Created Change for Suburbanites

As middle-class Americans moved to the suburbs, their appearances changed, which made their aesthetics unique for this decade. For example, Americans changed their clothes and cars to keep up with the 1950s image. Changing buying habits, expectations, advertising, consumerism, wealth in the U.S., as well as technology, were the reasons why new clothes and cars were constantly produced and more readily available. During this time, Americans' salaries increased and disposable income was plentiful, so buying new items regularly was an option (May, p. 175). With money, individuals could change their appearances by purchasing more expensive fashion apparel and the latest automobile on the sales floor. The middle class wanted to wear the same clothing as famous public figures of the 1950s, so the advertising industry created images, such as movie stars driving in fancy cars.

In the 1950s, as more manufacturers created more textiles, consumers had more choices for their wardrobe on a daily basis. In addition to marketing, automation for clothing design offered more alternatives to the American consumer. Modern factories and manufacturing were faster and cheaper than textile mills producing cotton goods during the industrial revolution.

In addition to textiles production increasing, American suburbanites were introduced to new products from television commercials. Soon, they learned about the state-of-the-art automobile from a single commercial advertising the benefits of a new Ford car. The middle-class American would soon learn from these advertisements that a car promised "freedom to come and go as we please in this big country of ours" (p. 176). Advertisements also allowed the viewer to duplicate the lives of actors with more consumption of goods, such as cigarettes and televisions. By purchasing advertised goods, American consumers appeared to be satisfied because they fit into the image of the American suburbanite, which was the intention of the marketers.

In the past, the middle class enjoyed window shopping and listening to a commercial on the radio, but in the 1950s, commercials were brought to life on television. Radio ads did not allow listeners to see products. The middle class of the 1950s viewed television commercials as examples of supposedly authentic living in American culture. Along with the television, there were newspaper and magazine advertisements for the consumer. These advertisements allowed consumers to make choices about the next modern, technological gadget they might purchase. According to Kenneth Jackson, Levitt and Sons' "full page advertisements offered a sweetener to eliminate lingering resistance—a Bendix washer was included in the purchase price" of new houses" (Jackson 236). In some communities, Levitt and Sons also offered consumers other choices such as "an eight-inch television set," which was an option to choose when designing their 1950s house (p. 236). So, advertisements, whether televised

or in print, invited consumers to purchase anything from cars to the specific kitchen appliances that they wanted in their newly, constructed homes.

Most Americans owned a television by the end of the 1950s. The entire family enjoyed its entertainment, which was the utmost benefit of this advanced technology. Parents and children relished these moments together. Marling wrote, “Togetherness legitimized the new post war suburban family—affluent, isolated, reared on a bland diet of TV and TV dinners” (Marling 176). The television defined family time for the all-American family living in the suburbs.

Conclusion

In this chapter, we have reviewed historical scholarship of the 1950s to set a foundation of how suburbanites relied on technology in their homes and workplace. These advancements took precedence in their lives as they consumed goods. The automobile allowed them to go on family excursions to planned destinations such as Disneyland, but sometimes, their destinations were unplanned or unknown because sometimes families would drive for miles on the highways. This expansion of the national interstate highway program and rapid growth of the suburbs changed the way people could travel to and from work and the store. Americans enjoyed the convenience of the automobile that was parked in their suburban driveway, and they could also drive for miles down the U.S. freeways.

As technology advanced and progressed, middle-class Americans in the 1950s suffered symptoms of alienation in their neighborhoods. They suffered from disunity because they were conforming to the suburban lifestyle of the 1950s, which in part caused middle-class Americans to lose sight of their self and individualism as they were exposed to the same American cultural artifacts as their neighbors. Their suburban homes were surrounded by picket fences, which symbolized the distance between neighbors. The culture of tight-knit neighborhoods and neighbors were a way of the past. There was less getting together frequently on frontdoor steps discussing politics and news. As Anthony Ferri wrote, “Prior to the suburbs, many Americans had neighbors who could take in real time and space next door from stoop to stoop, from porch to porch; the suburban home was outside of this neighborly environment” (Ferri, 2010, p. 405).

Biography

Dr. Claudine Perreault is a Senior Adjunct Professor at the University of Massachusetts-Lowell. For over 14 years, she has taught writing and various courses across the curriculum, and with her passion for online learning, she was at the forefront of higher education’s flourishing growth of online degree programs. Her research interests include writing and research instruction, American history and literature. She has published articles in academic journals such as the *Humanities and Social Science Review*, the *International Journal of Arts and Sciences* and the *Journal of Arts and Humanities*. Correspondence can be addressed to Claudine_Perreault@uml.edu.

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An Exploratory Study Of Emotional Intelligence, Communication Skills, And Self-Perceived Employability Among Undergraduates

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Abstract:

Emotional intelligence has been characterized as a set of skills “relevant to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and in others, and the use of feeling to motivate, plan, and achieve in one's life” (Salovey and Mayer, 1990). As such, emotional intelligence has been linked to a wide range of individual and group outcomes, including academic success, leadership effectiveness, life satisfaction, and subjective well-being. In the workplace, emotional intelligence is considered an important predictor of career success, in part due to its role in building interpersonal relationships and developing effective coping strategies (Rode et al., 2017). Emotionally intelligent individuals are able to form cohesive and effective work teams and display behaviors that have a positive influence on those around them (Cartwright and Pappas, 2008), ultimately affecting organization performance as well as individual achievement as shown by the positive significant effect on salaries (Rode et al., 2008).

While it is obvious that both intellectual and emotional skills help people perform more effectively, it is worth noting the differential amount of attention that society pays to developing intellectual skills versus emotional skills, with the vast majority of educational efforts focused on building intellectual skills. Significant gains in performance can be achieved if more attention was paid to building individual emotional skills as well (Ackley, 2016).

Interest in emotional intelligence in the higher education organizations is growing. There is a slow but progressive trend to consider emotional intelligence as a determining factor in productivity and employability. Thus, adding a focus on emotional intelligence as an educational strategy will contribute to enhancing emotional skills and employability of the future generation (Ortega, 2016). This is an exploratory study to investigate the relationships between emotional intelligence, communication aptitude and self-perceived employability among undergraduate students.

This research adds to the literature on the relationship between various sub constructs of EI, communication skills and self-perceived employability. Data was collected during Spring 2017 via a questionnaire with upper level undergraduates at a large university in the western United States. Validated scales were used to measure emotional intelligence (Wong and Law Emotional Intelligence Scale, Law et al., 2004), communication aptitude (Communication Adaptability Scale, Duran and Wheelless, 1980) and self-perceived employability of the undergraduates (Self-Perceived Employability Scale, Rothwell, 2007).

To examine the relationship between emotional intelligence, communication aptitude and perceived employability correlation tests and multiple regression analysis are conducted.

Results highlight the importance of emotional intelligence for graduates in the context of enhancement of employability and communication skills, by pointing out that individuals with higher levels of emotional intelligence report being more motivated and more self-confident of their employability. The implications of these findings indicate that institutions of higher education need to

be paying attention to developing emotional intelligence among students as a way of enhancing their labor market skills and employability, and empowering them with the tools for life's pursuits.

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It's Not Me; It's My Brain!

Erin Price

Approaches to Trauma-Informed Music Pedagogy for Students with Emotional/ Behavioral Disorders

Target audience of the workshop:

Special Educators, General Music, K-12 Education, Mental Health Services

Session description:

Transcending global, cultural, and trauma-induced barriers, the music classroom can become a safe-haven for students of all kinds. Our duty as educators is to ensure that students within our classrooms are heard, understood, and provided for. When brain development is stunted by trauma, we are tasked with providing specialized instruction in the music classroom. This trauma often occurs co-morbidly with additional forms of emotional/ behavioral disorders. Through trauma-informed accommodations, music teachers can cultivate an environment conducive to learning and maximize student potential.

This presentation will offer insights into the world of “specials” in special education through the eyes of a general music teacher who currently develops the K-8 music curriculum for an Approved Private School, serving both community and residential treatment students with severe emotional behavioral disorders. After discussing effective implementation of supports in the special education music setting, participants will learn how to effectively create an environment that celebrates student success, does not lead to further traumatization, and provides a mental safe-haven for students with traumatic pasts.

Attendees will learn basic developmental repercussions of childhood trauma, including sexual and physical abuse, extreme poverty, and community-based violence and then apply that knowledge to best practices in music education. Attendees will learn to provide hurdle help for their students diagnosed with emotional/behavioral disorders even when correcting “problem” or “target” behaviors, develop lessons that are uniquely interdisciplinary, and will be provided with ideas to help increase student performance and participation opportunities, regardless of level of musical or intellectual ability

Biography

Erin Price, B.M. Music Education-Voice, is a Master of Music in Music Education candidate at Boston University (anticipated 2017) and magna cum laude graduate of West Chester University of Pennsylvania. During her collegiate career, Ms. Price studied voice with Medea Namoradze-Ruhadze (Shenandoah Conservatory at Shenandoah University) and Dr. Stephen Ng (West Chester University of Pennsylvania). An up and coming leader, Ms. Price was named Who's Who Among Students in American Colleges and Universities, and was awarded the 2014 Keggereis Scholarship by the ACDA Eastern Division. Ms. Price currently serves as a principal vocalist for the Brandywine Philharmonic Orchestra and as the Music Director and K-8 General Music Teacher at Silver-Springs Martin Luther School, an approved private school in Plymouth Meeting, Pennsylvania, which serves community and residential treatment students with severe emotional behavioral disorders. Ms. Price enjoys sharing information about pedagogy for marginalized students at local, state, and international levels and is excited to announce her acceptance to Boston University's Doctor of Musical Arts in Music Education program, beginning this fall.

Equipment Needs

PowerPoint and Projector

Human Rights And Labor Migration In The Legal Product Framework

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Yokohama National University

Abstract

This paper connects to a prominent debate in the existing literature regarding the protection of Human Rights: the problem of ratification, compliance and implementation of international instruments. In labor migration as in many other fields, this is a big challenge.

Drawing on product policy and management models, the legal product framework offers a broader and more inclusive approach and leads to more efficient and effective legal product decisions. It aims to empower the legal theory and practices and provide a better understanding of many issues. As a matter of fact, most of the theories emphasize on why states do not comply with international treaties and/or how to influence them, sometimes they clearly contradict each other. The legal product framework shows that they are valuable in that they provide precious input for the legal product design and policy; however, they represent only one part of the whole picture. The legal product framework moves the debate a step further by integrating those findings on State behaviors and influential strategies into the legal product policy and by exploring factors and alternatives facilitating outstanding legal product development and performance.

The result of this study is a useful pattern grounded on advanced studies in product management to bring about legal products or international instruments that are able to meet actual needs and anticipate future ones. The legal product framework with its diagnostic and forecasting ability offers a multilevel structure to analyze and confront theories, to explore and assess ideas, actions and practices in order to clarify contradictions and take corrective actions.

Keywords: legal product, product management, Human rights, labor migration, migrant workers, international treaties, ratification, compliance, implementation.

No Title

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Abstract:

This modern era forces us as educators to implement new tools for our students. Embedding animated pedagogical agents within multimedia learning environments is one of the emergent tools that provides a powerful and supportive instructional environment. Based upon previous studies, Animated Pedagogical Agents (APAs) effectively promote learning, and support social interaction with learners (Johnson & Lester, 2016; Lane, 2015). However, APAs may cause more cognitive load, may not provide motivational benefits in some cases, and may distract learners during the learning process. In other words, there is no consistent evidence that APA may be able to decrease cognitive load, promote motivational effects, or facilitate meaningful learning. These conflicts in the research findings seem to be variable depending upon the APA's features, the learners, and the difficulty of the learning materials (Schroeder & Adesope, 2014). Regarding APA's features, presenting two APA's roles (expert model vs. peer model) could influence learning outcomes differently as long as the agent's role affects learners differently. In terms of the learners, the prior knowledge of the learners would influence their perception and building meaning (Bruning, Schraw, & Norby, 2011). Thus, the two different roles of APA and learners' prior knowledge will be taking into consideration as influential factors.

By focusing on these factors, this proposed study will provide new considerations for an embedding role of APA that facilitates "word parts" for adult students who speak English as a Second Language (ESL) and supports their cognition, motivation, and vocabulary acquisition. The APA's roles and their effects on ESL learners' perceptions and learning will serve as media comparison research. Furthermore, examining APA as a model to teach ESL students vocabulary acquisition skills will serve a Computer-Assisted Language Learning (CALL) research.

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Sleep Quality And Resilience: A Study With Brazilian And American Health Students

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Abstract:

Introduction: Sleep quality and resilience are important factors for the health and quality of university students, helping to cope with daily adversities. This study aimed to compare the sleep quality and resilience of Brazilian and American university students. Methods: To evaluate the quality of sleep the Pittsburgh sleep quality index and Wagnild and Young questionnaire (1993) was used to assess resilience. Data were collected between February and April 2017. Students from the physiotherapy program of Estácio de Sá College in Vitória, Brazil, and students of the athletic training and nursing program of the Bethel University, USA, participated in the study. The t-student test and U Mann-Whitney test were used to compare the groups. Results: A total of 93 students, of which 52 Brazilian students and 41 American students were evaluated for sleep quality and degree of resilience. A mean (\pm SD) PSQI score was 9,38 (\pm 2,87) for Brazilian students and 11,41 (\pm 3,04) for American students. For resilience 135,57 (\pm 14,72) for Brazilian students and 143,29 (\pm 18,61) for American students. The t-student demonstrated did not differ between students for PSQI-BR scores. The U Mann-Whitney demonstrated significant differences in Resilience score ($p < 0,05$) and sleep latency ($p < 0,05$; cohen's $d = 0,51$), use of sleeping medication ($p < 0,01$; cohen's $d = 0,98$) and daytime dysfunction ($p < 0,01$; cohen's $d = 0,59$). Conclusions: The results of the present study showed that there was difference only in the components of sleep quality, where Brazilian students showed better sleep than American students. American students, on the other hand, have proved to be more resilient than Brazilian students.

Keywords: Sleep quality, Resilience, Students

1. Introduction

Professional development is strongly anchored in learning about new knowledge, skills and attitudes (MONTEIRO; MOURÃO, 2016), this resembles the academic environment. According to Santos et al. (2012), the student entering higher education faces new challenges compared to high school. Such modifications impact on their individual characteristics, where many are unprepared to face new requirements of a university environment (ROSINI, 2012). Among the characteristics and behaviors that can suffer alteration in the students, the sleep and resilience.

Sleep is a neurobiological process necessary for all species to maintain physical and mental health (Bertolazi et al., 2011; Obrecht et al., 2015), their deprivation may reduce performance in studies. About 8-18% of the general population around the world present poor sleep (ARAUJO et al., 2015). ZanutoI et al. (2015), cite a high prevalence of sleep disorders from 37.2 to 69.4% in the adult population. According to Bertolazi et al. (2011), the evaluation of sleep is complex, since it involves numerous quantitative parameters (sleep duration, sleep latency and number of awakenings), as well as qualitative (purely subjective) parameters. A polysomnography exam, although considered the gold standard for sleep evaluation, has a high cost (ARAUJO et al., 2015). The use of other ways to measure sleep, such as the Pittsburgh Sleep Quality Index (PSQI), has been shown to be effective and able to provide quantitative and qualitative information about sleep quality.

According to Martinez et al. (2016), resilience is a dynamic process of self-reconstruction. Resilience has been an object of study, since it involves a set of social and psychological processes

that can favor the healthy development of the person, even experiencing unfavorable experiences (PESCE et al., 2005). This is characterized by the coping and positive adaptation to an extreme event (LUTHANS et al., 2008), maintaining balance and responsibility (SIQUEIRA et al., 2014). Pesce et al. (2005) cite that the understanding of this construct can aid in the prevention and promotion of mental health. According to Monteiro and Mourão (2016), initially studies on resilience focused on how the human being adapted to stress issues and their immunity, currently resilience is studied as a common phenomenon and present in the development of any human being.

Studies on the quality of sleep in university students are important, since 5-71% of students, regardless of their nationality, present problems with sleep (Araujo et al 2013). In this way, knowing and understanding students' sleep behavior, allows health and education professionals to create programs aimed at improving this public (OBRECHT et al., 2015), reducing the chances for various health problems, absenteeism, decreased productivity ; And is closely related to physical, psychological and even death (Araujo et al 2013). Resilience has a positive relationship with academic development, playing an important role for students in the academic program (MATHAD, PRADHAN, RAJESH, 2017). This study aimed to compare the sleep quality and resilience of Brazilian and American university students.

2. Methods

2.1 Research tool

The PSQI assesses sleep quality over a 1-month period. The questionnaire consists of 19 self-rated questions and 5 questions that should be answered by bedmates or roommates. The latter questions are used only for clinical information. The 19 questions are categorized into 7 components, graded on a score that ranges from 0 to 3. The PSQI components are as follows: sleep sleep quality (C1), sleep latency (C2), sleep duration C4), sleep disturbances (C5), use of sleeping medication (C6) and daytime dysfunction (C7). The sum of scores for these 7 components yields a global score, which ranges from 0 to 21, where the highest score indicates worst sleep quality. A global PSQI score greater than 5 indicates major difficulties in at least 2 components or moderate difficulties in more than 3 components.

For the evaluation of resilience, the resilience scale was adopted Wagnild and Young (1993). The scale consists of 25 positively described items, answered on a Likert scale ranging from 1 (totally disagree) to 7 (totally agree). The possible scores range from 25 to 175, with higher scores reflecting greater resilience. After repeated resilience scale applications with a variety of samples, the authors defined that the overall resilience index is composed of the sum of the scores of all items. Indexes above 145 indicate high resilience, between 125 and 145, moderate resilience, and scores below 120, low resilience.

2.2 Statistical analysis

Quantitative variables were expressed as mean \pm SD, and qualitative variables were expressed as percentage values. Two-tailed P values of 0.05 or less were considered as statistically significant, and 95% confidence intervals were calculated for results.

Group data are described by standard deviations (SD). For comparisons between groups, an analysis of variance (ANOVA) was performed. Internal consistency of the PSQI-BR was assessed by Cronbach's statistics. A probability of $p < 0.05$ was considered statistically significant. Data were analyzed by the Statistical Package for the Social Sciences for Windows (SPSS), version 22.0.

3. Results

Participating in this study were 93 students, 52 Brazilian students and 41 American students. Most of the respondents are female (79.5%), with the majority of respondents being in the 2nd and 3rd semesters (62.3%), 58% of the students do other activities besides the study. Most parents went to high school. Most students do not practice aerobic physical activity (63.4%). Demographic data are shown in table 1. The mean age of Brazilian students was 25.76 ± 6.95 years and for American students 22.58 ± 4.73 years. Regarding body mass index, the majority of students had a normal index.

Table 1. Socio-demographic characterization of the sample,

	Brazilian students	USA students
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		N	%	N	%
Gender	Male	8	15,4	11	26,8
	Female	44	84,6	30	73,2
Semestre in clinical rotation	1° year	0	0	4	9,8
	2° year	18	34,6	9	22,0
	3° year	19	36,5	12	29,3
	4° year	9	17,3	1	2,4
	5° year	6	11,5	15	36,6
Kind of student	Student	27	51,9	12	29,3
	Student & other required activit	25	48,1	29	70,7
Father education	Elementary school	23	44,2	1	2,4
	High school	23	44,2	20	48,8
	University	6	11,5	20	48,8
Mother education	Elementary school	23	44,2	1	2,4
	High school	23	44,2	16	39,0
	University	6	11,5	24	58,5
Exercise for week	0–150 min	30	57,7	29	70,7
	≥150 min	22	42,3	12	29,3
		Mean	SD	Mean	SD
Age (years)		25,76	6,95	22,58	4,73
BMI	Underweight	3	5,8	2	4,9
	Normal	26	50,0	21	51,2
	Overweight	19	36,5	7	17,1
	Obese	4	7,7	11	26,8

BMI = Body Mass Index

Comparison between students showed that the overall sleep quality score showed no difference among the students. However, when analyzing sleep quality components there was a difference in sleep latency components ($p < 0.05$, cohen's $d = 0.51$), use of sleeping medication ($p < 0.01$, cohen's $d = 0.98$) and daytime dysfunction ($p < 0.01$, cohen's $d = 0.59$), these components had a medium, large and medium effect, respectively. The resilience demonstrated significant differences in score ($p < 0.05$; cohen's $d = 0.48$), showing a small effect (Table 2).

Table 2. Measures of sleep and resilience among students

	Mean	SD	p	Cohen's d
PSQI	9,38	2,87	$0,591^*$	0,68
	11,41	3,04		
Subjective sleep quality	1,38	0,82	$0,968$	0,04
	1,43	1,30		
Sleep latency	1,23	0,92	$0,026$	0,51
	1,68	0,84		
Sleep duration	,73	0,95	$0,120$	0,34
	1,09	1,13		
Habitual sleep efficiency	3,00	0,00	$1,000$	---
	3,00	0,00		
Step disturbances	1,57	0,57	$0,381$	0,20
	1,46	0,50		
Use of sleeping medication	0,30	0,70	$0,000$	0,96
	1,07	0,90		

Daytime dysfunction	1,15	0,87	0,003	0,59
	1,65	0,82		
Resilience	135,57	14,72	0,020	0,46
	143,29	18,61		

* t-student

** Mann-Whitney test

PSQI – Pittsburgh sleep quality index

The results showed that both Brazilian students and American students have poor sleep quality. This result corroborates with other Brazilian studies (OBRECHT et al, 2015, ARAUJO et al, 2013) and around the world (LEMMA et al., 2012), which shows the vulnerability of undergraduate students to poor quality independent of cultural, environmental and social factors in their region or country. The general average hours of sleep in the sample were 6.67 ± 1.54 hours per day for Brazilians and 5.71 ± 1.32 hours per day for Americans. This result is lower than the general average of the Brazilian adult population (7-9 hours) and worldwide (6.5-8.5 hours) (ARAUJO et al, 2013). However, this result was similar to that found in other studies with Brazilian students (ARAUJO et al, 2013) and American students (LUND et al., 2010; ELIASSON, 2009).

The investigated sample presented a low sleep efficiency for both groups of students. This result resembles the study of Araujo et al (2013), but different from other studies conducted in Brazil (FURLANI, CEOLIM, 2005) and abroad (AKHLAGI, GHALEBANDI, 2009; ROSALES et al., 2007). In this study, a high prevalence of sleeping drug use was observed 19.2% for Brazilian students and 70.7% for American students. This rate is higher than that found in studies by Cardoso et al (2009) (8.7%) and Souza et al (2002) (6.9%) for Brazilian students and Nishino and Mignot (1999) (7.1%) For American students. The use of sleeping pills may be related to other emotional problems, since many students reported being worried.

Daytime sleepiness and daytime disturbances had a high prevalence among students. As daytime sleepiness was 36.5% for Brazilian students and 87.8% for American students, the disturbances during the day were 75% for Brazilian students and 90.2% for American students. These results, similar to that found in the Brazilian population in general (11.6% to 36%), the value for American students is similar to that of Chilean medical students (93.2%) (SANTIBAÑEZ, 1994), but Disagrees with Cardoso et al. (2009) (51.5%) for Brazilian medical students. Daytime sleepiness is present in health students (CARVALHO et al., 2013). This is due to the greater workload in the classroom and to the involvement of extracurricular activities, which may have repercussions on sleep pattern changes (CARVALHO et al. 2013; SOUZA; MAGNA; PAULA, 2003).

The results of resilience have shown that American students are more resilient than Brazilian students. These values resemble the study by Martinez et al. (2016), who evaluated the resilience of medical students. Factors related to high resilience can contribute to the development and well-being of students. In Mathad, Pradhan, Rajesh (2017) study, evaluating the resilience and attention of Indian nursing students, showed that they have moderate resilience, this data corroborates with the data of this study. In the present study, it is possible to compare the effects of resiliency on the mental health of individuals (MATHAD; PRADHAN; RAJESH, 2017, CHAMBERLAIN et al., 2016, PESCE et al., 2005). In the study by Chi and Lee (2014), they found a positive relationship between resilience with satisfaction, commitment and happiness, and a negative relationship with stress. Karasek's model on demand, control, and support says that low-control, high-psychological, and low-support professionals tend to have more wear and tear, suffer more from stress and dissatisfaction (BARCAUI; LIMONGI-FRANÇA, 2014). Such a model resembles physical therapy and nursing students because they are in contact with terminal or chronic patients who in many cases present severe emotional impairment, expose the student to a high demand and low control on certain personal and/or work occasions. Students at AT program have high control and support, as well as high demand. Chamberlain et al. (2016) cite the need for educators and academics to seek strategies for positive coping or to improve current strategies for coping with difficult situations for success.

This study presents as a limitation the small number of participants and because the sample is not probabilistic, and the data can not be generalized. Another limitation is the lack of studies involving students of physical therapy and TA on sleep quality and resilience limiting the discussion about these students.

As a suggestion of future studies, a larger sample to understand the real characteristic of these students. In addition to studies that involve the psychological abilities to understand the profile of these future professionals.

4. Conclusion

The present study compared sleep quality and resilience among health students from two countries. The results showed that Brazilian students present better sleep quality than American students, in the components of sleep latency, use of sleeping pills and daytime dysfunction. The sleep quality score did not differ among study students. Resilience has been shown to be higher among American students compared to Brazilians, showing that American students are better able to deal with adverse situations.

Biography

Fagner Luiz Pacheco Salles, is a clinical physiotherapist and acupuncturist, professor, coordinator and researcher of the integrative health group of Estácio de Sá College in Vitória, Espírito Santo. This group aims to improve health and well-being through open, evidence-based assessments. His research line is in human behavior and auriculotherapy.

Julie Suzanne Miller is a Certified and Licensed Athletic Trainer, the Director and Instructor for the Athletic Training Program at Bethel University in McKenzie, Tennessee. Her areas of interest include clinical education as well as specialization in shoulder injuries, intervention and rehabilitation.

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University Students: Prevalence And Comparison Of Emotional Factors

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1. Introduction

Professional development is strongly anchored in learning about new knowledge, skills and attitudes (MONTEIRO; MOURÃO, 2016), this resembles the academic environment. According to Santos et al. (2012), the student entering higher education faces new challenges compared to high school. Such modifications impact on their individual characteristics, where many are unprepared to face new requirements of a university environment (ROSINI, 2012). Among the characteristics and behaviors that may suffer alteration in the students, one has the personality traits and the mental disorders.

Among personality traits, neuroticism is related to negative emotional adjustment and instability. In the present study, patients with high scores are prone to psychological distress, with a tendency to anxiety, depression, hostility, anger, impulsivity, worry, low tolerance to frustrations (SANTOS et al. 2012) and negative affects in general (FILHO et al., 2010). Passos and Laros (2014), cite that neurotic people respond to stressful events in an unprofessional way. The conscientiousness or achievement demonstrates a person who is persistent, organized, controlling and motivated to achieve his goals (Silva et al., 2012, SANTOS; SISTO; MARTINS, 2003), as well as seeking control over his impulses (PASSOS; LAROS, 2014). People with high scores for this factor are organized, dedicated, trustworthy, punctual, hard-working, persevering, responsible, self-disciplined, competent, motivated in performance, ambitious and scrupulous (PUEGO; LAROS, (2003). However, low scores indicate unreliable, lazy, careless, and negligent people (SANTOS; SISTO; MARTINS, 2003).

Mental health disorders such as stress, depression, and anxiety can influence student performance. The stress is defined as a neuropsychophysiological response (LAMEU; SALAZAR; SOUZA, 2016) of extreme intensity of the organism before a positive or negative event (CALAIS et al, 2003), where the individual presents a low level of resistance to such events, Led by frustration and disillusionment (PAIS-RIBEIRO; HONRADO; LEAL, 2004). So, stress is a reaction of the organism to stimuli that threaten homeostasis, body balance (SALLES, 2016). This process can be understood in two dimensions: stress as a process/tension before a situation of challenge by threat or conquest; And stress as a state: positive (eustress) or negative (distress) of the effort generated by the tension exerted by the person (FRANCE; RODRIGUES, 1999). The eustress for Mota et al (2008) consists of a positive response to a stimulus, caused by the effective overcoming of some challenge, and emotions such as joy and moments of low anxiety may appear. Distress consists of a phenomenon with a negative response that can generate damages to the body with predominance of destructive emotions of anxiety, fear, sadness and anger (MOTA et al, 2008). The set of these nonspecific responses that arise in the organism in the face of any situation that requires the person's effort to adapt, including psychosocial states is defined as General Adaption Syndrome (GAS) (FRANCE; RODRIGUES, 1999).

Depression is characterized as mood disorder (sadness, irritability, lack of ability to feel pleasure, apathy), marked by the drop in energy and activities, including cognitive, psychomotor and vegetative changes (sleep, appetite) (PORTO, 1999). According to Paris-Ribeiro et al (2004), depression can be characterized mainly by the loss of self-esteem and motivation, where the individual has difficulty achieving his life goals. The person with depression loses the will to appreciate what once brought him pleasure, fails to carry out his day-to-day activities, has pessimistic thoughts about himself, the world, and the future (SKAE et al., 2010). In the academic environment Rezende et al (2008) say that this disorder can be observed by feelings of sadness and unhappiness, defeats, loss situations, family problems, socioeconomic problems. Such feelings have an impact on the performance and learning of everyday tasks (ALFENAS et al., 2015).

Anxiety is a phenomenon experienced by the individual throughout life, being defined as a natural reaction that motivates the individual to reach their goals (ALFENAS et al., 2015). This can be manifested as a tense and physically exhaustive alert, focused on an imminent and inevitable danger, or emergency, although not objectively apparent, with a painful uncertainty about the possibility of resolving the situation (GAMA et al., 2008). High levels have been related to pathological conditions contributing to the confrontation of a situation, limiting, making it difficult and often impossible in the capacity of adaptation and coping of the situations experienced daily (ALFENAS et al., 2015) or even persistent states of anxiety and intense responses of fear (PAIS-RIBEIRO; HONRADO; LEAL, 2004). Studies such as de Gama et al. (2008), Chaves et al. (2015) and Pais-Ribeiro, Honrado, Leal (2004) have shown that younger individuals are more predisposed than older individuals to anxiety. According to Paris-Ribeiro et al (2004), anxiety is associated with symptoms of depression.

The personality traits present in the individual have been predictors of other aspects such as work performance and retirement (PASSOS; LAROS, 2014). The individual characteristics of the students, their personality expressions, arise as a field of investigation, especially because they denote the trajectory of the students' teaching and learning. Understanding the trajectory of the student will provide information for the improvement of the process of knowledge construction in physiotherapy courses, in addition to providing an opportunity to deepen questions related to the profile of the physiotherapy professional. It is estimated that 15% to 25% of the students present psychiatric disorder during the academic training, being more frequent the anxiety and depression (VASCONCELOS et al., 2015).

This study aims to evaluate the prevalence of personality traits and mental health disorders in physical therapy students. The secondary objective is to compare personality traits and mental health disorders in physiotherapy students.

2. Methodology

2.1 Research tool

The instruments used to collect the primary data and measure these constructs were Neuroticism and Conscientiousness from the Inventory of Five Great Personality Factors (IFGPF-5) de Andrade (2008). In this study; Scales of anxiety, depression and stress (SADS-21) de Pais-Ribeiro, Honrado, Leal (2004). Personal and socioeconomic aspects included questions about gender, age, study shift and practice of physical activity.

2.2 Statistical analysis

Quantitative variables were expressed as median and qualitative variables were expressed as percentage values. One-tailed p values of 0.05 or less were considered as statistically significant, and 95% confidence intervals were calculated for results. Group data are described by median. For comparisons between groups risk ratio, odds ratio, Chi-square and Mann Whitney was performed. A probability of $p < 0.05$ was considered statistically significant. Data were analyzed by the Statistical Package for the Social Sciences for Windows (SPSS), version 22.0.

3. Results

The results showed that the majority of students were female (81.6%) aged 15-30 years (84.3%), morning shift (67.6%) and 39.2% practiced regular physical activity (table 1).

Table 1. Socio-demographic characterization of the students

		N	%
Gender	Male	18	17,5
	Female	85	81,6
Age (yrd)	15-30	87	83,5
	31-45	15	14,6
	More than 45	1	1
Study shift	Morning	70	67,6
	Night	33	32,4
Practice of physical activity	< 150 minutes	63	60,2
	> 150 minutes	40	38,8

The comparison between neuroticism and mental disorders showed a significant association between neuroticism and stress ($\chi^2 [1, N = 103] = 12.30, p = 0.000$). The risk ratio is 1,94 for women with neuroticism developing stress and the odds ratio is 6.19. Neuroticism with depression showed a significant association ($\chi^2 [1, N = 103] = 6.14, p = 0.013$). The risk ratio is 1,77 for women with neuroticism to develop depression and the odds ratio is 4.63 (table 2).

Neuroticism and anxiety showed a significant association ($\chi^2 [1, N = 103] = 16.81, p = 0.000$). The risk ratio is 2,16 for women with neuroticism to develop depression and the odds ratio is 12.65. The Mann-Whitney test showed that individuals with neuroticism (median = 23.0) tended to be more stressed ($U = 797.0, z = 3.45, p\text{-value} = 0.001, r = 0.34$), depressed ($U = 771.0, z = 3.63, p\text{-value} = 0.000, r = 0.35$) and anxious ($U = 920.0, z = 2.64, p\text{-value} = 0.002, r = 0.26$). The results showed that students with stress, depressed and anxious present an average effect (table 3).

The comparison between conscientiousness and mental disorders showed that there is a significant association between conscientiousness and stress ($\chi^2 [1, N = 103] = 5.92, p = 0.015$). The risk ratio is 0.87 for conscientious women developing stress and the odds ratio is 0.33. Conscientiousness with depression showed a significant association ($\chi^2 [1, N = 103] = 6.32, p = 0.012$). The risk ratio is 0.89 for women with conscientiousness developing depression and the odds ratio is 0.23. Conscientiousness and anxiety showed that there is no significant association ($\chi^2 [1, N = 103] = 3.82, p = 0.051$). The risk ratio is 0.90 for women with conscientiousness developing depression and the odds ratio is 0.39 (table 4).

The Mann-Whitney test showed that individuals with conscientiousness (median = 28.0) tended to be less stressed ($U = 986.5, z = 1.85, p\text{-value} = 0.031, r = 0.18$) and depressed ($U = 971.5, z = 1.96, p\text{-value} = 0.024, r = 0.19$). However, they do not appear to differ from anxious ($U = 1121.0, z = 0.94, p\text{-value} = 0.171, r = 0.09$). The results showed that stressed and depressed students present an average effect and students with anxiety have a small effect (table 5).

This study presents as a limitation the small number of participants and because the sample is not probabilistic, and the data can not be generalized. Another limitation is the lack of studies involving physical therapy students limiting the discussion about these students. As a suggestion of future studies, a larger sample to understand the real characteristic of these students. In addition to studies that involve the psychological skills to understand the profile of these future professionals.

4. Conclusion

The present study evaluated the prevalence and comparison of personality traits and mental health disorders in university students. The results showed that women have a greater proportion in developing stress, depression and anxiety. The study also showed that students with high levels of neuroticism tend to develop mental health disorders compared to low values. Already students with elevated levels of conscientiousness tend to suffer less from mental health disorders.

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Undergraduate Chemistry Laboratory Courses in Beirut: Inquiry Level, Learning Environment, and Students' Affective Outcomes

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Abstract

The undergraduate chemistry laboratory is an ideal place for meaningful learning to occur, and the laboratory work is considered as an integral part of most chemistry courses; however, a significant proportion of laboratory experiments remain highly prescriptive and fail to challenge undergraduate students. This study evaluated the chemistry laboratory manuals and investigated the chemistry laboratory environment, teacher-student interactions and students' affective outcomes, attitude and anxiety, towards Chemistry among 170 undergraduate students in a private university in Beirut, Lebanon. Data were collected using Laboratory Task Analysis Instrument (LAI), the Chemistry Laboratory Environment Inventory (CLEI) with its both versions actual (ACLEI) and preferred (PCLEI), the Questionnaire on Teacher Interaction (QTI), the Chemistry Attitudes and Experiences Questionnaire (CAEQ), and the Chemistry Laboratory Anxiety Instrument (CLAI). Results supported the validity and reliability of the CLEI, QTI, CAEQ, and CLAI. The findings of this study are summarized as follows: a) Based on the LAI, most manuals focused on the lowest levels of inquiry based instruction; b) Students prefer a chemistry learning environment with greater levels of Integration and Material Environment, but less level of Open-Endedness; c) Students' perceive that teachers have good level of leadership, understanding, and standards, but they are not very strict; d) Students have "High Attitude Level" toward Chemistry; e) Students have "Moderate Anxiety Level" toward Chemistry; f) There are positive significant associations between Open-Endedness (ACLEI scale) and three QTI scales (Leadership, Helping/Friendly, and Understanding); g) There is no relationship between students' perceptions of their actual chemistry laboratory classroom environments and their attitudes and anxiety toward Chemistry; and h) There is no relationship between students' perceptions of their student-teacher interactions and their attitudes and anxiety toward Chemistry. Suggestions for improving chemistry laboratory classroom environments, the teacher-student interactions, and students' attitudes and anxiety towards Chemistry are provided.

Blended Learning in University Statistics Courses

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Despite the fact that software has long been present to perform statistical analysis, the role of technology in teaching and learning statistics is constantly progressing at an accelerated pace. Computers and calculators reduce the computational burden and allow more extensive exploration of statistical concepts and newer methods of analyzing data and graphically exploring data. Although it is apparent to statistics educators that technology has had a huge impact on the content of current courses as well as the types of experiences students have in these courses, there is little research to document the actual impact of technology on student learning. There is also lack of information evaluating the effectiveness of particular types of software or activities using technology.

The aim of this study is to understand how technology is used in classroom environments, which beliefs instructors hold towards teaching and learning with technology, how technology could support learners, and the teacher know-how needed to integrate technology into the curriculum. This paper investigates the use of an online platform in statistics education. The ways that blended learning has changed the teaching of probability and statistics include:

- Less of a focus on computations. This frees students to spend more time focusing on and understanding the concepts.
- Improved visualization of statistical concepts and processes. Students are better able to 'see' the statistical ideas, and teachers are better able to teach to students who are predominantly visual learners.
- Dynamic representations and analyses. Discussions or activities may focus on 'what if?' questions by changing data values or manipulating graphs and instantly seeing the results.
- Increased use of simulations. Simulations provide an alternative to using theoretical probability when teaching a course, motivate probability theory when teaching probability, and offer better ways to convey ideas of long-run patterns.
- Empowering students as users of statistics. Students are able to solve real problems and use powerful statistical tools that they may be able to use in other courses or types of work. This allows them to better understand and experience the practice of statistics.
- Allowing students to do more learning on their own, outside of class, using Web-based or multimedia materials. This frees the instructor to have fewer lectures during class and to spend more time on data analysis activities and group discussions.
- Making the course relevant and connected to everyday life. Web resources make it easy to connect course material to real world applications and problems through data sets, media resources, and videos.

A sample of 87 university statistics instructors was selected. A survey of 32 questions was conducted. Correlation analysis was performed to monitor the effect of instructors' technological, pedagogical and content knowledge on their technology use. This was followed by a regression study to determine the type, strength, and significance of the relation. Results showed that instructors who use technology believed that the use of technology in the classroom leads to increased student achievement and helps overcome student gaps.

When Althusser Interpellates the Ratings Industry: The TV Audience as a Viewing Subject and A Viewed Object

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This paper critically surveys French philosopher Louis Althusser's theory of ideological interpellation, which helps us understand how the TV ratings industry employs discursive strategies to construct an "audienceship" by hailing TV viewers to identify themselves as members of a TV audience. Drawing upon Althusser's conceptualization of subjectivity, this paper argues that ideological interpellation is the most powerful weapon in ratings discourse, in which the transformation from viewer to audience plays an indispensable role. As an empty subject position, audienceship in the ratings business has the ideological function of summoning people to fill in this position as viewing subjects, which are subjected to the industry's surveillance. Why is the ordinary viewer willing to be defined as a viewing subject and a viewed object simultaneously? This paper argues that only when the viewer is recognized as part of an audience in the ratings discourse can she have access to the "entertaining and amusing" services designed and provided solely for their audience. On the other hand, the ratings audience is quantified as numbers and objectified as marketable commodities in the information network of TV ratings. In this sense, the ratings audience is a constructed subject manipulated by the industry; it freely enjoys viewing TV by losing its subjectivity to the reified ratings discourse.

Project Based Learning Model In Aec Schools To Promote Adoption Of Bim In Nigeria

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Building information modelling (BIM) is transforming the construction industry. “The combination of a three dimensional model with a geometric referenced database has had an enormous impact in the way architects may tackle the design problem. The advantages are so obvious and the industry’s interest so great, that in a relatively short period of time it has progressively become a mandatory standard to work for public clients in many countries

(U.S.A., Denmark, Finland, etc. in Germany it is expected to be set in 2020)” (Marcos C, 2017). Nigeria is lagging regarding the adopting BIM as a collaborative tool amongst professionals in Architecture, Engineering, and Construction (AEC) industry (Onungwa and Olugu-Uduma, 2017).

Project-based learning is an instructional method centered on the learner. Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about (Harris & Katz, 2001). As far back as the early 1900s, John Dewey supported "learning by doing." (Grant M, 2002). Constructionism posits that individuals learn best when they are constructing an artifact that can be shared with others and reflected upon, such as plays, poems, pie charts or toothpick bridges. (Harel & Papert, 1991; Kafai & Resnick, 1996).

The thesis of this paper is to investigate the use of project based learning Model in AEC schools in Nigeria to promote adoption of BIM. Data will be collected by means of semi-structured interviews with the students, the teacher, and by observations in the classroom. Studies from literature showed that for project based learning with BIM to be introduced in a typical AEC degree, it would require cooperation and integration of faculty from Architecture, Engineering, Building and Quantity surveying departments of an institution. This is one of the major challenges. This is also one of the major advantages since collaboration that is needed in construction work will be learned from an early age. One of the major advantages of BIM is promotion of collaboration and interdisciplinary work at an early stage in design. “BIMing is about integrated practice, about cross-disciplinary collaboration in the achievement of a common goal: the architectural design especially oriented to the project delivery” ((Marcos C, 2017). Studies show that project based learning of new technology in schools will develop students who will work in the field in future. This will then promote adoption of BIM in Nigeria. Data collected from interviews will be analyzed and recommendations given.

Preservice classroom teachers' perceptions toward music education in teacher education program

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The purpose of this study is to determine preservice classroom teachers' attitudes toward music in the classroom teacher education program in Turkey in terms of demographics, (a) including musical background and experiences, (b) comfort level integrating music with core and other subjects, (c) their perceptions of importance of subjects in the teaching program, and (d) the importance of extra musical, performance, and nonperformance outcomes of the general music program. During academic year 2014–2015, the Elementary Music Education Survey was applied to preservice teachers (N = 399) in their second, third, and fourth years of the four-year program. Participants stated that elementary classroom teachers should possess the skills to conduct music lessons but that they should be instructed by music teachers if possible. Results revealed that extramusical outcomes of music instruction are as important as nonperformance and performance outcomes. These findings will be helpful in designing future music and music education courses for elementary teachers and may have further implications for elementary music teaching methods classes offered at other universities.

Keywords: preservice teachers, music teaching, teacher education, integrated music education.

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Literature: The Light of Life

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Abstract

Literature is an artistic, suggestive not scientific but stylistic, interdisciplinary, multidisciplinary expression of human emotions, feelings, thoughts regarding humanity, with positive experiences of literati, to open, amuse, correct the mind of readers towards truth through language in different genres i.e. poetry, prose, drama, criticism and creative criticism.

Literature is a record of best thoughts to improve comprehensibility. It is of different senses i.e. comprehensive sense, restricted sense, literature of knowledge that contains information of past days as "Faerie Queen" is a document of reformation in England, conveys realistically Christian dogmas in the forms of allegory recounts the conflicts of two groups Protestant headed by Queen Elizabeth as Una, and Catholic forces were represented by the Queen Scott as Duessa the embodiment of false religion Catholicism.

Another is literature of power aims at giving information of inherent truth, higher understanding, catharsis, through affection and sympathy, reveals heavenly innocence, simplicity as in 'King Lear' the two worlds - the human world and the world of physical nature. In Paradise Lost all knowledge carries us towards infinite. Literature of power ultimately deals with poetic justice, truth, triumphant to maintain human dignity and morality with permanence.

The function of literature is to establish universally human relationship as mother, father, brother, sister, friend and wife and their importance. Such studies are not to be studied by any subject or faculty like science, commerce, medical, engineering and the like.

It works like savior of society, provoking morality, and guides like judge to go against illicit activity or superstition as we see in the poetry of Kabir, Satanic Verses of Salman Rushdie and 'India Reveals' & Nature and Truth' of J. Chondra and so on.

Literature reveals the mystery of metaphysical philosophy to save morality and paves the ways of God to man. T S Eliot in his "The Waste Land" reveals oriental philosophy and says –

"Datta Dayadham Damyata Shantih shantih Shantih"

Literature alone is interdisciplinary subject to inspire and restrain, to make comprehensible through knowledge all around us and warn even against superstition through her critical approach that reveals mystery of religions and enable to face the challenge of the time.

Keywords: comprehensibility literati, interdisciplinary, positivity, post modernism, Narratology.

Introduction

Initially, in the history of life Creation on Earth, man lived inferior life than that of animal; it is also true that the birth of man is latter after several species of animals.

Soon after man became social, reciprocal in the world, they started to communicate their emotions, feelings, hospitality in their own language which is a system in speech and writing used by people only of particular county or area. It is language that brought human beings to be superior to all life and vegetation that is superior to man. They intended to record their activities for better tomorrow. Such a record came to be known as literature the first art to enable man as human and went on progressing.

Definition

“The world where we live in and die with several species of creature; Such worlds are several with creators in the form of literature”.

‘India Reveals’ J. Chondra

Literature is an artistic, suggestive not scientific but stylistic interdisciplinary, multidisciplinary expression of human emotions, feelings, thoughts regarding humanity or human activity with positive experiences of literati, to open, amuse, correct the mind of readers towards truth, through language in different genres i.e. poetry, prose, drama, criticism and creative criticism. Thus, literature is the best medium of expression of social, national reforming ideas to meet the seasonal challenge.

FUNCTIONS OF LITERATURE

Literature makes us aware of social beings enable us to weigh and consider. *Francis Bacon* has also said, “Read not to contradict, and refute, nor to believe and take for granted nor find talk and discourse, but to weight and consider”. *Emerson* said, “Literature is a record of best thought”.

Literature is of different senses:-

- I. **Literature of comprehensive sense** deals with all the activities of human soul in general, of particular place, period, country or language, manners composed in prose or poetry as the literature of Greece, Eighteenth century literature, literature of Indian poems like the *RAMAYANA*, *The MAHABHARATA*, written from the words of folk’s myth or legends.
- II. **Literature of restricted sense** deals with beautiful form or excellent ideas, different from purely scientific or technical literature, such are poetry, romance, history, biography and essays are as opposed to scientific works.
- III. **Literature in technical sense** exhibits the particular form of particular time, period of particular group of writers.
- IV. **Literature of knowledge** only touches the discursive understanding of man; contains part information as *“Faerie Queen”* is a document of reformation in England conveys realistically Christian dogmas in the forms of allegory, recounts the conflicts of two groups protestant headed by Queen Elizabeth as Una and catholic forces were represented by the Queen Scott as *Duessa* as embodiment of false religion of Catholicism.
- V. **Another literature is the literature of power** aims at giving information of inherent truth, higher understanding catharsis through affection and sympathy reveals heavenly innocence, simplicity that a man has.
 - a. De Quincey gives example of *‘King Lear’* and says, “When in *King Lear* the height and depth and breadth of human passion is revealed to us, for the purpose of a sublime antagonism, is revealed in the weakness of an old man’s nature, and is one night two worlds of storm are brought face to face- the human world and world of physical nature- mirrors of each other, semi choral anti phones, strophe and anti strophe hearing with rival convulsions with the double darkness of night and madness”.
 - b. De Quincey gives another example of Milton’s *‘Paradise Lost’* that gives us power to expand develop the latent capacity for sympathy with the infinite. All the knowledge carries us further up towards the infinite. ‘When I am the suddenly started feeling infinity of world within me, in his power or what May I call it’.

Great tragedies, romance, epics provide ideals of justice, Hope, Truth, Mercy and retribution to men’s mind. Literature of power deals with poetic justice, truth, triumphs

and ultimately maintain dignity and morality, power and knowledge fused together in literature.

- VI. **Artistic qualities:** - All art is the expression of life in form of truth and beauty or the reflection of truth and beauty hidden in the world. All artistic works, that covers such areas, is a kind of revelation. A few architects express the beauty of human senses through their architectures, as the great artist express truth and beauty with moral value to remain permanent like Pole star.

*“Pure, positive, perseverance provide provident passion;
This is literature, scripture, invention, the need of Nation.”*

India Reveals – J. Chondra

Truth and beauty has been expressed here, in artistic, suggestive way that lead to permanent truth has been expressed here.

- VII. **Suggestiveness:** - Literature through suggestiveness appeals to our emotions and imagination rather to our intellect as Milton makes Satan say, “Myself am Hell” through these three words, opens the world of speculation and imaginations. In presence of Helen Dr Faustus asks, “Was this the face that launched a thousand ships?” There is no revelation of facts, he opens a door of imagination to enter in the world of music, love, beauty, heroism - the whole splendid world of Greeek literature, Shakespeare also describes such magic in words when young Biron speaking as

*“In such opt and gracious words.
That aged cars play truant at his tales;”*

- VIII. **Permanence:** - literature bears permanence as it contains beauty and truth. If man lives on bread simultaneously, let not beauty be perished. Literature is a written document of printing press, like river flood removes impurities, scum and let mud to the bottom. Literature of particular interest determines its permanence.

In the world of ration, critical approach people ask of literature:-

*“For peace, prosperity, people coined politics and scripture;
World became selfish criminal, cries for law and literature”*

India reveals J. Chondra

- IX. **Universality in literature:-** Literature is unique multidisciplinary and comprehensive due to its merit of universality that means widest human appeal with love, hate, fear, faith and the like, irrespective of nationality or regionality of caste creed or any bound to differentiate between man to man. whenever, men are heroic, they will acknowledge the mastery of Homer ; whenever man on strange phenomenon of evil in the world, he will find his own thoughts in the book of Job ; in whatever place men love their children, their hearts must be stirred by he tragic sorrow of ‘Oedipus’ and ‘King Lear’. All these are shining examples of the law that only as a book or a little song appeals to universal human interest. Writers of universal appeal like ‘Chaucer’ and writers of problem play or balladist differ in durability or in permanent appeal. ‘Chaucer’ is the perfect artist having deep insight into life, is also profound but lacks spontaneity. Similar is the difference between ‘Bharat Chandra’ of Bengal and the anonymous poets of the ‘Mymen Singh’ ballads. ‘Wordsworth’ realised this when he made a revolutionary statement that poetry should use the language of common people to express common men’s feeling, thoughts.

According to Aristotle literature indicates universal elements i.e. what is true for all times and ages and the particular i.e. what is true of the man, events, customs, culture and manners

of an age, to quote *John Bailey*, 'It must be at once individual life and universal. *Homers*' have things which are peculiar to the Greeks of his day and things peculiar to himself alone among the Greeks'. In short literature the manifestations of life as handled by the writer's personality and his study of human life and time.

- X. **Literature and life:** - Literature is the communication of the writer's study of life in artistic pleasure, pattern and form in any genre of literature i.e. poetry, prose, drama, criticism, literary criticism and the like. Mathew Arnold said, '*Poetry is the criticism of life*'. Thus, there is vital and intimate connection between literature and life, life leading to moral values that has affinity with eternal forces, has warm relation with literature. With regard to literature, our ideas or its value depends on the extent it has been able to express the changing conditions of social life; the emergent truths that supersede the discredited falsehood of the past, great literature always grasps and reflects these emergent truths that rise triumphant over the wreckage of the past. Indeed, literature at its deepest has a revolutionary content and is violently condemned by unreasoning orthodoxy.

Literature involves objective and subjective out look of a writer upon the world at large. Through, literature we converse with the great dead like *Plato*, *Budha*, *Montaigne* and with *Addision*. We walk the street of Babylone of Athens, of Rome, of Alexandria, we see greet monument, reared ages ago and long since crumpled to the dust. We recreate the life of distant epochs and thus by comparison gauge the progress achieved by the men to day.

*"Sans literature one cannot know predecessors, culture and traditions;
Study them, enumerate critically, is not plagiarism but a creation.
Classical cruxes, predecessors: what makes us human, plagiarism near;
Universal human nature in all gamuts critically composed Shakespeare"*

India Reveals" J. Chondra

Through literature we learn wisdom from *Aristotle*, geometry from *Euclid*, law from *Justinian*, morality from *Christ* and *St Paul*.

Thus, the subjective outlook reacts upon the objective. Clearly, literature is the brain of humanity that preserve the record of its past in literature to amuse and improve in present.

- XI. **Literature and society:** - Literature is the representation of social life, infinitely connected with the quality of the life that it reflects.

But, to create an ideal literature, something abstracted from life, that attempt reflects the ivory tower' attitude that is developed in the mind of artist as a result of excessive sophistication of life in a highly artificial society. The manifestation must be objective in the sense that the writer must not allow his own prejudices to interfere with the truth of his presentation. As a rule Shakespeare is conservative in his attitude to social life. He makes no secret of his fear of any change in the existing pattern of human relationship within the frame work of a feudal organization. Yet he represents with sufficient clarity the influence of the conflict between the vanishing social order and the emerging social order based on individual life and the formation of individual character and ideals. That is why, he is truthful in representing the justice of the cause of the oppressed people (as Shylock or Caliber) or the revolt of the individual against authority. It is this objectivity of vision that has ensured Shakespeare's supreme position in the world of literature. Shakespeare himself said, "I am nothing if not critical". On the other hand, writer may be progressive in his outlook, but is unable to shed certain prejudices which are in themselves of class consciousness.

Sarat Chondra is apparently an example on the side of progress, he brings a rare gift of sympathy to the understanding of men and women who are victim of social injustices. He objectively presents the real trends in social life and appears as if prophet.

XII. **Style in literature:** - Literature is permanent written record of personal feelings and thoughts expressed in language. Language is the skin and body of thoughts. The richness of style or over elaboration in Shakespeare or Cicero is but an adequate rendering of thought expressed in 'Julius Caesar'. From Cicero we learn the respect of Brutus and his relation with Caesar. Casca, Calpurnia, Portia, Flavius Cicero, Lipidus, Marcelus, Decius, are an idea about Shakespeare's 'Julius Caesar'.

XIII. **Literature and Metaphysics:-** Literature reveals the mystery of metaphysics that scripture failed to deal with sincerely.

*"Film producer, world creator are charmers with queer strategy;
They enjoy, exploit commons for pageant, let not prudence easy."*

'India Reveals' J. Chondra.

*"As flies to the wanton boys, are we to the Gods;
They kill us for their sports."*

'King Lear': Shakespeare

15th century Indian poet - Kabir Das condemned superstition of Hindu religious faith by quoting that

*"Pathar puje Hari mile, to main pujun pahar;
Tate se chakki bhali, pis khaye sansar."*

Kabir Das satirises Hindu Brahmical faith, if God is possible to meet by worshipping stone he is ready to worship mountain to meet God!

On the hand, he also satirises Muslim's faith and quotes-

*"Kankar pathar jori ke Musjid diyo chunay;
Ta charhi mulla bang de kya bahra hua khuday!"*

Viz The mosque consisted in small pieces of stone and bricks Moulvi shouts from upon Mosque, is your God deaf!

Salman Rushdie's "Satnic Verses" is also against the superstition of "Qurran".

Several pieces of literature mocked at Hindu's Ramayana and Mahabharata's foibles.

Best to quote critically -

*"Who confines himself to the Hindu, the Muslim, the Christian and the Jew;
One cannot know God, will revolve round the knowledge he has the few."*

"Nature and Truth" J.Chondra

XIV. **Literature in post modernism:-** Modern literature means the assumption approaches to the condition of poetry, post modernism means tendency to assume that literature is intrinsically narrative. As a version of modernism that had previously been focused on its representative poets-

Yeats, Eliot, Pounds and Stevens- has been retrofitted by the taste of scholars and students alike to shift focus markedly to its novelists; James, Conrad, Lawrence Richardson, Joyce and Woolf.

The most influential books on literary post modernism, Such Linda Hutcheon's "A Poetics of Post Modernism" and 'Brian mcHale' "Post Modernist Fiction" are devoted to post

modernism fiction. One might say that the move from Modernism to post modernism involves a move from poetry to fiction, whether in the packed vortex(whirl wind) of the imagist poem or in dynamic anthologies of allusions, meanings and voices and characteristic of long poems like Eliot's "The Waste Land" Pound's 'Cantos' David Jane's 'In Parenthesis' and William Carlos William's 'Paterson' the effort of the modernist poem was to condense the complexity of time and history to make them apprehensive in the single frame.

Poetry meant scaling of time into space, of succession to simultaneity.

During 1960s and 1970s the rise of structuralism generated the new science of "narratology". The principle technique of narratology was derived from the analysis of folk tales and myths with large number of variants purposive to reduce an arbitrary play of variation to number of recurrent structures of patterns.

In short, if poetics determines to let poetry or literature be matured in modernity and poetry has overwhelmed humanity as finest art.

Post modernism coined narratology to reach to the bottom of truth through various analysis of folk tales and myth to promote prose and bring ultimate justice in religion, science, literature, politics and the like. The problem of RAMJANMABHOOMI, BABRI MOSQUE, over population, corruption can be resolved through the process of narratology.

"Adequacy of literature, religion, justice depends on knowledge of post modernism; Inevitable components are secularism, socialism, universalism, and cosmopolitanism."

'India Reveals' J. Chondra.

*"Fools fear sin, learned is loyal to law;
Above all fear immorality, love morality now
Om Shantih Shantih Shantih".*

'India Reveals' J. Chondra.

XV. Genres of literature:- Each and every literary understanding man knows the difference between poetry, prose, drama and criticism. If prose gives notice, understanding, poetry provides more meaning than expressed in words and is soul touching; drama an exhibition, criticism appears as measurement and justice. But all aim at improving humanity.

1. Poetry 2. Prose 3. Drama. 4 Criticism 5. Creative Criticism.

Conclusion

Literature is the brain of humanity that preserves the past record in literature to amuse and improve in present. It produces aesthetic pleasure by manner in which the theme is intellectually handled. Beyond its intellectual and emotional quality, the fundamental quality of life appeals to us by reason of its form having own laws and conditions of workmanship. Literature always communicates experiences of writer's mind to the mind of readers in the form of style and thought. Really, literature is an exhaustive treasure to please, soothe, guide, restore peace and to accompany man till the world exist.

*"Study of life, commerce, powers, or of any scripture;
Without metaphysics is incomplete, needs literature."*

'India Reveals' J. Chondra.

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5. W.R. Good Man : The Quintessence of literary essays.
6. T.S. Eliot : 'The Waste Land'

7. Wordsworth : Poetic Diction'
& Coleridge
8. Thomas De Quincey : 'Shakespeare in the Encyclopedia Britannica'
9. Marlowe : 'Dr. Faustus'
10. J. Chondra : 'Nature & Truth', 'India Reveals'

Effectiveness Of Using Laptops Loaded With Electronic Books During Statistics Instruction

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ABSTRACT: This paper examined the effectiveness of using the laptop loaded with electronic books during Statistics instructions at Sol Plaatje University (SPU), in Northern Cape, South Africa. A literature on the use of various forms of technology was reviewed with the emphasis on the laptop during Statistics instruction. Researchers argued that the use of technology for instruction could allow students to advance at their own pace, help them develop their own understanding of statistical concepts and develop computer literacy. Furthermore, it was argued that the use of the laptop loaded with electronic books for Statistics instruction could allow note-taking activities, in-class laptop-based academic tasks, collaboration, increased focus, improved organization and efficiency, and addressing special needs. This paper uses an exploratory design approach. The study sample consisted of 24 first year introductory Statistics students (females 21%) from SPU. Because of the small size of the class that was investigated, the results could not be regarded as being representative. Mixed methods were used to collect relevant data in this study. A questionnaire was administered to students who agreed to participate in the research. Unstructured interviews were also conducted in order to gather students' opinion. The data were analyzed using descriptive Statistics for the questionnaire. The interviews were analysed by categorizing data according into themes, identifying similarities and differences, and confirming the evidence that would be incorporated into the study. The statistical results indicated that the majority 22(91.7%) of students used laptops loaded with electronic books in Statistics class. The interview results indicated that some of the students were not involved in taking notes, laptop-based academic tasks, in collaboration amongst students, and addressing other academic needs. The research proposes that students must be adequately trained to use the laptop loaded with electronic books in Statistics instructions.

Key Words: Using the laptop Statistics instruction Electronic books Use of technology Teaching and learning

Introduction

Reform efforts that optimize the use of technology in all levels of teaching Statistics have dominated the discussions in many conferences and in Statistics education research literature. From an international perspective, technology has virtually pervaded almost all facets of teaching and learning statistics (Reston, 2012). Computers, and especially laptops, have become standard equipment in higher education as the number of universities instituting laptop initiatives continues to grow (Weaver and Nilson 2005). The use of laptops during instruction is a growing phenomenon in many tertiary institutions in South Africa. Across the Sol Plaatje University (SPU) laptops are appearing in the classroom in greater numbers. At the same time, some lecturers worry about the potential distractions that these laptops could bring into their classrooms. Lecturer started noticing that students were not paying attention when their laptops were open and felt that they were competing with facebook, email, and a host of other distractions. This led other lecturers to decide to apply a rule that stopped the use of laptops in classes. Banning laptops seemed like a premature decision given the rarity of research on this matter at Sol Plaatje University and other universities in South Africa.

Aim of the study

The aim of this study is to investigate the effectiveness of using laptops loaded with electronic books during Statistics instruction at SPU. The questions that emanate from the aim could therefore be stated as:

- Can a laptop be used effectively during instruction?
- Is the laptop loaded with electronic books effective during Statistics instruction at SPU?

The answers to these questions are related to how the literature elaborates on the effectiveness of using a laptop during statistical instruction and to the results of the quantitative and qualitative analysis of the students' questionnaire and interview.

Literature Review

Killen (2007:3) describes learning as a process that involves making connections, identifying patterns, and organising previously unrelated bits of knowledge, behaviour and action into new patterned wholes. For Conley, Du Plessis and Du Plessis (2007:3); Ormrod (2006:185) learning is a lifelong process of experience that changes the individual. According to Poore (2013), there are three broadly accepted theories of learning in education, namely behaviourism, cognitivism and constructivism. Woolfolk (2010:310-314) states that constructivism views learning as an active process and learners as cognitively active human agents who construct their knowledge through interaction with the environment.

Reforms in Statistics education are aimed at changing attitudes towards Statistics, and improving the teaching and learning of Statistics (Lancaster and Tishkovskaya 2010). Ben-Zvi and Garfield (2005:5-6) suggest recommendations as to how Statistics should be taught as part of the general reform movement. One of their recommendations is to automate computations and graphics by relying on technological tools in the teaching of statistics. To support this, Lancaster and Tishkovskaya (2010) spoke about the use of different forms of technology; presentation of new material using statistical software; simulation programmes that allow learners to explore statistical concepts in discovery-world environments; and using useful resources available online in teaching statistics. According to Leask and Younie (2013:128) the first question the student must be able to answer when using technologies is how is it going to help learning? Computers can provide many unique, effective, and powerful opportunities for teaching and learning. These opportunities include skill building practice, real-world problem solving, interactive learning, and discovery learning, and linking learners to a multitude of instructional resources (Gunter, Gunter and Shelly 2010:10; 2012:8).

A laptop can be loaded with digital books which are different with an electronic or e-book readers. Gunter et al (2012:10) define an e-book or a digital book as an electronic version of a printed book readable on computers and other digital devices. An electronic book reader or e-book reader is a small book-sized computer that allows users to read, save highlight, bookmark, and add notes to online text. To obtain the same functionality of an e-book device for your personal computer, laptop, Tablet PCs, or Personal Digital Assistants (PDA), you can download and install free e-book reader software programs from the Web (Gunter et al 2010: 278). Fried (2008) presents a recent overview of studies about the potential of intensive laptop use in classrooms. The study builds on a growing debate even called a "feud" – between those promoting and those being opposed to laptops in the classroom. Those promoting the use of the laptop in classroom put forward the potential of multimedia learning materials, Internet usage and tool usage. Those opposed to the use of the laptop in classroom point at among others to distraction issues, poor curriculum relevance, time management, discipline and weak performance. Inan and Lowther (2010) stress that laptop use depends heavily on teachers' readiness, their beliefs and school related variables (e.g., professional development strategy). They introduced a key element in the discussion about the nature of printed versus electronic learning materials. With the above in mind, the discussion should therefore move away from a focus on discussing the media. Instead, the focus should be on the learning processes that are invoked by the different media types.

Methodology

Design and method

The study applied a mixed method to collect both qualitative and quantitative data (Conrad and Serlin 2011:151). Data were gathered from the first year student in the introductory Statistics levels at SPU. As a result, we gained a comprehensive understanding of students' perceptions of their learning when using laptops loaded with electronic books during Statistics instruction

Sample and Sampling Technique

During the quantitative research, convenience sampling was used to select twenty four (24) first year introductory Statistics students from SPU. The number of students in the qualitative study was not limited, but the interviews were conducted until a point of saturation was reached.

Research Instrument

In this paper, a questionnaire and an unstructured interview were used as the research instruments. The questionnaire was divided in three sections. Section A concerns the students' demographical particulars. Section B had 7 close-ended questions on students' experiences in using their laptop during Statistics lecture. Section C with had 7 close-ended questions on activities done by students with their laptop during Statistics instruction. Furthermore in section C, students were required to answer 2 open-ended questions (Brown and Harris 2010).

Procedure

For the purposes of this paper, the questionnaire pilot study was conducted with four students (Christensen and Johnson 2012:183). Two students were involved in the interview pilot study to provide valuable insights for researchers. Finally, the questionnaire and the interview questions were handed to two colleagues at the Central University of Technology for further scrutiny and comments (Conrad and Serlin 2011:278). For validity and reliability, comments from the colleagues and students were considered when the final questionnaire and interview were decided upon. Changes and amendments were made to the final questionnaire and interview questions. The selection of colleagues and students was based on their availability and willingness to participate in the research. The researchers administered the final questionnaire and held the interview themselves. A written information sheet, explaining the purpose of the study, was given to potential participants. The informed consent was obtained from students involved in the research. Confidentiality of the data and freedom to withdraw at any time without penalty were guaranteed to participants (Mouton, 2012:238).

Data analysis

Data were analysed using descriptive Statistics for the questionnaire. After analysing the students' questionnaires, unstructured interviews were held to increase the richness of the data obtained from the students' responses to the questionnaires (Mouton 2012:108). The interviews were analyzed by categorising data according to themes, identifying similarities and differences, and confirming the evidence that would be incorporated into the study. Data analysis began once the first interview was transcribed and continued throughout the data-collection process until saturation was reached.

Results

Analysis of students' questionnaire

This section aims to examine the students' experiences and activities done by students in using their laptop during Statistics lecturer. The questionnaire uses a five-point Likert scale to assess the frequency with which the students participated in certain activities in section A and B. Furthermore, the students' responses indicated their opinions on the use of a printed textbook, an electronic book, and any other device during Statistics instruction. Each section will be discussed separately. The responses to the questions appear from Table 1 to 2.

Section B: Students' experiences during Statistics lecturer

This section aims to examine the students' experiences in using their laptop during Statistics lecturer. This is indicated in Tables 1. A large standard deviation indicates that the data scores spread far from the mean and a small standard deviation indicates that they are clustered closely around the mean. Since all the questions consisted of the same number of items the averages were the same. Each of the six questions: 5, 6, 7, 8, 9, 10 and 11 in this section has a mean of 4.8. Their standard deviations are 3.03; 6.98; 9.63; 3.70; 4.27; 4.49; and 2.97, respectively (see Table 1). Question 5, 8, 9, 10 and 11 has a smaller standard deviation than the other two because its values are smaller or close to 4.8

Table 1: Students’ experiences during Statistics lecturer

Question	Frequency					Percentage (%)					Cumulative %					Mean	SD
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Q5 Notes	4	10	2	4	4	16.67	41.67	8.33	16.67	16.67	16.67	58.34	66.67	83.34	100	4.08	3.03
Q6 Graphs	17	4	2	1	0	70.83	16.67	8.33	4.10	0	70.83	87.50	95.83	100	100	4.08	6.98
Q7 Electronic Book	0	1	0	1	22	0	4.17	0	4.17	91.67	0	4.17	4.17	8.34	100	4.08	9.63
Q8 attentiveness	2	1	7	10	4	8.33	4.17	29.16	41.67	16.67	8.33	12.50	41.66	83.33	100	4.08	3.70
Q9 engage	3	3	1	5	12	12.50	12.50	4.17	20.83	50.00	12.50	25.00	29.17	50.00	100	4.08	4.27
Q10 time	1	0	5	7	11	4.17	0	20.83	29.17	45.83	4.17	4.17	25.00	54.17	100	4.08	4.49
Q11 affected	3	7	2	5	7	12.50	29.17	8.33	20.83	29.17	12.50	41.67	50.00	70.83	100	4.08	2.28

1= rarely, 2 = sometimes, 3= uncertain, 4= usually, 5= almost always (source from this study).

It is evident from Table 1 that questions: 5, 8, 9, 10 and 11 scores for the students were clustered closely around the mean. The above table shows that only 14(58.34%) students responded with “rarely/sometime” to question 5, while 8(33.34%) answered with “usually/almost always” and 2(8.33%) students were uncertain with question 5. The responses to question 8 indicate that 17(70.83%) participants responded with “uncertain/usually”. From the analysis of question 9, it appears that 17(70.83%) students indicated with “usually/almost always” the laptop helped them to be engaged with their study. Responses to question 10 indicate that 18(95.83%) students responded with “usually/almost always”. Table 1 shows that 12(50%) students in question 11 indicated with “usually/almost always”. Furthermore, 7(29.17%) students indicated with “uncertain” to question 11. It is evident from Table 1 that question 6, and 7 scores for the students were spread far from the mean. The above table shows that 17(70.83%) students responded with “rarely” to question number 6, while 6(25%) students responded either with “sometimes/uncertain” to question 6. From the analysis of question 7, it appears that 22(91.67%) participants responded with “almost always” they use their laptop during Statistics lecture for the usage of electronic book.

Section C: Activities done by students with their laptop during Statistics lecture

The students’ responses to these questions indicated activities done by students with their laptop during Statistics lecture. This is indicated in Tables 2.

Table 2: Students’ activities with their laptop during Statistics lecture

question	Frequency					Percentage (%)					Cumulative %					Mean	Standard Deviation
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Q12 Facebook	8	8	4	2	2	33.33	33.33	16.67	8.33	8.33	33.33	66.66	84.00	92.00	100.00	4.8	3.03
Q13 Movies	1	9	1	1	2	79.17	4.17	4.17	4.17	8.33	79.17	83.34	87.51	91.68	100.00	4.8	4.82
Q14 Website	9	6	2	5	2	37.50	25.00	8.33	20.83	8.33	37.50	62.50	70.83	91.66	100.00	4.8	2.95
Q15 Email	9	10	0	5	0	37.50	41.67	0	20.83	0	37.50	79.17	79.17	100.00	100.00	4.8	4.76
Q16 Games	14	4	1	1	4	58.33	16.67	4.17	4.17	16.67	58.33	75.00	79.17	83.34	100.00	4.8	5.36
Q18 social Network	7	9	3	3	2	29.17	37.50	12.50	12.50	8.33	29.17	66.67	79.17	91.69	100.00	4.8	3.03

1= rarely, 2 = sometimes, 3= uncertain, 4= usually, 5= almost always (source from this study).

Each of the questions: 12, 13, 14, 15, 16, 17 and 18 in this section has a mean of 4.8. Their standard deviations are: 3.03; 4.82; 2.95; 4.76; 5.36; 5.76; and 3.03, respectively (see Table 2). Question: 12, 13, 14, 15, and 18 has a smaller standard deviation than the other two because its values are small or close to 4.8. It is evident from Table 2 that question 12, 13, 14, 15 and 18 scores for the students were clustered closely around the mean. These responses to question 12 indicate that 16 (66.66%) students responded with “rarely/sometimes” they use laptop to visit the Facebook during Statistics lecture. The analysis of the data in question 13 indicate that a large number of participants 20(83.34%) responded with “rarely/sometimes” they use the laptop to watch movies during Statistics lecture. The analysis of the data in question 14 and 15 indicate that 15(62.35%) and 19(79.17%) students “rarely/Sometimes” use a laptop to visit websites unrelated to the Statistics class and I read/send email during Statistics lecture respectively. Furthermore, the responses to question 18 indicate that students 16(66.67%) responded with “rarely/sometimes” to this question. It is evident from Table 2 that question 16, and 17 scores for the students were spread far from the mean. From the analysis of question 16, it appears that these responses indicate with “rarely” that 14(58.33%) students use laptop to play games during Statistics lecture. The responses to question 17 indicate that 15(62.5%) participants responded with “rarely” they use their laptop to do homework for other class during Statistics lecture.

Students’ opinions on the of using a printed textbook, an electronic book, and any other device during Statistics class
 The students’ responses to these open-ended questions indicated their opinions on the use of a printed textbook, an electronic book and any other device that can be used during Statistics instruction. In question 19, responses were categorised using two categories; a printed textbook and an electronic book loaded in the laptop and coded using different sub-categories. The majority 15(62.5%) of the respondents from subcategory 01 to subcategory 10 indicated a reason why they prefer a printed book. Subcategory 04, 05, 06 and 10, involve 1(4.7%) who indicated that with the printed book; they do not skip any important concepts; they do not spend a lot of time; and it is easier to take note. The analysis of the data in subcategory 03, involves 2(8.3%) respondents who indicated that they prefer a printed book because they do not focus for long period with Electronic books loaded in the laptop and there is less temptation. In Subcategory 08, 3(12.5%) respondents indicated that there is less distractions with a printed textbook.

Among respondents who prefer an electronic book, 8(33.3%) respondents from subcategory 12 to category 17 indicated their reasons. In subcategory 12, 13, 14 and 15, 1(4.7%) respondent indicated that he

prefers an electronic book because; it is easier to use, it is easier to work with and it gives the definitions of words if there is a problem, it is mobile, and it occupies less space, immediately available, no chances of forgetting the book. From the analysis of subcategory 19, it appears that 1(4.7%) respondent indicated that he prefers both a printed and an electronic book because a printed book makes you practice without distraction and an electronic book is faster in navigating answers or questions for faster learning. Furthermore, 1(4.7%) respondent in subcategory 11 indicated that he prefers the electronic book without giving any reason, and 2(8.3%) respondents in category 18 indicated that they only have an electronic book.

Responses in question 20 were categorised and coded, using different categories. Less than half of the respondents 9 (37.5%) from category 03 to category 08 indicated their choice and reasons for using any other device during Statistics instruction. Furthermore, 9 (37.5%) respondents in category 01 indicate that they do not have any other device to use and 6 (25%) respondents in category 02 did not indicate the use of any other device during Statistics instruction. Category 03, category 04 and category 07, involve 2 (8.3%) respondents who indicated the use of a calculator to calculate, a cell phone to record lecturer and a tablet to take notes and it is mobile. The analysis of the data in Category 05, category 06, and category 08, involve 1 (4.2%) respondent who indicated that a laptop is enough and it also has a calculator; a programmable calculator for more complex calculation; a telematics since the lecture do not live in Kimberley. It is evident that the analysis of the data in question 19 and 20 indicated that students need assistance in the use of an electronic book loaded in the laptop.

Analysis of students' interview.

Students' interviews were used in this research to supplement information obtained from the questionnaire. The researchers conducted these interviews with 4 first year Statistics students at SPU. Unstructured interviews schedule with two open-ended questions were used. The interview respondents are referred to as student A, student B, student C, and student D. The interviews with the students were coded according to 6 categories, namely using being concerned about focusing during lecture, being distracted, being engaged with study, being tempted, reasons for playing during lecture, using the internet for Statistics related work. For the first category, only student C was concern about focusing during Statistics lectures saying that: "We sometimes play games during the lecture instead of concentrating." Students B, C, and D spoke about being distracted during Statistics instruction. Student B stated: "I play games while the lecturer is in the lecture room." Student C mentioned: "Sometimes when I don't understand the lecture I play games." Furthermore, Student C stated "Sometime when the lecture is on I go to youtube and download videos based on the same topic." Similarly, student D stated: "We sometimes play games during the lecture."

In terms of the third category, the laptop helped students engaged with their study. Student A mentioned this by saying "I highlight what is important on the eBook." Furthermore, student A related the laptop helped him/her "I always Google for information and compare it with what is sound during lecture". Student C stated: "During Statistics lecturer I use my laptop to write notes." Finally student D mentioned that: "I use my laptop to follow lecture with the eBook." Only student D mentioned the fourth category, being tempted during Statistics class saying: "I use my laptop to follow lecture with the eBook but sometimes the games become tempting." Student B and C gave reasons for playing during Statistics lecturer in the interview. Student B mentioned: "When I am bored I play games." Student C stated: "Sometimes when I don't understand the lecture I play games." In terms of the sixth category, students A, B, and C mentioned using the internet for Statistics related work during lecture. Student A stated: "I always Google for information during lecture". Student B spoke of: "I go into the internet and look for questions related to what is being taught and practice them." Student C declared: "Sometime when the lecture is on I go to YouTube and download videos."

DISCUSSION

This study indicates that students do use their laptop loaded with an electronic book during Statistics. This is evident from students' questionnaire responses, indicating that the laptop helped students engage w

their study and changed the amount of time they could spend using a printed textbook during Statistics instruction (Gunter, Gunter and Shelly 2010:10; 2012:8). Students' questionnaire responses show that most of the students mentioned using the laptop loaded with electronic book during Statistics instructions. Students' questionnaire and interview responses show that they are still students who do not use laptop to take notes or to sketch graphs or chart during Statistics instruction (Fried 2008). This is evident from few student's interview responses, indicating that the laptop is use to take note, to highlight important concepts in Statistics activities. Both students' questionnaire and interview show that students are affected when other students seated close to them use their laptop for tasks unrelated to class during Statistics lecture (Kay and Lauricella 2011; Lindorth and Bergquist 2010). The study indicated that students do value the use of an electronic book loaded in the laptop during Statistics instruction. This is evident from the questionnaire responses indicating that it is easier to use and to work with the laptop, the laptop gives definitions of words, the laptop can help to calculate, and it is mobile. Furthermore this study indicated that students do value the use of other device during Statistics instruction students indicated the use of a tablet to take notes and the use of cell phone to record the lecture (Kay and Lauricella 2011; Lindorth and Bergquist 2010). The study shows that students' attentiveness has increased during Statistics lecture due to the use of a laptop loaded with an electronic book. But it is a matter of concern that the questionnaire and the interview shows that there is a number of students who visit the Facebook, social networking and the internet, play games, send email or read email during Statistics lecture. Most of students prefer a printed textbook as compared to an electronic book during Statistics instruction. A printed textbook overcomes the challenge of temptation and distraction during Statistics instruction (Fried 2008). In this paper, students' questionnaire and interview response show that there was no training done with the students on how to use the laptop effectively during Statistics class.

CONCLUSION

This study to investigate the effectiveness of using laptops loaded with electronic books during Statistics instruction at SPU. In this study, a literature review on the teaching and learning of Statistics was conducted, and an analysis of the students' questionnaire and interview culminated in the recommendations based on the findings. The findings seem to indicate that students do not use the laptops effectively during Statistics class. Furthermore students were given a laptop without any kind of coaching or training to how to use the laptop loaded with electronic book during class. The use of laptops loaded with electronic books during Statistics instruction at SPU could be improved if the Lecturers have the knowledge of effective using laptops loaded with electronic books during Statistics. Furthermore, students need to be trained on how to use a laptop loaded with electronic books during Statistics instructions.

LIMITATIONS

Students' questionnaire was not translated to accommodate the respondents whose medium of instruction was Afrikaans. This might have posed problems to students in terms of clarity and meaning of the questionnaire items and the students' interviews. The samples in this research were only selected from the department of ITC at SPU which included a small number of students ($N = 24$). Therefore, it was not possible to generalise the results in this research.

RECOMMENDATIONS

Students need to be trained in using the laptop loaded with electronic books during lecturer. Lecturers need to set a laptop policy and communicate it to students. Laptops may be used only for legitimate classroom purposes, such as taking notes, working on in-class activities. Furthermore, lecturers need training by skilled individuals or institutions to empower them with respect to the latest educational and subject-related matters on the use of the laptop.

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A corpus-driven study of authentic English language usage and the implications on teaching materials design

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Keywords: ESL, Language Education, Language, Teacher Education, Teaching Method

Abstract

English presented in textbooks does not always match with authentic English used in natural communicative situations outside of the classroom (Römer, 2005), because sometimes these materials are decontextualised and lack empirical basis (Cheng & Warren, 2005). It should not be assumed that the traditional descriptions presented in teaching materials are always accurate (Kennedy, 1998). To examine the validity of these viewpoints, a corpus compiled with authentic language data was used to highlight how lexical items are used in real life compared with how they are presented in English language teaching materials. To describe the lexicogrammatical, semantic and functional meanings of a lexical item, Sinclair (2004) proposes five categories co-selection, namely semantic prosody, invariable core, collocation, colligation and semantic preference. This comprehensive framework is adopted in this study to describe the extended meaning of the selected lexical items for thorough comparison.

This study confirms that whilst some ELT materials present some lexical items in an overgeneralised manner, a word may have different semantic prosodies when used as different parts of speech in real life, along with several other differences between authentic data and teaching materials. It is suggested that in the ELT field, the use of corpus should be further promoted.

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The legal status of recognized refugees in Republic of Macedonia

(Syrian refugees, EU via Balkan)

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Abstract

In jurisprudence a refugee is considered quasi-national in the internal justice system, and a stranger according to international law. Status of a recognized refugee is given based on the Convention relating to the Status of Refugees 1951 and 1967 Protocol relating to the Status of Refugees.

The analysis of the legislation can conclude that the national legislation of the Republic of Macedonia regarding the legal status of refugees fully corresponds to the obligations assumed by acceding to the Convention relating to the Status of Refugees 1951 and 1967 Protocol relating to the Status of Refugees.

This paper explains that Macedonian Law on Asylum provides multiple standards with regard to the legal status of recognized refugees. The personal status, legal capacity etc. is determined by the laws of Republic of Macedonia. And most importantly, the case study on Syrian Refugees at Macedonian border, transiting to better tomorrow. What are the challenges that countries and refugees face?

Key words: Refugees, Macedonia, Law, Asylum, Transit.

Introduction

This paper is divided in four parts. The first part explains International Laws and Macedonian Law regarding to the legal status of recognized refugees. The second part is about the personal status, legal capacity etc. is determined by the laws of Republic of Macedonia. Most importantly, I will try to give a perspective on the history of refugee crisis in Republic of Macedonia focusing on the case on Syrian Refugees at Macedonian border, transiting to better tomorrow. Finally, the last part is my conclusion on the subject.

Foreigner is any natural person who does not have citizenship of the Republic of Macedonia. In wider sense it means that a legal entity that has no nationality of Macedonia is considered foreigner under international law.

This means that the only criterion to distinguish the foreigners from domestic entities is the legal connection between the individual-citizen and the home country.

As Poliksena Gavroska & Toni Deskoski (2011)¹⁴ wrote, in private legal relations that arise in the territory of a state, in addition to domestic natural persons and legal entities, foreigners can appear as subjects of law as well. For such relations, legal experts say that have a foreign element in their subject, and are related to a particular State by the fact that occur on its territory. “Quidquid est in territorio, est etiam de territorio” “Qui in territorio meo est, etiam meus subditus est”.

Foreigners are subjected to the rules of a state based on the fact that they established relationship with its territory, apart from domestic entities that already have established legal relations through nationality of natural persons, ie belonging to legal persons. When considering the relationship with

¹⁴ Poliksena Gavroska and Toni Deskoski, *International Private Law* (2011)

the territory of a state which is much weaker than the legal relationship established by citizenship, it is clear that the right of foreigners to exercise rights and obligations in private law relations is not always equal to the right of home citizens who appear as subjects of such relations.

The sum of legal norms that determine the possibility of foreign natural and legal entities to appear as civil subjective rights holders, i.e. the so-called "private rights" is called International private law.

A question arises: whether and under what conditions foreigners can benefit certain private rights in the Republic of Macedonia?

On the territory of a state the principle of territoriality is applied. Each State shall apply exclusively own material norms to regulate the legal status of foreigners.

Legislative authorities of certain countries, in principle, are free in determining the content of their own rules on the legal status of foreigners. This means that on the assessment of the legislator depends on whether a law will be made available to a foreigner or not. Whether foreigners will be able to benefit in full or in part, and whether foreigners need to meet some additional requirements and so on. Differentiation in the availability of private rights between domestic and foreign citizens is not considered as an act of discrimination. Yet, such freedom of national legislative bodies is absolutely unlimited. They are associated with certain minimum civilized standards that are established primarily by sources International public law, the UN Charter, the Universal Declaration of Human Rights of 1948, Convention on the Elimination of All Forms of Racial Discrimination of 1963, the European Convention on human rights in 1950 and others.

In regulating the legal status of foreigners, is necessary therefore to comply with the principles of public international law on one hand, and with the principles of domestic law on the other hand, based on the principle of territorial sovereignty of the home, which means country's right to regulate the legal position of all persons on its territory.

In the Legal theory there are many requirements for exercising relatively reserved rights of foreigners. Reciprocity, status of a refugee, decedent of certain ethnic group, special permission for inhabitation, actual domicile of a home country and special permission concession. In this paper I will focus on the status of refugees as a condition for exercising the rights of foreigners in Republic of Macedonia. Also my intention is to pay attention to recent events considering Syrian refugees.

In jurisprudence a refugee is considered quasi-national in the internal justice system, and a foreigner according to international law. Status of a recognized refugee is given based on the Convention relating to the Status of Refugees 1951 and 1967 Protocol relating to the Status of Refugees.

Refugee status is obtained by a formal act of the state.

Refugees under International Law

The practice of States (on their territories) to provide protection to foreigners without naturalization, is dating from the classical period, but it is especially emphasized in the middle of the XIX century, when after the revolutionary events of 1848, a wave of participants in these events had to leave their countries and placed under the protection of the country in which they moved. After World War II the property of a ward in the true sense of the word gets international. Wards are placed under international control, but at the same time international control extends across countries that grant asylum.

The League of Nations at the initiative of the high-Commissioner for Russian refugees Fridtjof Nansen in 1922 international organized a conference. At that event, a Convention was adopted. This convention specifies the rights of states to receive or to deny certain refugees under its protection, but also minimum standards for the treatment of the refugees. This Convention, called Nansen's Convention (after its initiator) states that "refugees admitted under the care of a particular state, receives guarantee of equal treatment to foreigners who have the "highest privilege clause". This conference also introduced the so called "Nansen passport", document which proves the identity as form of a passport, but also to enable the holder (refugee) to travel abroad. In Nansen's passport is stated the right of the holder to return to the country which issued such a passport.

After World War II the world was faced with an even greater refugee flow. An acute need emerged within the UN to launch an initiative for the preparation of a Convention that would regulate the status of refugees in a unified way. On April 22, 1951 in Geneva, the Convention on the Status of Refugees is adopted. (Republic of Macedonia is a member). The Convention applies only to those persons that

at the moment of its adoption were in need of protection as refugees or persons who needed protection resulting from events prior to January 1, 1951 (Article 1)¹⁵. But further developments internationally showed that the problem of refugees became a constant problem of the humanity, which is why the 1967 Convention was amended by the Protocol on the Status of Refugees, which extends the action of the Convention of the persons whom on January 01. 1951 had been, or will ever need another country as refugees (Art. 1 of Protocol)¹⁶.

A **refugee, according to the Convention**, is someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion. (Art. 1 Par 1 line 2)¹⁷.

Refugees in the Law of RM

Giving protection by asylum to foreigners who are expelled from their country, the Republic of Macedonia has regulated with internal sources as well with a ratified international agreements.

The Constitution of the Republic of Macedonia (Article 29, Paragraph 2)¹⁸ provides that the Republic of Macedonia guarantees the right to asylum to foreigners and stateless persons expelled for democratic political convictions and activities.

Conditions and procedure for obtaining and cessation of asylum to a foreigner or a person without citizenship, as well as the rights and duties of applicants and persons who have been recognized asylum in the Republic of Macedonia are regulated by the Law on Asylum and contemporary protection. The law distinguishes two categories of persons who may apply for protection in Republic of Macedonia:

1. a. recognized refugee, b. person under subsidiary protection.

Status of a recognized refugee is given based on the Convention on the Legal Status of Refugees of 1951 and the Protocol on the Legal Status of Refugees of 1967, i.e. every foreigner who, because of justified fear for being persecuted for his race, religion, nationality, membership of a particular social group, or political opinion, is outside of the country of his nationality, or owing to such fear, is unwilling to have protection of that state, or, if stateless, outside the country in which he had domicile, is unable or, owing to such fear, is unwilling to return to it. (Article 4¹⁹)

Person under subsidiary protection is a foreigner who does not have status of a recognized refugee, and for whom Republic of Macedonia will recognize the right to asylum and will allow him/her to remain within its territory, because there are strong reasons to believe that if returned to the country of his nationality or, if stateless person in their country of previous domicile, would face a real risk of suffering serious injuries (death penalty or execution, torture or inhuman degrading treatment, punishment, serious individual threat to life or personality of the person), by reason of indiscriminate violence in situations of international or internal armed conflict. (Article 4-a)²⁰

Legal status of recognized refugees in Macedonia

In jurisprudence, a protege (refugee) is considered quasi-national in the internal justice system, and a foreigner in the international system.

Law on Asylum and Temporary Protection of Refugees (2003) provides multiple standards with regard to the legal status of recognized refugees.

Personal status of recognized refugees is established under the laws of the Republic of Macedonia. Recognized refugees also have domicile in the Republic of Macedonia (Art 50)²¹. They have the same rights and duties as citizens in the country, with the following exceptions: no voting rights, may not enter into employment within or be members of political parties in cases when the law as a condition provides that the person has a citizenship of Republic Macedonia (Article 51, Paragraph 1).

¹⁵ Convention relating to the status of refugees 1951

¹⁶ Protocol relating to the status of refugees 1967

¹⁷ Ibid

¹⁸ Constitution of the Republic of Macedonia 1991

¹⁹ Law on asylum and contemporary protection 2003

²⁰ Ibid

²¹ Ibid

Regarding the right to acquire ownership of movable and immovable property, employment or business activities on the territory of the country, refugees enjoy general treatment of foreigners, or are able to use these rights under the same conditions that are legally prescribed for other foreigners (Art. 51, paragraph 2).

The right to work, the refugees can exercise under the same conditions with the relevant legal regulations for foreigners with permanent domicile permit in the country. In terms of employment rights, health care, pension and disability insurance, recognized refugees have equal status with the citizens of Republic of Macedonia. Recognized refugees are an exemption from the application of measures to limit the employment of foreigners if one of the following three conditions is met: Residence at least 3 years in the territory, if married to a citizen of the Republic of Macedonia and if one or more children are citizens of the Republic of Macedonia. (Article 56)²².

In accordance with the regulations on health insurance, recognized refugee has the right to health services, same as citizens of the Republic of Macedonia (Article 54)²³.

Recognized refugee has the right to transfer the property which entered the territory of the Republic of Macedonia and the right to freedom to invest capital and profit. (Article 57)²⁴.

From the analysis of the legislation, it can be concluded that the national legislation of the Republic of Macedonia with regard to the legal status of refugees, fully corresponds to the obligations by the Convention on the Legal Status of Refugees 1951 and the Protocol on the Legal Status refugees from 1967. Moreover, in view of certain rights, the minimum standards laid down in the international law are exceeded.

Legal status of persons under subsidiary protection in the Republic of Macedonia

The legal status of persons under subsidiary protection in the country is lower than the status of recognized refugees. This is quite understandable, considering the danger that threatens these people, the rule is of a shorter character.

Person under subsidiary protection shall acquire the right of domicile in the territory of up to 1 year and the period shall be extended if the reasons for obtaining protection are still there after the expiry of that period. (Article 58).

Unless the law states otherwise, persons under subsidiary protection have the same rights and duties as the foreigners with granted temporary stay in the Republic of Macedonia (Article 60 para. 2)²⁵.

The history of refugees in RM

Republic of Macedonia in the first years of independence faced with large numbers of refugees. The early nineties, many refugees from Bosnia and Herzegovina arrived in Macedonia, and then, already in 1999 arrived more than 360,000 refugees from the war in Kosovo. Republic of Macedonia in 2001 faced an internal conflict that resulted in a number of internally displaced persons. Since 2010, the state is facing increasing numbers of refugees from Asia and Africa. The number of refugees from these countries has been increasing steadily in the period 2015 - 2016 year. According to the UNHCR the numbers reached more than 700,000 people registered in the Republic of Macedonia²⁶.

Amendments to the Law on Asylum

June 18 2015, the assembly of RM adopted amendments to the Law on Asylum and Contemporary Protection which provide an opportunity for foreign citizens to submit intention to asylum, than, after period of 72 hours to apply for asylum and to initiate proceedings in Republic of Macedonia or to leave its territory. This legal solution was taken to ease the situation and reduce the pressure and at the same time, the Interior Ministry began keeping records and statistics for persons transiting the territory of RM.

²² Ibid

²³ Ibid

²⁴ Ibid

²⁵ Ibid

²⁶ Заштита на правата на барателите на азил 2015-2016, Macedonian Young lawyers association

With the proclamation of a “crisis situation” the country formed two transit centers, Vinojug Transit Center on the southern border with Greece and Transit Center Tabanovce on the northern border with Serbia.

The Government, at a meeting on August 19, 2016 decided to declare a crisis situation in the regions of the southern and the northern border due to the increased invasion of migrants²⁷.

On August 22, 2015, two days’ tensions and occasional clashes between the special police units and refugees on the border, the border was reopened and refugees again could transit. The proclamation crisis formed a new registration center in Vinojug near the border.

In October 2015, the Center Vinojug significantly improved the conditions of stay, and a number of service providers were put into operation. Such as: an information center, legal aid, center for medical care, special sections for children and special sections for families and vulnerable persons. Putting into operation toilets and showers, significantly improved the quality of stay – as MYLA (Macedonian Young Lawyers Association) representatives Nazif Avdi, Zoran Drangovski and Mitko Kiproovski in “The prospect of establishing border monitoring in Macedonia” state.

In September, October and November there were more than 14,700 unaccompanied children who were registered at the Center Vinojug. Despite the large number of unaccompanied children, most of them had no previous contact with an appropriate social worker or legal guardian of the Center for Social Work. A guardian was appointed only in 9 cases in which children had to stay in the country for urgent medical treatment and applied for asylum in order to regulate their stay. During this period, the Transit Center Vinojug was able to accommodate 700 people at any time and capacity to effectively manage an average of 3,000 arrivals a day. The place was equipped with large tents and small housing units, intended for families and vulnerable persons, medical facilities, rooms for breastfeeding, as well as rooms for children.

According to the News Telma MK (19.11.2015) following the example of neighboring countries, such as Serbia, Croatia, Slovenia and other EU countries, Macedonia restricted access to its territory for so called economic migrants. From November 19 2015, only the citizens of Syria, Iraq and Afghanistan were allowed an entry into the country.

Deportations and forced returns of persons created a domino effect in the Western Balkans, many people remained caught on the exit points in the countries of the Balkan route. On November 20, 100 refugees from Iran, Morocco and Pakistan were stuck at the Center Tabanovce near the Macedonian-Serbian border. In order to further facilitate the registration process and provide the people of Syria, Afghanistan and Iraq to be received in Serbia, Macedonia opened an additional point of registration in Tabanovce, where police issued intentions of seeking asylum to persons who have lost documents or not registered when entering Macedonia.

On November 21, 2000 people who were not allowed to enter Macedonia blocked the main railway line leading from Greece to Macedonia to protest against the selective closure of the border, saying they have valid reasons for leaving their country and that if they returned, would face danger. According to MYLA²⁸, in late November and December, the Macedonian border police returned an average of 100 refugees and migrants a day in Greece.

In January 2016, 54,793 refugees had arrived at the Transit Center Vinojug i.e., the daily average according to MYLA²⁹ was 1768 persons. There had been many cases in which people were not allowed to apply for asylum at the border. Although many people who were not citizens of Syria, Iraq and Afghanistan required submitting an application to seek asylum from the authorities, they were not allowed access to the territory. ³⁰(MYLA emergency response overview 2015)

Since 21 January 2016 there had been a change in the registration process which required the refugees in the process of registration to indicate the final destination. In the event when individuals did not indicate Austria or Germany as their destination, their entrance was denied.

²⁷ Government of the Republic of Macedonia, *Proclaiming crisis situation 2016*, MTV1 news

²⁸ Ibid

²⁹ Ibid

³⁰ MYLA, *Emergency response overview*, 2015

According to the joint statement of Heads of the police since February 18, 2016³¹ a new registration form for registration of refugees in TC Vinojug received a unified document recognized by all countries in the Balkan route. Upon entry into Republic of Macedonia, persons receiving entry stamp, and on leaving the country, and exit stamp in TC Tabanovce, and the same procedure was repeated in Serbia, Croatia, Slovenia and Austria. In many cases some of the people lacked one of the seals (ex., Entry stamp in Serbia), a such persons were turned back through the route back to Greece and ordered to re-launch the registration procedure.

Further problems occurred on the field after Republic of Serbia decided to accept only people from Syria and Iraq, while more than 600 people from Afghanistan remained "stuck" on the territory of Macedonian TC Tabanovce. It stopped the trip for more than 1500 people who remain "stuck" on the territory of the Republic of Macedonia. Considering that all persons when entering the Republic of Macedonia submitted an intention to asylum after the expiry of 72 hours, these people no longer had legal status to stay on the territory of the country, although some of them had been in the country for more than 5 months, the status of those refugees in camps on the northern and southern border between Serbia and Macedonia and Greece had not been legally determined. Contrary to the situation with the illegal entry into the territory of the Republic of Macedonia, there was a state of reducing the number of refugees housed in TC Tabanovce. In early May, the figure dropped to 305 refugees present until the very end of the same month, the competent authorities in the camp counted a number of 143 refugees. This suggests that the smuggling routes and exit from the territory of Republic of Macedonia worked very well³². (MYLA report 2016).

According to the Telma News on March 7th 2016, the Republic of Serbia, following other countries in the route, officially closed its border to all immigrants arriving on its territory, regardless of their country of origin, and the Republic of Macedonia applied the same measures at the border with Greece. This resulted in a massive increase in the number of people arriving in camps in Idomeni, Greece hoping that the borders will be opened and that they can reach their destination.

In mid-March 2016, more than 15,000 people were protesting daily, on the border between Macedonia and Greece, trying to violently break through the fence and cross the Macedonian territory. On March 14, 2016 more than 1500 people (organized) managed to break through the fence and into the territory of Macedonia near the village Moin where three people originating from Afghanistan lost their lives drowning in the river when crossing the border. With urgent action by the police and the military, these individuals were stopped and sent back in Greece. The case of forced return of more than 1500 people is the biggest in the country Macedonia so far.³³)

Human rights

During the first half of April 2016, frequent attempts of irregular crossings along the Macedonian-Greek border were detected, and several cases of interception of refugees by Macedonian police as well. Intercepted persons were commonly taken to a police station and then to camp on the southern border. All this leads to the conclusion that most of these people have used the help of smugglers to cross the Greek-Macedonian border through illegal crossings. On the other hand, the closing of borders from March to late April, the Shelter Vinojug in Gevgelija were present 113 permanent refugees, while in transit center Tabanovce of the northern border approximately 500 refugees were present. The trend of illegal crossings of Greek Macedonian territory through smuggling routes continued in May.

The Ombudsman as a national preventive mechanism in accordance with the mandate established by the Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment. On 16.5.2016 conducted regular unannounced visit to the Temporary Transit Center Vinojug, Gevgelija to get a realistic picture of the human rights of the residents in the center.³⁴

The direct conversations concluded that residents within the Interim Transit Center are instructed and aware of the possibility to apply for asylum in Republic of Macedonia and for legal advice and legal

³¹ Telma News, *Joint statement of Heads of the police*, February 18, 2016

³² MYLA, *Report 2016*, 2016

³³ Meta, *News*, 2016

³⁴ Народен правобранител на Република Македонија, *Извештај за состојбата на бегалците во транзит центар Винојуг и Табановце (16.05.2016)*, Канал5

aid at any time can contact the representatives of the young lawyers association who are constantly present in the Center.

Amendments to the Law on Asylum

On 4.4.2016 Parliament of RM voted, and 11.4. 2016 published in the Official Gazette 71/2016 Law on Amendments to the Law on Asylum, whose provisions were applicable immediately with the publication date. With these amendments, limitation of family reunion was made (which can be done after 3 years of getting the asylum). The term "safe third country" was specified, the period in which the Asylum Department will issue a certificate for the applicant, and also added a line- unjustified application for asylum if the person arriving on the territory of Republic of Macedonia is from a safe third country.

Conclusion

The Republic of Macedonia fully complies to the rules that Convention of Status of Refugees 1951 and 1967 Protocol relating to the Status of Refugees indicate. As previously stated, in many ways, it exceeds the rules of the Convention and the Protocol regarding the legal status of refugees.

Considering the recent event, and the situation with migratory movements in the World and the region, it can be concluded that the criteria for receiving international protection are becoming more stringent, and Republic of Macedonia follows that example.

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Eastern Minimalism, Western Excess: Marie Kondo, Intentional Minimalism, and the American Appropriation of Japanese Material Traditions

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Abstract

In 2015, a new cult swept through Western society. Affluent white-collar professionals began whispering of a fantastic guru who would change the way adherents looked at the world; new terms entered the lexicon and reverent references to "sparking joy" were regularly overheard on trains, in book clubs, and in coffee shops across the U.S. But this was no transcendental meditation technique or blissed-out hippie sect. Rather, the cult in question involved adherence to the KonMarie Method, an organizational system promulgated in a slim book by Japanese organizer and author Marie Kondo. The method promotes ways of divesting oneself of unnecessary possessions, creating a more minimalist, intentional lifestyle that eliminates all clutter and only retains objects that serve an immediate purpose and/or bring delight to the owner's life. Kondo's techniques codify elements of Japanese lifestyle traditions and cultural ethics that have been developed and cherished over centuries, springing originally from the relative resource and space scarcity experienced by the population of a small archipelago. In contrast, Western cultures, particularly in the United States, have had access to abundant physical resources and expansive space in which to develop, collect, and maintain material possessions. Yet in recent years, Americans have begun to rebel against this culture of material plenty, seeking to adopt "intentional minimalism" frequently patterned on the Japanese aesthetic. This paper investigates the aspirational appropriation of Japanese material culture and minimalist aesthetic by materially abundant Americans in search of a supposedly more "authentic" lifestyle, examining the cultural underpinnings of traditional Japanese and American relationships with material possessions and how those relationships are being consciously altered by those affluent enough to do so.

The Use of General Principles of Learning Statistics at High School during Class Activities.

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ABSTRACT. This paper explores the use of general principles of learning statistics at high school during class activities. Research in learning Statistics has prompted a move towards focusing on using general principles of learning Statistics. The South African Grade 10–12 Mathematics curriculum change reflects this move. The participants ($n=432$) included Grade 12 Mathematics learners (females = 58%) from a district in the Free State, South Africa, selected through convenience sampling. A quantitative research approach was used by administering 26-item of Likert questionnaire to the Grade 12 Mathematics learners. The responses were summarised descriptively as frequencies and percentages. The results show that two third of learners indicated that, they learn by constructing knowledge in statistics class, teachers should not underestimate the difficulty learners have in understanding basic concepts of probability and statistics, calculators and computers should be used to help learners visualize and explore data. In contrast, half of learners considered that; learners learn to do well only what they practice doing, learners learn better if they receive consistent and helpful feedback on their performance, teachers often overestimate how well learners understand basic concepts, learners become aware of and confront their misconceptions in statistics class, and learners learn to value what they know will be assessed. Finally, the data show that a third of learners indicated that; the use of the suggested methods of teaching will not ensure that all learners will learn the material. The findings of this study, showed that more than half of the learners have perceptions of being constantly engaged in statistics class activities, aimed at the attainment of the general principles of learning Statistics. But there are still learners who have perceptions that they are not engaged in core issues related to the general principles of learning statistic. This leads to the conclusion that teachers need to be provided with pre-service or in-service training, strengthening their Subject Matter Knowledge and Pedagogical Content Knowledge related to the general principles of learning statistics.

Keywords: Learning Statistics, Statistics Class Activities, Constructivism learning

Introduction

In South Africa, Statistics is a part of the Mathematics curricula in basic education (Department of Basic Education [DBE], 2005). Currently, broad goals and policies for the educational system in South Africa touch upon factors such as the following: Learners emerging from the Further Education and Training band will be able to collect, summarise, display and analyse data and apply knowledge of Statistics and probably communicate, justify, predict and critically interrogate findings and draw conclusions (DBE, 2007:11). Among its outcomes, the National Curriculum Statement (NCS, 2003) stipulates that learners should be able to solve and make decisions using critical and creative thinking, and communicate their ideas using visual, symbolic, and language skills in various models (DBE, 2003:2). Wessel (2008) asserts that the inclusion of Statistics and probability in the South African Mathematics curriculum for Grade 10–12 comes with specific demands on teachers. There is a need for South African Mathematics teacher to know about how students learn statistics. Furthermore, South African teacher must know that the constructivist theory describes learning as actively constructing one's own knowledge (Von Lagerfeld, 1987), thus the use of general principles of learning statistics during class activities is important (Garfield, 1995).

The Purpose and Research Question

The current paper sought to explore the use of general principles of learning statistics at high school during class activities. The paper was guided by the following research questions.

- How do high school learners engage in class activities aimed at the attainment of the general principles of learning Statistics?

The answers to this investigation will form part of the explanations that the learning of statistics requires learners to constantly engage in statistics class activities aimed at the attainment of the general principles of learning Statistics.

Literature on learning of Statistics

The purpose of this critical review of the literature is to understand and describe the general principles of learning Statistics. Statistics educational reforms are aimed at changing attitudes towards Statistics, and improving the teaching and learning of Statistics (Lancaster & Tishkovskaya, 2010). A theory of learning which has been widely accepted in education communities stems from earlier work by Jean Piaget, and has been labeled "constructivism" (Garfield, 1995). Constructivists view learning as the result of mental construction (Pritchard, 2005:21-22). Based on the relevant research in the context of constructivist principles, Garfield (1995) formulated general principles of learning Statistics, of which they are elaborated below.

Learners learn by constructing knowledge

According to Garfield (1995:30) and Ben-Zvi, Garfield & Roseth, (2008) many research studies in both education and psychology support the theory that learners learn by constructing their own knowledge, not by passive absorption of information. Biehler, McCown, and Snowman (2009:325) maintain that each learner builds a personal view of the world by using existing knowledge, interests, attitudes, and goals to select and interpret currently available information.

Learners learn by active involvement in learning activities

Jacques (2001:54) asserts that learning is not a spectator sport, learners must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. According to the National Research Council (1989) learners appear to learn better if they work cooperatively in small groups to solve problems and learn to argue convincingly for their approach among conflicting ideas

and methods. Ben-Zvi, Garfield and Roseth (2008) assert that learners' engagement in active learning can be fostered by concept mapping.

Learners learn to do well only what they practise doing

According to Garfield (1995), practice may mean hands-on activities, activities using cooperative small groups, or work on the computer. Learners also learn better if they have experience in applying ideas in new situations.

Teachers should not underestimate the difficulty students have in understanding basic concepts of probability and statistics.

Many research studies have shown that ideas of probability and statistics are very difficult for students to learn and often conflict with many of their own beliefs and intuitions about data and chance (Shaughnessy, 1992; Garfield & Ahlgren, 1988).

Teachers often overestimate how well their students understand basic concepts.

A few studies have shown that although students may be able to answer some test items correctly or perform calculations correctly, they may still misunderstand basic ideas and concepts (Garfield and delMas, 1991).

Learning is enhanced by having students become aware of and confront their misconceptions. Students learn better when activities are structured to help students evaluate the difference between their own beliefs about chance events and actual empirical results (delMas and Bart, 1989; Shaughnessy, 1977).

According to Chance, 1997 learners must be encouraged to discuss their misconceptions.

Calculators and computers should be used to help students visualize and explore data, not just to follow algorithms to predetermined ends.

Bruce, Rosebery and Rubin (1988) attest that computer-based instruction appears to help students learn basic statistics concepts by providing different ways to represent the same data set or by allowing students to manipulate different aspects of a particular representation in exploring a data set. The use of technology has been supported by Ben-Zvi, (2000).

Students learn better if they receive consistent and helpful feedback on their performance.

Learning is enhanced if students have opportunities to express ideas and get feedback on their ideas (Garfield, 1995). Feedback should be analytical, and come at a time when students are interested in it (Chance, 1997). According to the American Association for the Advancement of Science (1989) they must be time for students to reflect on the feedback they receive, make adjustments, and try again.

Students learn to value what they know will be assessed.

Garfield (1995) confirms that another reason to expand assessment beyond the exclusive use of traditional tests, is that students will only apply themselves to those skills and activities on which they know they will be evaluated.

Use of the suggested methods of teaching will not ensure that all students will learn the material. Garfield (1995) asserts that no method is perfect and will work with all students. Several research studies in statistics as well as in other disciplines show that students' misconceptions are often strong and resilient - they are slow to change, even when students are confronted with evidence that their beliefs are incorrect.

The South African Mathematics Curriculum does not mention specifically how to learn statistics, but the document provides general and specific aims of Mathematics (DBE, 2011; 4-5; 8). Furthermore, the South African Mathematics Curriculum stipulates that learners must be involved in all the activities, and teachers must afford their learners as many opportunities as possible (DBE, 2011; 8). Thus, effort must be made to ensure that teachers understand how vital their competence is of developing learners in Statistics class activities, that is, their statistics-specific Pedagogic content knowledge (SSPCK). Wessels (2008) asserts that statistics education in South Africa is still in its infancy: much needs to be done to prepare mathematics teachers to teach the broadened Statistics Curriculum. Consequently, it is clear from the above discussion that learning statistics requires learners to constantly engage in fruitful statistics activities aimed at the attainment of the general principles of learning Statistics.

Methodology

Research design

This study adopted a quantitative approach designed, whereby participants' questionnaires were quantitatively analysed (Mackey & Gass, 2011; Creswell 2012:20). Finally, conclusions were drawn.

Sample and Sampling Technique

The population consists of all the Grade 12 Mathematics learners from several high schools who attended the winter school at the Central University of Technology (CUT), South Africa. A purposeful sampling was used to select 432 Grade 12 Mathematics learners (Mc Millan & Schumacher 2001:74).

Research Instrument

To collect the data for this study a questionnaire was used. The Grade 12 Mathematics learners were required to choose an appropriate response from a five-point Likert-scale ranging from rarely to sometimes, uncertain, usually and almost always. Core issues related to the general principles of learning statistics were used to build learners' questionnaire.

Validity and Reliability

For the reliability of the instrument, a pilot study was carried out with ten Grade 12 Mathematics learners who were not part of the sample (Fraenkel & Wallen, 2003). The data were analysed using the Statistical Package for Social Sciences (SPSS). The Cronbach's α -value of 0.757 was seen to be a good measure for determining the questionnaire's reliability (Hogan, Benjamin & Brezinski, 2000). The content validity was carried out by involving two Mathematics subject specialist and two Mathematics teachers for further scrutiny (Fraenkel & Wallen, 2003:173).

Ethical considerations

Confidentiality of the data and freedom to withdraw at any time without penalty were guaranteed to participants before they gave consent to participation (Punch 2009:50). Informed consent was obtained from learners involved during the June 2015 winter school. An authorisation to conduct this research at the winter schools was obtained from CUT (Mouton, 2012:238).

Data Analysis Methods

Descriptive statistics in the form of frequencies and percentages were used to summarise the data collected from the questionnaire. Clusters of items representing the effective learning and general principles of learning statistics were interpreted together.

Results

In Table 1, the responses in the form of raw data are summarised as frequencies (f) for each question which are then expressed as percentages (%). Furthermore, in Table 2, learners' perceptions in

categories related to the general principles of learning statistics are summarised as average frequencies (f) and average percentages (%). Each category in the Table 2 involve different questions. It is evident from Table 1 that the responses to questions 20, 22 and 24 indicated respectively that 301(68.4%), 265(58.2%) and 258(58.7%) learners agreed that learners usually/almost always use the Mathematics knowledge obtained in lower Grades in statistics activities, prefer interpreting new information in terms of their past knowledge and accept new ideas only when their ideas do not work. It is obvious from Table 2 that 275(62.4%) learners indicated that usually/almost always they learn by constructing knowledge during in statistics class.

Table 1 indicate learners' perceptions in learning statistics.

Question	Rarely		Sometimes		Uncertain		Usually		Almost Always		Missing	
	f	%	f	%	f	%	f	%	f	%	f	%
1	63	14.3	23	5.4	37	8.4	69	15.7	29	6.6	7	1.6
2	20	43.5	78	17.7	42	9.5	16	37.0	124	28.2	12	2.7
3	5	11.0	28	6.4	35	8.0	13	30.2	229	52.0	10	2.3
4	23	5.2	54	12.3	54	12.3	12	28.6	164	37.3	17	3.9
5	23	5.2	11	2.5	71	16.1	13	30.0	83	18.9	16	3.6
6	145	33.0	12	2.9	58	13.2	53	12.0	38	8.6	17	3.9
7	38	8.6	67	15.2	64	14.5	14	32.3	113	25.7	14	3.2
8	38	8.6	15	3.5	44	10.0	11	25.0	84	19.1	7	1.6
9	16	3.6	51	11.6	34	7.7	10	24.5	214	48.6	17	3.9
10	17	3.9	56	12.7	35	8.0	96	21.8	212	48.2	24	5.5
11	42	9.5	99	22.5	51	11.6	11	25.7	114	25.9	21	4.8
12	154	35.0	67	15.2	65	14.8	51	11.6	95	21.6	8	1.8
13	17	3.9	82	18.6	82	18.6	13	30.7	113	25.7	9	2.0
14	36	8.2	11	2.7	57	13.0	11	25.2	107	24.3	10	2.3
15	66	15.0	12	2.7	62	14.1	73	16.6	109	24.8	8	1.8
16	83	18.9	13	3.0	58	13.2	69	15.7	86	19.5	8	1.8
17	92	20.9	10	2.4	37	8.4	68	15.5	121	28.9	8	1.8
18	31	7.0	68	15.5	46	10.5	10	23.2	181	41.1	10	2.3
19	32	7.3	26	5.9	30	6.8	87	19.8	251	57.0	14	3.2
20	15	3.4	72	16.4	43	9.8	12	27.5	180	40.9	8	1.8
21	12	2.7	53	12.0	64	14.5	12	28.0	179	40.7	8	1.8

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22	42	9.5	69	15. 7	55	12.5	10 5	23. 9	160	36.4	9	2.0
23	23	5.2	56	12. 7	50	11.4	85	19. 3	207	47.0	19	4.3
24	33	7.5	74	16. 8	60	13.4	12 4	28. 2	134	30.5	15	3.4
25	42	9.5	98	22. 3	45	10.2	96	21. 8	150	34.1	9	2.0
26	124	28. 2	13 9	31. 6	50	11.4	61	13. 9	59	13.4	7	1.6

From Table 1, the responses to questions 3 and 4 revealed that 362(82.2%) and 290(65.9%) learners agreed that usually/almost always they like applying ideas in new situations during statistics activities and their teacher exposes them to the context of the problem in statistics tasks. Furthermore, in question 17, the responses indicated that 199(45.2%) learners rarely/sometimes work in groups of three to four learners in statistics activities. It is evident from Table 2 that 235(53.5%) learners indicated that usually/almost always they learn to do well only what they practise doing. The responses to question 10, 13 and 25 in Table 1, showed respectively that 308(70%), 248(56.4%), and 246(55.9%) learners agreed with usually/almost always that their teacher recognises when learners fail to comprehend during statistics lessons, they have basic understanding of concepts in statistics and they work with their Mathematics teacher until they understand what to do during statistics activities. It is evident from Table 2 that 267(60.8%) learners indicated with usually/almost always their teachers should not underestimate the difficulty they have in understanding basic concepts of probability and statistics.

Table 2 indicate learners' perceptions in core issues related to the general principles of learning statistics.

Category	Rarely		Sometime		Uncertain		Usually		Almost Always		Missing	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Constructing knowledge (Q 20, 22, 24)	30	6.8	71.7	16.3	52.8	11.9	116.8	26.5	158	35.9	10.8	2.4
2. Active involvement (Q 1, 2, 9)	33	20.6	121	27.6	37.7	8.5	113	25.7	122	27.8	12	2.7
3. Do well only what they practise doing (Q 3, 4, 17)	40	12.4	63	14	42	9.6	109	24.8	171	39.4	11.7	2.7
4. Not underestimate the difficulty students have (Q 10, 13, 25)	25	5.8	78.7	17.9	54	12.3	109	24.8	158	36	14	3.2
5. Teachers often overestimate their students (Q 12, 14)	95	21.6	93	21.1	61	13.9	81	18.4	101	22.95	9	2.05
6. Students become aware of and confront their misconceptions (Q 5, 16)	53	12.1	125	28.4	64.5	14.7	100.5	22.9	84.5	19.2	12	2.7
7. Calculators and computers should be used (Q 11, 21, 23)	17.5	3.95	54.5	12.4	57	12.95	104	23.7	193	43.9	13.5	3.05
8. Receive consistent and helpful feedback (Q 18, 19, 26)	62	14.2	77.7	17.7	42	9.6	83.3	18.96	163.7	37.2	10.3	2.4
9. Value what they know will be assessed (Q 8, 15)	52	11.8	138.5	31.5	53	12.1	91.5	20.8	96.5	21.95	7.5	1.7

10.The suggested methods of teaching will not ensure (Q 6, 7)	91.5	20.8	97.5	22.2	61	13.9	97.5	22.2	75.5	17.15	15.5	3.6
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The response to question 12 and 14 in Table 1 indicated respectively that 221(50.2%) learners agreed that learners rarely/sometimes struggle to transfer their understanding to a real-world context and 218(49.5%) learners agreed that learners usually/almost always do not understand other basic ideas in statistics. It is obvious from Table 2 that 182(41.5%) learners indicated that usually/almost always

teachers often overestimate how well they understand basic concepts and 188(42.7%) indicated with rarely/sometimes their teachers often overestimate how well they understand basic concepts. The response to question 12 and 14 in Table 1 indicated respectively that 221(50.2%) learners agreed that learners rarely/sometimes struggle to transfer their understanding to a real-world context and 218(49.5%) learners agreed that learners usually/almost always do not understand other basic ideas in statistics. It is evident from Table 2 that 182(41.5%) and 188(42.7%) learners indicated respectively with usually/almost always and rarely/sometimes their teachers often overestimate how well they understand basic concepts. In Table 1, the responses to question 5 and 16 revealed respectively that 215(48.9%) learners agreed that they usually/almost always like struggling in learning new ideas in statistic and 219(49.8%) learners rarely/sometimes are aware of their misconceptions in statistics. It is obvious in Table 2 that 185(42.1%) learners indicated that usually/almost always they become aware of and confront their misconceptions and 178(40.5%) learners indicated with rarely/sometimes they become aware of and confront their misconceptions in statistics class. The responses to question 11 21, and 23 in Table 1 indicated respectively that 227(51.5%), 302(69.7%) and 292(66.3%) learners agreed that learners usually/almost always receive consistent feedback on their performance, use a calculator to explore data, use the computer to improve their understanding in statistics activities. It is evident from Table 2 that 297(67.6%) learners indicated with usually/almost always calculators and computers should be used to help learners visualize and explore data, not just to follow algorithms to predetermined ends. The responses to questions 18, 19 and 26 in Table 1 showed respectively that 283(64.2%) and 338(76.8%) learners agreed that learners usually/almost always participate during corrections in statistics activities and like assessment that make them reason, and 263(59.8%) learners indicated with rarely/sometimes that they do mark their classmates' work in statistics class. It is evident from Table 2 that 247(56.2%) learners indicated that usually/almost always they learn better if they receive consistent and helpful feedback on their performance. The responses to question 8 and 15 in Table 1 indicated respectively that 194(44.1%) and 183(41.4%) learners agreed that usually/ almost always they think of solutions to problem that will be evaluated in statistics, and 193(43.8%) and 188(42.7%) learners indicated that rarely/sometimes they work hard to improve their skills required by that will be evaluated in statistics. It is evident from Table 2 that 191(43.3%) and 188(42.8%) learners pointed out respectively that rarely/sometimes and usually/almost always they learn to value what they know will be assessed. The responses to question 6 and 7 in Table 1 showed that 273(62.1%) learners indicated with rarely/sometimes they like when their teacher spend time to correct their mistakes and 255(58%) learners agreed that learners usually/almost always have their preferred way of learning statistics. It is evident from Table 2 that 173(39.4%) and 189(43%) learners indicated respectively with usually/almost always, and rarely/sometimes the use of the suggested methods of teaching will not ensure that all of them will learn the material.

Discussion

The focus in this study was to explore the use of general principles of learning statistics at high school during class activities. The data show that more than half of the learners have perceptions of being constantly engaged in statistics class activities, aimed at the attainment of the general principles of learning Statistics. But there are still learners who have perceptions that they are not engaged in core issues related to the general principles of learning statistic. This leads to the conclusion that teachers need to be provided with pre-service or in-service training, strengthening their Subject Matter Knowledge and Pedagogical Content Knowledge related to the general principles of learning statistics. This finding points to a need for strengthening Subject Matter Knowledge and Pedagogic content knowledge of a teacher with a focus on general principles of learning statistics (Garfield, 1995). A

second interpretation of the large percentage of learners responding with rarely or sometimes about their perceptions in core issues related to the general principles of learning statistics may highlight the fact that teachers do not know how to involve learners to constantly engage in statistics class activities aimed at the attainment of the general the principles of learning Statistics. This indicates a need for supporting teachers' PCK specifically for the general principles of learning statistics, as suggested by Garfield, 1995).

Conclusion and Recommendations

Prospects for the improvement of learners in learning statistics must take into account the need for the teachers to understand the general principles of learning statistics. Based on the findings in this study the following recommendations are made. Mathematics teachers need to be provided with appropriate training on the knowledge of the teaching of statistics (their PCK of statistics). Finally, Mathematics teachers need to be provided with appropriate training on the Subject Matter Knowledge of statistics.

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Biology Teachers Problems Related To Utilization Of Natural Appearance Media To Facilitate The Students Learning Ability Of Solving And Environmental

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Abstract

One of the problem biology teacher in high school (SMA) Samarinda is based instructional media utilization natural appearance, so it does not facilitate students' learning ability of solving environmental problems. The appearance of nature in question is damage to the surrounding natural environment. Based on this problem, the purpose of the research is to get the in-depth data of the biology teacher's problem related to the utilization of natural appearance media in biology learning in high school (SMA), so that the data is used as the basis to overcome the problem of teacher related to media utilization. The research method, using qualitative research method with research interview guitar instrument. Research respondents are 10 biology teachers from 5 state high schools in Samarinda City. Data analysis using descriptive analysis through interpretation and meaning. The result of the research found that the problem of biology teacher related to the utilization of natural appearance media is at the planning stage ie the teacher does not plan the use of natural appearance media before implementing the learning, consequently in the implementation of the teacher's learning never use natural learning media. The main cause is that teachers do not understand how to utilize natural exploitation media to facilitate students' problem solving abilities. Some things that need to be understood by the teacher in learning media planning are analyzing learning competence, observing natural appearance media, choosing natural presentation media suitable for learning competency achievement, planning ways and time of media utilization in learning activities.

Keywords: Problem of biology teacher, natural appearance media, environmental problem solving

Role of Authenticity in Heritage Tourism

Malik Husnain Arshad

Abstract

International tourists tend to exhibit varied behaviour; the aim of this research study is to understand the significance of the role of authenticity in heritage tourism and the perception of an international tourist. A questionnaire consisting of different items to identify heritage attractions a tourist would typically visit to have authentic experience was administered. A survey was conducted in the city of San Francisco (USA), using a non-probability convenience sample of 120 respondents. The data collected was analysed with SPSS 18.0. The findings revealed that international tourists have the most authentic experience in historic buildings especially castles and national parks. They have least authentic experience in theme parks. Furthermore, international tourists were concerned about the architecture, originality, traditions, natural landscape of the heritage site regarding authenticity. They visited these sites to experience new culture and to gain knowledge. The implications for the tourism industry are that they should try to maintain their historical and cultural integrity to attract foreign tourists. They should make sure that they don't fall into the commoditization trap which will result in loss of authenticity.

Keywords, Cultural tourism, Heritage Tourism, international tourist, Authenticity, Tourist motivation

Introduction

Tourism is regarded as the largest industry in the world. The immenseness of this industry can be attributed to international tourism which has been growing since the 1950s with the number of tourists increasing from 25 million in 1950 to 805 million in 2005(WTO). This research study focuses on heritage tourism which is an offshoot of niche tourism. The primary reason for selecting this industry for research is, extant research which lacks when it comes to specific understanding into perception of heritage tourist about authenticity, their motivations, and preferences. Secondly this type of tourism serves as a tool for economic growth, as it attracts affluent travellers who spend more and stay longer (Silberg, 1995). Sandra(2005) stated that any country can attain competitive edge by attracting international tourists interested in history and heritage (Sandra ,2005). Timothy and Boyd (2003) showed that this type of tourism addresses the desires of those tourists who are seeking authenticity. As tourists seek authenticity, popularity of heritage tourism has spiked up as it offers customized experience. Customization allows for an immersive experience which educates tourists through direct participation and exploration (Novelli, 2005). However, the question remains what is authenticity form the perspective of a heritage tourist and who are they, what are their motives and preferences.

Heritage tourists are believed to have high expectations from their travel experiences. They seek authenticity and are exhausted of homogenization of places around the world, authenticity is essential to tempt tourists and attain competitive advantage (Nasser, 2003). Commoditization of heritage attractions (Goulding, 2000) have discouraged heritage tourist from visiting these sites, as they have lost their appeal due to lack of authenticity. Heritage Tourists are perceived as being refined, well-informed and sensitive to the environment they visit. To understand these tourists there is a need to have a better understanding into their characteristics, their perception of authenticity, and their motives and preferences

Research Objectives

The research sets out to gain an insight into the characteristics of heritage tourists and subsequently explore their perception of authenticity tourists and explore their motives and preferences, when I comes to visiting heritage sites. The profiles of tourists who seek authenticity at heritage sites will be discussed this will include tourist personal characteristics such as age, gender, income, lifestyles, and their travel experiences. Tourist travel motivations will be evaluated to identify the intents that are more common in international tourists visiting heritage sites and seeking authenticity. Preferences of heritage tourist are going to be explored by identifying different tourist attractions that are most

enticing and they offer authentic experience. To summarize the research study will have following objectives.

1. Describing heritage tourism and heritage tourist and understanding their characteristics
2. Exploring perceived authenticity from the perspective of a heritage tourist
3. Gaining an insight regarding the motivations of a heritage tourist for visiting heritage sites
4. Investigating the preferences of a heritage tourist for different heritage attractions

Literature Review

Heritage tourism

The literature regarding heritage tourism from an international tourist's perspective needs to be reviewed as it will not only help to list different types of heritage attractions but also help to understand heritage tourism. Tourism is acknowledged as a major area of activity of contemporary life, it's a huge international industry that has stretched around the globe (Cohen, 2008). In today's economy, businesses must deliver an engaging experience to differentiate themselves from the competitors (Pine & Gilmore, 1990). The same is true for tourism industry.

World Tourism Organization Tourism defines tourism as "comprising of the activities of person travelling and staying in place outside their usual environment not more than one year for leisure business and other purposes". The range of activities helps classify types of tourism and tourists.

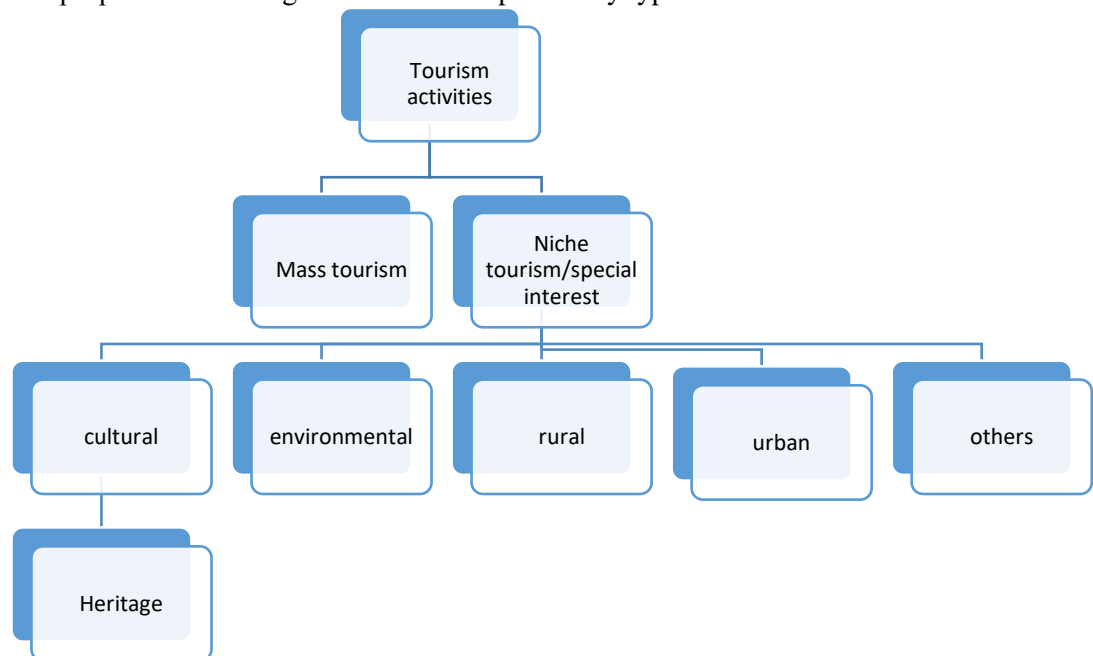


Figure 1: Tourism Activities, Novelli, 2005

Figure 1. shows the division of tourism industry into different categories. Mass tourism is a standardized form of tourism, designed to address taste of wider market (Novelli, 2005). Whereas niche tourism is tailored for special interests of a smaller market. These are experienced group of tourists who demand experiential holidays to meet their special interest desires (Herbert, 1995).

Cultural tourism subsumes heritage tourism and is a part of niche tourism or special interest tourism (Hans and Zeppel, 1991). Several authors state that Heritage tourism is a part of niche tourism whereas some argue it to be part of cultural tourism. A specific definition of cultural and heritage tourism does not exist. Richard (1997) defines it as a "movement of person to cultural attraction away from their normal place of residence, with an intention to gather new information experiences and information to satisfy their cultural need." WTO(2010) states that these travels involve international tourists who are defined as "people who travel to a country other than the one in which he or she has usual residence and outside his/her usual environment for a period not exceeding 12 months" this definition implies that cultural tourism is a sub branch of international tourism and it entices tourists to a specific attraction such as a heritage site (Sigala and Leslie). There is an association between cultural and heritage tourism evident from Tahanan and Operman's(1998) definition which states "Cultural attractions range from historical monuments to handicrafts or

artefacts, from festivals to music and dance presentations, and from bustling street life of a different culture to the lifestyle of indigenous people”. This definition gives an idea about the composition of cultural tourism and elaborates movement of international tourists to host country heritage attractions (Novelli, 2005)

Sigala and Leslie (2005) stated “Heritage tourism refers to historic sites and buildings and the experiences people have in them. In this context the quality of interpretative experience, the experience in the site, and collection of antiquities, the environment surrounding site and the site facilities will all be part of heritage tourism experience”.

Furthermore scenic landscapes having cultural and traditional value are part of tourism resources. Intangible heritage consists of folk traditions whereas tangible heritage incorporates historic buildings archaeological locations, monuments, artefacts of ancient times (Caton and Santos, 2007).

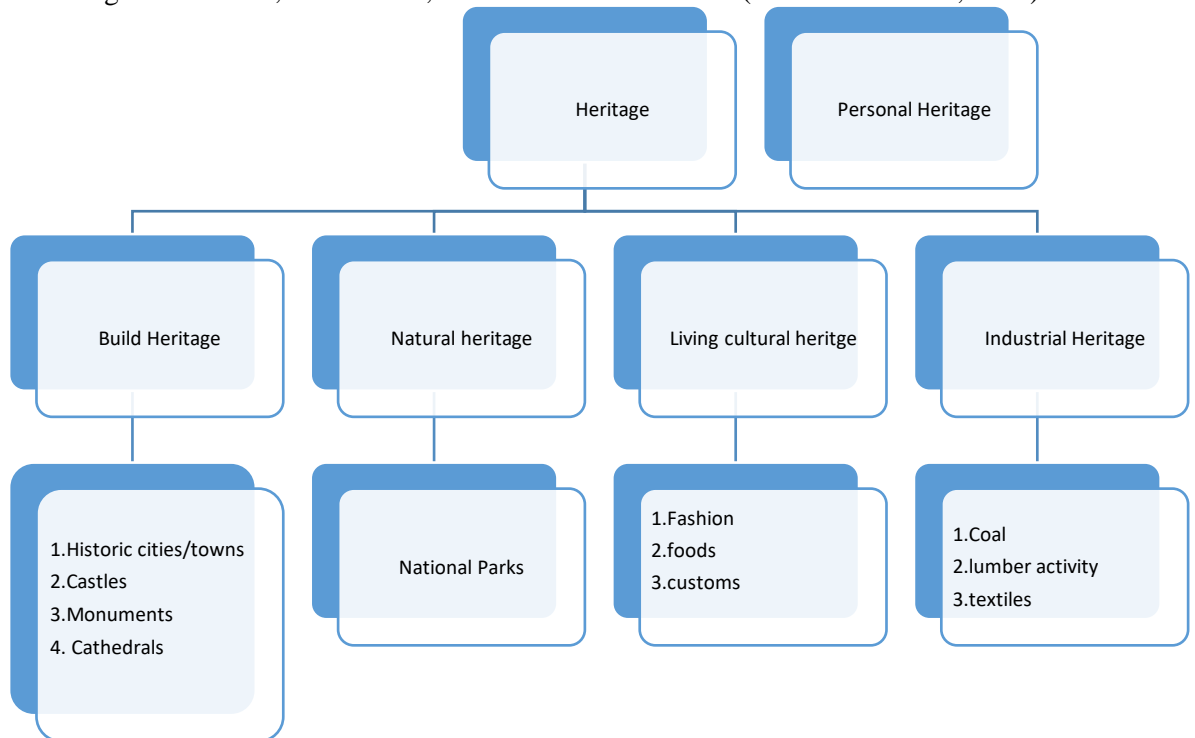


Figure 2: Classification of Heritage tourism, Timothy and Boyd, 2003

Figure 2. Illustrates the myriad of wide-ranging heritage sites which are a mix of tangibles and intangibles elements.

UNESCO in a report in 2010 stated that heritage and cultural tourism have experienced unprecedented growth . WTO (World tourism organization) stated that heritage tourism accounts for 40 % of tours undertaken (Timothy and Boyd, 2003).This is further supported by Li and Cai in 2006 who in their research regarding Heritage tourism considered it as one of the most significant and growing component of international tourism industry .This growth can be attributed to an increased awareness of heritage, higher income level, desire for leisure, increased mobility, and higher level of education (Eastaugh and Weisis, 1989). Additionally TV documentaries resulted in increased public awareness of heritage (Weiler and Hall, 1992).

Perceived authenticity

Authenticity is an intricate idea in heritage tourism as it has multiple meanings and associations (Cohen, 1979).Dean MacCannell (1973) was the first one to introduce the concept of authenticity in travel and leisure industry. He explained authenticity as an absolute concept that is dependent on certain criterions. These criteria encompassed qualities such uniqueness, originality, workmanship, aesthetics, cultural historic integrity, and craftsmanship. In terms of tangibles heritage like forts, castles, monuments or mosques or synagogues, authenticity can be measured by observing whether the original building is still standing or has it been restored or totally reconstructed. This view presented by MacCannell is also known as conventional concept .Conventionally the concept of authenticity is associated with phrases such as real, genuine, true and actual (Waite, 2000). This

concept defines authenticity in terms of uniqueness and originality of workmanship, culture and historical integrity and aesthetics (Halewood and Hannam, 2001).

The conventional concept is questioned by numerous authors as perceived authenticity is difficult to gauge as what may be considered authentic by one tourist might be considered inauthentic by the other tourist, perception of international tourist regarding authenticity is also dependent on their demographics, psychographics and behaviours (Pearce and Moscardo, 1985). Cohen (1988) challenged the idea of authenticity presented by MacCannel (1973) as he viewed authenticity as being relative not absolute. Cohen (1988) explained authenticity as a concept which is dependent on social and cultural norms, the role of history, expertise and tastes. Thus, authenticity is not an absolute concept it is a relative concept dependent on social process. This is subject to innumerable interpretations based on tourist profiles and travel experiences (Tunbridge and Ashworth, 1996). These tourist experiences include sharing feelings, memories, exchanging information about artefacts, and visiting sites (Chhabra, 2003).

The social and conventional concept of authenticity emerges from the inner feelings of travellers and the surrounding environment in they immerse themselves (Cohen, 2008). The conventional concept advocates the fact that authenticity is entrenched in originality, uniqueness and individuality of an object or environment (MacCannell, 1973). On other hand social concept of authenticity describes it as an intrinsic feeling which a person has through variety of experiences (Cohen, 1988). To surmise, the conventional concept of authenticity of a heritage site is dependent upon its originality, native traditions and natural landscape. Where as in social concept authenticity is embedded in type of experience tourist have in the environment regardless of its originality (Cohen, 1988).

Conventional concept of authenticity raises the difficulty of differentiation of staged and real authenticity. Real authenticity consists of original objects or events where as staged authenticity is present in an artificial environment to recreate the real (MacCannel,1979).MacCannell(1973) stated that contrived environment hinders authenticity and prevents tourists from reaching their authenticity goals (Pearce and Moscardo, 1986).The conventional concept of authenticity is further contradicted by social concept of authenticity, which views authenticity as being negotiable through staged event(Cohen, 1983).In social concept authenticity is not authenticated by the objective truth (i.e. authenticity centred on heritage product but on experiences) but it varies based on knowledge of the tourist(Sigala and Leslie,2005) .According to social concept perceived authenticity in heritage tourism is dependent on past which is filtered by tour planners, marketers and entrepreneurs (Britton, 1993;Goss 1993; Selwyn 1990,1992). Thus, social concept authenticity is an illusion rather than definitive or absolute reality (Waite, 2000).

Table 1: Authenticity concept comparison (Source: Cohen, 1988, MacCannell, 1973)

Conventional Concept	Social Concept
<ul style="list-style-type: none"> • Authenticity is Absolute. • Authenticity lies in external environment. • Tourist measure authenticity through their knowledge. • Tourist can only be fooled by staged authenticity if they fail to recognize it. • Authenticity is validated by external environment 	<ul style="list-style-type: none"> • Authenticity is relative.(illusional) • Authenticity lies in mind of tourist. • Authenticity is experiential feeling. • Tourist can have authentic experience in staged setting even if they are aware it's not real • Tourist mind validate the authenticity

Both Cohen(1979) and MacCannell (1973) perspectives ignore the fact that authenticity may lie in social interaction (Pearce and Moscardo, 1986).

Literature shows perceived authenticity will resultantly depend upon product feature and experiential outcome depending upon various objects, tangible signs and communicative elements at heritage sites which will include people. These are either considered authentic or simply fake, imitations or inauthentic (Chronis and Hampton,2008). Authenticity is thought to be achieved either through environment experience, people based experience or a joint interaction of these elements (Pearce and

Moscardo, 1986). More importantly it can be established perception of authenticity will depend upon individual characteristics of tourist and their experiences will shape up their perceptions. So it essential to review the characteristics of heritage tourist.

Characteristics of Heritage tourist

Cohen (1988,) stated that professional and intellectual tourist are more interest in heritage sites and their authenticity whereas are less educated, proletarians and middle class are unconcerned are more inclined towards mass tourism. The reason why perceived authenticity is essential to understand is because heritage tourists are more educated than general public (Timothy and Boyd, 2003). In Europe more than eighty percent tourist have had some tertiary (University/college/school) education and remaining had postgraduate degree (Richards, 1996). Education is seen as a driver for widening and curiosity among people in time, places and events, which draw them to heritage places (Timothy and Boyd, 2003). Studies show heritage tourist are also financially sounder than average tourist and have lucrative jobs. However, May (1996) rejected this point of view by saying that heritage tourist seeking authenticity expand well beyond social class or educational level.

According to previous it shows most the heritage tourist are females as study by ATLAS research found that 52% of European respondents were female. It can be concluded that females are interested more interested heritage tourism but still it can't be substantiated. In terms of age most of the researchers conclude that heritage tourists are younger as compared to other type of tourist; most of them are aged between 25 and 40(Timothy and Boyd, 2005). The existing still needs to validate when it comes to investigating the characteristics of heritage tourists. Furthermore there is a need to gain an insight into the motivations that drive these tourist to heritage attractions.

Motivations

Cardwell (2000) defined motivation "as internal state of organism that drives it to behave in a certain way". Drives are motivational forces that cause individual to be active and stress for certain goal (Mojj, 2004). There is basically three types of explanation for, these are motivation physiological, behavioral and psychological. The psychological explanation is the one that is relevant to tourism industry because it tend to apply to complex human behaviour .According to Eysenck, 2000 "Motivation in psychological sense is generally conceived in terms of process, or a series of processes, which somewhat start, steer, sustain and finally stop a goal driving sequence of behaviour".

It is hard to measure motivations for travel because they are hidden and a tourist might not be willing to share them with others (Gee, Choy and Makens, 1984). Tourist destination choices and travel patterns are heavily influenced by their backgrounds and motives (Um and Crompton 1990; lue, Crompton and Fesenmaier, 1993). Pearce and Lee (2005) developed a tourist career ladder which is based on Maslow Hierarchy theory. Several other theories have been developed as well such as push and pull by Dann(1977), allocentric-psychocentric(Plog, 1974)and escape –seeking (Dunn Ross and Islo-Ahola, 1991).Despite all this work in understanding travel motivation , there is no widely agreed upon framework(WTO,2010) because tourist needs are very complex and vast (Pearce,2006).

In study of motivations by Cohen (1998), the author found that visitors are driven to heritage sites by two broad motives: one is pursuit of knowledge and other is more personal benefits. Cohen's second motive, personal motive include wide range of intentions. He found people intended to visit these sites of perceived health benefits, relaxation, gaining some kind of spiritual reward, recreation activities and enjoying sightseeing. Richard (2001) found that people commonly visit heritage sites not only in their own interest, but they might want to accompany a friend or relative who want to learn more, relax and do sightseeing (Timothy and Boyd, 2003)

Learning is a motivation to visit a heritage site (Zeppel and hall 1992, Poria ,Butler and Airey , 2004) and learning can be related to self-development through site involvement motive presented by Pearce and lee(2005).Learning and willingness has been identified as the critical difference between heritage tourist and other types(Timothy and Boyd, 2003). Pleasure of viewing, education, information, relaxation, entertainment are other benefits associated with heritage consumers (Prentice, 1993).Education and information benefits are part of self-development motives whereas relaxation is part of escape motive.Tourists have multiple motivations which not only include learning from the past but also enjoying the scenery, local flora and fauna of the ground on which the

heritage site is situated and sharing these experiences with family and friends (Canton and Santos, 2007).

Most of the tourists at heritage site are motivated by a desire to become aware of life in the past and learn about the changes that have taken place over past centuries (Canton and Santos, 2007). These motives may arise due to nostalgia and tourist site mainly focus on the past. Nostalgia proneness motivates tourists to heritage sites as they seek to retreat into the past from contemporary life where the bygone era is presented as superior in comparison with the present (Stern, 1992). However, tourist motives will be dependent on their demographics, geographic and psychographics (Timothy and Boyd, 2003).

The cross cultural aspect of tourism should not be overlooked as authenticity and motives which drive tourists to seek authenticity will be dependent on cultural background of the tourist.(Timothy and Boyd, 2003)

Pandora (2010) found in his cross cultural study of tourist motives that there is no significance difference between motives of Western and Asian tourist for travelling to cultural/heritage sites and events this is very encouraging outcome for heritage tourism as it show that this type of tourism cater for tourist with diverse cultural background.

Research Methodology

The data was collected through a survey. The questionnaire was self-administered. For sampling purposes population of interest will be international tourists who have an interest in history and culture..

Collection of secondary data

The secondary data was used to identify range of sites and objects that are a part of heritage. These attractions included build heritage, natural heritage and customs. Then the characteristics of tourists were also identified which showed that heritage tourists are well educated, have higher income and tend to be younger than other tourists. These tourists are more knowledgeable and affluent as they seek authenticity at heritage sites.

A sample size of around 120 was used. Street survey helped to intercept international tourists and fill the self-administered questionnaire. The research was conducted in the city of San Francisco because the city has very rich heritage and its one of the most visited cities in the world. Street intercept survey type was used because it creates an ease to find more cultural tourists in streets around heritage attractions as compared to other locations (Veal,1992).

The questions were designed to understand heritage tourism from an international tourist's perspective .The answer to these questions will help identify different objects and sites that are strongly associated with heritage and mostly visited by international tourist.

Tourist perception of authenticity will be investigated by asking international tourists about heritage sites they visit to have authentic experience and the characteristics that make a heritage site authentic.

Questions about criteria or characteristics that make heritage attraction authentic are also asked. They inquire about the characteristics used by a tourist to evaluate the heritage site in terms of genuineness, replicas, reconstruction. The last objective is investigated through statements derived from travel career theory in literature and it includes the sub motives of main motives for travel such as novelty, relaxation, self-development and nostalgia. The novelty consists of motive for fun and entertainment, experiencing new culture. Escape motive is included by asking respondent to rate rest and relax motive.

Scale questions are frequently employed by researchers in tourism research, they were applied by Pearce and Lee (2005) to indicate the importance of motivation statements. Poria et al(2004) used it to measure the level of agreement with statements concerning a possible visit to a heritage site and Formica and Ulysal(1998) also used it for different motivation statements. The scores extracted from likert scale are very useful because they allow to analyse different statements and the opinion of people from different demographics can also be compared (Veal, 1992).The advantage of scaling questions is that different groups of population can be compared more easily and statistical tools can also be used in manipulating results (Wilson, 2006). Ranking and constant sum response format was considered by asking respondents about the strength of association of attraction with heritage but

this response format was not used because of analytical complexities as it takes more time to complete (Veal, 1992)

The questionnaire starts off with two screening questions. After this the questions related to heritage tourism are asked. After heritage tourism questions respondents are asked about authenticity, the authenticity questions follow heritage tourism questions because it will help the respondents to give an answer about authenticity in context of heritage tourism. Motivation questions come after heritage and authenticity questions because the respondent will think about heritage tourism and authenticity and in relation to this they will think about their motives before answering the question. As it can be seen from the sequence, questions from same topics are clustered together within the questionnaire. This allows respondents to maintain their train of thought on one topic before moving on to the next topic (Webb, 1992). The pilot study was conducted with ten students who pointed out that some of the likert scales were not clear and they couldn't understand the statement. The wording of these statements was changed subsequently.

Sampling

The population of interest included foreign tourists who have interest in history and culture, because special interest tourists have higher preference for authenticity as compared to other tourists (Sigala and Leslie, 2005). Any person who has visited a heritage site outside their home country and has interest in history was selected for the interview. Non probability sampling method was used because it is quicker, simpler and cheaper than probability sampling (Wilson, 2006). Convenience sampling method was employed to stop and question tourists as they pass through the streets. Interviews were also conducted at the exit and entrance point of heritage sites. To make the sample more representative a 50:50 gender ratio was used. Sample size selected for this study is around 120.

The area selected for street intercept survey should be near a heritage attraction because finding international tourists in such location is easier. This and the high volume of international tourists are the reasons to select San Francisco.

Analysis of data gained from interviewees was done through SPSS 18. Mean values from likert scale were used to rank heritage attraction tourist visit to have an authentic experience, criteria of authenticity and dominant motives of international tourist visiting heritage sites.

Findings

A total of 116 respondents reported having interest in history and have travelled to an international destination. Descriptive findings helped to know, understand the profiling of respondents. This was done to differentiate the respondents from heritage tourists. The profiling helped pinpoint characteristics such as gender, age, income and occupation. A heritage tourist typically seeks authenticity. A measure was introduced to gauge the respondents' travel experience because this tends to have an impact on the motivations and the concept of authenticity perceived by the respondents (Cohen, 1988). The strength of association of an object or site with heritage is of paramount importance as concept of authenticity deals with this and the characteristics of heritage attractions. Respondents use this as their criteria to validate authenticity. The research employed tests such as the Independent T-test to know the significance difference among the means in terms of gender, age, travel frequency and origin. Correlations helped to understand the type of relations between heritage and the characteristics that make a site authentic and influence tourist motivations. Multiple linear regressions were used to comprehend the association of site with heritage, characteristics of heritage attraction and tourist motivations.

Table 4.1: Characteristics of respondents (N=116)

Gender	Responses	Percentage	Tourist Origin	<i>Responses</i>	<i>Percentage</i>
Males	56	48%	Europe	60	47.6
Female	60	52%	North America(Canada)	25	19.8
Total	116	100%	Asia	27	21.4
			Other	4	4
			Total	116	100
Age	<i>Responses</i>	<i>Percentage</i>	Occupation	<i>Responses</i>	<i>Percentage</i>
18-25	21	18%	Professional/Technical	41	35%
26-35	53	46%	Manager/executive	22	19%
36-45	17	15%	Clerical/Sales	3	3%
46-59	18	16%	Student	18	16%
Above 60	7	6%	Retired	6	5%
	116	100%	Government/Military	2	2%
			Other	24	21%
			Total	116	100%
Education level	<i>Responses</i>	<i>Percentage</i>	Income per annum	<i>Response</i>	<i>Percentage</i>
PhD.	10	9%	Less than \$50000	47	40%
Master	50	43%	\$50,000-\$150,000	36	31%
Bachelor	43	37%	More than 150,000	15	13%
College	9	8%	Did not respond	18	16%
High School	1	1%	total	116	100%
Less than high school	3	3%			
	116	100%			

Gender mix showed that 52% of tourists were females and 48 % were males. Age wise more than half (64%) of the respondents were below the age of 36 years. This finding was in accordance with the findings of previous studies as heritage tourism market tends to be younger than other tourism types. Also heritage tourism tends to attract educated professionals, this was demonstrated by the finding which revealed that (90%) of respondents were university graduates and (60%) were working. Most of the respondents belonged to Western European countries like Germany, Belgium, France, Holland and UK.

International travel experience

Table 4.2: International travel experience and visits to Heritage sites

No of countries travelled	Frequency	%
Less than 5	18	15.5
5-10	41	35
11-25	35	30
26-40	13	11
above 40	9	7.7
Frequency of visits to Heritage sites on international travels	Frequency	%
Less than once a year	14	12
Once a year	45	39
More than once year	57	49

The above table shows that respondents' travel experience as only eighteen respondents had travelled to less than five countries. The frequency of visits tourist to heritage sites on their international travels is shown, most of the respondents were frequent visitors to heritage sites around the world. Almost 50 % of respondents travel to heritage sites more than once a year. This shows that respondents were no novice to travelling when it came to international heritage sites and it also reflects their level of interest in heritage.

Heritage Association

Respondents were asked to rate different heritage attractions on five point likert scale according to their association with heritage (1=strong association to 5=weak association) .Based on the mean values obtained, the heritage attractions were ranked from 1 to 11

Table 1.3 Heritage attraction ranking

Rank	Heritage attractions	Mean(Ratings 1-5)
1	Buildings(Castles, Palaces, Monuments, etc)	1.64
2	Landscape and scenery	2.06
3	Historic towns and cities	2.18
4	Local People	2.39
5	Customs and Traditions	2.54
6	Food, music and clothes	2.58
7	Cultural events and festivals	2.64
8	National Landmarks	2.69
9	Archaeological Sites	2.86
10	Local Language	3.08
11	Artefacts	3.48

the

From

above table it can be deduced that buildings such as castles, monuments and palaces are strongly associated with heritage. Landscape and scenery, its significance in the context of heritage tourism rank second. Local language and artefacts don't have powerful association with heritage.

Table 4.4: Travel frequency and visits to heritage sites

	Gender	N	Mean	Sig.(2-tailed)
National Landmarks	Male	5 0	2.34	0.028
	Female	5 4	3.02	
Visits to Heritage attractions				
National Landmarks	Once a year	4 2	2.142 9	0.08
	More than once	5 1	3.000	
Age				
Local people	18-35	6 6	2.651 5	0.012
	Above 35	4 2	2.000	

Apart from national landmarks there is no significance difference between male and female respondents in associating different attractions with heritage. The table shows that (p-value <0.05) there is a significant difference between male and female mean value for national landmarks. Male

respondents are of the view that national landmarks are linked with heritage as compared to female respondents.

Tourists who travel once a year to heritage sites, strongly associate National landmarks with heritage as compared to those tourists who travel more than once a year as ($p < 0.05$). This shows that as the travel experience advances, the association of landmarks with heritage becomes weaker however for the other attractions travel experience does have effect on their association with heritage.

There is a significant difference between the mean values ($p < 0.05$) of two groups about how tourists view the local people as being associated with heritage, in this instance older people find local people to be associated with heritage as compared to younger people

The origin of respondents, criteria has the t-test showing that there is no significance difference in associating these attractions with heritage (See Appendix).

The findings revealed that buildings, landscape and scenery and Historic towns/cities have the strongest association with heritage regardless of gender, age, travel frequency and origin of international tourists.

1.5 Heritage attractions visited

1.6 Table 4.5: Most visited Heritage attractions

#	Answer	Response	%
1	National Parks and Gardens	108	92%
2	Castles	100	85%
2	Museums	100	85%
3	Monuments	93	79%
4	Historic towns	92	78%
5	National landmarks	90	76%
6	Abbeys, Churches and priories	85	72%
7	Archaeological site	76	64%
8	Historic Houses	71	60%
9	Palaces and tombs	69	58%
10	Battlefields	63	53%
11	Other	10	8%

The findings show that build and natural heritage attractions are a crucial aspect of heritage tourism especially castles and national landmarks as they receive the highest number of international tourists and these do not vary much per gender, age, travel frequency and origin.

Places tourist visit to have authentic experience

Table 4.5: Places tourist visit to have authentic experience

Rank		Mean(Ratings 1-5)
1	Historic building	1.67
2	National Parks	1.97
3	Cultural events	2.14
4	Museums	2.18
5	Local restaurants	2.25
6	Theme parks	3.66

Authenticity was measured by inquiring the respondents about attractions where they had the most authentic experience (1=most authentic to 5= least authentic). A peculiar finding was that heritage tourists believe that it's highly unlikely for them to have an authentic experience in theme parks this is because themes parks mostly consist of artificial attractions. Respondent seek real authenticity and not staged authenticity (MacCannell, 1973). Theme parks were identified as the last place where respondents would go to have an authentic experience.

T-test**Table 4.6: independent t-test for authentic experience**

	Gender	N	Mean	Sig(2-Tailed)
Historic Buildings	Male	56	1.93	0.01
	Female	59	1.43	
	Age			
Historic Building	18-35	73	1.80	0.06
	Above 35	42	1.42	
Theme Parks	18-35	74	3.42	0.010
	Above 35	42	4.10	
	Origin			
Theme parks	Non-Europeans	56	3.39	0.043
	Europeans	60	3.92	
Cultural Events	Non-Europeans	56	2.41	0.06
	Europeans	60	1.88	
National parks	Non-Europeans	56	2.27	0.02
	Europeans	60	1.68	

Test was applied to know

whether there is difference between female and male respondents visiting different places to have an authentic experience. ($p=0.01 < 0.05$) t-test revealed that females (1.42) think that historic buildings made their experience more convincing as compared to males (1.93). It also demonstrated that the number of visits to heritage attractions does not influence respondents having an authentic experience in them. Respondent above the age of 35 have credible and authentic experience in historic buildings as compared to younger respondents ($p=0.006 < 0.05$).

For European respondents cultural events and National parks tend to entail a more authentic experience as compared to non Europeans.

7 Characteristics that comprise an Authentic Heritage Attraction

Respondents were asked to rate characteristics on five point likert scale that make a heritage attraction authentic (1=Very authentic to 5= not authentic).

Table 4.7: Characteristics that make heritage attraction authentic

#		Mean(Ratings1-5)
1	Original historic building	1.75
2	Traditional Architecture	1.84
3	Local people and traditions	1.91
4	Genuineness of artefacts	1.98
5	Accurate representation of history	2.00
6	Landscape and surrounding environment	2.04
7	Restoration of original building	2.32
8	Overall experience	2.35
9	Staging historical events	2.66
10	Legends and myths	2.67
11	Reconstruction of original building	2.75
12	Replicas of artefacts	3.35

As seen from the above table an original historic building emerges to be an important trait for authenticity. Traditional architecture emerged out as having the second lowest mean, this shows that traditional style buildings are thought of as being more authentic as compared to other style of building. Local traditions and people is another important characteristic for authenticity as shown by the mean value of (1.91).Genuineness of artefacts, accurate representation of history and landscape are all the criteria that make a heritage attraction authentic. The mean table shows staging historical events, legends and myths and reconstruction of original building tend to suggest that a site is less authentic as they have lower mean value. A replica of artefacts is likely to have a negative impact on the authenticity of a heritage site.

T-test**Table 4.7: t-test for characteristics of authenticity**

	Age	N	Mean	Sig.(2-Tailed)
Genuineness of artefacts	18-35	7	2.24	0.01
	Above 35	4	1.52	
Traditional Architecture	18-35	7	2.01	0.017
	Above 35	4	1.55	
Myths and Legends	18-35	7	2.01	0.027
	Above 35	4	1.54	
Renovation and restoration of original building	18-35	7	2.57	0.00
	Above 35	4	1.88	
	Origin			
Replicas of Artefacts	Non-Europeans	5	3.14	0.49
	Europeans	6	3.55	
		0		

The characteristic of authenticity regarding male and females suggested that there is no difference between male and female respondents. Tourists above the age of 35 are concerned about the

genuineness of artefacts, traditional architecture, and the criteria of authenticity of a heritage site is shown by $p\text{-value} < 0.05$. Myths and legends have a significant difference between the mean of two groups, tourists between 18 and 35 have lower mean value for this criteria as compared to tourist above 35. The t-tests revealed that there is no significance difference between the tourist who travels once a year and those who travel frequently that is more than once a year in terms of the characteristics that make heritage site authentic. Both Europeans and non-Europeans consider replicas as having a negative impact on authenticity but the t-test revealed as Europeans being conscious about the replicas as compared to non-Europeans in terms of identifying or validating authenticity

Tourist motives

Respondents were asked to rate motives that motivate them to visit a heritage site.

Table 4.8: Dominant motives of international tourist motives visiting heritage attraction

rank	Motive	Mean(Ratings 1-5)
1	Experience new culture	1.88
2	increase knowledge	2.02
3	View scenery	2.06
4	Overall atmosphere	2.19
5	Interest in history	2.25
6	Interest in architecture and arts	2.28
7	Fun and entertainment	2.36
8	To gain new perspective on life	2.43
9	Enjoy time with family and friends	2.43
10	Taking picture	2.57
11	Rest and relax	2.66
12	Escape into the past	2.74
13	To be with people of same interest	2.94

The table shows that the lowest mean values are to experience new culture and increase knowledge. The ranking of motives was done per mean values. Experiencing new culture and increasing knowledge are top motives for visiting a heritage site. Escape into the past which is related to nostalgia was low on ranking, this was not expected as heritage attractions thrive on past events, this motive was thought to be a dominant tourist motive for visiting a heritage site but results from mean calculations prove otherwise.

Independent T-test

Table 4.9: Independent t-test for travel motives

	Age	N	Mean	Sig(2 tailed)
Interest in history	18-35	70	2.54	0.001
	Above 35	40	1.73	
Interest in art and architecture	18-35	71	2.63	0.000
	Above 35	40	1.65	
Viewing scenery	18-35	73	2.25	0.016
	Above 35	42	1.74	
Increasing knowledge	18-35	71	2.18	0.036
	Above 35	41	1.73	

Experiencing new culture	18-35	68	2.07	0.25
	Above 35	42	1.57	
	Visits to Heritage attractions			
Rest and Relax	Once a year	44	2.91	0.040
	More than once	57	2.40	
Gaining Knowledge	Once a year	42	2.29	0.043
	More than once	56	1.82	
Experience new culture	Once a year	43	2.16	0.044
	More than once	55	1.69	
	Origin			
Enjoy time with family and friends	Non-Europeans	56	2.71	0.07
	Europeans	59	2.17	
To rest and relax	Non-Europeans	56	3.00	0.004
	Europeans	59	2.34	

The t-test revealed that there is no difference between the motivations of male and female tourist who travel to heritage sites as none of the p-values were below 0.05. Age wise significant difference existed between the mean of tourist aged between 18 and 35. Interest in history, art and architecture, viewing scenery, increasing knowledge, experiencing new culture and gaining new perspective on life also showed a significant difference. Tourists aged above 35 are more motivated to visit heritage sites because of their interest in history, interest in art and architecture, viewing scenery, increasing knowledge and experiencing new culture as compared to tourists aged between 18-35. travel frequency was shown as tourists who travel more than once a year identify rest and relax more importantly. Tourists who travel more than once also have higher preferences for acquiring knowledge as compared to tourists who travel once a year and are more motivated to experience new culture. The motive of enjoying time with family and resting is more prominent in European tourists as compared to non-Europeans when they visit heritage attractions.

Multiple Regression

Multiple regressions helped to understand the impact of sites association with heritage, characteristics that make a heritage site authentic and tourist motivations to have an authentic experience. Multiple regressions also helped to relate heritage tourism, authenticity and tourist motivations.

Table 4.10 reliability table

	No of items	Cronbach's alpha
Association with Heritage	11	0.726
Attractions visited to have an authentic experience	7	0.323
Characteristics that make heritage site authentic	12	0.793
Tourist motivations	12	0.838

The table demonstrates that internal reliability of underlying items of all variables excluding attractions visited by tourists to have an authentic experience is high. The reliability of attractions tourists visit to have an authentic experience may be augmented by abolishing theme parks. If theme parks are not there, the inner reliability rises up to 0.57 and accordingly Kehoe (1995) stated that any value 0.5 and above is acceptable for accepting items with in a dimension.

Table 2.11: Correlations
Correlations

			Association with heritage	Tourist motivations	Characteristics	Authentic experience
Association With Heritage	Pearson Correlation	1	.275**	.222*	.277**	
	N	116	115	116	116	
Tourist motivations	Pearson Correlation	.275**	1	.381**	.402**	
	N	115	115	115	115	
Characteristics that make heritage site authentic	Pearson Correlation	.222*	.381**	1	.613**	
	N	116	115	116	116	
Authentic experience	Pearson Correlation	.277**	.402**	.613**	1	
	N	116	115	116	116	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table illustrates that significant positive correlations exist between tourist attractions and heritage, places tourist visit to indulge in an authentic experience, characteristic that make a heritage site authentic. These correlations demonstrate that tourist attractions that are visited by tourists to have an authentic experience are influenced by their motivations and characteristics of the site.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.421	.405	2.92787

a. Predictors: (Constant), q3overall, Q8_overall, Q5_overall

The findings show that in heritage tourism build heritage, landscape and scenery and historic cities /towns have strongest association with heritage and gender, age, travel frequency and origin do not influence to cause variance amongst these associations. Amongst these National Parks and Castles, build and natural heritage are the most visited attractions. The correlations result show that there is a positive relationship between heritage sites associations and respondent's authentic experience. The findings also showed that females and respondents above 35 indulge in more authentic experiences in historic buildings. The vital characteristics that make a heritage site authentic are originality, traditional architecture and genuineness. Experiencing new culture, increasing knowledge and viewing scenery are assertive motives amongst international tourists and these tend to be prominent amongst tourists aged above 35. Multiple regression results show that tourist motives and characteristics of heritage sites do have an impact on tourists having an authentic experience in heritage sites.

Conclusion

Heritage tourism was examined by probing various classifications and definitions. The literature review showed that this type of tourism consists of wide variety of attractions and most prominent of them are buildings, landscape, artefacts and cultural traditions (Herbert, 1995). The definition of heritage tourism that was used for this study was movement of international tourists to heritage attractions of a foreign country. A questionnaire was designed to measure the strength of association of heritage attractions with heritage from international tourist perspective. The findings showed that buildings such castles, Palaces, Monuments, landscape, scenery and historic towns have the strongest association with heritage. With respect to natural heritage national parks were most visited attractions. The findings also show that cultural heritage have weaker association with heritage tourism as compared to build and natural heritage. From international tourist's perspective national parks and castles are two heritage attractions that are most enticing.

5.2 The concept of authenticity in heritage tourism

The results revealed that tourists tend to have most authentic experience in historic buildings and least in theme parks. This implies that international tourists are more inclined towards real authenticity as compared to staged authenticity because theme parks mostly consist of staged attractions whereas historic buildings and national parks are more representative of reality.

As historic buildings consist of numerous heritage attractions like castles, churches, historic houses, palaces and tombs hence tourists were asked about them. Respondents reported that castles are the historic buildings offer authentic experience. This finding supports the idea of Burennett(2001) who says authenticity is associated with historical objects in this case the object is building. Secondly natural heritage is also very important part of heritage tourism as a tourist seeks authentic experience in natural landscape. Museums were not thought of as offering authentic experience because tourist participation in museums is passive and it's not active. This shows that historical objects are not enough to make an experience authentic but active participation is essential for international tourists. Cross culturally it was proven that Europeans have more authentic experience as compared to no-Europeans.

The characteristics such as genuineness, originality and traditional architecture were related to object related authenticity. Correlation tests showed that international tourists want to experience real authenticity not the staged authenticity because they think that legends and myths, staging historical, reconstructed historic buildings and replicas all have somewhat negative impact on authenticity of heritage attraction. This might have been due to fact that most of the respondents had travelled to many countries and were highly educated.

The findings are coherent with Cohen's(1988) view about intellectuals and professionals as the ones who seek authenticity . The findings revealed that international tourists who have interest in history and culture are existential or experiential tourists who are concerned about the factual and locational authenticity. The findings also revealed that social interaction with people which is an aspect of authenticity matters. This means that tourists at heritage sites look for high level of authenticity in external environment and this results in them having an authentic experience.

The top three dominant motives of tourist who wanted to seek real authenticity at heritage sites was to experience new culture, increase knowledge and view scenery. International tourists want to visit historic buildings, national parks and culture because of the motive to experience new culture, increase their knowledge and view scenery. As these are the top motives tourists want to know about the real culture not a masked one, and if they realise that reality is being distorted, they will not consider their experience to be authentic. TCL theory suggests that Novelty motives for tourists with interest in history are the self-development through host site involvement. It can be said that tourist with self-development motives through host site involvement will seek real authenticity at heritage furthermore these tourists can be characterized as being existential or experiential tourist.

Implications

This study has implications for the international tourism industry in the form of a need identification that is to cater for the tourists whom have interest in history and culture. To promote their heritage attractions,they need to be more concerned about the authenticity and originality of the site. They need to make sure that they don't mix historical facts with fictions. If the authenticity of heritage attraction is eroded it will become less appealing to international tourists, so maintenance of heritage attractions by ensuring that originality, genuineness and traditions remaining intact is essential. They should try to differentiate themselves from mass tourism industry.In addition to this castles and national parks should be maintained, any sort of reconstructing or modification of these heritage sites should be done carefully to ensure that their authenticity is not eroded. Moreover,some of the developing countries don't understand the value of their heritage attractions and they usually lie in ruin, not maintained by concerned authorities. It is imperative for developing countries to preserve their heritage and promote them without undermining their authenticity. Marketers, entrepreneurs and tourist providers can categorize the cultural tourist and have an insight into the level and type of authenticity they seek. These insights will help the tourist destination to offer a tailored experience to the international tourist.

Limitations

The research study could have been ameliorated if a qualitative research was used to get tourist's concept of authenticity.The street survey reduced the length of the questionnaire which led to

exclusion some important questions. The research study could have been improved if three or four different sites were visited in different localities and they could have been observed for level authenticity.

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Appendix 1: Questionnaire

Role of Authenticity in Heritage Tourism

Dear Respondent, I'm a student of MSc International Marketing at University of Strathclyde, Glasgow, UK. This questionnaire is a part of my research study which is on role of authenticity in Heritage Tourism; I would really appreciate if you can take some time out to fill in this

questionnaire. It will take less than five minutes to complete it. All information will be kept confidential and used only for research purpose of this study. Thank you.

Q1 Do you have an interest in heritage and culture?

- Yes
 No

Q2 Number of countries you have travelled?

Q3 When you think of heritage, which of the following attractions you would you associate with heritage? (1=strongly associate 5=No association)

	1	2	3	4	5
Buildings(Castles, Palaces,Monuments,etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Landscape and scenery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archaeological Sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customs and Traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural events and festivals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food, music and clothes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic towns and cities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artifacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Landmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Please specify which one of following Heritage sites have you been to?

- Castles
 Abbeys, Churches and priories
 Battlefields
 Archaeological site
 National Parks and Gardens
 Monuments
 Historic towns
 Museums
 National landmarks
 Historic Houses
 Palaces and tombs
 other _____

Q5. How often do you visit heritage sites on your international travels?

- less than once a year
 once a year
 more than once

Q6 Think of your foreign travels, which one of the following places made your experience authentic.(1= most authentic to 5= least authentic)

	1	2	3	4	5
Theme parks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Museums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local restaurants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Parks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 In your opinion authenticity of any Heritage site lies in (1=strongly agree to 5=strongly disagree)

	1	2	3	4	5
Genuineness of artifacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Replicas of artifacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Original historic building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconstructed historic Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Renovation and restoration of original building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurate representation of history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Landscape and surrounding environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local people and traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staging historical events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legends and myths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 .Think of your last visit to a heritage site and agree or disagree with the following statements as a motive of your visit (1=strongly agree to 5= strongly disagree)

	1	2	3	4	5
to have fun and entertainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to enjoy time with my family and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because of interest in history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
because of interest in art and architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to rest and relax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to escape into the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

to take pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to feel the overall atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to view scenery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to increase knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience new culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to gain new perspective on life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be with people of same interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You visit heritage sites

Q10 .Please specify your age?

- 18-25
- 26-35
- 36-45
- 46-59
- 60 and Above

Q11. Gender

- Male
- Female

Q12. Education level

- PhD.
- Master
- Bachelor
- College
- High School
- Less than high school

Q13. Occupation

- Professional/Technical
- Manager/executive
- Student
- Clerical/Sales
- Retired
- Government/Military
- Other (8) _____

Q14. Income per year? (Optional)

- Less than \$50,000
- \$50,000 to \$150,000
- More than \$150,000

Q15. Country of origin

Q1

Appendix 2: Tourist motivations used in questionnaire

Motive	Statement used in questionnaire
Novelty	1. To have fun and entertainment
	2. Interest in history
	3. Interest in culture
	4. To feel overall atmosphere
Relaxation/Escape	1. To rest and relax

Nature	1.To view scenery
Self-development	1.To experience new culture
	2.To increase knowledge
Relationship strengthening	1.To enjoy time with family and friends
Nostalgia	1.To escape into the past
Recognition	1.To take pictures
Self-actualization	1.To gain new perspective on life

Appendix 3
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	690.945	3	230.315	26.867	.000 ^a
	Residual	951.542	111	8.572		
	Total	1642.487	114			

a. Predictors: (Constant), q3overall, Q8_overall, Q5_overall

b. Dependent Variable: q7overalllessthemeparks

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.562	1.283		1.997	.048
	Q5_overall	.072	.034	.172	2.148	.034
	Q8_overall	.281	.042	.523	6.640	.000
	q3overall	.040	.027	.111	1.461	.147

a. Dependent Variable: q7overalllessthemeparks

Is Facebook Marketing Advantageous For Business?

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Abstract

Facebook is considered to be one of the most frequently used and common social networking sites around the world. Since Facebook is the most popular media platform, it is used and followed by millions of people throughout the world. This platform is also known as the cheapest way of encouraging and promoting products, goods and services. Facebook is a very useful marketing tool for organizations as they always strive to spend less money for expensive advertising determinations. This paper explains the reasons behind why organizations should utilize Facebook as their marketing tool and how they make advantage from it.

Key words: Facebook Marketing, Advertisement, Social media platform, Facebook, Creating Awareness.

Introduction

Social networking sites have reached their acme of popularity. According to Millions (2017), there are more than 1, 94 billion monthly active users worldwide in the first quarter of 2017 (see the Appendix 1) and this quantity promises to grow year on year. Usually, media platform is used to share video, picture, audio, story, gifts, stickers and other kinds of shareable media. According to Techtargat (no date) "Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration". All these go from written to videos to audios which, are generated in order to be shared. Shared media is very easy to be commented on, sent and copied. Moreover, since this is connected to the Internet and not concerned with a high cost, it is easy to view, comment, track and follow.

Facebook is the most widespread public networking site. The Business Dictionary (2017) defines Facebook as:

"A social media website first developed by Mark Zuckerberg while he was a student at Harvard in 2004. Since its creation, it has become one of the most popular social media sites attracting people of all ages from all over the world. To use the site you must create a personal profile where you provide information about yourself that can either be made public or private, depending on your privacy status. Once your personal profile is created you can request friends, like pages, share articles with your friends that you have found and more. Facebook is a way to stay in contact with your friends or just your acquaintances".

Since Facebook is the most popular social media platform, some organizations utilize Facebook in view of collaborating with their stakeholders, supporting their products, services and goods, and also, getting information and comment from the society.

It is crystal clear that organizations always try to make people aware and promote their products and services in a way that does not require going further on marketing campaigns with spending much money, even though they can afford. At this point, Facebook comes being as the cheapest way of solution to the organizations' essentials being associated with making people aware, fundraising and interesting volunteers. Since Facebook is getting popular worldwide, it is playing a key role in every organizations' advertising efforts. In spite of many prospects offering better marketing, organizations' marketing agencies do not use Facebook maximally, despite the high demand for using Facebook in the sphere of marketing. The purpose of the research is to identify the full picture why organizations are not using Facebook to its full capacity, albeit they are familiar with its benefits for their business.

Literature review

Various organizations play a key role in the society. All schools, colleges, universities, hospitals, hotels, charity organizations and others. According to Business Dictionary the definition of organization is "A social unit of people that is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems--they affect and are affected by

their environment” (Organizations, 2017). Each organization is specialized in a certain direction and activity. In spite of the resemblance in their structure, there are diverse types of such kind of organizations. Organizations differ from each other in terms of their functions, sizes, plans and outputs. To advertise their product and service organizations are in need of making efforts toward marketing. A lot of methods are available in the field of marketing and Facebook is an option among them.

Existence on Facebook offers to organizations an opportunity of staying in touch with their customers, subscribers, helpers and other followers. It enables organizations to start relations with their stakeholders and communities. Social Network Theory endorses the above-mentioned claim. It may refer to Facebook, since cordial relations, mutual benefits, and eagerness on making acquaintance keeps individuals and establishments in contact on the platform. The term “node” is applied to denote various people and establishments which stay in touch on the basis of similar preferences (Katz, Lazer, Arrow, & Contractor, 2004). Facebook also fulfils very similar function: individuals and establishments are fused together based on mutual preferences and outlook.

The most well-known social network of the globe is Facebook. Facebook is more than 13 years of age and has just under 2 billion (1, 94 billion) current users (Facebook, 2017). It possesses a lot of functions, which facilitate the activity of organizations. Certain organizations make use of Facebook for charity purposes (Rockwin, 2012). Particular organizations make use of this network to encourage people to donate and give presents. Facebook economizes money in employing activists and attracting clients. Network of Facebook offers organizations to establish communications through observing discussions about the latest events and details in the profiles of theirs and others. Facebook is also used to receive comments from the members of society and to be aware of what is happening in the society. Organizations fulfil this task only through questioning their subscribers concerning significance of their concepts and regarding the outputs they provide (McCurry, 2014).

Because of Facebook’s fame as a social network, it can be very beneficial tool of carrying out business marketing. The advantages of Facebook with this regard will be presented below. Despite its high prevalence, Facebook is not used effectively in the sphere of carrying out particular organization’s activities. Organizations are advised to be present on Facebook due to some factors which will be analyzed below.

Discussion

Facebook assists to disseminate the message

Some organizations do not have sufficient funds to promote adequate marketing. Obviously, they do not succeed in the absence of such attempts. Employing specialists for the advertising is of high price as well as it burdens the economy of the organizations. Low-funded organizations’ having problem with advertising their operations and outputs is prevalent. However this social media platform requires small expenditure for suitable marketing efforts, it satisfies the demands for promoting companies’ policy and output by making posts, responding to questions of subscribers. While it is challenging to discuss organizations’ products and services through TV canals or Radio sets, it can be easy to make people aware of the organizations’ missions via Facebook.

Some organizations can be a good role model for others by becoming famous through using Facebook. For instance, “Visit Scandinavia” is a very active Facebook operator on the platform. “Visit Scandinavia” is one of the travel agencies in New York, whose objectives are to make people aware of Scandinavia as a multi-leisure travel destination and inviting people to visit “Go Scandinavian” summer camp from all around the world. This organization, by using Facebook advertisements and comments, could manage to get its followers and subscribers and more than 97,814 likes and 95,301 people signed for the platform (See the Appendix 2). By sharing information, comments and experiences with its supporters, the organization increased awareness among people around the world. “Visit The Outer Banks” Facebook web-page can be one more example for successful Facebook marketing. The organization is considered to be one of the Tourist Information Centers in Manteo, North Carolina. The purpose of creating Facebook page was to extend the number of fans and to catch the attention of new followers. Secondly, it was aimed that the company would be able to go into partnership with potential sponsors. 724, 813 people liked the agency, 690, 232 people signed for it and 19 862 people paid visit to the organization (See the Appendix 3) (MMGY, 2016).

Advantages of Facebook Marketing

Edelman (2007) states that consumers are using social networking sites more than before. Social network marketing is becoming dominant among all the types of advertising. Facebook enables organizations to keep in contact with as many people as possible, since it possesses functions like messaging, commenting and posting (Luke, 2009). One advantage that Facebook provides is to reduce advertising expenses and efforts. Most organizations are always struggling to reduce their expenses and Facebook is one of the best chances for them to stay in touch with myriads of consumers cheaply (Mize, 2009; Palmer & Koenig-Lewis, 2009).

Facebook is likely to replace marketing through telephone calls, since customers are fed up with answering calls from marketing agencies. However, Facebook is multi-functioned in terms of providing immediate communication between consumers and marketing agencies. Outputs of the organizations are assessed by consumers directly and quickly.

Old-fashioned media was unable to provide excellent information prior to the emergence of Facebook. During these years, specific marketing approaches were used to promote the brand (Schultz, 2010). Yet, currently, consumers evaluate and search for the products with the help of Facebook in the absence of expensive marketing approaches elaborated by the organizations. Bernhardt et al., (2009) states that consumers are not the audience anymore, since, with their online feedbacks, they demonstrate active attendance in the process of making information. Followers' positive or negative feedback has impact on the organizations' reputations, positive feedback is spread among followers through networks to attract customers' attention.

Researches have examined the relationship of being active on Facebook platform and product sale rate. According to Shankar and Malhotra (2007), marketing agencies should extensively put emphasis on online interaction to sell and make ads their goods, services and products. As an example, they discovered the interrelation of the visits to music page and sale in music products, according to the study the organization which used Facebook marketing experienced two-fold success than those who did not.

Worries and Threats connected to Facebook Marketing

However Facebook increases the significance of marketing O'Malley (Palmer & Koenig-Lewis, 2009) states that the vast majority of people use Facebook to exchange their ideas with other people and they do not pay attention to online advertisements. According to the conducted research only 20% of the Facebook users would look through such kind of pages but the others would not. This fact really proves that people do not mainly use Facebook for online shopping.

Some organizations design pages to unite a group of users who have the same cause and goals, but Croft (2008) indicates that group members are not likely to allow organizations to penetrate their group with online advertisements due to their concerns associated with privacy and confidentiality. Organizations should establish communication with users to convey positive messages about their products and to conduct data collection on demands and preferences of costumers. But providing that organizations produce goods without taking costumers' demand and preferences into consideration, they fail to sell their goods and products effectively (Acar&Polonsky, 2007; Palmer & Koenig-Lewis, 2009).

Laura Forer (2009) suggested that companies should lay out about \$11, 000 monthly on their Facebook ads to carry out effective trade. According to the research of (Porterfield, 2010), more than half of organizations reported about their failure in making profit through Facebook marketing. But, others admitted that they did not sufficiently carried out data collection. This study also showed that only those who have strong strategy to conduct Facebook marketing had twofold potential to be successful.

Conclusion

Advantages of Facebook are not restricted with disseminating information, carrying out advertising and staying in touch with consumers, in fact these are the most significant features of Facebook. However, Facebook also is well capable of reducing advertising expenses and providing clues with regard to needs and preferences of costumers as underlined above. Organizations' future is determined by how effectively they carry out advertising, simultaneously economizing their expenditure. Facebook containing conveniences regarding all these aspects renders great assistance in carrying out successful marketing. TV, magazine, radio, newspaper and other tools of advertising are highly costly to circulate the message among consumers. As it is highlighted in the paper Facebook may be way-out

since it is nearly free of charge as compared to other marketing tools. Therefore, Facebook can be successful substitution to the traditional marketing tools.

Future Research

Despite the fact that Facebook is highly effective to promote organizations output, it is not maximally and widely used for such purposes. In the paper its virtuous sides were underlined one by one. Additionally, potential worrisome points associated with Facebook marketing have been looked through. However, elaborating long-term recommendations to utilize Facebook as a marketing tool remains prospective. Subject of my future observations will be to put forward suggestions for the organizations to incorporate Facebook into their advertisement strategies in depth.

Biography

My name is Mansur Absaitov. Currently I am an undergraduate student at Westminster International University in Tashkent. Where I have successfully finished the first year of my study. Upon graduation, I hope to pursue my Master's degree in Economics with Finance and become expert of my own field. I saw how valuable my practices were at the International Youth Summit 2017 and International WIUT MUN, and I wanted to share my success with other my peers. This article shows advantageous and risks associated with Facebook Marketing and may be guideline to those who want to utilize Facebook for advertising products and services.

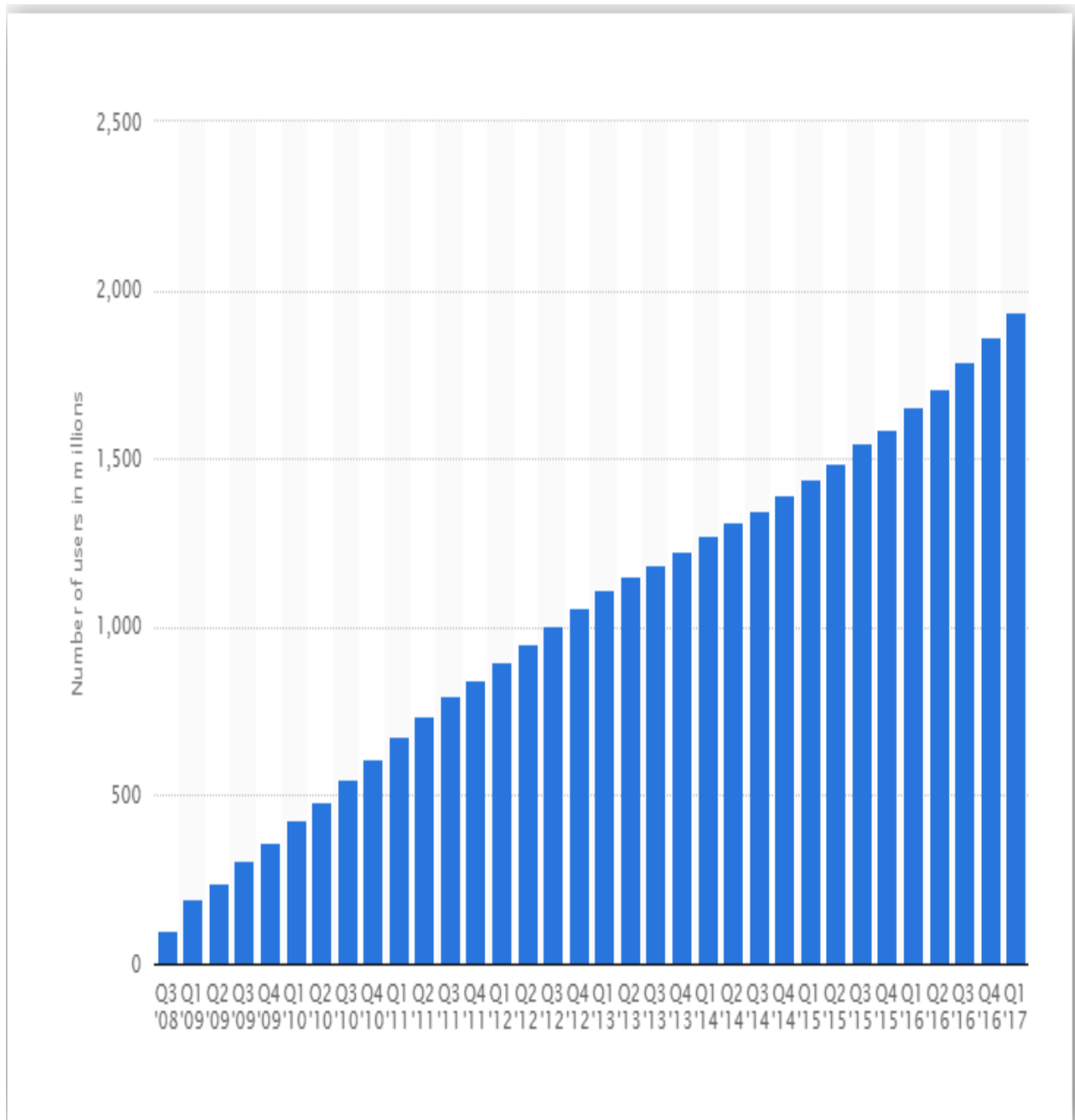
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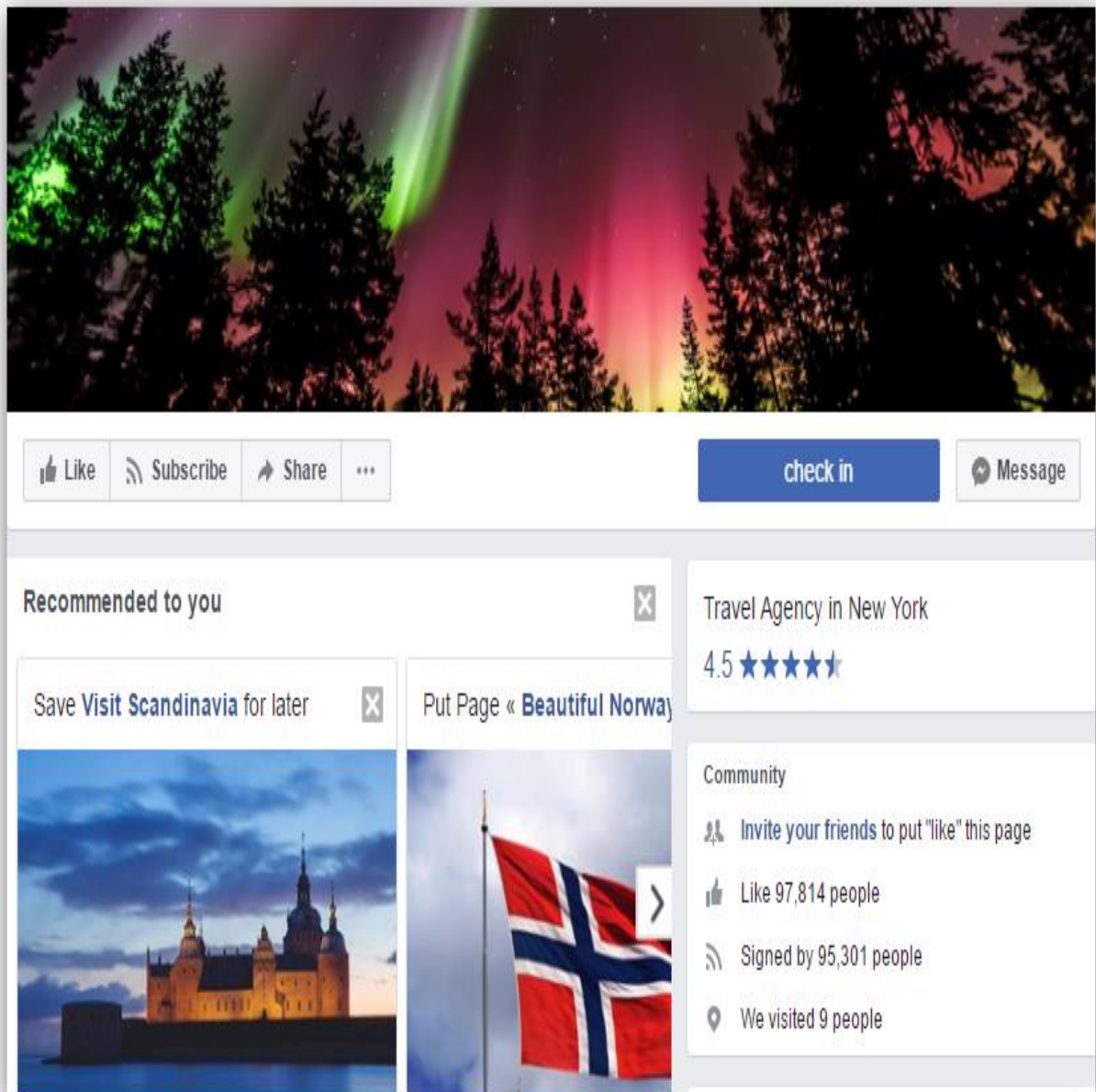
Appendices

Appendix 1



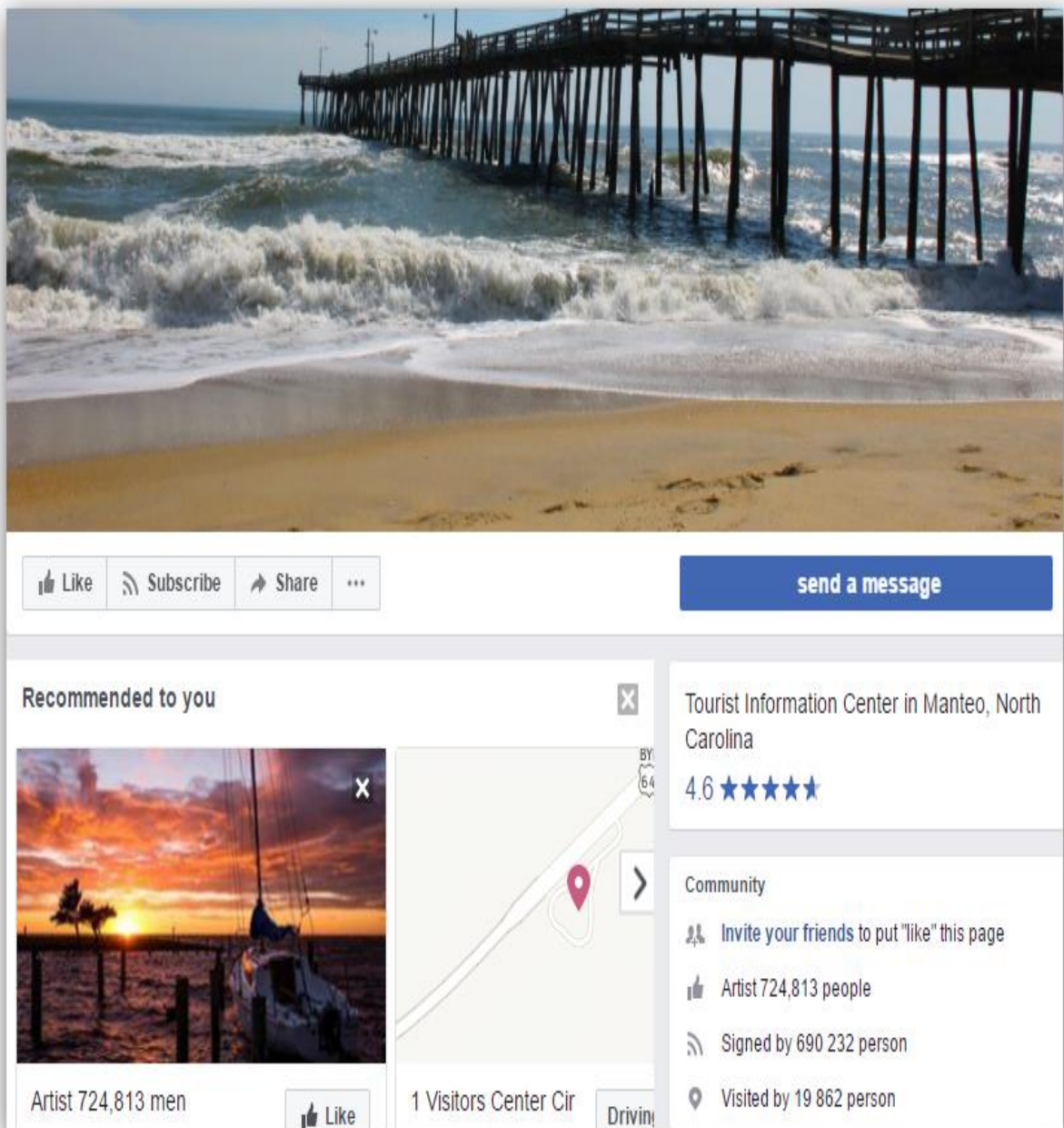
Source: Statista.com

Appendix 2



Source: Facebook.com

Appendix 3



Source: Facebook.com

Veterans and the Elite Eight: Quid Pro Quo in Higher Education

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Abstract

The United States' involvement in the wars in Iraq and Afghanistan has birthed an enormous volume of returning veterans looking to capitalize on their education benefits by making use of their Post 9/11 or Montgomery G.I. Bills. This has created an unexpected influx of student veteran populations in college and university campuses nationwide. The Department of Veterans Affairs reports having paid out about \$12 million in education benefits to almost 1 million beneficiaries in FY15 alone; however, the student veteran presence at Ivy League institutions is in the single digits at best. Historically, funding is what has kept many from attending Ivy League schools. The G.I. Bill makes it possible for veterans to fund their education, so why aren't veterans capitalizing on the opportunity to attend an Ivy League school? And why are the Ivies not eager to diversify their institutions by recruiting the student veteran population? This case study posits to examine these issues and its impact on higher education.

Pseudo-Dionysius the Areopagite and His Father-Confessor Jerotheus

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One of the great representatives of the Christian Neoplatonic philosophy Pseudo-Dionysius the Areopagite is a quite well-known author who left a deep trace on the religious-dogmatic and secular – belles-letters by his philosophical – theological teaching.

Scholars voiced different ideas about the identity of Jerotheus: in the Middle Ages there emerged a legend that Jerotheus was a disciple of the Apostle Paul, who immediately after the adoption of Christianity was ascertained the teacher of Areopage. This legend was reflected in the ecclesiastic stories and in the commentaries on the Areopagite books, in hagiographic readings and hymns. There was another suggestion “Jerotheus” (God’s cathedral”) dubbed the Apostle Paul. According to the contention of some scholars Jerotheos is a name of Pseudo-Dionysius’ father- confessor, who lived in the fifth century. E. Honigmann asserts that it is the pseudonym of John the Laz (Peter the Iberian’s father-confessor) and so on. The most widespread is the suggestion that Jerotheus is a fictitious person and excerpts from his works are composed by Pseudo-Dionysius.

Jerotheos is never mentioned in any of the sources, neither are known any of his works, and the later sources abound in various legends. Understandably this raises some doubts: Pseudo-Dionysius presents himself as the first-century father confessor, could he create a second myth about Jerotheus and his non-existent book? E. Honigmann rejects O. Bardenhewer’s contention. It is clear that E. Honigman had good knowledge of the Areopagite texts, but in my opinion some details escaped his attention, though in this case they have a great significance. In E. Honigman’s opinion Proclus as well as Jerotheus wrote the book “Elements of Theology”. I do not think that his contention is corroborated by the text of Pseudo-Dionysius’ composition and John the Laz never write any book by the aforesaid title. The book John the Laz-Jerotheus wrote was excerpts from Proclus Diodochus’ book almost shortly after Proclus’ “Elements of Theology” was written. From this viewpoint it was truly “the first” translation of Proclus’ book.

Violent Content In Mass Media Especially Television As A Threat To The Adolescents

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Abstract

The purpose of this paper is to identify the possible violent media content in television, to explore the aggressive behavior formed among the adolescents, and to examine the relationship between violent contents, and the aggressive behavior of the adolescents. With technology, it seems that violence has becoming worsen from day to day.

KEYWORDS: *Television, Violent Content, Adolescent, Aggressive Behaviour*

Introduction

Adolescents spend a significant amount of time viewing and interacting with media in the form of television, video games, music, and the Internet. Considering these sources together, children spend more than 6 hours per day using media. The remainder of the time is spent using other electronic media alone or in combination with television **Invalid source specified..** According to Trend (2007) debates about the effects of media violence ranging from books to video games have a long history. Media violence is defined as visual portrayals of acts of physical aggression by one human against another.

This definition of media violence does not include off-screen poisonings that might be implied, but rather it refers to visually portrayed physically aggressive acts by one person against another **Invalid source specified..** It can be said that all violence is aggression, but not all aggression is violence. This paper discusses on the violence content in the media which may influence the adolescents' behaviour.

Thus, this relation between media violence and aggressive behaviour is causal **Invalid source specified..** People watch televisions every day, read newspapers every hour, therefore, it goes without saying that mass media has the capability to affect their mind. For better or for more terrible, the mass media are influencing our values, convictions, and practices.

Theories of Media Violence

Social learning theory

Media effects theories in modern times originated with Banduras social learning theory, which suggests that children may learn aggression from viewing others. This has been often taken to imply that children may imitate aggressive behaviors witnessed in media. In other words, the children may have viewed the videos as instructions, rather than incentives to feel more aggressive.

Social Cognitive Theory

Social cognitive theories build upon social learning theory, but suggest that aggression may be activated by learning and priming aggressive scripts. It is theorized that with repeated exposure to media violence, a psychological saturation or emotional adjustment takes place such that initial levels of anxiety and disgust diminish or weaken (Sparks, 2008).

Catalyst Model

According to the Catalyst Model, violence arises from a combination of genetic and early social influences. Specific violent acts are catalysed by stressful environment circumstances, with less stress required to catalyse violence in individuals with greater violence predisposition (Ferguson et al., 2008).

Moral panic theory

A final theory relevant to this area is the moral panic (David Gauntlet, 1998). This theory postulates that concerns about new media are historical and cyclical. In this view, a society forms a predetermined negative belief about a new medium which typically not used by the elder and more powerful members of the society. Ultimately the panic dies out after several years or decades, but ultimately resurfaces when yet another new medium is introduced.

Theoretical Perspective**Hypodermic Needle Theory**

This theory seeks to explain about the direct influence through mass media. The theory proposes that the mass media could influence a very large group of people directly and uniformly by shooting or injecting them with appropriate messages designed to trigger a desired response. Besides that, media messages are injected straight into a passive audience which is immediately influenced by the message.

Cultivation Theory

Cultivation theory was an approach developed by Professor George, and support above effects According to Cultivation Theory, television viewers are cultivated to view reality similarly to what they watch on television. The more time people spend living in the television world, the more likely they are to believe social reality is congruent with television reality **Invalid source specified..**

Theoretical Explanations of Media Effects

Social learning theory suggests that individuals learn from direct experience and from behaviour modelled by others, which can occur through the media.

Theoretical Explanations of Short-Term Media Violence Effects

Priming processes suggest that external stimulus can be inherently linked to cognition such as the sight of a gun is linked to aggressive thoughts. Bryant et. al (2003) stated that arousal theory is also referred to as excitation-transfer theory proposed by Dolf Zillmann.

Theoretical Explanations of Long-Term Media Effects

Observational learning theory suggests that when children observe other behaviours and make attributions for their actions, this leads to the development of cognitive scripts (Huesmann, 2007).

Mass Media

Not just that media provide entertainment to the users, but they also provide a platform for information sharing. As the media is becoming more advance in the line with the technology, people may share information anytime without restriction **Invalid source specified..**

Violence content can contribute to aggressive behaviour, desensitization to violence, nightmares, and fear of being harmed. The influence of the violent content in mass media is best viewed as one of the many potential factors that influence the risk for violence. Sadly, the results of one specific element of the mass media exposure has especially harming consequences for viewers and others wellbeing **Invalid source specified..**

Research evidence has accumulated over many years that exposure to violence content on mass media increases the risk of violent behaviour on the viewers' part just as growing up in an environment filled with real violence increases the risk of violent behaviour. Promising strategies for reducing exposure

to media violence are available and include limit setting by parents or guardians, Parents should reduce exposure to media violence by seek positive programmes while limiting negative ones, technological innovations such as the v-chip which blocks inappropriate shows or content from being viewed by children, and media literacy training **Invalid source specified.**

Violent content in mass media has long been a controversial topic, especially since the widespread adoption of television in the 1950s. All in all, violent content in mass media increases the relative risk of aggression. CNN has reported the violence in the media is a non-stop debate topic either in the media or by the academicians **Invalid source specified.** Violence content in the mass media is a never-ending topic to be discussed by the general public as well as scholars in tracing back where it started to begin in our daily lives. To make the situation worsen, the young generation who are still schooling in the primary school children are exposed to the violence content from the exposure gained by them.

Due to various contributing factors to the violence content in the mass media, it causes non-stopped debates between Non-Governmental Organizations (NGOs), authorities as well as parents concerning this situation. But, the misuse of the technology has accidentally promoted to the arising of violence with the help from new media. For better or for worse, the mass media have a very large impact on the values, beliefs, and behaviours.

One of the many factors, the most potential factors that influence violent behaviour is due to the influence of the violent mass media. Research has shown that a significant proportion of aggressive children are likely to grow up to be aggressive adults and that seriously violent adolescent and adults were often highly aggressive and even violent as children.

Heusmann and Dubow (2003) mentioned that the best single predictor of violent behaviour in older adolescents, young adults, and middle-aged adults is the occurrence of aggressive behaviour during their childhood.

Thus, influences, such as exposure to media violence, that promote aggressive behaviour in young children can contribute to increasingly aggressive and ultimately violent behaviour many years later **Invalid source specified.** The single best predictor of violent behaviour among older adolescents, young adults, and middle-aged adults is the occurrence of aggressive behaviour in childhood.

Therefore, influences, such as exposure to media violence, which encourages aggressive behaviour in children, can contribute to the increasingly aggressive and violent behaviour ultimately all these years later (Dominick, 2010).

Definitions and Distinctions

This definition has evolved as theories about the effects of media violence has grown and is an attempt to describe the types of violent media presentations that are most likely to teach the audience to become more violent.

Most researchers studying the effects of media on behaviour has focused on what they call aggressive behaviour (Comstock & Paik, 1991). Accepted definition states that aggressive behaviour refers to an act that is intended to harm or disturb others.

However, physical aggression can range in severity from acts such as pushing or shoving to more serious physical attacks and battles, even extend to acts of terrorism, which poses significant risks of severe injury.

Research has associated exposure to media violence with a variety of physical and mental health problems for children and adolescents, including aggressive behaviour, desensitization to violence, fear, depression, nightmares, and sleep disturbances (Grossman, 1999). Violent content in mass media

has long been a controversial topic, especially since the widespread adoption of television in the 1950s (Dominick, 2010). All in all, violent content in mass media increases the relative risk of aggression.

On the other hand, the media rich environment also contributed children getting influenced by the media. The effects from watching the violent action in media created the increasing of violent and negative behaviour among teenagers.

Watching and reading immoral information in media contributes to aggressive students acting aggressively and violently in term of physical, verbal, nonverbal, antisocial, and enemy. This situation will encourage the aggressive teenagers to apply the violent action watched in the media in order to get appreciated and well acknowledged by the others.

At the same time, local media and international media elaborated on a numbers of television programme that contains a variety of violent contents such as World Wrestling Federation, Criminal Scene Investigation, and films like Transformers, GI Joe, Rambo, Rocky. Besides that, other programmes dedicated to young children also show violent aspects like in Tom & Jerry, and Spongebob Squarepants.

Graphic violence is the depiction of especially vivid, brutal and realistic acts of violence in visual media such as literature, film, television, and video games. Concerns about the effect of media violence on aggression are not restricted to any specific media type, and frequently apply to television, film, music, video, and computer games.

Less serious forms of aggression include verbal aggression and relational/indirect aggression. It has been argued that influences that promote aggressive behaviour in children, such as media violence, can effectively contribute to increasingly aggressive and violent behaviour years later (Anderson et al., 2003) There are various forms of media violence including television, movies, novels, music, games and so forth.

Violence on Television and in Films

This is not surprising given the prominence of violent content in these media and the prominence of television and film in modern life whereby children in the United States spend an average of between three and four hours per day viewing television **Invalid source specified..**

Nearly 60 per cent of them have televisions in their bedroom and the growth of satellite and digital television has brought new channels devoted to cartoons, often violent and imported from America **Invalid source specified..** For instance, they will imitate violent acts after watching violent movies such as Superman, Star Wars, Star Trek, and Rocky **Invalid source specified..**

Violence in Video Games

Video games that are played by the children and adult definitely encourage violent such as murder, assassination, rape, womanizing, and arson. Video game units are now present in 83% of homes with children, with no socioeconomic differences in video game unit ownership **Invalid source specified..**

Violence in Music

Modern music lyrics have become increasingly explicit concerning sex, drugs, and violence against women that lead to contribute the violent among the viewers who loves to listen to the music. The example can be seen by a former rap artist, Eminem was accused of homophobia, violence against women, and misogyny with violent lyrics in songs such as Kill You, and Kim.

Impact of violence content in mass media

Impact of the media violence in the mass media could happen to anyone as mass media is technology that is intended to reach mass audience. Learning to use aggressive behaviour is predicted to increase when the perpetrator is attractive, the violence is justified, weapons are present, the violence is graphic

or extensive, the violence is realistic, the violence is rewarded, or the violence is presented in a humorous fashion.

Conversely, the learning of aggression is inhibited by portrayals that show that violence is unjustified, show perpetrators of violence punished, or show the painful results of violence (Gerbner & Groos, 1976; Gerbner, Groos, Jackson- Beeck, Jeffries- Fox & Signorielli, 1978). Today mass media become a leading sex educator. This violent content in mass media can create early sexual exposure especially to youngest. This is shown societies mind has been manipulated by the sexual content of media.

Watching many programmes that focus more to sexual content will slowly direct viewers to attitudinal effects where people will intent to apply sex at the early stage or pre-marital sex (Oliver and Bryant, 2009). The effect of this violent imagery is to make violent behaviour appear normal and even acceptable rather than unusual. Women are also portrayed as a sexual attraction to sell a product.

Various scholars have found that it is increasingly common for advertising to connect sexuality with aggression or violence against women (Benokraitis and Feagin ,1995). This syndrome is a term coined by George Gerbner (1980) to describe a phenomenon whereby violence-related content of mass media makes viewers believe that the world is more dangerous than it actually is.

The number of opinions, images, and attitudes that viewers tend to form when watching television will have a direct influence on how the viewer perceives the real world (Gerbner et al, 1980).

Concerning conclusion, violence content in mass media have their own approach to change individual's life, observation, convictions, and mind. Some concerns stated that TV violence is encouraging children and even adults to see physical force as the solution to problems, to see the world around them as more mean and dangerous than it really is, and to be less sensitive than they might otherwise be to real-world violence.

Thus, there are replies regarding the issue who agreed that violence is a part of life, and television reflects life. Much of the violence on TV is unrealistic, and most viewers can distinguish between TV violence and the reality (Gass and Seiter, 2003).

Besides that, the other issue stressed is sex on television which reveals some concerns on the portrayal of sex on Television and sexuality in a casual manner, not linked to love. Furthermore, Television issue is linked to stereotyping on television, mainly used certain group of people as the avenue attraction, especially women, people who have physical handicaps, and members of minority ethnic groups, are portrayed in patterned ways that sometimes demean them (Turow 2008).

Effect is the influence, aftermath or outcome and media are the tools to deliver information. Dominick (2010) stated that large scale studies were conducted during the 1940s to see the extent of media influence. Although it is hard to measure the effects of media violence towards children, surveys that has been compiled all over the years, states that it can be concluded that there is a significant correlation between the viewing of violent television programmes and aggressive behaviour in daily life.

Although relationship does not necessarily mean that there is a cause and effect relationship, other surveys come to support that there are evidences to show that the media does affect the violence among children. According to Dominick, in the 1970, Surgeon Generals report on television and social behaviour revealed that viewing violent TV shows at an early age was a cause of aggression in later life.

Another survey in 2002 on teenagers, also mentioned in Dominick (2010), stated that teens, who watched more than an hour of television daily, were more likely to commit violent act in later years compared to those who watched less.

It has been shown that children who were exposed early in the school year towards media violence in television, movies, and video games were more likely to see the world as a hostile place and to behave more aggressively at the end of the year. From the video, it shows the innocuous image of James Bulger being led out of a shopping centre by the two killers. Then, the day after the verdict, *The Sun* seized readers to burn and destroys their video nasties, and highlighted as for the sake of all our kids and published it in the front page in the newspaper. The media do not only cause an emotion of aggression, but also fear. In a study on college students, more than 90% of them could clearly described film or television shows that caused intense fear when they were younger (Harrison & Cantor, 1999).

Heusmann & Taylor (2006) has revealed that in the recent years, evidence has accumulated that human and primate young tend to imitate what they observe. Media have been reporting cases such as in Norway, a 5-year-old girl was severely harassed by her friends who were following a television series. In Thailand, a 9-year-old boy hung himself in imitation of a scene from a popular series that had depicted a killing by hanging the victim. Thus, we can see that the media has been influencing the children's behaviour is a worldwide issue (Lemish, 2007).

It is essential to justify violent behaviour as it increases the chances of the children to imitate, while positive reinforcement suggests society values. In a laboratory study, nursery school children were exposed to a filmed model who engaged in violent behaviours. It is found out that the children who were exposed to a violent model were more likely to act aggressively than those who were not exposed to violence. In fact, they generally imitated the model as long as no punishment occurred for them (Bandura, Ross, & Ross, 1961).

Higher exposure to violence on the screen, was positively associated with higher levels of aggressive behaviour (McIntyre & Teevan, 1972). Studies extend not only on violence in television programmes or movies, but also on video games as children are bounded to video games nowadays (Anderson, 2004). Eric Hariis and Dyland Klebold, who were Columbine High School students who murdered 13 and wounded 23 people in Littleton before committing suicide, happened to be enjoying playing bloody video game; *Doom* (Glick & Keene-Osborn, 1999).

Repeated exposures to emotionally activating media or video games, can lead to habituation of desensitization (Lemish, 2006). Desensitization is the idea of extensive exposure to a stimulus can lead to reduce emotional responsiveness to it (Strasburger & Wilson, 2002).

In a study, sixth grade children were divided into two, where a group watched a violent television programme and another watched a non-violent one Liebert, Neale and Davidson (1973). It turned out that those who watched violence television programme earlier, were less likely to report violence, suggesting that they had become at least temporarily less sensitive to it. According to Christakis, D. A., & Zimmerman, F. J. (2007), the association between televised violence and antisocial behaviour is sufficient to warrant appropriate and immediate remedial action.

The data on social phenomena such as television and violence and aggressive behaviour will never be clear enough for all scientists to agree on formulation of a succinct statement of causality. US Department of Health and Human Services National Institute of Alcohol Abuse and Alcoholism reports that there is preponderance evidence that indicates alcohol advertising stimulates higher consumption of alcohol by adults and adolescents (Center for Science in Public Interest, 2002).

Those who are exposed to the media violence will experience short or even sometimes long term aggression which may involving other factors like curiosity, peer pressure and surroundings.

According to Soledad Liliana Escobar (2013), immoral and misbehave representation in the television, games and internet as the fastest growing business has directly contributes to the outnumber growing of violence especially in the media that causes aggression and downturn of morality among younger

generations. For instance, the violence content in the media is highlighted in each program as the result of gaining more profits and revenue.

Exposure to media violence increases the risk of aggressive and violent behaviour in the observer. Observation of the real-world violence in such places as this increases the risk of violence (Guerra et al 2003).

Short-Term Effects

External stimuli can indeed be associated with cognition, for example, points the gun is basically associated with the concept of aggression, or external stimuli can be something that is absolutely neutral as certain ethnic groups who have been linked in the past to the trust or certain behaviours (Valentino et al, 2005).

Arousal

As an alternative, the general resurrection increased, spurred by media presentations that can only be reached such a peak that inhibit inappropriate responses will be sad, and learned responses dominant display in the solution of social problems, such as aggression immediately important (Bryant, 1979).

Limitation

Short-term process mimics the behaviour of the third, specific, can be seen as special cases of long-term process more general learning of observation (Bandura, 1986). In recent years, evidence has accumulated that the young man and primates have a natural tendency to imitate anyone they observe (Meltzoff, 2000). The observation of certain social behaviour around them increases the likelihood of children behave (Zojanc, 1989).

Long-Term Effects

According to cognitive social model, observation of the influence of learning behaviour not only in the short term after the behaviour observed but also in the long term (Anderson, 2004). As a child matures, the normative beliefs about appropriate social behaviour become crystallized and start to act as a filter to limit the social behaviour inappropriate. Trust-trust normative influenced in part by the observation of children from the behaviour of those around them including the behaviour observed in the mass media (Huesmann et al, 2003).

Emotions affect behaviour in the social environment from media sources through stimulus generalization. The behaviour observed by an audience of children who might seem unusual at the beginning of the first to look more normative after the behaviour of seen many times. Learning observation shows that the script, scheme of the world, and beliefs about the normative behaviours all can be obtained from observation without awareness of the audience and with a little effortful cognition.

Moderators of media effects

For example, how realistic scenes of violence would seem to child depending on the form and content of the scene, the experience and the child's tendency to accept what one sees, and possibly other spectators watched as the child observes the scene.

Aggressive Behaviour

According to Swing and Anderson (2010), verbal aggression is broadly enough to include in aggression for example insulting somebody, and able to cause emotional harm.

However, based on most of aggression research, mostly effects of media violence mainly concentrated on physical aggression such as hitting, slapping, pinching, pushing, choking and punching. It is considered as biology component and considers as the main cause for the soul energy and centre to the instinct. Therefore, id component recognized as the system which irrationally perform, less morale and only able to satisfy the lust of the individual.

It is a kind of instrument that control type of action that are going to commit by the individual and choose appropriate environment to determine which instinct that match the individual satisfaction. Due to that all of the action must base on real understanding on reality life to ensure the action will handle logically and rationale.

Factors Influence Aggressive Behaviour

It was agreed by Browne & Hamilton-Giachritsis (2005) who proposed that there is consistent evidence that violent imagery on television and in other media increases the likelihood of aggressive or fearful behaviour in younger children, especially in boys.

It is because age and the effect size did not perform consistently with each other, if the age of the children increased, but it does not mean that they are fully excluded influenced by the mass media.

Relevant to the information shared by Kronenberger et al. (2005), which reveals not only children, but adolescents also exhibiting chronic, severe, and aggressive behaviours when are exposed to more television and video game violence than those not exhibiting such behaviours, even when controlling for intelligence, gender, and age.

Besides, both researchers also reveal the previous studies of violent television, film, and video games have found that highly aggressive individuals show greater effects of exposure to media violence compared to those who have less aggressive behaviour. In addition, Singer & Singer (1986) found that children who have been observed and concerned towards television viewing by their parents then discuss about the media content shows that the children are less likely to be negatively influenced by the media content.

Violence Content and Aggressive Behavior

Based on experimental, field, and longitudinal studies, there is positive relationship between children's exposure to violent television and film content and also immediate and later aggressive behaviour which indicated media exposure to media violence as a long-term predisposing and short-term triggering factor in aggressive behaviour (Huesmann et al., 2003, p.201).

Field studies shows that an evidence of positive relationship between a child's regular exposure to violence on television and in movies and aggressive behaviour. Therefore, it concluded that children's exposure to televised violence and aggressive behaviour are positively connected (Anderson, 1977; Chaffee, 1972; Comstock, 1980; Huesmann, 1982; Huesmann & Miller, 1994; Paik & Comstock, 1994; Wood, Wong, & Chachere, 1991).

Although most people do not exhibit aggression after viewing film or video violence, an equate study supports the causal relationship which is the wealth of scientific evidence link media portrayals of alcohol consumption will increase in youthful drinking and alcohol abuse (Center for Science in Public Interest, 2002).

The Reality of Media Violence

When someone exposed to the media sources like television; radio; satellite; computer or even smartphone and not to forget the internet, someone will be accidentally exposed to the violence. Although the violence representation in the media is huge in number, it seems that media or entertainment industries key players are intended to increase their ratings as violence is seen to be entertainment staple source **Invalid source specified.**

Besides pointing fingers to the media as violence agent, the real cause of violence should be considered like the physical and mental conditions of the person who committing violent **Invalid source specified.** In this perspective, media violence is purported to prime aggressive concepts, which in turn increases the likelihood of aggressive behaviour (Huesmann, 2007).

Observational learning theory suggests that when children observe other behaviours and make attributions for their actions, this leads to the development of cognitive scripts. These normative beliefs and scripts are thus influenced, in part, by children's observation of behaviours around them, including those observed in the media.

Media Violence Affects Children's Health

Being overweight is known to increase the risk for many chronic diseases, such as heart disease and diabetes. Specifically, overweight adolescents are at increased risk of being overweight and acquiring coronary artery disease as adults.

One study found that the prevalence of overweight among children aged 8-16 years was greatest among those watching the most TV and lowest among those watching the least **Invalid source specified..**

Sex and Violence sell

However, with the introduction of games, game application developer also developing sexually explicit games **Invalid source specified..**

Terrorism widespread

The frequent portrayals of terrorism activities on US media corporations has indirectly promotes terrorism to the greater attention around the globe **Invalid source specified..**

Violent Video Games

Video game units are now present in 83% of homes with children, regardless of socio-economic differences in ownership video game unit. In 2004, children spend 49 min a day playing video games, and on any given day, 52% of children aged 8-18 years play video games (Roberts, 2005).

Media content characteristics

Therefore, the form and content of the factors that attract the attention of children is very important in determining the magnitude of the effect that will have performances.

Although the scene that attracts the attention of children, not all violent exposure poses similar risks to the audience (Bandura, 1994).

Portrayed Justification and consequences of the aggression

According to the theory of observation, when violence was described as fair, the audience may come to believe that their own aggressive reaction to mistakes that are considered suitable, so they are more likely to behave aggressively (Lando, 1978).

Theoretically, the perpetrators rewarded for their aggression should also increase the likelihood that viewers will model an aggressive act, and indeed, media exposure where violence has been awarded increased risk that the audience will behave aggressively

Perceptions of realism and identification with aggressive TV characters

Observational learning theory suggests that children who identify strongly with the characters rather aggressive or violent scenes as realistic look very likely to have ideas ready with aggressive malignancy observed, imitating characters, or to obtain a variety of scripts and aggressive scheme (Leyens, 1973).

Huesmann et al (2003) found that children who thought that they were monitored vicious plan has been told about life as it really is or identified with aggressive TV character has an average high score on the size physical aggression and verbal one year later and scored higher on a composite measure Aggressive 15 years later.

Viewer characteristics

Observational learning theory suggests that observer age and gender can affect the extent to which they identify with the characters portrayed aggressive, which can in turn influence learning and the enactment of aggression was observed.

Age and gender of viewer

However, the influence is that simple age is somewhat complicated; the size of the effect that decreased consistently as age increased.

Measurement of the behaviour of the same intrusions on the participants in different age, the effects of media violence to aggressive behaviour is important for children but does not exist for young adults.

For example, early exposure to violence predicted the increased usage of indirect aggression in women adult but not men; early exposure to media violence has a strong relationship to physical aggression among male adults than female (Heusman and Taylor, 2013).

Aggressiveness of viewer

Individuals who are more aggressive than their peers may have multiple risk factors predisposing them towards aggressive behaviour. Children have the greatest risk for being so aggressive is that they both initially aggressive and saw a relatively high number of TV violence (Heusman and Taylor, 2013).

Therefore, children with strong aggressive tendencies can be especially attractive for viewing violent media, perhaps because it helps them justify their own behaviour, but, as mentioned, they also can be more likely than other children affected by such exposure (Fenigstein, 1979).

Along these lines, it focuses on sexually violent media has shown that young people who have a relatively high risk for sexual aggression is more likely to be attracted to and sexually aroused by violent media (Malamuth, 1985) and may be more likely to be affected by exposure to violent media from people who have a low risk for sexual aggression (Milavsky, 1982).

Intelligence of the viewer

On the one hand, children from lower intellectual ability to watch television and more see more television violence than do children of higher intelligence (Comstock & Paik, 1991).

Social Environment**Influence of neighbourhood and socio economic status**

Low SES children on average watching television and television violence more than high SES children, but the link to watch television SES does not consider the overall association between watching media violence and perpetrating aggression in adolescents.

Influence of parents

From the standpoint of theory, parents have the potential to be an important moderator of the effects of media violence on children.

Nathanson (1999) found that children whose parents talk to their unsuitability of violence on television or block access to violent television shows lower reports of aggressive tendencies than do children whose parents do not discuss violence on television or block access to violent television programs.

Impact of violence content in mass media

According to Murray (1993), television has been identified as a barrier to education in the sense that watching television is an activity that can steal time from other activities directly related to success in school.

Neurological Effects

Brain limbic system is designated as the central image making. They believe that the limbic system is growing more slowly as a young man spent half their lives in front of the television set. Valkenburg et al (2001) stated that the hypothesis assumes that the fear caused concern that television leads to regression in behavior, which is expressed in a reduction in the quantity of imaginative play. Television images have an effect on children's imaginations. Television images influence children's imaginations. Nowadays children do not need to engage their imagination. They do not need to create a new story or invent games. Television studios do work for them (Sanders, 1994).

Mean world syndrome

This is known as the mean world syndrome believing that the world is a dangerous place. According to Gerbner & Gross (1976) and Morgan & Signorelli (1994), extensive exposure of media violence can lead to a bigger impact whereby a sense of apprehension, mistrust, and insecurity regarding the real world. The more people who watch television, the more suspicious it is a term and larger people involved in actual violence (Lefkowitz & Huesmann, 1980). A finding of the Nabi and Sullivan (2001) showed that the amount of television viewing directly affected an estimated prevalence of violence in society, and intends to take protective measures, and indirectly affected mean world attitude.

Teaching no nonviolent solutions

In the 1990s we saw the many popular children's program where the heroes use violence to solve problems. Example Power Rangers and Power Puff Girls where the heroes use violence to solve problems. In a study by Lichter, Lichter and Rothman (2002), the entire timetable important overall, good people commit acts of violence more often than the bad guys, and they rarely condemned for their actions.

Television violence can teach some kids that no solution to the problem without violence, also described as disinheriting. Disinheriting refers to watching violence on television that can justify the use of violence by spectators in real life by undermining the social sanctions against violence, which usually works to prevent such behaviour (Gunter and McAleer, 1997). If children see violence of characters that do not hurt or disturbed by violence, children will then turn to see that it is desirable to use violence to solve their problems.

Aggressor effect

Combined exposure to violence and identification with aggressive character is a strong predictor of subsequent aggression, especially for children (Huesmann et al., 2003).

Desensitization Effect

According to Gunter and Mc Aleer (1997), children's show program sequences of violence tend to take a long time to warn of violence or misconduct of other children when compared with the same children who do not watch any television violence. They managed to take the fight to the balcony where he refused his friend over the fence, causing the friend who fell ten stories to his death.

Solution to media violence

Parents should play their important roles in solving the media violence problem as the violence are usually started from the birth age of the children. Apart from that, it is important for parents to never let the children spend too long with virtual violence **Invalid source specified..**

In controlling and reducing the media violence to occur, the government is the biggest player as they should play the most significant role in reducing it.

Recommendation

Psychologists should be urged to inform the television and film industry personnel who are responsible for violent programming, their commercial advertisers, legislators, and the general public that viewing violence in the media produces aggressive and violent behaviour in children who are susceptible to such effects.

Parents and other child care providers should be encouraged to monitor and supervise television, video, and film viewing by children.

We should support the inclusion of clear and easy-to-use warning labels for violent material in television, video, and film programs to enable viewers to make informed choices.

The development of technologies that empower viewers to prevent the broadcast of violent material in their homes should also be supported.

Apart from that, we should also support the development, implementation, and evaluation of school-based programs to educate children and youth regarding means for critically viewing, processing, and evaluating video and film portrayals of both aggressive and prosocial behaviours.

Conclusion

If someone is watching a television show and he or she sees an actor react violently in a certain situation, then they might think and believe that a violent reaction is the way to go. Besides that, television news violence also contributes to increased violence, principally in the form of imitative suicides and acts of aggression.

However, it can be said that not all children raised in violent homes will become violent, not all children who play violent video games will become violent however, there is a greater chance that they will, especially if there are multiple risk factors operating at the same time. Violence content in mass media could lead to the aggressive behaviour among viewers especially young kids.

Regards to this study, violence content in mass media bring damaging impact towards viewers especially young generation. However, it still depends on the individual itself on how they treat the media and how they would prefer the media to influence their life.

As long they can control the power of media influence from sway their mind, attitude and behaviour, it would be able to avoid the negative sides of media effects on violence content. There is no way to completely shut out violent content, or to guarantee that people will never play video games that are rated as too old for them, or to make certain that everyone's feelings on what is inappropriate content will coincide with industry self-regulation practices.

Positive aggression is aggressive behaviour that is not intended to be harmful to others, such as contacts or participate in sports. When examining the correlation between exposure of children and child behaviour is seen, there is a correlation for both exposure to television violence and aggressive behaviour positively seen, and exposure to television violence and aggressive behaviour are considered negative.

Apart from these issues, the authority and family members should express their utmost concern in preventing the media violence before its getting worsen particularly when the younger generations are easily affected with the violence representation from the internet and other media platforms. Television is an influential media which able to change people perceptions and shape our patterns of thinking slowly.

As Vivian (2007) shared impression from a media scholar, George Comstock who wrote in his book *Television in America*; Television has become an unavoidable and unremitting factor in shaping what we are and what we will become. Therefore, the analysing on the effects of the television to the development of children's attitude is not a new thing.

The scholars believed that each of the media commonly brought positive and negative effects to the society as stated by Rodman (2012), *Understanding media in today's world* is more than a scholarly exercise; it is a necessary survival skill in a world that has been utterly changed by mass communication. It is afraid the influence from various channels that brought violent and negative impression will decrease the moral and change the development of children's behaviour.

Bibliography, There are no sources in the current document

A New Phenomenon in Saudi Females' Code-switching: A Morphemic Analysis

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Abstract

This sociolinguistics study investigates a new phenomenon that has recently surfaced in the field of code-switching among Saudi females residing in the Western region of Saudi Arabia. This phenomenon basically combines bound Arabic pronouns, tense markers or definite article to English free morphemes or the combination of bound English affixes to Arabic morphemes. This new phenomenon challenges Poplack's (1980) 'Free Morpheme Constraint' on code-switching. Moreover, the study examines the factors that affect this type of code-switching. The results of the study indicate that this phenomenon provides data that invalidates Poplack's universality of the 'Free Morpheme Constraint'. It is also concluded that the main factors that influence this type of code-switching is solidarity and group identity among other factors.

Keywords: Code-switching, Saudi females, sociolinguistics, CS factors, morphemic analysis

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Inclusion Of Students With Disabilities In Higher Education – EAD

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Abstract

The knowledge society requires professionals who present skills and competences concerning the Institution of Higher Education (IES). Realizing the difficulties of learning and socializing of a significant number of scholars from the various majors of FAEL Apollo Global-Private Institution - and the importance in the learning process of the students it was observed the opportunity to subsidize the students in their needs and Potentialities. This aim describe the course of the Academic Psychopedagogical Attendance Center (CAPA) since 2014, the special educational needs and deficiencies in the undergraduate majors, the percentage of students assisted and diagnosed as well as the work developed. The resources used in the learning process of academics with special educational needs and disabilities progress in biopsychosocial development will be specified. In order to be effective CAPA counted on the collaboration of teachers, employees, managers, and the community, developing projects of interpersonal and intrapersonal order in the prevention of possible problems and mitigation of those already existing in the educational context. In order to back up the present paper it was used as reference The World Declaration on Education for All (1990), the Salamanca Declaration, the Inter-American Convention - Guatemala Convention (1999), the United Nations (Unesco) and the Declaration Incheon, Brazilian Ministry of Education, and authors such as John D. Bransford and Anne Marie Sullivan Palincsar.

Keywords: Inclusion. Higher Education. Distance Education.

Introduction

According to estimates by the United Nations - UN, people with disabilities represent 10% of the world population. This percentage maybe high when it comes to countries, such as Brazil, where the socioeconomic conditions of the population are precarious.

In the knowledge society it is imperative that the professionals of the Higher Education in the distance modality present abilities and competences to work the specificities of the students. In this sense, the Psychopedagogical Assistance Center (CAPA), FAEL College since 2014 works to subsidize students, in their singularities, regarding special educational needs and deficiencies in academic courses.

Given the assumption, it is questioned: how does the Academic Psychopedagogical Attendance of Fael-EAD faculty work to meet the specific educational needs of students who have learning difficulties and / or deficiencies?

In this sense, the purpose of this article is to describe the contributions of the Academic Psychopedagogical Attendance Center (CAPA) in relation to the special educational needs, deficiencies and percentage of students attended and diagnosed in the FAEL faculty academic courses and the student inclusion process in the development Learning.

To understand the data of the article, the quantitative-qualitative approach was used which, according to Gatti (2002), considers that quantity and quality are not totally dissociated in the research, since on the one hand quantity is a translation, a Meaning that is attributed to the greatness with which a phenomenon presents itself and on the other side it must be interpreted qualitatively, since without relation to any referential has no meaning in itself.

DEVELOPMENT

CONTRIBUTIONS OF PSYCHOPEDAGOGY AND CAPA

The Psychopedagogy has been improving more and more in institutional spaces to contribute in the learning process of the students. In this sense, Psychopedagogy, according to Barbosa (2006)

As an area of study and application that is concerned with learning and with the apprentice, needs to take on a broader task and turn to the meaning of learning in this world, which has as its characteristic the resumption of the human in spite of machines, the Instantaneousness of actions and information, the resumption of the whole integrated with the specializations and the need to have the pleasure connected to learning, as well as leisure imbricated to work. (BARBOSA, 2006, p.13)

Realizing a need for Psychopedagogy, a work aimed at academics who presented specific difficulties in several areas of knowledge. Inaugurated in 2014, the Academic Psychopedagogical Center, under the responsibility of psychologist Maristela Meltz. These difficulties were identified at the time often rollment of the academic and during the first semester of the course.

In this sense, CAPA, with the help of institutional indicators, developed a project to assist students in their difficulties, with the intention of promoting Educational Inclusion.

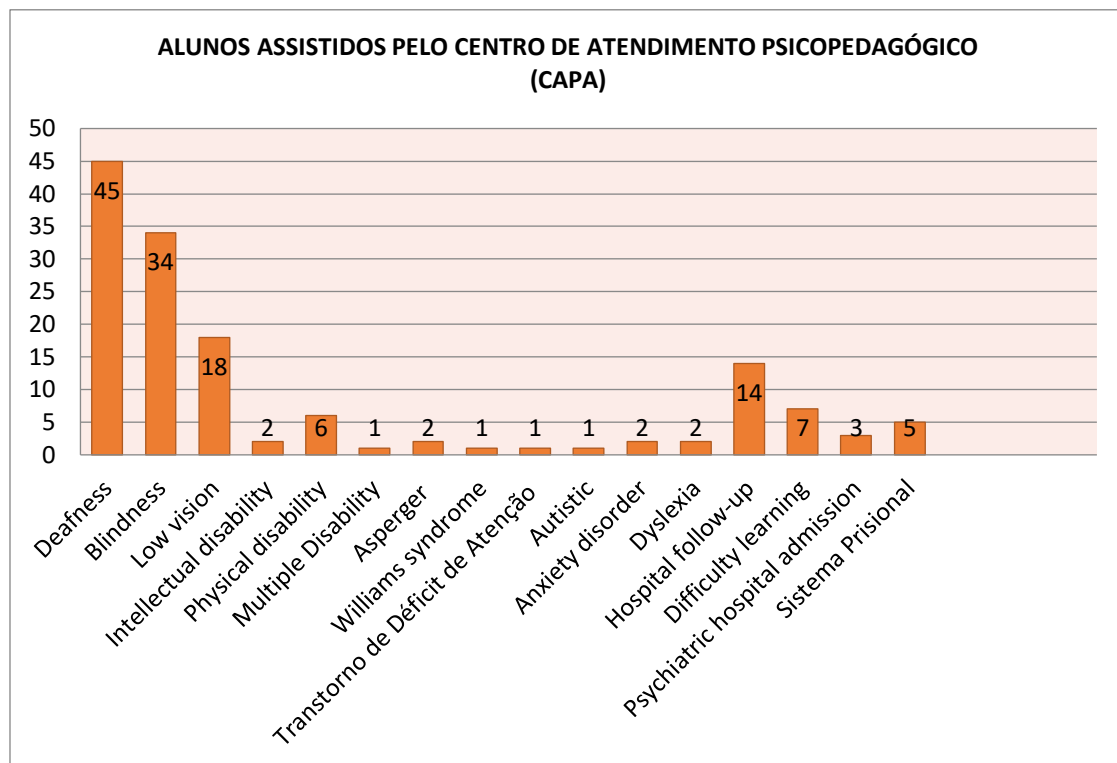
ENTRANCE AND SERVICE PROCESS

For the academic to be part of the CAPA, there are some processes that are evaluated by the team of the Psychopedagogical Center that are the following:

- 1º) Request of the student through application and medical award
- 2º) Analysis of the application
- 3º) After approval by the sector, initiates follow-up and adaptations necessary for the study.
- 4º) Attend and follow to the student is done by e-mail, telephone and the site, through the web tutoria with information to the students and postings of evaluations in the room.
- 5th) Team of call center service attendants of their own, who assist academics daily in the solution of administrative and educational problems.

STUDENTS ASSISTED BY THE PSYCHOPEDAGOGICAL CARE CENTER (CAPA)

Of the 2,200 undergraduat estudents applying for a non-CAPA admission, 144 protocols wered eferred and 2056 were rejected for non-proofing of their deficiencies.



Fonte: autoras

Observing the graph, it should be noted that of the 144 students who entered the CAPA program, 45 known students, 34 blindness, 18 low vision, 2 intellectual disability, 6 physical disability, 1 multiple disability, 2 asperger syndrome, 1 Williams Syndrome, 1 Attention Deficit Disorder, 1 autistic, 2 Anxiety disorder, 2 dyslexia, 14 hospital follow-up, 7 learning difficulties, 3 psychiatric hospital follow-up, and 5 in prison system.

In Brazil, the Brazilian Sign Language (Pounds) was only recognized in 2002 as the official language of the Brazilian deaf communities (Law nº 10.436 / 02). Until then, the perspective of deaf education in force in the country was oral, in which it was sought, from speech therapy treatment, that the deaf communicated through speech.

The refore, to meet the students with deafness, the CAPA with the assistants of the polo, coordination of each course, make video tape sand Workshops of Conclusion of Course with Interpreter, tests by e-mail to guarantee the temporality. Evaluation of the discursive tests performed by specialists respecting the writing of the deaf. The tests are recorded in pounds as well as the ratings for student entry are already in pounds.

Working with deaf students requires education professionals, understanding their world. And your story. In this sense the CAPA develops capacities for teachers to be interface in the process of teaching and learning.

In relation to students who are blind, the CAPA instructs the academics, through a tutorial for the installation of Dosvox. Dosvox is a system for micro computers that communicates with the student through voices, and makes the description of images when requested, helping the student in their learning process.

For Diehl (2006), the blind person may have keen auditory and tactile perception by using more of the auditory and tactile senses.

Students with low vision are provided with voice programs, loupes and magnification.

For students with intellectual disabilities, questions of activities and tests are adapted to ensure a level of understanding of the content. The activities developed in the CAPA are in accordance with what is stated in Decree No. 5,296, which states that intellectual disability is "significantly less than average intellectual functioning, with manifestation before the age of eighteen and limitations associated with two or more areas of adaptive skills." (BRASIL, 2004).

Academics who present Autism, Asperger Syndrome, Williams Syndrome and the other syndromes mentioned in the chart are assisted by the person in charge of the CAPA by email, through a study routine to establish discipline regarding the learning process.

According to the World Disability Report 2012, in order to achieve the best and long lasting development perspectives that are at the heart of the Millennium Development Goals 2015 and beyond, people living with disabilities should be empowered and Barriers that prevent them from participating in the community, having access to quality education, finding decent work, and having their voices heard.

In this sense, the CAPA develops a work to contemplate the students in their needs and have access to the world of work.

CONCLUSION

In the face of the work developed by CAPA, the importance of a differentiated assistance for academics and their singularities is perceived, with the intention of guaranteeing education for all people.

The inclusive movement in college is irreversible and convinces everyone by its logic and the ethics of its social positioning.

Inclusion is denouncing the gap between the old and the new in the Brazilian school. Inclusion is revealing of this distance that needs to be filled with the actions we have previously related.

That way, the future of inclusive education is, in our view, dependent on a rapid expansion of projects truly embedded in the commitment to transform education to suit the changing times.

We do not move to school with a touch of magic, but the implementation of inclusive school is a possible dream and we are working towards it, reaping many encouraging results in Brazilian schools and private schools.

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A Comparison of Policies on Laws Relevant to Driving License Issuance Between Thailand and Japan

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Abstract

The purpose of the study of A Comparison of Policies on Laws Relevant to Driving License Issuance between Thailand and Japan are to: 1) compare policies and legal stipulations between Thailand and Japan; 2) compare advantages and disadvantages of personal driving license of Thailand and Japan; and 3) propose suggestion on the process of license issuance to meet international standards and safety in accordance with the international agreement. This study was the documents research and quality research. The data were collected from paper reports related to the review and amendment of the law driving license, research and in-depth interviews with the lawyer form the Land Transport Department and the police. The results showed a gap of laws related to driver's license, the issue of quality in the driver's license penalties and law enforcement needs to be improved.

Introduction

Road accident is a critical issue concerned globally. Thanks to road accidents, each country has lost priceless human resources and assets, which affecting economy, society and quality of living. The United Nations General Assembly therefore designates Russia to host the First Global Ministerial Conference on Road Safety: Time for action at Moscow. March 2, 2010, the Moscow Declaration declares the decade 2011–2020 as the “Decade of Action for Road Safety” encouraging state members to conduct action plans and set goals to reduce challenged life loss relevant to road accident situations in each country by the end of the decade.

As a state member of the United Nations, Thailand establishes the road safety operation center to implement road safety plans under the Moscow Declaration, that is: 1) determine goals to reduce life loss from road accidents by half or less than ten per a population of 100,000; 2) stipulate guidelines for operations in the decade of action for road safety. As behavior of drivers is the most important factor on an increase or decrease of traffic problems, the guidelines thus focus on development of driver and road user proficiencies and make them more aware to traffic regulations and disciplines as well. Regarding to the policies on road safety, the government determines guidelines for improving personal driving license issuance as criteria for enhancing quality of permitted drivers. As a competent regulator on road safety regulation and promotion, the Department of Land Transport therefore implements policies of the government and the Ministry of Transportation and reinforces criteria on driving license issuance.

The purposes of this research titled

- 1) Compare policies and legal stipulations between Thailand and Japan;
 - 2) Compare advantages and disadvantages of personal driving license of Thailand and Japan;
- and
- 3) Propose suggestion on the process of license issuance to meet international standards and safety in accordance with the international agreement

Method

A Comparison of Policies on Laws Relevant to Driving License Issuance between Thailand and Japan .This study was the documents research and quality research. The data were collected from paper reports related to the review and amendment of the law driving license, research and in-depth interviews with the lawyer form the Land Transport Department and the police. The results showed a gap of laws related to driver's license, the issue of quality in the driver's license penalties and law enforcement needs to be improved. The details are as follows

Tools used to collect data.

Formal interviews with informants / informants, both formal and informal. Law Enforcement and Law Enforcement Group Used as a guideline in interviewing and recording information on issues, issues, causes, problems, and law enforcement. And the impact that occurred. Guiding amendments to the law and enforcement. Qualitative data analysis research collected data from the document and from the field and analyzed it. Descriptive analysis and content analysis based on logical analysis. By comparison, the data obtained from the synthesis of documents and research related both domestically and internationally and from field data collection is synthesized by content analysis and presentation of lecture content. Compare and conclude as a guideline to lead to a conclusion. And presented in the form of policy recommendations.

The Findings

The findings indicate that Thailand has applicable laws relevant to personal driving license issuance as follows: 1) the Vehicle Act B.E. 2522 (1979) is enforced with ten kinds of personal driving license application including automobile, tricycle, motorcycle, steamroller and driving license under international agreement as member. By virtue of this Act, the permanent driving license is revoked (the Vehicle Act B.E. 2547 (2004)) and personal driving license is subject to renewal every five years. This aims to force drivers to receive physical fitness test every five years to check whether they are ready for driving. To better affirm the quality of drivers, regulations on license renewal are improved to select the most efficient drivers. The training hours on driving knowledge and relevant laws are increased from two hours to five hours. The license applicants are required to pass paper test at least 90 percent or 45 out of 50 items. Moreover, the license renewal requires medical certificate and increases training on driving and law provisions. In summary, this Act revokes permanent driving license but it does not enforce the existed permanent license holders retroactively. The revocation of permanent driving license or age limitation may be considered as right limitation but the real purpose of this Act is to protect drivers and people to safely use road together. Also, it enhances efficiency on driving ability screening.

Compared with Japanese driving license issuance, the driving license is divided into three categories namely first type for personal automobile, second type for public vehicle and third type for learner driver which is valid for six months. The license application process starts from the third type. There are two methods for acquiring this type of license: first, pass training from high standard driving school which requires about 300,000 yen for at least 15 days. Second, pass test at the provincial driving test center. The percentage of qualified persons is relatively low because there are four steps: first, general test including visual acuity test, color blindness test and hearing test. Second, pass paper test at least 45 out of 50 items (90%) and driving test. Third, practice on roads by using the third type of license for 10 hours for a period of five days within 3 months. In this process, it requires to have a person holding the first type of driving license for at least 3 years or the second type of license or driving trainer from driving school sitting together with the driver and controlling the driving. Fourth, pass at least 90 out of 100 items (90%) and then take a driving test in real roads again.

Findings The processes of driving license application of Thailand and Japan are summarized as follows: 1. Thailand allows a person aged minimum 15 years obtains motorcycle driving license and 18 years for automobile driving license. These ages are considered as youth and adolescence. 2. Moreover, no hours and driving speed are limited because it applies the same standard as personal driver; 3. Standard and quality of driving school. Driving schools in Thailand only teaches learners and taking them to the test.

Compared to Japan, 1. No behavior monitor is made after driving license is issued to the driver; 2. Value of driving license. The driving learning fee in Thailand is relatively cheap while it requires 300,000 yen for driving learning and strict training standards for license issuance in Japan.

Recommendation:

Meantime, it is recommended to make the license issuance process becoming the real efficient screening process with an application of Japan as guidelines for improving our license issuance process. Eventually, we will have drivers with knowledge, ability and awareness on traffic disciplines and regulations.

Personal License

	Thailand	Japan
Age	<ol style="list-style-type: none"> 1. 15 Years for Motorcycles; 2. 18 Years for Automobile; 3. No maximum. 	<ol style="list-style-type: none"> 1. 16 Years for Motorcycles; 2. 18 Years for Automobile; 3. Maximum Age of 70.
Training	5 Hours of Theory	11 Hours of Theory; 12 – 15 Hours of Practice.
Monitoring	No behavior monitoring is made after driving license is issued to the driver.	Behavior monitoring is made after driving license is issued to the driver
Fee	500 Baht (US\$14.67)	300,000 yen (US\$2,636.73)

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Pisit Wongthienthana, Specialist Law Specialist, Division of Law, Prevention and Mitigation: Article "Driving License and Law Enforcement" Discovered April 15, 2560

Regulations of the Department of Transportation by way of rules, methods and conditions of training and

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The Sociolinguistic View of Turkey Georgians

Muberra Seydi Ertek

Introduction

In this study I will mention the Turkey Georgian's features that is related to their historical background and basic socio-cultural features. I will focus on languages of Turkey Georgians and I will tell the situation of their language with sociolinguistic view.

Historical Background of Turkish Georgians

As is known Turkey and Georgia are neighbour countries. Because of their neighbourhood, they encounter to each other so many times in the past. Old Turkish States like Selcuklu and Ottoman Empires occupied Georgians' places where Georgians live in today and they sent some Turkish tribes to there for settling (Cohce 1988: 482; Kurat 2002: 70-78). When Ottoman Empires time, Georgians and Turkish got intensive contacts. In 1461, Ottoman Empire occupied the Trabzon city, which was the onset of contact. In 1578, Ottoman Empire annexed the south-west Georgia and after this, their contact got intensive (Uzuncarsılı 1973: 23-24). The annexion of south-west Georgia was important that many Georgian people changed their religions and they accepted to religion of Islam. The tergiversation of Georgians' led to strong relations with Turks that is based the religion of Islam.

The wars between Ottoman Empire and Russia affected to Georgians' and Turks' relations. Russia started to occupy Georgians' places in 1801. The War between Ottoman Empire and Russia in 1877-1878, that is called 92-93 Wars, was the important war because Ottoman Empire losed this war. Many places as Artvin, Hopa, Batum, Kemalpaşa and Borçka were losed by Ottoman Empire and Rusia occupied these cities (Ozder 1971:29; Ozdemir 2002:163-186). Many people who was live in these places had to leave from them and they migrated to Anatolia. The basic reason of their migration was the fear of lose their religion, Islam. In that time, not only Muslim Georgians but also Turkish people leaved from their cities (bk. Andrews 1992; Erkan 1996: 59-79). Those who migrated in the period of that time called within themselves: "I. Kacak" which means "first escape the battle". Unfortunately, some infectious diseases as typhoid and cholera emerged in migrations and many people was dead because of these deseases. In first three years 120 hundred people who called "93 immigrants" migrated to Anatolia (Gul 2009: 92).

The second migration, "II. Kacak" (second escape the battle) started in the I. World War times (1914-1921). Muslim Georgians and Turkish people who were live in Batum had to leave from their places and they migrated to Anatolia. At the end of these migrations many Muslim Georgians and Turks came to Anatolia and they settled around the Blacksea cities as Ordu, Giresun and Samsun. I should say that unfortunately, it isn't known that how many Georgians migrated to Turkey in that war times.

Until the 1965 Census of Turkey, participants were asked which group they belonged to and which languages they spoke but after the 1965 these questions never asked. According to the ethnologue datas there are over the 40 thousands Georgian people live in Turkey today (see also Genel Nüfus Sayımı 1950, 1955, 1960, 1965; Andrews 1992; Ciloglu 1993; Arif 2002).

Basic Socio-Cultural Features of Turkey Georgians

There are some namings about Georgians in literatures as Gürcü, Kartveli and Acar. Georgians who migrated to Turkey in the war times call themselves "Gürcü". Eruropeans and some Turks call them "Kartveli" but Georgians never accept this naming. They think Kartveli is the Georgian group whose religion is Christian and they separet themselves from Kartvelis as Muslims. Turkey Georgians has a negative perception about another name, Acar. They never want to call themselves "Acar", because they say Acars are dirty and mountanieer persons. Generally The name "Georgian" is used for both emetic and ethical perspectives in Turkey. Besides, Turkey Georgians call themselves between each other "Cveneburi"; it means "people like us".

Turkey Georgians' basic socio-cultural identity item is religion. They introduce themselves as Muslim first. An important reason of their introducing like this that they had to leaved from their places baccuse of the fear about lose their religion. They didn't want to change their religions and due to the this reason they migrated to Anatolia cities. Besides their religion base identity they don't distinguish

Gurcu and Turk identities. They say they have both identities (see Turkdoğan 2006: 471; Seydi Ertek 2013: 144-145).

Turkey Georgians haven't got endogamy which means consanguineous marriage. They prohibit to marry with relatives as cousins. Besides, marrying with distant relatives are not accepted by group. They think that it isn't a good behaviour. There are exogamy which means marry to different group's persons but they take a dim view to marry with neighbours. The reasons for this they think that neighbours are like cousin or another relatives (bk. Magnarella 1976: 39; Turkdoğan 2006). Because of these reasons Turkey Georgians married with different villages people who are in another groups (see Seydi Ertek 2013). By this way they could easily adapt to standart Turkish culture and language but they could'nt protect and pass down their own cultural items like language, wedding ceremony, meals, dances and many spesific folklore features. Eventually, after the migrations, as the age gap between generations increased, many cultural fatures were forgotten.

Sociolinguistic View of Turkey Georgians' Language

Turkey Georgians' mother tongue is Georgian Language. Georgian language belongs to South-Georgian Language group of Caucasian Language Family. The group of South-Georgians Languages calles as "Kartvel Languages" in the literature. There are Georgian, Laz, Swan and Megrel languages in the Kartvel Language group.

After the migration Turkey Georgians and other Turkish immigrants was speaking Georgian language as mother tongue. They started to learn Turkish language as a second language and they were speaking Turkish for their daily and formal contacts to people of other groups. They were speaking their own languages at home with their family and group. According to datas of popolation census results between 1927 and 1965, many people told that they speak Georgian language. According to the 1965 census of Turkey, 34.330 people told that they speak Georgian language as mother tongue; 4.042 people told they only speak Georgian language and 44.934 people told they speak Georgian language as second language. After the 1965 census, the question of which languages spoken by people in Turkey was not asked. The reason why this question is not asked in other censuses is that Turkey is a different social-policy aim. Turkey's aim is seen in fundemantal laws (see the Turkish 1961 and 1982 fundamental laws). In these times surveys and field studies about different groups who live in Turkey were banned.

We can not get any information about different ethnical gorups of Turkey from official authorities. The website, ethnologue.com gives some information about different groups, their languages and where they stay in. Accorging to the ethnologue datas, Georgian is an endangered language which lose its' speakers. Ethnologue says that according to 1980 data, 40 thousand Georgians live in Turkey (see www.ethnologue.com/country/TR/status).

There are some factors related to their language transferring. In the first years of settlement after the migration, they had to marry some of the villagers they stayed in. As mentioned in its basic socio-cultural characteristics, they never want to hold with marry from the village they stayed in. For this reason, too many out-of-group marriages have been made. They got exogamy marriages (bk. Magnarella 1976: 39; Magneralla 1979; Turkdoğan 2006; Seydi Ertek 2013). Thanks to those marriages everything which is related to their own features changed easily.

In time they got married with people of different gorups. As Georgians get married to different groups, speaking rates in Turkish have increased. This means that speaking of their own language decreased. In that, Georgians who got married from different groups they could not transfer their own language to the next generation. After the migration, among the generations, the learning, talking and understanding of the Georgian gradually diminished. They usually speak Turkish with their children. Older Georgians can speak Georgian language with older people of their group's but youngers can't speak this language.

I want to give an example related to these case. My mother and my father is Georgian whose ancestors migrated to Turkey in war times. My mum's mother and father are Georgian. She learned Georgian language as mother tongue. My father's dad is Georgian but his mum is Turkish. When he was child he learned Turkish as mother tongue and Georgian as a second language. When I was a child they were speaking Turkish at home with me and my brothers. They were speaking Georgian language with each other or their relatives but they did not talk like that all the time. They were only talking Georgian when they want to hide their talkings. They never spoke Georgian language with me. For

this reason my mother tongue is only Turkish. I can understand Georgian language but I can not speak it.

Under the influence of my own experience, in 2013 I made a survey with Georgians who live in Turkey (for more information see the Seydi Ertek 2013). I wanted to learn that if they speak Georgian language or not. According to a research I made in 2013, Georgian language situations are as follows:

	75+ (50 participants)	61-75 ages (70 participants)	50-60 ages (105 participants)
Advanced	46	23	10
Intermidate	3	41	39
Little	1	6	56

Over the 75 years old people learned Turkish when they went to school. As they were child, they were talking Georgian as mother tongue with their family, relatives and group. I also asked them if they teached their own languages to their children. They answered me as follows:

	75+ (50 participants)	61-75 ages (70 participants)	50-60 ages (105 participants)
Yes	18	11	8
No	32	59	97

As it is seen above, most of them didn't transferred their own languages because of the prestige of Turkish. Turkish is a formal language in Turkey and if you want to work in any job or if you want to contact with large circles, you must learn and speak Turkish. Besides, there are marriages that the Georgians have done with many different groups. These marriages accelerated Georgian learning of Turkish. My research results confirm this as follows:

	75+ (50 participants)	61-75 ages (70 participants)	50-60 ages (105 participants)
Yes	41	38	43
No	9	32	62

According to the above table, as age dropped, intra-group marriage decreased significantly. This means they are losing their own socio-cultural identities as their language. Through the marriages made, the identity of the next generations is different. These marriages accelerated Georgian learning of Turkish.

Conclusion

It is not known that how many Georgian people are currently living in Turkey and speaking Georgian language. There are only some researchs and books that is related to them. In view of the information obtained from these studies, Georgian language is endangered language in Turkey. In that, Turkish is a dominant language for Georgians because of its formal situations. Georgian language lost its mother tongue status and moreover the status of speaking as a second language. This means that since Georgian can not transferred it is losing its speakers.

If we need to interpret the situation from a linguistic point of view, we need to talk about language contact laws. The question of what emerged when the speakers of different language groups came to life together was asked by Ansaldo and answered: "1. They try to impose their own language. 2. Communicative exchange is busy. A little learned, a little taught. It is tried to make communication functional. 3. Try to learn a new language." (2009: 82). According to this, the Turkish Georgians preferred to learn a Turkish language because of their social-cultural breakdown, applied policies and their own socio-cultural characteristics. From all these things, it is possible to point out that the Georgian language in Turkey will only be in the position of "inherited language" in the near future.

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Study Abroad and Perception of Cultural Distance: A Case from Turkey

Müge Gündüz

With the progressive acceleration of globalization in the world, the study of cultural studies is accordingly developing on especially international level. It seems that globalization has affected education at all level as well as higher education (Budak, Çakmak and Gündüz, 2015).

In the process of globalization, new values have also emerged with their different dimensions and contents (Budak, Çakmak & Gündüz, 2015). Relating one's culture to the host culture demands a readiness to reflect, confront oneself and above all, to play a mediating role (Risager, 1998) between both cultures, and indeed to change (cited in Martinez *et al.* 2016, p.340). Nevertheless this change or intercultural learning "can only be grasped by inferring it from changes in people's behaviors" (cited in Borghetti, Beaven, & Pugliese 2015, p. 44). Becoming more aware of their own identity and the way they are perceived by members of the host culture will help students to explain and accept differences.

Byram (2006) views culture with reference to an individual and global perspective and according to Byram, key contention is that in a world of globalization, we do not only exchange information or communicate, but above all, we interact, which requires analysis, interpretation and understanding of other people's perception of reality, identities and cultures (cited in Piatkowska, p.397).

The present study focuses mainly on analyzing Turkish Erasmus students' perception of culture after their study abroad experience. In this study, main data is collected by using a questionnaire from university students who had and a small amount of data is collected via semi-structured interviews.

The data is analysed in order to develop a deeper understanding of their perception of cultural distance and the speaking challenges they experienced during their study abroad.

It is hoped that the findings of this piece of research study will provide some food for thought on a number of pedagogical and theoretical issues.

The Effect of Blended Learning on the Level of Engagement and Academic Achievement of Pre-Service Teachers in Lebanon

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Abstract

Blended learning is defined as the combination of face to face learning and distance learning using different learning theories in the same place and supporting them with different online technologies. Shifting from traditional learning to blended learning ensures having specific requirements and facilities to insure an effective implementation of blended learning strategies. The study was conducted on two groups of students who were enrolled in the Teaching Diploma (TD) program at the American University of Science and Technology in Lebanon. The first group of students was the control group who received traditional teaching instructions, and the second group was the experimental group who received blended learning instructions. The effects of using three blended learning strategies in teaching two of the required courses in TD: Essentials of Education and Teaching Methods I were investigated by comparing the results of the experimental and the control group. The three used blended learning strategies used are: flipped classrooms, webquests, and blogs. The effects of these three strategies on the students' attitudes toward the method of instruction, the students' level of engagement in the courses, and the students' academic performance in assessments requiring different cognitive levels of thinking were investigated in this study. The positive effects of using technology in learning on the students' level of engagement were shown by many research studies. According to international studies, using blended learning strategies in teaching pre-service teachers showed also positive effects on the students' engagement and academic performance. Some studies showed increase of the students' academic achievement in answering questions requiring high

critical thinking skills when instructors were trained well to integrate blended learning in their teaching. This study investigated whether using blended learning strategies in teaching two specific education courses of the teaching diploma program in Lebanon would give similar positive results as shown by international studies. The instruments used in this study were students' questionnaire, teachers' ratings, and achievement tests. The students' questionnaire measured the students' attitudes towards the teaching method. The teachers' ratings measured the students' level of engagement. Three achievement tests measured the students' achievement. The test items were designed to test all levels of thinking. The results of both groups were collected and the statistical significance of the differences between the two groups was analyzed using the analysis of variance statistical method. The difference between the students' attitudes and level of engagement of both groups was statistically significant in both courses. Students receiving blended learning instructions were shown to be more motivated to learn and engaged in the learning process of both courses. Results showed that students receiving blended learning instructions in the Teaching Methods I course scored higher in achievement tests and specifically in answering questions requiring higher order of thinking. Moreover, the difference between the experimental and the control group was statistically significant. However, the results were different for the Essentials of Education course. There was no statistical significant difference between the results of students receiving blended learning instructions and those receiving traditional learning instructions in the course of essentials and philosophies of education.

Keywords: Blended Learning, Level of Engagement, Academic Achievement, Critical thinking, Educational Technology.

Factor Analysis of the Need for Childcare Leave Policies

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Nayoung Kim², Ph.D.

Abstract

Female labor force participation has been increasing and, at the same time, the number of dual income households has increased, causing a great demand for friendly childrearing environments. Therefore, during past decades, the Korean government has established various childcare policies to support the dual income household with young children. This study verifies the factors that influence the need for leave policies and working time policies that support childcare. Using the seventh wave of the Panel Study on Korean Children, two models are tested using ordered logit regression. The study finds that the influential factors on the needs of each policy are different for mothers and fathers. For mothers, different factors influence each policy need, but, for fathers, almost the same factors influence the policy needs.

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Electronic Content: Design Model and Quality in e-learning Programs

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Abstract

In any online program, quality of learning materials and associated resources are important components. These, on one hand help improve learning of the students. On the other hand, if carefully prepared these could really contribute a lot in students understanding of the subject. The institutions specially working with large number of students can also keep a good quality control on the student's knowledge and academic standards.

In this paper, the online multimedia learning contents and their delivery to distance students are discussed. Especially, issues related to development of quality learning materials are described in detail. A Seven stage process applied for multimedia content design and quality controls from conceptualization to delivery stages are described. Secondly, a result of 455 students feedback over eight years period is discussed with special focus on evaluation of learning materials quality in an online computer science program. The results are highly encouraging even though students had some issues with access (from their hometowns) and their e-learning experiences were new. The other papers³⁷ (Sangi, 2016 & Sangi, 2009) in a series described the access mechanisms and analyses of access strategy over same period.

Keywords: *Online learning, content quality, student feedback, e-learning quality, Multimedia Instruction Objects (MIO)*

1.0 Introduction

In e-learning program three main actors play vital role for success and quality of e-learning. Firstly, the institutions, who define and develop standards and best practices to be followed. Secondly, the faculty members, who are actively involved in; design, delivery and evaluation of learning and have direct influence upon; pedagogy, coordination and teaching. The institution and faculty members choose and put in practice the ICT infrastructure needed by the faculty member to implement e-learning. The detail discussion on e-learning framework can be found in literature (Sangi, & Ahmad, 2015, & Atkins, et al. 2007). They also decide on the quality of learning content and extent of support/services on LMS. Third major participants are the learners, where accessibility to; web services of LMS and quality of instructional (learning) materials are important besides pedagogy.

Collection of Multimedia Instruction Objects (MIO's) were used as an aid to learning of students (Sangi & Khattak, 2009). The instructional design when matches the learning style of student (Ahmed & Sangi, 2013) it keeps the learner more engaged in e-learning activities and often result in better learning success stories.

All such instructional materials are used by students during delivery of e-learning. Sangi and Khattak (2009) presented concept of Multimedia Instruction Objects (MIO's) as opposed to simple Learning Objects (LO's). The MIO's represent multimedia instruction objects which differ from general LO's. Firstly, these are purposely designed (often for local conditions). Secondly MIO are developed using integration of multimedia technologies and instruction design principles. Thirdly, a formal quality assurance mechanism is extensively applied from conceptual design to final implementation stages. Fourthly, these are specifically designed for low band width delivery using streaming web technologies. This process is further described in detail later in this paper.

The learning contents play a vital role in knowledge transfer and therefore their quality controls are very important. An enhanced knowledge transfer often takes place when these materials are used in a

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³⁷ Analysis and Design of Online Access for Students (Sangi, 2016)

blended mode of delivery, where teacher and students also interact in a synchronous session. The accessibility of teacher and students becomes essential. This topic is further described in detail elsewhere (Sangi, 2016).

This paper in first part, describes the quality assurance model used in development of Multimedia Instruction Objects (MIO's). Which were used in actual delivery of 10 online courses over an eight years period. In second part, the evaluation of student's feedback is discussed. Survey responses of 455 students over eight years are presented to see how content quality had contributed in their learning and how students perceived its usefulness in their learning? The results may be quite useful to many e-learning scholars, interested in design and quality assurance of the learning materials and their delivery, especially when learners are using a low bandwidth public Internet infrastructure.

2.0 Literature Review

E-learning program use electronic content for education (Berrada & Chraibi, 2014, Atkins, et al., 2007). Computer Based Training (CBT) and pedagogical electronic presentations are most often referred to educational resources and term OER (Open Educational Resources) was derived by many research scholars (Churchill, 2007, Atkins, et al, 2007, Marcus-Quinn, & Diggins, 2013). Recently a term Massive Open Online Courses (MOOCs) was introduced extensively to represent chunks of learning objects and instructional media. MOOCs could be linked to Learning Management System. The teacher could change the technology available and his/her interaction time and pedagogy. Service level could be upgraded periodically. However the contents usually designed once could be supplemented but replacement is quite costly.

The instructional design contributes to quality of teaching and learning. If materials are well designed, knowledge can be transferred better (Khattak, 2010) and perhaps in short time. Traditionally the learning content is often designed using instructional design methods (Churchill, 2007, Vidal-Castro et al, 2012 & Mullins, 2014). Use of Instructional Design (ID) which was practiced in traditional open universities in UK and Pakistan, has now been used by most online and distance universities of the world. It is however often used now in electronic formats instead of paper based content. Many formal well established universities are also producing learning contents but most often these are same materials which are used in a formal class, with a teacher teaching it live in a classroom (Allen & Seaman, 2007). Use of class presentations/links and notes etc. are often not uniform, linked loosely and may have too many repetitions. For example, even if, same classroom slides are used by the same teacher, these are not explained to distance students referring to electronic content. The learning very much depends upon how teacher is conducting a lecture and explaining the topics. However, learning can be supplemented through application of instruction design. Similarly same techniques of teaching may not be effective in traditional and virtual classes having different knowledge levels of audience. Their attention level, engagement time and interest in content also influences learning and knowledge transfer.

2.1 Instruction Design Localization

The instructional designers have put forward many models of instructional designs (Khodabandelou et al, 2012, Mullins, 2014 & Caliskan, 2014). However these are mainly simple processes, not focusing on the formal quality checks in their development processes. Such materials could be useful in developed countries, where student's mindset is also developed. Using such materials in under developed countries where student's prior knowledge of terminology or subjects matters is often low, is not advisable. Localization of content is important as better learning can be achieved while in learning in native language using familiar terms of the country or region. Similarly even English based material is used, having voice of local speaker (local accent) is always better than foreign voice/accents. Nevertheless, the process followed for quality assurance plays an important role in development of good quality materials leading to effective learning.

2.2 Problems and Issues in Quality E-learning

In e-learning programs, first issue is a distant learner. Such learner needs to know technology as well as pedagogy implemented by different subject teachers. Equal access to available technologies is important (Sangi, 2016). The student at a distance is often busy and unable to attend regular classes. So merely asking them to use hybrid system (formal classis or recorded lectures on websites) is usually not helpful in learning. This is especially true if only presentations/materials used in class are posted on website. Since such materials have not been designed using instructional technology, these are mostly ineffective. Even though many successful stories have been claimed actual learning or

preference is not often measured in such hybrid systems i.e. lectures vs. distance students using same materials over Internet.

Even world famous universities put recorded lectures but such lectures may be helpful to the same university students who missed a few classes only. But these materials are less useful in other institutions, especially in developing countries. There is a need to segregate two different groups and instruction design shall be applied to materials used by full time distance learners in order to have equitable quality of learning.

3.0 Quality Process in Instruction Design

Instruction design models being practiced are many. However only practical use of these models is usually practiced by different teachers. Often they get little time and resources to develop tested quality contents for distance learners.

The quality incorporated content design model used for instruction design at AIOU is described in this paper. Seven process steps are shown in figure-1 and briefly explained below.

3.1 Course Conceptualization

First activity (stage1) starts with conceptualization of the new competencies is proposed. Main knowledge areas, skills, and outcomes are initially conceptualized and usually agreed upon in a departmental meeting with feedback from; faculty, employers or market intelligence/ students voice etc. Actual conceptual competencies are converted into one or more courses as required.

At this stage, departmental faculty members review and agree to offer any particular course and commit towards contents development process.

3.2 Curriculum Design

At second stage, the curriculum is formally defined in shape of outlines and reviewed modifications if any are incorporated. All knowledge transfer areas, pre-requisites and associated skills areas are defined along-with activities including laboratories, assignments/projects etc.

A quality review of conceptualization and curriculum design stages takes place in an external review committee referred as “Committee of Courses (COC)” meeting, where educationists from other universities and professional organizations are gathered and proposals of new courses as well as changes in existing courses are reviewed and approved. The course design is finalized including making decisions on; credit hours, course objectives, content outlines, workshop/laboratory activities, online sessions, student evaluation activities etc. Standard outlines in ABET³⁸ format are defined for each course. This document is approved and recorded as reference. A separate four level academic reviews are performed (Sangi & Ahmed, 2015).

3.3 Multimedia Content Design

At third stage, multimedia content may be prepared or compiled for each topic and subtopic from different sources. Three documents may be developed. First a detailed coverage of each topic with references, additional study links etc. This component may be similar to hyper media textbook covering units, topics and subtopics as defined in course outlines. It may be presented as links of plain text paragraphs or hyper linked material similar to “Wikipedia notes”. Second document may be multimedia instructional design script on topics and subtopics along with examples. Second part called script also represented the pedagogy used by the instructor to explain the topics using multimedia components. This script is used as a blueprint for production of course units and topics in a sequenced graphics, animations and sound etc. Third component is

³⁸ American Board of Engineering and Technology

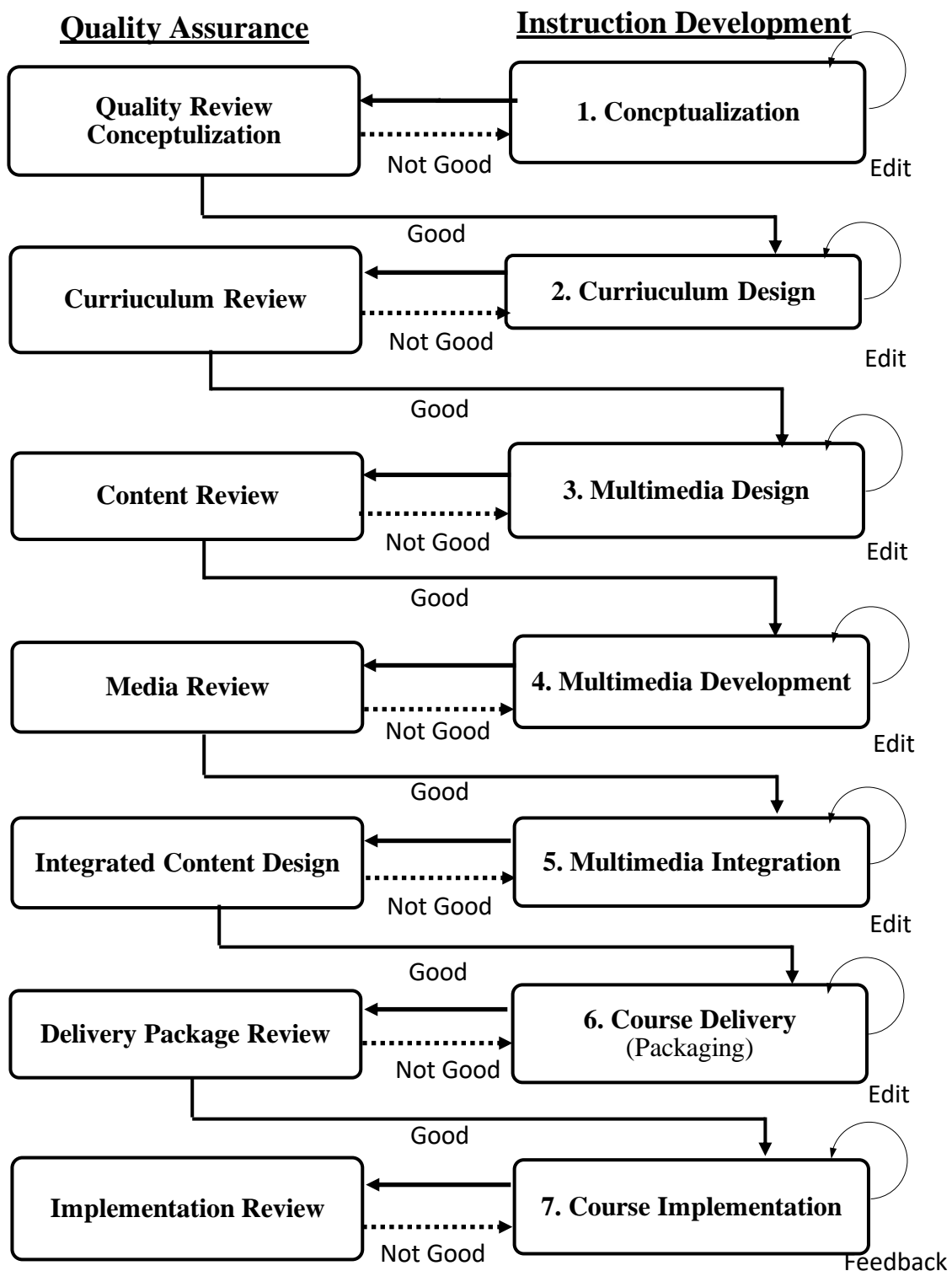


Figure 1: AIOU Quality Assurance Model for e-Learning Content Development

called self evaluation which represents a series of self-evaluation quizzes, exercises, or case studies such as glossary of difficult terms. The course structure and example courses are illustrated in Figure 2, 3 & 4.

At this stage, content quality is evaluated by the course production team involving; faculty, instruction design experts and multimedia/IT technicians’ etc. The content and instructions are added/edited etc.

according to learning objectives in focus. Many local reviews are conducted by course production terms. Maximum effort is made to check that, content attracted student's engagement, quick attention to important aspects and it added to their learning.

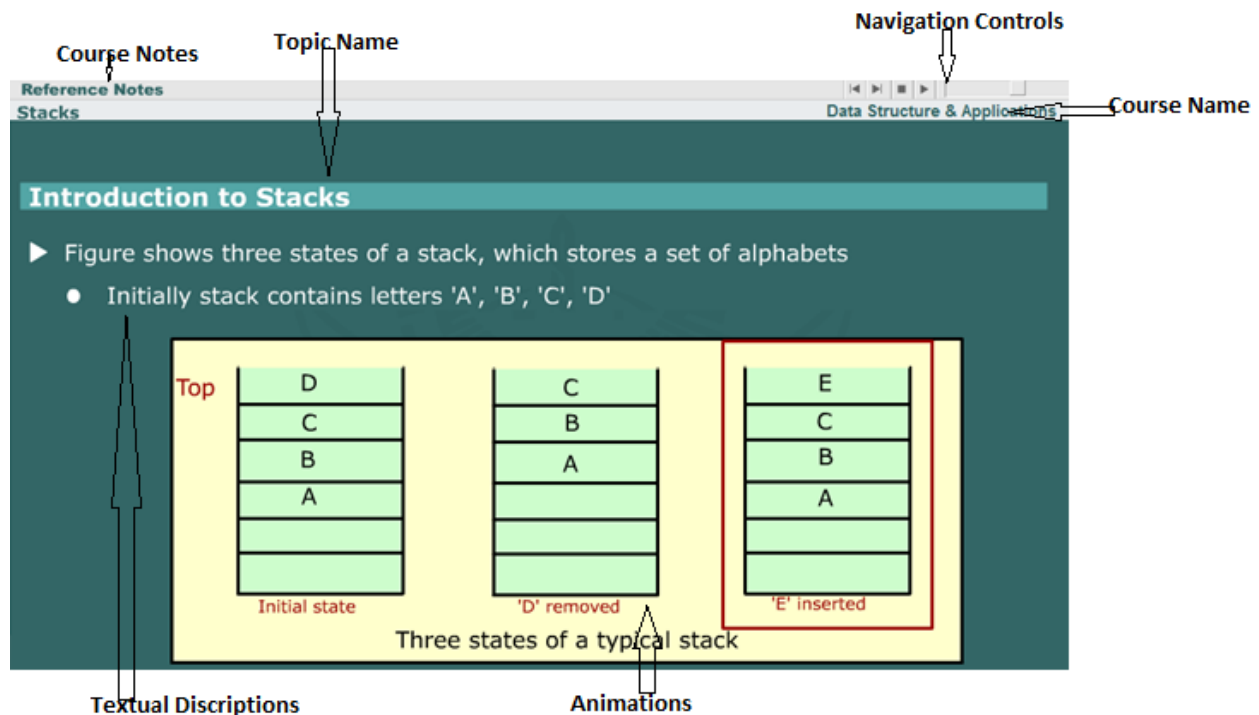


Figure 2: Sample Screen of Multimedia Contents

3.4 Multimedia Content Development

At this stage, the script becomes a reference document and each and every topic/subtopic is converted into a multimedia instruction objects and integrated into a series of small multimedia instructions which may be played and replayed by the learner at any time. A sample screen shot of a topic in data structures course explaining the working of sub topic "Stack". A corresponding voice, animations, change of graphics is done during this MIO sequence. A tool based animations can be developed on learning of concepts or processes or "do's and don'ts" in a course. Voice is added in synchronous mode in order to explain different stages of instruction sequences. For example a sorting algorithm can be shown in different processing steps and explained in a recorded voice of a teacher. This way, uniform standard instructional sequences could be developed. A separate dynamically associated link for "reference" notes and a popup menu for change of topic or linkages to "Glossary of Terms" etc. is also provided. It proved very useful as discussed in this paper later on. The pedagogy is implemented using a proper instructional design based multimedia sequences on topics. Which are further supported during a weekly online synchronous sessions, where questions could be raised and answers could be found/given in real time.

Quality reviews become more intensive at this stage. Firstly, each developer does the first review by synchronizing, voice, picture, color, font size and appearance of text or graphics used to any focused (highlighted) activity to get the student attention. Second review is conducted by the team of educational technology producers, senior developers, and instructors. Extensive use of standardized templates, fonts, colors, picture sizes and play timings etc. was ensured for quality. Any content, context and sequencing errors are removed at this stage. Since this activity is performed on each topic and each display page, the root errors are removed and instruction presentation is improved. Samples of prepared contents are shown in Figure 3.

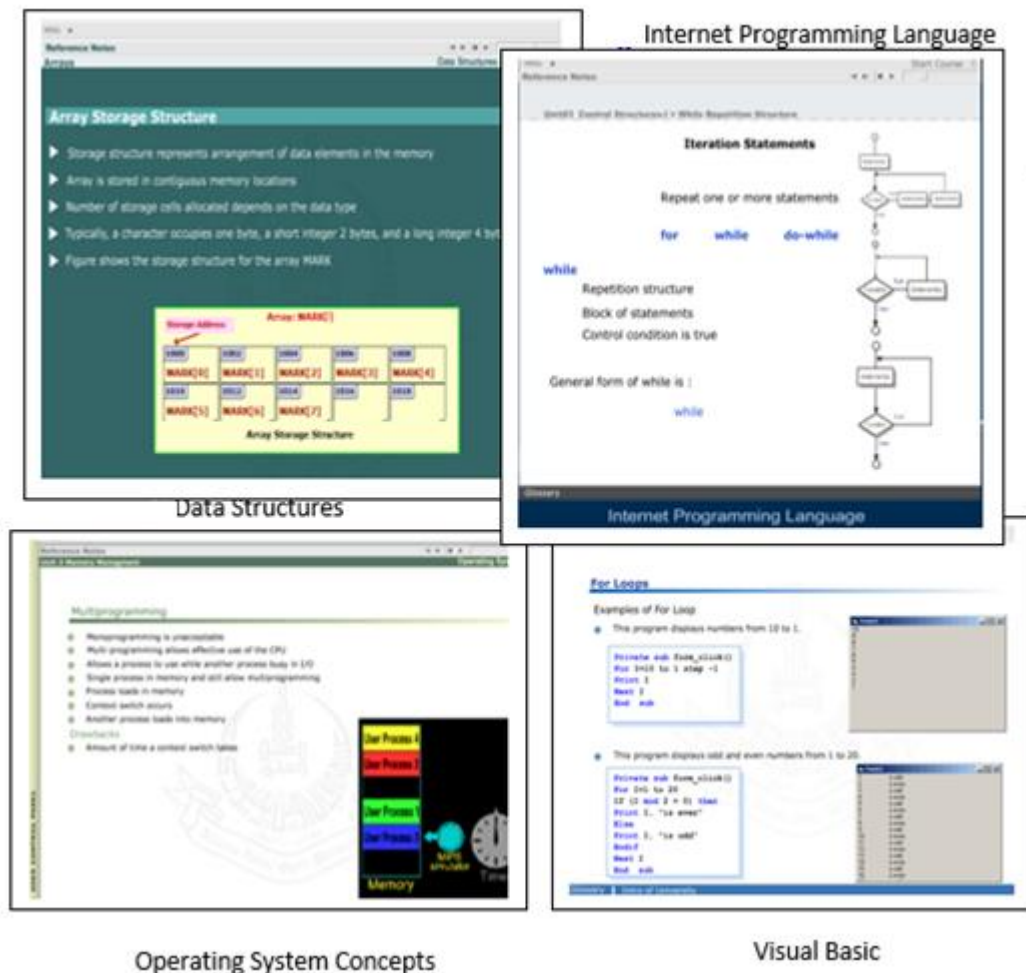


Figure 3: Sample Multimedia Contents in different CS courses

3.5 Integration of Content and Media

At stage five, both text and media sequences are dynamically linked and integrated into a single course. For example if student navigates to different link of topic or sub topic, animation of that topic is displayed and started for playing. At the same time text notes of that topic are loaded in memory for display. This gives powerful dynamic linkages to the learning media and helps in student engagement. Efficient programming techniques are used for better download of multimedia instructions objects with low speed networks.

Standard software engineering quality controls and processes were applied to keep the quality of; navigation, dynamic linkages, screen sizing etc. Actual seamless integration for presentation of each topic was ensured. Similarly whole course was linked through a standard set of interface templates and better download speeds.

3.6 Delivery Stage

Stage six is when delivery is planned to actual students. The whole course was divided into nine units (chapters). This way one unit is loaded on learning management system for easy coverage of material by students in a two weeks study period

A two part review was conducted at this stage. Firstly, the questions during online session were analyzed and gaps in knowledge transfer were identified, which may be reported to a quality assurance team and instruction designers. Secondly, a formal pre delivery, analysis of a student's feedback was conducted. A sample analysis results reported earlier (Sangi, 2005) are show in figure 4. If 10% or more poor responses were recorded, course or unit was sent back for a full review at appropriate stage. These student and teacher reviews were considered very important for progressive instructional design review or modifications. Based on these reviews courses were made available to other programs as well.

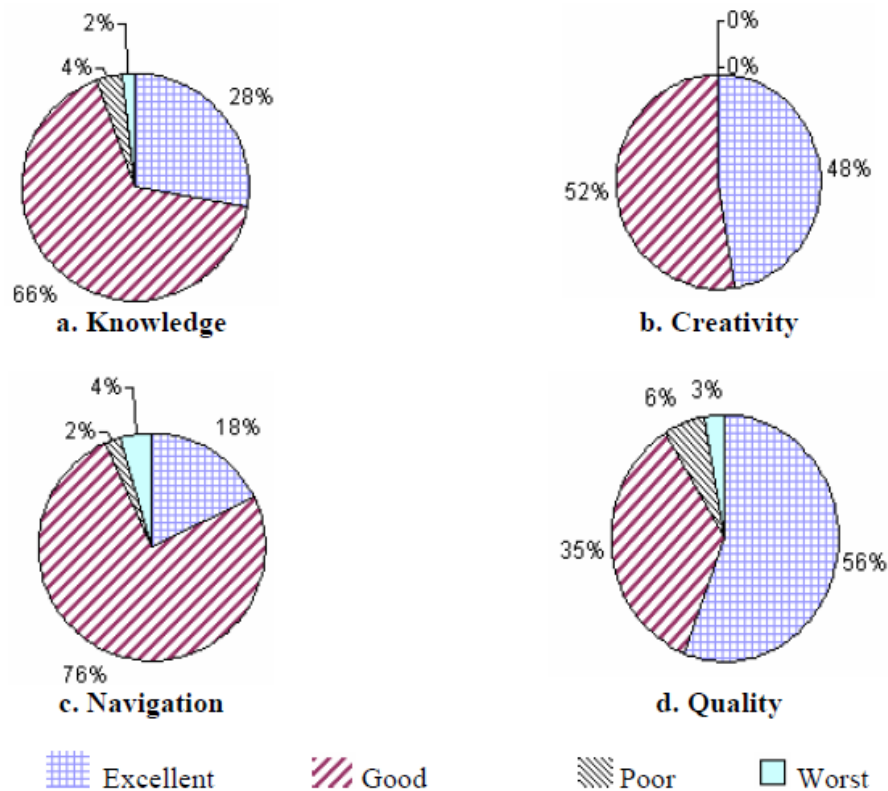


Figure 4: Quality Assurance Pre-release Field Test Sample (Sangi, 2005)

3.7 Implementation Stage

Stage seven was actually implementation stage. Different instructors and students groups used these courses and completed their course work. Students were often geographically distributed and their local conditions of access varied. The students were of different academic backgrounds and had different knowledge levels before starting any course. An overall feedback of each course was collected and compared with past data. This paper presents a collective feedback over eight year's period. It was an overall review of quality of material and learning as conceived by actual learner in real world situation. This real world feedback was presented in a CoC meeting every year. A combined review of every three years was especially presented in a same CoC meeting which initially approved it along with proposals for major or minor modifications. More detail discussions on this topic is given in survey responses.

4.0 Blended Teaching Methodology

This paper covers a case study of using multimedia instruction object based contents in a blended learning program comprising of 10 courses to be completed in two semester period. This program was offered in face to face mode from 2000 to 2005. However once quality contents were available, this program was converted into online blended learning model (Sangi and Ahmed, 2016). The students were required to sign on an online learning management system named Open Learning Institute of Virtual Education (OLIVE). Students were provided Multimedia Instructional Objects developed using above quality development process. The details of blended delivery methodology were discussed in detail in another paper on the subject (Sangi, 2016).

The blended delivery methodology comprised of three components; firstly, self-learning components e.g. Multimedia Instruction and was supplemented by books. Students were also given laboratory exercises to complete their work. The second component was a weekly synchronous online session on LMS which lasted usually for one hour or more for each course. During this session, presentation or explanation tutorials were scheduled. Students were encouraged to ask questions and were given answers instantly. In a third component, students were called at campus or sub-campus for a one week

face to face laboratory workshop and mid-term test. The survey feedback was collected in each semester as produced in the next section.

5.0 Survey Results

A regular feedback survey was conducted from enrolled students in each semester. In following paragraphs, results of student's feedback about learning contents and overall program are presented. The survey results were combined for eight years from 2006 to 2013 period. In all, 910 students were admitted out of which 455 students filled the survey feedback giving an average 55% response rate.

5.1 Respondents Profile

Out of 455 students, male: female ratio was 80:20. Considering the national populations, this depicts a low female participation rate. However considering general participation in BS (CS) degree program this was 8% higher. Majority students (75%) belonged to urban areas where as only 25% lived in rural and under developed areas (where Internet access is often unstable). The most students were in age groups between 17 and 40 years.

About 77.8% respondents were employed and about 80.4% students had their own computers. Other students shared computers of the university, office or at an Internet café. The survey reflected general trend of distance learners who live in urban areas for job and also get admission to improve their education. Interestingly, about 22.5% students mentioned Internet access was far away from their location (i.e. 2 km or more). Owing to this fact, the university provided a CD based learning content to each student in admission pack along with books and other materials. The accessibility analyses are presented in detailed in a separate paper (Sangi, 2016).

5.2 Quality of Learning Materials:

The quality of learning materials plays a very important role in learning. The results indicate that "Good" and Excellent responses were 77.2% (figure 5). Whereas, poor responses were only 2.6%. Thus the quality of learning materials in all professional subjects (10 courses) was overall good. In another study, it was reported that quality of the materials helped students to get better grades. In one particular case of "Software Engineering", a batch of 345 students improved their grades even up to 11.3% when they used MIOs (Sangi, 2005).

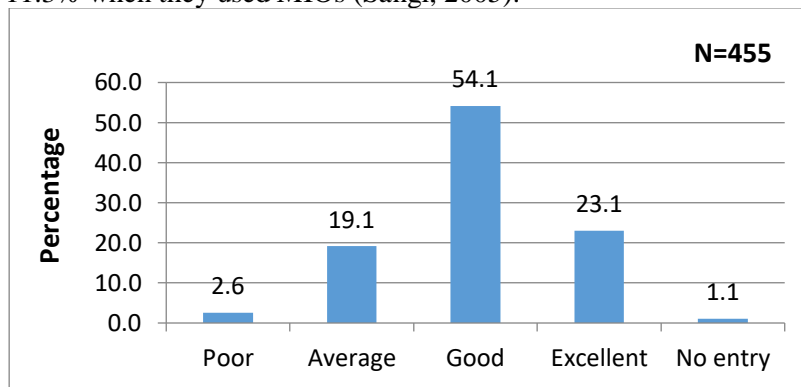


Figure 5: Overall Quality of Learning

No wonder, why AIOU students performed well in high quality software houses. It may be noted that, in "Netsol"³⁹ international software house with CMMI rating 5i, (perhaps only Pakistani software house to have CMMI 5i level certification). The author was told that about 15% (of more than 5,000 engineers) were graduates of AIOU Bachelors program. Even 77% employed student of PGD was a good data showing confidence of employers.

5.3 Sources of Help in Learning

Students used multimedia instructional CD, they also used; textbooks, online question-answer sessions (with live instructor) or physical attendance at laboratory workshop (with instructors) etc. Which of these were most helpful in learning? The responses are shown in Figure-7. Since this program has a good component of programming skills, laboratory workshop with instructors were rated high

³⁹ Netsol is high quality international Software house with origin in Pakistan (www.netsoltech.com)

(32.3%). The online sessions were rated (25.1%), the multimedia instructions were rated (24.2%) and help from books was rated only (13%). While analyzing the responses, it can be noted that activities in which teachers were live (workshop and online sessions) were considered most helpful. However, student responses were also highly encouraging for multimedia instructions which were delivered without instructor. These responses are validating the design of this program.

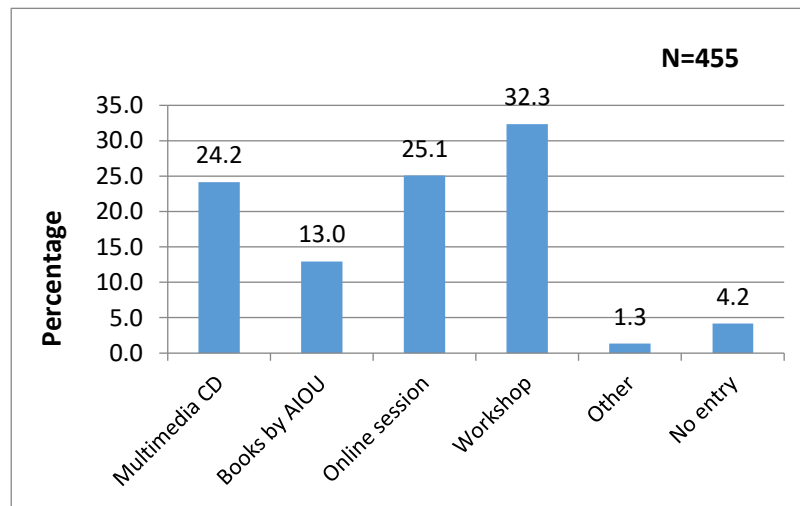


Figure 6: Source of Maximum help in learning
5.4 Program Coordination and Implementation

The program coordination comprises of activities in which teachers were required to keep website updated, classes starting on time, and all other activities of assignments, quizzes and tests taking place smoothly. The student response for “excellent” and “Good” was about 77%. Only 2.0% respondents rated it poor. Therefore program coordination activities were considered good.

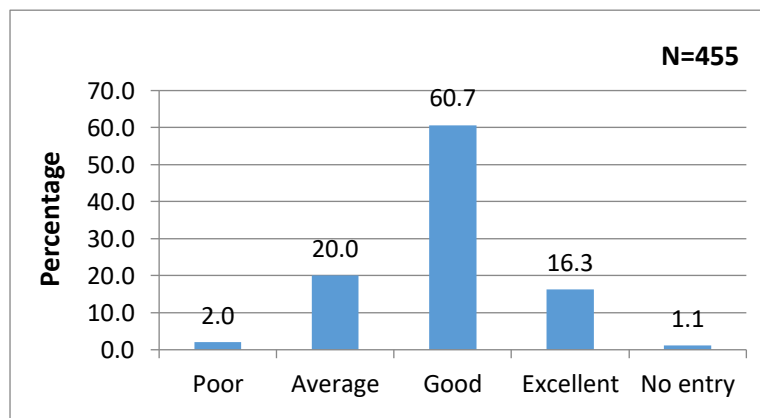


Figure 7: Program Implementation

The overall program implementation related to general activities like; admissions, counseling, course coordination and certification support etc. The program implementation as per specified quality controls, time/duration conformance, academic support including the information and maintenance of website etc., were very important factors for success. The student response shown in Figure 7 confirms it

5.5 Online Education Motivation

The motivation plays an important role in students learning. Even though materials may be good but if program coordination is not matching with student learning style, the learning may be less than planned. When asked, if they liked online education? Their response was 86.4% positive (agreed and strongly agreed). It can be said that majority students liked online education. However, student’s confidence building in a new mode of teaching is very important aspect. The negative responses

shown in figure 8, were 9.5% and 2.9% respectively. These 12.4% students perhaps had Internet accessibility issues, power break down problems or job commitments not allowing participating in online sessions. Actual reasons needs to be further explored.

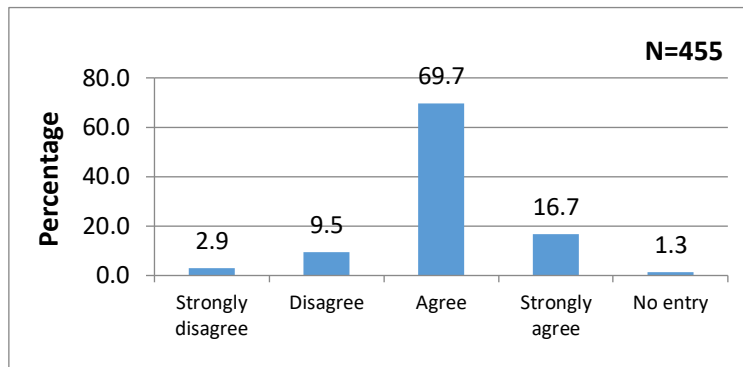


Figure 8: Do you like online education?

5.6 Mix of Online and Face to Face Education

Please recall that this program was designed in a blended mode, where most activities took place in online mode. Whereas a one week per semester was added for physical attendance to discuss important issues with instructor and complete laboratory work. A midterm test was also conducted at end of workshop. When asked about mixed online and face to face education mode, the responses were highly positive (94.1%) as shown in figure 9. Therefore it can be said that the students liked blended mode of education.

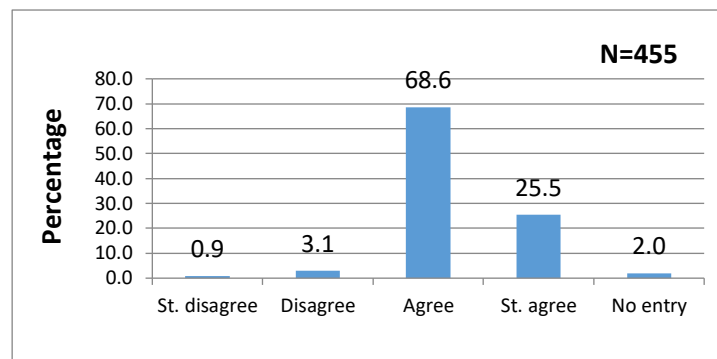


Figure 9: Blended Learning

5.7 Program Help to Improve Learning

Another validating point about online program effectiveness was, if it had improved learning of the individuals. The response was highly encouraging as shown in figure 10. It helped to improve the learning of about 96.7% respondents.

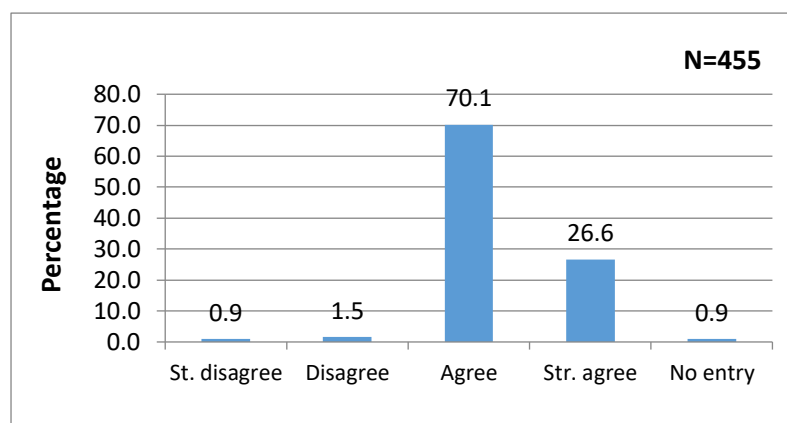


Figure 10: Program Effectiveness

While looking at profile of rural, urban mix, with both male and female participants over a quite stable period of eight years, this 96.7% agreement of the students on learning improvement is highly significant. Considering frequent disruptions in law and order situation, difficulty in accessibility of Internet and frequent power breakdowns this overall response is valuable and validating the design of this online blended program to achieve better quality learning.

6.0 Conclusions

The topics which need to be covered in any course represent the knowledge level of that subject. The contents on each topic are important to transfer that knowledge level to students. In this paper the quality development process was described in detail. A seven stage development cycle was explained starting from conceptualization to implementation stage. Various internal and external reviews helped improve the quality of learning materials. As a result of this quality enhancement, the online program was; effective, it-improved learning and was highly appreciated by the students. A quite high 77% employment rate of students shows a student acceptance of the online education among employed persons. The contents were very much liked and perhaps were engaging in nature. However, the local students required still more online and teacher student interaction and physical presence in blended workshop.

Overall results show student confidence in online blended education and their acceptance of both multimedia materials as well as delivery pedagogy. Program implementation was also appreciated by students. The survey results largely support this Program's blended design, quality of multimedia instructions. It has improved students learning, program was effectively implemented and they liked to continue with online education. In future, the department has initiated a proposal to convert a regular BS (CS) degree with five specializations into an online blended mode of education. The only major hindrance envisaged is power breakdowns at student end and some accessibility of Internet.

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Young Teachers' Perceptions in Regard to the Social Emotional Development of their Students and How Those Perceptions Influence Educational Practices

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Studies show that teachers play a primary role in the social emotional development of students; however, very few studies look at how teachers perceive that role and how that knowledge influences their educational practices. The following study was an innovative one considering it was the first to delve into the previously mentioned area of research with French-speaking educators in Quebec. A qualitative interview chart along with a quantitative questionnaire, linked to the social emotional competencies as proposed by Social Emotional Learning (The Collaborative for Academic, Social, and Emotional Learning, 2016), were created. Both tools were used to gather information from 10 kindergarten and/or elementary school teachers with between 1 to 5 years of teaching experience. The study's objective was to explore the 10 teachers' perceptions of their role as well as their knowledge and understanding of social emotional development in children. The study also explored how the teachers' perceptions and knowledge related to their educational practices. The results indicated that social emotional development is an abstract concept for teachers even though they all agree that educators play a vital role in helping students develop socially and emotionally. It is also accurate to say that the teachers in the study had a difficult time identifying the types of educational practices they used to support their students' social emotional development. When practices were suggested; however, the teachers were better able to identify the ones they used. The information obtained from the study should contribute to a better understanding of how a teacher's perception of his/her role influences the practices put into place to support the social emotional development of his/her students. The results should help young teachers in kindergarten and elementary schools improve their educational practices.

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The Democratic Governance Models for Serving Citizenship on the Community Cultural Background of the Villages in North Eastern Region of Thailand

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Abstract

This research aims to study the attributes and to develop the models of democratic governance for serving citizenship on the community cultural background of the villages in the north eastern region of Thailand. Qualitative case study method was used in five ethnic community villages with proper features for the case study of research. Each case employed a group of 18 – 22 key informants in in-depth interviews and focus group discussions, including participant observation in community activities and content analysis of relevant documents. A comparative discourse analysis of language contexts compiled from descriptive information and data triangulation were also implemented so as to obtain accurate information for the description of the results.

The results showed that the attributes of democratic governance related with elements of community culture in the villages in the north eastern region of Thailand, to examples, 1) the citizen serving has formed protective barrier through community culture, 2) democratic governance in the villages always depends on fundamental elements of community culture. Moreover, the attributes of democratic governance develop into community potentials to aid community service, to be applied in public service management, or to implement public policy for the villages. These led to significant development of democratic governance models for serving citizenship; 1) protective democracy - building immunity within the community through community culture development mechanism, 2) direct democracy - election of community representatives or committee to conduct public activities with emphasis on approval from the community, 3) participatory democracy - community members partaking in problem solving through participatory functioning, 4) deliberative democracy - periodical conference, allocating responsibilities within the community, having transparency among approved leaders in public work performance and seniority system to put credence in agenda screening, allotting management into subsystems to coordinate and organise conference among members. These practices have evolved into schemes for public service performance improvement among community members which was a phenomenon that shaped democratic citizenship suitable for the villagers that used elements of community culture to improve themselves.

Keywords: democratic governance, community cultural, Thailand's northeastern village

Higher Education

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Abstract

Higher Education is defined either an education that will result in a college degree at least an associate's degree or an education at levels where attendance is voluntary. Higher Education basically structured as:-

1. Bachelor/undergraduate level.
2. Master's/Post- Graduate level.
3. Doctoral/Pre- Doctoral level.

Bachelor degree is arts, commerce & science take three years where professional fields like engineering, pharmacy etc. takes four years.

Master's Degree is normally of two year duration. It could be coursework based without thesis or research alone.

Pre-doctoral programme can either be completely research base or can include course work as well Ph.D is awarded two year after the Master's Degree.

Higher Education helps man indoctrinate values and apply the technical know-how in real life situations. There should be better infrastructure and great scenario of higher education.

Key Words

Voluntary, Dissemination, Catalytic Dignities, Accreditation, Curriculum, Adequate, Disparity, Disbursement Expenditure, Intellectual, Indoctrinate.

Introduction

Higher Education is defined either an education that will result in a college degree at least an associate's degree or an education at levels where attendance is voluntary. In Indian context higher education is education beyond the secondary level, especially education at the college or university level. Education is seen as one of the ways to upward social mobility and as a stepping stone to a high flying carrier. Nowadays there are a large no. of institution and skills of higher education.

The key player in the higher education system in the country is University Grant Commission (UGC). It is not only the grant giving agency but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. Apart from the UGC there are various professional councils that are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards.

Higher Education is basically structured as:-

1. Bachelor/ Undergraduate level.
2. Master's/Post- Graduate level.
3. Doctoral/ Pre-doctoral level.

* Bachelor degree in arts, commerce and science take three years. In some institutions honours and special courses are available. There are not necessarily longer in duration but signify greater depth of study. Bachelor degree in professional fields like agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes four years, while architecture and medicine, it takes five and five and half years respectively. There are other bachelor degree in education, journalism and librarian ship that are second degree. Diploma Courses and Correspondence Courses are also available at the graduate and post-graduate level.

* Master Degree is normally of two year duration. It could be coursework based without thesis or research alone. Some courses may be of three years duration. Postgraduate diplomas are normally awarded after one year's study.

* A pre-doctoral programme is taken after completion of the master's degree. This can either be completely research base or can include course work as well Ph.D is awarded two year after the M.Phil or three years after the Master's degree. Students are expected to write a substandard thesis based on original research generally takes longer Harvard University, Oxford University, Massachusetts Institutes of Technology, Tsinghera University, Indian Institute of Technology, Indian Institute of Management and Jawaharlal Nehru University are the some of the best institutions of

higher education. Apart from these higher education institutes there are several private and deemed institute of various professional course.

The strength of any nation depends on its educational system especially its academic institutions as well as research activities. Institutions of higher education are considered as precious instruments for sustainable human development through creation and dissemination of knowledge which brings a catalytic change in society. Higher Education across the world is undergoing a process of differentiation. This is happening horizontally as new providers enter the system and vertically as institutional types proliferate. A diverse system with a variety of institutions pursuing different goals and student audiences is best able to serve individual and national goals. In India, it is also obvious.

According to Sam Pitroda (the Chairman of knowledge commission, 2009) " We have serious problems and we do have skill shortages, serious problems that have come out of the fact that we do not really have enough capacities in our higher education to meet the needs of today as well as for tomorrow". Education dignities are trying to reform and establishing an overarching authority for higher education and research putting a system in place to prevent and punish educational malpractices, creating mandatory assessment and accreditation practicing and setting of educational tribunals. Other proposed academic reforms include introducing a " Choice based: credit system and regularly updating syllabi. A new credit system would break the curriculum into small units and allow students to choose from various courses that would be revised regularly.

Expansion, inclusion and quality are three important issues of higher education. But its too difficult to implement.

Besides those there are a few challenges on higher education these are:-

1. **Appointment system of higher education.**
2. **A confusion regarding M.Phil/ PhDs/NET.**
3. **Defect in accreditation.**
4. **Lack of adequate finance.**
5. **Research finding disparity.**
6. **Lack of coordination among higher education institutions having under the same umbrella.**
7. **Commercialization of higher education.**
8. **Inadequate leaders in higher education.**
9. **Lack of autonomy.**
10. **Expansions of higher education create imbalances.**
11. **Differentiation of higher education institutions.**
12. **Knowledge acceleration.**
13. **Problems for women and disadvantages group.**
14. **Lack of public interest.**
15. **Short of democratic values.**

Factors Responsible for rising above issues/Challenges:-

1. The absence of vision.
2. The disruption of Globalization.
3. Conditions of initial disadvantage.
4. Unwillingness.
5. Rigid Mental Setup.
6. The influence of rate of return analysis.
7. Government guidance and supervision as the same way as managing army, roads and other machineries.
8. The failure to recognize the importance of taking the long term view undermined the higher education sectors performance and inhibited the development of governance traditions.
9. Shortage of qualified personnel.

There are few suggestions which may be helpful for the above challenges.

1. Expansions:-

A. Creating more universities at least twice of the present number.

B. Well defined link to other sectors.

C. Changing the system of regulation for higher education for:-

* Deciding norms for entering higher education.

- * Granting degree.
- * Regulating standards.
- * Disbursement of finance.
- * Design, testing and implementation of new curriculum and academic programme including the expansion or introduction of general education.

2. Excellence:-

- * Flexibility
- * Encourage private public partnership.
- * Reforming of existing universities.
- * Continuous internal assessment with memory testing.
- * Qualitative research should be done.
- * Good allocation of resource for various expenditure like development, salary, pension, maintenance etc.

3. Promoting Quality:-

- * Web based service would develop transparency and accountability.
- * Evaluation of teachers by peer and student should encourage.
- * Upgrading infrastructure.
- * Continuous assessment of evaluation system and syllabus.
- * Well defined standards.
- * Supportive legal and regularly structure.
- * Immunity for political manipulation.

4. Governance:-

- * Academic freedom should be given.
- * Shared governance.
- * Clear rights and responsibilities.
- * Accountability.
- * Financial stability.
- * Regular testing of standards.
- * Proper accreditation.
- * Student's involvement in the area of University/ College governance should be encouraged.
- * Strengthening their internal governance.

5. Science and Technology:-

- * Physical and technology.
- * Proper use of human resources.
- * Reform of the intellectual property rights.
- * Strategies for scientific development.
- * Application of knowledge technology.

6. Access & Equity:-

- * Rural, Urban & Gender disparities must be kept in mind by policy maker in planning and implementing the higher education system.
- * Higher Education should be subsidized by the government in a adequate manner.
- * Transparency in the functioning at all levels is required.
- * The Opportunities for the deprived and under privileged people and regions must be ensured.
- * At the universities, students welfare, particularly scholarships, stipends etc. should be given due importance.

7. Finance of Higher Education:-

- * Linking education with employment.
- * Better utilization of the resources already available.
- * Minimizing wastage and under utilization of facilities.

- * Using marketing strategies to attract funded project from industries and other sources.
- * Setting up Alumina Associations to develop fund.
- * Initiating knowledge based consultancy services at the institutions.
- * Introducing students loan scheme.
- * Setting up cost effective institution, e.g. Open Universities Community Colleges.
- * Colleges to assess local needs should frame their own syllabi/ courses accordingly.

8. Evaluation and Assessment System:-

- * Evaluation System should be free from tension and horror.
- * Appropriate and effective feedback mechanism may be followed by institutions of higher learning.
- * Evaluation should be designed in such a way that the student's insight into the subject can be rated.
- * Serious efforts should be made in developing question banks by following rigorous scientific procedures across disciplines.
- * A proper structure for examination reforms units for the universities should be evolved. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.

9. Value Education:-

- * To inculcate human values in the university students and teachers like quest for peace, adherence to truth and right conduct, non violence, compassion, tolerance love for all living beings, respect for the motherland and the glory of its culture and traditions, in order to promote societal concern and responsible citizenship. Psychic education may be adopted in higher education curriculum.
- * It is desirable that human values should permeate and form part of the teaching in all disciplines and subjects.
- * Attention should be given to develop appropriate study material for this on a priority basis through proper supportive measures.
- * Teaching methodology, teaching environment text books and curriculum as whole should be value base.

There are different kinds of countries in this world like developed, developing and poor countries. Developed countries have pragmatism as the base, now the need of higher education is a great issue for their education. Developing countries are facing the challenges to provide quality education for all, technical education, vocational education, girl education, child education, adult education, quality teacher education, poor countries are also facing the challenges of basic education, vocational education, availability of good teachers, good curriculum etc. In 1990 UNESCO launched the movement education for all (EFA) to provide quality education for all children, youth and adults by the year 2015. But unfortunate reality is that even in 21st. century it is a challenge for us.

Education does not only encourage personal development, it also offers the general growth of entire world providing a place for people to interact, socialize and unifies their socialites. In this period of globalization countries should be collective efforts and share knowledge maintaining, healthy international relation. Higher education is not merely narrow or limited to classroom experience but a holistic and experimental learning aimed at social transformation. The collective and collaborative effort of social institutions including families, educational institutions, state, voluntary sectors and most importantly, people themselves can bring about community effectiveness. Not only the government, but every literate citizen should contribute in battling with the demon of illiteracy. To make country flourish and progressive education has to become people centric rather than exam centric. The stage of higher education faces the problem of isolated curriculum, medium of instruction, examination reforms, excessive admissions, student's indiscipline, trade unionism of teachers, duration of courses and lack of finance etc. These can be remedied by vocational courses, regional

language as medium of instruction, examination on reforms, excessive admissions, students indiscipline, trade unionism of teachers, duration of courses and lack of finance etc. These can be remedied by vocational courses, regional language as medium of instruction, grade systems and objective questions, duration of courses, regulated admissions, apt handling of student-indiscipline, accountability of teachers and improved finances etc.

Conclusion

Higher education helps man indoctrinate values and apply the technical know-how in real life situations. It is quite impossible to provide higher education to all at free of cost by government. Private enterprises should be encouraged to start professional institutions but it does not lead to commercialization. The entry of private enterprises would ease the burden of the government to providing higher education to its citizens.

Regulatory arrangements must be put in place before the private sectors. The co-existent of the public and private sectors would be beneficial. Higher education leads to sustainable development as it injects social values, paves new ways of innovations and creates strong brain for future need of development etc. Higher education intuitions contribute to the growth by providing specialized knowledge and skilled manpower. The beginning of higher education reforms, a transparent and informed discussion needs to take place, bringing together educators, industry, government, prospective students and other relevant stakeholders. The systems should be customized to fit world's stage of development, political system, social structure, economic capacities, history and culture. It is also important to avoid the process becoming too political. A common vision should yield a framework to guide expansion and reform of higher education, while also organizing and managing the system in a way that is compatible with social goals. For improving the quality of existing academic programs such as those involving science and technology and developing new programs, especially for the provisions of general education and for helping bright and motivated students from disadvantaged backgrounds to overcome their academic deficits and developing and motivating strong faculties should be implemented. Higher education should be related to other policy initiatives. The benefits of higher education require a long gestation period. There may be shortcuts to establishing educational infrastructure, but influencing people to understand and convey higher education values and best practice will take decades.

Biography

Dr. Nutan Alok was born on 10 May 1969 and completed her M.A. (Sanskrit) from B.N. Mandal University, Madhepura, Bihar-India in 1992. She was appointed as Assistant Professor in the Deptt. of Sanskrit in YADUNANDAN-PAVITRI DEGREE COLLEGE, Dilipnagar, Raniganj, Araria, State-Bihar, India. On Oct, 1992 She awarded Ph.D Degree entitled. Vidurniti and Bhartirihariniti Shatak ka Smikshatamak adhyayan. In March 2013 her articles have been published in various reputed magazines. She presented 10 research papers in national & international seminars and conferences. She participated in raining programme on Academic leadership organized by UGC Human Resource Development Centre, AMU Aligarh in April 2017.

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Emerging Issues In African Music Academia- the Nigerian Perspective

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Abstract

Music is german to the life of the African, every social activity in the life of the African is accompanied by some kind of music. A lot of thesis have been written on the subject of parental prejudice to the formal study of music in the African society. The being that the average parent cannot conjecture that a child will go to school to study an art which principally exist and is practised by rote learning and oral tradition. The introduction of Western Music Education has changed all that. Issues have arisen and have been tackled by scholars of past and present generations. This paper is an overview of what the writer considers as issues emanating in the new millenium 2000 - 2016. The participant observatory-method based on empiricism as an active player in the music academia was used, using the Nigerian music academia as case study. Issues were identified, solutions were proffered, projections and possible solutions were made to make the African music academia better.

Introduction

The writers identified 8 plagues that could jeopardize the growth of the music academia in Nigeria in the new millenium if treated with kids glove. Ironically, most of the plagues identified are more intrinsic than estrinsic to the corpus of music academia in Nigeria. We must look at ourselves more closely before lay blames to non-music scholars.

1. Computer Related Issues

One of the basic deficiencies of the Nigerian music academia are issues arising from deficiency or lack of knowledge of the Information Communication Technology (ICT). The most neglected aspect of the use of computers are those emanating from

a. Deficiency in The Usage of The Microsoft Word.

We have reached a stage where Projects, Thesis and Dissertations must be typed by supervisees or at the least a researcher should have his typed work edited by himself. Examinations question papers must be typed by lecturers and printed by the lecturers from the closet of their offices. Personal printers must therefore be a sine qua non to scholars. The mastery of the use of the micro-soft word will enable an electronic data base to be formed in our Departments of Music.

In the course of this thesis, we visited a first generation Music Department in Nigeria recently and the heap of dust-laden files found on a lecturer's table can induce sneezing on any vulnerable individual. Besides heapes of files constitute an eye-sore and offer no aesthetic appeal. Music is an aesthetic art and we must maintain a good level of decency in our offices. Hard copies must be neatly packed in a store room and called up when needed. It is easier to electronically call up an information and print it out if well organized in folders. How many Heads of Departments can with the use of the micro-soft word call up bio-datas of their existing students and have a history of past graduates of their Departments. Electronic data base of students will go a long way in determining the Teacher Staff Ratio (TSR) in our various Departments in line with the National Univerties Commissions (NUC) guidelines to facilitate employment of staff in needed areas of specialization. Often times, wrong grammatical expressions during Post Graduate Seminars and defenses are blamed on typists simply because we pay lip services to the simple computer application like the micro-soft word.

b. Music Writing Softwares

As co-ordinator of Post Graduate programmes, we have discovered that the percentage of music scholars who are conversant with finale, sibelius, capella 1200, and other software applications for scoring music are very few. There must be conscious effort for music scholars to undergo personal courses on the application of power points, microsoft word and excel work sheets to enhance their efficiency. These applications enhance professionalism in a global world. Caution must also be applied

in the minds of scholars for music writing softwares are meant to enhance neater notations and make publications easier. Computers do not compose music.

Most of the softwares are designed based on the Western derived ideologies in music. the task lie with Nigerian music technologists' to formulate softwares or contribute ideas to software manufacturers that can accomodate Nigeria lexicography and other concepts of Nigerian /African music.

c. Recording Software Applications.

The use of computer based applications must extend beyond notation, ms-word and the application of the World Wide Web (www) for research.

Practical application of softwares like fruityloops studio (fl), Cubase, Nuendo must be learnt. Institution must be well equipped with functional studios and good technical hands.

d. Virus and Anti virus related issues

Watson 2001 wrote:

By definition a virus consists of a set of instructions that attaches itself to other computer programs, usually in the computers' operating system and becomes part of them. In most cases, the corrupted programs continue to perform their intended functions but surreptitiously execute the virus's instructions as well. A virus is usually designed to execute when it is loaded in a computers memory. Upon execution, the virus instructs its host program to copy the viral code into, or infect, any number of other programs and files stored in the computer (p.20).

The infection can then transfer itself and code on other computers through magnetic disks or other memory storage devices, computer networks, or online systems. The replicating virus often multiply until they destroy data or render other program codes meaningless.

A virus may simply cause a harmless joke or cryptic message to appear on a computer users video monitor each time he turns on his computer. A more damaging virus can wreck havoc on an extremely large computer system within a matter of minutes or hours, causing it to crash and by extension destroy valuable data! How many music educators know the intricacies of the application of the anti-virus and back up storage devices to avoid loss of data occasioned by theft, computer crashes and virus attacks.

Most people install anti-virus in their systems and do not know that without updating it regularly, it becomes less effective and leave your system vulnerable to viral invasion. Interchange of mass storage devices between your personal computers and commercial computer work places without an up-to-date anti-virus is a high risk game akin to having unprotected sex with a stranger.

2. Poor Litereature Base of Scholars

Often times publication of scholars in the music academia emanate from researches carried out in Project, Thesis and Dissertations which in itself is not bad but often times there are no conscious effort to update the litereature base of new papers written by same scholars and often times references by scholars are copy and paste.

An analysis carried out on 5 academic journals across the Federation show that 60 percent similarities in references used by one author for different papers. The cause is simple: Most scholars are lazy and make no effort in up-dating their litereature base. It is a sore point that has to be improved upon. Musicians must look inwards first for their problem before facing the external foes. Adebite in his lead paper in ANIM 2006 hosted by unizik warned against regionalization of reference materials. It is now very common for Western based scholars or students to quote authors from the West alone. Same goes for the East and other geo-political zones in Nigeria. We must ensure the maximum use of Wide Area Network WAN as well as Local Area Network and ultimately ensure we do not have a circle liberation movement in our academia (Adedeji, 2004). If we fail to know what each other are researching on, we cannot make progress and collaborative research which is in vogue now will be in jeopardy.

African music nay Nigeriam music is fraught with homogeneous practises, it is the nomenclature or taxonomy that often times change. This is as a result of homogeneity in environmental resources. In Nigeria for instance, we have the tropical rain forest, the sahel savannah, the grassland, and the semi-arid regions of the North. Issues that affect one tribe in a region, affect other tribes within the same geographical zone, so write ups and references in music must not be compartmentalized. The growth in the music academia must be all encompassing. Reviewers of academic papers for publications assessment for promotions must subject papers to proper scrutiny to ascertain the literature base of the researcher under investigation.

If we fail to do so, not only will the depth of our researches wane, budding musicians will find basic Joint Admission and Matriculation Board Examinations (JAMB) questions difficult to comprehend and answer.

3. Employment Procedures for Music Scholars

Education is all about shaping our thoughts for the better, equipping the younger generations for a better future and to be free from superstition occasioned by ignorance. We must therefore look seriously on the issue of the employemny procedure or processes at all levels of music learning. This process must actually start with calibre of graduates we produce in our institutions, degrees must not be awarded on sympathy grounds. Our watch-word will be, will you conveniently place your own child or ward under the tutelage of that student you are graduating with a quality grade and feel safe that your child will make progress in learning? if your answer is in the negative, you need to do a self-appraisal of your action. Objectivity must override emotions. The former Governor of Anambra Mr Peter Obi stated stated inter- alia: *the society we abuse today will take revenge on out children tomorrow*. The first generation of music educators in Nigeria have made more impacts than hundred of graduates being chuned out from our various Universities, Colleges of Education and Polytechnics. Imagine a scenario where a student waltzes his/her way through a system, such a person may be well connected with the political class and take plum jobs ahead of their more qualified peer and our children and the society are at the receiving end. Kodaly in Onwuekwe (2015) osserted that:

It is much more who is the music teacher than the Director of the Opera House in Budapest---
.for a poor Director fails once but a poor teacher keeps on failing for thirty years killing the
love of music in thirty batches of children.

Vice chancellors, Provosts and those at the Top echelon in the Ministry of Education must consult relevant authorities before employing people and we too must be honest in our recommendations. Square pegs in square holes, round pegs in round holes!

4. The Emergence of Cultural and Creative Arts as a subject.

We are of a strong opinion that the evolvement of cultural and creative arts as a subject is as a result of the non-performance of the majority of our music teachers at the Secondary School level.

It is on record that before it's emergence, it is only a negligible percentage of candidates who apply through JAMB for University entrance to study music sat for music at the WASC or NECO levels. At the University now, we do more teaching than lecturing!

The remedial programmes like Diploma have now been scrapped from the Universities. Comen and ANIM must invite people from the ministry to attend our conferencies. Communique must be issued at the end of our conferences so our yearnings will be heard. Teachers at the secondary schools must wake up. Even the marginalised allotment to music in the present curriculum is largely unattended to. Teachers must squeeze out time for rehearsals outside official hours to make themselves and their subjects relevant. We must not be content with the teaching of lines and spaces alone and forget the creative outlet that will engender the love of music in the young ones. We were in a secondary school in the course of this research where the Music Teacher taught civic education on the pretext that the kids were not interested in music studies, by the time we orchestrated a simple tune with the resources on ground, music became the love of all students and today the school have a functional orchestra.

5. DYNAMISM IN CURRICULUM CONTENT

The only permanent thing in life, the popular saying goes is change. The formal study of Music in Nigeria came with the colonial masters and as nationalist ideologies grew, indigenization of ideas and curriculum in all spheres of human activities was encouraged within the context of the globalized world and the music academia must not be lefty behind. In line with the National Policy on Education (FGN, 2004):

There is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education (p7).

the content of music courses must change to subjects that will position the students for relevance in the present society. Okafor observed that when this ideas was first introduced in UNN in 1999. it stirred the bee's hive.

In his *Magnum Opus* "History of Education in Nigeria" Fafunwa (1974) stated the seven cardinal aims of African traditional education as follows:-

- The development of the child's talent and physical skills
- The development of character
- Inculcating respect for elders and those in position of authority
- The development of intellectual skills
- The acquisition of specific vocational training and the development of healthy attitude towards labour
- The development of the sense of belonging and the encouragement of active participation in family and community affairs
- Understanding as well as appreciating and promoting the cultural heritage of the community at large (p.20).

Today, popular music is given greater attention and ensemble courses have helped explore the creative instincts in the Nigerian student as well as encourage group cooperation. Indigenous music practices must be encouraged and cultural area studies encouraged because it provides a platform for deeper and greater insight in research. A virile curriculum without an empirical teacher base is of no use. We have to encourage what the late Lucy Ekwueme(2009) postulated as regards the training and re-training of music teachers.

Amongst many others, a modern music curriculum must include bench mark courses in intellectual property and copyright laws, entrepreneural studies, music as art an science, music technology and popular music studies. (Nwamara & Onuora-Oguno (2013), Onuora-Oguno, (2014), have made differnt cases to this effect.

6. The Art Musician Versus The Ecclesiastical Authorities.

Most art musicians have their creative outlet through the churches. Serious issues have developed between musicians and the men in white—the clergy. The relation between art musicians and church authorities are in most cases neither mutual or symbiotic. The musician and the church authorities view each other with mutual suspicion. The musician is called upon at the inception of a church service when the choir files out and is hurriedly forgotten during entertainment. Similar sour scenarios existed between Archbishop Hieronymous and W. A Mozart (Kamien, 1988).

We had elsewhere enumerated how the ecclesiastical authorities maltreat the band of singers (Onuora-Oguno, 2010: 63). The services of musicians are invaluable in the Christendom and should not be taken for a ride. The musician too has a role to live up to his billing, have a good carriage and maintain a cordial relationship with church authorities. The relationship between the two ought to be cordial.

The churches provide the platform which most musicians use to showcase their expertise. The musician on the other hand must respect constituted authorities.

Music is a high profile job and the musician occupy the top echelon, either as a composer, organist, or choral director. The aforementioned positions often make one a celebrity of a kind and often times the priests think they are being robbed of the shine, and most times look at the remuneration of musicians with envy akin to the biblical Ahab viewing the Naboths vineyard from his Orchard. The musician is a special breed and must be accorded his rightful place in the church.

We advise art musicians is to have an alternative source of livelihood outside the church to avoid the kind of treatment Archbishop Hieronymous meted to Mozart. If you dont, you stand the risk of being short-changed once a substitute is found for you or when a new pharoah comes into ascendancy. Musicians must avoid scandal, sexual irresponsibility and must learn to live above board.

7. Motivational Stampede/Mentorship:

As young scholars, we looked up to our seniors. Their wishes were subtle commands and it is no good news if one saw a missed call from any of them. You immediately call back to to ascertain why you were called. And once you determine it is not for the wrong reason your blood pressure comes back to normal.

Today our students at various levels flash us on phones from the comfort of their phones to know whether lectures will hold before coming to school. How many Post Graduate students attend conferences? When we were junior fellows in the University, seniors' would give you an ultimatum to submit your paper for publication in a journal and you dare not fail yourself! The same man would give you summons of what to do towards an accreditation exercise and give you a time frame of 24 hours for a 4 day job and once he is sure you are on it he relaxes knowing that you will deliver a good job.

The short time frame was usually to make sure the job was ready well ahead of time. The days in between was used for corrections in case of any. Such was the state in which we met the lecturing job and as younger fellows we were ready to spend and be spent.

Such were the motivational stampede we got from senior colleagues and it has equipped us well for greater responsibilities.

Primarily, we were ready to listen and work harder despite all the assignment we were saddled with! You did your teaching job, invigilate exams, rehearse the ensemble groups assigned to you, and take a lead role in performances for the University, sometimes at the expense of the comfort of your home.

The maxim was **hardwork does not kill**, ironically none of us died from motivational stampede. Today, students are more concerned with the easy way out. Very few want to be mentored, only a small percentage attend conferences, very few invest in books and journals. Many lift their references from the ones done by the senior colleagues and hardly see the primary source of information. Some do not even have library cards neither have they visited any library. Motivational stampede could be a preparatory ground for success through resilience in professional practise. instruments were fully restored into the instrument room. The big question now is are the present breed of students ready to be mentored or ready to accept the motivational stamped strategy. The answer is like that of the six men of Hindostan who went to see the elephant, the one who touched the animal on the tummy screamed he was like the elephant, the one who touched it by the ear said it looked like the fan, the one who grabbed the tail said it looked like the rope. The one who grabbed the legs said it looked like the tree, at the end all were partly right but all were wrong. Today PG students dont read wide. A friend of mine once fancied himself with writing a beautiful seminar paper but without a reference and was asked by a professor rhetorically "is this an academic paper?"

When a sage confronts you with such a question then herdsmen are in your back yard!!!. In this era of globalisation, the internet facilities at our disposal are used for to-go. Wtsapp, facebook, twitter ,instagramme and not even for reading newspapers and accessing research materials. The good scholar must have a systematic inquiring attitude. The computer is gabbage in gabbage out and information passed through it must not be taken as a law.

8. Lack of Maintenance Culture/Craftsmanship

Most acoustic pianos in our Higher Institutions are distuned. Millions of money go into it's purchases. We know what Heads of Departments suffer to get budgets approved for purchases and care must be taken to cater for the ones purchased. Our instrumental technologists must strive to make their marks in the area of maintenance of equipment. There are virtually no repairers for our stringed and woodwind instruments, yet we have people designated for such duties. It is either they are not so proficient or not given a conducive environment to carry out their responsibilities. In unizik, we encourage students to understudy craftsmen and construct their own traditional instruments. The art of constructing instruments has become a source of livelihood to many.

Conclusion

In this era of globalization, it is suicidal and an anathema for any dynamic minded music scholar to neglect the issue of computer literacy. It is an age we have found ourselves in and we must key into its many uses to be relevant in the scheme of things. The issue of poor literature base must be dealt with by every scholar having what we propose as a yearly academic retreat. It is a period when a scholar hibernates to read new materials to update his literature base. The attendance to academic conferences must be encouraged. It not only offers an opportunity of fellowship and comraderie but also exposes one to new environment and ideas. Conferences affords an opportunity for procurement of resource materials as well. The hiccups we encounter in organization of conferences could be alleviated by members having a first hand experience of the nitty gritty of hosting conferences. There is a wide gap between theory and practice. We do not learn by staying at home and hosting conferences are not learnt by gleaning books alone. We must be firm but kind in our assessment and production of students because the student of today is the teacher of tomorrow is key to not only the survival of the academia but in shaping the future generations.

Students at all levels must show the eagerness to learn. Learning could be subjecting yourself to some kind of apprenticeship or a voluntarily servitude in order to reach the promised land. Many have done it and they are better today. Dynamism in curriculum must be pursued with dynamic approach. Every musician is encouraged to have an alternative means of livelihood other than the church. Save for the rainy day and have a good investment to back you when you are less active or when your art wanes or becomes unappreciated. Having an alternative income source will also give you some measure of respect especially for those whose survival revolves around the church. If one is a lecturer for instance and serve the church as a choral director, he will earn more respect than when he is seen as an itinerant person akin to the troubadours and trouveres of the ancient France. The leadership of our various professional bodies must make conscious effort to invite key players in Government for our conferences. They initiate and take most policy decisions and most times act in ignorance. Effort must also be made to sensitize the vice chancellors, provosts and rectors of our higher institutions on the need for proper consultation in the employment of music teachers. Communique of our conferences must get to the world through the electronic and print media because the issues we raise and dicuss are community based.

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Cultural and Creative Arts as a Subject in Nigerian Secondary Schools: Issues and Panacea. A Case Study of Schools in Enugu Metropolis.

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Abstract

This paper seeks to examine the progress made so far by the integration of Music, Fine Arts and Drama as one subject known as Cultural and Creative Arts (CCA) in the Nigerian educational system. Using selected secondary schools in Enugu metropolis as a case study, the paper observes, among other things, that CCA is a core subject in schools since its inception in 2007, and as such, compulsory for all the students in the junior secondary level. Other findings also reveal that not all CCA teachers are competent for adequate instructions on the 3 branches of the subject because they, themselves, did not receive such training. Inadequate time allocation to the subject in the schools' period of work, as well as the scanty representations of each of the 3 aspects of the subject (especially music) in their schemes of work are also issues of worry. The paper therefore recommends, among other things, that CCA teachers should undergo some training on CCA as a subject so that the aims for and the objectives of this integration will be achieved. The field and laboratory method were used in carrying out this research. Denudating the Influence of Cultural and Creative Studies as a Subject in the Nigerian Education System

Keywords: CCA, NPE, UBE, NEEDS, BEC

Background to the Study

The Nigerian National Policy on Education was revised in the year 2004. The Policy is based on the dynamic model of formulating educational policies, which is adaptive to changes and most appropriate for a developing country and a multi-ethnic nation like Nigeria. The policy has the following peculiarities:

1. It set specific objectives for the nation and its education;
2. It addressed the problem of unity and laid foundation for national integration;
3. It aimed at realizing a self-reliant and self-sufficient nation to meet the country's developmental needs;
4. It gave a comprehensive structure of educational system and laid the foundation for the 9-3-4 system of education in Nigeria (i.e. 9 years comprising six and three years of lower and upper basic education, respectively, three years senior secondary school and four years university education);
5. It made education in Nigeria the government's responsibility in terms of centralized control and funding of education.
6. It had a broad curriculum which aimed at creating learning opportunity for all children, irrespective of their sex, peculiar background or ability; and

Cultural and Creative Arts (CCA) was introduced as a subject in place of Music, Fine and Applied Arts and Drama which before now were distinct subjects studied separately in schools. Notable universities that study music in Nigeria include the University of Nigeria (UNN), Nsukka, Nnamdi Azikiwe University (Unizik) Awka, Obafemi Awolowo University (OAU) Ile-Ife, University of Lagos (UNILAG), Lagos State University (LASU), University of Uyo, Delta State University, Abraka and Chukwuemeka Odumegwu Ojukwu University (COOU), Uli. There are also Colleges of Education where music is offered up to the National Certificate of Education (NCE) level. It is remarkable to

note that most of the institutions mentioned are situated in the Christian dominated Southern part of Nigeria. Perhaps because the Christian religion offers a wider scope for music creativity and performances in her liturgy.

Music is practiced as a social event in the Nigerian society yet the challenges faced by music as an academic discipline in Nigeria is multi-faceted ranging from the apathy of parents to music studies, and non-sufficient instructional materials.

Ignorance has also paved way for some in the political class to pave way for the spate of attacks against music scholarship in Nigeria. Often times policies are formulated by those who have little knowledge of the subject. Appointments are made based of political party affiliations rather than on merit. It is common to see a Minister who oversees a parastatal that he has little or no knowledge in. Every activity in the life of an average Nigerian is accompanied by music, therefore music studies ought to be taken seriously.

The Nigerian Education Research and Development Council (NERDC) in line with Government adoption of the 9-year Universal Basic Education (UBE) program, in 2006 developed a 9-year Basic Education Curriculum (BEC) to meet the ideals of the UBE programme. The Curriculum accommodated the fundamentals of both the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDGS).

The core compulsory subjects in the new curriculum are English Studies, one major Nigerian language (either Hausa, Igbo or Yoruba) Mathematics, Basic Science, Social Studies, Civic Education, Cultural and Creative Arts, Religious Studies, Physical and Health Education, French Language, Basic Language and Computer Studies. The electives are Agriculture, Home Economics, Arabic Language and Business Studies. In summary, a student in upper basic education must offer a minimum of fourteen (14) subjects and a maximum of fifteen (15) subjects. The implementation of the Curriculum commenced nationwide in primary 1 and J.SS 1 Classes in September, 2008 respectively. The old curriculum was also systematically phased out. The first batch of students graduated in June, 2010 after sitting for the Basic Education Certificate Examination (BECE). The objective of the universal basic education highlighted is therefore geared towards developing in the individual all the skills that would enable him/her become self-reliant in the society, equip students to live effectively in our modern age of science and technology, develop and project Nigeria's cultural, art and language as well as the world's cultural heritage and inspire the students with a desire for achievement and self-improvement both at school and in later life.

Statement of the Problem

The extent to which the aims have been achieved form the crux of the subject matter of this paper using four schools in Enugu metropolis namely, Uwani Secondary School, Enugu, Holy Rosary College, Enugu, Cathedral of Good Shepherd Secondary School, and College of Immaculate Conception (CIC) Enugu.

The paper also seek to know whether the problem of the CCA is with the policy, the policy makers or its implementation.

1.2 Purpose of the Study

1. Find out whether the introduction of C.C.A has brought about training of youths with more diverse skills.
2. Find out the extent the C.C.A has helped to unite our cultural heritage.
3. Find out whether the introduction of C. C. A has brought about higher creativity in students.
4. Find out how the introduction of C.C.A has helped young Nigerians to have positive values for the development of their country.
5. Find out whether the introduction C.C.A has helped to make the students self-reliance.
6. Find out how the amalgamation of the three subjects has served as the agent of job creation.
7. Find out the extent the introduction of C.C.A has made the students more enthusiastic towards learning.
8. Find out the problems associated with the merging of the subjects into cultural and creative Arts.

The Government Position

Education generally, is a vital tool for the development of any society. It is also believed that its purpose is to teach and arm the society with enough knowledge in order to withstand the challenges of life. It is widely regarded as a “veritable instrument for social change and national development” (Ezeugwu, 2014: 3). To support this, the National Policy on Education (2004), stated that “one of the broad aims of education is preparation for useful living within the society” (p.18). This is achieved through different subjects taught by professionals/experts in schools- of which Music is one of such subjects. In Nigeria, and indeed the world over, music is an important subject for educational purposes because it employs element that demands learning or training. It is taught at all levels of education- primary, secondary and tertiary with different degrees of emphasis and seriousness. At the end of their training, they are expected to be enriched with knowledge, skills, values, right attitudes and also to be capable of teaching others. However, music has been an optional subject at the junior secondary school level until the year 2007, when it was merged with Fine arts and Drama as a single subject known as Cultural and Creative Arts(CCA). Cultural and creative art, according to Owolabi (2013), is the merging of Fine arts, Music, Drama and Craft into a single subject. Supporting the above, Ojukwu and Onyiuke (2014), stated that CCA is an “umbrella term which brings together the three arts subject areas: music, fine and applied arts and drama/theatre” (p. 77). In another development, Ajewole (2013: 110), described CCA as “an interdisciplinary field of study which is a product of synthesis of music, Arts, Dance and Drama”. The general objectives of CCA, Ajewole continued, are to promote aesthetic education by enhancing learners’ level of aesthetic appreciation, develop ability to explore, manipulate, improve and experiment with sound, colours, and design, space and body movements and to acquire basic skills in these art forms among other things. The Nigerian Educational Research and Development Council (NERDC) have already listed Cultural and Creative Arts (CCA) as one of the core basic subjects in the new 9-year basic education curriculum (FGN, 2007:9). The aim is to “develop the students’ acquisition of cultural repertoire aesthetic perception, artistic talents, creativity and expression”. However, Okafor and Okafor (2009) noted that “there is no guide as regards selection, variation, implementation, goals and opportunities for this provision” (p.34). Though these arts have been introduced as one integrated subject, each of them has its own peculiar characteristics and thus needs trained personnel to handle each peculiar area.

Teaching as a concept is described as “the process of selecting, organizing and making available the perceptual and informational input of arranging the physical setting and influencing the social and psychological environment (of the learner) so that optimal learning takes place”. (Hart, 2000: 231). Kehinde (2013) also added that teaching is a pedagogical activity that requires the transmission of knowledge, ideas and values from the teacher who possesses a mastery of the subject matter to the learner. In other words, teaching has to do with the process whereby an experienced, trained or mature person, imparts knowledge, skill or vital information to an inexperienced or immature person. The main aim of teaching generally, therefore, is for the learner to be adequately equipped with knowledge.

Learning on the other hand, has been defined by Dennis (2004) as “something that occurs whenever one adopts a new or modifies existing behaviour patterns in a way which has some influence on future performance or attitude”. (p.2). This means that learning can generally be described as growth, development and experience, an active process in which meaning is developed on the basis of experience. Therefore, since learning leads to change in behaviour, any analysis of the learning process should give attention to the type of behaviour involved and kind of change desired. There can be no growth, development etc if knowledge is not imparted

Music education is a field of study associated with the teaching and learning of music. “It touches on all the domains of learning, including the psychomotor domain (the development of skills), the cognitive domain (the acquisition of knowledge), and in particular and most significant ways, the affective domain including music appreciation and sensitivity. (Yudkin, 2008:4). This means that teaching and learning in music involves much more than mere standing in class to talk to students. The National Policy on Education (2004) highlighted the objectives of music education as the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his/her society. Students are required to learn from the teacher and understand the technicalities in the manipulation of chosen instruments as well as show mastery in performing with such instruments. Studies, however, have shown that the integration of music, fine arts and drama has relegated music as a discipline, to the background. According to

Oladikpo and Owoaje (2013), music teaching and learning in this new form has changed both in principle and practice in Nigerian secondary schools. Music is now used to enhance other forms of arts. Again, secondary schools no longer graduate students with high music potentials for further studies, in other words, "the new curriculum content does not possess the adequate background for advanced music studies". (p.161). Based on the foregoing, this study looked into the following questions:

Issues with CCA

- What is the extent to which the content of Cultural and Creative Arts (CCA) in Nigerian schools relevant to the realisation of the goals and objectives of music education?
- To what extent are music teachers qualified for CCA instructions in schools?
- What are the requirements for musical training in Nigerian secondary schools?

Methodology

The design was a case study, carried out among selected secondary schools in Enugu Metropolis. The population included all the 12 professional teachers in the schools used for the study. Interviews and personal observations were used for data collection while analysis was made using simple percentages.

Deduction and Findings

From the interviews, only 2 – representing 17% - of the total population of the teachers were of the opinion that teachers of CCA should go for training on the subject. The other 10 – representing 83% of the population were of the opinion that CCA should be disintegrated so that every teacher will mind/concentrate on his/her area of specialization.

The teachers are also confused on the whole idea of the integration and the future of CCA as a subject. They said that it is not progressive. One of the respondent teachers at Queens School, Enugu, said: it is like jumping up and landing on the same spot when the idea was to move forward.

Observations

- The only near positive observation, which the music teachers also concurred is that music, which has been an optional subject is now a compulsory subject under CCA. However, the content is very shallow.
- In schools that have only music teachers, read and teach approach is used to teach fine arts and vice versa.
- In schools that have teachers for both fine arts and music, the subjects are written separately on the time table and taught separately too. The music teacher is also responsible for the drama aspect of CCA. This shows a lot of disparity in the study of the subject in schools.
- Curriculum content of CCA is not sufficient to equip students for the necessary foundations needed for music as an area of study.
- The duration of each lessons remains 40 minutes for the schools where CCA is taught by one teacher and where it is separated and taught by different teachers. This shows disparity in schools which will eventually take the same external exams in Junior Secondary School Certificate Examination (JSSCE).
- The CCA teacher has limitation because he/she is an expert on one out of the 3 areas of CCA. This makes it impossible for him/her to give practical instructions in those aspects he/she did not receive training. This is detrimental to the study of any of the disciplines and also detrimental to the study of CCA as a subject because the success of CCA according to Ojukwu & Onyiuke (2014) depends on the emphasis in the teaching and learning process.

In summary, the integration has made teachers who are specialists in their different subjects' areas to teach two other subjects merged with their speciality. Most of the teachers lack ideas and confidence in handling the subject. They should have been given adequate orientation on CCA before its introduction in schools. The CCA teachers interviewed also complained that their skills and reflexes are being slowed down because the curriculum has been greatly watered down since the introduction of CCA.

Suggested Solutions

Policy makers must be those who are professional in an area. Appointments must not be made based on political affiliations. Those who brought the CCA policy on board were political appointees who apparently did not make adequate consultations with subject teachers. There is a begging need for consultations before policies are adopted. Subjects amalgamation must be treated with care, especially when technical subjects like music is involved. The proper education of children in the society on focus is paramount. The most recent is the expungment of CRS IN THE curriculum of nigerian institutions

Departments of Cultural and Creative Arts should be created in Nigerian Universities to groom teachers in the subject area of CCA. Students of Music, Theatre Arts, and Fine and Applied Arts should borrow courses from sister Departments to equip Graduates of expectations in life as a CCA teacher where one is expected to teach all subjects that make up CCA. As is presently constituted, most of the teachers are not well tutored and are ill-equipped to teach the three subjects that make up CCA. We had elstwhere called for the training and retraining of teachers.

Special arts schools should be established to emphasis arts education, similar to the establishment of special science schools. Music, Drama and Fine Arts constitute the nucleus of our cultural identity and should be studied as separate subjects to forster growth and development. We make a case for the return to the status quo.

Ekwueme (2009) had argued for a competency based teacher education to meet up with the requirements for CCA. She observed that the role of music teachers and the attitude of the administrators towards the subject has not been encouraging.

Conclusion

This study has tried to establish that quality education is very essential for both individual and society's growth that any change in educational programme must be progressive. The needs of the society should be fully reflected for relevance to be achieved, otherwise, it is bound to have a negative effect on the society. Until adequate attention to issues and matters raised in this discourse are addressed, music studies will continue to be a mirage to most folks are surely going to Music should stand out as a separate subject so that every aspect of it should be studied in schools. CCA curriculum should be reviewed (if it should continue as a subject).

It needs to be more comprehensive, especially as it affects music in order to accommodate other topics that will bring about solid foundation in music for students going to senior/higher classes. Tertiary institutions should include CCA in their programme of work so that those who studied it can handle those in secondary schools when they graduate. Teachers must be trained for competence to execute the CCA programme. Ugoo-okonkwo (2014) rightly observed that laudable proposals and policies do not necessarily in themselves translate to laudable educational achievements

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A short biography of the authors

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A Study On Factors Influencing Soft Skill Training Effectiveness: Students' Perspective

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Key words: *Training, skill development, employability skills, higher education, IPA*

The present study aimed to understand and identify the factors which influence the effectiveness of the MSDE-organized (Ministry of Skill Development and Entrepreneurship) soft-skills training program as perceived by undergraduate students. The study has two phases. First, semi-structured interviews were conducted with thirty students to unearth the factors. NVivo 10 analyses of the responses revealed ten primary factors influencing training effectiveness. These include content, perceived usefulness, material environment, training methods, trainer, intrinsic motivation, self-efficacy, career planning, application of learning, and overall satisfaction. This qualitative study paved the way and warranted an empirical research.

Lastly, the results of the qualitative study were empirically validated using a survey instrument. 200 undergraduate students from Arts and Science colleges in Tamil Nadu responded to the questionnaire. As a result, the factors influencing effective training were confirmed. Also, the relative importance and performance of these factors were analysed using SPSS22 and IPA technique. Trainer, career planning and intrinsic motivation were perceived as highly important. Additionally, application of learning and self-efficacy emerged as high performing variables. The findings of this study recommend the distribution of comprehensive training handouts to students and the usage of a variety of training techniques to improve students' engagement.

Exploring Untruthfulness through Indirect Expressions of Negative Attitudes Employed in American Drama Films

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Abstract

To comprehend *untruthfulness* in verbal interactions among the mainstream Americans, understanding a linkage between two linguistic explanations of “what makes a lie?” and “what is ironic” has ploughed a way to prove that untruthfulness can be traced back to when it is found in form of verbal irony. The 749 samples were collected from three American Drama films released in 2014. With highly restricted considerations, a multistep rubric of film selection was designed and used as a major tool so that the utterances collected can represent real-life verbal interactions of the mainstream American most. The “age-grading” factor was included in the procedure of data analysis; the developmental tasks and the biopsychosocial models of each age group can impact on the language which the mainstream American characters use. The theoretical frameworks of analysis included Grice’s flouting of quality maxim (1975) and Utsumi’s indirect expressions of negative attitudes or IENAs (2000) and Havighurst’s different stages of human age. The integrative analysis process was formulated to investigate the *types* and *subtypes* of IENAs that were employed in the different *age groups* of mainstream American characters from the films selected: adolescence (13 – 18 years), early adulthood (19 – 30 years), middle adulthood (31 – 60 years), and later maturity (more than 61 years). Apart from the data collection, two inter-raters were asked to analyze a 35-percent-randomized set of the collected data in order that their results of data analyses were to be compared with the analyzed original samples and used to establish inter-rater reliability through agreement percentage. In addition, the verification with a five-rating scale checked by an American native-speaker was carried out to ensure degree of ironicalness of the collected samples in an overall aspect. Through content-based comparisons, it was expected that there was a possibility wherein the mainstream American characters are likely to flout the quality maxim in form of verbal irony most when in their middle adulthood and least in later maturity. One of the significant results showed that rhetorical devices were seen as the most frequently-used IENAs while the speech acts for counterfactual expressions as the least. Some extraneous findings were counted as proofs to verify existence of the mixed types of IENAs found in authentic verbal interactions, not the overlapping results of the current study.

Key words: Untruthfulness, Flouting of Quality Maxim, Verbal Irony, Mainstream American, Indirect Expressions of Negative Attitudes

1. Introduction

It has widely been recognized that American mother tongues are the lowly context-dependent communicators (Carteret, 2010), it seems they tend to think and speak out their mind straightforwardly with one another and sometimes with interlocutors who are non-native speakers of English.

In fact, it is nonetheless impossible for any language speakers to plan or to beware of what to communicate all the time (Grice, 1975; Leech; 1983; Levinson, 1984; Yule, 1996). This pragmatic concept might be seen quite alternative for an American ideological image of ‘speaking their mind out straightforwardly’ that the non-native speakers of English have perceived or the Americans themselves have upheld. Provided that a Thai EFL student will be facing *untruthfulness* in form of *ironic statement*, for example, when her American friend finds her dish garnishment *messy*, yet delivers an unusual but grammatically correct utterance:

Paweenut : “Hey, Dave! I’ve just finished the dish decoration. It’s for my mom’s birthday this evening. How does it look?”

Dave : “It is *Ab-so-lute-ly* ... *um, well, precious, I think!*”

There clearly seems to be a gap for non-native speakers of English to comprehend such authentic yet complicated linguistic phenomena due to a lack of evidential proofs to decode. In other

words, it is almost unbothered to the listener because the sentence was structurally and semantically flawless, only its meaning in a pragmatic level contains *the indirect expressions of negative attitudes* in every sentence unit: “*Ab-so-lute-ly*” as *paralinguistic cue* “... *um*” as *interjection*, and “*well*” and “*I think*” as the *rhetorical devices*.

At this point, the study of language and meaning is needed. Studying pragmatics can provide an opportunity to understand when a message is implicitly delivered to recipients, let alone in an untruthful way. As an attempt of the paper, the essential explanations of Grice’s (1975) flouting of quality maxim or ‘being untruthful’ and Utsumi’s (2000) assumptions on one of his implicit displays, the ‘indirect expressions of negative attitudes or IENAs’, were sought after for this paper. Understanding fundamental principles can provide a solid ground for EFL learners to start figuring out that the expression like “*It is AB-so-lute-ly... um, well, precious, I think!*” can mislead them and it can be uttered by means of untruthfulness and ironic statement.

The question that still remains is: “*why studying the linguistic phenomena of the mainstream American producing untruthfulness as their real-life verbal interactions from the American Drama films?*” Commonly, it is known that language in movies or filmic speech is a constructed and scripted text which Altman (1984) hypothesized that it can cause any semantic or syntactic shifts when being interpreted. Unlike a novel that is normally invented by only one voice while a film can be created by plenty of opinions. Based on a sociological perspective, Sutherland and Feltey (2015) replied with reality that American people go to see movies more often than reading fictions. They claimed that a novel mostly requires “active imagination of the reader” which is opposed to a “modern text” like written in a film. As a medium of mass communication, a reflection of modern American ideology can be seen in Hollywood films, which have been deemed as one of the exchange tools of American pop culture in a global stage for decades (Ibbi, 2013). All in all, Bello (2012) concluded that the Drama films are basically involved with the audience both in the aspects of human dramatic nature and the real-life struggling conditions for their existence. I thus find the idea of “film as text” (Sutherland & Feltey, 2015) compatible with my procedure of data collection, leading to the sources of data which can represent how the verbal interactions of the mainstream Americans are like. That is to establish, studying the verbal interactions of *the mainstream American* characters in the American Drama films can be both productive for the current paper and generalizable for the future research due to its “comprising visual language, verbal system, dialogue, characterization, narrative and story” (Sutherland & Feltey, 2015).

As significance of the study, I aimed to make contributions and to provide a tiny spot of encouragement for those who are interested in English language learning, especially in an attempt to comprehend untruthfulness spoken in form of verbal irony, which can occur in any languages. I have emphasized on seeking for a connection of two pragmatic concepts between ‘what makes a lie’ and ‘what is ironic’. With strong beliefs, my starting goal was not off the subject. To my opinions, there should be a way that non-native learners of English, like Thais, *can make use of* American Drama films as their sources of learning, at least as guidelines for them to recognize a second/deeper meaning behind what is said by the mainstream Americans from any kind of modern media (i.e. English films and TV shows or any online programs).

2. A Linkage Between Untruthfulness And Verbal Irony

The framework of analysis was first initialized with Grice’s (1975) *four conversational maxims* (quantity maxim, quality maxim, relation maxim, and manner maxim) functioning as the rules that govern in a conversation. Then, I have scoped my theoretical frameworks to cover the concepts of verbal irony by adopting one of Utsumi’s (2000) three implicit displays (typicality conditions) from his implicit display theory – the *IENAs*. Last, the age-grading factor has come up to my consideration when categorizing all the *types* and *subtypes of IENAs* found among the mainstream American characters. As consequentially structured, three aspects of the theoretical frameworks will be explained in the following sections.

2.1 From the classical to the new characteristics of flouting of quality maxim

As the matter of pragmatics, *Cooperative Principle* or *CP* requires the mechanism that interlocutors should ‘*observe*’ its rules that pattern in what manner an utterance is supposed to be (Al-Mahadi & Muhammed, 2009) so that a mutual understanding can occur to both listeners and speakers, or vice versa. Anyway, it is so far not doable for all language speakers to follow the conversational

rules or Grice's *conversational maxims* all the time (Grice, 1975; Leech, 1983; Levinson, 1984; Yule, 1996).

A conversation maxim is formulated to shape in what way a conversation will look like. Once an utterance appears in a situation that one of the conversational maxims is violated with implicitness (or *conversational implicature*), the speaker is thus seen as *trying 'to flout a maxim'* (Grice, 1975; Levinson, 1983; Leech, 1984, Birner, 2013). Here below are the four examples of flouting of the four maxims (quantity maxim, quality maxim, relation maxim, and manner maxim).

When you realize that you are hungry at the moment and instead of saying to your colleague **"Let's go out for lunch"**, the *conversational implicature* is used for misleading the listener to seek for a hidden true meaning. A *flouting* can be varied with each of four conversational maxims, and contains its characteristic as briefly described below:

- a) less or more informative than is required: *"It seems crystal clear to me that my stomach's gonna be starving if we don't go for lunch by now"* (flouting of quantity maxim);
- b) false or distorted: *"You don't have to rush. Seriously, my stomach's definitely gonna be okay if it ain't got food today"* (flouting of quality maxim);
- c) irrelevant to the main idea: *"What if the Sushi we're gonna eat is made of someone's flesh? I heard the chef's cat just died yesterday"* (flouting of relation maxim); and/or
- d) twisted by the way it is delivered: *"My sister told me there's a brand-new, nice eating place around the corner on Bangsaen road. I'm thinking of going there with someone to check this out"* (flouting of manner maxim).

According to the examples demonstrated above, it is noticeable that the whole messages of the four sentences were understandable despite being flouted. It is because the conversational implicature that bears a non-natural meaning makes the listeners/readers seek for its true meaning automatically.

To elaborate more on the hidden true meaning, Birner (2013) discussed that the notions of conversational implicature can be considered with two senses.

The first is *a natural meaning* regarding its state of non-arbitrariness; the message is both 'true' and 'not nurtured'. For instance, you can still say *"those clouds"* instead of saying *"the rain"*. It is still not a lie, but true with a hidden, natural meaning. In other words, the conversational implicature normally contains a set of meanings with *truthfulness* even when being interpreted by listeners already. The second is *a non-natural meaning* of conversational implicatures. Birner (2013) considered it to be arbitrary and intentional; the message is both seen as 'untrue' and 'nurtured'. It is further claimed that conversational implicature with a non-natural meaning is truly context-dependent, meaning that a speaker can make inference in a specific situation that leads the listener think of another hidden meaning. For example, when you say to your talkative friend "I'm really happy to see you, but still getting no clues what you're *jawing* about", it can only mean in an offensive way of *"talking"*. Still, your friend will soon realize that you are absolute not mad at him, but only not that into the topic he picked. That is to say, a set of the non-natural meaning is normally surrounded by *untruthfulness*.

When it comes to interpret an utterance that generates untruthfulness, *to understand* the hidden untrue and nurtured meaning of one conversational implicature is totally unlike *to identify* how its form looks like.

Speaking of the earlier examples of *"Let's go out for lunch"*, they revealed a difficulty that identifying *conversational implicature* is almost not doable. The main reason is that conversational implicature mostly appears with uncertain forms (noun, verb, adverb, etc. in a syllable or of a word, a phrase and the whole sentence), especially in the flouting of quality maxim which reflects the property of *being untruthful* itself. With this regard, I had the assumption that conversational implicature in an utterance should be able to be examined and identified as a linguistic marker clearly. Therefore, I had reviewed and gained more background knowledge from the classical notions of Grice's flouting of quality maxim, and it turns out that there is not such certain linguistic marker that can signify and assure itself as conversational implicature.

Back to Grice's original explanations, the maxim of quality (or quality maxim) was a maxim-violation process which employs conversational implicature, and will be accomplished only when a speaker says something that is believed to be false and/or misrepresents his/her information which leads the listener to misunderstand (Grice, 1975; Levinson, 1984; Yule, 1996). If this kind of maxim is *flouted*, the information delivered towards the listeners can be more misleading due to its

untruthfulness hidden within. Suppose you are talking about ‘rain’ with your long-time-no-see friend, this talk can be totally different. Once you tell him:

“Look at *those clouds*, I have never seen such a *wonderful weather* like this”.

This sentence can blatantly mislead the listener with the *conversational implicature* to seek for a true meaning instead of tricking him. Still, there is no conclusion what form the conversational implicature can be found in an utterance, meaning that it is only recognizable not identifiable.

Due to the aforementioned problem, recognizing the form of conversational implicature in order to comprehend untruthfulness of an utterance requires other different aspect of pragmatic explanations.

As one of the modern pragmatic concepts, Taufiqilah’s (2010) new characteristics of the flouting of quality maxim has served my goal to explore untruthfulness through verbal irony so well. Many scholars have admittedly maintained that the exploitation of the quality maxim like *flouting* seems to contain only two characteristics: someone says what is untrue and/or what lacks of adequate evidences to prove (Grice, 1975; Leech, 1983; Levinson, 1984, Juez, 1995; Yule, 1996; Andresen, 2013; Inayati et al., 2014).

With modern viewpoints for the analysis of flouting of quality maxim, Taufiqilah (2010) showed the results of his research indicating that there can be another additional characteristic of the flouting of quality maxim. That is, the flouting of quality maxim will be accomplished when:

- a) The speaker lies or says, and then denies something that is believed to be false (by not accepting his/her own lies) in order not to get punishment/ judgment;
- b) **The speaker uses ironic statement when s/he flouts;** and
- c) The speaker distorts information in order to make the listener understand the way s/he misrepresents his/ information.

In conclusion, a pathway leading to a possible procedure to identify the form of conversational implicature as a linguistic marker in order to comprehend untruthfulness (what makes a lie) was created upon a linkage between understanding ‘flouting of quality maxim’ and ‘verbal irony’.

2.2 Verbal irony and Utsumi’s (2000) IENAs

Talking about a blatant language-related phenomenon like *verbal irony*, it is known that such linguistic possibility cannot be achieved with context-dependent situations or a single-step literal interpretation. Verbal irony has been described as a matter of saying one thing while meaning the opposite (Wilson, 2013). It contains a highly context-dependent and non-truth-conditional meaning (Partinton, 2010; Vance, 2012; Birner, 2013) which I find it tremendously relevant to one of Taufiqilah’s (2010) new characteristics of flouting of quality maxim – the speaker flouts the quality maxim by *using the ironic statements*.

Distinctively apart from satire and sarcasm, verbal irony has been mentioned as the indirect manner of saying one thing while meaning another, but not in the destructive or harmful ways like in satirical and sarcastic senses (Singh, 2012). In addition, the listeners/readers of verbal irony will normally catch up with an ironic sense that demands them to seek for another hidden meaning yet feeling less harmful than facing the sarcastic one.

Birner (2013) raised one simple example of “John is a real genius”. When it is in a semantic level (truth-conditional/ context-independent), we can conclude that the message cooperates with its *surface meaning* that *he is smart* no matter in what context or condition this sentence is spoken. Unlike in a pragmatic level, the message “John is a real genius” is required be interpreted under the non-truth-conditional and context-dependent considerations. That is, its *pragmatic meaning* can be varied with different contexts or conditions. To be more exact, if John is appraised by the teacher before the class (context) after getting an A in Maths (condition), “*John is a real genius*” is seen as a compliment. Anyway, once John gets caught while cheating in the final exam (condition), so the teacher has reported him to his dad (context), “I have always believed, and still I do, that *John is a real genius*, just in another different way”. So, the message is twisted by verbal irony, meaning that John is seen as a boy with tricky behavior rather than the one with sharp mind.

In order to analyze a highly context-dependent linguistic phenomenon like verbal irony, Utsumi (2000) has postulated that there must be a “truthworthy scale” to categorize ironic utterances out of non-irony. He asserted that any utterances cannot be identified that “it is ironized or not”

because verbal irony will appear in ironic environment. Therefore, Utsumi suggested it is doable when following his *three typicality conditions* or the **implicit displays** of verbal irony: *allusion, pragmatic insincerity, and indirect expressions of negative attitudes*.

Both *allusion* and *pragmatic insincerity* are complex approximations captured by Utsumi (2000) that explain ‘coherence relations’ and ‘surface incongruity’, which are not the main focuses of the current paper. For example, whenever David thinks *he wants to eat the whole pizza in the oven alone*, but leaves for the restroom for a while. He suddenly finds out that his girlfriend is gobbling up the pizza, then, verbal irony with implicit display of *allusion* can occur when he says:

“Great! I just don’t really need *any piece of pizza* at all”, which is a constituent of the content related to his expectation to ‘*eat the whole pizza*’. In other case, when one of the pragmatic principles is violated, it can cause verbal irony with implicit display of *pragmatic insincerity*. For example, when David replies to his girlfriend’s act of eating up the pizza,

“Couldn’t you just please be kind and have the whole pizza already?”

This utterance violates Grice’s principle of flouting of manner maxim causing the pragmatic insincerity and is involved with politeness theory which is not included in this paper’s framework of analysis. That is to sum up, I have not adopted the coherence relations (of allusion) and the surface incongruity (of pragmatic insincerity) to be utilized in my theoretical framework of the study. Therefore, I will next introduce Utsumi’s (2000) indirect expressions of negative attitudes which are compatible as one of the key theoretical frameworks for this study.

The indirect expressions of negative attitudes (or **IENAs** in this study) are one of the three *implicit displays* (typicality conditions) proposed by Utsumi (2000) and used as a filter to distinguish irony out of non-irony. IENAs can be spelled out as two different categories: the *verbal cues* and the *nonverbal cues*. With an aspect of *verbal cues*, Utsumi (2000) first suggested there can be 4 subcategories to define what is ironic:

1. Hyperbole, exaggeration (adjectives and adverbs), metaphors.
2. Interjection: Oh, Ah, Oh dear, huh, etc.
3. Prosody or paralinguistic cues: accent, intonation contour, exaggerated stress, slow speaking rate, tone of voice, and nasalization.
4. Speech acts for expressing counterfactual pleased emotions: thank or compliment.

Second, the *nonverbal cues* are composed of two subcategories, which will not be adopted in the present paper because of their property of nonverbal acts:

1. Facial expressions: quizzical, sneering, deadpan.
2. Behavioral cues: gesture, pointing, laughing.

That is to say, speakers of irony can use varieties of ironic statements and acts to express their negative attitudes towards the listeners. Speaking of the occurrence of IENAs, they are all apparently distinguishable through *their forms*. With this regard, I used this concept to create a connection between conversational implicature and IENAs because we cannot identify any certain forms of conversational implicature while we can do with IENAs. Additionally, IENAs have more concrete appearances in an utterance (under their *types* and *subtypes*) and still are compatible with Taufiqilah’s (2010) new characteristic of flouting of quality maxim “using ironic statements”. Therefore, IENAs were counted as the second key theoretical framework of the study; I adopted the idea of using IENAs to explore untruthfulness and rearranged them into a more definable version (see in Chapter 3). Next, the last major factor of the theoretical frameworks will be mentioned.

2.3 Different stages of human age

As life finds a way of moving onto new challenges, the psychologist like Robert Havighurst (1972) mentioned the countless ‘critical tasks’ that arise in certain periods of human life. Language users are also likely to both psychologically and sociolinguistically change the way they verbally express their ideas, varied with the different stages of age (Labov, 1963; Havighurst, 1972; Subrahmanyam et al, 2008; Uhlendorff, 2004; Wardhaugh, 2002). Therefore, Havighurst’s focus was on the changes during the lifespan, and the results of his research have shown that human beings continually make progress in some aspects of life. Havighurst (1972) defined those acts of accomplishing things the ‘developmental tasks’. He claimed it can be a human accomplishment which leads to happiness and success, or a failure that leads to unhappiness, disapproval of a society and difficulties in their lives with later tasks.

Havighurst (1972) identified the three sources of these developmental tasks which were from: a physical maturation, the personal sources, and the roles played under pressures of the society. Therefore, he labeled this concept as the 'biopsychosocial model', which included the six major periods of human life: infancy and childhood (0-5), middle childhood (6-12), adolescence (13-18), early adulthood (19-29), middle adulthood (30-60), and later maturity (61+). As the third theoretical framework of the study, I only adopt four stages of human age to be a critical variable to analyze distinctions of IENAs collected from the sources of data, e.g. *adolescence*, *early adulthood*, *middle adulthood* and *later maturity* only.

3. Research Methods

This research adopted the qualitative research approach so that I can recapitulate conclusions of the findings with in-depth perspectives and embodiment of descriptive discussion. In order to 'explore' untruthfulness in forms of verbal irony, the sources of data were selected along with a layered criterion – *'the multistep rubric of film selection'*. The utterances obtained from the selected three American Drama films were carefully chosen. In so doing, I designed the *integrative analysis process* for the linguistic phenomena I seek for by (1) investigating types of IENAs and (2) identifying the types and subtypes of IENAs out of the speakers in the four age groups. Last, two Thai inter-raters were assigned a set of randomized data and appointed for the same procedure analysis as I underwent. To verify the collected data, then, an American native speaker who gained interests in the field of English language was asked to evaluate in which degree the flouted utterances are *distinguishably ironic*; the 5-rating scale was set to measure degree of ironicalness in the randomized set of collected data.

3.1 American Drama films as the sources of data

As opposed to what Altman (1984) has suggested that filmic speeches are invented and plotted bodies of text, Pun (2013) indicated that much recent media prove to be a part of learning process of nonnative learners of English and to motivate them to learn beyond what the traditional classroom has offered. To develop language skill *by using films*, language learners can improve their English language in a better way. Frith (2005) also stated that the EFL learners will usually enjoy watching films or TV programs to improve their listening skill. In other words, films have been produced and connected to reflect every aspect of human life.

Now, why American Drama films? Ibbi (2013) provided the evidence of how Hollywood has spread the American ideology through a medium of mass communication, i.e. Hollywood films. That is to say, Hollywood films have served as a means of cultural exchange which can be seen in global contexts. I, thus, decided to collect the data which can represent the most actual sources of information. Therefore, the American Drama films selected must fit the set criteria of a multistep rubric of film selection so that the characters are the suitable population for the current paper.

Focusing on the screenplay genre *Drama*, it was firstly named as the theatrical play genre. Bello (2012) explained the state of the Drama genre along with the Narrative. While Narrative naturally creates a 'possible world', Bello (2012) claimed that the Drama involves the audience in the dramatic nature of human and causes the struggle as a condition for human existence and can be seen as in the middle position between Tragedy and Comedy.

Bello (2012) wrapped up both the definitions towards Drama genre and all of its possible subgenres with American film examples. Drama genre represents the emotionally and relationally realistic development of characters which resemble to human. Mostly, real-life issues are produced as the form of screenplays under Drama. Drama films mainly attempt to depict the stories of human struggles. Whenever there is a struggle, there is a Drama. There are in total 9 subgenres of Drama: *Biography*, *Tragedy*, *Courtroom*, *Dramedy*, *Historical*, *Period Piece*, *Political*, *Romance* and *Melodrama*.

In the procedure of data sampling, the sources of data cannot be collected from real conversations of native speakers of American English who are differently aged among Thai EFL contexts. Due to a working life in Thailand, American native speakers cannot represent the speakers who use natural language as using in their homeland. Any field notes and personal interviews when recorded in Thai EFL context seem to be influenced by their attempt to make their English language much slower, clearer and more understandable. Thus, the authentic interviews and field notes could not also be held in Thailand.

3.2 Multistep rubric of film selection

For the data selection, I designed the *multistep rubric of film selection* to filter all American Drama films released in 2014. I employed the purposive sampling procedure in order to recruit the sources of data suitable for the data analysis. All 45 American Drama films released in 2014 were thoroughly selected in the sampling procedure based on the online information of the *IMDb* website's box office.

To find the most suitable representatives of the mainstream Americans, the five major considerations are set as follow: 1) all films must have been written by American screenplay writers; 2) the Drama genre except the historical or period subgenres is the target film genre in the study; 3) the films should not contain or be based on any events with *unrealistic crime/ supernatural Sci-Fi/ life-death miracle/ legends and myths* as the core themes of a film; 4) the main characters are the mainstream Americans; and 5) the films must be available in Thai DVD markets with English subtitles.

Figure 1 shows the multistep rubric of film selection comprised of five considerations



Consideration 1

The selected films were written by American screenplay writers. It was to ensure that the linguistic phenomena collected from the films be manipulated in the mainstream-American settings. That is, other varieties of English should not cause difficulties when interpreting the findings in the data analysis procedure. Therefore, I have set that the first consideration be coping with American screenplay writers only. From all of the 45 American Drama films first picked, there were in total six films excluded due to this consideration: “Birdman”; “Unbroken”; “Men, Women & Children”; “Predestination”; “The Theory of Everything”; and “Love is Strange”.

Consideration 2

The current paper's multistep rubric of film selection was set up to filter the components of the film genres of the target films. I secondly focused on the content of Drama subgenres because they can tell the audience about struggles with real-life interactions of the characters.

Apart from that, the *Period Piece* and *Historical* subgenres are not suitable for the data selection's rubric because of its antiqueness in the filmic speeches. History can, of course, be observed through historical facts shown in historical films. For this reason, the screenplay scripts were written with old-fashioned style to serve the aforementioned purpose. By that means, the film of which its production had captured a longitudinal period of human life, like the film “Boyhood”, or the film in which a half of content throws back to the characters' lives in the past, like “The Best of Me” and “Dying of the Light”, cannot be included according to the diversity of language in one character which tended to vary with his/her different ages.

To sum up, there were in total 12 films excluded owing to this filter: “Boyhood”; “Foxcatcher”; “The Imitation Game”; “The Best of Me”; “Dying of the Light”; “Serena”; “Inherent Vice”; “Get On Up”; “God's Pocket”; “Big Eyes”; “Selma”; and “American Sniper”.

Consideration 3

In case any American Drama films that contain a core theme of unrealistic crime/ supernatural Sci-Fi/ life-death miracle/ legends and myths should be reconsidered as irrelevant to the data selection. In total, another 13 films were removed from the list.

The first was the film entitled “If I stay (2014)” with the core theme of life-death miracle. The verbal communication between her and the surrounding people had ended since her comatose; the *spirit Mia* was then speaking to other while they could not hear a thing. Therefore, I found this kind of core theme which contains untrue events and unrealistic scripted mono/dialogues not relevant to the study. Due to their unrealistic crime, the films “Gone Girl” and “A Walk Among the Tombstones” can represent any inauthentic life scenes of ordinary people. Next, the films which had been excluded and considered as containing supernatural Sci-Fi themes were “Transcendence”, “In the Heart of the Sea”, “Dawn of the Planet of the Apes”, “The Giver”, “Interstellar” and “Dolphin Tale 2”. Last, the films which related to legends and myths like “God’s Not Dead”, “I Origins”, “Noah” and “Dracula Untold” were also excluded under this consideration.

Consideration 4

As the reasons stated earlier, speakers of other varieties of English, e.g. British English, and/or in other subcultures of non-mainstream Americans, i.e. the non-Whites, were not significant now for the study. To eliminate both cultural and linguistic extraneous variables, I collected only the data from the American Drama films in which the main characters represented the mainstream Americans up to date. Therefore, 5 American Drama films were excluded by the means of this consideration: “The Good Lie”; “Million Dollar Arm”; “Camp X-Ray”; and “Beyond the Lights”

Consideration 5

This consideration of the multistep rubric of film selection was set up due to the reason whenever a future implication of this research study is needed. As described in the benefits of the study, the target films of the study were supposed to contain English subtitles and can be sought in Thai DVD market so that Thai EFL learners who are interested in this paper’s findings can learn more on their own. When focusing on film scripts with English subtitles, the learners will have enough time to revise incomprehensible lexical terms including sentences and idioms. The research readers will be able to learn from the screenplay subtitles directly along with the research’s findings. As the last excluded film under this consideration, the film entitled “Take Care” was unavailable to buy in Thai DVD market as set, which made this film not suitable for the study.

To wrap up, I selected only the Drama genre films and its significant subgenres. The three remaining films were chosen through the multistep rubric of film selection and filtered by five considerations. For the data collection procedure, the three following films shown below were the sources of data for the current paper: “The Fault in Our Stars”, “The Judge”, and “The Whiplash”.

3.5 Data Collection and Analysis

Data collection procedure

The data collection procedure was initiated with a multidimensional criterion of selecting sources of data, *the multistep rubric of film selection*, to be the sources of data as aforementioned in the data selection and sampling procedure. Based on source credibility, the three American Drama films must represent and display the verbal interactions through the mainstream-American characters in the films. Second, I re-watched each of these films at least four times. The first and second times were to make myself clear enough before collecting the filmic discourse needed. By the third time of watching, I started collecting the utterances I deemed it ironic with any types of IENAs. The fourth time was to distinguish whether the utterances I have collected were ironic due to which of types and subtypes of IENAs

Integrative analysis process

I designed the integrative analysis process aiming to collect the data in two steps: 1) investigating types of IENAs and 2) identifying the subtypes of IENAs. After all, the results of the data could provide the answers for the three research questions that: what types of IENAs will be employed in each age group of age-grading mainstream American characters most; which subtypes of IENAs the age-grading mainstream American characters tend to employ most; and what varieties of the mixed types of IENAs can be found throughout the study.

Process of analysis

- a. I first created the analytical table for the data collection, in which the contextual situation can be in detail described by: 1) its range of time; 2) the context given; and 3) the conversation (either a mono/dialogue).
- b. The second process was to seek for ironical force by investigating any types of IENAs like three **bold examples** in the table below. In addition, I wrote the ordinal numbers onto each

<p>Contextual situation 6 [00:16:49 – 00:17:26] Gus asked about her interests; then, she told him how her favorite novel was like.</p>	<p>sample so that it can be identified by the scope of subtypes IENAs in the next session.</p>
<p>Gus : Okay, what's it about? Hazel : <i>Uh¹</i>, cancer. Gus : It's about cancer? Hazel : But not like that. Trust me, it's ... it's amazing. The author, his name is Peter van Houten. He's the only person I've ever come across in my life who: <i>A) understands what it's like to be dying but B) hasn't actually died²</i>. Gus : Okay. (Smiled at her slightly).</p>	<p>of</p>

- c. The third step was identifying subtypes of IENAs of each sample. This partial analysis was essential to the procedure of data analysis because the subtypes of IENAs can explain the collected linguistic phenomena with concrete forms of how ironic statement look like. In practical, I arranged all of the *types* and the *subtypes of IENAs* by using the alphabets order with numbers as illustrated below:

Type "**rhetoical device**" = **A**

1. Subtype 'hyperbole' = (A1)
2. Subtype 'Understated Adj. & Adv.' and 'Exaggerated Adj. & Adv.' = (A2)
3. Subtype 'Metaphor' = (A3)

Type "**Interjection**" = **B**

*There is no subtype under the type of interjection.

Type "**Paralinguistic cues**" = **C**

1. Accent = (C1)
2. Tone of voice = (C2)
3. Exaggerated stress = (C3)
4. Slow speaking rate = (C4)
5. Intonation contour = (C5)
6. Nasalization = (C6)
7. Stammering = (C7)
8. Dead air = (C8)

Type "**Counterfactual expressions**" = **D**

1. Faked pleased emotions = (D1)
2. Fake compliment = (D2)

- d. The fourth process was to classify all the collected samples by the four stages of age of their speakers, e.g., adolescence, early adulthood, middle adulthood, and later maturity. As this part was done, the data categorized by the four age groups can be used in the further discussion in what way people in each age group tended to produce untruthfulness by using IENAs differently.
- e. All the data analyzed were processed into a 35-percent-randomized set and assigned to two Thai inter-raters in order that the results of their analyses can be used as a comparison to my data analysis results.

- f. The 35-percent-randomized set of the collected data was attested by an American native speaker. In particular, the degree of ironicalness of each sample was rated in a 5-rating scale, which will be described more in the *section 3.8 Verification of A Degree of Ironicalness*.

3.6 Verification check of verbal irony and inter-rater reliability

The data were randomized and assigned to two inter-raters. Both of them graduated from the Faculty of Arts, majoring in English language and literature. The first one expands her interests in applied linguistics in her thesis and works now as an English teacher in Chonburi, Thailand. Second is an M.A. student whose concentrations are English literature, Career English and World Englishes, and works now as an English content writer in Bangkok, Thailand.

Two of them were appointed to attend a 3-hour preparing session before processing the analyses for the randomized data. For this reason, I first have listed the *types of IENAs*, the *subtypes of IENAs* including the ‘forms of IENAs’, which were the least significant part for the current paper and will later be elaborated it more as one of the recommendations in Chapter 5.

Into the session of training, second, I have prepared a 30-minute presentation for both of inter-raters. The contents were concisely scoped by the presentation slides from my laptop which explained what my current study was all about.

After having obtained the results of their analyses, I have set the next step of the data verification. To accurately and consistently ensure the data collected, I have designed a 5-rating scaled verification form for verbal irony which I later assigned to an American native speaker who graduated from a university (2011 - 2015) with BA in English (concentration: Creative Writing). She used to work as a fiction editor at the university’s magazine and after the graduation as a literacy interventionist in Miami, Florida. As the current profession of her is an English teacher in Chonburi, I have an opinion towards her proper educational backgrounds and career qualifications that she be qualified to rate the degree of ironicalness in the 35% randomized set of collected data as set. In the next part, I will explain the randomization of the 35% from the whole collected samples.

3.7 The 35-Percent-Randomized Set of Data

As briefly mentioned in Chapter 3, the 35% set of the collected 749 samples was randomized and assigned to two inter-raters whose concentrations are in the field of English language. I used a simple random sampling by picking the ordinal numbers of each contextual situation to provide a set of randomized data.

For the samples from the film ‘*the Fault in Our Stars*’, the *contextual situation 3* (16 samples), the *contextual situation 6* (2 samples), the *contextual situation 9* (17 samples), the *contextual situation 12* (6 samples), the *contextual situation 15* (9 samples) and the *contextual situation 18* (only the first 13 samples) were selected. So, it makes the whole number of the samples randomized from ‘the Fault in Our Stars’ as 63 samples.

From the film ‘*Whiplash*’, the *contextual situation 3* (9 samples), the *contextual situation 6* (3 samples), the *contextual situation 9* (16 samples), the *contextual situation 12* (9 samples), the *contextual situation 15* (50 samples) and the *contextual situation 18* (28 samples) were chosen. That is to sum up, there were in total 115 samples randomized from the film ‘Whiplash’.

Last, the situational samples were selected from the film ‘*the Judge*’ as followed: the *contextual situation 4* (14 samples), the *contextual situation 8* (19 samples), the *contextual situation 12* (5 samples), the *contextual situation 16* (5 samples), the *contextual situation 20* (3 samples), the *contextual situation 24* (11 samples), the *contextual situation 28* (24 samples) and the *contextual situation 29* (only the first 6 samples). Thereby, the total samples randomized from the film ‘the Judge’ were 87 samples.

The results of these randomized samples were demonstrated in detail in the appendices to illustrate the data which were inter-rated by me (the author) and another two inter-raters. The content shown in the table will display the states of being ‘3-time agreed’, ‘2-time agreed’, ‘one-time agreed’, and ‘one-time excluded’ of the samples.

Apart from the whole piece of 265 randomized samples, the findings of ‘3-time agreed’ results were found 203 times (76.60%) and revealed as the most-found among the inter-raters. That is, my results of data analysis have resembled what the other two inter-raters have cross-checked. However,

there have been 53 times (20.00%) that the randomized samples were considered as being ‘2-time agreed’, which means I (the author) and the other inter-rater mostly shared our mutual opinions while another one provided one different way of interpretation. In addition, there were 2 samples found as 2-time agreed (0.76%) meaning that one of the inter-raters had excluded the samples and identified them as ‘unidentifiable’. Last, there were in total 7 samples found as one-time agreed (2.64%) meaning that the two inter-raters both suggested the different ways of interpretation toward the analyses.

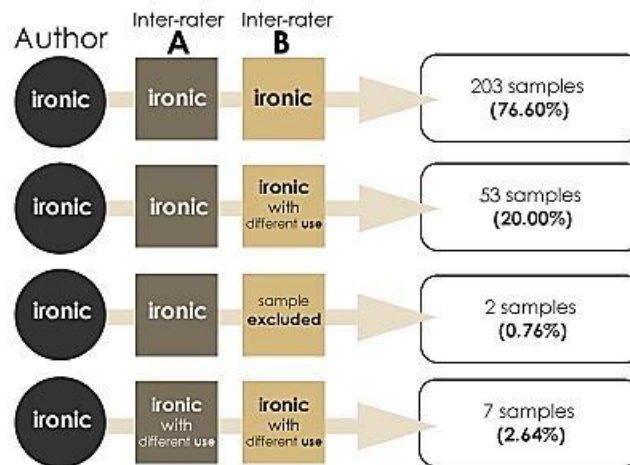


Figure 2 shows the percentages of the randomized 265 samples checked by the author and two inter-raters

As the randomized samples rechecked by two inter-raters were described in this section, the findings showed a significantly high reliability. That is to say, 76.60% of the randomized samples analyzed by me has revealed the highly mutual results when compared to the two inter-raters' results. With further expectations, my paper was laid out to be verified by an American native-speaker. In the next section, the results of the verification of degree of ironicalness will be presented.

3.8 Verification of Degree of Ironicalness

When facing authentic complicatedness to understand ‘untruthfulness’ in a conversation, there could be a scale that listeners need to interpret how ironic the real message is. In order to follow such idea, I adopted the concept of ‘degree of ironicalness’ proposed by Utsumi (2000) and used it to formulate a verification check in the current paper.

The verification of a degree of ironicalness practically is a simple form with a 5-rating percentage interval scales: scale 1 as poorly distinguishable (0-20%); scale 2 as *slightly distinguishable* (21-40%); scale 3 as *moderately distinguishable* (41-60%); scale 4 as *accurately distinguishable* (61-80%); and scale 5 as *the most accurately distinguishable* (81-100%). Then, I have assigned it to an American native-speaker who has fully been qualified by the US college and now working as a full-time English teacher at one of Chonburi's most well-known provincial high schools.

Not only the numerical data were significantly interesting, the personal interpretations of the American native-speaker also shaped some prospective ideas in the future research. The findings from the verification checked by American native-speaker were demonstrated with highly different figures. She rated all of the randomized 265 samples.

The mostly-rated scale was **Scale 4** “Accurately Distinguishable” wherein the 206 out of all 265 randomized samples were rated, or calculated as 40.00%. The second nearly mostly-rated was the **Scale 3** “Moderately Distinguishable” showing its 32.08% or 85 randomized samples from all. Next, 19.98% or 45 samples of all the randomized samples were rated “Slightly Distinguishable” within the **Scale 2** while 9.81% or only 26 samples from all were found “The Most Accurately Distinguishable” in **Scale 5**. Last, only 1.13% or 3 samples apart from all were rated as “Poorly Distinguishable” in **Scale 1**.

4. Results of the Study

To answer the research question 1 “*What types of IENAs are employed in each age group of the mainstream American characters most?*”, the comprehension toward the way untruthfulness (flouting

of quality maxim) occurs in form of verbal irony was required. For this reason, the process of collecting data which was first set to investigate only the uses of IENAs was no longer possible to process a further analysis. Then, I have redesigned the integrative analysis process to be able to ensure three significant aspects of the findings in one step: seeking for *the frequency* and *the percentages of uses of IENAs* and also the *different types of uses of IENAs*, which will be later mentioned in the next process.

Table 1 Frequency and percentages of uses of IENAs

Age Groups	Frequency of IENAs	Percentages
Adolescence	156	20.83 %
Early Adulthood	139	18.56 %
Middle Adulthood	369	49.27 %
Later Maturity	85	11.34 %
Total	749	100.00 %

In the above-mention, Table 1 above displayed the frequency of uses of IENAs along with the percentages (%) of IENAs produced by the mainstream Americans in each of different four age groups. The mainstream Americans in the selected three American Drama films tend to differentiate with one another in terms of using different types of IENAs. The film characters in their later maturity seem to generate untruthfulness by employing verbal irony least (11.34%) unlike the dramatically highest rate of IENAs used by those who are in their middle adulthood (49.28%). Amongst a gap of these two sets of figures, the uses of IENAs collected from the adolescence group and the early adulthood group gained an average point of their percentages with 20.83% and 18.56%. Another two tables displayed below were a more specific demonstration of how often the mainstream American characters are likely to employ each use of IENAs and how it makes a great distinction when they are in different stages of their ages.

Table 2 Frequencies of Types of IENAs found in the different four age groups

Age Groups	Rhetorical Devices		Interjection		Paralinguistic Cues		Counterfactual Expressions		Mixed Types of IENAs	
	f	%	f	%	f	%	f	%	f	%
Adolescence	139	22.86%	10	21.28%	5	10.82%	2	9.52%	0	0.00%
Early Adulthood	106	17.43%	9	19.15%	17	36.95%	2	9.52%	5	18.52%
Middle Adulthood	296	48.68%	20	42.55%	22	47.83%	16	76.19%	15	55.55%
Later Maturity	67	11.03%	8	17.02%	2	4.35%	1	4.76%	7	25.93%
TOTAL (f = 749)	608	100.00%	47	100.00%	46	100.00%	21	100.00%	27	100.00%

‘Rhetorical devices’

The significant figure representing the highest rate of uses of IENAs was found in the age group *middle adulthood* with 296 times (48.68 %). Other uses of IENAs found as the less-used were in the age groups *adolescence* with 139 times (22.86 %) and in the *early adulthood* with 106 times (17.43 %). The other uses of IENAs which were found the least-used have appeared in the age group *later maturity* with 67 times (11.03 %).

‘Interjection’

As one of the most complex uses of IENAs, interjections were carefully collected and interpreted step by step. Because of its components that resembled one of the types in rhetorical devices

(Insertion: Filler), this has led me to an arrangement to make an extra two-hour appointment with both of my inter-raters to ensure this mutually comprehensible aspect was distinguishable for them.

Based on the total uses of interjections with 47 times, the findings have demonstrated the nearly common outcomes found in the different age groups of the mainstream Americans: in their *later maturity* with 8 times (17.02 %), in *early adulthood* with 9 times (19.15 %) as well as in *adolescence* with 10 times (21.28 %). All in all, the most-used interjections were found in the age group *middle adulthood* with 20 times (42.55 %)

'Paralinguistic cues'

As the process of analysis was carried out, some interesting aspects reflecting the way the paralinguistic cues were used have arisen. Some types within the paralinguistic cues have not in practical been used and found in the collected data. Some types of them were found in current the study which was not found by Utsumi (2000).

The numerical data of the uses of paralinguistic cues were illustrated with figures and percentages as followed: found as the most-used by those who are in their *middle adulthood* with 22 times (47.83 %), the less-used by those in their *early adulthood* with 17 times (36.95 %) and *adolescence* with 5 times (10.87 %), and the least-used by speakers of mainstream Americans in their *later maturity* with only 2 times (4.35 %).

'Counterfactual expressions'

The total uses of counterfactual expressions were 21 times throughout the study. The first age group has employed this kind of IENAs most: those in the *middle adulthood* with 16 times (76.19 %). On the contrary, the other three age groups who produced counterfactual expressions least were the *early adulthood* with 2 times (9.52 %) and the *later maturity* with only 1 time (4.76 %) and the mainstream American characters living in their *adolescence* only two times (9.52%)

'Emergent findings'

For an in-depth aspect, the mixed uses of IENAs should not be concluded only by their numerical data yet the descriptive discussions because of the multi-component of each mixed use. However, the amount of the mixed uses of IENAs was found 27 times in total: 15 times used by the age group *middle adulthood* (55.55 %), 7 times by those in their *later maturity* (25.93 %), and 5 times by those who are in their *early adulthood* (18.52 %).

For the answer of the research question 2 ***"Which of the subtypes of IENAs are used in each group of the mainstream American characters most?"***, the process of identifying both the uses and the types of IENAs was the second essential approach in this paper.

Given that a natural connection between the *'types' and 'subtypes' of IENAs* was unbreakable, as earlier briefed, the recurring idea of identifying uses of IENAs including their types was key to de-filter the shield of untruthfulness in American authentic verbal interactions in the current paper. Its importance was to provide not only theoretical explanations, but also the comprehension toward the linkage between how people produce untruthfulness (flouting of quality maxim) and IENAs (verbal irony). The more in-depth it is, the clearer the analysis process turns out to be when it comes to interpret 'untruthfulness'.

The results from the data collected represent one of the key findings. As opposed to Utsumi's limited findings, it was stated that there can be with only 3 subtypes of "rhetorical devices" and 2 subtypes of "counterfactual emotions". In this study, the results were categorized as the four different groupings in this section: the type of *'rhetorical devices'* with 21 subtypes, the type of *'interjections'* with null-type, the type of *'paralinguistic cues'* with 8 subtypes, and the type of *'counterfactual expressions'* with 8 subtypes. In addition, the other extraneous set of findings was found throughout the study with 27 times without any types indicated.

Adolescence: not found.

Early adulthood

In total, I have identified these 5 samples found throughout the process of analysis as 'mixed' due to their multi-components showing up in the contextual situations, not the overlapping properties. When identifying the mixed uses, I have labeled such linguistic phenomena their types mostly, yet partially by their 'forms' which I had rather discussed in the Chapter 5 why adding up their forms could sometimes provide a better criterion in my process of analysis. Here are the 5 mixed types of IENAs listed as follow:

- The *'generalizing: name-dropping'* and the *'generalizing: metonymy'*,

- The ‘*word play*’ and the ‘*nasalization*’,
- The ‘*interjection*’ and the ‘*nasalization*’,
- The ‘*generalizing: simile*’ and the ‘*generalizing: name-dropping*’, and
- The ‘*repetition*’ and the ‘*word play*’

Middle adulthood

The mainstream American characters whose age is between 30 to 60 years were labeled as the speakers who have produced the ‘mixed types of IENAs’ at the highest rate in the current paper. These 15 samples were investigated, identified as ‘mixed’ due to their multi-components showing up in the contextual situations, and mentioned as follow:

- The ‘*wordplay*’ and the ‘*redundancy*’,
- The ‘*fake empathies*’ and the ‘*tone of voice*’,
- The ‘*exaggerated stress*’ and the ‘*fake compliment*’,
- The ‘*metaphor*’ and the ‘*generalizing: double entendre*’,
- The ‘*stylistic expressions: Term of endearment*’ and the ‘*rhetorical question*’,
- The ‘*rhetorical question*’ and the ‘*slang*’,
- The ‘*idiom*’ and the ‘*insertion: Tmesis*’,
- The ‘*generalizing: allusion*’ and the ‘*generalizing: name-dropping*’ and the ‘*rhetorical question*’,
- The ‘*rhetorical question*’ and the ‘*metaphor*’,
- The ‘*rhetorical question*’ and the ‘*word play: circumlocution*’ and ‘*generalizing: allusion*’,
- The ‘*generalizing: allusion*’ and the ‘*generalizing: metonymic charactonym*’,
- The ‘*generalizing: name-dropping*’ and the ‘*metaphor*’ (found 2 times), and
- The ‘*generalizing: name-dropping*’ and the ‘*generalizing: synecdoche*.’

Later maturity

As opposed to the rare cases mentioned above, the ‘mixed types of IENAs’ were found at its higher rate in this age group with 7 times which was ranked as the mostly-used IENAs apart from the rhetorical devices and the interjections. These samples were found and identified as ‘mixed’, and will be mentioned as follow:

- The ‘*rhetorical question*’ and the ‘*word play: witticism*’,
- The ‘*word play: circumlocution*’ and the ‘*generalizing: double entendre*’,
- The ‘*rhetorical question*’ and the ‘*interjection*’, and
- The ‘*generalizing: allusion*’, the ‘*addition: exemplum*’ and the ‘*rhetorical question*’ (found 2 times).

4. Key Findings of the Study

Back to the focal points of Havighurst’s (1972) theory, it was hypothesized and proved that all human beings will become more mature whenever human age is ripe and the developmental *tasks* are accomplished. That is, people are building up a firm stand and planning to reach higher maturity in every step of life. Havighurst (1972) then furthered that only through the ‘*developmental tasks*’ (see p.17), which were formed by a *physical maturation, the personal sources, and the roles played under pressures of the society*, people can naturally be becoming mature in a proper age-grading stage. With the three above-mentioned factors, the model of ‘biopsychosocial model’ has been drawn into and utilized for the discussion of the results in this chapter.

In the next part, I will expound my proved findings which were expected for ‘a driving force’ making the age-grading people employ various (sometimes mixed) uses of IENAs to produce untruthfulness with different styles – *the relation between the biopsychosocial model and the age-grading factor*. The discussion was scoped in terms of both the human stages of age and the uses and the types of IENAs collected. Therefore, the collected findings which I have grounded into the following five assumptions will be elucidated concisely and precisely: 1) ‘*insertions*’ among teenagers; 2) *neutralized IENAs among the early-adults*; 3) *typical untruthfulness in the middle adulthood*; 4) *decoding untruthfulness in the later maturity*; and 5) *recognizing ‘forms of IENAs’: an extra-identification for IENAs*

4.1 ‘Insertions’ among teenagers

For the discussion part based on the biopsychosocial model, the uses of *rhetorical devices* were found most among the speakers of IENAs in their adolescence. Still, one outstanding example representing the significantly supportive evidence for the discussion is the most-used *type of IENAs* found in this category – *insertions*.

Compared to its number in the other age groups, 22 times out of 62 occurrences of *insertions* found in the stage of adolescence were considered as a significantly high frequency. Next, some possible reasons for the existence of insertions will be discussed.

Through the whole list of the 10 developmental tasks (see p.23) in the stage adolescence, people in this age group are becoming more mature as based on the biopsychosocial model (Havighurst, 1972). The way they produce untruthfulness when communicating in a talk naturally conforms the 10 tasks governing their maturation.

To be specific, the fact that these teenagers mostly produced untruthfulness by employing *the type of insertions* is varied by the tasks set, be them: they be achieving new relations among peers of both sexes “*girls as women and boys and men*” (aspect of physical maturation) ; they can embrace self-dependence unlike their childhood (aspect of personal sources); or they are expected to be able to form values and acquire ethical guidelines to stand in the world peacefully (aspect of roles played under the societal pressure). I have assumed that they are supposed to be accepting other’s opinions with a broader space of thinking; these teenagers are seen as the users of ‘fillers’ and ‘repairing’ (two forms under *the type of insertions*) more than those in different age groups. Furthermore, the types of insertions can be found in both new relationship (mostly used for normalizing the situations) and intimate friendship (mostly used for some specific functions).

For example: the Contextual situation 9 [00:45:41 – 00:46:55], Gus came by to talk to Hazel so that she might have felt more comfortable with the situation. They were setting on the swings sharing their feeling towards each other. Here are some insertions found below.

Hazel : Gus, *I’m a grenade*⁹. (Both silent). *One day I’m gonna explode*¹⁰, and *I’m gonna obliterate everything in my wake*¹¹ and ... *I don’t know*¹² I *just*¹³ feel *like*¹⁴ it’s my responsibility to minimize the casualties¹⁵

Gus : A grenade?

Hazel : *I mean*¹⁶, that’s why I don’t have a hamster¹⁷.

Accordingly, I have maintained that two major tasks among these age-grading teenagers are seen as ‘to accept both mental and physical changes’ and ‘to find a moderately decent stand for both inner and outer space of oneself (intellectual skills and good-supporting relationships with others)’. To wrap up, the untruthfulness by producing *the type of insertions* of people in this age group reflects the attempts of trying to be cooperative in a talk, avoiding all pathways leading to the too direct untruthfulness as much as possible, and reaching the best accommodation for the interlocutors regarding time and space wherein a conversation takes place. In the next section, the assumption of ‘neutralized IENAs among the early-adults’ will be discussed.

4.2 The neutralized IENAs among the early-adults

As an emphasis on the 8 tasks (see p.24) of Havighurst (1972) as the biopsychosocial model governing people’s lives, the tasks for people in the early adulthood are likely to differ from the other age-grading periods. Given that metaphor of this period is ‘a threshold in human life’, people in this stage of age must get over either regretful or unforgettable past memories in childhood and adolescence, including moving on for loads of responsibilities in the middle adulthood. When in the analytical procedure, to pragmatically comprehend untruthfulness of these speakers of IENAs in the early adulthood requires a basis understanding of the developmental tasks of them. Next, I will clarify how people in their early adulthood tend to produce untruthfulness yet delivering *neutral* uses of IENAs.

Based on the summary of findings, those in the early adulthood are likely to produce untruthfulness by employing *the type of rhetorical devices* and *the type of paralinguistic cues* the most. As the more detailed examples, I have found the most-used *subtype of IENAs “insertion”* (22 times out of all 106 uses of rhetorical devices) and the most-frequently found *type of IENAs “slow speaking rate”* (8 times apart from all 17 uses of paralinguistic cues).

I have an assumption revealing that the uses of IENAs found herein have reflected a bi-dimensional aspect of untruthfulness. The *neutral* uses of IENAs have been patterned to reach a diplomatic way of speaking out speakers’ mind while the messages were still seen as untruthfulness. In other words, the

speakers of IENAs in this age group are trying to flout the quality maxim by producing IENAs (verbal irony) yet holding themselves back to where they should mean untruthfulness in a quite neutral manner.

Apparently, using the *type of insertion* (under the uses of rhetorical devices) and the *type of slow speaking rate* (under the uses of paralinguistic cues) seemed to be an ingenious way to speak out their mind: one contains the forms of ‘fillers’, ‘Repairing’ and ‘Tmesis’ while another is controlled by an unnaturally lengthened tempo of speaking manner.

The examples shown below are *the types of insertions*, in the form of fillers, which I collected from an early-adult individual in the film ‘The Whiplash’:

From the contextual situation 1 [00:05:28 – 00:06:10], after the first day of fall semester at Shaffer, Andrew went to watch a movie with his dad as usual. He bought popcorn and cokes, and got in the cinema.

Andrew : (Poured some raisins into the popcorn bucket.
Dad : You okay? Hm?
Andrew : Yeah¹. (Poured more raisins for his dad). Yeah². Well³,
*I don’t know*⁴. He saw me play today.

Correspondingly, all individuals aged between 19 – 30 years old has reached the state wherein they can come up with selecting a life partner and starting a family (physical maturation), their decision-making changes. More importantly it seems they are at the edge of which their life lessons learnt are essential in helping them to control the feelings that alter all the time, e.g., anger, joy, disgust and honesty, and to be able to manage a home including raising a child (personal sources). In addition, they are expected to start an occupation, so they can take on civic responsibilities (roles played under the societal pressure).

With the earlier-mentioned reasons, they are consequently deemed as a driving force for the early-adult individuals inevitable that they will be reforming both of their usual language behaviors and attitudes towards the roles they are playing in a community. Therefore, employing IENAs to mean the bi-dimensional untruthfulness is the proof that confirms the existence of neutral arguments in the uses of IENAs, which I hereby title it “neutralized IENAs”. Next will be the results found among the speakers of IENAs in the middle adulthood discussed.

4.3 Diplomatic untruthfulness in the middle adulthood

After a thorough investigation, I have gained a pile of the collected data and its results have indicated that 47.98% of the speakers of IENAs in the study were people from the age group ‘*middle adulthood*’. Further into the integrative analysis processes (1) and (2), the findings significantly revealed that the *uses of rhetorical devices* were counted as the most-frequently found throughout the study and as the most-used among all age-grading speakers of IENAs. With these interesting findings, I have set my focus on discussing the uses of rhetorical devices including their *types* in order that the readers can oversee and recognize a linkage between uses of IENAs and the age-grading people in *the middle adulthood*.

296 samples out of the whole 608 uses of rhetorical devices in the current paper were found in this age group (48.68% from all uses of IENAs). As the summary of the findings referring to 296 uses of rhetorical devices, there were five *types of IENAs* which people in this age group have employed in a dramatically higher rate than the other uses, be them: *generalizing* (56 times), *rhetorical questions* (32 times), *metaphor* (26 times), *converted ideas* (26 times), and *derogatory remarks* (23 times).

For example: the contextual situation 16 [00:25:36– 00:26:03], after hanging out at the bar, the Palmer brothers drove back home. Hank was backing a car into a parkway before the garage. They had a conversation about Carla, the bartender girl whom he just met. In this contextual situation, the four *types of IENAs* were identified as follow: 1) *type of rhetorical question*; 2) *the type of metaphor*; 3) *type of generalizing*; and 4) *the type of metaphor*.

Glen : Are you watching for me?
Hank : *What do you think*¹? *I’m your eyes*².
Glen : All right.
Hank : Straight.
Glen : You smell like her. She smells nice. *What is that*³?
Hank : *It’s Play-Doh*⁴. Are you paying attention? Straighten it out.
Back, back, back. Easy. Nice, nice. Stop! (Crashed the garage gate).

Glen : You did that on purpose.
Hank : No, I didn't ...

All of the five major *types of IENAs* in this part have something in common. Although the *type of 'derogatory remarks'* were explicitly expressed sometimes, but the typical untruthfulness among the other four types cannot be interpreted in one step. To be exact, when analyzing the *types of 'generalizing'* and *'metaphor'* the gap between the imaginary and the physical worlds needs to be reduced, meaning that the interpretation cannot get stuck in usual settings. These two types of IENAs can be used sometimes for being beyond neutral in a conversation. Similarly, the *types of 'converted idea'* and *'rhetorical questions'* cannot be analyzed only through its forms but the also the contextual situation they are in (converted ideas can appear without negation or negative forms while rhetorical questions were sometimes responded with an unexpected answer).

As the detailed conclusion, I have conceptualized that multi-tasking abilities and well-managed personality are seen as the keys unlocking their life obstacles. In accordance with the biopsychosocial model (Havighurst, 1972), the seven components (see p.25) were set to as a guideline for middle-adult individuals to play their roles as a man/ a woman or a teenager of the family. Step by step, the middle-adults have to take on responsibilities both for children including their standard of living and for the society (roles played under the societal pressure) while they also have to keep a good relationship with people around them, e.g. their life partner, colleagues and friends, and adjust to their aging parents (personal sources). Despite the fact that they additionally are facing the psychological changes in their middle age, still they are supposed to take good care of teenage children and assist them to become responsible and happy adults. All in all, they may find some leisure-time activities for themselves (physical maturation) when they find it necessary. With all these assumptions, it is maintained that untruthfulness of people in this life period is formed by a diplomatic way of phrasing utterances using rhetorical devices.

Bringing up the rear, I have recognized and labeled people in the middle adulthood as 'someone trying to achieve good both personal and interpersonal relationships, and take on civic and social responsibilities' with the roles played either in a family or in the society s/he is living in. I have assumed that speakers of IENAs in this age category have a tendency to follow the developmental tasks *with a complex and well-organized thinking process for solving all possible problems coming to them*. Bound with the typical biopsychosocial model, ergo, the excessive uses of rhetorical devices in this age group cannot be counted as threats for the discussion of the results but a good explanation why the middle-adults have *the typically diplomatic untruthfulness production* as summed up. The below section will be the discussion part for untruthfulness found in the later maturity.

4.4 Decoding untruthfulness in the later maturity

According to the specific biopsychosocial model of this life period, people aged more than 61 years old are supposed to maintain a more defensive strategy of living in a letting-go sphere. The adjustment to decreasing physical health and to a new setting of living space with good community supports is preferred (physical maturation) by all aging individuals. A life after retirement can bring them into any uncertain state where they need to take control of themselves when an income is less paid or even when the death of their life partner comes (personal sources). The possible solution for people in the later maturity to get over such events is relating themselves to the same age group wherein they can meet social and civic obligations, and also make new friend.

Based on the above-mention, a reduced income and a new standard of living which is surrounded by people and situations that change can be driving forces for these elders to produce untruthfulness by using IENAs in a more different way. Statistically similar to the other age groups, people in the later maturity were found employing the uses of rhetorical devices the most (67 samples out of all 85 uses of IENAs in this age category). The four major *types of IENAs* analyzed were identified as: *the types of 'rhetorical question'* with 10 times, *'word play'* with 10 times, *'stylistic expressions'* with 9 times, and *'generalizing'* with 9 times. Apparently, *the type of stylistic expressions* was seen as the mostly-found in this age group compared to the findings of this *type of IENAs* in all age groups (9 out of 28 samples).

For example: Contextual situation 8 [00:13:25 – 00:14:17], Judge Palmer was ending up the hearing by telling Mr. Williams to compensate his ex-wife with his new truck. Here are some different *types of stylistic expressions* shown in the example below.

Mr. Williams : This ain't fair⁴! (Rapidly replied).
 Judge Palmer : Hey⁵. **One more word, go on⁶. Look around you⁷.**
 You're standing in one of the last great cathedrals in this country
 built on the premise that you and you alone⁸ are responsible
 for the consequences of your actions⁹. Now, you still want fair¹⁰?
 All right. **Head north¹¹**. Stop when you get to Indianapolis.

As displayed above, there are different uses of IENAs, but the major type I have focused in this age category is *the stylistic expressions* (sample 6, 7 and 11).

Considered as the last period of human life, it was assumed that people in the later maturity tend to produce untruthfulness in some specific trends following the six developmental tasks (see p.25). They tried to balance the amount of uses of IENAs by expressing it more concise yet more complicated in a context. In other words, people in the later maturity have a tendency to deliver untruthfulness to listeners carefully with short but meaningful IENAs. For the case, the findings of *types of stylistic expressions* are the proofs in this discussion part. Additionally, this type of IENAs can be spelled out as the six forms of IENAs : imperative, foreign vocabulary, term of endearment, enallage (grammatical distortion), accommodation, and language inconsistency, which can be found in original findings in the Appendices. Next will be the additional findings that I have labeled them as the forms of IENAs discussed.

5. Recommendations for the Future Study

Through an aspect of 'language and social class'

Based on my overall assumptions, the mainstream American individuals in each age group will express the untruthfulness (flouting of the quality maxim) in a specifically typical way of using IENAs. That is to say, apart from focusing verbal irony and non-observances of maxims, the age-grading factor has become an essential variable that has formulated major problems to be investigated in this study.

However, when analyzing untruthfulness of those in *the later maturity*, we have realized that they tend to flout the quality maxim by using the more precise IENAs due to the developmental tasks and the fact that they are in the letting-go sphere. In case I am conducting a future research, it cannot be concluded that people in the later maturity still have the same tendency of using the types of stylistic expressions most. Looking from another perspective, the retired people's language can vary with contexts based on their life experiences and educational backgrounds.

Forth to the future research, I shall also deem the sociolinguistic theory of Basil Bernstein compatible with the scope of analysis. Bernstein (1960 (Bernstein, 1960)) hypothesized the idea of people living in a different social class can alter their scope of different language uses. The educational backgrounds and the settings (family, organizations or any concepts involved) are the key driving force that distinguishes people by their different language uses – *the 'restricted' and the 'elaborated' codes*. To describe in brief, the restricted code represents the language which contains a limited range of language alternatives while the elaborated code will facilitate the verbal transmission with its extensive range of language alternatives and individual's unique experiences.

Ultimately, the reasons of why the factors 'age-grading', 'educational background' and 'social class' can be drawn into the scope of the future research is that they can reflect authentic verbal interactions of the mainstream American people in every real-life social relationship.

6. Conclusion

With expectations to find a way to prove that 'untruthfulness' can be traced back to when it is found in form of verbal irony, this research was then initialized with an idea to seek for a linkage between Grice's flouting of quality maxim (1975) and Utsumi's indirect expressions of negative attitudes or IENAs (2000). However, considering Utsumi's frameworks of verbal irony (2000), the indirect expressions of negative attitudes was only one of the other three implicit displays generated with some degree of ironicalness. Indeed, Utsumi's IENAs were composed of both verbal and nonverbal cues while I only obtained the verbal cues to be one of my theoretical frameworks.

All of the three research questions in the study were set to target and study all pragmatic possibilities in which the mainstream American characters from the three selected American Drama

films are likely to flout the quality maxim by producing IENAs, especially when they are in different stages of age.

Aiming for a multi-filtered criterion for selecting the data, I have created the multistep rubric of film selection which contains a fivefold consideration within. The selected data thus were ensured that they truly represent authentic populations (the selected three American Drama films) so that we can oversee and collect authentic verbal interactions of the mainstream Americans. Likely, the screenplays of the target films must be written only by the American screenplay writers and not to be containing plots of fantasy (unrealistic crime/ life-death miracle, supernatural Sci-Fi, and legends & myths) including the Drama subgenres of historic or period films.

Moving to the process of analysis, the different types of IENAs found were grouped under the 4 uses of IENAs and patterned as a tool used for recognizing the distinguishable IENAs that can be found in the integrative analysis process 2. Therefore, the interpretations were based on both the investigation of uses of IENAs and the identifications of IENAs.

After a thorough investigation, the recurring connection between flouting of quality maxim and IENAs has appeared more recognizable when comprehending what uses of and in what forms IENAs can occur. Utsumi (2000) has conceptualized IENAs with some definitions and examples, which was in practical challenging to me when interpreting what uses the IENAs I found in reality should be titled and what forms they could be categorized into.

Despite the fact that there are four uses of IENAs (rhetorical devices, interjections, paralinguistic cues, and counterfactual expressions), still I have maintained that the *mixed uses of IENAs* cannot be only some overlapping cases due to their authentic existence produced in real-life conversations by mainstream Americans. Thereby, there appeared to be some extraneous findings out of the original theory; I have found **27 mixed uses of IENAs** throughout the current paper varying with their original uses and types.

Finally, the answers for the research questions were given and confirmed by the collected 749 samples which had been re-analyzed by two inter-raters and verified by an American native-speaker. As one of my prospective goals in doing this research, I hopefully believe that Thai or any other readers of this paper can learn more about what is not explicitly communicated by American native-speakers from reading this research, especially when the messages they receive are surrounded by ironicalness.

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A Study of The Position Administration for Administrator of Education Institution In Encouraging The Use of Community Learning Resources Sakhonnakhon Primary Educational Service Area Office 1

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Abstract

The research purpose of this study were 1(to study the management of school administrators in promoting the use of resources in the community under the consistency primary education 2 1(to compare the administration's. school administrators in promoting the use of resources in the community. Under the Office of Primary Education Consideration by Experience Long time residents and the location of the school. The sample used in this study. Director of the School Deputy director of the Teacher Chief Learning Level 3and 4year B.E. 2559under the Office of Primary Educational primary of 190people from a stratified random sample. Tools used in research scales are five levels of Reliability in the use at 0. 95Statistical analyzed of percentage average standard deviation t-test F-test, respectively.

The Research Result of the Fiending were as follow :.,

- 1 .The role of school administrators are encouraged to use learning resources in the community. Under the Sakhonnakhon Primary Education Service Area 1 overall averages are moderate. Considering that it was found. The average level in all areas, in descending order from highest to lowest are the kind of places. historical Culture and tradition And Occupation
2. Compare the role of school administrators are encouraged to use learning resources in the community. Area under the Sakhonnakhon Primary Education as one of the features of consideration. And experience different The promotion of the use of individual learning. Property Types historical Culture and tradition And Occupation not different Considering the location of the school found. Different aspects and conclusions follows.
3. School administrators a different career experience as well. Long live a different location and a different school. The promotion of the use of learning resources in the community category. Property Types historical Culture and tradition And Occupation had no different

Key word : Position Administration Community Learning Pesources Administrator

Introduction

Education is of fundamental importance in developing countries are facing economic, social and political development of the country will have to develop a quality education to people with knowledge. Ability to develop Thailand to focus on education long ago, the statement said. "I know of nothing inferior" or "subjects like there are hundreds of thousands of agents" Moreover, the study of knowledge. Moral values, values and understanding of life. The study, which is necessary for life, for both adults and children with knowledge. Understanding the culture of thinking, influencing the rules, along with other skills necessary for learning and communication.) Jintana Sutjanun. BE.2556 : 17(

However, in basic education, which the Constitution of the Kingdom of Thailand BE 2540a National Education Act 2542)Revised 2545(requires that individuals have the right and opportunity to receive education. basis, not less than 12years, the state must provide thorough quality without cost. The state must give priority to all children, including children with special groups. Disadvantaged children and children with disabilities. Given equal rights and opportunities for normal children, children with special abilities are considered disadvantaged children, another aspect must be to stimulate the potential opportunities based on talent management needs special education budget. The teaching and learning And support the deregulation of education. Schools should provide appropriate

and equality of educational opportunity, especially for joint learning opportunities for all children, special events, and normal children. As is true in a society of learning.) Siriyoupha Punsuwun BE. 2554: 22(

Education National Education Act 2542) Revised 2545(, the education management principles such as lifelong education for the public. To participate in social and educational material development, the learning process is ongoing. (Volume 116, Part 74A).

The quality of the academic year 2548 of the Office of Primary Healthcare 1 about the process of learning new concepts. In accordance with the Education Act of 2542, as amended (No.2(2545 found that learning self-learning and lifelong learning has not done much. Learning does not correspond to the actual lack of connection between traditional knowledge and modern science. In addition, the use of learning resources are also limited in their applications in the study of the adequacy and quality. The teacher is teaching the mainstream media. Students are not encouraged to learn from nature. (Office of Primary Education 1. 2547: 7(This report corresponds to the evaluation of the academic year 2546 to study the problems of teaching in the elementary school district, Nakhon District 1 found that academic achievement levels are not satisfactory. Students lack of curiosity Sluggish and tired of thinking about it is not a solution to it. Unable to put the knowledge to use to his advantage, no moral, ethical, desirable learning discrete. (Bureau of Standards. 2542: 9-7(As well as research Samart Rodsumran) .BE. 2556: 89(Has studied the use of learning resources and traditional knowledge in the teaching of secondary schools under the Department of Education. Phetchaburi found that the use of learning resources, school resources are also important links to the subject in a few subjects.

The climate issue Researchers are interested to study the management of school administrators in promoting the use of learning resources in the community. Under the district primary education Sakon Nakhon District 1, which results from this research will be a driving force for school administrators raise awareness of their role to education by focusing on the learners by promoting support for the teachers. instructor-led learning resources used in the event of teaching effectiveness in the education system and the potential for learning in primary school education. the Area Primary Education 1 has the full potential to learn thinking skills to solve problems as effectively in the future.

The purpose of the research.

This research study has the following objectives.

1. To study the management of school administrators in promoting the use of learning resources in the community. Metropolitan Area Primary Education 1.
2. To compare the administration of school administrators in promoting the use of learning resources in the community. Metropolitan Area Primary Education 1 by Experience. Time to live in the community. School Location

Method

Scope of Research

The population of this research

The population in this study include the director of the school's Deputy Director for Academic Affairs. And Head of Learning, 8 subjects in schools with basic education level, Level 3 and Level 4 the 2nd semester of the academic year 2559 under the District Primary Healthcare 2 1,118 schools include director. the school Deputy Director for Academic Affairs Learning and Head of Group 8 by the sample. From Muang Srkonnakhon District and blossom

1. Muang Srkonnakhon school 15 people.
2. The school district blossom of 15 people.

The samples used in the research.

The sample used in this study include. Director of the School Deputy Director for Academic Affairs Head of Learning and 8 subjects in schools with basic education. In the Level 3 and Level 4 the 2nd semester of the academic year BE. 2559 under the Office of Educational Service Area Elementary District 190 1 people have come by following the steps below.

Step 1. Determine the sample size. Table of Krejcie and Morgan (Krejcie and Morgan. 1970: 608(, using population as a class. The total sample of 110 people.

Step 2 sampling administrators using stratified random sampling (Stratified Random Sampling) in proportion to the district as a class.

Hypotheses

The hypothesis of the research is as follows:

1. School administrators Under the Office of Primary Education 1 are to promote the use of learning resources at the community level. Is moderate
2. School administrators Under the jurisdiction of the District 1 Elementary Sakon has experience of working together. The promotion of the use of learning resources in different communities.
3. School administrators Under the Office of Primary Education at one time lived in the same community. The promotion of the use of learning resources in different communities.
4. School administrators Under the Office of Primary Education at one location with different schools. The promotion of the use of learning resources in different communities.

Research tools

The instruments used to collect data. The questionnaire was created and defined the concept of creating a query from the content theories and related research is divided into 2 parts as follows.

1. Question is about data privacy features. of School Administrators questionnaire is a checklist (Check list) 5 Level
2. Is a query about the role of education in promoting the use of learning resources in the community. Metropolitan Area Primary Education 1 Individual type of place. historical Culture and tradition And ISCO The nature of the query is a type rating scale (Rating Scales), 40 items have the confidence to 0.95.

Data processing and data analysis

Data analysis in this research. The researcher analyzed by a computer program. The following order:

1. The percentage of the feature information of school administrators surveyed.
2. Find the mean (\bar{X}) and standard deviation (SD) analyzed the promotion of the use of learning resources, educational administrators. Under the district primary education Sakon Nakhon District 1 in 4 aspects of individual types of property. historical Culture and tradition And by type of occupation and specifically.
3. Compare the comments of school administrators in promoting the use of learning resources in the community. Metropolitan Area Primary Healthcare 1 by comparing the difference between the 2 groups, the average level of education. Time to live in community and school location using the t test (t-test) comparing the difference between the average of the samples over 2 groups of teaching experience. Statistical tests using one-way ANOVA (One-Way ANOVA) in the event of a difference of arithmetic. One-way analysis of variance to test by means of Scheffe (Scheffe's test).

Research Result

1. The role of education is to promote the use of learning resources in the community. Metropolitan Area Elementary District 1 overall averages are moderate. Considering that it was found. The average level in all areas, in descending order from most to least include individual type of place. historical Culture and tradition And ISCO
2. Compare the role of school administrators are encouraged to use learning resources in the community. Metropolitan Area Primary Healthcare as one of the features of the age difference. Experience the difference And promoting the use of individual learning.

Table 1: Comparison of school administrators in promoting the use of learning resources in the community. Occupation Zones under the Primary Education 1 by Experience.

Variance	df	SS	MS	F	P
Between groups	3	.38	.19	.24	.79
Within the group	187	56.85	.78		

Total	190	57.23
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Table 1 showed that school administrators have been working well. Have a comment on promoting the use of learning resources in the professional category. not different

Table 2: Comparison of school administrators in promoting the use of learning resources in the professional category. Metropolitan Area Primary Education 1by the time the residents of the community.

Living in the community	\bar{X}	S.D.	t	p
Less than 10years	3.41	.66	.32	.75
From 10years up	3.33	.93		

Table 2 showed that school administrators have long to live in a community of less than 10years and from 10years or more opinions in promoting the use of learning resources in the community. ISCO is not different

Table 3: Comparison of school administrators in promoting the use of learning resources in Community history. Culture and tradition Metropolitan Area Primary Education 1by Experience.

Variance	df	SS	MS	F	P
Between groups	3	.26	.13	.16	2.85
Within the group	187	57.32	.78		
Total	190	57.58			

Table 3 showed that school administrators who have experience working with different opinions to promote the use of learning resources in Community history. Culture and tradition not different

Table 4: Comparison of school administrators in promoting the use of learning resources in the professional category. Metropolitan Area Primary Education 1by school location.

Location	\bar{X}	S.D.	t	p
Meung Sakon Nakhon	3.43	.74	1.13	.27
Kusumarn Distric	3.10	1.18		

Table 4 revealed that school administrators have a place in a school in the city and in the meung Sakon Nakhon and Kusumarn Distric. Have a comment on promoting the use of learning resources in the community of location is not different.

Discussions

The results of the analysis in the study of the role of education in promoting the use of learning resources in the community. Metropolitan Area Primary Education Research is one of the key issues and discussion of findings from the study are as follows.

1. The role of school administrators in the use of learning resources in areas under the jurisdiction of Primary Healthcare 1Individual type of place. historical Culture and tradition And ISCO Classified by age Education Experience Time to live in the community. School Location Is moderate This corresponds to the assumption that the first set, as well as research. Somree Kengthong)BE. 2554: Abstracts (From that school administrators are encouraged to use learning resources in the community. Is moderate The Education Act of 2542, as amended (2(Section 24of the 2545guidelines for education-related topics in the curriculum and the learning process for teachers. and education must lead to action. By modifying the way that emphasizes rote learning. Follow with a teacher-centered. A learning process focused on the learner. The life of a student is a learning process of practicality. Knowing quest And Knowledge Search The eagerness to know And known problems

)Rung Keawdang .BE.2553 ๒ : preface (However, teachers have barriers to learning resources in the community. Both agreed that the most useful and also allows students to love and commitment in their local area. Making it possible to apply the knowledge gained to communities where they live and in real life.) Pungrat Witmaphon .BE. 2544 : Abstracts (This will also help attract students to the study results (Shaver. 1991: Abstract) also find that. Parents are encouraged to bring students on field trips. Lest they be harmed, including the school at no cost to use learning resources. But considering that it was found.

1. 1The individual found to have used the sources of learning are moderate, as well as research Samart Rodsomran) BE. 2546: Abstracts (Both communities have learned over many teachers who teach the teachers who actually know how to make learning into a real link with the actual implementation. Learning fun, not boring. Knowledge and local knowledge that is caused by the fact legendary. And can be used in many situations. But the problem is not a local leisure skills as well as procedures in practice. Disbursement of compensation as a lecturer with the delays attributed to choose a local individual must take into account the content of courses and qualifications of local knowledge. The budget to engage in learning management And management. The factors include So if you want to learning resources in the community for individual use in teaching activities increased. School administrators should encourage Encourage joint planning with the community and beyond. The budget allocated for the compensation of local speakers properly. As well as providing technical training in the knowledge and wisdom. In order to have the ability to teach good students. The teacher will see the value in bringing students or assign students to learn more about local knowledge.

1. 2TYPE found that the use of learning resources are moderate. As well as research Lee Shu-Wen. (1977 : 1218-A) To the view that Learning from the learning resources in the community. As a result, students gain extensive experience with nature and the environment as well. This learning will require cooperation from many parties in the community. The teachers often have barriers to learning resources.)Pungrat Witmaphon .BE. 2541 : Abstracts (Be attributed to teaching because of a budget shortfall. Regulations on bringing students to field trips that are not conducive to student learning, leadership and management are not supported as they should. Enabling its students to field trips that are not convenient. As well as the constraints of time in operation. By learning resources that teachers use in teaching a minimum. Is governed by a school. Therefore, school administrators should explore and create knowledge communities to increase. As well as promoting Encourage Registration gather knowledge or resources to services that already exist in nature. Or create a new one for the sake of learning. Along with the important places in the community that are already on the way of life and livelihood of the community. Natural landmarks The open atmosphere and vast imagination of the students. Used as a source of learning, as well as to encourage better management and technology to provide the knowledge of the students do not even better.)Sumon Amornwiwar .BE. 2554 : 15(

1. 3historical Culture and traditions found that the use of learning resources are moderate. As well as research Ministry of Education) 2544 : 3 (Has established practices in the use of learning resources in the community that concept. The belief that the practice handed down to a peaceful life in the local culture, customs and traditions. Art local activities The historic monuments, art, folk art performances. Literary History Dialect and actions, activities or practices of the people and way of life. Teachers can be used for learning activities to teach the students of the school administrators should encourage further exploration. Collecting information about learning resources to a category or may be made from local museums to conserve cultural heritage, archaeological artifacts and historical valuable to the study's lead to pride. local)Somjit Ceejeng .BE. 2557 : 153-154(Of learners as well as teachers encourage students to participate in community assets held for students to learn. A feeling of love and commitment in their local area.

1. 4Career types found that the use of learning resources was moderate. Due to the fact that students are learning to study in a local community or workplace, there are often budgetary constraints that are limited by the institution, The place is not convenient. And the learning resources in the community are relatively in contact with and shared with the school. The community also understands that the role of teaching and learning is in the school.)Samart Rodsumran .BE. 2556 : Abstracts (Therefore, school administrators should support. Career professionals in each field, or the establishment of a presence in the community took part in as a guest speaker to educate teachers and students. As well as cooperation in the promotion of learning with the use of the school's establishment in organized learning activities to develop skills in line with the views of the profession. Siriphon

Pumrat) BE. 2557: Abstracts (พื Said the study was from the actual experience and fun activities. Consistent with the concept of Shaver) Shaver. 1991 : Abstract (The use of learning resources in the teaching community will give students more experience than in the classroom.

2 .The role of school administrators in the use of learning resources in areas under the jurisdiction of Primary Healthcare 1 overall considering its features. Experience the difference found. The promotion of the use of individual learning. Property Types historical Culture and tradition And ISCO not different Considering the location of the school are found. There are different aspects to consider when and conclusions.

2. 1administrators of different ages were found to promote the use of learning resources in the community category. Property Types historical Culture and tradition And ISCO not different Which does not conform to the hypothesis. The subject matter of each school district has developed a program to encourage and support teachers to have knowledge about the reform of learning in schools. In order to be ready to handle the Education Act 2542and the National Education Amendment (No. 2(, 2545.

2. 2School administrators have found that different levels of education. The promotion of the use of learning resources in the community and the individual professional category is no different. Considering the location and type of history. Culture and traditions were different, which does not conform to the hypothesis. As well as research School administrators have found that education level is different. With the use of traditional knowledge as a whole is no different. This may be due to the Education Act of 2542, as amended (No.2(BE 2545establishes guidelines for the management of it. Students are the most important The education must encourage students to develop their full potential and natural (Article 22(to highlight the importance of the learning process. About self Their relationship with society Exploitation of natural resources in a balanced and sustainable. As well as knowledge about religion, art, culture, sports and application of knowledge, wisdom, Thailand. Skilled occupations and living happily (Article 23(shall be organized by the students to the teaching of practical experience. Enable learners to think is an encouraging teachers create an environment of learning and facilitate the students learning and knowledge (Article 24(and the State shall promote the implementation and establishment of origin. all forms of learning (Article 25(, which is an approach to management education in the country. Therefore, school administrators need to know the requirements and practices can lead to a successful outcome. (Office of National Education. 2545: 13-15(

2. 3School administrators with different working experiences found that Promoting the use of learning resources in the community type of place. Genre history Culture and tradition And career not different Which does not follow the set assumptions. This may be due to the educational reform and the promulgation of the National Education Act BE 2542)1999(and the Amendment (No. 2(BE 2545. Educational administrators and all those involved in educational administration must change the behavior of school administration from the textbook to the use of learning resources in the community. Teaching

2. 4School administrators with different residence periods in the community. Promoting the use of learning resources in the individual community. Location type Genre history Culture and tradition And career not different Which does not follow the set assumptions. This may be due to the fact that the schools in Sakon Nakhon Primary Education Area 1are urban in Sakon Nakhon and semi-rural areas in Kusuman District. The main occupation of the community is the abundant source of learning in the area, including orchard farming. Professional flower garden, trading pottery and working. (Office of Sakon Nakhon Primary Education Area Zone 1, 2004A: 2(In addition, it is a province in the metropolitan area that can be used to study the learning resources in neighboring provinces. If you plan to prepare in advance, you will be able to integrate the course between courses to benefit your students. And it can be linked to learning in a holistic way of life. In addition, some schools provide newsletters. Journal for Public Relations provides education personnel and the community with the knowledge they already have in the community. (Benchamachai School. BE. 2557: 48(, and there is a recognition of learning resources from a variety of media, but there is also the use of learning resources for teaching and learning. Therefore, school administrators must develop teachers to be important in organizing learning activities using learning resources in the community. To provide students with self-learning skills from various sources of learning, such as field trips. Academic Camp Exhibition Placement of the placard Practice skills in the profession and can bring knowledge to use in daily life happily. (Rattanathibet School. BE. 2004: 31(

2. School administrators with different school locations. The promotion of the use of learning resources in the individual category. historical Culture and traditions that vary according to the hypothesis. And in line with research Found that the location of the school. Affect the attitude of the school administration about the wisdom of bringing in local activities teaching them. And varies according to the conditions of each locality.) Rujira Jariyaphun .BE. 2556 : Abstract (There is a great difference in the provision of learning resources between rural and urban or municipality schools. Many urban schools offer a variety of learning resources, both in and out of school. Such as floating market, temple, health center, agricultural center, tourism Orchard plant Ornamental center Making pottery Traditional massage making herbal soap (Phu Phan Secondary School BE. 2557: 4-19(

Suggestion

Suggestions include suggestions for applying research results. And suggestions for further research. As described below.

Suggestions for applying research results.

1 .School administrators and educational personnel Research results can be used as a supportive approach. The use of learning resources in the community to provide more learning activities in each group. To develop learners to learn from real experiences, they will have a greater understanding of the subject matter. Make the course meaningful and experience more than just classroom instruction.

2. School administrators should encourage teachers to develop learning plans using learning resources in the community. It is a medium for organizing teaching and learning activities for teachers to see the benefits and value to students.

3 .Teachers can use learning resources in the community to engage in learning activities in all subjects. By the school service provider Teachers should collaborate with the community. Explore local learning resources in each subject area. Then make a directory for easy to use.

Suggestions for further research.

1. There should be research on the quality of use of learning resources in the four communities that affect the promotion of learning resources in the community.

2. There should be in-depth research on the various problems that arise from the way students are researched using the learning resources in the community, teaching different learning subjects.

3. Research should be conducted to study students' needs for instruction by using community learning resources.

4. Research should be conducted to compare other variables with different study areas.

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Cicero Concept of ‘Humanities’ And His Great Influence On The Constitution of United States America

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Abstract

The Latin term “*humanitas*” first appears in writings of Marcus Tullius Cicero in the first century (106-43 B.C.) He used *humanitas* in describing the formation of an ideal speaker (orator) who he believed should be educated to possess a collection of virtues of character suitable both for an active life of public service and a decent and fulfilling private life; these would include a fund of learning acquired from the study of *bonae litterae* (“good letters”, i.e., classical literature, especially poetry), which would also be a source of continuing cultivation and pleasure in leisure and retirement, youth and old age, and good and bad fortune.

The founding fathers (Jefferson, Adams, Washington etc.) of the United States were broadly educated in Latin and “humanities” or the liberal arts but James Madison was perhaps the most broadly educated of all in Latin language and culture and was inspired by Cicero. James Madison held Cicero in the highest esteem and owes him great intellectual debt. In his writings “The Federalist” and above all the Constitution is replete with Ciceronian thoughts. The Republican ideals of Cicero heavily influenced the generation of founding fathers in favor of a mixed constitution. The influence of Cicero through Adams ultimately shaped the structure of the American Constitution and brought about the birth of the American Republic.

This article examines the concept of “humanities” and the impact of Cicero on the Constitution of The United States

Jungian Interpretation Of 'The Red Tent'

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Abstract

This paper would discuss the character of Dinah in Anita Diamant's Book The Red Tent, in the light of The Theory of Individuation as propounded by Carl Jung.

According to Jung, the Individuation process generally occurs when an adult child individuates from her parents, it may also occur between romantic partners, sometimes between friends. It is a process of maturation that has fundamental aim and requisite as an affirmation of life. Individuation is a process of growth and development that helps you make contact with the Inner Self. This orients the mind towards the inner world, toward spiritual life. The inner movement includes a relation to the transpersonal dimension of psychic life, and ultimately with the innermost reaches of life.

In The Red Tent by Anita Diamant, we find an exploration of 'unconscious potential', and re-integrating it with the Self. Dinah was just a normal girl going through puberty. But then terrible things happen to her, her Husband is murdered by her brothers, and she becomes a tragic character. She says she was 'alone' and 'empty'.

Individuation process requires heroism, it is not easy to be different, to come out of conventionality and make your own path. Not many people are capable of doing this.

Dinah ventured beyond the confines of her tribe that led to her rape. She stepped out of her 'family line'. This was considered as an act of self-assertion by a woman. We witness a strong character in Dinah. Later she moves to Egypt. She asserts and ventures beyond her tribe.

In the final chapters of The Red Tent, Diamant resurrects Dinah from her unknown state and completes her life in Egypt. She adopts a new identity and a new personality.

Psychological rebirth was of particular interest to Jung, as we see in the character of Dinah.

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An Interpretation of Social Relationship in the Buddhist Social Philosophy

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This article is a part of my study Master of Arts in Philosophy

Abstract

Lord Buddha's social teaching is about how to live well in a society, which means how to live and prosper together peacefully. The Buddha teaches us through the paradigm cases of "social relationship". With social relationships, the Buddha expects men to fulfill their moral duties according to their social statuses and roles, which are constituted out of their mutual relations. From Hinduism, Buddhism has adopted directions on a compass as a symbolization of the paradigms of social relationships. The Buddha has provided an interpretation to a young man named "Sigala" about the real and practical meaning of worshipping the various directions in the right ways as performed by a noble person in accordance with the Buddhist philosophy and these paradigms are husband-wife, parents-children, teacher-student, friend-companion, employer-employee, and monk-lay adherent. This paper wants to explain, interpret and reinterpret a few of these paradigms as they are characterized by duties and rights. The moral codes denote and define the desirable characters of the members of a Buddhist society. The moral codes of the selected paradigm case will be interpreted and reinterpreted according to the core concepts of the Buddha; namely, the negation of "the self": unselfishness, love, and kindness as self-effacing are preliminary steps towards personal enlightenment, the ultimate salvation, attainable in the next life if not this life. Religious belief can induce kindness and compassion to overcome conflict in social relations. A society will stand well if it is based on moral laws in one form or other. In this respect, religion understands that the moral law stands for the essential governing principles of a society. If religion is the foundation of a society and it is good for the wellbeing of the people then can the society referred to means a modern state?

Keywords: Social Relationships, Moral Characters, and Buddhist Philosophy

The methodology of the Research:

Collect the primary and the secondary data.

Analyze, interprets and criticize data.

Present the data in form of descriptive analysis.

Objectives of the Research:

To study Buddhist sentiment on human relationship

To study The Buddhist classification of human relationship

To Study the Buddhist Ethics, regarding the six paradigm cases of human relationships.

Expected Results: A more coherent and better understanding of Buddhist Ethics regarding the six paradigm cases of human relationships.

Introduction

Society is the collection of individuals. Thus, the social relationships are the relations of individuals to individuals, individuals to a group, and groups to groups. In how many ways a person may relate to others? A man may be a husband, a son, a father, a grandfather, a grandson, and a nephew in the way of family relations. Outside the family, he may be a citizen, a prince, a king, a prime minister, an employer, an employee, a student, a teacher, etc. In the families, a woman may be a mother, a wife, a daughter, a grandmother, a granddaughter, etc. Outside of family, she may also have social statuses and the social responsibilities as that of a man. In a society, men live together and are

bound to each other, which may be called upon to establish, maintain, develop, and strengthen social relationships.

1. Description and Goals

In the “Sigalovada Sutra” the Buddha emulated human relationships by six categories taken to be represented by directions on a compass.

2.1 Parents and Children: Respect and love towards one’s parents are strongly emphasized in Buddhism. The Buddha praised such a family as follows: those families where parents are worshiped by children at home are accounted to include the divinities of the old, the teachers of old, those who deserve offering. Two categories of children known to Buddhism, namely children by virtue of Dharma and those by birth. In the first sense, Buddha regarded his disciples as his own children in the sense that they were born of his mouth, born of his teachings and created by his teachings; and so, they were his spiritual heirs and not secular heirs. In the second sense, which is also understood in moral terms, there are three types of children:

a) The more-advanced-born child (Atijata), who leads a life higher than that of his parents, and do take for their guide the Buddha, the Dharma, the Sangha, and who do observe the five basic principles of moral conduct, an immoral, and evil nature, for example as Emperor Asoka’s son, Venerable Mahinda Thero.

b) The parents-follow-born child (Anujata) who leads their lives in accordance with that of their parents, and take for their guide the Buddha, the Dharma, the Sangha, and observe the five basic principles of moral conduct and endowed with a virtuous and good nature for example as Buddha’s son, Rahul.

c) The base-born-child (Avajata), whose way of life is characterized as narrow-minded and opposite to that of the first and second type, for example as Prince Ajatasatthru. (Buth-indr, 1973: 98).

We realize that families and societies desire first two types of children because parents do lots of things for their children and they should be paid back. For example, as parents give life to children, nourish, bring up, and introduce them into the world, Buddha says that even if children carry parents on their shoulder and just by doing so would live hundred years or attain a hundred years and... even if one places one’s parents in supreme authority, in the absolute supremacy of one’s overall this world... even then children cannot repay the parents. But children who can convert parents’ believing in immoral, and can establish faith, morality, generosity and wisdom in ignorant parents, those children can repay their parents and do more than just paying back their parents for what they have done to bring them up (Buth-indr, 1973: 98-99).

2.2 Husband and Wife: Through marriage two persons move to living together as husband and wife, form a family which is regarded as the primary unit of society. A couple, as lay adherents, is advised to establish and develop their household business in the right way. The Buddha said in “Angguttara Nikaya” parts II that if both wish to take care of each other; husband and wife should be matched in the virtues of faith, morality, generosity and insight. And he distinguished four types of couples on the basis of the above statement; these are

- (1) A vile man living with vile women (tomo-tomoparayon)
- (2) A vile man living with a goddess like women (tomo-jyotiparyon)
- (3) A good like man living with vile women (jyoti-tomoparyon), and
- (4) A good like man living with a goddess like women (jyoti-jyotiparyon) (Buth-indr, 1973: 89).

Of these four the Buddha commended that the last type of couples is the most acceptable. The Buddha warned a woman not to behave herself like any of the three former kinds of wives who in his opinion are not moral, approvable, and desirable.

2.3 Friends and Companions: According to the Buddha, men come together and associate with each other according to their nature (dhatuso); for instance, men of virtuous tendency (adhimuttika), come together and associate with those of the same (similar) tendency. Friendship can cause a man to experience either failure or success in life. By making friends with an evil person one is destined to decline, while with a good companion one enjoys growth, distinction, prosperity and happiness. Real friendship knows no distinction based on economic standards but is based on benevolent activities men contribute to each other. The Buddha insisted: “A friend who is called so rightly is never inferior because the standard is the ability to protect the friend’s affairs”. Therefore, a

friend who is called rightly... should be held to be superior, for all such good friends take one's burden from one's shoulders (Buth-indr, 1973:101-103).

2.3.1 Character of foes friends

“Asevanaca Balanam Panditanan Ca Sewana”

That means ‘the avoidance of association with the fool and the establishment of an association with the wise’. The Buddha declared four kinds of people are ‘foes in the likeness and ideal of friends’. These are;

(a) A person who is parasitic, gives little and takes much, carries out his duty out of fear, and pursues his own interests only,

(b) A person who is mere words and no deeds is to be reckoned as a foe in the past and in the future, who treats one kindly by empty sayings and confesses his disability when the opportunity to do a service presents itself to them,

(c) A person who advises for doing wrong things and does not induce one to do good things, who praises one at face only and speaks ill of one to others. Finally,

(d) A person who is one's companion only when one indulges in strong drinks, frequents the streets or public places at untimely hours, haunt shows and fairs, and is addicted to gambling.

2.3.1.2 Character of ideal friends

(a) A good friend who helps in need (upacara mitto),

(b) A good friend who equally shares happiness and adversity (samanasukhadukkho mitto),

(c) A good friend who does good counselling (atthakhayi mitto) to restrain from doing wrong things and encourage to do right things,

(d) A good friend who has a friend of sympathetic heart (anukampako mitto) (Buth-indr, 1973: 105-106-107).

2.4 Teacher and Student: This relationship is very highly valued in Buddhism. The relative status of teacher and student and the roles they play in performing their duties in accordance with their responsibilities condition their mutual relationships. Every society bases its educational institutions on these and develops them in some form or other in accordance with these relationships. Professor J. Gonda wrote in his book, “the conception that true birth is birth to immortality and that the teacher who initiates the novices to his, ‘new birth’ shall be regarded as his father is pan-Indian and also taken up by the Buddhists” (J- Gonda, 1997: 249). The Buddha, as the teacher, claimed to be the ‘generator of the Buddhists’ by his own ‘teachings’ and not by birth or blood (J-Gonda, 1997: 77). Regarding the relationship between the teacher and the students, especially within monastic society, he formulated the following principle: I prescribe a teacher should arouse in his student the attitude of a son and a student also should arouse in his teacher the attitude of a father (acariyo antevasicamhi puttacittam upatthapassati, antevasiko acariyamhi pitucittam upatthapessati). Thus, these living together with reverence, deference, and courtesy towards one another, will come to growth, progress, and maturity in the Norm and Law... (Buth-indr, 1973: 108-109).

2.5 Employer and Employee: One of the four reasons for man's failure in acquiring and stabilizing his economic prosperity, according to the Buddha, is the appointment of immoral, unreliable, and incompetent people to responsible positions. The employer should be careful in his business; he should not employ or promote even his own son or brother who is not steadfast in virtue, but should compassionately provide them with the requisites for their sustenance. He should employ in offices of authority only those who are established in virtue, in being educated, skillful and alert. He should assign in to the employee work which suite his capacity, to pay him just wages and supply him with those things that are needed for his maintenance, to tend him at the time of illness, to share with him unusual delicacies, and to grant him holidays at proper times. In turn, the employee should be passionate to fulfill his duties to the employer's contentment, anxious to make him agreeable in deed and word, faithfully waiting for his employer, eager to please him and speak friendly words to him (Buth-indr, 1973: 114).

2.6 Monk and lay adherent: It is supremely necessary for the Buddhists, monks as well as lay adherents, to maintain and strengthen their relationships and faithfully fulfill their duties towards each other, so that, Buddhism and Buddhists can subsist. The relationships between monk and lay adherent groups operate on the basis of mutual help and interdependence. The Buddha says, “Monks, the lay adherents are most helpful to you because they support you with robes, food, lodging, and

medicine for your curing sickness. On the other hand, monks are also most helpful to lay adherents because they teach and sermon to them norm and law, therefore this noble life is lived in mutual dependence (Buth-indr, 1973: 115).

2. Methods of Research

I want to question the six paradigms teachings: “Are they acceptable in the modern society?” “Do they advance the sense of common relationships among human in today’s world?”

A peaceful mind is the most important factor of better relationships. But Buddha says all relations depend on kindness, compassion, sympathy, and equanimity. A relationship depends on mutual trust. Only if there is mutual trust between people, there can be true friendship. Trust requires sincerity. If we seriously care for others, protecting their lives and respecting their rights, we’ll be able to conduct our lives transparently and that is the basis of trust, which in turn is the basis of relations. To care for each other, we need to fully realize what we as human beings have in common. On the basis of that understanding we can become happy as individuals, and as parents, as son and daughters, teachers, students, monks, lay adherents. We need to extend our basic compassionate nature, which gives rise to sincere care, which gives rise to trust, which gives rise to strong relationships.

Every human wants equality and modern society gives that to them. But the six paradigms teachings don’t seem to foster equality. But I agree with some of the paradigms concepts, for example about, Atijata and Anujata son or daughter. Those sons or daughters are really needed in the modern society because their parents look after them by giving intimate personal love, protecting them from bad things, educating and training them for their future, arranging suitable marriages for them in due time. For being looked after by their parents, children should look after their parents back, by supporting their parents when they are old, taking responsibilities upon themselves of all duties and incumbent upon their parents, keeping up the lineage and tradition of the family, making themselves worthy of the family heritage, and by doing the formalities and performing the prescribed rites after their departure from this world. Finally, children should treat the parents with due honor. So, I think this teaching is acceptable.

If we look at the teaching about husband and wife, we can say it is totally unacceptable in the modern societies because without equality any wife can’t be happy. So, equality is necessary for living together as a family in modern societies. The relation between teacher and student are sensitive issues with respect to equality too. Though I still agree that a teacher should be like a father and a student should be like a son, they should have mutual respects and sincere love for each other as seen in the relationship between true friends. We have to remember that the Buddha always called himself ‘a true friend of the monks’ though; in reality, which means in mastic he was their teacher. Between employer and employee, their relations should be honest and respectful. The employer should give to an employee as much equality as can be, and employee should help to build up the employer’s property, business, finance, etc. Monks and lay adherents’ relations are also important in the moral development of societies because lay adherents learn moral teachings from monks, so monks should teach them only what is acceptable in the modern world. That means they have to reinterpret the traditional teaching to integrate with the new values of societies, namely, the value of equality. Then, the lay adherents would follow them and take good care of them.

We are now living in a modern world, so societies are always related with material things. The Buddha only teaches the basis of good relations, but he doesn’t teach how to develop a society. He says that only persons with a calm mind and self-integrity can have peaceful relations with each other. He advises societies to cultivate a sense of ‘fraternity or brotherhood’. Therefore, social relationships in Buddhism accept only the four sublime states of loving-kindness, compassion, sympathetic joy and equanimity. I believe that the four sublime states are the essential characters of a person who could achieve good friendship, association, and good things in life. For such a social ideal man, his actions should be performed for the welfare of both himself and others.

3. Conclusion

Social relations are made on the basis of trust, which grows strong only if people are kind towards each other. Buddha says loving kindness and compassion give rise to self-integrity, which in turn empowers honesty, truthfulness, and transparency. This self-integrity brings inner-peace of mind, which fosters social relations.

We currently live in the modern world, so we spend time with modern technology, which is why some time we don't trust each other. So, we need good relations and it depends on trust. Building trust requires concern for others. An ideal Buddhist does not turn his back to any form of social affair, nor does he shirk working for the common wealth.

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Brief Biography:

I'm Retosh Sramon, a graduate student and Buddhist monk. I'm a Bangladeshi nationality by birth bearing passport no-BA 0413433, student ID no- 575080085-5, is currently a full time student in the Master of Arts in Philosophy Department, Faculty of humanities and social science at Khon Kaen University, Thailand. I completed Higher School Certificate (H.S.C) from Chittagong Board, Bangladesh and I completed Bachelor degree from Mahamakut Buddhist University, Bangkok, Thailand.

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Education, Employment and Family Support of Transgender Community in Pakistan

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Abstract

This research paper provides a deep insight into the lives of transgender community in Pakistan, the savagery they face for something they didn't even opt for and lastly, given the opportunity, their wish, their willingness to live a reverent life like standard genders among which they cannot even walk freely. This research reckons lives of transgender in four different aspects of life. Starting from Profession and Employment, research showed 90% of interviewed transgender community was involved in begging and dancing with just 10% were self-employed mostly because of their strong background. Secondly, more than 90% of participants were illiterate, very small percentage had minor education and even rare ones had education up to intermediate level, and the major reason behind this was 'no social acceptance'. Research also indicated most of the transgender would have opted for a different, more respectable profession if they had a certain level of education. Third part of research aimed towards their economic conditions and results stated that 95% were in poor economic conditions that enforced them to beg or dance. Lastly, all this research brought us up to a conclusion, which is also our last aspect, that transgender who have family support at their backs never opt for begging or dancing. 90% transgender didn't have family support which also reflects the percentage of transgender involved in begging.

Keywords: Transgender, Education, Willingness, Family support.

Introduction

In 2009, Supreme Court of Pakistan passed the decision of officially recognizing transgender as a third gender and awarded them the right to register as a third gender on CNICs. The court also ruled that they are equally entitled to all the rights guaranteed by the Constitution which are enjoyed by the rest of the society. That is they are given the right to vote, are entitled to have a fair share in inheritance, easy accessibility to a good quality of education and have a right to get decent jobs on merit. Unfortunately, these are nothing but hollow promises and are only guaranteed on a piece of paper. In reality, transgender community is the least respected part of the society and because of this they suffer personal stigmatization and intense institutional discrimination in every aspect of their life. For most of them, their livelihood depends upon singing, dancing, begging and prostitution. Transgender community is the most illiterate part of society. This illiteracy leads to lack of job opportunities which they could opt in order to lead a decent, respectable life. Even those small percentages of transgender who are supported by their families become a pray to the narrow mindset of this society and are shunted and humiliated by their many teachers and peers during their educational life and when they apply for job, if they apply, are rejected by the companies because they don't 'fit in'.

Many studies have been conducted on the isolation of transgender community from educational institution and how the isolation closes the door for them to get decent and honorable jobs. One such study, (Naila and Aqsa, 2016) tries to evaluate the status of occupational skills and willingness of transgender population to change and switch over to other jobs if given the right opportunities. This research highlights the severity of the behavior of teachers and mates towards transgender at any educational institutions. These inhumane attitudes make them to leave education thus, forever closing the doors to decent and respectable employments in the society. According to this research, 79 percent of the surveyed population of transgender in Pakistan is uneducated and the main reason for a high percentage of illiteracy is due to gender discrimination, sexual and verbal harassment, beating by teachers and lack of finance. This ultimately forces them to participate in acts of begging, dancing and prostitution in order to earn livelihood. This research also tries to highlight the damages done to socio-economic strength of Pakistan. Transgender community makes up approximately 2 percent of the total

population of Pakistan and most of this percentage is illiterate and rather helping the society, they have become a burden and thus, are very damaging to the social and economic growth of a developing country. This research also provided with the recommendation on how to increase the literacy of transgender community. Authors provided with solutions like government fixing quota in all public and private institutions to accommodate the third gender, provide financial support to them and create an accommodating environment. Strengthen the legal support for them by passing some kind of law which prohibits and penalizes those who make fun or harasses them at educational and professional institutes. Also, the study emphasizes on the need of awareness and education to all segments of society about transgender and this is to be done by including special courses in the curriculum of college and university which emphasizes on third gender and how their biological differences does not make them a lesser being.

However, this study does not incorporate the interviews or stories of individuals among the transgender community and hence is unable to deliver the ground realities and their current statuses. This study failed to provide the viewpoints of transgender about what they want and how to make their lives better.

Our research paper is not only targeted to the eunuch's community but also to the privileged society of this country. The study tries to explain how the conservative mindset of the fortunate part of the society is severely deteriorating the intelligence, confidence and dreams of these individuals and how does this have a grave effect on our society on whole. The practical implication of this research is that it sheds light upon the reality of transgender as a citizen of Pakistan. This research tries to explore the barbaric conditions which they call their normal day to day life. This may help in improving their quality of life by highlighting the problems in getting education and finding decent jobs.

Literature Review

The key analysis of previous papers indicates an exponential base of Queer theory (Annamarie, 1996; Patrick, 1999), used by researchers to support post-structuralism breakdown of educational and employment issues with respect to transgender community. The incorporation of social identities with educational & employment paradigms is an emerging theoretical orientation. While Queer theory was initially condemned for its possible deficiency to ignore the social models of transgender people (Ki Namaste, 1996), the theorists over the years have systematically worked on queer phase of transgender (Katrina, 2001).

Research practices prevalent in this field that have been collaborated and congregated over a span of last few decades provide a detailed sight into the transgender population and their distinguished aspects (Ellen, 1994). The theories that circulate about existence and physical traits of transgender vary with respect to culture, area and religion with no definite scientific agreement in a particular direction. The biological, cultural, regional and psychological background of these theories makes it more unrealistic and challenging to implement them coherently in a single phase. Cultural theories are mainly focused on identification and projection of transgender in a society and their reflection based on social paradigms that exist within the subjected culture. Biological perspectives align the transgender on the basis of chromosomes and different or not normal chromosomes are identified as intersex, which on certain pretext may be transgender. The medical models relate imbalance of hormones with existence and upbringing of transgender. The prospects of civil and political rights of transgender are viable only to institutionalized measures with support of LGBT or queer theory. In addition, postmodern feminist theory has opened new dimensions in support of transgender; many feminist perspectives are embracing transgender to openly align it with other archetypes (Eleanor, 1998).

Considering the findings of foregoing studies, the first stage of public integration for a transgender is school and it's the same place where societal insecurity, physical abuse and verbal harassment has been reported by transgender (Riaz, 1996). The beatings by teachers which were comparatively amplified due to issue of gender familiarity and emotional trauma suffered at the hands of students are a common norm for transgender community (Berk, 1999). These forms of insecurities often lead to transgender avoiding schools and reaching out to illiterate older transgender for employment preservations (Eriksen, 2010). A few transgender however, in spite of facing these insecurities move along with their education just because of high level financial security at their end (Haider, 2009). Investigating the prime factors in this situation, it is established that an omnipresent environment of

discernment and predisposition against transgender community is prevalent within Pakistan. The economic demarcation and educational blockage is vehemently concomitant with people's norms regarding gender (Emilia, 2002). In Pakistan, Transgender community have long been denied the basic human rights, educational facilities and respectable professional opportunities. The Supreme Court's decision of 2009 to grant transgendered people, all basic human rights paved way for measures at government level but the fact remains that their lives are more discordant than what is portrayed by state (Nadia, 2012). Transgendered people continue to live in a state of misery and disparity in Pakistan. Discernment against them is not systematic and structural to culture but entrenched in their social integration which casts an effect on their educational and employment credentials (Sadia, 2014). The fiscal stalemate allied with transgender community's discriminatory employment status gives rise to improbable state of economic volatility. The economic predicament has comparatively been controlled by the inclusion of political dimension into the transgender disparity concern. The human right entities have conceptualized transgender in terms of political nature to guard their social insecurities (William, 2006). Institutional work that abides by the law in framing the rights and political direction of transgender is critical in today's era. In south-east Asian countries, a large scale and brief study or institution is not present that would account for the political, social, and economic rights of transgender. The dilemma of third gender in Pakistan is mainly constructive due to passive approach of political measures on transgender front. The major hindrance in this regard is the lack of proper data, which compels the inactive and unreceptive obverse of transgender community.

In Pakistan, there are major issues and varying reports on the population of transgender community. The Computerized National Identity Cards (CNIC) issued by the National Database and Registration Authority (NADRA) under the domain of 'transgender' amounts to around 4000. These CNICs have the category 'X', which include transman, transwoman, and intersex (NADRA Central Directorate Official, 2016). Moreover, at the non-governmental level the UNAIDS Department's Control program's annual report also provides insight into the population estimates of transgender in Pakistan. According to the 2015 report, the approximate population of transgender is estimated to be around 150,000 which further instigate the significance of matter. Since the socioeconomic arrangement of country is such that it propels the transgender away from the educational institutions, the literacy rate for transgender is extremely low in Pakistan.

Aim & Objectives

The research being conducted and viewed aims at maintaining coherence with the problems of education among transgender population in Pakistan. The socioeconomic structure and restricted recognition bounds the exposure and rights of transgender. The study proposes to find the educational background and needs associated with literacy along with the employment status and economic conditions of transgender community in Pakistan. It further takes into account the jobs and professional upbringing of the transgender. Considering the existing situation of Pakistan where non acceptance of social diversity is a norm, the rights of transgender from educational perspective are of fair importance and this study aims at providing an outlook on the operational sightedness of major ambiguities in the system. Categorizing in form of formal ramifications, the objectives of this study are:

- To highlight the educational problems of the transgender Community.
- To evaluate the employability status and Job willingness of transgender.
- To consider the factor of family backing and financial support.
- To remotely review the government's role in sustenance of transgender community.

Research Methodology

Curious choice

Transgender reflects a group of individuals who enjoy the least amount of respect and rights in Pakistan. They are among the most oppressed communities and suffer extreme personal stigmatization and intense institutional discrimination in almost all aspects of their lives. Due to the typical and narrow mindset of most people, the subject of transgender and their basic rights is consider a taboo and are not even discussed in the most 'sophisticated' and 'learnt' part of the society. A large majority of 'normal' individuals do not even consider them as a part of their community. Because of this

stereotypical attitude, transgender are often faced with massive rejection and transphobic violence in almost every part of the country. We always wondered why the word 'transgender' is dealt with such hatred and negatively in our society. Why they are always associated with works like begging, dancing, promiscuous activities and other ills of the society? Why are they among the most uneducated part of the country? And why are they not given respectable jobs in the society? These questions made us curious enough to start our present research.

Research Questions

Our research sheds light on the educational and employment issues faced by transgender. Following are the question upon which our whole research work is based upon:

- 1) What are the problems faced by transgender in acquiring socially acceptable and benefiting jobs?
 - What is the role of government in tackling the most basic issues faced by the transgender community?
 - How the limited job opportunities effect the standards of living for transgender?
 - What collective efforts have been done by the privileged part of the society in uplifting their standards of living?
 - Are these contributions more than enough to provide them with basic personal and institutional security which is a basic right of each and every citizen of a country?
- 2) What are the reasons for an alarmingly low literacy rate of transgender community?
 - How does the difference in behavior of teachers and colleagues affect their education?
 - What difficulties and hardships they face in educational institutions and job centers?

The term 'transgender' refers to a group of individuals who express gender in ways that deviate from the gender binary, and includes transsexual, cross-dressers and others. In Pakistan three terms, hijra, khusra and zenana are commonly used to classify the transgender community.

The meaning of hijra in Urdu is eunuch or hermaphrodite. The word implies an inability to perform a male sexual role. The term khusra is mainly used in the Punjab province and has the same meaning, eunuch, and is used in the same sense as hijra in the other parts of the country. Hijra and khusra are further divided into two categories, hijra by birth and hijra not by birth. Individuals born intersex or born with sexual anatomy that does not seem to fit the typical definition of gender binary are also called asli. Hijras who have undergone sex reassignment surgery and are living a life of women are simply called transwoman.

The third term, zenana is an Urdu word meaning feminine and use to describe individuals with physical attributes of male but have a strong female attributes to their day to day works and in their actions. They act as women but have no desire to undergo emasculation.

To avoid any unnecessary confusion in the research paper, the term transgender is loosely used in a broader spectrum to include all the categories of transsexual.

Research Methods

In this topic we will discuss the research method that was utilized along with the techniques and tools that were necessary for the collection of the data for our research work.

A research methodology is an integrated part describing the nature of research work, based on a number of different aspects and plots that make up the research framework. (Rubin and Babbie, 2012). The research was approached from a transformative/advocacy view because we are dealing with the efforts and contributions that help in reforming the society and also highlighting the problems faced by the marginalized section of a society. Our research is based particularly on queer theory that involves the study of transgender, LGBT, homosexuals, and bisexuals etc. in this research we will highlight the problems faced by the transgender community in acquiring education and employment

We adopted qualitative approach for our work. The interview technique was considered as the most effective tool for collecting information for our research work. Punjab province was chosen for conduction of the interviews. Initially, problems were faced in collecting data because some of them were hesitant in allowing us to enter their area for the interviews. Transgender which were found begging in market places and along roadsides were scared suspicious about the interviews and in order to gain their trust, some compensation was done (money was given). So along with the interviews, we also opted for another method for data collection. Social media was used to gather a list of contact number of various organizations and NGOs working for the betterment of transgender. We discussed the gist of our research work with the concerned individuals of the organizations and managed to get

interviews with few transgender who benefited from the organizations and are now living a respectable life in the society. As the questions were open ended, they were asked in Urdu, so that language doesn't become a barrier for them to share their thoughts and views because most of them were not educated to understand or answer in English. So in order to make them feel comfortable and to keep their pride intact, Urdu was selected as mode of communication. However, translation was done carefully so that the actual meaning of information does not change. About 10 interviews were conducted and all were individual in nature. Interviews were taken on phone because many of them did not want their identity to be revealed.

Each interview lasted around 20-25 minutes and recordings were heralded as references.

Analysis and Discussion:

The state of transgender community in Pakistan is inimical and unpropitious at the same time. The present study and surveys conducted broadly to access the nature and feasibility of education among transgender community in Pakistan indicate a strong affluence of illiteracy among them. The conditions prevalent in country are deflative of the fact that social integration is directly related to gender discrimination and access to basic education, especially in Asian states. The existing national dilemma in educational front is associated with lack of mass acceptance for transgender community. Transgender people and their families are wary of their presence in educational institutions and prefer to remain at home. In a Pakistani society, being a parent of a transgender is a catastrophic tribulation. Apart from exclusion from communal gatherings and restricted admittance to self-rights, the parents of the transgender face financial and social problems. Moreover, the current educational scenario of Pakistan; with illiteracy rate spanning downwards over the recent years has contributed exponentially to this problem. Low literacy rate strains the thinking of parents to a point where they are forced by norms and social pressure to disown their transgender child, thus paving way for them to grow-up in the vicinity of other transgender. These established transgender which cater the needs of young transgender along with teaching them the art of dancing and begging are referred to as 'Gurus'. This norm and system propels the transgender away from a normal life into one that is deemed dishonourable. A recent research into the realms of transgender community in Pakistan reflects that 79% of the population of transgender in Pakistan is illiterate. The main motives behind these contrasting differences lie in financial problems, social discrimination, gender inequality, and harassment in schools and workplaces. Due to these torments, a major proportion of transgender resort to professions like dancing and begging. The present study directs on the same principles to highlight the educational plight of transgender community. The study replicates that 90% of the participants (transgender) were uneducated and illiterate. The rest of 10% that underwent education was just up to a very minimal level (A.Khan, 2008). The current survey and tests conducted manifest that very few transgender, who have attained any sort of formal education. Much of population under examination during current phase was uneducated and unfortunately not even a single one was having an undergraduate level degree. The 10% population with basic formal education included a few from primary background and specifically one individual who had attained or cleared 12th Class (High School). Unlike many other countries, one of the dilemmas in Pakistan for transgender is unavailability of quota system. In its absence, the transgender are forced to resort to other means. One more predominant factor is unavailability of jobs for educated transgender due to social pressure and societal behaviour. Relating to findings of a survey, whereby 2755 individuals participated in the questionnaire from all over the country, it was established that a major chunk of current population (55%) is willing and in favour of allocation of distinct quota for transgender in scholastic organizations and offices while 20% were against the idea and the rest 20% didn't respond (Gallup Pakistan, 2016).

Theme 1 (Profession & Employment):

According to the data collected and interpreted, it can be evaluated and discussed that the major proportion of our sampled population was involved in the begging business, which constitute of around 90% of the population. The begging business can be categorized in unemployed status but due to the fact that the subjected transgender were intentionally in this business due to financial crisis and demands by their Gurus, it can be concluded that begging is at the moment top priority for transgender to earn money on daily basis. Apart from the begging business, dancing is another profession openly adapted by the transgender and they usually shift between dancing and begging. This particular

fraction constituted of about 70% of our sampled individuals. Moreover, the transgender are of the view that with changing dynamics of current era, the general population is less tilted towards dancing profession and as the days pass, the number of opportunities for transgender in this field lessens. Lastly, 10% of the participants of our interview were self-employed running a successful organization. These participants were from stable financial background and had full family support unlike other transgender. The analysis of current data can be stipulated in form of the fact that most of the professions adapted by transgender community in Pakistan aren't considered honourable. In fact, begging and dancing are one of the most looked down upon professions in Pakistan's social structure. In addition, Government has yet to allocate special jobs for transgender community. After the ruling of human rights by Supreme Court of Pakistan in 2012, different jobs openings were announced by the government in public sector but these rulings were never enforced. It can be arguable that whether the harsh attitude of public compelled the transgender to join these professions or vice versa.

Theme 2 (Education):

As discussed previously, the system of Education for transgender in Pakistan is very deleterious. In the interviews conducted, it was motioned that 90% of the participants were uneducated and had no access to basic education in their primary years. The difficulties faced by transgender during initial years of education include physical abuse, mental pressure, and societal attitude. The parents of transgender are compelled by society to treat their transgender child in a different manner, many a times even abandoning their transgender children. The primary education is often withdrawn due to teachers' and school administration's behaviour towards transgender and unrealistic, conventional and dissimilar conduct on various issues related to gender. Because of these uncertain situations, most of transgender students are withdrawn from the schools and are either home-taught or sent off to 'Gurus' that are experts in the art of dancing and begging. The educational predicament of transgender in Pakistan is deteriorating fast and turning into a major national issue. The current interviews conducted in different regions across Pakistan showed and manifested that all transgender communicated through the course of action wanted to acquire basic education and deemed injustices in societies as the chief reason behind illiterate past. If provided a chance, most of the transgender (95%) were willing to change their field after acquiring certain level of education.

Theme 3 (Economic Conditions):

The text analysis of interviews conducted qualitatively was elaborate and sufficient in providing the context of the economic issues faced by the transgender community in Pakistan. 95% of the subjected persons were in poor economic circumstances and preferred daily income return to manage household activities. In the interviews piloted, the major focus of the participants was on the Government's role in catering the needs of its citizens according to the ruling of Supreme Court of Pakistan. While many transgender were despondent of government's action and sought personal growth and development through different channels and forums. 5% of the transgender community were having strong economic background and family backing. This led to more employment opportunities and stable financial support.

Theme 4 (Family Support):

The backings of our research were conclusive in finding the true aptitude of transgender in Pakistan. The societal differences in our culture were predominant in the results of the interviews conducted. 80% of the participants were of the view that family support is crucial in the upbringing of the transgender and 90% of the subjects under consideration didn't have family support in any manner. The current family structure prevalent in Pakistan's society is generic in sense that the pressure added by the society often leads to abandoning of transgender. It must be noted here that, individuals with strong backing of family often propels them to exceed further in life thus creating a more open environment and wider opportunities. Moreover, transgender associated with the profession of dancing and begging often moved to different cities to protect their family name.

Results:

Through thorough text analysis and deeply integrated qualitative methods, different results were sought from diverse ranged methods and themes. Some common patterns were identified within the transgender population. It was clinched that all transgender were in favour of education and termed it

as one of the principle aspect in childhood. The dishonourable jobs associated with transgender community are even looked down upon in the transgender hemisphere, thus most of the population is ready to leave their current jobs, if other respectable means are provided. The major reasons behind disharmony in their lives are due to poverty, absence of family support and social integration issues. Lastly, non-appearance of government support at any level is a major problem for transgender community in realizing their rights. In the recent years, the Supreme Court of Pakistan has taken a few steps to harmonize and integrate the transgender into society but no-action policy from the government has seriously depreciated the efforts and currently the conditions of transgender in Pakistan with respect to education and employment is intimidating and hostile.

Conclusions and Recommendations:

- The low literacy rate of transgender is not only due to the poor economic condition but, mainly due to the lack of family support and social animosity that they face. Their literacy level cannot be improved unless government devises a way and sets a fix quota for this third gender in all public and private institutions.
- Penalty must be imposed on everyone, teachers and students alike, who mock them and look down upon them at all educational and professional institutes.
- Analyses show a great willingness among transgender community to learn, educate themselves and polish their skills. About 85% amongst them are willing to learn stitching, tailoring and other skills. Unfortunately, our country does not have any such vocational institutes that could entertain them. Government must either open separate vocational or technical institutes for them or it must fix a quota for transgender in the existing institutes.
- These individuals are more willing to leave their present immoral occupations and adopt decent jobs like household, tailoring, software related jobs and repairing work etc. hence, they should be given a chance to work in a respectable environment. Social and visual media must be used to spread awareness among people so that they change their attitude towards this third gender and accept them wholeheartedly. Transgender make up 2% of total population of the country. If they are given opportunity to do jobs, they can add up to the economy of country as well.

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Mathematical Literacy – An Indian Scenario

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Abstract

The meaning of the concept of “Mathematical Literacy” is the capacity of an individual to understand and identify the role of mathematics in the day to day life in the world to make well founded judgements and to use and engage with mathematics in ways that meet the needs of that individual’s life as a constructive, concerned and reflective citizen”. In India, in pre-independence or precisely pre-British rule, most of the people, especially ladies did not go to school at all. But they used to do calculations mentally with the four fundamental mathematical operations on whole numbers and fractions. The ladies with no formal education in schools manage their houses and household activities effectively. A normal Indian family in those days consists of 15 to 20 members of age group from newly born to 90 years old. But today almost 80% an average goes to school in India and completes at least 8th grade. But they cannot do even simple arithmetical calculations without a calculator. In this paper the author analyses the mathematical literacy of India in the present.

Keywords: Mathematical Literacy – Indian Scenario

Principals Gender And The Utilization Of Legal Provisions In Administration Of Secondary Schools In Cross River State, Nigeria

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Absrtact

This study investigated the influence of principal's gender on the utilization of legal provisions in secondary school administration in Cross River state, Nigeria. The sample consisted of four hundred and twenty six principals from both private and public secondary schools in Cross River state. One hypothesis was formulated to guide the study. Ex-post facto design was adopted for the study. A sample size of 426 principals from public secondary schools, were drawn from a population of 780 principals using stratified random sampling technique. The instrument for data collection was a questionnaire titled "Principals Utilization of Legal Provisions in Secondary Schools Administration Questionnaire" (PULPSSAQ). The data collected were subjected to statistical analysis using independent t-test. The results of the data analyzed showed that female principals utilized legal provisions more than their counterparts. The principal's sex did not have any influence on staff administration and school community relation. It was concluded that sex of the principal was critical in some aspect of utilizations of legal provisions. Provisions should be made for in service training, regular workshops and seminars for principals especially males to help upgrade their knowledge with modern techniques of utilizing legal provisions in secondary school administration.

Keywords: Principals gender, legal provisions, utilization, administration of secondary schools, cross river state.

A Preliminary Study On The Psychosocial Health And Living Quality Of Left-Behind Children In A Remote City Of China

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Abstract

Purpose: With the rapid economic development, China has undergone a large scale migration, with many children left behind due to parental migration for better income. Little is known about the psychosocial health and living quality of the Chinese left behind children (LBC) in remote cities, so this study aims to investigate the emotional and behavioral problems as well as the living qualities of LBC in remote cities of China.

Methods: In this pilot cross-sectional study, 10 to 12 years old schoolchildren from Guiyang, a remote city in China, were enrolled in the sampling. The Strength and Difficulties Questionnaire (SDQ) and Quality of Life Scale for Children and Adolescents (QLSCA) were used to evaluate the psychosocial health and living quality. The differences between LBC and control children and correlation factors were analyzed in this study.

Results: LBC had statistically significant higher score in SDQ than in the control group with p values all <0.01. The prosocial score in LBC was significantly lower than that of the control children ($p < 0.01$). The scores on QLSCA were significantly lower for the LBC than for their counterparts ($P < 0.01$). The emotional and behavioral problems (SDQ scores) and the living quality (QLSCA scores) are highly correlated.

Conclusions: This preliminary study identified the severity of the psychosocial problem and the lower living quality with LBC in the remote city of China. This problem may relate to the lower education level of their caregivers. The LBC in remote cities of China needs more psychosocial and educational support from school and community.

Language

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Abstract

Language is most important among the three (Language, Fire and Wheel) which had played the vital role in the development of human civilization and culture. It is a medium by means of which man communicates. Communication is very essential for development, science, culture etc. According to Block and Trager – ‘A language is a system by means of which a social group cooperates’. Language starts from vocal symbols and ends on supersentence. Vocal symbols make words. A set of sounds is not a word till it has no meaning. So meaning is essential for word. Meaningless sounds are not word. Vocal symbols have potential to generate and to change meaning and to change meaning. This universe is called Namrupatmak^(S.T). Universe is full of forms (Rup)^{S.T} and words are the noun of forms. So the language is the system also of nounship of forms. Words are three types by formation 1. Rurhi^(S.T) 2. Yogik^(S.T) and 3. Yogrurhi^(S.T). When a word acquires the relating element is called term. In sentence terms are used but not words. Sentence is the central point of language. There are two types of sentences 1. Prosaic 2. Poetic. A set of sentences used by a person is called utterance. The literary creations like poems, short stories, novel, drama, epic etc are called supersentence. Meaning of the word has considered as the area of Philosophy and five doctrines are available to determine it in India. Grammar, Poetics and Philosophy think over meaning in different way. Grammar is not a subject who analyzed the language. At present linguistics, phonetics, symantics, syntax, morphology etc. are analyzing the language. Poetics, Asthetics, stylistics analyse the supersentence means literary creations. Grammar examines and analyse the formation of the sentence. In Indian poetics words have three kinds of potential that are said as 1. Abhidha, 2. Lakshana and 3. Vyanjana. Language is basically verbal, so written language is not the different one. Written form of language is taken by eyes whenever verbal is by ear. I.A. Richards determines five functions of language but in my opinion language has given freedom that a man will not deal with forms in its original shape. So the words are the vocal representative of forms.

Keyword : supersentence, form, abhidha, lakshna, vyanjana, yogrurhi

Abbreviation: S.T – Sanskrit Term, H.T – Hindi Term

Introduction

The life of human race has developed to a great extent in comparison to primitive Age. In the development of human civilization, the value of three fundamental things has been accepted. These things are Language, Fire and Wheel. Fire is the primary source of energy and light, owing to stupendous development of science. Such means and technique are available at present that there did not remain the pertinent need of fire to generate energy and light. In the spread of human race world over, there has been great role of migration. It has also played a pivotal role in the development of civilization and culture. By staying at a place for long period man cannot develop his life. Though, due to developed science, the means of communication are such that do not require the importance of wheel but among the means of human created things are as energy and light, so there has been importance of wheel among the human-created means. Even to-day, transportation by wheel has been immense with respect to meagre transportation without wheel. Owing to development of science, the necessity of fire for energy and light has been nullified. Language has played a pivotal role in the origin and development of fire and wheel. There has been important role of language also in the development of science. No other race has the language as it has been the main source of development of human race. So, no other race could develop as human race. Neither could they develop their civilization and culture. So, they have neither wheel nor fire. Its reason has been the lack of language. The life of animal race has been primitive as it was in the distant past in the primitive stage as it has been in the present; on the contrary, human race has developed and changed his life to a great extent. At present, its life is quite different from the primitive stage. In the origin and development of this change, man has the availability of language that has made him developed and cultured. It proves that

the importance of language is not only undoubtful rather it has been supreme in comparison to all the means.

Body of paper

Definition of language: Now, the question arises what is the form of language. What is its utility? What is its role and contribution to the development of civilization and culture of the man? Man is a social animal. But, the formation of society is not possible in company of a few men as it is possible by communication among the people and the means of communication is language. Communication is a kind of trade happening between two persons at least. A person speaks and other hears it or one questions and the other replies. At the same time, hearing the speech of the speaker the listener gives responses in support or in opposition. Communication is the process of speaking, listening, questioning and responding to the speaker jointly. Language is the means of communication and it is verbal originally. The Sanskrit term Bhasha has been formed through the root word 'Bhash' which means to speak only. Many scholars of the world and thinkers of language, has defined it. Their description can be possible only by the development of the topic. Till now, the definition of language, which is most scientific and agreeable among the linguists, has been given by two scholars Block and Trager jointly: "A language is a system of arbitrary vocal symbols, by mean of which a social group cooperates." It is the truth that the minimum unit of language is sound that has been described by Block and Trager as 'vocal symbols'. In the meditation of Indian language, the sound of the language is pronounced among those sounds that have the potentiality of sense-formation and change of meaning. The word 'books' does not mean the same as the word 'book' means. This change of meaning is possible only through the sound's' that is added to the root word 'book' which means 'many books'. So, the sounds which form the meaning and sense are called the 'vocal symbols' by Block and Trager. This power of forming the sense and meaning is not in the one sound. For example, if a sound brings the change of meaning, other sounds also do the same. So, the formation of meaning and change of meaning make as many sounds possible in any language specially, taking all the words of the language, its vocabulary is formed. Obviously, from the view of pronunciation, sound is the minimum unit of a language. A language is originated from the sound. But as it is mentioned above, language is the medium of communication. It satiates the curiosity of a replier as well as questionnaire. The curiosity of an inquisitive is not only regarding any particular thing but it is collectively regarding any state of the topic relevant to it. 'John is going to market to purchase a book' – this sentence satisfies the urges of a curious person altogether – who is going, where is he going and why is he going? One sound or a word does not satisfy the curiosity of a person. For minimum satisfaction of curiosity there is a need of at least one sentence. Hence, from the point of view of meaning, sentence is considered as the minimum unit of language. Minimum curiosity is at least for one subject and one condition.

Minimum curiosity happens with one subject and minimum one state. Hence, the simplest and shortest sentence is of minimum two words. For example, John is. In this sentence, John is that subject about which the inquisitive person has the curiosity and his curiosity is concerned with his existence and his presence whose answer 'is'. 'Is' is supposed to be auxiliary verb. But, in my opinion, it is just an informer. It gives information about the existence of John and his presence only. There is no verbality in it. Hence, to categorize it as verb does not appear to be very logical and scientific. The truth is that the central point of language is sentence only. There is language beyond that central point. There is situation of utterance and supersentence ahead of sentence, term comes before a sentence and word comes before term and sound comes before the word. Hence keeping the expansion of language at the centre of sentence it can be indicated by a diagram:-

Sound ← Word ← Term ← Sentence → Utterance → Supersentence

Supersentence should be considered the end of language expansion and since from the point of view of effort, sound is the minimum unit of a language. Hence, the effort of language can be obviously shown by this diagram:-

Sound → Word → Term → Sentence → Utterance → Supersentence

Considerations of the sentence:

It is true that simplest and minimum sentence is made of the combination of at least two words. But such simplest and minimum sentence is least possible in any language. There is multiplicity of such sentences in a language that have two or more words in it. But, the sentences are not formed by only keeping two or more words together. There are certain relations among words of a sentence. When mutual relationship of words in a sentence is proper in kind, only then the formation of sentence is possible. Regarding the conditions of formation of a sentence, deep thinking is available among Indian thinkers. According to them, three conditions of formation of sentences are possible and they are as following:-

- (1) Aspiration (Aakanksha)^{S.T} (2) Ability (Yogyata)^{S.T} (3) Nearness (Aasatti)^(S.T)

Aspiration: Briefly speaking, language at the very beginning happens through aspiration. We want to know about any material or immaterial thing and about any situation. As long as the desire to know anything does not come within a person, he will never want to know about that and so, he will not question about that. Until the question is raised there cannot be answer. Hence, to put question is the first condition towards language – transmission and the second condition is the reply. The second standard reply is dependent on the first standard question. This desire rises not only in happen in second person. But, very often the first person, the speaker has a desire that he should give information to the listener about any situation. When this desire rises within a person that others should speak about him, he ceases to be second person because according to his desire, any third person would talk about him and any third person would listen to him. Hence, the person to discuss will have the role of a speaker the person who is discussed, would be the second person. The conclusion is that the role of desire is inevitable and necessary. No matter whether, it is among any one of the three persons. Desire is the fundamental condition of a sentence.

Ability: Efficiency is the power inherent in the words of the sentence that helps a sentence provides a relevant meaning. Generation of proper meaning is possible due to two reasons. One is the fulfillment of desire through the use of proper words and the second is that there should be proper relation among the words in the sentence. For example ‘Boys are drinking football’. If the target is drinking water by children football is a misfit word and if football is the target, the drinking is not proper. Hence, playing should be used in place of ‘drinking’ and efficient and proper words should be used for providing targeted meaning. Words that have no merit to provide the targeted meaning, no formation of correct sentence is possible. Gender, number, case, tense are formed by making use of proper pratyā^(S.T). The proper relationship among used words is a must for the formation of sentences that can provide proper meaning. All kinds of essential fundamentals in framing any sentence should be proper and efficient.

Nearness: Our cognitive sense accepts meaning by hearing words in a sentence. In order to accept the meaning of a word, when we move ahead latter word, we find that the former word is present in our cognitive sense by which we attach relationship and reach up to the last word in the sentence. If there is a gap of time between the pronunciations of two words, the meaning of the former word is out of our cognition, the use of all the words in the sentence cannot be co-related in meaning. By this process a word is spoken in India, another in America and third is spoken in Australia, they cannot be united to frame a meaningful sentence. Hence in the framing of sentences, words should be cited near and near in expansion of distance and time that the former word should be present in cognitive sense until we move to the last word of the sentence. The nearness between used words with respect to the distance and time is called Aasatti. In absence of it sentence cannot be framed.

Term (S.T- Pada): Languages are considered to be two kinds. They are of ‘yogatmak and viyogatmak Bhasha’^(S.T). Hindi and English are inorganic or positional language, when Sanskrit is synthetical or agglutinative type. There is a wise spread relationship between pratyay and vibhakti in Sanskrit. The relationship on the basis of case in word is related to gender, number etc. according to which nominative case and objective case can be placed anywhere in Sanskrit that does not obstruct the meaning of the sentence. The position of case in Hindi and English is fixed determined. By change of

place in a departing language, the element of meaning is not possible. John calls Jany has not the same meaning as Jany calls John. In the above first sentence John is the subject. In Hindi and English, the subject has the first place and the object comes after the verb. In order to recognize object and subject in a sentence, between John and Jany there is no case-related relationship. Their position in the sentence is on the basis of position of John and Jany. In every departing language, there are different rules of position of words. In Hindi 'Ram aam khata hai', at first the subjective case comes, after that objective case, then main verb comes and lastly the auxiliary verb comes. But in English the sentence will be as - Ram eats mango. Firstly subjective case, secondly auxiliary verb, main verb and lastly objective case. Every language has its nature and system. But whatever be the language – Hindi, English or Sanskrit, whether they are positional or agglutinative type all the languages have one truth that in a sentence, word is not used, term is used. Any word is entitled to be called term when it is full of the element of relation and has the right to be used in a sentence. As long as the element of relationship is not attached to a word, it remains the word. As the element of relation is attached, the word does not called word, it becomes term. Only the term has the right to be attached in a sentence.

Great Grammarian, Panini has given the most scientific definition of the term Pada^(S.T): 'Suptingantam Padam'². The pratyaya^(S.T) as 'Sup' and 'Ting' are attached to the word of Hindi, Sanskrit and English language, is called 'term'. So, the term is formed by using 'Sup' and 'Ting' pratyaya in Hindi and English language. He says has the verb say in which 's' pratyaya is attached. Which is really 'Ting' pratyaya^(S.T). It is alone doing the function of present tense and singular verb. In Sanskrit, Grammar is the term defined as terms that break and explain it separately in a sentence. Grammar is that field of the study of language in which formation of language is studied, analysed and explained. By dividing and separating tools and making use of tools, it analyses and studies the formation of language. In order to determine the tools, it bears the responsibility of disciplining the language and safeguards its standard. Otherwise every one will use it divertely and the language of everyone will become different. Standard of a language is meant getting recognition of linguistic social group. Hence, on being diverted from any social group the language becomes the private language of the user. In creative language, there are so many examples of diverted language. Except literature, among all the genres of knowledge, attention is paid to the standard of language.

Word: Word is really the other name of nounship. In Indian intelligence, in this active and non-active world and cosmos have been named after formation of shape. The universe is called Namrupatmak in Sanskrit Term. This name 'formal' is very significant in it self. There is one branch of morphology of linguistics. But, the form under discussion is neither morphology nor aesthetics. But, here it is synonymous of 'form'. All the objects are never similar in form, shape, quality merit, function and speciality. If two things are similar in all respect, the form of the two things will supposed to be alike. By similarity, model is formed. But when a model is different form the other in respect of qualities; both will be treated as separate forms. The things of the household which are formed of the paper are not similar Book, copy, register, newspaper, magazine and Journals are different things. As book is different from copy or register, so all the above things are different in forms, Materials are different from immaterials. The act of eating is different from the act of drinking and to read is different from to write. So, to eat, drinking and to read verbs that are different from one another. As a result, all the verbs are different. In the same manner, an adjective is different from another. So, all the adjectives have different forms. Likewise, adverbs have also different forms as much as different concepts used in language have different forms. The form of 'is' is different from that of 'are' and 'yes' is different from 'no'. In the same way, emotions, feelings and thoughts have different forms separately. Pity is different from anger and so courage is different from hatred. So, there is no need of explaining these terms in detail. To know that much is sufficient as the word is replete with forms. The world is the assembly of different forms. Man has fixed a particular name to the form, with which he is concerned. Words are mearely the vocal representatives of different forms. Every word is the name of curtain form. Hence, it is the belief of linguistics that all the words of language are originally nouns. Any word is the material noun while the other is an adjective. It is the form of a verb or a concept. In order to understand this nounship, we divide nouns into various forms which are noun, pronoun, adjective, verb, and adverb. Hence, whatever words are in the language, they are different names of only forms. Words are nouns of different forms. Then, we can say that language

is the system or organization of words, representing the different forms separately. So, primary meaning of learning a language is to learn the fixed word for any form. That means that a particular word is the vocal representative of a particular form, when any form concept of world appears in our mind. For a small child, the universe of matter is more acceptable. They experience things related to emotion and feeling but they do not comprehend them on the basis of intelligence. In fact, learning begins with the concrete and cubic articles of the universe. It is more easy and convenient to learn anything in objective that in abstraction. Due to initial stage of their intelligence, the development of their knowledge, they learn only about concrete like apple, ball, cow, dogs, cat and so on. As their intelligence grows they move from objectivity to abstractions.

The human group is as developed as they have relations to more and more forms and in his language more words are available to more forms. That language is more enriched which have more and more words and the language is to explain the words in more and more forms. By experience, we know that there is hardly a language in the world that has words to express all the forms. In Hindi, we have the word 'upanyas'^(S.T). That is novel in English. But, there is no word in Urdu. Hence for novel it takes the English word 'novel'. In English it is called borrowings. English is certainly a rich language but it is not the language that has not borrowed words from other languages. It has accepted the word in the form of decimal from Sanskrit and the word 'yush' as 'juice'. By this type of exchange, a language is enriched and the power of explaining the language enhances. There is hardly a language in the world that uses only its own words. It certainly takes words from other languages for any special form; any language has not its words. It takes words from the language in contact that has a word. So, it takes a word from other language. Sanskrit and Hindi languages have borrowed words from Dravids language. Such words are Neer, Pilla. At the same time, it has borrowed words from English table, almirah, hospital, lantern etc. With the changing ages new things, verbs, specialities and concepts go on developing. Consequently, new words are coined or the words of necessity are borrowed from other languages. Words do adopt. This process is called the modernization of the language. Any language does not have new words to embrace new developed things or concepts nor do they borrow words from any language. Such languages lag behind in the process of modernization.

Words of a language are made from mixing of different sounds. Though, such words are in Hindi, Sanskrit and English, that are formed of the same sound. Such words are called one-letter words. For example, I, O, N, Oh, &. On the basis of these one letter words, is it possible that there should be one-letter names for the forms in the universe? It was not possible because in the language so many numbers of sound could not be available in the language. This is not possible because the organs of speech of man spell the limited language sounds. But, as many sounds are available, by combining them in millions of types, orders and numbers words may be formed. Our elements of pronunciation are not capable to form words of single sound. Hence, it was possible to spell as many sounds that are available in the language and as many sounds we pronounce by different ways and system by combination. Side by side, we see that many words have the same sounds. In two words, the change of one sound changes the meaning of words. Fore example, some and same both the word have s,m,e. Then it should be supposed that formation of meaning in both the words depends on o and a? The rest sounds are useless. The scientific answer is that other many words may be available that have only o and a. Hence, in two or four words, the difference of sounds would depend upon different sounds. But broadly, comparatively seeing it appears that meaning does not depend on a sound rather it depends on the combination of sounds and there is contribution of every sound in the formation of meaning. Hence, defining language, Block and Trage did not mention Vocal sound. In the formation of meaning every vocal sound has a role. So, they defined such sounds as symbols. In any word, why is there available system of sound? There is no logical answer to it. This was dependent on the desire of primary word-constructor. Hence, the term arbitrary adjective is very meaningful.

Cognizance of Meaning (Arthbodh^{S.T})

The ability to have cognizance of meaning is called 'sfot'^(S.T) in Indian intelligence. When we make a search for 'sfot' in two words, which are almost equal, we find 'kamal' and 'kamar', owing to similarity between 'K' and 'M', we do not find the situation of meaning. It only is made when the speaker's consciousness of meaning passes through every sound respectively and reaches at l and r.

But, all the three sounds are equal in two words 'kalam' and 'kamal'. The order of sounds is changed. Thus, we see that meaning changes owing to change of sound and sometimes it changes due to change in order of sounds. At many places the meaning changes due to higher or lower pitch of the sound. For example, if 'l' is withdrawn from 'kamal' and 'r' from 'kamar' the number of sounds in these words remain two. Then, the number of sounds by these changes causes change of meaning in the words. If in the word 'kamar' a sound is placed 'T' before 'r'. We have the word 'kamtar' that gives a different meaning. In the same manner, if 'a' is added in the word 'kamal' we have the word 'Akmal' which is the name of the person. These examples prove this fact that in the formation of words, the number of sound is limited. By changing the order and number of sounds, we can have several words and they are different in meaning. The sound that has the capacity of 'sfott' is called the sound of the language. Other sounds are only sounds, not the sounds of language. The sounds having the capacity of 'sfott' have been called arbitrary vocal symbols by Block and Trager. Only the combination of sounds is not word rather it represents a meaning. Only then, it is called a word. Obviously, there is necessarily some relation between word and meaning. This relation has been defined as 'ocean' and its 'wave' - '*Gira arath jal beechi sam kahiyat mitra n mitra*'³. Renowned western critic I.A. Richards and C.K. Ogden has written jointly a book 'The Meaning of Meaning' which was published for the first time in 1923. But in India more than thousand years ago, there has been deep deliberation on the relationship between 'word' and 'meaning'. In India, meaning has been considered as a topic of philosophy. In India six philosophical views have been presented. Among them, 'Nyaya Darshan' and 'Mimansa Darshan' have thrown deep thinking on meaning. In 'Mimansa Darshan' there two theories or principles about 'meaning', one is said to be 'Abhihanavayawad'^(S.T) and second is 'Anwitabhidhanwad'^(S.T). One emphasizes the independent meaning of word, the other emphasizes upon all the words used in the sentence in the determination of meaning. Both have their logics and the examples of both the principles we get in the language. So, it is not totally right to accept one and reject the other. In this very small articles all the principles regarding the determination of meaning cannot be discussed or stated obviously only it examples may be cited. Superficially, the relation between word and meaning appears to be simple and easy. But, the reality is not as simple as it appears. It has worried Indian philosophers extremely. When we say 'cow', it has the simple meaning of specific kind or race of animal. But, there are millions of cows in the world. Then, all the available cows in the world are indicated or one of them? If a cow is called a cow, other cows of same or different varieties will not called a cow? The 'cow' denotes cows of the whole race or the cow of the individual race? If by the word 'cow' we mean the cow of the complete race (common noun). In Indian philosophy, the race is abstract and it cannot be considered as abstract. So, it is difficult for anyone that the whole race is philosophized. Hence, when we speak 'cow', in our consciousness, the cows of the universe does not come. When we accept the meaning of special type of 'cow', another problem raises it a head. In any race, many units are available and they are different from one another. By difference the unit is formed and every unit has its individual speciality. Contrary to it, despite every individual speciality, there appears commonness within all the units. This commonness is called 'race'. Hence, every individual unit has its individual speciality and racial commonness – both are present. Hence, by saying 'cow', we should accept the meaning of commonness or race. So, by virtue of meaning, five streams of thoughts are present and they are following:-

1. Racialism
2. Individualism
3. Specialistic Individual Racialism
4. Apohwad
5. Jatyadiwad

From racialism to individual specialist, racialism thinks over the spread of word within the distance. But, Apohwad brought by Buddhists consider the timely expansion of a thing as the fundamental of the problem. The primary concept of Apohwad is that when we call 'cow', all the things of the universe disappear from our cognizance. And only the cow remains. Another principle prevalent among Buddhists is called momentalism. According to this principle, there remain active a power in every object that changes it at every moment. Hence, when we say 'cow', the problem arises as to the cow of this moment or the cow of that moment. After all of what moment? Its reply is of that type. Every moment despite its changes, happens commonly that exists in all the moments. The commonness all the moments is called Ram, Shyam, Mohan, and Sohan. Among total continuity which moment or moments, we are concerned with Ram, Ram will be the targeted aim of that moment.

Jatyadiwad^(S.T): This concept is of grammarians. This symbolic view is not inherent in Race and not in individual or it is especially in Race-based individual rather it is based on Race. By Race based concept, we mean commonness, virtue, action and the arbitrary. Arbitrary concept is called matter. For it, the word material has been used so many times. Arbitrary is called those things which are visible (in physical form), invisible and emotion – all the three things which are inherent in arbitrary wish. All the three are the Title of individual. Title is called the special virtue.

Whenever the individual and race is discussed, the logic becomes important. Race is invisible and infinite. The invisible and infinite cannot be conceptualized. It is obvious that symbol cannot be of the Race. On the other hand, it is said that an individual has the merit of Race necessarily present in him. Wherever there is individual, there is Race. Owing to this impossibility, the definition of definition, he considers the virtue of Race as necessary virtue. By dint of virtue the Race is formed. But, this is of the type and model level differentiating forms the individual. Hence the unit that is different from other units it maintains some differences from all the units and the individual is formed.

Having established the above concepts the writer of these sentences, feels that not a single concept can provide the whole explanation of elemental things of meaning. But, at the same time, it is the truth that there is something or other quintessential in all the concepts especially the part of Apohwadi philosophy is especially useful in Buddhism in which it discusses disered thing. In the infinite expansion of Race and time, the person of concerned and that moment, an individual is expected the meaning is that person and that period of the individual.

There are several words having multiple meaning. Saindhav has the meaning salt and horse, too. What meaning should be accepted – this problem appears itself. In order to deduce the meaning of a word contextual meaning is detrimental. If the context is of food the meaning is ‘salt’ and if the context of going somewhere, the meaning is horse.

Since the concept of functional language has evolved over the horizon of knowledge, a separate type of words has begun to be thought. It is seen that different domains of life and different topics of knowledge, there have been use of specific words that are generally not used in other fields. Such words are not general words of the language rather special words of a specific field. Such words are called terminology. Terminology is those words that have a special relevance and a fixed meaning. The system of determination of meaning of such words is different from general determination of meaning of general words. For example, the ‘word’ sentence is used in grammar and logic. Here, there are two different contexts. Hence, at both the places the word sentence does not mean the same. In grammar, the word has the meaning unchanged in all the contexts no matter how many times the word is used. But, in logic, the sentence has been defined from the point of logic. In logic, the word always means the same. There is no synonym of such word. In general language, collector stands for collector of some evidences. When in administration, it is a post. It hardly matters who holds this post. But the word has always the same meaning in administration. Such words are in need in science, law, medical science, engineering and administration and such words are used in the domain of subject. The language that has special quality of words available, that language is developed, capable and enriched undeveloped, small groups, gypsies and nomads, tribes are concerned with very few forms of the universe. So, their language is limited, words are limited in comparison to them, the language of the developed people are improved, enriched.

Utterance (Prokti)^(H.T)

Language – meditation and study did not remain confined to a particular subject. In the field of grammar formation of language and its analysis only remained. The American linguist Noam Chomsky has given many fundamental concepts in the field of grammar. He considers that in everyone’s consciousness, there exist the formation of language and fundamental concepts regarding language. This is the reason why every person frames sentences of his language and does the workable function without reading grammar. Such concepts are established in one’s consciousness and one’s uses and practice related to the language. Considering the fundamental concepts as base, he forms

many transformed and changed sentences in his language. Among the changed sentences, the contribution of Noam Chomsky is prominent and he has placed his study in 'Generative Grammar'. In a certain age linguistics was not any science. It was a part of grammar and was inherent. But, gradually with the pace of time, it became separate from the points of language-thinking. The development of languages, their comparative study, classification into different families the phonetic transcription of language and hearing are the domains of linguistics these days.

Linguistics has made different classes of science which are called Phonetics, Morphology] Syntax] Semantics. Modern linguistics does not consider sentence as the last point of thinking. The satisfaction of desire at several times happens through sentence when every time, it does not happen. In reply to a desire or question, several sentences are used. Only then the meaning is made clear. When a speaker uses more than one several sentence to fulfil a desire or a reply to a question, in that condition, the set of several sentences used by the speaker is called utterance.

Supersentence:

If the sentence is the minimum meaningful unit of a language, the set of utterance called supersentence will be considered as the largest unit. The concept of Supersentence is the gift of Indian intelligence. If the set of sentences is utterance, the set of utterance is called supersentence. In a literary composition such as poetry drama, novel, essay, biography and memoir, journey-report, there is multiplicity of sentences. So, owing to the ampleness of utterance, the literary compositions are possible. It is never irrelevant linguistics ends upto utterance. It does not analyse study superstructure of sentence. In order to analyse supersentence, there has been different in ancient India which is called Poetics. Indian Poetics ponders over word and sentence differently. It is a fact that the formation of word has begun by self-will. This word has been mentioned by Block and Trager in their definition as arbitrary. Why book is called book, there is no logical or scientific basis. Some desired and he started saying so and later on the rest of the people of any language-group accepted it. Owing to acceptance of linguistic group, the term was accepted. In Sanskrit and Hindi Grammar self-will is called fixed word '*Rurhi*'^(S.T) from the point of origin, Indian Grammar has three forms; the first has already been discussed.

The second form is yogik or complex. It is formed of the combination of two fixed words. For example Indo-European India and Europe has been formed with the help of two arbitrary words. But, there are some words that have always the special meaning. They are formed of two fixed words but there meaning is different from them. Such a word is called yogururhi. For example – Pitambar, one who puts on yellow coloured cloth? But anyone cannot be called '*Pitamber*'^(S.T). So, this word is specially used for Lord Vishnu. There is Yog and Rurhi in the single word. In Indian Grammar, what is called yogururi, in Indian poetics it is called Vachak. Every word is the representative of any form. When we call – Taxi, the word is not the oral representative of a non-living thing. It means taxi driver, come near with your taxi; because I want to hire your taxi. In Indian poetics, the meaning is expressed by three potentials.

1. Abhidha^(S.T)
2. Lakshna^(S.T)
3. Vyanjana^(S.T)

Vachak words are taken to be Abhidha. When a statement has a special meaning, deduced by a statement, it is called Vyanjana. All the three forms may be available in a sentence. But the detailed meaning is given separately. So, the sentence is called supersentence.

When the mother-in-law tells her daughter-in-law beggar is at door, this statement takes some additional meaning of the original meaning. The sense is to give alms to the beggar. So, the power of word is called Vyanjana. Aesthetics and stylistics are modern European development or Western development of poetics.

Prose and Poetry:

Supersentence or Literary creation is available in two forms. Some literary genres are prosaic. For example, short story, novel, drama and some are poetic such as epic, Sonnet Lyrics, poems, songs. So

a considered topic of poetics is matra. In meter, number of letters, rules of matra, Rhythm, flow has to be considered. But, public dealings are one in prose. In prose, meter, rules of matra, number of letters, rhythm, litt, flow, movement and rhythm of the lines has no importance and no restriction. Hence, prose is simple in usage whereas poetry is quite difficult. In order to write a book, in which there is analysis and logic, there is prominence of prose. Hence, the format of prose is better. Some insensible persons consider prose and poetry as two forms of language. But, Rudrat, a 9th century poet has broken the illusion by giving scientific reason. He is suggested that poetry and prose are not the two forms of language rather they are two forms of a sentence. One is called prosaic sentence and the other is poetic or lyrical sentence.

Verbal language Vs Written language:

Language is mainly Verbal old grammarians have defined language Bhasha ^(S.T) as the word developed from the root 'Bhas'. Modern linguistics also considers language to be verbal. Hence, in the definition of language Block and Trager have considered language as arbitrary vocal symbols. But, some ignorant people consider written and verbal forms of the language as if written language is different from verbal language. The truth is that language is new the written form. Spoken language is heard by ear. Written form is meant only that we change the phones or phonemes into visible symbols. Visible symbols are accepted by our eyes. And after seeing the visible symbols in written form, we transcribe the written form into visible symbols. The script symbols are nothing but it is the only change of phones into visible symbols. Hence, the famous western linguist, Bloomfield does not consider written form as language. His obvious opinion is that 'writing is not language, but merely way of recording language by means of visible marks'.⁴

What is the value of writing?

Articulated language can reach only a little distance. So, a distant person cannot grasp it. Though, science has progressed much that the sound can be transmitted to any corner of the world. But, the most important role of writing is the documentation of some statement and it can be preserved for a long time. To the transmission of the statement, pronunciation is the medium where speaker and listener and the necessity of the speaker and listener must be nearer at the right opportune. Writing enables the restriction of the speaker and listeners at a time not necessary. The speaker can transmit his matter to the listener at any time and the transmitted speech can be accepted by listener conveniently at any time. Thus, the speaker and hearer become free from the restrictions of place and time. The third quality of writing is to maintain the standard of language. By observing the standard of the language, the language group understands that the real form of the language and words are this one. If the writing was not developed as a system it was difficult to safeguard the standard form of the language.

Conclusion: Utility and importance of language

The contemporary critic of the 20th century I.A. Richards has described in his famous book 'Meaning of Meaning' five functions ⁵ of a language which are following:-

1. Symbolization of reference
2. The expression of attitude to listener
3. The expression of attitude to referent
4. The promotion of effects intended
5. Supported of reference

To my opinion, the utility of language and its importance is not something different but very important. It has provided freedom to the people to a great extent. Its value is more significant than any function of language. As I have expressed my opinion previously, words are the available forms of nounship. Actually, there are linguistic representatives of forms. So, when we have to discuss any form, we can do so by means of their word representatives without presenting them physically. Words can do so by the medium of their forms. If we had no words to represent the forms, we had to deal with them by making them physically present. Can we physically present mountains, rivers moon and the stars?

We cannot present physically that abstract feelings of the heart like pity, affection, anger and courage because they are immaterial or abstract. If words were not available, how can you direct anyone? In the development of human race, language and words have to play utmost role without presenting forms. Animals have no words. Hence, they cannot be dealt with forms or they can be dealt in a limited way. By making the language available, man has crossed the restriction by which animals are still struggling for existence. The utility of language is that we cannot deal with the form its original form. Owing to this reason the power of transmitting of men has widened. This can be understood by comparing it to the limited region of transmission of animals. Knowledge, feeling and thought have been transmitted through language and they have enabled the transmission. If there had been no language, we could not have acquired the knowledge of others. Consequently, a person had to start from the same point. There are two meanings of learning a language. At first we learn material and immaterial things, their concepts and words-representatives, secondly, we start accepting the meaning of words by hearing them. When a man becomes very experienced and well-practiced he also starts casting his experiences and feelings into the moiled of words. He starts giving a certain shape to his feelings and thoughts by the medium of words. There is one feeling in man at first. Indian intelligence has described feeling through four stages of the last journey to the spoken word. They have been named as in (S.T)

1. Para^(S.T) 2. Pasyati^(S.T) 3. Madhyama^(S.T) 4. Vaikhari^(S.T)

Feeling remains mute upto the three stages. Baikhari is the expression of feeling in the form of word. Which the listener accepts by hearing language is the medium of exchange of feeling thought, knowledge and concepts. If it were not available the exchange could not be possible, and we could not be acquainted with others happiness sorrow, experience and knowledge.

So availability of language is basic condition for development of human race and his civilization and culture.

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A MODEL OF EFFICIENT EDUCATIONAL GUIDANCE MANAGEMENT FOR BASIC EDUCATION SCHOOLS

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ABSTRACT

The research on “A Model of Efficient Educational Guidance Management for Basic Education Schools” aimed to 1) study educational guidance management for basic education schools in PathumThani Province; 2) apply action research for developing a model of efficient educational guidance management for basic education schools in PathumThani Province; 3) implement mixed method research for evaluating the model of efficient educational guidance management for basic education schools in PathumThani Province. The research methodology was divided into three phases. First phase, study problems and requirements on educational guidance development in basic education schools in PathumThani Province. The questionnaire was used for this phase. The respondents comprised of 338 cases (round up to 340 cases) of instructors and personnel in basic education schools

in PathumThani Province. The sample size was determined according to the table of Krejcie & Morgan (1970: 607-610) and the reliability was 95%. The multi-stage sampling was used regarding to educational area, district and school. Also, the simple random sampling was used by drawing lots so all instructors and personnel have opportunity to be a part of sample group. The purposive sampling was used for selecting interview respondents. The respondents included fifteen guidance section chiefs. The tools were questionnaire and interview. The statistics were mean, percentage, standard deviation and content analysis. Second phase, the action research was employed for developing a model of efficient educational guidance management for basic education schools in PathumThani Province. The target group was guidance instructors in basic education schools totaling 30 cases. They voluntarily attended the research. The research tools in this phase consisted of guidance manual, meeting record, observation record, content analysis and data interpretation with an application of relationship in several elements including researcher dimension and research dimension. And, propose the result of model development. Third phase, evaluate appropriateness, feasibility and utility of the model of efficient educational guidance management for basic education schools in PathumThani Province. Sixteen stakeholders were derived from purposive sampling. The research tool was evaluation form. And, the statistics used for data analysis comprised of mean, percentage and standard deviation.

The findings indicate that:

1. For condition and requirements on efficient educational guidance development in basic education schools in PathumThani Province, the overall of practices of five tasks including individual inventory service, information service, counseling service, placement service and follow-up service are at high level.

2. The action research of Kemmis and McTaggart was applied regarding to the systems development life cycle (SDLC), it is found that:

2.1 Action Research Spiral Number 1

1(Systems investigation: strategy for system investigation is workshop meeting. And, the goals are set for understanding problems of educational guidance development of basic education schools in PathumThani Province.

2(Systems analysis: the study on problems of educational guidance development of basic education schools in PathumThani Province proves that there are several problems, especially insufficient guidance system.

3 (Systems design: the system design process leads to guidance system development of basic education schools in PathumThani Province in accordance with research framework including individual inventory service, information service, counseling service, placement service and follow-up service.

4(Systems implementation: The results of action meeting reveal that the target group is able to compile data on individual inventory service, information service, counseling service, placement service and follow-up service systematically, accurately and perfectly. They can evaluate results in accordance with requirements, updated, comprehensive and understanding on guidance and ready to undertake their duties.

5 (Systems maintenance and review: The review on performance of guidance system makes the target group understanding the guidance system and able to maintain the guidance system in all five tasks. This leads to the first level of process development that the target group is satisfied and proud to make the system of guidance management and apply it as information for management quickly.

2.2 Action research spiral number 2, apply the feedback from action research spiral number 1 to improve more perfect guidance system. The performance of information service of guidance system learned from observation, interview, information collection and five aspects of information retrieval, it is found that the information evaluation receives complete and accurate information. The information is categorized. The follow-up and evaluation is performed fast, accurate and complete. Assistance and support is provided to students in time.

2.3 The model of efficient educational guidance management composes of five components: 1) application of physiological self-development technique; 2) conduct extra-curricular activities for developing desired moral characteristics; 3) survey and assist students to solve problems on study,

occupation and personal and social problems; 4) organize camp/ project to develop living skills; and 5) supervision, follow-up, evaluation, report and development on student assistance system.

3. The results of examination on the model of efficient guidance management for basic education schools, PathumThani Provincethat the appropriateness, feasibility and utilization of the model are at the highest level.

Keywords: Model ,Management ,Guidance ,Efficiency

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Introduction

Educational counseling is a process of helping people to know, accept and understand yourself as well as knowing and understanding others and the environment. Encourage him to discover and develop his or her potential appropriately according to individual differences. Emotional maturity, morality, ethics, life skills, decision-making, the right way to face and solve problems. Could be able of life, education and career planning appropriately.

Being a good citizen and people, can adapt to society happily and profitable. In response to this guiding philosophy, guidance is a systematic and continuous process and have a connection with the work and other people both inside and outside the school. The goal is to protect, promote, resolve and assist students. Especially in the current state of society amidst a wide range of economic, political, social, educational and technological advances. This affects the way students live, think and behave very much. Guidance teachers need to have knowledge, understanding the guidance process deeply and clearly. It also has the ability to coordinate with all parties involved in both the job and the person. It's both science and art must be used in the operation, Khaetrakul, S. (2016 : online).

The key factor that encompasses the guidance work can be linked and harmonize to other tasks in school is to set the scope of guidance and clear understanding of the work within the scope. This will be very useful for guidance management. The guidance counselor has direction in the operation and should harmonize the work of counseling with the work and the people in school. By defining the scope of current educational counseling, consideration must be given to the elements of guiding science, conceptual framework for developing students under the core curriculum of basic education in 2008, as well as focusing on issues related to student support according to the policy of the Ministry of Education. So, when considering the scope of current educational counseling that integrates work with such elements. It should cover 3 areas: guiding services based on the science of guidance. Guidance activities based on core curriculum in basic education in 2008 and coordination with student support system in accordance with the policy of the Ministry of Education, Ministry of Education (2009: 7).

The guidance process is an important process that promotes people of all ages, particularly those who are in school age, self-reliant, emotional maturity, morality, ethics, life skills, self-development, and society. Guidance plays a pivotal role in the development of people could be able appropriately integrated intellectual, emotional, society, mind-set and values with Thai daily life, culture and technology. The Ministry of Education recognizes the necessity and importance of guidance. It develops a guideline for guidance development during the Ninth National Economic and Social Development Plan (2002-2006) as a master plan for the implementation of school counseling, emphasizing the importance of student learning reform, Department of Academic Affairs. (2002: 2). Guidance activities should cover all three aspects: educational counseling, information on curriculum, instructional systems, measurement and evaluation, methods and techniques in education, planning, study options. As well as knowing the qualifications at various educational institutions. Job and career guidance provides information on how people get to know each other in terms of aptitude, ability, knowledge, planning, education, and careers. Career, income and career opportunities and how to work successfully. Life and social counseling provides information about how individuals have to understand their personality, behavior, understanding the role of relationships with family members and the general public and also create self-reliant attitudes.

One of the most important problems of basic education in Pathum Thani Province is where most students have no clear goal, they just only study for taking the exams and further study. This lead to the selection of most student routes according to the test scores rather just learning upon their aptitude and personality. The problem that followed was leaving the education system, re-enroll in other field of study in the university and even if they graduate, they will become unemployed or unhappy graduates who will lose all their time and opportunities. Effective guidance is essential for basic education in Pathum Thani Province although the school requires counselor and counseling session, but every school places more emphasis on academic performance than on educational counseling. Because the evaluation of the work of teachers and administrators mostly rely on child's test scores as a measure of success. Vitally, most parents will pay more attention to their grades than anything else. Guidance in schools has been very poorly developed. In addition, counseling in schools has many problems, including the number of counselors for children who need care is unbalanced proportion, have budget constraints, lack of tools and methods to help guide the job effectively. There are also many school teachers who are assigned to work as mentors without having graduated in psychology. This results in a small number of tutors which can not help children find themselves as individuals.

As mentioned in the overview, the researchers are interested in creating effective educational counseling models for basic education schools in Pathum Thani Province. The research will benefit the learner in developing his or her best in body, emotion, society and mind, and help learners to help themselves in everything and learn to live happily.

Research Objectives

To develop an effective management model of educational counseling for basic education schools in Pathum Thani Province with the following detail objectives.

1. Study on the state of management of educational counseling for basic education schools in Pathum Thani Province.
2. Development of an effective management model for educational education for basic education schools in Pathumthani province by using action research.
3. Evaluate the effective management model which has been developed of educational counseling for basic education schools in Pathum Thani Province.

Scope of Research

The research is divided into 3 phases.

Phase 1: Study of problems and needs for development of educational counseling in basic education schools in Pathum Thani Province.

The sample for the study of guiding model for effectiveness for basic education in Pathum Thani Province by responding to the questionnaire were 340 teachers and educational personnel in the basic education schools in Pathumthani Province, was obtained by specifying the sample size in accordance with the sample size chart of Krejcie and Morgan. (1970: 607-610) at 95 percent confidence. Then, the multi-stage sampling was used, divided by education area/district / school. The simple random sampling by lottery to give equally a chance to the teacher and educational personnel in basic education schools in Pathum Thani Province.

Important information provider. Purposive Sampling was used to select 15 (fifteen) teachers responsible for educational counselling supervisors.

Independent variables are problematic conditions and the need for effective educational counseling for basic education in Pathum Thani Province.

Phase 2 :Develops an effective management model of educational counseling for basic education schools in Pathumthani province by using action research.

Target audience is 30 (thirty) volunteers guidance teachers in basic education in Pathumthani province, voluntarily participated in the research.

Using Action Research Process to Develop the Model

To improve educational guidance for effectiveness for basic education schools in Pathum Thani Province, the researchers use Action Research based on the Kemmis & McTaggart. (1988), concept of planning, action, observation and reflection and applied in conjunction with the principles

of the System Development Life Cycle (SDLC), which consists of 5 (five) stages: Systems Investigation, Systems Analysis, Systems Design, Systems, maintenance and Audit System

The dependent variables are the effective management model of educational counseling for basic education schools in PathumThani Province.

Stage 3 evaluates appropriateness, possibility and the usefulness of an effective educational counseling management model for basic education schools in Pathum Thani Province. The researcher will ask for feedback on the suitability, possibility and usefulness of the model by collecting information from 16 stakeholders.

The dependent variable is feasibility, feasibility. And the usefulness of an effective educational counseling management model for basic education schools in Pathum Thani Province.

Research Framework

The researcher uses the concept, theory of educational counseling in basic education schools, Bureau of Academic and Educational Standards (2010) on the curriculum management guidelines under the Core Curriculum for Basic Education BE 2551 (2008), as illustrated in Figure 1.

Research Framework

Independent variable

Conceptual theory of educational guidance in basic education schools by studying texts, articles, publications, and related research and Bureau of Academic and Educational Standards (2010) Concepts of Curriculum Management

Dependent variable

Effective management model of effective educational counseling for basic education schools in Pathum Thani

An examination and evaluation of an effective educational counseling management model for basic education schools in Pathumthani Province on the appropriateness possibility

Illustration 1 Conceptual framework of the research

Methodology

The research methodology is divided into 3 phases.

Phase 1: Study of the problems and needs for development of educational counseling in basic education schools in Pathum Thani Province.

Population used in the research model for educational counseling for effectiveness in basic education schools in Pathum Thani Province in academic year 2016-2017 are teachers and educational personnel in basic education schools in Pathum Thani Province with the sample of 2,786 respondents.

The sample of the research in study guiding model for effectiveness for basic education institutions in Pathum Thani Province by responding to the questionnaire were teachers and educational personnel in the basic education schools in Pathumthani Province, with total of 340 respondents. This was obtained by specifying the sample size in accordance with the sample size chart of Krejcie and Morgan. (1970: 607-610) at 95 percent confidence. Then, multi-stage sampling was used, divided by educational area /district/ school as follows.

Step 1: Area Cluster Sampling is divided into 2 educational zones. The details are as follows.

1.1 Patumthani Primary Education Area 1 has 4 districts, namely, Muang District, Pathum Thani, Samkhok, Klongluang. Lat Lum Kaeo District

1.2 Prathumthani Primary Education Area Zone 2 has 3 districts: Thanyaburi, Lamlukka, Nong Suea.

Step 2: Using Simple Random Sampling by lottery 50% of 7 districts were 3.50 rounded out into 4 districts divided into 2 study areas.

2.1 Patumthani Primary Education Area 1, Muang District, Lat Lum Kao District

2.2. Pathumthani Primary Education Area 2, Thanyaburi District, Nong Sua District

Step 3: Simple Random Sampling. To select schools to sample by bringing the list of schools from 4 districts to draw a total of 10 schools, the sample schools were;

3.1 Amphoe Mueang, Pathumthani Primary Education Area 1, including Wat Hong Prathumawas School, Wat Bang Nang Boon Kindergarten School, Watratsathatham School.

Lat Lum Kao District, Pathumthani Primary Education Area 1, including Wat Buakwan School, Wat Latlumkaew School, Bang Pho Mai School

3.2 Thanyaburi District, Pathumthani Primary Education Area 2, Wat Moonchindaram School, Wat Kaenkhet School.

Amphoe Nong Suea, Pathumthani Primary Education Area 2, including Wat Charoen Boon School, Wat Ratbamrung School

Step 4: Simple Random Sampling by lottery to give the teacher and educational personnel in 10 basic education schools in Pathumthani province has a chance equally. By the end of the sample 34 students in each school, with the total of 340 samples.

2. The research tools were five-scale of Likert questionnaires designed to study the management of educational counseling for basic education schools in Pathumthani Province, with the following steps to create the questionnaire.

2.1 The researcher conducted a documentary research, texts, articles, publications and related research concerning the conceptual theory of educational counseling in basic education institutions.

2.2. Identify the key points in the questionnaire from the conceptual framework by specifying the required items for each issue.

2.3 Prepare a questionnaire and a list of each question item by element. The questionnaire was rated 5 scale of the Likert Scale.

3. The quality of the questionnaire was presented by five qualified experts, a content validity checker, and the results of the examination were analyzed for consistency by Item (Item Congruence Index: IOC) according to the experts' opinions with values between 0.8-1.

4. The try-out has been made to 40 (forty) teachers and educational personnel in basic education schools Pathumthani province out of the sample group to check whether the question is there is a mutual understanding or not. Reliability has been executed with the Cronbach's Alpha coefficient, the reliability is .902.

5. Submit the revised and updated information to the thesis supervisor before using for real field data collection.

6. Data collection. The researcher requested for a letter of support from the Graduate School, North Bangkok University to be submit to the agency and basic education institutions in Pathum Thani Province for cooperation of data collection.

7. Data Analysis and execution. A questionnaire for opinion on educational counseling for effectiveness. for basic education institutions in Pathum Thani Province is a five Likert Scale with the mean average and Standard Deviation (S.D.).

8. Statistics used to analyze data are mean, percentage, standard deviation.

Interviews with key informants were conducted by 15 instructors who were responsible for the counselor's job by using the purposive sampling technique under qualification as follows.

1. Have the knowledge and expertise in educational guidance.

2. Doctoral or Master degree or majors in academic guidance and educational psychology.

3. Have experience in basic school counseling for 15 years or more.

The research instruments were interview forms, semi-structured interviews.

Data collection By analysis of qualitative data from observations, interview records, and completeness checks and grouped that can answer the purpose of research investigates data using triangulation techniques.

Organizing and analyzing data

The researcher collected data from interview, observation and qualitative data analysis by content analysis.

Phase 2 develops an effective management model of educational counseling for basic education schools in Pathumthani province by using action research.

Target audience is the guidance teachers in basic education schools in Pathumthani province, 30 volunteers, participated in the research. The researcher has set the qualification of the target group as follows.

1. Have knowledge of guidance activities, such as details about education guidance system.
2. Have psychology, know how to guide and have knowledge about research and testing.
3. Have experience and guidance for at least 5 years.

Using Action Research Process to Develop the Model

To improve educational guidance for effectiveness for basic education schools in Pathum Thani Province the researchers use an action research of Kemmis & McTaggart (1988) in the development of the 5-step Systems Development Life Cycle (SDLC) process. Comprises of ; Systems Investigation, Systems Analysis, Systems Design, Systems Implementation, Maintenance and Monitoring System are as follows:

1. Planning is the process of exploring the current state and problems in management of educational counseling for basic education institutions in Pathum Thani Province which has done as follows.

1.1. Current situation and problem solving, proceed as follows:

1) Organize activities by researchers and target groups. Guidance teachers in basic education schools in Pathum Thani Province. Joint consultation meetings, analyze the current state and problems of the guidance system to use the information that has been used in planning the development of the guidance system.

1.2 Analysis of strengths - weaknesses and needs in the development of school counseling systems. To formulate strategies for developing two strategies: a workshop and internal supervision for the development of all 5 tasks, ie, individual service, data collection, information services, consultancy services, personal placement services, tracking services to enhance the management of educational counseling for basic education schools in Pathum Thani Province to be effective.

1.3 Development Framework. Development of Educational Curriculum Management Model for Basic Education schools in Pathum Thani Province which applies the system development life cycle (SDLC), which is a circuit where all activities are continuous and relative. Target audience is guidance teachers in basic education institutions in Pathum Thani Province has analyzed the current condition problems and management development of educational counselors for basic education institutions in Pathum Thani Province to define the main activities in the development of guidance system. There are several activities in each step as follows.

1.3.1 Systems Investigation. The researcher studied and understood the problems of the system. By using the workshop activities. Talking about the problem with the worker. Joint targeting and a summary of system studies

1.3.2 Systems Analysis. The researcher performs a search for an answer. Develop the work to create a system to solve the problem. Analysis of strengths- weaknesses using the workshop with the target group is guidance teachers in basic education schools in Pathum Thani Province. It also analyzes the needs for developing and finding solutions and developing a new school guidance system.

1.3.3 System Design. The researcher performs the design. The guidance system work sequence by targeting the target group together to achieve the set goals.

1.3.4 Systems Implementation. The researcher proceeds to perform the tasks that the target group has set together until the system is effective. Can be used effectively as needed by using workshop activities.

1.3.5 System Maintenance and Review. The researcher carries out maintenance and maintenance work to ensure that the system is able to function continuously and efficiently and effectiveness by finding the error and to solve. There also monitor their performance using internal supervision activities.

1.4 Action Plan for research, development, management, educational guidance for basic education Pathum Thani Province Achieve the purpose of research. The researchers then jointly set Action Plan details.

2. Action is a process to follow the map. Proceed as follows:

2.1 System study and systems survey (systems investigation) by using the researcher's meeting. It was conducted between January 10-11, 2017 at Wat Bang Nang Boon School, Amphur Muang, Pathum Thani Province. To understand the five guiding principles of the service includes; individualized data collection services, information services, consultancy services, personal placement services, tracking services by exploring the needs of guidance counselors. In order to have a guideline for the development of guidance system that is accurate to suit current situation. Problems and management of educational counselors for basic education institutions in Pathum Thani Province this will reflect the success of an effective guidance system.

2.2 Systems Analysis. By discussing the brainstorm of the target audience who are guidance teachers in basic education institutions in Pathum Thani Province. It was conducted during 17-18 January 2017 at Wat Charoenboon School, Amphoe Nong Suea, Pathum Thani Province to understand the 5 guiding principles of the service, includes ; individualized data collection services, information services, consultancy services, personal placement services, tracking, monitoring and evaluation services to guide the development of guidance system. Analyze the school's operating procedures and accuracy to determine the operating procedures.

2.3 Systems Design. By brainstorming the target audience of guidance teachers in basic education institutions in Pathum Thani Province has been conducted during January 24-25, 2017 at Wat Hong Pathumaram Temple, Muang District, Pathum Thani Province. To obtain relevant information used in the development of guidance systems and meet the needs of the school.

2.4. Systems Implementation. Using workshop activities on January 30, 2017 at Wat Kiankhet School, Thanyaburi, Pathumthani Province. To follow the steps designed to work together with a workshop for the target audience is guidance teachers in basic education institutions in Pathum Thani Province to gain knowledge and skill to perform the right job systematically and effectively.

2.5 System Maintenance and Review. Use internal supervision activities which runs between February 20-28, 2017 in Muang district includes ; Wat Hong Pathumawas School, Wat Bang Nang Boon Kindergarten School, Watratsathatham School, and in Lat Lum Kaeo District includes ; Wat Buakwan School, Wat Lat Lum Kaeo School, Bang Pho Mai School, Thanyaburi Districts includes ; Wat Mun Chindaram School, Watkiankhet School, Amphoe Nong Suea is Wat Charoen Boon School, Wat Ratburana School. To check for errors and solve by reviewing the performance so that the system can continue to work according to the needs of the school continuously.

3. Observation

3.1 Observe the operation of each activity from the workshop. Using a log recorder as a basis for reflection.

3.2 Collection and storage of observation data and systematic recording.

4. Reflection. Take the information from the observation stage, recording to analyze and understanding together. The researcher shared the results from each step also find out how to rectify operational deficiencies and a plan for a better development.

Tools used to collect data.

1. Types of tools

1.1 Guidance and counseling guide

1.2 Record format

2. The characteristics of the tool are as follows.

2.1 The record (2 copies)

2.1.1 Record of Meeting

2.1.2 Record of observation

There are ways to create and find the quality of the tool as follows.

1. Study the document by reviewing the concept, theory of management of educational guidance and related research to guide the creation of the tools to be use.

2. Study how to create the tools from documents and textbooks.

3. Provide research tools in accordance with 1.1, 1.2 and 2.1.

4. Apply the tools in 1.1, 1.2 and 2.1 to the thesis supervisor.

5. Check the quality of the tool by the 5 experts.

6. Modify the recommendation and propose the thesis supervisor before use.

Data collection

1. Record of the meeting. Use the record of the researcher's meeting to conduct the activities in various steps to achieve mutual understanding.

2. Observation notes. The researcher used the observation to develop the guidance system. After the workshop and observe the performance after internal supervision in each cycle.

Data analysis

The data is interpreted in terms of the relationship between dimensions, under such techniques as researcher dimension and research methodology and propose format development results to determine how well or how well the results are performing.

The study variables are the results from action research.

To develop an effective management model of educational counseling for basic education institutions.

1. The researcher has analyzed documentation by reviewing the concept, theory of management of educational guidance and related research.

2. The researcher analyzes the results of the first phase by study on the problems and needs for development of educational counseling in basic education institutions. The questionnaire and the results of the interview as well as the results of Phase 2 research, the results of this study are to develop an effective management model of educational counseling for basic education institutions. Using the Action Research of Kemmis and McTaggart in the development of the 5-stage Systems Development Life Cycle (SDLC) to analyze and create an effective management model of educational counseling for basic education institutions in Pathum Thani Province.

3. Drafting the Model of effective management of educational counseling for basic education schools in Pathum Thani Province for evaluation.

Stage 3 Evaluates appropriateness, possibility and the usefulness of an effective educational counseling management model for basic education schools in Pathum Thani Province.

At this stage it is an examination and evaluation. The researcher inquired about the suitability, possibility and the usefulness of the model. The data collected from 16 stakeholders were used as a purposive sampling method.

1. Four (4) educational Supervisors with experience in evaluating the management of educational counseling in basic education institutions.

2. Four (4) school directors with at least 15 years of experience in management of educational counseling services.

3. Four (4) head of guidance experienced in management of educational counseling for not less than 15 years.

4. Four (4) president of parents association who experienced and have interest and participation in educational counselors.

Research tools include the suitability assessment form, possibility and the usefulness of an effective educational counseling management model for basic education schools in Pathum Thani Province.

1. Prepare a questionnaire and a list of each item by the questionnaire, possibility and the usefulness of an effective educational counseling management model for basic education schools in Pathum Thani Province. The questionnaire is a 5-level scale rating (Rating Scale) based on the Likert Scale.

2. The quality of the questionnaire was presented by five qualified experts, a content validity checker, and the results of the examination were analyzed for consistency by the Item Objective Congruence Index: IOC) between 0.8-1 by the opinion of the experts.

3. Take the questionnaire to the consultant for advice with the supervisor of basic education schools in Pathum Thani Province. The sample size was 40 respondents to examine the question of whether there was a mutual understanding or not and reliability of .912. has executed with the Cronbach's Alpha coefficient.

4. Complete the revised information and complete the proposal to the thesis control committee before using it to collect real field data.

5. Data collection. The researcher requested a letter of support from the Graduate School, North Bangkok University to the concerns agency to collect data with 16 stakeholders, the researchers collected their own questionnaires.

6. Data processing and data analysis. The questionnaire for possibility and the usefulness of the model is a five-level Rating Scale (Likert Scale) executed with the arithmetic average and standard deviation (S.D.).

7. Statistics used to analyze data includes mean, percentage and standard deviation.

Research Findings

1. The overall condition and need for efficient educational counseling management for all five basic education schools, namely, the provision of individualized education services, information services, consultancy services, personal placement services, tracking services there is a high level of practice.

2. The results of the development of an effective educational counseling model for basic education schools. Using Action Research of Kemmis & McTaggart in the Development of Systems Development Life Cycle (SDLC) found that ;

2.1 Action Research Spiral No.1

1) System Investigation. The strategy for studying the system is Workshop in order to understand the problems of development of educational counseling in basic education schools in Pathum Thani Province.

2) System Analysis. Based on the Study of the Problem Situation of Educational Guidance Development in Basic Education schools in Pathum Thani Province has several problems. In particular, there is a lack of good guidance.

3) Systems Design. System design is a step leading to the development of basic school guidance systems in Pathum Thani Province based on the research framework is the service work collects information individually, Information Services, Consultancy Services, Personal Placement Services, and Tracking services.

4) Systems Implementation. After the workshop, found that the target audience can collect information of Service work of Collects information individually, Information Services, Consultancy Services, Personal Placement Services and the follow-up service is systematic, accurate, complete, and accurate to meet current needs, knowledge, understanding, guiding and ready to work on the job.

5) Systems Maintenance and Review. The results of system development, maintenance and validation. By evaluating the performance of the guidance system development can enhance the target audience having a good understanding of the guidance system. It can maintain five guidance systems for the service to the goal of development at each stage to a certain extent that the target group is satisfied and proud to make the guidance system management work and used as a quick management information.

2.2 Action Research Spiral No.2, with a reflection of the first round to improve the development of guidance systems to be more complete. The reflection in the use of the system found that the results of internal supervision of the development of guidance from observation interview, the storage and retrieval of all five data by storing the data to the present data can be completely accurate. The data category is not disrupted. Monitoring and evaluation can be processed quickly, accurate, follow-up, support, and support to solve student problems promptly.

2.3 Effective management of educational counseling for basic education schools in Pathumthani consists of five main elements: 1) data collection using psychological development techniques; 2) extra curricular activities to develop moral and ethical qualities. 3) survey and support for students to correct problems in learning, career, or personal and social problems. 4) Camping / integration projects to develop life skills; and 5) supervise, monitor, evaluate, report and develop student support systems (Figure 2)

3. The results of an examination of the effective management model of educational counseling for basic education schools in Pathum Thani Province found the right possibility and the benefits are at the highest level.

The researcher would like to propose an effective model of educational counseling for basic education schools as follows:

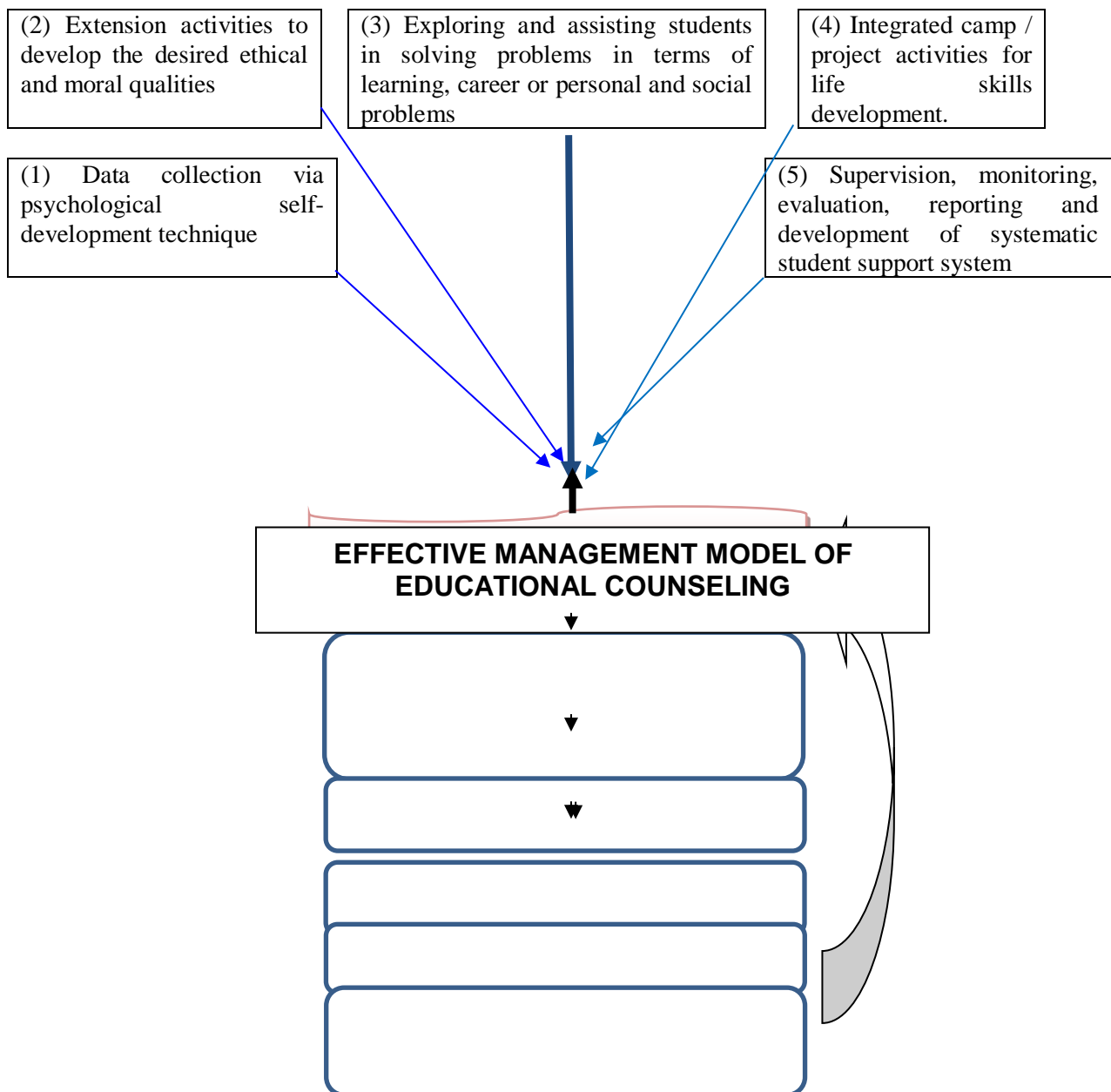


Figure 2: Effective management of educational counseling for basic education schools

Discussions

1. The overall state of management of educational counseling for basic education schools in Pathumthani province has 5 services including Data collection service, Information Services, Consultancy Services, Personal Placement Services, Tracking services, there is a high level of practice. Showed that teachers, administrators and educational personnel in basic education schools in Pathum Thani Province mostly also focus on guidance by focusing on developing and helping students to live happily with others. By organizing activities that students select by their own interests, interests according to the needs of learners and it is a knowledge-intensive activity and develop to highest of their own potential. It also to discover their aptitude, attention and develop themselves to full potential. As well as the development of social skills and instill a sense of social benevolence. As a result, the management of educational counseling for basic education schools in Pathumthani Province, all five of them have performed at such a high level. This is in line with the Krumboltz concept (1970), which mentions that guidance is a highly relevant process between problem seekers and trained counselors.

including guided education. The destination aims to help the sufferer have the opportunity to learn to face reality and the environment around them effectively. In line with Goode's (1973) concept of guiding 1) Guiding is to help individuals understand themselves and their world well. Can seek knowledge to lead to understanding about educational progress, career development and having the right personality. 2) Guiding is a continuum of help. In addition to normal teaching. It helps students or other people. They can assess their own abilities and their shortcomings to be useful in their daily lives. 3) Guidance is a direct approach to children. In order to bring children to destinations. By providing an environment for children, to cause children to know their own desires and needs and interested in those needs. 4) Guidance is a way for teachers to educate children about their way of doing research and get the response according to their own needs. In accordance with research by Tantitrakul, P. (2014: 505), the research was conducted on Factors controlling school counseling in secondary schools under the Office of the Secondary Education Region 8-10. The level of guided supervision in the five schools as a whole and in each service was at a high level. It can be sorted in descending order as follows: Consultancy services, Personnel Placement Services and Follow-up service, Information Services and individual student data collection services, respectively.

2. The results of the development of an effective educational counseling model for basic education schools using the Action Research of Kemmis & McTaggart in the Development of the 5-stage Systems Development Life Cycle (SDLC) were founds ; 1) Developed in the first round, the target group has set a strategy to study the system which is the Workshop by targeting in order to understand the problems of development of educational counseling in basic education institutions. 2) The development of the second round, with the reflection of the first round to improve the development of the guidance system to be more complete. By conducting internal supervision of the development of guidance. From observation interview, the storage and retrieval of all five data by storing the data to the present data can be completely accurate. The data category is not disrupted. Monitoring and evaluation can be processed quickly, accurate, follow-up, support, and support to solve student problems promptly.

Based on this research, Kemmis & McTaggart's curriculum has been successfully implemented in schools and colleges. Because the target audience is able to process the data accurately into complete categories to track and evaluate and can be processed quickly, accurate and can help support in solving student problems promptly. In addition, after the development of the action research process it could help the guidance teachers in basic schools in Pathumthani province has the concept of aptitude, confidence in the development of more guidance. Can develop the guidance to achieve the goal. The target group and those involved are also feeling themselves part of the job and the agency. Therefore, the success of the development has been greatly appreciated. And the results of the action research also help the counselor have the knowledge and confidence to effectively conduct the counseling activities and effectiveness in accordance with the concept of Boonpakom, S. (2002: 36), which deals with action research as a type of research that uses a systematic process, the researcher and the person involved are involved in the operation and analysis of the results. The 4-stage cycle is a real action planning, observing and reflecting performance. The operation must continue to lead to the improvement of the plan into a new cycle until a real solution is reached. It also corresponds to the concept of Arawan, P. (2002: 5), which deals with action research, is a collaborative systematic study of practitioners to understand the problems or doubts they face. And provide a guideline for implementation or improvement measures that will lead to better operational change. In line with the research of Komkhuntod, W. (2005: 119-125) conducted research on human resource development in guidance counseling of Ban Pha Kaew School, Muang District, Ubon Ratchathani Province using the Workshop and Internal supervision that could enhance the personnel knowledge and understanding of guidance and make the school counseling activities systematic and effective. Which in accordance with the research of Ritsamret, A. (2005: 114 - 121), the research was conducted on the development of the information system for guidance counseling at Phayalae School, Muang District, Chaiyaphum Province. The research findings revealed that the workshop is a strategy used in system design. The system used to have information systems that can quickly find students data. The use of strategic control over the results of the use of parallel systems could make the target groups of the research build confidence in the use of the system and can solve problems caused by the system. The data collected and retrieved for service is fast, accurate, current, and consistent with the study of Pluemjit, W.(2010). has studied the school guidance under Ubon Ratchathani Educational Service Area Office

1, found that personal development and job assignment are desirable, meet the aptitude, it will satisfy the work and work happily. With enthusiasm and responsibility, morale is happening. The feeling is part of the workplace and the workplace relationship goes well.

3. An effective management model of educational counseling for basic education schools in Pathum Thani Province consists of five main elements, which can be discussed as follows:

Element 1: Data collection using psychological developmental techniques. This is because the gathering of psychological behavior is to make an initial introduction to the child. It aims to recognize all aspects of the child in terms of reality, including history, personality, intelligence, attention, aptitude, attitudes, etc., which will be the basis for the counselor to help students be more accurate. The strategies for collecting data were done by interviewing the children themselves and their relatives using observations, surveys, tests, autobiographical writing, home visits, social studies, and data analysis, from sources such as journals, case studies. In necessary cases data collection should be well organized for ease of use. So when a child is having trouble, it is convenient for the counselor to get information about the child and help him or her in a timely manner. In accordance with the concept of the Foundation for Research and Development (2008: 18), it was described that the educational service collects individual information to educate children and to recognize their children in all aspects, such as abilities, aptitudes, interest. Quizzes and non-quizzes include observations, interviews, questions, autobiographies, autobiographical records, social circumstances, Individualized child education.

Part 2: Extension Activities to Develop Desirable Characteristics in Moral, Ethics. This is because complementary activities are part of information or information services. It is a service that educates students on various topics. This will be useful for decision making and adaptation. It is a source of information which are many ways for students to read, such as organizing activities that are aligned with the needs, interests, nature of the students, and the vision of the institution that serves the core curriculum of 2008. This include the homeroom, orientation, exhibition management, invitation speaker to discuss and discuss on extracurricular activities. Therefore, providing information services to students in schools is a very important activity that the guidance counselor will be responsible for performing effectively. Comply with the concept of Ariyarasimisab, P. (2011: 56) states that information services are services that provide information in the fields of education, occupation, personal and social. By using tools and methods to provide information to students or service recipients with appropriate techniques and methods so that students and recipients can make their own decisions. Activities and services in the presentation of important information, such as lectures, debates, demonstrations. Inviting guest speakers, placement of the placard exhibition, field trip, homeroom activities, student activities, guidance activities, career day, event orientation, the management of supervision, the use of technology media, the use of real-life scenario techniques and gameplay. These are consistent with the concept of Academic and Academic Standards, the Office of the Basic Education Commission (2011: 1-4) states that information services are intended to provide students with information, education, occupation, social and environmental information. It is necessary to adjust to live happily with the way of orientation, home room, signboard, exhibitions. Inviting lecturers to organize activities in educational institutions, study outside the educational institution, etc.

Element 3: Exploring and assisting students to solve problems in the areas of learning, career or personal and social problems. This is because counseling service is at the heart of guidance services. It is a service that helps a person or a group of people understand the problem, the ability, the need, and the avenues to solve their problems. Counseling refers to the process of providing assistance to a person seeking counsel. So that he can use his ability to deal with his problems, can decide to solve the problem. Client centered counseling is the counseling that most consultants consider. Can someone solve their problems? Give him a chance or release stress. Due to the emotional overtake of intelligence, the counselor must use a reflective question that produces a clear idea and finally solve their problems. It is in line with the concept of the Foundation for Research and Development (2008: 18) explains that counseling services can help children think, decide and solve the problem themselves carefully and appropriately. This in line with the concept of Yensabuy, U. (2005: 68), stated that the counseling service is a process that allows the person to come to the counselee to make choices, decisions and plans. Self in one of the issues he is experiencing, counseling is not about choosing people. The main purpose is to encourage people to increase their maturity in choosing and planning in the future.

Component 4: Camp / Project Integration Activities for Life Skills Development. This is because the camp activities / integrated projects to improve life skills. Part of personalized placement services is a service that helps students succeed in life. Life skills development activities is a personalized placement services are related to the quality of student adaptation to the situation. In everyday life personalization is a lifelong concern for students. Because students will be placed in person in various experiences and in various situations throughout the life of the student. Personal placement services are services provided by the school to help motivate each student. To put their life projects in education, career, society and personal. It helps each student to fit their project properly. This will help students succeed in learning to participate in career pursuits and to live in society. Those activities are consistent with the ability. Their aptitude, interest, values, beliefs, physical condition, and economic status are in line with the concept of the Foundation for Research and Development (2008: 18), which explains that person placement services (prevention, support and development) help children to get the service and experience that will solve the problem and develop themselves according to their needs and suitability. By arranging children into classes or attending appropriate activities according to their aptitudes, abilities and interests, study skills, work skills, social life skills, job placement, internship, scholarship, etc. This also consistent with the concept of Academic and Academic Standards, the Office of the Basic Education Commission (2011: 1-4) states that personnel placement services are intended to provide learners with the right services and experience for the case. To prevent problems and develop themselves according to their needs and suitability by way of organizing students to participate in activities according to their interests, study skills, work skills, life and social skills, scholarship, etc.

Component 5: Supervision, monitoring, evaluation, reporting and development of systematic student support system. This is because supervision, monitoring, evaluation, reporting is a follow-up service. It is a service provided by the school to monitor the results of the support the school provides to its students. Whether to study or leave school already. Have developed or changed in a better way? And much less, What are the problems and obstacles? And it also helps to know the pros and cons of various help programs. It will be useful for further operation to be more appropriate and achieve the set objectives. Follow up service it can be said it is a very important service because it will help the school and the guidance staff know that services and activities are important. At school, the students are helping to promote the students' growth. And have developed as intended? Are there any problems or obstacles that prevent students from growing up and developing to the maximum so that the school will consider ways to help and promote more effective? Follow-up service it also helps the school and the guidance staff know that the service or activity that the school held are there any problems or obstacles in the operation of the school and the department and the orientation will bring the problems or obstacles. Consider to improve it to help you continue to work smoothly. It can achieve the goals set by the school and if the school administrators really support. By helping with the budget, manpower and time, the school will benefit greatly. Because the information. The school and the guidance department receive follow-up evaluations of service projects. This relevant to the concept of Yensabuy, U. (2005: 101) states that follow-up service is a service that has the potential to improve and develop students to the fullest. Constantly associated with providing guidance services. The service will help students adjust to the various conditions after successfully completing school. This service has many benefits in providing the most important guidance programs. Follow-up and research will get you the information you need. Much value in seeing the future needs for guidance programs. It also consistent with the concept of Academic and Academic Standards. , the Office of the Basic Education Commission (2011: 1-4) states that monitoring and evaluation services are intended to monitor the implementation of systematic guidance to assess success and develop effective operations. As well as tracking the development of learners and graduates. Using observation methods, interviews, questionnaires, assessments, etc.

4. The results of an examination of the effective management model of educational counseling for basic education schools in Pathum Thani Province found the right possibility and the benefits are at the highest level.

This may be due to the validation and feasibility of the model by those who are credible, knowledgeable understanding the level of guidance is very good. As shown, the results are at the highest level. Indicates that the model can be used to manage educational counseling effectively. In addition, the developed model of effective educational counseling developed can simulate simple or

simplified procedures to describe the approach. The model can properly describe the method or approach to guidance. Show that the pattern is easy to understand. It is in line with the concept of Khaemane, T. (2008: 1) stated that the model is a condensed or imitative relation that exists in the real world of a phenomenon. Organize the thought system in that regard to be more easily understood and organized. In line with the ideas of Worthen and Sander. (1973: 48), it was concluded that knowledgeable assessors understand the context and subject matter of assessments, making evaluation results reliable. In accordance with the concept of Eisner. (1976: 192-193), the concept of validation is presented by the use of qualified experts as a model used by individuals who are qualified as an assessment tool. By ensuring that the qualified person is fair and disciplined, the selection of the qualified person will focus on the professional status, experience and credibility of the profession. This in accordance with the research of Ungpayasatwong, S. and et al. (2011: 58) conducted a study on the evaluation model of educational management. The results of the study showed that the evaluation of the educational management model by the experts found that developed model are most suitable for use at the highest level.

Suggestions

Based on the research model of effective educational counseling for basic education schools in Pathum Thani Province, the researchers have suggestions as follows.

Suggestion to apply

1. The school should develop a counselor and development of educational counseling by focusing on the teacher to visits the house to keep personal information of students and families in a continuous and complete. Homeroom activities should be organized so that teachers can meet their students closely. Teachers should be encouraged to attend counseling sessions. Should promote the clubs and engaging students according to student interests. They also track down students who are often absent / out-of-school and help students reach their goals at school.

2. Action research in basic education schools in Pathum Thani Province opportunities should be given to engage teachers and students more than they are. During the workshop should be created a friendly learning atmosphere, coaching for mentors has the opportunity to think freely and have creative criticism. The researcher must acknowledge the opinions of the workshop participants. Advises and give guideline to improve develop quality guidance system to achieve the goals of the school.

3. After the implementation of Action research, management should closely and frequently monitor the performance of the guidance.

4. When to use it, there should publish the effective management model of educational counseling for basic education schools in Pathum Thani Province for all teachers and staff to show that style is important to guidance and to cooperate in the compliance model. The use of the model to understand all the personnel to deep understanding, it can be used to improve the quality of management education counseling in full sake.

Suggestions for future research.

1. The action research should be conducted to understand the role. The role of management in the development of basic school counseling. By targeting school administrators to raise awareness for teachers and developing teachers to provide guidance, reconciliation, harmonize, united and share the goal.

2. Research should be conducted on the development model of guidance system by using information systems to help develop the guidance system in the service of individual student information to help school personnel in the data collection thoroughly.

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The Impact of L1 Orthography on ESL Thai and Chinese learners' Word Recognition Mechanisms

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Abstract

This study investigated the effects of L1 (first language) orthography on L2 (second language) word recognition. The issue investigated was whether word recognition mechanism developed and used in reading in one orthography is transferred to reading in another orthography, regardless of the degree of similarity in the structural and representational properties of the two orthographies. Previous cross-linguistics research has suggested that reader with different L1 orthographies develop different L1 mechanisms, which differentially affect their L2 word recognition mechanisms. This study tested this issue.

Naming task was conducted with 70 adults learning English as an L2 with different L1 orthographic backgrounds (Thai and Chinese) and 20 native speakers of English (for a native baseline). The lexicality in the stimuli was controlled to explore the participants' dependence on phonological information in word recognition. The performances of the two groups were compared in terms of reaction time and accuracy.

The results of the experimental task indicate a) faster and more accurate recognition via the phonological mechanism used by the Thai group relative to the orthographic mechanism used by the Chinese group; b) the influence of the frequency effect on the performances of the two groups; and c) the influence of the expected regularity effects on the performance of the Thai group and of the unexpected regularity effects on the performance of the Chinese group. These findings show that Thai learners rely more on phonological information while the Chinese ones depend more on visual information. Findings indicate that the native Thai and Chinese readers utilize different word recognition mechanisms developed as a consequence of the characteristics of their L1 orthographies, and those word recognition mechanisms are transferred into L2 English word recognition.

Key words: L1 orthographic background, word recognition mechanism, phonological information, visual information, cognitive transfer, Thai ESL learners, Chinese ESL learners

Introduction

Word recognition is as important in L2 reading as it is in L1 reading (Haynes & Carr, 1990; Muljani, Koda, & Moates, 1998; Nassaji & Geva, 1999; Segalowitz, Watson, & Segalowitz, 1995); however, L2 word recognition is different from L1 word recognition in certain respects. L1 word recognition starts in young children, having already acquired oral language skills. At this point, L1 children already have spoken or phonological forms of words they will encounter in print (Ehri, 1991; Gough & Juel, 1991). Hence, their L1 word recognition is the ability to match the known phonological forms of words to their unknown written forms. By contrast, the development of L2 word recognition is not just a simple matching of the known sounds of words to their unknown written forms. When L2 children begin learning a new language, they have to learn a new set of linguistic codes and also to recognize the corresponding written forms of these codes (Geva, Wade-Woolley, & Shany, 1997). Thus, the development of L2 word recognition is more complicated than that of L1 word recognition.

Due to the fact that different orthographic types embrace different word recognition strategies (the terms "strategy" and "mechanism" would be used interchangeably), numerous cross-linguistic studies have revealed substantial L1 orthographic knowledge effects on L2 word recognition (Chikamatsu, 1996; Koda, 1990; Muljani, Koda, & Moates, 1998). These research studies have demonstrated that L1 orthographic representation affects cognitive strategies used in L2 reading, resulting in the transfer of strategies.

Another orthographic effect stems from the L1 and L2 orthographic distance, which is defined as "the extent to which the L1 and L2 orthographic systems share similar structural and

representational properties” (Koda, 1996, p. 455). Given that orthographic systems vary from language to language, the degree of similarity difference between L1 and L2 orthographies determines word recognition efficiency development in L2 (Koda, 1996). Because L2 readers when reading in an L2 have to encounter the variation occurring between L1 and L2 orthographic, readers with more related L1 orthographic backgrounds appear to possess better word recognition performance when compared to those with less related L1 orthographic backgrounds (Green & Meara, 1987; Koda, 1988).

Various orthographic systems, whether alphabetic, syllabic, or logographic, reflect their phonology and morphology in a unique way (Frost, 1994) and can be characterized along two distinct dimensions: representational units and orthographic depth. The representational units involve the linguistic unit with which orthographic systems encode language. Different types of orthographic systems encode language at different linguistic levels (Perfetti, 1998; Perfetti & Tan, 1999; Rayner & Pollatsek, 1989). Alphabetic orthographies like English, the Indo-European languages, and Arabic, which are sound-based scripts, usually encode language at the level of phoneme. The syllabic orthography, like Japanese Kana, is similar to the alphabet with regard to also being a sound-based script, but it encodes language at the level of grapheme that is each graphemic unit or each letter characterizes a syllable. Chinese and Japanese Kanji are logographic orthographies which are meaning-based scripts. One graphemic unit (a character) always portrays the meaning of an entire character or word (Chikamatsu, 1996, Koda, 1988; 1998).

Because of the contrasting representational units of these orthographies, cognitive processes underlying word recognition in these orthographic types vary in terms of strategies used to obtain phonological codes. A major factor differentiating word recognition strategies is assumed to be the notion referred to as the orthographic depth which describes how directly and consistently the graphemic representation corresponds to the phonemic representation (Koda, 1988; Katz & Feldman, 1983; Katz & Frost, 1992). The orthographic depth is attributed to the unique morphological and phonological characteristics of each language (Frost, 1994; Katz & Feldman, 1981; Katz & Frost, 1992; Ziegler et al., 2010). The writing system of English is designed to preserve its morphological information – that is to keep the spelling of root meanings (morphemes) constant (Chomsky & Halle, 1968). Consequently, similar spellings of the same morphemes may have different phonological forms. In different contexts, the same letter can correspond to different phonemes, and by the same token, the same phoneme can be reflected by different letters.

A language like Serbo-Croatian, or other Indo-European languages have the orthographic system strongly contrasting to that of English. In Serbo-Croatian, the alphabet and spelling follow the principle, “Write it as it sounds, and say it as it is written” (Katz & Frost, 1992, p. 69). This principle results in consistency and completeness of the correspondences between graphemes and phonemes. Each individual grapheme undoubtedly denotes only one single phoneme, and each phoneme is unambiguously represented by only one grapheme. Irregular or exceptional pronunciations, silent letters, or doubled letters do not exist in Serbo-Croatian.

Compared to Serbo-Croatian, English is regarded as a relatively deep orthography wherein its phonology and morphology are simultaneously presented, and these presentations correspond inconsistently from word to word. By contrast, Serbo-Croatian is identified as a shallow or transparent orthography because the graphemic and phonemic codes are isomorphic, that is the graphemes and phonemes correspond in a direct and consistent manner (Frost & Katz, 1987, Katz & Frost, 1992). The orthographic depth dimension is used to classify only the alphabetic orthographies. However, on the basis of its characteristics, Chinese can be classified as a deeper orthography than English; thus called an opaque orthography (Chikamatsu, 1996; Seidenberg, 1992).

During the process of word recognition, the two codes, namely the orthographic and phonemic codes, are activated and processed in parallel to mediate lexical access (Baron, 1979; Baron & Strawson, 1976; Glushko, 1979, 1981). The relation between word recognition mediated codes and the depth of orthographies has led to orthographic depth hypothesis, henceforth called ‘ODH’ (Frost, 1992, 1994; Frost & Katz, 1987; Katz & Feldman, 1981, 1983; Katz & Frost, 1992). The ODH suggests that the degree of the inclusion of lexical access during phonological processing determines the difference between deep and shallow orthographies. In shallow orthographies, the phonological codes can be easily and directly retrieved from print through the process of grapheme-phoneme correspondences, without addressing the mental lexicon (Zeigler et al., 2010). Therefore, phonological

recoding always results in accurate pronunciation of printed words. In deep orthographies, the pronunciation of the printed word is retrieved from the mental lexicon. Accordingly, the ODH makes the general prediction that readers of shallow orthographies rely on phonological coding to recover the phonological codes of the printed word pre-lexically by assembling them from intraword analysis, i.e., grapheme-phoneme mappings. By contrast, in deep orthographies, the efficient way to obtain phonological codes is to count on the orthographic access via visual configuration of the mental lexicon, i.e., the process of a memory search through the matching of the whole - word spelling with its stored phonology. Through this lexical access, readers retrieve post-lexical phonology of the word.

The distinctions among orthographic systems and code types illustrated by the ODH determine cognitive strategies involved in word recognition processes. In shallow orthographies, readers are predisposed to phonological coding; therefore, they employ phonological or indirect sound-mediated processing to obtain meaning in a linear system. That is the three codes; namely orthographic, phonological and semantic are linearly related. Thus, the phonological code is obtained prior to the semantic code or the meaning (Coltheart et al. 1993; Henderson, 1985; Lukatela & Turve, 1991).

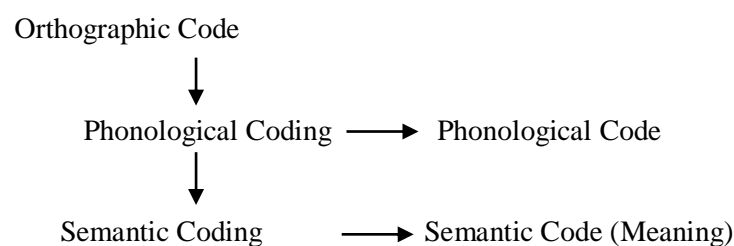


Figure 1. Word Recognition Process of Phonographic Orthographies (e.g., Serbo-Croatian, Spanish, and Italian).

In the case of deep or opaque orthographies, such as Japanese Kanji and Chinese, the process of word recognition is outlined as a parallel-mode processing wherein the phonological code and semantic code are stored separately and are retrieved independently (Koda, 1988, 1990). Thus, the processes of phonological and semantic coding are autonomous and phonological coding is often found to occur either concurrently with or after semantic coding. Readers of these orthographies rely on orthographic or direct-visual processing to access meaning (Baron, 1979; Baron & Strawson, 1976).

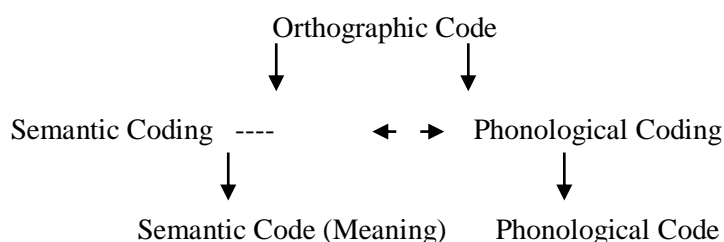


Figure 2. Word Recognition Process of Deep-Morphographic Orthographies (e.g., Japanese Kanji and Chinese).

The cognitive transfer hypothesis challenges that the phenomenon of cognitive strategy transfer can occur between two orthographies with or without similar representational properties. To be specific, the cognitive strategy developed and used in a certain orthography can be transferred to other different orthographies. (Chikamatsu, 1996; Koda, 1988, 1990, Muljani, Koda, & Moates, 1998; Wade-Woolley, 1999). This challenge strongly indicates that word recognition strategy of readers in shallow or deep orthography can be transferred cross-linguistically. Readers with L1 shallow

orthographic are likely to transfer the phonological strategy, while those in deep orthographies will transfer the orthographic strategy developed and used in their mother tongue to reading in an L2. This transfer phenomenon provides a strong indication that L1 word recognition skills help shape and develop the corresponding L2 word recognition

The Present Study

The goal of this study was to investigate L1 orthographic effects on cognitive processing mechanisms underlying L2 word recognition of Thai and Chinese learners studying English as a second language (ESL). The investigation was conducted in the context of cognitive transfer.

Thai Orthography and its Word Recognition Strategy

The Thai script is a Pali and Sanskrit based alphabet. Phonologically, Thai is a tonal language. Orthographically, Thai is a non-Roman alphabetic language with its own script with no resemblance to the Roman alphabet used in English. Morphologically, it is a monosyllabic language (Hengsomboon, 1999; Oopakitsilapasarn, 2000).

Linguistic analysis, Thai has three basic components – consonant, vowel and tone - used in constructing words. There are altogether forty-four consonants transcribing twenty-one sounds. Therefore, one consonant generally represents a single sound while many sounds can be represented by different consonants. As for vowels, Thai has twenty-one vowel components forming thirty-two vowel symbols that transcribe the exact thirty-two sounds. Thus, each vowel symbol represents the same sound in every context. The five tones are crucial in determining the meaning of the word. The same word will have different meanings when the tone changes.

Along the unit of representation dimension, Thai is a sound-based script encoding language at the level of the phoneme; therefore a phonographic orthography. Thai is also classified as shallow orthography. The correspondences between graphemic and phonemic representations are direct, regular, and consistent with very few exceptions. A small number of homophones can be found, but no homographs exist in Thai.

As Thai is a shallow orthography, Thai first language readers tend to rely more on the pre-lexical phonological mediation. When reading Thai, they tend to employ phonological codes to a large extent. From experience with a consistent mapping between prints and sounds in their L1, Thai readers would seek a similar mapping between the two modalities when reading English as an L2. Accordingly, Thai L1 readers would likely to be predisposed to transfer a phonological strategy to reading English.

Chinese Orthography and its Word Recognition Strategy

Chinese as a non-Roman logographic script, being dissimilar to alphabetic languages, contains roughly 7,000 distinct morphemes and 400 syllables with four different tones, thus, making up 1,600 tone-syllables. The basic unit of representation of Chinese Mandarin is the block character corresponding to a particular syllable morpheme rather than a phoneme (Perfetti & Tan, 1999). Accordingly, the number of characters should be as many as that of the syllable morphemes.

Characters can be formed into two types in terms of structural complexity being simple or single-unit and compound or multiple-unit characters (Perfetti & Tan, 1999). Simple characters are indivisible into distinct components while compound characters are divisible because they contain distinct components.

Compound characters are non-linearly integrated by at least two radicals, each of which is assigned a disparate function. Compound characters are of two types: semantic and phonetic compounds. Semantic compounds consist of two components that hint at the meanings of the compounds. Phonetic compounds consist of two independent components with different functions referred to as significate and phonetic (Perfetti & Tan, 1999). Generally, the significate provides a clue to meaning, while the phonetic signals the pronunciation of a compound.

As Chinese is a morphographic orthography; thus semantically oriented. Hence, meanings in Chinese are constructed by integration of semantic radical and surrounding context (e.g., neighboring characters) information in a sentence (Morri & Nagy, 1999; Shu, Anderson, & Zhang, 1995).

With respect to phonology, in a simple character, the sound is entirely related to the grapheme, while in a compound character, the sound is indicated by the phonetic radical. However, it has been disputed that, fundamentally, phonology is gained through character names, rather than the activation of phonetic radical (Gleitman, 1985). Given that this is the fact, the correspondences between graphemes and phonemes are very inconsistent because only 37% (Perfetti, Zhang, & Berent, 1992) to 39% (Zhou, cited in Perfetti et al., 1992) of compounds provide the correct pronunciations.

The writing system of Chinese logography has led to the prevalent argument that Chinese readers rely on visual-semantic processing without phonological mediation in recognizing words (Baron, 1978; Baron & Strawson, 1976; Smith, 1985). However, according to the Universal Phonological Principle (UPP) (Perfetti & Zhang, 1991, 1995; Perfetti, Zhang, & Berent, 1992), phonological activation occurs as a part of word recognition in all writing systems. This activation differs mainly in timing, i.e., pre-lexical, at - or post-lexical. Pre-lexical phonology (occurs prior to word identification) is available in alphabetic systems (sound-based systems), whereas at-lexical (occurs as a part of word identification) or post-lexical phonology (occurs after word identification) occurs as a consequence of logographic systems (meaning-based systems). Therefore, phonology occurs either at-or post-lexically in Chinese orthography.

The mechanisms used by Thai and Chinese readers are differentially sensitive to the lexical status of words, namely regularity and familiarity (Paap, Noel, & Johansen, 1992; Perfetti, 1998; Lowder et al., 2013). In other words, word regularity affects phonological mechanisms, whereas word frequency effects influence both the orthographic and phonological mechanisms (Seidenberg, 1992). Since the Thai participants rely on the phonological mechanism, it was predicted that they would be sensitive to both word regularity and frequency. Conversely, the Chinese participants relying on the orthographic mechanism would be affected by word frequency alone (Baron, 1979; Koda, 1990; Seidenberg, 1985). In addition, word regularity and frequency also affect the reaction times in pronouncing words. High-frequency words are pronounced faster than low-frequency words (Balota, 1994, Balota & Chumbly, 1985; Besner, 1990; Lively, Pisoni & Goldinger, 1994). Regular words are also named faster than exception words and nonwords (Baron & Strawson, 1976; Besner, 1990; Glushko, 1979). Accordingly, a set of the predictions regarding reaction time (pronunciation speed) was made.

For reaction time, the predictions were made according to the independent variables, which are stated below:

Table 1: Reaction-Time Predictions for the Naming Task

Independent Variables	Predictions
L1 Effects	Thai Participants > Chinese Participants across five Stimulus conditions
Frequency Effects	High-Frequency words > Low-Frequency words > Nonwords for both Thai and Chinese Participants
Regularity Effects	
- High-Frequency	Regular Words > Exception Words > Nonwords for Thai Participants Regular Words = Exception Words > Nonwords for Chinese Participants
- Low-Frequency	Regular Words > Exception Words > Nonwords for Thai Participants Regular Words = Exception Words > Nonwords for Chinese Participants

> faster than / = equally fast

Method

Participants

A total of 90 participants: 35 native speakers of Thai, 35 native speakers of Chinese, and 20 native speakers of English, participated in this study. The Thai and Chinese participants were the two experimental groups and the English-native speakers were a control group providing a baseline for word processing performance across all stimulus conditions for both experimental groups. Data from the native speakers were used only for descriptive comparisons.

Because this study examined the effects of L1 orthography on L2 word recognition, two conditions regarding the participants' L1 and L2 proficiency were required. First, the Thai and Chinese participants must be highly literate in their first languages. Second, they must have sufficient English proficiency to engage in the experimental task. To meet these two conditions, three criteria were used for participant selection. First, all participants must have finished college-level education in their native countries. Second, they must have had at least

six years of formal English instruction to assure that they had sufficient English knowledge. Third, they must have previously scored at least 550 or 213 on paper-based or computer-based TOEFL.

Variables

Table 2: Independent and Dependent Variables

Task	Independent Variable	Dependent Variable
Naming Task Initiation)	Participants' L1 Five Stimulus Conditions	Reaction Time (RT) (Pronunciation

Material and Procedure

The naming task

The cognitive process underlying the task demands the participant to generate the pronunciations of the words presented on the computer screen by converting their orthographic codes into their phonological codes, and to orally produce the sound of these words. In doing so, the participant has to rely on either the phonological or orthographic mechanism.

The naming materials

The stimuli for the naming task were a set of 125 stimulus items, composed of 80 regular and exception English words and 45 nonwords. The length, frequency, and regularity of the stimuli were controlled. All 125 stimuli were categorized into 5 conditions as shown in the table below.

Table 3: Naming Task: Five Stimulus Conditions

Condition Type	Number (per million)	Mean Length	Mean Frequency
Low-Frequency Regular Words	20	4.35	3.30
High-Frequency Regular Words	20	3.95	782.15
Low-Frequency Exception Words	20	4.75	8.55
High-Frequency Exception Words	20	4.15	1045.90
Nonwords	45	4.88	0

The first set contained low-frequency words that follow the GPC rules of written English and hereafter is referred to as the low-frequency regular stimuli. All stimuli were 3-6 letters long, with a mean length of 4.35. All 20 words had Kucera and Francis (1967) frequencies between 1-10 occurrences per million and the overall mean frequency was 3.3 per million.

The second set consisted of high-frequency words that still followed the GPC rules, hence called the high-frequency regular stimuli. These 20 stimuli ranged from 3-5 letters in length, and their mean length was 3.95. The frequency counts of all stimuli were over 200 per million, which made the average frequency 782.15 per million.

The third set was low-frequency words not conforming to the GPC rules. The length of the words in this set was 3-6 letters long, and the average length was 4.75. The average frequency was 8.55 per million calculated from the ranging frequency of all words, which was between 1 and 13 per million.

The last set contained words not conforming to the GPC rules with frequencies over 200 per million making a high mean frequency of 1045.9 per million. The length of these 20 stimuli was 3-5 letters long, and the mean length was 4.15.

All 45 nonwords were taken from the Woodcock Reading Mastery Test (WRMT), Word Attack Subtest 4, Form G (Woodcock, 1998). The items were 2-13 letters in length and went from an easy item such as ‘ap’ to a difficult item such as ‘translidsodge’. The test was developed to assess the recognition of isolated words with respect to orthographic and phonological knowledge without semantic influences. This test is suitable for participants of various ages ranging from Grade 1 to the average adult.

The naming procedure

This experimental task was conducted on a lap top personal computer using the E-prime software. The stimuli, 14-point font, were displayed one after another in the center of the monitor in black lowercase letters on a light background screen. To prevent a decline in performance from fatigue, the 125 stimulus items were separated into 3 sets: 45, 40, and 40. After each set, the participants took a break for as long as they wanted.

As order effects may yield bias, the stimuli in each set were presented randomly for each participant.

The participants were seated facing the screen at a comfortable visual distance, approximately 16 inches from the monitor. The participants were tested separately, one by one. They were instructed to pronounce each stimulus out loud as quickly as they could. The participants’ reaction times (from the onset of each stimulus until the participants respond vocally) were measured in milliseconds by the software. During the experimental session, no feedback was provided to the participants.

Data Treatment

An observed technical problem beyond the control occurred causing “defective reaction time”, i.e., a negative RT or one shorter than would be humanly possible (e.g. -3, 19, or 45 milliseconds). The defective reaction time occurred when subjects made a false start or try to pronounce or repronounce the current word after the allowed time elapsed. His/her voice overrode the following word causing a too short RT to reflect real human performance. The RT from the false start was measured and recorded as a valid RT and was eliminated.

Data Analysis

The reaction times were the key data being entered into the analyses which included two independent variables and one dependent variable. The two independent variables were the between-subjects variable of groups (i.e., L1 language group: Thai and Chinese) and the within-subjects word condition variable (i.e., low- and high-frequency regular, low- and high-frequency exception, and nonword). The dependent variable was the reaction times of the correct pronunciations across five word conditions. To compare the reaction times of the participants in both groups, a two-way ANOVA for repeated measures design was performed with Group (Thai and Chinese) and Word Conditions as independent variables and Reaction Times as the dependent variable.

Results and Discussions

Participant Demographics

Participants' demographic information obtained from the questionnaire provided two types of data, namely participant characteristics of the three groups (gender and age), and educational background of the two experimental groups. Table 4 contains a summary of participant characteristics.

Table 4: Participant Characteristics

SD	Group	N	Gender		Age		Age Range	Mean	
			Male	Percent	Female	Percent			
9.28	Thai	35	17	48.57	18	51.43	23 – 40	27.66	3.61
	Chinese	35	14	40.00	21	60.00	22 – 36	27.51	3.07
	Native Speaker	20	6	30.00	14	70.00	18 – 57	25.55	

Educational background data included the length of studying English in terms of years in the home country (EFL) and the length of living in the U.S.A. in terms of months. This data was analyzed using a t-test to examine whether the two groups possess the same amount of English exposure.

Table 5: T-test for Educational Background

	Thai (35)		Chinese (35)		t-value	p-value
	M	SD	M	SD		
EFL (year)	11.54	1.01	10.94	1.53	1.934	0.057
Stay in U.S.(month)	36.17	24.14	34.94	12.63	0.2670	0.790

The result of the t-test indicates no significant differences regarding the length of studying English in the home country and the length of studying and living in the United States between the Thai and Chinese groups.

Results of the Experimental Task

The reaction time data was subjected to the two-way ANOVA repeated measures. This and all subsequent analyses were conducted at the .05 level of significance to address the predictions.

Table 6 displays the summary of descriptive statistics for naming reaction times in milliseconds over the five word and nonword conditions.

Table 7 summarizes the results of the two-way ANOVA for the reaction times over the five word and nonword conditions. The Table presents the main effect for language group and condition factors and the interaction effects between language group and condition factors.

Table 6: Means, Standard Deviations and Marginal Means of Naming Reaction Times (RTs) of the Five Word Conditions (in Milliseconds)

Word Conditions	Thai		Chinese		Marginal Means	
	Mean	SD	Mean	SD		
Nonwords	841.53	134.66	949.64	174.69	895.58	
Lo freq excep words		770.77	132.77	870.56	151.95	820.66
Lo freq reg words		736.54	122.54		802.19	140.77
769.37						
Hi freq excep words	639.07		64.44	710.33	106.81	674.70
Hi freq reg words		624.89	72.70	680.52		99.21
652.70						
Marginal Means		722.56	802.65			

Table 7: Two-Way ANOVA Summary Table for Naming Reaction Times (RTs) of the Two ESL Groups

Source						df	MS	F-value
			p-value					
Language Group		1	561,176.62	8.74	0.004			
Error	68		64,200.44					
Condition	4		715,843.89	216.21	< 0.0005			
Language Group x Condition		4		9,004.49	2.72			0.03
Error	272		3,310.78					

From Table 7, a 2 x 5 (language group x word condition) repeated measures ANOVA was performed with the between-subject factor (language groups) and the within-subject factor (word condition). The two main effects, i.e., the language group and word condition variables were found significant ($F(1, 68) = 8.74, p < .01$, and $F(4, 68) = 216.21, p < .005$ respectively). The results suggest clearly that the native Thai participants were faster than the native Chinese participants across the five word conditions. These results are reflected by the mean RTs of the five word conditions and the marginal means of the Thai group which are smaller than those of the Chinese group. Because the main effect for word condition was significant, a Bonferroni post hoc pairwise comparisons analysis was performed to examine this significant main effect. The result reveals that the mean RT in every condition was significantly different from the mean RT of every other condition.

A significant language group x word condition interaction was also found

($F(1,272) = 2.72, p < .05$) showing an interaction between the language group and word condition. The interaction was ordinal, with the mean RTs of the Thai group being smaller than the mean RTs of the Chinese group across all stimulus conditions (see Figure 3). Because of the significant interaction, an analysis of the simple main effect of group was conducted for each of the five conditions. A one-tailed test was used because of the directional prediction that the reaction times for the Thai participants would be faster than for the Chinese participants. The Bonferroni correction was applied to compensate for the inflated Type I error rate resulting from testing five comparisons. Therefore, the alpha for each comparison was $.05$ (one-tailed)/5 or $.01$ (one-tailed). The results of this analysis reveal that the mean RTs of the native Thai group were significantly smaller than those of the native Chinese group for the high- and low-frequency exception words and for the nonwords. However, the significant difference in the mean RTs between the two groups for the high- and low-frequency regular words did not exist. This result is not a surprise because the differences in mean RTs for the high- and low-frequency regular words between the two groups, which were 55 and 65 respectively, were smaller when compared to the mean difference between other

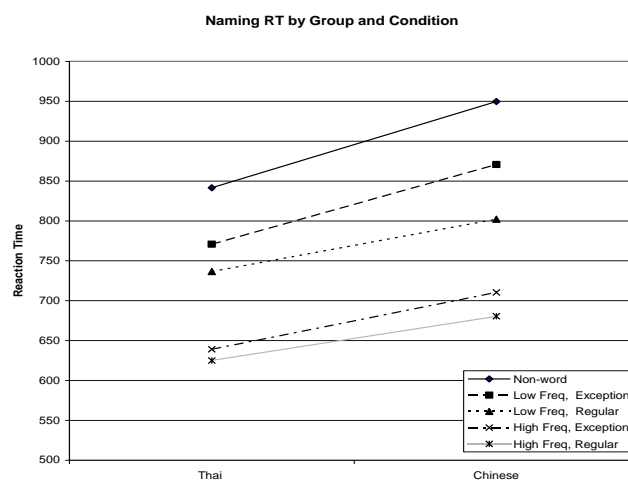


Figure 3: Naming Mean Reaction Time across the Five Word and Nonword Conditions of the Thai and Chinese ESL Groups (in Milliseconds)

Prediction Validation - Reaction Times:

Three main predictions were related to language group (L1 effects), frequency, and regularity effects (L2 effects). The results of the two-way ANOVA shown above test the first prediction regarding L1 effect.

Prediction 1: The Thai participants would be faster than their Chinese counterparts in responding to the stimuli across five conditions.

This prediction was validated by the result of the main effect for language group, which is significant as shown. The mean RTs across the five stimulus conditions of the Thai group are smaller than those of the Chinese group; thus this prediction is supported.

Prediction 2: Both the Thai and Chinese participants would be faster in responding to the high-frequency words than to the low-frequency words, and to the low-frequency words than to the nonwords.

This prediction was made in terms of words with high, low, and zero (for nonwords) frequency. The relationship between the three word-frequency levels generated three pairwise comparisons tested by the t-test. Therefore, this prediction for each group was split into three

predictions each of which involved one pairwise comparison. Because the three predictions were directional ones, the alpha for each comparison was $.05$ (one-tailed)/3 or $.0167$ (one-tailed).

Prediction 2.1 In comparing the high-frequency words to the low-frequency words and to the nonwords, the Thai participants would respond to:

2.1a the high-frequency words faster than to the low-frequency words.

2.1b the low-frequency words faster than to the nonwords.

2.1c the high-frequency words faster than to the nonwords.

The differences in the mean RTs between the high-frequency and low-frequency words (2.1a), the low-frequency words and nonwords (2.1b), and the high-frequency words and nonwords (2.1c) were significant. The mean RT of the high-frequency words was significantly smaller than that of the low-frequency words, which in turn significantly smaller than the RT of the nonwords. These results indicate that the performance speed of the Thai participants was fastest for the high-frequency and sequentially followed by low-frequency words and nonwords. Thus, the three predictions are supported.

Prediction 2.2 In comparing the high-frequency words to the low- Frequency words and to the nonwords, the Chinese participants would respond to:

2.2a the high-frequency words faster than to the low-frequency words.

2.2b the low-frequency words faster than to the nonwords.

2.2c the high-frequency words faster than to the nonwords.

The mean RT difference in each pairwise comparison was found significant. The mean RT for the high-frequency words was significantly smaller than the one for the low-frequency words which in turn smaller than that for the nonwords. The results are robust in supporting all predictions.

Prediction 3: Four predictions were proposed to examine the word regularity effects. Each prediction involved three stimulus conditions creating three pair-wise comparisons, which constructed three directional predictions.

Prediction 3.1 In comparing the high-frequency regular words to the high-frequency exception words and

to the nonwords, the Thai participants would respond to:

3.1a the high-frequency regular words faster than to the high- frequency exception words.

3.1b the high-frequency exception words faster than to the nonwords.

3.1c the high-frequency regular words faster than to the nonwords.

For prediction 3.1a, the mean RT for the high-frequency regular words (624.89) and for the high-frequency exception words (639.07) were not significantly different showing no difference in the performance speed between these two word conditions. Thus, no support is found for this prediction. However, prediction 3.1b and c are supported since the mean RTs for the high-frequency regular and exception words were significantly shorter than the mean RTs for the nonwords. The results suggest that Thai participants were faster in responding to the high-frequency regular and exception words than to the nonwords.

Prediction 3.2 In comparing the high-frequency regular words to the high-frequency exception words and

to the nonwords, the Chinese participants would respond to:

3.2a the high-frequency regular words equally as fast as to the high-frequency exception words.

3.2b the high-frequency exception words faster than to the nonwords.

3.2c the high-frequency regular words faster than to the nonwords.

Since the mean RT for the high-frequency regular words was significantly smaller than that for the high-frequency exception words (3.2a). The difference in mean RTs between these two word conditions indicates that the Chinese participants responded to the high-frequency regular words faster than to the high-frequency exception ones. Thus, prediction 3.2a is not supported. Also, there were significant differences in mean RTs for the high-frequency exception words and the nonwords (3.2b) and for the high-frequency regular words and the nonwords (3.2c). The results suggest that the mean

RTs for the high-frequency regular and exception words were significantly smaller than that for the nonwords. The results offer support for prediction 3.2b and c.

Prediction 3.3 In comparing the low-frequency regular words to the low-frequency exception words and to

the nonwords, the Thai participants would respond to:

3.3a the low-frequency regular words faster than to the low-frequency exception words.

3.3b the low-frequency exception words faster than to the nonwords.

3.3c the low-frequency regular words faster than to the nonwords.

The results reveal the significant differences in the mean RTs for the three pairwise comparisons suggesting that the Thai participants responded to the low-frequency regular words faster than to the low-frequency exception words, and to the low-frequency exception words faster than to the nonwords. These results offer a strong support for the three predictions.

Prediction 3.4 In comparing the low-frequency regular words to the low-frequency exception words and to the nonwords, the Chinese participants would respond to:

3.4 a the low-frequency regular words equally as fast as to the low-frequency exception words.

3.4 b the low-frequency exception words faster than to the nonwords.

3.4 c the low-frequency regular words faster than to the nonwords.

The differences in mean RTs in all pairwise comparisons were significant. The significant difference in mean RTs in the first pairwise comparison shows that the low-frequency regular words had a significantly smaller mean RT than the low-frequency exception words. This result does not support prediction 3.4a because it reflects the fact that the Chinese participants were faster on the low-frequency regular words than on the low-frequency exception words. Predictions 3.4b and c were supported since the significant differences in mean RTs in the second and third pairwise comparisons were found indicating that the Chinese participants were faster in responding to these two word conditions than to the nonwords.

Naming task – Descriptive Comparison of the Reaction Times between the Native Speakers and the Thai and Chinese ESL Groups

The mean reaction time values of all word and nonword conditions of the three groups are displayed in Table 8. From inspecting the mean RT within each group, a uniformity regarding the pattern of responses was found between the three groups.

Table 8: Descriptive Statistics for Naming Reaction Times for the Native Speaking and the Two ESL Groups with High- and Low-Frequency Regular and Exception Words and Nonwords

Nonwords Language Group Mean SD	High-fre. reg.		low-fre. reg.		High-fre. excep		Low-fre. excep	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Chinese 949.64 174.69	680.52	99.21	802.19	140.77	710.33	106.81	870.56	151.95
Thai 841.53 134.66	624.89	72.70	736.54	122.54	639.07	64.44	770.77	132.77
Native 718.99 116.90	565.24	77.63	585.03	81.90	553.77	63.09	615.76	90.67

The order of RTs across the stimulus conditions is the same for the three groups. The order begins with the nonwords, with the slowest mean RTs followed by low-frequency exception words, low-frequency regular words, high-frequency exception words, and high-frequency regular words, with the fastest mean RTs. Second, in terms of frequency effects, when comparing the mean of the nonwords to the mean average of the low- and high-frequency words within each group, it is clear that the mean RTs of the nonwords is greater than the mean RT of the low-frequency words, which, in turn greater than that of the high-frequency words ($949 > 836 > 695$, $841 > 753 > 631$, and $718 > 569 > 559$ for the Chinese, Thai and native speakers respectively). Thus, the conclusion is drawn that the participants in the three groups reacted more slowly to the nonwords (with zero frequency) than to low-frequency words and more slowly to the low-frequency words than to the high-frequency ones. Finally, with regard to the regularity effects, it is not a surprise that, for the three groups, the mean RTs of the regular words was smaller than that of the exception words which, in turn, smaller than the mean RTs of the nonwords. These regularity effects indicate that the performance speed of the participants in all groups was more impeded by the nonwords than by the exception words, and by the exception words than by the regular words.

When comparing the mean RTs across the three groups regarding L1 effects, the mean RTs of the native group across conditions are smaller than those of the Thai and Chinese groups. The results indicate the faster speed of the native group across stimulus conditions over the two ESL. However, the difference between the native speakers and Chinese participants is greater than between the native speakers and Thai participants. The native speakers responded 115 – 255ms faster than the Chinese participants and 59 – 155 ms faster than the Thai. As expected, for the frequency effects, the native speakers were faster than the Thai and Chinese participants, and almost two times faster than the Chinese, in responding to the stimuli in each of the frequency levels (high, low, and zero). In regard to the regularity effects, again the native speakers responded faster than the Thai and the Chinese to regular words, exception words, and nonwords. Still, they responded twice as fast as the Chinese to the exception words and nonwords.

The smallest difference between the native group and the two ESL groups occurred with the high-frequency regular words and interestingly the greatest difference occurred with the low-frequency exception words instead of the nonwords. The native speakers responded 59ms faster than the Thai participants and 115ms faster than the Chinese participants on this word type.

It is clear that both the Thai and Chinese participants spent considerably more time than the native speakers in naming the words in all conditions and nonwords. However, between the two ESL groups, the Chinese required much more time than the Thai participants in generating the pronunciations across word conditions.

General Discussions

Regarding L1 orthographic effects, the results are not a surprise and can be explained as followed: First the generation of the pronunciations of the nonwords relies solely on the phonological mechanism for assembled phonology. This processing benefits the Thai participants rather than their Chinese counterparts. Second, the low- and high-frequency regular words can be processed through either the phonological or orthographic mechanism; however, the process is faster via the phonological mechanism. This underlying processing mechanism benefits Thai participants. Third, exception words are processed faster through the orthographic mechanism which should benefit the Chinese. However, the results are contradictive and can be accounted for by frequency or visual familiarity effects. These effects imposed a greater effect on the Chinese than on the Thai participants.

For the high-frequency exception words, Thai participants were faster than the Chinese participants which can be explained by the Frequency x Regularity Interaction. That is the regularity effect occurs with low-frequency words, but not with high-frequency words (Paap & Noel, 1991; Paap, Noel, & Johansen, 1992). Therefore, the regularity effect of these words did not cause interference for the Thai participants.

These results are in agreement with findings from other naming research like those of Haynes and Carr's (1990) study which reveal that the Spanish and Arabic ESL learners (alphabetic groups), relying on the phonological mechanism, were significantly faster at naming English words than the Japanese ESL learners (logographic group), who depend on the orthographic mechanism.

Frequency effects also place impacts on word recognition speed of Thai and Chinese groups as word frequency affects both phonological and orthographic mechanisms. That is, both groups responded to words in the high-frequency condition faster than to words in the low-frequency condition and to words in the low-frequency condition faster than to the nonwords. The results indicate that both groups profited most from the repeated exposure to the high-frequency words and least from the zero exposure to the nonwords. These results are consistent with earlier research (e.g., Chikamatsu, 1996; Muljani, Koda, & Moates, 1998), which shows that regardless of L1

orthographic background, high-frequency words are processed visually and phonologically faster than low-frequency words and nonwords.

The interaction between regularity and frequency affects word recognition speed of the Thai and Chinese participants. Theoretically, the phonological mechanism used by the Thais is affected by both word regularity and frequency, whereas the orthographic mechanism, utilized by the Chinese, is affected only by word frequency. Accordingly, for Thai participants, a bi-directional effect occurs between word regularity and frequency. In other words, word regularity has an impact on the Thai participants' performance in both high- and low-frequency word conditions, and word frequency has an impact on their performance on both regular and exception words. However, for the Chinese participants, their performance is affected only by word frequency. The results for the Thai participants are in line with the theory.

Theoretically, only frequency exerts an influence on the performance of the Chinese. Therefore, it was expected that the Chinese participants would respond faster to words with higher frequency than to words with lower frequency and would respond equally fast to words with the same frequency level.

The results illustrate that the Chinese participants were significantly faster in pronouncing the regular and exception words than in the nonwords. However, the regularity effect was unexpectedly found to be significant in that the Chinese participants reacted to the high-frequency regular words faster than to the high-frequency exception words and to the low-frequency regular words faster than to the low-frequency exception words.

These results are in accord with those found by Muljani, Koda, and Moates (1998). These researchers found that the spelling pattern in the low-frequency word condition had an impact on their Chinese participants' performance. The researchers explained the results based on Seidenberg and McClelland's connectionist framework (1989). The efficiency of word recognition improves with strong connections between orthographic and phonological processors, or between orthographic and semantic processors. More pronounceable units are active units that activate strong connections between orthographic and phonological processors. Thus, it takes a shorter time for these two processors to send feedback to each other for the more pronounceable units than for the less pronounceable ones. In the present study, both high- and low-frequency regular words are active units that create strong connections, thus rendering them easier to pronounce than the high- and low-frequency exception words.

Conclusions

From the findings of the current study taken together with other cross-linguistic studies, Thai and Chinese ESL learners use different word recognition mechanisms due to the specific characteristics of their L1 orthography: specifically the shallow alphabetic orthography of the Thai and the deep logographic orthography of the Chinese. Such mechanisms are transferred into L2 English word recognition.

Because of the different characteristics and natures of the two mechanisms, Thai and Chinese ESL learners have difficulties in processing certain types of words. While Thai learners have difficulties in processing exception words, unfamiliar words, regardless of irregular spellings, become a burden for the Chinese learners. These difficulties, to a certain extent, retard word the recognition processes of both groups, thus impeding the success of their reading in English.

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Biography

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Family Empowerment: Changing opportunities in education and employment for women in South Asia

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ABSTRACT

The family remains one of the most central institutions in South Asia. As societies in Afghanistan, Bangladesh, India, and Pakistan experience dramatic and rapid changes, it is within the family that women and men negotiate how to adapt to and manage these changes. In particular, as governments and civil society organisations in all countries have worked to promote women's education and employment, families have both benefitted from these changes as well as faced challenges. A three-year study was conducted in the above countries from 2013-2016. Utilising interview data from over 111 families and survey data from over 3000 individual men and women, the study documented how these opportunities and changes are perceived by families and how women and men negotiate these changes and experiences in the context of the family.

The study sheds insight on how structural and macro-level changes translate into changes in attitudes, behaviours and relationships and micro-level dynamics. Overall findings show that there is a shift in perception among women and also men, towards education and employment of women. There was also greater awareness on injustice and inequality for women. The reasons for promoting women's education and employment, remain intriguing. The most positive finding of the study is that even though change is slow, it is, gradually, taking place.

One of the common findings from all four countries was that cultural pathology, i.e. restrictive norms about family honour and shame; gender role expectations; and controlling the freedom of women, particularly their freedom of movement, education and employment: and unsupportive social, economic, and politics structures (lack of resources; poverty; early marriage; poor work force participation; violence faced by women etc) continue to impede women's chances and opportunities for change. The study also looked at how women, especially, manoeuvre these impediments to negotiate change. The study contributes to the theoretical understanding of the sociology and psychology of change, gender and family, as well as to the improvement of the way policies and programmes on gender are developed and implemented.

The values of education as presented in Hindu Fables.

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The Literature of Hindu is one of the popular world literatures. Most of the books which are related to the Hindu literature have been written in Sanskrit language. Every work in Hindu literature is very useful towards various aspects of development of the human society. Specially the fables, which are found in Hindu literature, are both very attractive and interesting. There are two books, that are considered as chief texts representing the Hindu fables of Indian literature, namely, the *pañcatantra* or the five books of fables which was written by *viçëuçarman* and The *hitopadeça* or the book of good counsel which was composed by *nārāyanaçarman*. The every profile of Human life, especially in the education field, has been elucidated in this type of literature.

The origin of the term, education is supposed to have been derived from the Latin word **EDUCERE** which means to lead out. However the definitions of education which have been given by various educational philosophers are different from one another. Whatever it is, after studying them all, the inference which can be derived is that the education is the development of the total personality of a person. The person is a mysterious one with inconceivable potentialities. He is inherited with much latent talents. When considering the meaning of the Latin word **EDUCERE** it is clear that education must be provided to lead out those talents latent in a person. Therefore there should be non – interfering freedom in the process of education for the person. Suffice it be said that the education and the learning are not the same. They are different from each other. i.e. education is indeed a subtle and deep phenomenon, in which the total personality is developed through skills, attitudes and abilities. Learning is a process of acquiring knowledge. That way it is clear that the education is not confined only to the school. It takes place in the whole life of a person. According to the Hindu Law books, the knowledge of a person is completed in four stages. They are, 25% of knowledge is gained from the teachers, another 25% is acquired by oneself, another 25% of knowledge is obtained through community life and the rest 25% of knowledge is experienced through the passage of time.

The wholesomeness of the conduct in the human society is determined by the person, who has built up a good personality. It has been clearly mentioned in the literature of Hindu that the education which provides to develop the personality of a person of dignity is very essential. The great importance of education has been mentioned in the fables which are found in the Hindu literature. A statement which is very interesting has been made in the forward of Hitopadesha which was composed by Narayana Sharman who lived in the 3rd Century BC.

It says, Aneks<zyaeCDeid prae]awRSy dzRk<,
svRSy laecn< zaô< ySynaSTyNx @v s>.
anekasaàçayocchedi parokñārthasya darçakaà|
sarvasya locanaà çāstraà yasyanāstyandha eva saù||

Various doubts are removed and clarified and also the meanings which are concealed from the senses are revealed by education. So then (even if he has eyes) yet, he who has not gained an education is surely considered to be blind. Moreover in this stanza,

svRÔVye;u iv*Ev ÔVyma÷rnuĂm<,
AhayRTvadrn"RTvad]yTva½ svRda.
sarvadravyeñu vidyaiva dravyamāhuranuttamaà|
ahāryatvādanarghatvādakñāyatvācca sarvadā||

It is said that the education is the most valuable accomplishment among others which are acquired by a person in this temporal world, for the simple reason that it is not possible for it to be stolen and taken away by anyone. Further it has an inestimable and inexhaustible nature all along. It is significant to say that human beings are the only living creatures in this universe who can develop their intelligence to the highest level of thinking. The thought cannot be developed without being educated. Education appears to have been made compulsory for all human beings according to Hindu literature. The parents who do not get their children educated have been severely blamed. One of the stanzas may be cited as an example,

mata zt&> iptā vErI yen balae n paiQt<>,
n zaeÉte sÉam*e h<sm*e bkae ywa.
mätä çatâù pitā vairé yena bâlo na päöhitaù|
na çobhate sabhämadye haàsamadye bako yathä||

If the child has not been educated his or her parents become his or her enemies. He who is not educated does not shine in an assembly just as a crane is not conspicuous among a multitude of swans. In this respect it can be understood that the fables of Hindu literature have emphasized thoroughly the values of education. Such a research on education which was discussed above will be worthy to encourage the society towards education.

Key words: Education, Hindu, Literature, Fables

Effect Of Cognitive And Motor Plasticity Training On Aging Between Non-Fallers And Fallers

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Abstract

Cognitive decline which raises chance of fall risk is commonly a consequence of aging. Combined training of cognitive and motor plasticity practice was used with 28 participants who joined the study activity at Watsanawet social welfare development center for older persons, Thailand. They were of aged 62 – 85 years and were identified into 2 categories as non-fallers (n = 14) and fallers (n = 14). Stroop and 3 balls juggling were used as a combination of cognitive and motor plasticity practice which was conducted with the participants who received such trainings for 8 weeks. Tests were examined at pretest, mid-test and posttest. Physical characteristics of participants were significant differences between groups at pretest, in visual acuity test on left side, finger-nose test in number of error on right side, weight, body mass index (BMI) and finger-nose test in total time on right side ($P = 0.006$, $P = 0.008$, $P = 0.014$, $P = 0.019$, $P = 0.039$), respectively. At mid-test, in finger-nose test in total time on right side, visual acuity test on left side, finger-nose test in total time on left side, weight, BMI and 6-minute walk test (6MWT) in rest heart rate ($P = 0.002$, $P = 0.008$, $P = 0.010$, $P = 0.012$, $P = 0.022$, $P = 0.050$), respectively. At posttest, in visual acuity test on left side, weight, BMI, finger-nose test in total time on left side and right side, and 6MWT in rest heart rate ($P = 0.005$, $P = 0.006$, $P = 0.010$, $P = 0.030$, $P = 0.037$, $P = 0.045$), respectively. The present study demonstrated that weight and BMI, the visual acuity test, and finger-nose test could reveal mediators for assessing falls in older people.

Keywords: Cognitive plasticity, Motor plasticity, Combined training, Aging, Falls

Introduction

Falls are the most common problem which can lead to serious health threats in older people (Dionyssiotis, 2012). More than one-third of older persons of aged 65 years or older sustain at least one fall each year (Swanenburg, de Bruin, Uebelhart, & Mulder, 2010). The main public health issue of the elderly population is in the area of injuries caused by falls since they significantly result in decease and handicap (Peel, McClure, & Hendrikz, 2007). Several fall-related factors that are potential risk factors with ability to distinguish between non-fallers and fallers have been frequently mentioned such as poor vision (Kulmala et al., 2009; Lord, 2006), the lower physical exercise capacity (Atkinson et al., 2007; Baldasseroni et al., 2010; Camarri, Eastwood, Cecins, Thompson, & Jenkins, 2006), and loss of eye-hand coordination with the use of proprioception (Suetterlin & Sayer, 2014). Previous studies showed that cognitive decline and motor skill deficits were linked to falls in older people which were evidently amendable by training (Boyke, Driemeyer, Gaser, Buchel, & May, 2008; Voelcker-Rehage, 2008). However, no past studies have ever been conducted with Stroop and 3 balls juggling as a combined training for older Thai people. The present study is aimed to investigate this critical knowledge gap by experimenting the effect of cognitive and motor plasticity training in older physical appearances between non-fallers and fallers. Enhancing

understanding of fall factors in older people could allow contribution to promote strategies in fall prevention and to raise older people's living quality.

Materials and methods

The study was conducted at Watsanawet social welfare development center for older persons, Phra Nakhon Si Ayutthaya province, Thailand with 28 participants. Two groups were defined as non-fallers (no fall) and fallers (one or more falls within the previous 12 months). Participants aged 60 years or older never had earlier experience or training of juggling (Voelcker-Rehage & Willimczik, 2006). Participants were excluded if they had a history of severe psychological, psychiatric problems or neurological disorders (Swanenburg et al., 2010) and any motor cognitive restriction (Voelcker-Rehage & Willimczik, 2006) or unable to understand the purpose of the present study. Once recruited, participants were given their written informed consent to participate in the present study which approved by the local ethical committee, Faculty of Medicine, Thammasat University (MTU-EC-DS-6-069/59). Measurement at pretest, mid-test and posttest of the present study was consisted in height and weight, visual acuity test (Kulmala et al., 2009), 6MWT (Camarri et al., 2006), and finger-nose test (Suetterlin & Sayer, 2014). Cognitive plasticity training was trained by Stroop (Chen, Peronto, & Edwards, 2012; Pijnappels, Delbaere, Sturnieks, & Lord, 2010) application in Thai which had 8 levels (congruent and incongruent color-word tests). For each task, participants were asked to respond as quickly and as accurately as possible by touching one of red, yellow, green or blue color buttons on a tablet screen. Participants were systematically trained 5 days a week for 10 times each day. For motor plasticity training, participants were asked to learn juggling with 3 balls with standard tennis balls. The program comprised a total of 8 sessions. Participants systematically learned and practiced with the course of instruction from one ball and continuously the training increased difficulty with up to 3 balls (Voelcker-Rehage & Willimczik, 2006). The practice occurred 5 days a week and lasted 30 minutes each day. Statistical analysis of differences between non-fallers and fallers in the continuous variables was analyzed with the Independent (unpaired) *t*-test which presented as mean at the 5% significance level (two-sided) to detect the effect of differences.

Results

At pretest, participant characteristics were significant differences between groups in visual acuity test on left side, finger-nose test at number of error on right side, weight, BMI, and finger-nose test in total time on right side ($P = 0.006$, $P = 0.008$, $P = 0.014$, $P = 0.019$, $P = 0.039$), respectively (Figure 1 - 3). In contrast, no significant differences were found between groups in visual acuity test on right side, 6MWT in rest heart rate, finger-nose test in number of error and total time on left side.

At mid-test, participant characteristics were significant differences between groups in finger-nose test in total time on right side, visual acuity test on left side, finger-nose test in total time on left side, weight, BMI, and 6MWT in rest heart rate ($P = 0.002$, $P = 0.008$, $P = 0.010$, $P = 0.012$, $P = 0.022$, $P = 0.050$), respectively (Figure 4 - 7). In contrast, no significant differences were found between groups in visual acuity test on right side, finger-nose test in number of error on right and left side.

At posttest, participant characteristics were significant differences between groups in visual acuity test on left side, weight, BMI, finger-nose test in total time on left side, and right side, and 6MWT in rest heart rate ($P = 0.005$, $P = 0.006$, $P = 0.010$, $P = 0.030$, $P = 0.037$, $P = 0.045$), respectively (Figure 8 - 11). In contrast, no significant differences were found

between groups in visual acuity test on right side, finger-nose test in number of error right and left side.

Figure 1. Different of weight and BMI between non-fallers and fallers at pretest

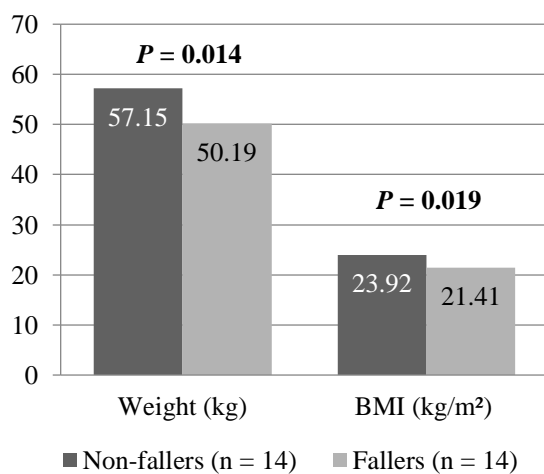


Figure 2. Different of visual acuity test between non-fallers and fallers at pretest

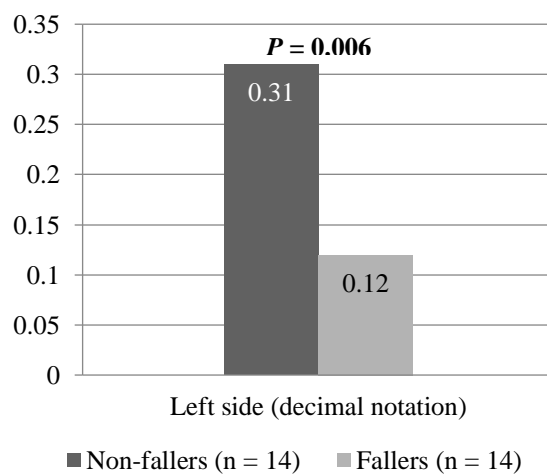


Figure 3. Different of finger-nose test on right side between non-fallers and fallers at pretest

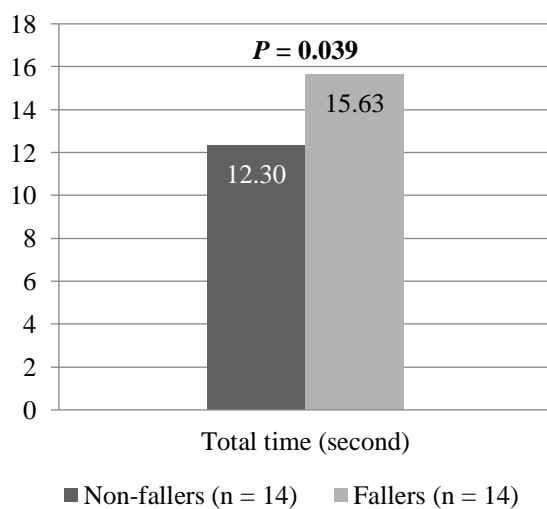
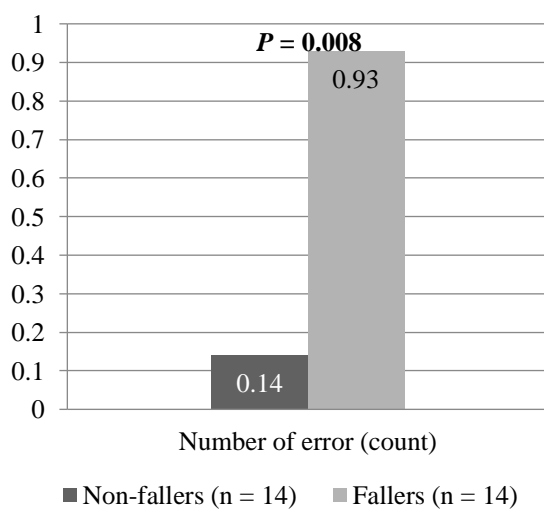


Figure 4. Different of weight and BMI between non-fallers and fallers at mid-test

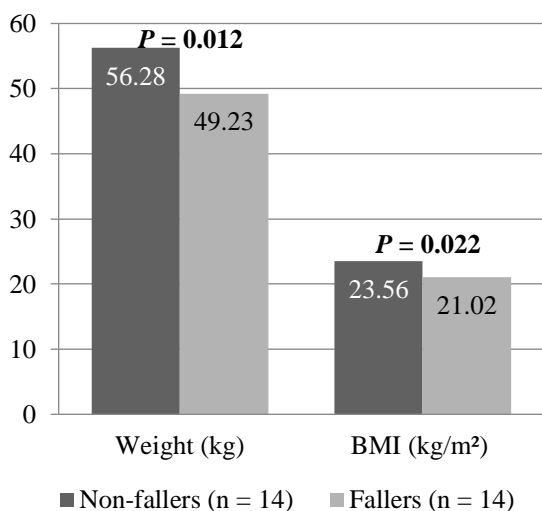


Figure 5. Different of 6MWT between non-fallers and fallers at mid-test

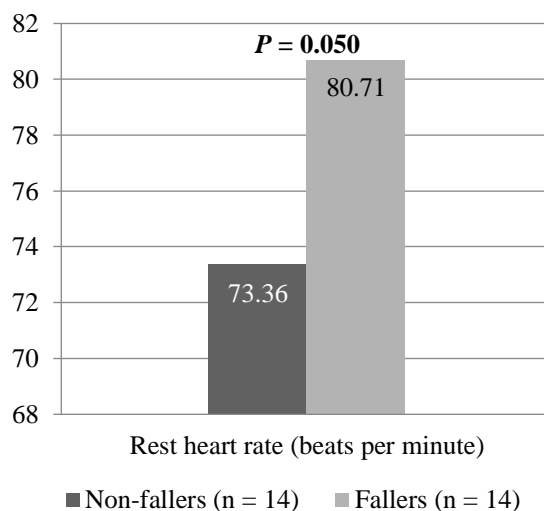


Figure 6. Different of visual acuity between non-fallers and fallers at mid-test

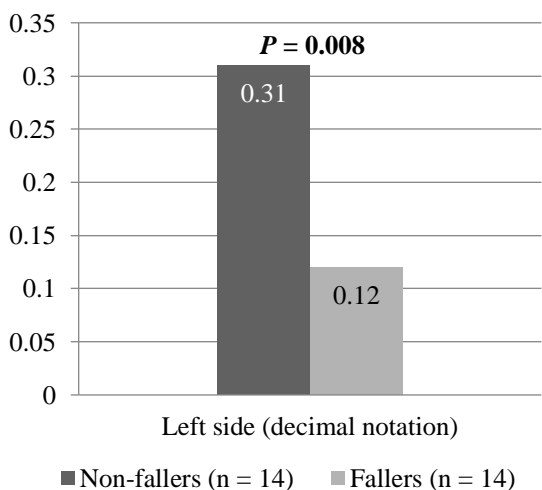


Figure 7. Different of finger-nose test in total time between non-fallers and fallers at mid-test

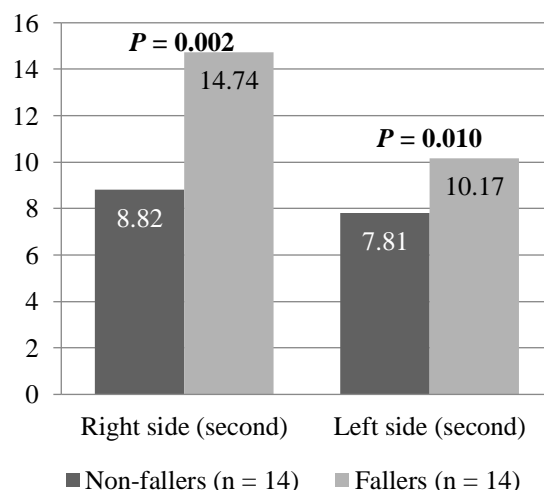


Figure 8. Different of weight and BMI between non-fallers and fallers at posttest

Figure 9. Different of 6MWT between non-fallers and fallers at posttest

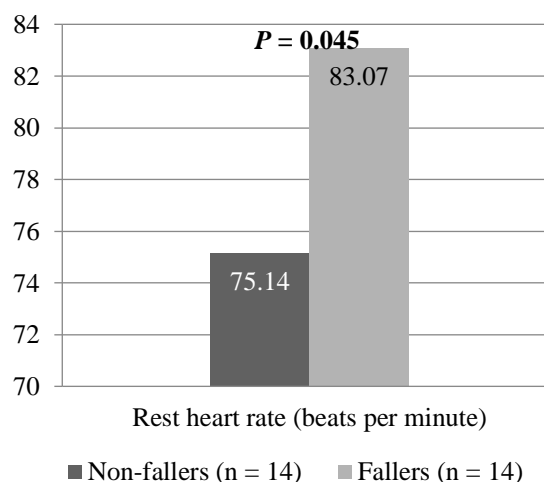
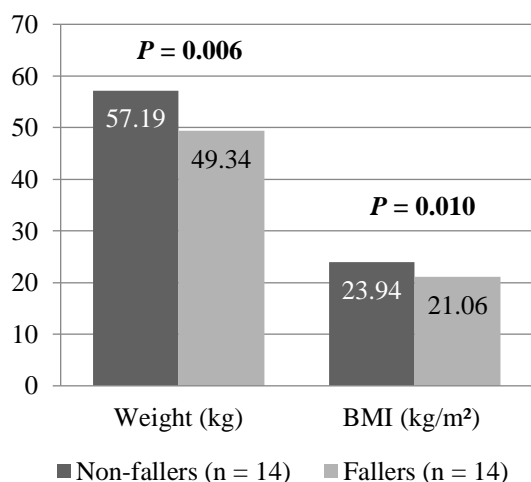


Figure 10. Different of visual acuity test between non-fallers and fallers at posttest

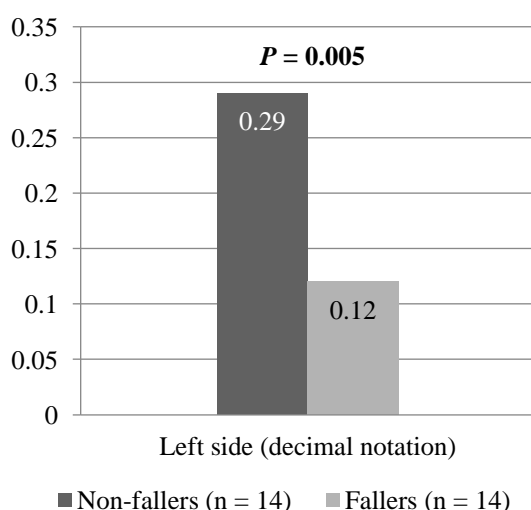
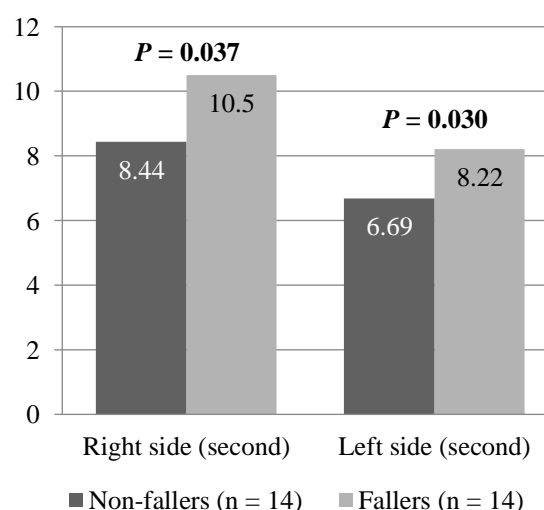


Figure 11. Different of finger-nose test in total time between non-fallers and fallers at posttest



Discussion

It was found in the present study that weight and BMI (Figure 1, 4, 8), visual acuity test on left side (Figure 2, 6, 10), and total time on right side of finger-nose test (Figure 3, 7, 11)

differentiated non-fallers from fallers. It was suggested that weight and BMI (Jansen, Kenny, de Rooij, & van der Velde, 2015), visual acuity test (Kulmala et al., 2009; Lord, 2006), and finger-nose test (Suetterlin & Sayer, 2014) could reveal mediators for assessment of falls in older people. Likewise, heart rate at rest of 6MWT (Figure 5, 9) and total time on left side of finger-nose test (Figure 7, 11) from mid-test to posttest differentiated non-fallers from fallers in the present study. Interestingly, after 4 weeks of training, heart rate at rest and finger-nose test parameters were likely to identify fallers from non-fallers. Previous study indicated that heart rate in healthy elderly people presented no significant differences between orthostatic hypotension and non-orthostatic hypotension (Atli & Keven, 2006) which is as well related to the result at baseline in the present study of pretest. However, previous studies with not only participants in Chandigarh, India (Tripathy, Jagnoor, Patro, Dhillon, & Kumar, 2015) but also in Khon Kean, Thailand (Kuhirunyaratn, Prasomrak, & Jindawong, 2013) indicated that BMI was not found to have significant differences between non-fallers and fallers as well as proprioception (degree) test (Schoene, Smith, Davies, Delbaere, & Lord, 2014). Further, it could be beneficial to find out that the impact of Stroop and ball juggling used as a combined training could potentially alleviate plasticity in the age-related impairment such as dementia and mild cognitive impairment in older Thai people.

Conclusions

The present study indicated that the effect of physical tests of participants during the combined training of cognitive and motor plasticity could differentiate non-fallers to fallers with weight and BMI, the visual acuity test, and total time of finger-nose test. This can reveal mediators for assessment of falls which happen with older people in Thai society.

Conflicts of interest

None declared.

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Using Han Educational Leadership (HEL) as a Supporting Mode for Chinese Educational Leaders to Empower Primary Students with Multiple Learning Needs in International Chinese Education Schools Take Hong Kong and New York as the Targeted Example

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Abstract

This study proposes a literature review, qualitative analysis, quantitative analysis and meta analysis of using Han Educational Leadership (HEL), created by the author, as a supporting mode to train students with multiple learning needs in international education schools of Hong Kong and western countries in which English is the first language. Many researches have proved the montessori teaching mode and switzerland teaching method are successful in international education but few studies have found the international teaching effectiveness of HEL for students in the world. One-year experimental study has been conducted at the period between literature review and meta analysis as a pilot study to prove HEL is one effective Chinese international leadership mode and teaching method for Chinese students under Chinese five thousand years culture background in five international schools including American international school, British international school, Montessori international school, Canada international school, ISF international school, and one local government primary school. The control group and experimental group are conducted in the same one school at the same time. Five days one week for the HEL intervention operation. Hue (2005a, 2005b) has indicated Han educational concepts can be regarded as a classroom behavior management reference. Austin (2005) used the personality Mini-makers as indicts of the Big Five model of openness, conscientiousness, extraversion, agreeableness and neuroticism to prove independent personality covering high self-efficacy, loving heart, self-esteem, problem-solving ability and critical thinking is different in individuals. Saucier (1994) constructed 40-item of trait-descriptive adjectives to show the importance of independent personality. Vygotsky (1949) refers to IQ and AQ can be changed and developed by learning behavior and cognition mediation. Hue (2001) revealed culture influences classroom discipline and the interaction between teachers and students. HEL as a new way to witness the cultivation of independent personality for the international school students in mainland China under Chinese traditional Chinese culture and advanced western teaching methods contexts. The effectiveness results of the research data will help whole 59 international baccalaureate schools' educational leadership development in a long term. Chinese students will be benefit from a suitable classroom behavior and learning management system by HEL under the virtue traditional Chinese background in Hong Kong and English as the first language speaking countries.

Key words: Han educational leadership, literature review, meta analysis, experimental intervention

No Title-Abstract

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Abstract

In today's world, there has been a growth of new media development. We have the ability to view on television what we want, when we want and at what pace we want. Such flexibility leads to the behaviour of binge-watching, an action of viewing two or more episodes of a show back-to-back. The paper studies the relationship between the action of binge-watching which leads up to television addiction and hopes to correlate it with individual psychological well-being, taking the factor of happiness. Previous studies state that individuals who have shown a high level of television addiction are found to be less happy and satisfied than those with low levels. There have also been researches noting the shift in how previous behaviour stated bingeing as a negative aspect while nowadays it is becoming even more of the norm. A sample of 134 individuals was collected upon which the Oxford Happiness Questionnaire was used along with Horvath's Television Addiction Scale. There was a large majority of 83% who admitted to watching back-to-back episodes. A correlational study was conducted where $r = -0.58$ concluded that the hypothesis was true. The respondents had shown an inverse relationship where if television addiction was high, happiness would be low and vice versa. This helps to understand current social systems of media and the change in trends of youth.

Keywords: *Binge-watching, happiness, television, addiction, new media, psychological well-being.*

Implementation of Sustainability Principles of Water conservation in Mosques and Musollahs in Malaysia

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Abstract

This article discusses the conservation of water resources of mosques and “musolla” (surau) in three states of Peninsular Malaysia namely Perlis, Kedah and Johor. The objective is to evaluate the application of principles of sustainability by forty five (45) mosques particularly on water conservation. The study was carried out during May and June 2016, to identify water conservation practices in the selected mosques and musollahs’ compounds using observation techniques. A number of interesting practices leading to water conservation were recorded. Apparently, water conservation practices in the three states tend to vary. The observed practices include; 1) Johor Bahru: using stickers as reminders to users for water conservation, and the use of rain water harvesting systems in many of the studied mosques and musollah, 2) Kedah: the use of Pond (kolah) for ablution, and 3) Perlis: the practice of water conservation is less apparent. The results indicate that there is an urgency to increase awareness among the mosques’ and musollahs’ management teams on the implementation of sustainable principles. This can be carried out by disseminating information to all mosques and musollahs, and by organizing promotional programs on the importance of sustainable principles. Collaborative efforts among the related agencies should also be encouraged to improve the implementation of sustainable principles in mosques and musollahs.

Keywords: Water Conservation, Mosque, Sustainable principle, Practices.

The effect of a smoke-free campus policy on receptivity of campus and government smoker free policy among college students

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Abstract

This study was performed to evaluate the effect of a smoke-free campus policy on college students' receptivity of campus and governmental smoke free policy. The current study utilized pre and post cross-sectional survey in length of nine months. Data were collected from similar major freshmen at two pre matched universities, one representing smoke-free campus in Seoul city and one representing non smoke-free campus in Busan city, Korea. Baseline data were collected in March 2016 and follow-up data were collected in December 2016. No differences were found between initial and follow-up data on receptivity of smoke-free campus policy in both university students revealing that the smoke-free campus policy does not influence in changing student's attitude towards unfavorable direction. Receptivity on governmental smoke free policy demonstrated significant changes among participants in non smoke-free campus. Their receptivity level changed significantly toward unfavorable direction. The implementation of a smoke-free campus policy can give positive impact on students' receptivity of campus as well as governmental smoke free policy.

Keywords : College Students, Smoke Free Campus, Tobacco

Policy and program evaluation as a tool for effective education policy development in Kazakhstan. Assessing the secondary education reform: case of transitioning to the 12-year model of schooling

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Abstract

This paper is analyzing the role of policy and program evaluation for effective decision-making in education policy of Kazakhstan. Kazakhstan is a young Central Asian state which emerged after the collapse of the Soviet Union, and which declared its independence in 1991. As a post-Soviet country, Kazakhstan is facing certain challenges in education policy development, which are partly caused by the attributes inherited from the Soviet period. However, in modern scenario, Kazakhstani education needs to develop a new agenda which would meet current requirements: demand for more accountability from the government by stakeholders, need for consistency of the initiated education reforms, need to consider the interests of all the stakeholders, etc. The analysis of the role of policy and program evaluation is also increasingly important given the fact that Kazakhstan is aiming to join OECD. While policy evaluation as a public management tool has been applied in OECD countries for many decades by now, Kazakhstan is only beginning to use it. How can policy and program evaluation help to solve these new challenges that Kazakhstani education system is currently experiencing? What is the role of policy and program evaluation in effective evidence-based education policy development in Kazakhstan? As a powerful public management tool, how can program\reform evaluation contribute to effective decision-making in education? This research is answering these questions based on the case of one particular education reform - transitioning to the 12-year model of schooling. The experiment on this transition started in Kazakhstan in 2003, and since this reform has gone the full circle and has already been completed, it is possible today to analyze it from the point of view of policy\program evaluation. This paper is focusing on such aspects as planning, design, content, and implementation of this particular reform.

Key words: education, policy and program evaluation, education policy, stakeholders, assessment, education development