PROCEEDINGS

THE 6th INTERNATIONAL CONFERENCE ON LANGUAGE, EDUCATION, HUMANITIES AND INNOVATION (ICLEHI)

2017

ROYAL PLAZA ON SCOTTS, SINGAPORE
22nd– 23rd April, 2017

Co-sponsors:

Proceeding of the 6th International Conference on Language, Education, Humanities and Innovation(ICLEHI) 2017

Editors: Lokman Abd Wahid
Fazidah Fariyah Md Ali
Salahuddin Ismail
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ICSAI Secretariat
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ISBN 978-967-14467-7-5

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Exploring the Impact of Let's Talk and Let's Go Global Programme on University's Students' Learning Interest

Noraien Mansor
Universiti Malaysia Terengganu
aien@umt.edu.my

ABSTRACT

The Ministry of Education in Malaysia has put forth a lot of emphasis on the English language syllabus to produce valuable students who can communicate effectively in English, locally and globally. English Language Teaching in Malaysian schools is responsible to focus on oral activities that would help students relate the language to the environment and enable them to communicate effectively in the language. The Malaysian government's aspiration is to increase the use of communicative approach as well as technology integration in the educational system to enable students to face global challenges. As technology increasingly takes centre-stage of our lives, there are compelling reasons for incorporating ICT into the language classroom to ensure that our students will be able to function in the societies of the 21st century. This study explores the impact of LET'S TALK AND LET'S GO GLOBAL programme on university's students' learning interest with the main aim to enhance students' communication skills and critical thinking skills. The primary focus of this study centres on how participants perceive the programme in a collaborative learning environment which covers a range of activities that is related to communication skills. The findings revealed that the programme impacted positively on the students' learning interest thus it promotes effective ways in enhancing the students' English language communication skills. Therefore, it is hoped that the findings will contribute to the development of students' communication skills as it is important for the language learning foundation to emerge successfully which can further develop other aspects of language skills. The study offers positive views for further study to be explored in order to attain a better understanding of what learners need to trigger their interest in language learning.

Keywords: Communication skills, communicative approach, collaborative, language learning, ICT

Introduction

Education in Malaysia emphasise on the English language syllabus to produce valuable students who can communicate effectively in English, locally and globally. English Language Teaching in Malaysian schools is responsible to focus on oral activities that would help students relate the language to the environment and enable them to communicate effectively in the language. The Malaysian government's aspiration is to increase the use of communicative approach as well as technology integration in the educational system to enable students to face global challenges. At the universities, communication skills are components of generic skills that have been the main focus to prepare the students for their future working environment. Therefore, universities are responsible to equip their students with the ability to communicate clearly and effectively.

In terms of implementation, the classroom situation is far from what is envisioned by the Ministry. Pandian (2002) revealed that classroom teaching often relies on the chalk-and-talk drill method, with focus on reading comprehension, writing, grammar and vocabulary skills, which are the skills tested in the national school examination, thus largely neglecting listening and speaking skills which are not covered by the examination. The neglect of oral communication practice in the classroom will obstruct such an important language learning foundation to occur.

Activities for development of oral skills are still lacking in a normal classroom teaching in Malaysia as listening and speaking skills have been much neglected in the classroom. Thus, students in schools generally find it difficult to maintain their interest in English language learning as English is not seen as important for their immediate needs other than to pass their examination. Additionally, teachers also are unable to sustain students' genuine interest in continuing to learn English and to use the language once the examination is over (Hussein, 2002).

Lack of communicative English language programmes has triggers Noraien Mansor from Universiti Malaysia Terengganu to conduct a unique and interesting programme branded as LET'S TALK AND LET'S GO GLOBAL. It is a programme developed to enhance students' communication skills and also help students to think on a higher level. The main aim of this programme is to enhance students' communication skills as it is well known among Malaysian students that they are unable to communicate well compared to their performance on paper. Additionally, speaking is perceived as the weakest skill of the English learners in Malaysia and the most difficult task among students as it requires a good mastery of grammar, a wide range of vocabulary and the correct pronunciation of words. Further, it was also found that many English textbooks are dry, with a lot of grammar exercises and reading passages which do not relate to the learners' lives and interests. As a result, learners find English classrooms highly impractical and boring. Yet, they tend to like to watch movies, singing English songs and have more real life situations activities in English class (Andrew Yau Hau Tse, 2012).

Why are our students weak in English language specifically in communication skills? Are our students not interested in learning English language and embarrassed to use the language? This problem persists when the medium of communication among students continue to be their mother tongue and not English. The fact that their environment did not promote the use of English fueled their hesitation to use the language (Jailani & Noraien, 2013). Therefore, the implementation of **LET'S TALK AND LET'S GO GLOBAL** is parallel with the aims listed by the Malaysian Ministry of Education to produce valuable students who can communicate effectively in English, locally and globally.

LET'S TALK AND LET'S GO GLOBAL programme covers a range of activities that is related to communication skills such as impromptu speech, oral presentation, role play, video screening and pre-test as well as post-test to seek for their level of performance. The themes for activities focus on inculcating moral values, unity, patriotism, culture, entertainment, social media, career and current issues. The learning activities mainly emphasize on communication skills and critical thinking skills besides listening reading and writing skills. Exercises and oral presentations in class sessions as well as online activities are prepared to give learners the exposure to interact and communicate among themselves. The activities are conducted via various learning mediums namely **LET'S TALK AND LET'S GO GLOBAL** learning portal, **LET'S TALK** segment with TerengganuFM, Facebook interaction and Classroom presentations.

Additionally, this programme has adopted Communicative Language Teaching (CLT) method as its foundation. Ahmed and Rao (2013), reiterated that CLT approach is now being applied in many non-native countries where English has a foreign language (FL) orientation. Therefore, the main objective of this programme is to enhance English language communication skills of the students and to explore their learning interest.

Literature Review

Interests and goals have been identified as two important motivational constructs that influence students' engagement and achievement in learning (Chen, 2001; Chen & Ennis, 2004; Chen & Shen, 2004). Interest has been found to play a key role in influencing student learning behaviour and intention to participate in the future (Chen, & Bruene, 2005). Additionally, Hidi and Renninger (2006) assert that "The level of a person's interest has repeatedly been found to be a powerful influence on learning". Nevertheless, teachers still do not have a clear understanding of their potential role in helping the students to develop their learning interest.

On the other hand, communication can be defined as a process of exchanging information, exchanging of ideas, opinions and information with a specific objective. Communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions (Seiler & Beall, 2005). Previous research on communication skills among university students have been reported by Ihmeideh, Ahmad & Dababneh (2010) and Cleland, Foster & Moffat (2005). They found that a positive communication environment provides opportunities to students to learn how to communicate, and thus, have better communication skills. Therefore, university students need to be given opportunities to communicate in order to be better prepared for the job market after their studies. Students need to put in effort to develop their communication skills to be able to succeed in their chosen profession (Ihmeideh, et al., 2010).

Rodiah Idris (2010) conducted a research and proposes that communication as a non-verbal skill, giving feedback, presenting ideas verbally and in written form, doing presentations and negotiating to achieve a goal and getting support/agreement. Further, Penbek, Yurdakul, & Cerit, (2009) emphasised that university students need to master communication skills in different cultural contexts. Thus, Harlak et al. (2008) proposes that university students be exposed to activities that can develop their communication skills starting from their first year at university. Zanaton et al. (2011) reiterated that universities must provide many more activities to develop the students' communication skills in order to meet the challenges of the globalized world. Therefore, the aim of this study is to explore the impact of a unique programme entitled LET'S TALK AND LET'S GO GLOBAL on university students' learning interest specifically focusing on their communication skills.

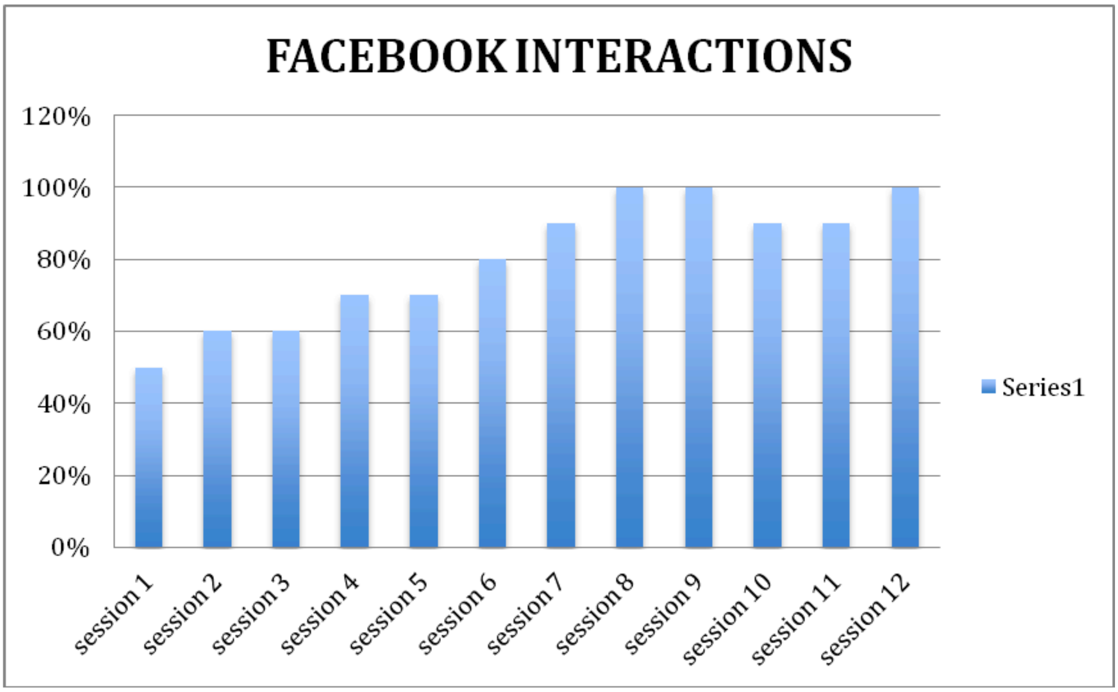
Methodology

This study involved 20 students with one instructor from University Malaysia Terengganu. The programme adopted multipronged approach via several platforms as mode of learning namely classroom lessons, Facebook interaction, online learning portal and English language slot on local radio station. For lessons, a module was created with different themes for every meeting for 12 meetings. An official Facebook group was created for them to interact with each other to complete their task. The other way to engage students in learning was through online learning portal. An interactive website was published at www.letstalkletsgoglobal.umt.edu.my and only participants involved were allowed to access it as they have been provided with password. The data on students' participation and performance were collected through all the mediums namely Facebook, Language Learning Portal and phone calls via Radio Station as well as pre-test and post-test performance.

Findings and Discussion

This study revealed positive impacts on the analysis done through the four mediums involved namely Facebook, learning portal, radio station as well as pre-test and post-test. In addition the students oral presentation marked a positive increase as they gained the confidence to speak. Most of them admitted that their confidence level to communicate in English was taken to a higher level since they joined the programme. The instructors also observed some students who were very quiet and kept to themselves at the beginning but gradually they started to speak up and participated actively in class activities. This shows a positive impact on their learning interest.

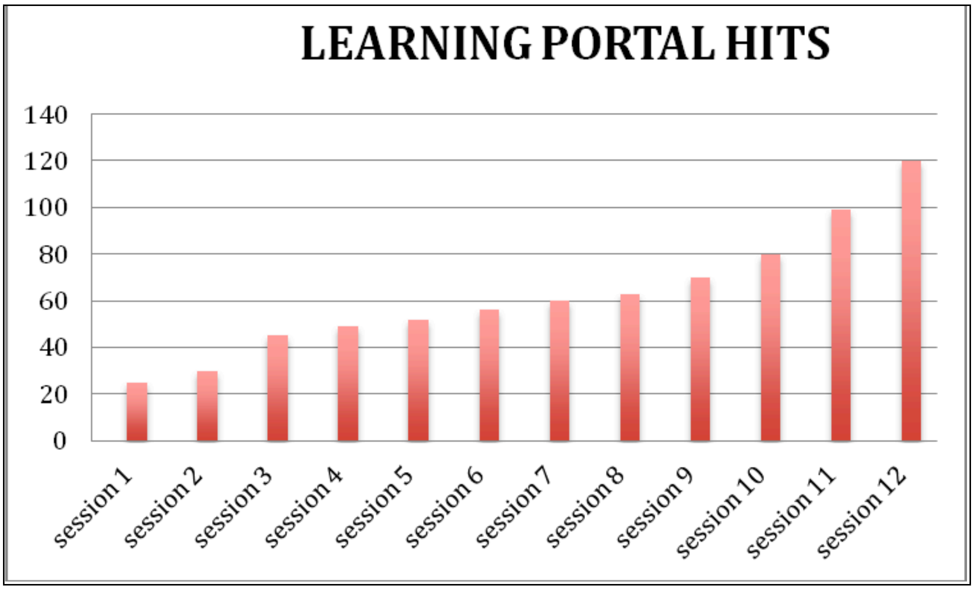
Facebook Interactions



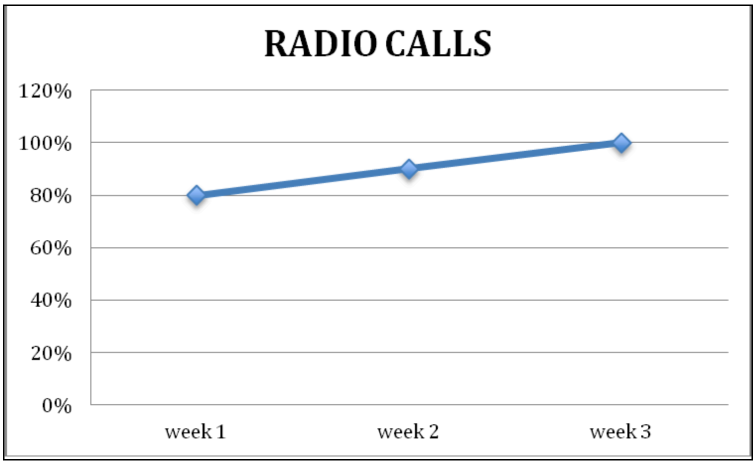
The data gathered from the students' interactions demonstrate active participation involving all of the students involved. The graph above shows the frequency of the posts and comments retrieved from the group facebook within the duration of 12 sessions in 6 weeks. The percentage of postings increased throughout the learning sessions amounting to 100% involvement. The students were very active communicating with each other on the task given right after having learning sessions. The interaction specifically focused on the task they had carried out in class and also for the upcoming assignments. The interaction and discussion prove that the students put great emphasis in completing the assigned tasks. Also, a noticeable aspect of collaborative learning was seen to take place when the students shared their insights on the matters pertaining to the assignments given. From the interviews done the students claimed that the medium has motivated and fueled their learning interest to participate as well as boosted their confidence to use English language. Through their participation and interactions, they are able to improve their vocabulary, construct simple sentences, use appropriate social expressions and dare to voice out their comments or responses based on the posts given by their friends. This is parallel with the findings by Hayashi (2011) who concluded in her study that Facebook in classroom encouraged the introverted students to become more motivated and speak to other classmates and students too began to express their opinion and extended reasoning in face-to-face interaction and written tasks.

Language Learning Portal

The positive impact is also seen from the participants' hits on using the learning portal. The total number of visits reached 120 hits during the final learning session. Even though with only 25 hits during learning session 1, it increased gradually to 30 hits, 45 hits, 49 hits, 52 hits, 56 hits, 60 hits, 63 hits, 70 hits, 80 hits, 99 hits and 120 hits. Thus it can be interpreted that the students' learning interest increase positively as they participate actively in the learning portal of the programme and makes significant contribution in enhancing the students' communication skills.

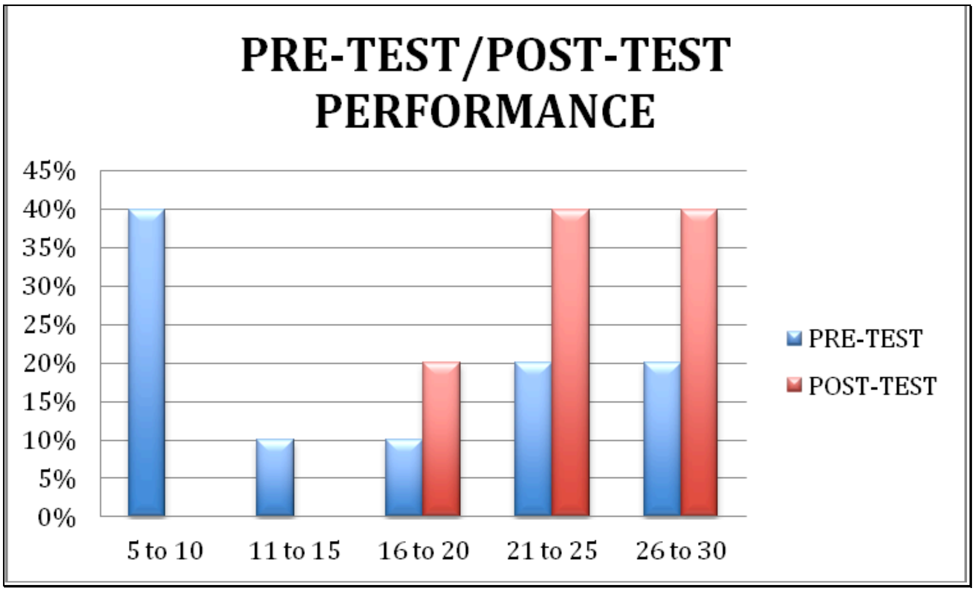


Radio Calls



Real time chat via Let's Talk segment on TerengganuFM (one hour) seems to boost students' confidence to communicate in English language. The students were given only 3 weeks to participate on air with only 10 students allowed per week. The data demonstrated all the students were able to call and have real time chat via the radio station. During the first week, 8 calls were received, followed by 9 calls during the second week and 10 calls during the third week. The students also faced difficulty in reaching the station, nevertheless due to their high learning interest, they managed to have their real time chat on the radio.

Pre-test and Post-test Performance



Another remarkable impact on their speaking skills is their ability to carry on talking has improved as during the post test, the students has successfully developed more sentences compared to their pre test, some students have been observed to be unable to develop reasonable numbers of sentence. 40% of the students are able to construct up to 10 sentences and 10% up to 15 sentences during the pre-test. But after the post-test, all the students are able to construct more than 20 sentences. The results of the students' pre and post- tests indicate very significant changes in the percentage rated during the impromptu speeches in class presentations. Students pointed out that speaking became easier for them due to practices through the mediums provided for them as well as oral presentations in class. From the results, it is clear that communicative activities conducted in the classes have brought about positive impacts on these students' learning interest and further improve their communication skills.

Conclusion

In conclusion, **LET'S TALK AND LET'S GO GLOBAL** programme has portrayed to bring a positive impact towards students' learning interest as well as students' communication skills. The students disclosed that they enjoy communicating with peers using social media and technology has helped learning becomes more interesting. Their interest towards learning English language increased as they were exposed to more opportunities to use the language. Further, the technology level lowers their anxiety level, thus motivates their interest to participate in the discussions held as it lowers their anxiety level. Additionally, it boosts their confidence to use English language more in daily communication. Thus it is hoped that this programme can be expanded to a bigger scale and reach out to more university students.

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6ICLEHI 2017-002 Thitapa Sinturat

A Comparison of a Web-based Concordance and Conventional Method for Self-Correction in EFL Writing

Thitapa Sinturat
Department of Western Languages,
Rajamangala University of Technology Thanyaburi,
Pathumthani, Thailand
thitapa_s@rmutt.ac.th

Abstract

Students tend to define writing quality if their work is without errors while teachers pay much attention and spend large amounts of time on error feedback. In writing instruction, a problem occurring in any writing task is giving feedback on errors. Computer corpora and concordances can be an opportunity to be used as effective tools providing sufficiency of language examples for students to observe. These tools are useful for revealing grammatical patterns which dictionaries do not. The purposes of this research were (1) to compare the studies on using a web-based concordance for self-correction and conventional method in EFL writing; (2) to examine which types of grammatical errors are corrected and retained after using the web-based concordance; and (3) to study the satisfaction of students using the web-based concordance in self-correction. The research sample consisted of 40 English major students who enrolled in Essay Writing course. They were divided into 2 classes equally and obtained by convenient sampling. The research instruments comprised a web-based concordance of *Lextutor*, pretest and posttest, grammatical error-correction tasks, questionnaire and in-depth interview. Statistics for data analysis were the percentage, mean, standard deviation, and t-test to compare how significantly different the treatment from control group. Research findings indicated that the posttest scores of the students in the experimental group were higher than the pretest scores at the .05 level of statistical significance. Most of the students preferred using the web-based concordancer for self-correction in writing and perceived the corpus approach as beneficial to the development of their writing skill.

Keywords: Web-based concordance, self-error correction, EFL writing, undergraduate students

Introduction

With the advancement of information technology, Internet is easily accessible and networks are also extensively used in English language teaching. Also, *corpora* (a ‘corpus’ - in the singular - a collection of texts input into a computer used for the study of language) and concordances are available easily for language teachers to use through CD-ROMs and online websites which are free or commercially available. Corpus has been widely applied for linguistic research and L2 classroom pedagogy for decades since 1980s (O’Sullivan & Chambers, 2006). By connecting to a database of corpus and typing a word or a set of words known as a KWIC (keywords-in-contexts), the key word is positioned in the middle with words of the context on either side appearing one single line of context, known as “concordance”. The concordancing program provides a series of concordances collecting examples which are authentic contexts of a target language from various sources. The following concordances are samples for the keyword “**go**”

e left, it was dark and time to **go** home and cook supper for her husband. "
ds who seemed determined not to **go** home at all. Only a plea from the house
to make when they are about to **go** home, but drinking is their sickness. Y
row some money from someone and **go** home by bus? I could send the money rig
saying "American imperialists, **go** home". Chin up, Soapy. @ B01 0960 8

Figure 1. Concordances of the keyword “go” with word combinations to correct “go to home” from *www.lextutor.ca*

The data above is known as “concordance output”. Students can study this output and closely see how a keyword operates in context among related words. Students can examine from the left, right, top, and bottom sides of the keyword to find patterns of how the keyword is used in the target language. The use of corpora and concordances is advantageous because it provides meaningful input and encourages students to discover language use on their own. Students can study these concordances closely and see how a keyword operates when appearing with words surrounded (autonomous learning). This makes students eager to develop linguistic resources which are essential for effective writing since they have sufficient examples to look through. Tribble and Jones (1990) mention that the corpus approach connects form and function in the teaching of writing since it is not only raise learners’ language awareness, but also contributes to and understanding of functions of linguistic features in context. It means each student takes the role of investigator from the examples appearing through concordances and then determines the rules of language by themselves. Therefore, it is an alternative way to facilitate writing. In this paper, the use of web-based concordancing is examined for its effects on students’ self-correction process in their essay writing and attitudes.

Objectives

1. To compare the studies on using a web-based concordance for self-correction and conventional method in EFL writing
2. To examine which types of grammatical errors are corrected and retained after using the web-based concordance.
3. To study the satisfaction of students using the web-based concordance in self-correction.

Research Questions

1. Does the web-based concordance enhance the students’ self-correction more effectively than the conventional teaching setting in EFL writing?
2. Which grammatical errors occurred the five most common errors?
3. What are the students’ attitudes toward the use of the web-based concordance in self-correction?

Theoretical Framework

The theories of the study are related to (a) autonomous learning through self-correction and (b) inductive approach through corpus concordancing.

Autonomous learning through self-correction. Many students prefer direct feedback from their teachers; however, self-correction is essential for teachers to use to push them to reach the goal of life-long learning. Giving indirect feedback is one of the effective ways for students to self-correct their work. The term “learner autonomy” was first used in 1981 by Henri Holec and there are various definitions given. According to Holec, *autonomy* is the ability to take charge of one’s own learning. Autonomous learning is the perception of information related to lifelong learning which contributes to sustainable learning for learners and also meets their needs and differences of each one. The teacher’ role is not just teaching or lecturing in class as in the past, but learning environment is different and this helps learners to learn the language more effectively. This kind of learning encourages learners to seek knowledge by themselves. The new knowledge theory is related to the intellectual development of *Piaget* (Cognitive Theory) stating that learning is based on discovery and experience occurring because learners have built up the knowledge and then adjusted it with the existing knowledge. Therefore, developing learners through self-correction provides the opportunity for them to learn and construct their own knowledge which is necessary for them to improve their language skills. If they are trained to be familiar with rule discovery, it can enhance their learning autonomy and also self-reliance in the future.

Inductive approach through corpus concordancing. Since computer technology plays an important role in people in the 21st century, it allows people to learn and get the information rapidly. Similarly, to study the language, computer technology is used as a tool to develop learners. The use of technology in teaching is a new phenomenon in learning since they can learn things by themselves with the help of technology. The corpus (corpora as a plural form) was invented in 1969 and has been used for English language instruction for decades (O’sullivan & Chambers, 2006). By providing learners with authentic language, this can help them discover the knowledge by themselves. The technology tool like corpus concordancing that they consult should provide correct, clear and sufficient information for them to acquire the linguistic knowledge independently to construct their own knowledge. The method for grammar learning by observing pattern rules from various examples and then generalizing those rules by themselves is known as *inductive approach*. By applying the inductive method, students are more active in the learning process rather than being passive learners. It involves discovery techniques during the acquisition process and exploits authentic material in which the focus is on usage rather than rules. Also, the inductive activity fosters learners in constructing their own knowledge to apply in their own contexts. The teacher’s role is as a facilitator to guide them in discovery and then to provide more opportunities to practice.

Methodology

Participants

The participants of the study were the 3rd year students studying in English for Communication Program at the faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi. The course enrolling was Essay Writing. They were divided into two groups of 20 students equally based on convenient sampling. The samples were diverse in their gender and English proficiency level. They were divided into three groups of weak, average and good, as reflected by their grade from their Paragraph Writing course to measure the effectiveness in using the web-based concordance for self-correction.

Context of the Study

The participants in both groups of web-based concordance and conventional groups were assigned to write three kinds of essay writing: narration, description, and cause and effect. The types of grammatical errors were identified into article, noun plural, verb, tense, voice, subject-verb agreement, preposition, part of speech, spelling, infinitive, gerund, modal/auxiliary, there is/there are, pronoun, conjunction, word order, punctuation, adjective, adverb and capitalization based on Writing Tutorial Services of Indiana University Bloomington) at the word level. Moreover, their written tasks were examined by the three experienced lecturers.

Instruments

Web-based concordance for correcting errors independently was the Lextutor concordance designed by Tom Cobb, University du Québec à Montréal, Canada. It is user-friendly and appropriate for beginners. It contains 22 corpora for users to search.

Lesson plan was divided into 8 weeks out of 15 weeks of using web-based concordance in writing three types of essay. Also, the students were trained for two weeks so that they were familiar with using the concordance for error correction. It aimed to train them to use the concordance for error-correction before applying the process to self-correction. In this process, they were given exercises to practice.

Pretest and posttest were designed by the researcher and examined by the three experienced lecturers. The purpose was to investigate the students' effectiveness and also the grammatical structures which were most and least successfully corrected after using the concordance for self-correction. The students were assigned to write an essay of 200 words which they could choose among three kinds of writing: narration, description or cause and effect.

Grammatical error-correction exercises were used to train the students how to use the concordance for self-correction. The exercises were designed by the researcher and were examined by the three experienced lecturers. The students had to work with the concordance to discover the correct grammatical rules and then apply to their written tasks (See Appendix A).

Questionnaire was used to survey the students' satisfaction in using the concordance for self-correction. It was the rating scale of five levels (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree).

In-depth interview was conducted after distributed the questionnaire to get the information on how the students worked with the concordance: computer concordancing skills used, self-observed concordance skills, reflection of prior knowledge and attitudes.

Procedures lasted for eight weeks, including two weeks for the program training. The students in the treatment class were assigned to use the concordance for self-correction and the teacher gave a code for error types such as N. (noun), V. (verb), ADJ. (adjective) and so on. Then, the students generalized the grammatical rules through the exercises while the students' tasks of the conventional class were corrected by the teacher directly. The students' written tasks of both groups were marked by the three experienced lecturers in holistic assessment and sub-categorized the grammatical errors at the word level.

Data analysis was calculated from the exercises, pretest and posttest and questionnaire using the percentages, mean, standard deviation and t-test to compare how significantly different the treatment from the control group. For the data obtained from the interviews were analysed qualitatively.

Literature Review

For EFL learners, wring in English is a hard skill and teachers are required to help them develop their writing proficiency. Editing errors is viewed as an essential process in English writing. The literature reviewed on self-correction and related studies is as follows:

There have been several studies supporting the use of self-correction or self-discovery of grammatical rules for learners, such as the studies of Chandler (2003), Lee (2004), Prince and Felder (2006), Onodera (2007), and Shih (2008). For using concordances, Gaskell and Cobb (2004) conducted a study to discover how lower intermediate L2 writers coped with using concordances to self-correct their own writing. The results showed their writing skills had improved; however, there was no decrease in the number of errors. This was probably because the errors were so complicated. Similarly, Yoon and Hirvela (2004) investigated the ability of intermediate and advanced ESL students dealing with concordances and attitudes on using them. The study revealed that the students had positive feeling on concordances and they gained more confidence in their writing since they used cognitive skills in working with them. In 2013, Mull did a longitudinal study of four learners using concordances to peer edit their essays. The students also used screencasts and other techniques like audio recording. The results indicated a highly detailed account of how students responded to a concordance and corrected errors. Parise (2013) did a research study on the use of concordances in EFL/ESL writing instruction for Japanese teachers of English in junior high and high school by making use of concordance data for the learners to reflect on their errors and self-edit as feedback. The results indicated that a concordancer can be used as a fruitful resource because it allows the fact of actual language to be observed in writing but the learners should be given closer guidance how to use a concordance program since they had never seen it before and would not know where to start. In contrast to Feng (2014), the participants in the study had a positive attitude on corpus concordancing in writing and self-error-correction. They used corpus concordancing for ESL learner self-error correction in essays and attitudes. The findings showed that the students had a certain pattern to revise errors with dictionaries and corpora. They could also make corrections to word choice in essay writing.

In Thailand, there were not many studies conducted on the use of concordances for self-correction. Todd (2001) did a study via the use of inductive learning with postgraduate students. The results showed that there was a strong correlation between the ability to induce patterns and the ability to self-correction. He also suggested for further studies that teachers should give guidance to learners with simple and clear steps of using the program, together with concordance exercises to practice so that they were familiar with the program before coping with it by themselves. In 2003, Sripicharn evaluated classroom concordancing on the use of concordance -based materials by a group of Thai students. The findings supported teachers' feedback, in conjunction with a concordance, which can help inductive learning since students can discover rules from the concordance and then develop their language awareness. For Tasanameelarp (2009), the results from using concordances on EFL learners' ability to self-correct grammatical errors for low-proficiency EFL learners supported the emphasis on the tasks assigned for the learners. They should be designed appropriately for low level of language proficiency by offering simple language patterns in the form of printouts and also sufficient practices to overcome the problems occurring. Importantly, the learners should be informed about the benefits of independent learning through concordances.

Findings

1. Does the web-based concordance enhance the students' self-correction more effectively than the conventional teaching setting in EFL writing?

In order to answer Research Question 1, the mean scores and standard deviation in the pretest and posttest of the three experienced raters were calculated. The t-test dependent was also utilized in order to determine significant differences between the mean scores on the posttest and the pretest. The data related were as the following.

Table 1
Effects of Using Web-based Concordance for Self-correction in the Pretest and Posttest (Rater 1)

Participants	No. of Students	$\bar{X}$	S.D.	t	Sig
Pretest	20	12.80	1.795	-6.631	.000*
Posttest	20	15.05	1.638		

* Significant at .05 level

With respect to the data in Table 1, it was found that, on average, the mean score of the posttest was 15.05%, whereas the mean of the pretest was 12.80%. The results of the two groups yield significance at the .000 level (t= 6.631, p<.05), meaning that the difference between the posttest and the pretest scores was statistically significant.

Table 2
Effects of Using Web-based Concordance for Self-correction in the Pretest and Posttest (Rater 2)

Participants	**No. of Students**	$\bar{X}$	**S.D.**	**t**	**Sig**
Pretest	20	12.85	1.565	-13.358	.000*
Posttest	20	14.90	1.586		

* Significant at .05 level

The table showed that the effectiveness of the posttest score over the pretest score ($\bar{x}$ = 14.90 and 12.85). It showed a statistically significant difference at the level of .05 when the two sets of scores were compared (t = 13.358, p< 0.005).

Table 3
Effects of Using Web-based Concordance for Self-correction in the Pretest and Posttest (Rater 3)

Participants	**No. of Students**	$\bar{X}$	**S.D.**	**t**	**Sig**
Pretest	20	10.45	3.017	-4.790	.000*
Posttest	20	12.35	2.739		

* Significant at .05 level

Table 3 showed that the average posttest score ($\bar{x}$ = 12.35) was higher than the pretest score ($\bar{x}$ = 10.45). The results of the t-test of the posttest and pretest scores was statistically significant (t = 4.790, p< 0.005).

It is obviously seen that the three tables above indicated the similar results that there was effectiveness of using the web-based concordance for self-correction since the scores of the posttest were higher than the scores in the pretest.

Table 4
Effects of Using Conventional Method for Self-correction in the Pretest and Posttest (Rater 1)

Participants	No. of Students	$\bar{X}$	S.D.	t	Sig
Pretest	20	13.10	1.889	-6.833	.000*
Posttest	20	15.05	1.669		

* Significant at .05 level

Table 4 showed the average scores (x̄) of the pretest and posttest increased from 13.10 to 15.05. When the two sets of scores were compared, it was found that they were significantly different (t = 6.833, p< 0.005).

Table 5
Effects of Using Conventional Method for Self-correction in the Pretest and Posttest (Rater 2)

Participants	No. of Students	$\bar{X}$	S.D.	t	Sig
Pretest	20	12.50	2.039	-8.107	.000*
Posttest	20	14.10	2.245		

* Significant at .05 level

The table indicated the scores in average of the posttest and the pretest (x̄ = 14.10 and 12.50). The t-test showed there was a statistical difference between these two groups (t = 8.107, p< 0.005).

Table 6
Effects of Using Conventional Method for Self-correction in the Pretest and Posttest (Rater 3)

Participants	No. of Students	$\bar{X}$	S.D.	t	Sig
Pretest	20	9.95	3.021	-3.136	.000*
Posttest	20	10.93	3.454		

* Significant at .05 level

Table 6 showed the mean score in the posttest which was higher than the mean score in the pretest (x̄ = 10.93 and 9.95). The difference between the means in the posttest and the pretest was 3.136. It appeared that the two sets of scores were significantly different at the level of .000 (p< .05).

According to the data in Table 4 to Table 6, the mean scores in the posttest were also higher than the mean scores in the pretest as shown in Table 1 to Table 3. The differences between the means in the pretest and the posttest was -6.833, -8.107, and -3.136, respectively. It appeared that the two sets of scores were significantly different (t = -6.833, -8.107 and -3.136, p< 0.05). The results indicated that using the conventional method in EFL writing could also develop the students' self-correction.

All in all, it cannot be totally concluded that using the web-based concordance is more effective than using the conventional method for self-correction since the scores in the posttest of both methods were higher than the scores in the pretest.

2. Which grammatical errors are corrected and retained after using the web-based concordance?

From analysis of the grammatical errors at the word level (See Appendix B), it was found that the good students had 15-32 errors, the average students had 15-46 errors and the weak students had 29 errors before using the web-based concordance. After using the web-based concordance, the number of errors was decreased to 6-22, 14-29 and 30 errors, respectively. The five most common grammatical errors occurring in the pretest were conjunction, punctuation, plural/singular noun equivalent to pronoun, capitalization and verb, respectively. In the posttest, the five most common errors appearing were plural/singular noun, verb, subject-verb agreement, conjunction equivalent to punctuation and pronoun. It is noted that the grammatical errors which occurred in both pretest and posttest but in different ranks were plural/singular noun, verb, conjunction, punctuation and pronoun. Additionally, the number of errors in the posttest was decreased comparing with those occurred in the pretest except tense, infinitive, modal or auxiliary verb, and possessive which showed more errors. The error of there is/are appeared once in the pretest and none of it showed in the posttest. In addition, there was only one student who was weak making more errors in the posttest (30 errors) than in the pretest (29 errors). Regarding the total number of errors, there were 558 errors in the pretest while there were 400 errors which became lower in the posttest.

2. What are the students' attitudes toward the use of the web-based concordance in self-correction?

According to the response in the questionnaire, the students were satisfied with the web-based concordance at the high level ($\bar{x}$ 3.70, S.D. 0.77) when they use the program for self-correction in their writing. The top three ranks why they prefer using the program were it was convenient for them to access the program anywhere and anytime they want via computer or mobile phone ($\bar{x}$ 4.05, S.D. 0.945), it is more useful comparing with dictionaries because of a variety of examples provided ($\bar{x}$ 4.00, S.D. 0.918) and using the program made them discover the grammatical rules by themselves ($\bar{x}$ 3.85, S.D. 0.671). Moreover, they agree to recommend the program to be used for other courses related to writing ($\bar{x}$ 3.50, S.D. 0.761). For additional comments from the interviews, some of them mentioned that if comparing with dictionaries or commercial textbooks, the program provides various examples at the word and sentence levels which made them more understanding about the grammar rules since they learnt and then applied those rules in their sentences. They could select the easy examples to be applied to their sentences. For About the program, they did not feel confused because the teacher explained how to use it step by step and gave guidance which were very clear to understand (but it was hard at the beginning of using the program since they did not get used to it). However, some of them could not make a decision which words or sentences to be selected to match their context since there are many examples and diverse contexts. If without any correction symbols, they sometimes could not generalize the rules of grammar by themselves.

Discussion

The findings of the survey questionnaire and interviews supported the use of web-based concordance for the students' self-correction since they had positive attitudes toward corpus use and agreed that it was very useful for acquiring usage patterns since the program could foster their writing and help them discover the grammatical rules by themselves (Johns, 1991; Osborne, 2001; Cheng et all, 2003; Krishnamurthy, 2004 & Rüschoff, 2001, cited in Chen, 2004; Varley, 2009). In this study, the students did not report coping with the program as the guidance and explanation by the teacher were quite simple and easy to follow, as opposed to Sun's (2000). He mentioned the problem of speed and stability of Internet connections. However, the results of this study are in line with the study of Yoon and Hirvela (2004) who found that the intermediate and advanced learners generally seemed to know how to deal with words in context, as corpora display them. Also, the students preferred using concordance for correcting grammar but Sun's study in 2000 identified that his participants showed a preference for printed dictionaries and grammar books over corpora due to the direct presentation of data. For giving feedback, the students agreed to use correction symbols together with concordance since this technique may guide them to use their prior knowledge. As mentioned by Tasanameelarp (2010), coded feedback should be provided to the low-proficiency learners as they might be advantageous to low proficient learners and assist them to correct grammatical errors. With reference to students' difficulty in generalizing the grammatical rules, Maneekhao (2001) stated that the concordance program contains a variety of examples; therefore, the students need to use in-depth grammatical analysis to correct errors by themselves. Some students with limited grammatical knowledge cannot identify errors. This is consistent with this study's results since there was one weak student who got more errors in the posttest than in the pretest. From the survey and interviews in this study, a few of them did not try to correct errors and were lazy to use the program for self-correction According to Lee (2004), the students' previous language learning experience took part in this situation since some conventional teachers gave the students the right answer when checking the students' work. Thus, the students were not familiar with how to edit their work by themselves and waited for the teachers to correct them.

Limitation

Although the evidence shown in this study supporting the use of web-based concordance for self-correction in the students' essay writing, the researcher would not want to generalize this finding since the number of students participating in the study was 20 in each group. Further research would be needed as confirmation to ensure more effectiveness on students' self-correction through this kind of learning tool.

Recommendation for Further Studies

1. From the interviews, students consulted either dictionaries or other alternative sources for self-correction when they had problems with grammatical rules. It may provide a comparative study between students using those sources and concordances when they correct errors by themselves.
2. There may be extended period of the research study to investigate the effects of using concordancing on the students' long-term retention of grammatical knowledge. Also, a retention test should be administered in order to investigate long-term learning.

Conclusion

The main aim of the study was to examine the effects of using web-based concordance to the students' self-correct grammatical errors in essay writing, as well as providing suggestions on how teachers can use this tool with students most effectively. In this study, the students had to construct the grammatical rules by themselves through the web-based concordance and then applied the rules in self-correction. By investigating the word or words in the concordance, the students were expected to inductively learn the grammatical rules. Regarding the results, the students had positive attitudes toward the use of web-based concordance in essay writing. They agreed that the tool was beneficial for acquiring common usage of words and developing their writing skill. Moreover, they did not mention serious difficulty in using the tool to gain the target word/words. It was noted that the level of student proficiency may be worth to be considered since both average and good students seemed to know how to cope with keywords in context while the weak one may need more time and practice to become familiar with the tool. From the interview related to concordance selection, the weak one could not find the expected concordances from the word search as there were numerous concordance lines to be selected for self-correction. She selected the concordances lines which best allowed her to induce the rules. When she could not find the expected concordances, she only selected the first two or three lines of concordances and wrote the rules she had thought before, which showed no connection between the rule and the selected concordance lines. Perhaps some guiding rules are better served in order to acquire more grammatical input because of insufficient grammatical knowledge of the target language and it might be a result of their unfamiliarity with the inductive learning method. Therefore, in the beginning of using web-based concordance, teachers should observe, guide and monitor to support the students in the class and also give them tasks for self-study outside the classroom so that they are ready to work with the concordance independently. Teachers should give more time for training them rather than paying too much attention to autonomous learning only. This can assist them to become independent users in the long run.

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Appendix A
An Example of Concordance Sheet

Instructions: Search at least 5 concordance lines of each phrase from Business Letter Corpus available at *http://www.lextutor.ca/conc/eng/* and identify the patterns used to compare the similarities or differences among them. Then, write one sentence of your corrected sentence.

- *as a result*

Definition: (conj.) because of something

The concordance lines:

1. This loss occurred as a result of the heavy snowfall on January 16 in
2. sation of damages incurred by us as a result of delayed delivery of the ordered mate
3. some people do not have money. As a result of the crash, we have a damaged disk
4. is, he wants to study the patient**.** As a result, it takes a little longer than it would
5. will do his composing for him; as a result such pictures are only a literal translatio

Identify patterns used:

1. The phrase *as a result* is used with the preposition *of* and followed by *noun/noun phrase* (Item 1, 2, 3).
2. It can be located at the beginning of the sentence (Item 3).
3. It can be used in the middle of the sentence (Item 1, 2).
4. It can be used as a conjunction and attached with a semicolon (Item 5).

Your corrected sentence:

Our company's profits have decreased as a result of the drop in sales.

Appendix B
Analysis of the Grammatical Errors at the Word Level

S	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	E16	E17	E18	E19	E20	T
1	1		2			2		2						5				1	1	1	15
2	3	3	3		1			1			2			4	2		1			2	22
3	3	3	2	0	0	3	2	1	0	0	1	0	1	0	4	0	6	0	1	1	28
4		1	2		2	5	3							8	2	1	1				25
5		1	4	1		1					2			1	3	1	2	1	1		18
6		2	1			1	1		3	1	2			5	3		3	2		5	29
7	3	5	1			3	2		2			1		3	1		4	2	1	2	30
8	1	5	2		2		2	1	2		1			4			7			1	28
9	2	3	3			1	2	3	2		1	1		3	3		2	2		14	42
10	1	1	4			3		3	4			1		1	1		4	2		1	26
11	1		4				1	2	2						2		2		1		15
12	3	2	1		1	3	2	1	3		1	1		1	2		4	3	3	1	32
13		8	1	1		2	3		3		2			2	2			1		5	30
14	4	6	1		2	1	1		2		1			5	4		4			1	32
15		1	1			2	1	2	1					2	3		2	3	1	1	20
16	1		3	1		3	1	3	1						2		1				16
17	2		4	1		5	4		7	4	2	3		2	6		1	3	1		45
18	1	4	2			5	2	1	1		2			1	3		1			6	29
19	2	4	2			3	5	3	3	1	3			8	5		6			1	46
20	2	2	3			1	1	2	5					2	6		1	1		4	30
Total	30	51	46	4	8	44	33	25	41	6	20	7	1	57	54	2	52	21	10	46	558
Rank	*8*	*2*	*5*	*13*	*11*	*6*	*7*	*9*	*6*	*13*	*9*	*12*	*15*	*3*	*1*	*14*	*2*	*9*	*10*	*4*	

Pre-test with Totals of Errors

Posttest with Totals of Errors

S	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	E16	E17	E18	E19	E20	T
1						1		1							1					3	6
2	4	1	7				1	1	1			3		1	1		1				21
3	4	3	3		1	2	2	1	1	1					3		3			3	27
4		2	3	2			2							6	3		1	2		1	22
5	1	2	1	3		1				1		1		1	4		2				17
6		4	1				3	1		1		1			3		3	1		1	19
7		1	4			4			1					1	2		5	5		1	24
8						3	1		1					3	1		5				14
9	1	1	1			1	1	1		2				4	2		2				16
10			5			1		3	1			1		3	1		1	1		3	20
11	2	1	3	1		2	1		1			1		1			1				14
12	1	1				1	2		1					3	3		3		1	2	18
13		7	2		1										2			1		2	15
14	3	7	3			1	1			1		2		1	4		3			1	27
15		1			2	4		3	3		3						2			1	19
16	1		2				1		1		1			1	1		2			1	11

17		3	3			3		1	2	1	4				4	1		4	1		27
18	1	5	2			4	2	1	2		3			2	1		3	3		1	30
19		4	3			6	1	1	4	2	1	1		1	2			2		1	29
20	5	2			1	5		1	1	2	1			4			1			1	24
Total	25	45	45	6	5	39	18	15	20	9	15	10		27	38	1	38	19	2	22	400
Rank	*6*	*1*	*2*	*14*	*15*	*3*	*10*	*11*	*3*	*13*	*11*	*12*	*0*	*5*	*4*	*17*	*4*	*3*	*16*	*7*	

1 article, 2 noun (singular/plural), 3 verb, 4 tense, 5 voice, 6 subject-verb-agreement, 7 preposition, 8 part of speech, 9 spelling, 10 infinitive,
11 gerund, 12 modal/auxiliary, 13 there is/there are, 14 pronoun (possessive, relative pronoun), 15 conjunction, 16 word order, 17 punctuation,
18 adjective, 19 adverb, 20 capitalization

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A Construction of Sepaktakraw Skill Tests for Kasetsart University Kamphaeng Saen Campus Students

Suppawan Vongsrangsap
Lecturer, Department of Physical Education and Sports, Faculty of Education and Development Sciences,
Kasetsart University, Kamphaeng Saen Campus
spv.mod@gmail.com

Abstract

The purposes of this study were to construct Sepaktakraw skill tests for Undergraduate Students, Kasetsart University, Kamphaeng Saen Campus. The test comparised of seven items: ball controlling by foot, ball controlling by back foot, ball controlling by knee, ball controlling by head, ball pushing, serving the ball and head hitting ball. The content validity was approved by five experts. The test-retest method was applied to a sample of 10 students to determine the reliability and the objectivity was tested by scoring judgment of two testers. The population was 212 students who enrolled at the beginning and end of muzzle 01175126. The data were analyzed by using mean, standard deviation, Pearson Product Moment Correlation Coefficient and Raw score for norms. The results were as follows: the tests for ball controlling by foot, ball controlling by back foot, ball controlling by knee, ball controlling by head, ball pushing, serving the ball and head hitting ball have content validity. The reliability were .95, .92 which were excellent; .82 .81 .85 .82 and .83 which were good and the objectivity were 1.00 .98 .99 .97 .99 .98 and 1.00 which were good and excellent, respectively. The norms in the seven skills were tallied in a five-point scale from very poor, poor, fair, well, to excellent. It can be concluded that Sepaktakraw skill tests possessed a highly satisfactory quality and it is recommended for application to Undergraduate Students, Kasetsart University, Kamphaeng Saen Campus.

Keywords: Sepaktakraw skill tests

Introduction

The current teaching of the country Thailand, we have to manage the teaching reform to provide timely as today's global situation. Therefore, the National Education Act, 2542 (1999) occurs so that teachers may use as guidelines in the management of education and holds a master in practice, benefit developing country cities according to section 4 of this Act, the "Studies" means that the learning process for the ease of the individuals and society by expressing feelings. Training of cultural inheritance Getting creative to maintain academic progress to create knowledge arising from the social environment of learning and supporting Parties have continued learning throughout life (Government Gazette: 3).

As one of the subjects of physical education to a broad education that is vital to the development of the human resources of physical education electives consist of activities such as football, athletics, volleyball, Sepaktakraw, exercise in various forms, etc., in which each activity is intended to develop the individual, have a flourishing on the side of the body. Social and emotional intelligence. The development will achieve much purpose, inevitably depend on physical education teachers the ability to use skills each skill in a particular activity. Sepaktakraw sport is a sport or sports activities that encourage students to use skills such as foot, knee and head, as well as concentrate and wit, cunning, in decisions and problem-solving. The current sport Sepaktakraw is very popular in the region. America and Europe, and has been in the sport, both in national and international sports events such as Southeast Asian Games and Asian Games, etc, especially country Thailand has held a Sepak takraw, a sport popular in major items, such as sporting events, sports.Was the national youth sports national sports students and takraw Thailand land League, etc. The most important reasons. Current education level, basic education and higher education has packed them in Sepaktakraw subjects category subjects physical education to encourage pupils and students to practice their skills by learning and proficiency in the sport Sepaktakraw.

From the above, we can see that the sport of Sepaktakraw benefits are important and valuable way, Kasetsart University, Thailand still has no sports skills test requirement and Sepaktakraw, which researchers as an instructor course 01175126 takraw knows the importance, therefore, is interested and would like to create a skills test sport Sepaktakraw standard. There are the usual criteria for teachers can be applied appropriately to the students and the results from the measurement practice skill sport Sepak takraw, compared with normal weight to ranks the ability of students compared to a group. Researchers asked people who have knowledge. Ability in the sport, Sepaktakraw and research in various books, it appears that the skill skilled sports Sepaktakraw consists. The Sepaktakraw ball bounce Play ball-head face mesh (plain form). The Sepaktakraw ball area (brewing) To serve, as well as concentrate on decision-making and problem-solving in the game. From the above information, researchers are of the opinion that sport Sepaktakraw activities can improve physical health. Emotional, social and intellectual good of students. Secondly, it is important as a tool to improve students to contribute to the development of their potential, so they've chosen to study. To create a skills test for Sepaktakraw sport for Kasetsart University kamphaeng Saen campus students so that students can find useful study's Sepak takraw. There is a threshold test that covers the basic skills of the sport of Sepaktakraw, is accurate. And confidence is a multiple choice selections to advantage in developing teaching and learning's teacher's physical education in Sepaktakraw, progressing steadily in physical education and vocational changes. The best way to develop stylish, modern era, the next.

The Purposes of This Study

To construct Sepaktakraw skill tests for Undergraduate Students, Kasetsart University, Kamphaeng Saen Campus.

Methods

The Population

The population used in the research, students who enroll in elective 0 1 1 7 5 1 2 6 takraw 211 peoples.

Tools Used in Research

Tools used in this research as a sports skills to the test, Sepak takraw, which contains 7 items: ball controlling by foot, ball controlling by back foot, ball controlling by knee, ball controlling by head, ball pushing, serving the ball and head hitting ball.

How to Collect the Data

1. Study the details of each test item with description and demonstration of each test item, Research Assistant; understand about the steps to follow in order to collect data to understand.
2. Prepare the equipment and premises for storage of information.
3. Perform the test with the population, along with collecting information on the date. At that appointment, results of tests to analyze the data to create the usual criteria by using a t-score (T-score).

Results

To analyze the data to find the standard deviation The maximum score minimum score from the test. The score value achievement, practical skills and test scores level skill sport Sepak takraw. Students who register for classes 01175126 of Kasetsart University, kamphaeng Saen campus muzzle. Using a skill sport Sepak takraw at the researchers created.

Table 1. Show standard deviation the highest score the lowest score in test skill sport Sepak takraw for freshmen enrolled subjects, 01175126, Kasetsart University, kamphaeng Saen campus.

Tests	Male (n=**111**)				Female (n=**101**)			
	$\overline{X}$	S.D.	Max.	Min.	$\overline{X}$	S.D.	Max.	Min.
1. Ball controlling by foot test	34.08	20.00	95	6	8.98	9.03	56	3
2. Ball controlling by back foot test	24.14	15.18	79	4	6.17	5.15	25	2
3. Ball controlling by knee test	15.56	9.02	44	3	5.17	2.75	16	2
4. Ball controlling by head test	11.26	9.79	61	2	3.66	1.68	10	2
5. Ball pushing test	23.37	6.76	39	11	14.13	6.04	26	4
6. Serving the ball test	5.09	0.59	9	5	4.67	0.67	5	2
7. Head hitting ball test	4.59	1.07	9	2	3.18	1.35	5	1

Table 2. Test-score threshold skill sport Sepak takraw Students who register for classes 01175126 of Kasetsart University, kamphaeng Saen campus muzzle. (Male**)**

Tests	Male				
	5 Points	4 Points	3 Points	2 Points	1 Points
1. Ball controlling by foot test	30 up	25-29	20-24	15-19	10-14
2. Ball controlling by back foot test	20 up	17-19	14-16	11-13	8-10
3. Ball controlling by knee test	15 up	13-14	11-12	9-10	7-8
4. Ball controlling by head test	10 up	8-9	6-7	4-5	2-3

Tests	Male				
	5 Points	4 Points	3 Points	2 Points	1 Points
5. Ball pushing test	5 in 5	4 in 5	3 in 5	2 in 5	1 in 5
6. Serving the ball test	40 up	35-39	30-34	25-29	less 25
7. Head hitting ball test	5 in 5	4 in 5	3 in 5	2 in 5	1 in 5

Table 3. Test-score threshold skill sport Sepak takraw Students who register for classes 01175126 of Kasetsart University, kamphaeng Saen campus muzzle. (Female**)**

Tests	Female				
	5 Points	4 Points	3 Points	2 Points	1 Points
1. Ball controlling by foot test	10 up	8-9	6-7	4-5	2-3
2. Ball controlling by back foot test	10 up	8-9	6-7	4-5	2-3
3. Ball controlling by knee test	10 up	8-9	6-7	4-5	2-3
4. Ball controlling by head test	5 up	4	3	2	1
5. Ball pushing test	5 in 5	4 in 5	3 in 5	2 in 5	1 in 5
6. Serving the ball test	30 up	25-29	20-24	15-19	less 15
7. Head hitting ball test	5 in 5	4 in 5	3 in 5	2 in 5	1 in 5

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The Implementation of Republic Acts 8972 Known as "Solo Parent Act 2000": Basis for Proposed Enhancement Program

Eriberto R. Astorga, Jr., Herbert D. Vertucio
De La Salle University/Eulogio "Amang" Rodriguez Institute of Science and Technology/ St. Jude College
2401 Taft Avenue, Manila/Nagtahan, Sampaloc, Manila, Philippines
ertagfa@yahoo.com

ABSTRACT

The Solo Parents' Welfare Act of 2000 under Republic Act No. 8972 was embodied to implement in the Philippines for giving benefits and privileges to all solo parents and children for their social development and welfare services supported by the Department of Social Welfare and Development (DSWD). In fact, various organizations both government and non-government reinforced this act for sustainable participation and consideration of the Philippine law. Through this study, the researchers assessed and evaluated the level of implementation of R.A. 8972 as well as the degree of problems encountered by the respondents using random sampling techniques particularly to the selected solo parent under District 6 of Manila. A descriptive design was used in order to give better description of the assessment and evaluation of the respondents regarding their benefits accumulated to the said act thru Likert Scale. With this, the study revealed that the work opportunities was implemented ranging 4.14 as the mean value, educational benefits was moderately implemented obtaining a computed mean value of 2.65, housing benefits was poorly implemented with 2.00 mean value, medical assistance was moderately implemented garnering 2.94 mean value, and the government support was poorly implemented garnering 2.24 mean value. As such, there are more problems encountered by the respondents on the implementation of the RA 8972 such as failed to be hired in the companies, cannot avail the scholarship programs for their children, influence peddling (palakasan system), Long processes of medical assistance due to hospital's protocol or policies, and too much requirements processes. This result enacted by the group of researchers to formulate the Proposed Promotion and Enhancement Program of R.A. 8972 in order to observe and address a fully implementation of the Solo Parent Welfare Act of 2000.

Keyword: Solo parent, gender, work opportunities, Republic Act 8972, social development

Introduction

The family is the basic unit of human organization. It defined functionality, the family is essentially universal, and however, families' structural form and strength vary greatly across cultures and time. The term family is use here in the broadest possible sense; it is defined as whatever system is a society uses to support and control reproduction in human sexual interactions. This broad definition solved many apparent conflicts over the meaning of changes presently taking place in family functions and structures. It composes of parents and their children. The parent should nurture their children with love at home. The family should mold its member first before exposing them to the bigger and more complicated world. The primary concern of the parents is to the teacher's because there is no substitute for parents care. Parents and teacher should work hand to hand to develop the young minds of children. All parents have many things in common like, the responsibilities that come with their role and satisfaction they may gain from it. However, in some situations parents also face unique concern and challenges. The perfect example for this is solo parenting. Solo parents include divorced, widowed, and single people with children. Nowadays the number of solo parent has increase dramatically. There have always been some people who are solo parents because of the death of their spouse.

Family is the best thing that you could ever wish for. They are there for you on the ups and downs of your life and will love you no matter what happens. They are always there. It is difficult for a person specifically to a child live without a family especially without his or her parents. Our father and mother cannot be replaced by anyone. Family has a great influence in our life. Even though family is considered the smallest unit in a community, but they are the one who molds us to be a better person. Our personality reflects on what is the status of our family and on what has been the teaching of our parents to us. They are also the one who is making us feel that we are loved. But as time passed by, there are many changes occurring in families. There are many broken families nowadays that cause the increasing of numbers of family consisting only of a single parent. Solo parents are faced with many trials. Along are the problems on financial, emotional, and social aspects. But even though it is hard to be a solo parent. It also has a good result when it comes to the relationship between the parent and child.

Moreover, the significant increase of single parenthood raises an important issue of educational disadvantages among children growing up with a single parent, given the overall low level of public provisions for children and family in Korea. Korea has a conservative social welfare system with very low levels of spending by the government on social programs. For instance, public expenditure on family (including both cash and other kinds of benefits) as a percentage of GDP (Growth Domestic Product) was only 0.1 percent in Korea in 2000 showing the lowest level among OECD countries, whereas the corresponding percentage in Denmark, Finland, and Norway was over 3 percent (OECD, 2004). An indicator of public support for children's education tells a similar story. In Korea, private funds that came from individuals or households accounted for 77 percent of total expenditures on tertiary education in 2000, the highest among the OECD countries providing expenditure data. Indeed, except for Korea, only two countries, Japan (55 percent) and the U.S. (66 percent) had more than half of the expenditure on tertiary education funded by the private sector, while in other OECD countries most of the expenditure on tertiary education was from public sources (OECD, 2003). In addition to the overall low levels of social wel- fare provision, substantial social policies particularly geared toward single-parent families have not been implemented in Korea.

The vulnerable conditions of children living with a single parent, associated with the low level of public support, are expected to be particularly severe among those with a single mother. Although the rate of Korean women's labor participation has steadily increased over time, still only a half of women in working age are in labor force (48.9% in 2003; KNSO, 2005). Moreover, the Korean economy is distinct with a comparably high proportion of women engaged in unpaid family work or self-employment, which indicates the overall unstable and informal features of women's employment (Brinton, 2001). Even within the formal sector of employment, women are more likely to be in positions with much lower incomes than their male counterparts (Monk-Turner & Turner, 2000). In sum, the employment structure in Korea is characterized by the marginalization of women in the labor market and a wage system based on the male-breadwinner model. These characteristics of the employment environment in Korea imply that children with a single mother are at particularly high risk of economic deprivation.

In addition to severe economic deprivation that children in single-parent families may face, a strong negative stigma attached to the children of single parents is apparent in Ko- rea. Despite recent changing views on single parenthood in Korea along with the growing prevalence (Yoo, 2006), young children growing up with a single parent, particularly a divorced parent, still suffer from various psychological difficulties caused by negative attitudes from school and peer groups. Even young adults often encounter a barrier to marriage due merely to the fact that they were reared in single-parent families (Chang & Min, 2002). These economic and cultural conditions of children growing up with a single-parent in Korea lead to an expectation of the evident educational gap between stu- dents from single-parent and two-parent families.

On the other hand, research studies on Asian parenting have increased immensely in the past two decades. Rapid changes in the last century raised interest in examining the impacts of urbanization and industrialization on family structures and family values within Asian families (Chao, 2002). Early research on parental control among Asians demonstrated that parents used harsh and strict parenting practices with their children that are not in alignment with Western child-rearing philosophies Yet recent research shows that the negative descriptions of Asian parenting may have resulted from cultural differences or misunderstandings based on limited Western perspectives on these collectivist cultures (Chao, 2002). Researchers posited that existing studies and typology originate mostly from Caucasian cultural contexts that emphasize individualism and independence for children. As such, existing research cannot fully capture the prevailing parenting styles in Taiwan, which do not share the same social values and beliefs with individualistic Western societies (Fung, 2003). Many researchers have thus become aware of the impact of indigenous cultural notions on parenting, and take into consideration the similarity and distinctions in parenting practices among diverse cultural groups when analyzing these studies (Chen, 2010).

Theoretical Framework

This study was based on the 'family systems theory' that introduced by Dr. Murray Bowen that suggest that individuals cannot be understood in isolation from one another, but rather as a part of their family, as the family is an emotional unit. Families are system of interconnected and interdependent individuals, none of whom can be understood in isolation from the system. According to Bowen, a family is a system in which each member had a role to play and rules to respect. Members of the system are expected to respond to each other in a certain way according to their role, which is determined by relationship agreements. Within the boundaries of the system, patterns develop as certain family member's behavior is caused by and causes other people other family member's behaviors in predictable system ways. Maintaining the same pattern of behaviors within the system may lead to balance in the family system, but also to dysfunction. For example if a husband is depressive and cannot pull himself together, the wife may need to take up more responsibilities to pick up the slack. The change in roles may maintain the stability in the relationship, but it may also push the family towards a different equilibrium. This new equilibrium may lead to dysfunction, as the wife not is able to maintain this overachieving role over a long period of time. But the point is that if the parents become parent. One of the parents didn't last long in life.

Research Question

This study aimed to assess the implementation of Republic Act 8972 known as Solo Parent Act in the City of Manila. In the light of the foregoing study, it sought to answer the following questions:

1. What are the profile of solo parents in terms of the following:
   1.1 Age;
   1.2 Gender;
   1.3 Educational Attaintment;
   1.4 Occupation;
   1.5 Monthly Net Income; and
   1.6 No. of Children?

2. What is the level of implementation of R.A 8972 in the City of Manila as assess by the group of respondents in terms of:
   2.1 Work Oppurtunities;
   2.2 Educational Benefits;
   2.3 Housing Benefits;
   2.4 Medical Assistance; and
   2.5 Government Support?

3. Is there any significant difference on the assessment of the group of respondents in the implementation of R.A 8972 in terms of the above cited variables when group according to gender?

4. What are the degree of problems encountered by the group of respondents in the implementation of R.A 8972 in terms of the aforementioned variables?

Research Method

The study utilized a descriptive survey method in order to obtain accurate and meaningful description about the effect of the Solo Parent Welfare Act of 2000 in helping parent to upgrade their responsibility to their children, by means of collecting reliable and factual information. It also described the background of the situation for the researchers had been able to meet the deepest causes of these matters.

According to Manuel and Medel the descriptive method using the survey is a more logical type of investigation because this is concerned with the conditions or relations that are going on and effect on developing trends. At time, descriptive research is related to some preceding events that has influenced or affected a present.

This study also rely quantitatively with respect to the use of statistic manner such as (1) Percentage was used to show the percentage of frequency distribution of the respondent’s profile. It sought to answer the sub- problem number 1 which is the profile of the respondents. The number of responses obtained was divided by the total number of respondents and then multiplied by 100. (2) Ranking. This is a descriptive measure to describe numerical data in addition to percentage ranking was used in the study for comparative purpose and for sharing the importance of items analyzed. (3) Weighted mean, this was used to get the average of frequency of the responses in each weighted item. (4) Likert Scale. This treatment, which was invented by Rensis Likert, sums up the responses on the five-level Likert item was designated by a numerical value of 5 to 1. The total designated value will be determined by the computation of the weighted mean. As the scoring system for each Likert item, the higher the score, the favorable response it reflects while the lower the score, the unfavorable response it do reflect. It sought to answer the sub- problem No.2 that is the level of implementation of R.A 8972 and sub- problem No.4 the degree of problems encountered by the group of respondents in the implementation of R.A 8972. The value of each item and its interpretations are as follows: 5 (4.20 – 5.00) Fully Implemented; 4 (3.40 – 4.19) Implemented; 3 (2.60 – 3.39)

Moderately Implemented; 2 (1.80 – 2.59) Poorly Implemented; 1 (1.00 – 1.49) Not Implemented. 5 (4.20 – 5.00) Fully Encountered; 4 (3.40 – 4.19) Encountered; 3 (2.60 – 3.39) Moderately Encountered; 2 (1.50 – 2.59) Poorly Encountered; and 1 (1.00 – 1.49) Not Encountered. (5) T-Test is often called Student's T-test in the name of its founder "Student". T-test is used to compare two different sets of values. It is generally performed on a small set of data. T-test is generally applied to normal distribution, which has a small set of values. This T-test compares the mean of two samples. T-test uses means and standard deviation of two samples to make a comparison.

Results and Discussion

The following are the findings of the specific problems raised in the study:

1. What are the profile of solo parents in terms of the following:
   1.1Age;
   1.2 Gender;
   1.3 Educational Attainment;
   1.4 Occupation;
   1.5 Monthly Net Income; and
   1.6 No. of Children?

Table 1
The Distribution of Respondents as to Age

Age	f	%
18-27	10	20
28-37	18	36
38-47	9	18
48-57	6	12
58-67	3	6
68-77	4	8
Total	50	100

Table 1 shows the profile of the respondents as to age of 50 respondents; 18 or 36% were aged 28-37; 10 or 20% were aged 18-27; 9 or 18% were aged 38-47; 6 or 12% were aged 48-57; 4 or 8% were aged 68-77; and 3 or 6% were aged 58-67.

Table 2
The Distribution of the Respondents as to Gender

Gender	f	%
Male	11	22
Female	39	78
Total	50	100

Table 2 shows the profile of the respondents as to gender of 50 respondents; 39 or 78% were female while 11 or 22% were male.

Table 3
The Distribution of the Respondents as to Educational Attainment

Educational Attainement	f	%
Elementary Level	2	4
Elementary Graduate	4	8
High School Level	4	8
High School Graduate	6	12
Vocational Level	1	2
Vocational Graduate	5	10
College Level	14	28
College Graduate	11	22
Master’s Degree	2	4
Doctoral Degree	1	2
Total	50	100

Table 3 shows the profile of the respondents as to educational attainment of 50 respondents; 14 or 28% were College level; 11 or 22% were College Level; 6 or 12% were High school Graduate; 5 or 10% were Vocational Gtraduate Level; 4 or 8% were Elementary Graduate and High School Level; 2 or 4% were Elementary Level and Master’s Degree; and 1 or 2% were Vocational Level and Doctoral Degree.

Table 4
The Distribution of the Respondents as to Occupation

Occupation	f	%
Employed	35	70
Self-Employed	15	30
Total	50	100

Table 4 shows the profile of the respondents as to Occupation of 50 respondents; 35 or 70% were Employed while 15 or 30% were Self- Employed.

Table 5
The Distribution of the Respondents as to Monthly Net Income

Monthly Net Income	f	%
P41,000-Above	0	0
P36,000-40,000	1	2
P31,000-35,000	1	2
P26,000-30,000	2	4
P21,000-25,000	9	18
P16,000-20,000	9	18
P10,000-15,000	13	26
Less than 10,000	15	30
Total	50	100

Table 5 shows the profile of the respondents as to Monthly Net Income of 50 respondents; 15 or 30% were Less than 10,000; 13 or 26% were 10,001-15,000; 9 or 18%

were 16,000-20,000 and 21,001-25,000; 2 or 4% were 26,001-30,000 and 2; 1 or 2% were 31,000-35,000 and 36,000-40,000 while 0 or 0% were 41,000- Above.

Table 6
The Distribution of the Respondents as to No. of Children

No. of Children	f	%
5 and up	4	8
4	6	12
3	8	16
2	20	40
1	12	24
Total	50	100

Table 6 shows the profile of the respondents as to No. Of Children of 50 respondents; 20 or 40% were 2; 12 or 24% were 1; 8 or 16% were 3; 4 or 12% were 4 and 4 or 8% were 5 and Up.

2. What is the level of implementation of R.A 8972 in City of Manila as assess by the group of respondents in terms of:

2.1 Work Opportunities;
2.2 Educational Benefits;
2.3 Housing Benefits;
2.4 Medical Assistance; and
2.5 Government Support?

The summary on the assessment of the respondents on the level of implementation of R.A 8972 are presented in Table 7.

Table 7
Summary of level of implementation of R.A 8972

Criteria	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
In terms of Work Opportunities	4.47	F.I	3.79	I	4.14	I	1
In terms of Educational Benefits	2.88	M.I	2.41	N.I	2.65	M.I	3
In terns of Housing Benefits	2.22	P.I	1.76	N.I	2.00	P.I	5
In terms of Medical Assistance	3.25	M.I	2.62	M.I	2.94	M.I	2
In terms of Government Support	2.47	P.I	2.00	P.I	2.24	P.I	4
Composite Weighted Mean	3.06	M.I	2.52	P.I	2.79	M.I	

Looking at the summary table, it could be observed that the male respondents rated work opportunities as **Fully Implemented** with the respective obtained mean value of 4.47. The educational benefits and medical assistance were rated **Moderately Implemented** with their respective obtained mean values of 2.88 and 3.25. The housing benefits and government support were rated **Poorly Implemented** with their respective obtained mean values of 2.22 and 2.47. The overall impressions of the male respondents on the five variables presented were **Moderately Implemented** with the **grand mean of 3.06.**

On the part of female respondents they rated work opportunities as **Implemented** with the respective obtained mean value of 3.79. The medical assistance were rated **Moderately Implemented** with the respective obtained mean value of 2.62 they rated educational benefits and government support as **Poorly Implemented** with their respective obtained mean values of 2 and 2.41 while, on the housing benefits were rated **Not Implemented** with the respective obtained mean value of 1.76. The female respondents perception on the five variables presented were **Poorly Implemented** as evidenced by the obtained **grand mean of 2.52.**

Summarily, work opportunities with a total mean of 4.14 rank 1; medical assistance with a total mean of 2.94 rank 2; educational benefits with a total mean of 2.65 rank 3; government support with a total mean of 2.24 rank 4; and housing benefits with a total mean of 2 rank 5.

Generally, the obtained grand mean of 2.79 is verbally interpreted as **Moderately Implemented**. This implies that the level of implementation of R.A 8972 was **Moderately Implemented** to the two (2) groups of respondents.

3. Is there any significant difference on the assessment of the group of respondents in the implementation of R.A 8972 in terms of the above cited variables when group according to gender?

The differences on the assessment of the respondents on the implementation of R.A 8972 are presented in Table 8.

Table 8

Test on significant difference on the assessment of the respondents in the implementation of R.A 8972

Male Respondents			Female Respondents			COMP T	LoS	TAB T	DECISION	VI
WM	VAR	VI	WM	VAR	VI					
3.06	0.7776	M.I	2.52	0.6207	P.I	1.02	5%	2.306	Accept Ho	There is no

Looking at the test on significant difference on the assessment of the respondents in the implementation of R.A 8972. It shows that the male respondents computed weighted mean value of 3.06 while, the variance of 0.7776 verbally interpreted as moderately implemented. However, the female respondents computed weighted mean value of 2.52 while, the variance of 0.6207 verbally interpreted as **Poorly Implemented.** Using t-test the tabular t- value of 2.306 at 5% level of significance. Moreover, the computed t-value of 1.02 is less than the tabulat t-value therefore, accept the null hypothesis. This implies that there is no significant difference.

4. What are the degree of problems encountered by the group of respondents in the implementation of R.A 8972 in terms of the aforementioned variables?

The degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to work opportunities are presented in Table 9.

Table 9
Degree of problems encountered by the group of respondents on the implementation of R.A 8972 in terms of Work Opportunities

Variables	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1. Some of the solo parents failed to be hired in the companies because of having a child.	3.35	M.E	3.20	M.E	3.28	M.E	1
2. Some of the solo parents encountered discriminations by their employers.	2.5	P.E	2.31	P.E	2.41	P.E	4
3. There are companies, which are biased to their employees.	3.20	M.E	2.90	M.E	3.05	M.E	2
4. Any solo parent employee who has not rendered service of at least one (1) year can't avail the parental leave.	2.85	M.E	2.88	M.E	2.87	M.E	3
Composite Weighted Mean	2.98	M.E	2.82	M.E	2.9	M.E	

Scale Value	Range	Verbal Interpretations
5	4.20 – 5.00	Fully Encountered
4	3.40 – 4.19	Encountered
3	2.60 – 3.39	Moderately Encountered
2	1.80 – 2.59	Poorly Encountered
1	1.00 – 1.79	Not Encountered

As shown from the data presented in Table 9, the male respondents rated components 1, 3 and 4 which are "Some of the solo parents failed to be hired in the companies because of having a child.", "There are companies which are biased to their employees.", and "Any solo parent employee who has not rendered service of at least one (1) year can't avail the parental leave." **Moderately Encountered** as shown by their respective computed weighted mean values of 3.35, 3.20 and 2.85. The rest of the components states that "Some of the solo parents encountered discriminations by their employers." **Poorly Encountered** as evidenced by the respective computed weighted mean value of 2.5 yielded a composite weighted mean value of 2.98 verbally interpreted as **Moderately Encountered.**

As to the female respondents, they rated components 1, 3 and 4 which are "Some of the solo parents failed to be hired in the companies because of having a child.", "There are companies which are biased to their employees." and "Some of the solo parents encountered discriminations by their employers." **Moderately Encountered** as evidenced by their respective computed weighted mean values of 3.20, 2.90 and 2.88 except to the components 2 which is "Some of the solo parent's encountered discriminations by their employers." **Poorly Encountered** as evidenced by the respective computed weighted mean value of 2.31 yielded a composite weighted mean value of 2.82 verbally interpreted as **Moderately Encountered.**

Generally, component 1 with a total mean of 3.28 rank 1; component 3 with a total mean of 3.05 rank 2; and component 4 with a total mean of 2.87 rank 3.

Moreover, the overall assessment of the male and female respondents on the four components presented under the degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to work opportunities was **Moderately Encountered** as supported by the respective obtained **grand mean of 2.9.**

The degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to educational benefits is presented in Table 10.

Table 10

Degree of problems encountered by the group of respondents on the implementation of R.A 8972 in terms of Educational Benefits

Variables	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1. Not all the solo parents can avail the educational benefit for their children because a lot of requirements such as solo parent I.D, Baptismal certificate and NSO Birth certificate.	1.78	N.E	2.15	P.E	1.97	P.E	3
2. The disqualified solo parent cannot avail the scholarship programs for their children.	1.88	P.E	2.20	P.E	2.04	P.E	1
3. The parent/child applicant must pass the pre-screening process by TESDA regional, provincial, district office.	1.85	P.E	1.85	P.E	1.85	P.E	4
4. The child applicant must pass the qualifying examination to avail the educational benefits.	2	P.E	1.95	P.E	1.98	P.E	2
Composite Weighted Mean	1.88	P.E	2.04	P.E	1.96	P.E	

As presented from the data in Table 10, It can be observed that the male respondents rated components 2, 3 and 4 which are "The disqualified solo parent cannot avail the scholarship programs for their children." "The parent/child applicant must pass the pre-screening process by TESDA regional, provincial, district office.", and "The disqualified solo parent cannot avail the scholarship programs for their children." **Poorly Encountered** as shown by their respective computed weighted mean values of 1.88, 1.85 and 2. Only component 1 states "Not all the solo parents can avail the educational benefit for their children because a lot of requirements such as solo parent I.D, Baptismal certificate and NSO Birth certificate," not encountered as evidenced by the respective computed weighted mean value of 1.78 yielded a composite weighted mean value of 1.88 verbally interpreted as **Poorly Encountered**.

As to the female respondents, they rated all components which are "Not all the solo parents can avail the educational benefit for their children because a lot of requirements such as solo parent I.D, Baptismal certificate and NSO Birth certificate.", "The disqualified solo parent cannot avail the scholarship programs for their children.", "The parent/child applicant must pass the pre-screening process by TESDA regional, provincial, district office." and "The child applicant must pass the qualifying examination to avail the educational benefits." Poorly encountered as evidenced by their respective computed weighted mean values of 2.15, 2.20, 1.85 and 1.95 yielded a composite mean value of 2.04 verbally interpreted as **Poorly Implemented**.

Summarily, component 2 with a total mean of 2.04 rank 1; component 4 with a total mean of 1.98 rank 2; component 1 with a total mean of 1.97 rank 3; and component 3 with a total mean of 1.85 rank 4.

Moreover, the overall assessment of the male and female respondents on the four components presented under the degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to housing benefits was **Poorly Encountered** as supported by obtained **grand mean of 1.96.**

The degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to housing benefits is presented in Table 11.

Table 11
Problems encountered by the group of respondents on the implementation of R.A 8972 in terms of Housing Benefits

Variables	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1. Some of the solo parents cannot be prioritized to the benefits because of "influence peddling" (palakasan system)	1.65	N.E	2.45	P.E	2.05	P.E	1
2. There are solo parents who cannot avail housing benefits because of absence of permanent income.	1.78	N.E	2.07	P.E	1.93	P.E	3
3. No acquisition of housing program from NEDA shall be given such benefit if they fail in the requirements.	1.78	N.E	1.89	P.E	1.84	P.E	4
4. Some of the solo parent cannot avail housing benefits because of "No Permanent Address" (NPA).	1.78	N.E	2.20	P.E	1.99	P.E	2
Composite Weighted Mean	1.75	N.E	2.15	P.E	1.95	P.E	

As presented from the data in Table 11, the male respondents rated all items which are some of the solo parents cannot be prioritized to the said benefits because of the "influence peddling" (palakasan system), There are solo parents who cannot avail housing benefits because of absence of permanent income, No acquisition of housing program from NEDA shall be given such benefit if they fail in the requirements, and some of the solo parent cannot avail housing benefits because of "No Permanent Address" (NPA). **Not Encountered** as observed by their respective computed weighted mean values of 1.65, 1.78, 1.78 and 1.78 yielded a composite weighted mean value of 1.75 verbally interpreted as **Not Encountered.**

The female respondents rated all the components which are some of the solo parents cannot be prioritized to the said benefits because of the "influence peddling" (palakasan system), There are solo parents who cannot avail housing benefits because of absence of permanent income, No acquisition of housing program from NEDA shall be given such benefit if they fail in the requirements, and some of the solo parent cannot avail housing benefits because of “No Permanent Address” (NPA). **Poorly Encountered** as evidenced by their respective computed weighted mean values of 2.45, 2.07, 1.89 and 2.20 yielded a composite weighted mean value of 2.15 verbally interpreted as **Poorly Encountered**.

Summarily, component 1 with a total mean of 2.05 rank 1; component 4 with a total mean of 1.99 rank 2; component 2 with a total mean of 1.93 rank 3; and component 3 with a total mean of 1.84 rank 4.

Generally, the overall assessment of the two groups of respondents on the four components presented under housing benefits was **Poorly Encountered** supported by the obtained **grand mean of 1.95.**

The degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to medical assistance is presented in Table 12.

Table 12

Degree of problems encountered by the group of respondents on the implementation of R.A 8972 in terms of Medical Assistance

Variables	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1 If the solo parent has no I.D he won’t receive the medical assistance.	2.55	P.E	2.75	M.E	2.65	M.E	3
2. Long processes of medical assistance due to hospital’s protocol or policies discouraged the applicant.	2.65	M.E	2.90	M.E	2.78	M.E	1
3. There are hospitals taking advantage of the benefits in terms of bills/fees.	2.51	P.E	2.68	M.E	2.60	M.E	4
4. Some of the accredited hospitals are not organized and systematic in terms of the service delivery.	2.5	P.E	2.83	M.E	2.67	M.E	2
Composite Weighted Mean	2.55	P.E	2.80	M.E	2.68	M.E	

As depicted from the data in Table 12, the male respondents rated components 2 states that “Long processes of medical assistance due to hospital’s protocol or policies discouraged the applicant.” **Moderately Encountered** as evidenced by the respective computed weighted mean value of 2.65. However, they rated components 1, 3 and 4 which are “If the solo parent has no I.D he won’t receive the medical assistance,” “There are hospitals taking advantage of the benefits in terms of bills/fees,” and “Some of the accredited hospitals are not organized and systematic in terms of the service delivery” **Poorly Encountered** with their respective computed weighted mean values of 2.55, 2.5 and 2.5 yielded a composite weighted mean value of 2.55 verbally interpreted as **Poorly Encountered**.

Also from the data presented in Table 12 the female respondents rated all components which are some of the solo parents cannot be prioritized to the said benefits because of the “influence peddling” (palakasan system), There are solo parents who cannot avail housing benefits because of absence of permanent income, No acquisition of housing program from NEDA shall be given such benefit if they fail in the requirements, and some of the solo parent cannot avail housing benefits because of “No Permanent Address” (NPA). Moderately encountered with their respective computed weighted mean values of 2.75, 2.90, 2.63 and 2.83 yielded a composite mean value of 2.80 verbally interpreted as **Moderately Encountered.**

Summarily, component 2 with a total mean of 2.78 rank 1; component 4 with a total mean of 2.67 rank 2; component 1 with a total mean of 2.65 rank 3; and component 3 with a total mean of 2.60 rank 4.

Moreover, the overall assessment of the male and female respondents presented under the degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to medical assistance was **Moderately Encountered** as supported by obtained **grand mean of 2.68.**

The degree of problems encountered by the group of respondents on the implementation of R.A 8972 as to Government support is presented in Table 13.

Table 13
Problems encountered by the group of respondents on the implementation of R.A 8972 in terms of Government Support

Variables	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1. Not all the solo parents can avail the livelihood programs because they did not pass the entrepreneurial test.	1.63	N.E	1.76	N.E	1.7	N.E	4
2. Some of the solo parents did not pass the requirements on the deadline indicated which contributed to dismiss the applicant.	1.63	N.E	1.76	N.E	1.7	N.E	1
3. Some of solo parents have no complete documents to avail comprehensive package of government support.	1.63	N.E	1.93	N.E	1.78	N.E	2
4. Some of the solo parents cannot be prioritized for being beneficiaries because of intervening people.	1.63	N.E	2.26	N.E	1.95	P.E	3
Composite Weighted Mean	1.63	N.E	2.93	N.E	1.78	N.E	

As gleaned from the data presented in Table 13, the male respondents rated all the items which are “Not all the solo parents can avail the livelihood programs because they did not pass the entrepreneurial test.”, "Some of the solo parents did not pass the requirements on the deadline indicated which contributed to dismiss the applicant.”, “Some of solo parents have no complete documents to avail comprehensive package of government support.” And “Some of the solo parents cannot be prioritized for being beneficiaries because of intervening people.” As **Not Encountered** with their computed weighted mean values of 1.63, 1.63, 1.63 and 1.63 yielded a composite weighted mean value of 1.63 verbally interpreted as **Not Encountered.**

As to female respondents they rated items 3 and 4, which are "Some of solo parents have no complete documents to avail comprehensive package of government support." And "Some of the solo parents cannot be prioritized for being beneficiaries because of intervening people." Poorly Encountered as shown by their respective computed weighted mean values of 1.93 and 2.26. Meanwhile, they rated items 1 and 2 which are "Not all the solo parents can avail the livelihood programs because they did not pass the entrepreneurial test.", "Some of the solo parents did not pass the requirements on the deadline indicated which contributed to dismiss the applicant." Not encountered as shown by their respective computed weighted mean values of 1.76 and 1.76 yielded a composite mean value of **1.93** verbally interpreted as **Poorly Encountered.**

Summarily, item 4 with a total mean of 1.95 rank 1; item 3 with a total mean of 1.78 rank 2; items 1 and 2 with a total mean of 3.5 both share in rank 3.5 respectively.

Moreover, the overall assessment of the male and female respondents presented criteria under the government support was **Not Encountered** supported by the obtained **grand mean of 1.78.**

The summary on the degree of problems encountered by the group of respondents on the implementation of R.A 8972 is presented in Table 14.

Table 14
Summary on the assessment on the degree of problems encountered by the group of respondents in the implementation of R.A 8972

Criteria	Male		Female		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
In terms of Work Opportunities	2.98	M.E	2.82	M.E	2.9	M.E	1
In terms of Educational Benefits	1.88	P.E	2.04	P.E	1.96	P.E	3
In terms of Housing Benefits	1.75	N.E	2.15	P.E	1.95	P.E	4
In terms of Medical Assistance	2.55	P.E	2.80	M.E	2.68	M.E	2
In terms of Government Support	1.63	N.E	2.93	M.E	1.78	N.E	5
Composite Weighted Mean	2.16	P.E	2.54	P.E	2.35	P.E	

Looking at the summary table, it could be observed that the male respondents rated work opportunities as **Moderately Encountered** with their respective obtained mean value of **2.98**. The medical and educational benefits were rated **Poorly Encountered** with obtained mean values of **1.88 and 2.55**. The housing benefits and government support were rated **Not Encountered** with respective obtained mean values of **1.63 and 1.75.**

As we go over to the assessment of the female respondents they rated medical assistance, work opportunities and government support as **Moderately Encountered** with their respective obtained mean values of **2.82, 2.80 and 2.93.** However, they rated housing benefits, and educational benefits as **Poorly Encountered** with their respective obtained mean values of **2.04 and 2.15.**

As a whole, work opportunities with a total mean of 2.9 rank 1; medical assistance with a total mean of 2.68 rank 2; educational benefits with a total mean of 1.96 rank 3;

housing benefits with a total mean of 1.95 rank 4, and government support with a total mean of 1.78 rank 5.

The overall impression of two groups of respondents on the five variables presented above was **Poorly Encountered** with a **grand mean value of 2.35**.

Conclusions

After performing all the necessary steps and procedures in conducting the study, the reserchers came up with the following conclusions:

1. The study showed the most of the respondents' age range is 28 to 37 years old. Female respondents outnumbered male respondents. Most of the respondents are college graduates. The majority of the respondents are employed. Most of them are earning less than P10,000. The majority of the number of children is 2.

2. Level of iplementation of RA. 8972

2.1 Work Opportunities- based on the level of implementation of work opportunities we found out that the results are "implemented". The composite weighted mean of 4.14

2.2 Educational Benefits- based on the level of educational benefits we found out that the results are "moderately implemented". The composite weighted mean of 2.65.

2.3 Housing Benefits- based on the level of housing benefits we found out that the results are "poorly implemented". The composite weighted mean of 2.0.

2.4 Medical Assistance- based on the level of medical assistance we found out that the results are "moderately implemented". The composite of weighted mean of 2.94

2.5 Government Support- based on the level of government support we found out that the results are "poorly implemented". The composite weighted mean of 2.24.

3. There is no significant difference on the assessment of group of respondents in the implementation of R.A 8972 in terms of the above cited variables when grouped according to gender.

4. There are more problems encountered by the group of respondents on the implementation of R.A 8972 in the City of Manila.

Recommendations

In the light of the findings and conclusions drawn above, the following recommendations are made:

A. Educational Benefits

1. Education must become the higher priority of the government to make it more productive, equitable, and coherent.
2. Minimum requirements for educational benefits.
3. Increase the benefits of education.
4. Government should make sure that proper education for the solo parents shall be provided.
5. An effective monitoring system is needed in the education department.
6. Ask for volunteers with specialized qualifications to contribute their services in their areas of work or residence.

B. Housing Benefits

1. Government should make sure that housing benefits for the solo parents are provided.
2. Housing benefits should be redesigned in order to give people more choices and responsibility over their housing.
3. Housing benefits should be incorporated into mainstream means on tested benefits.

C. Medical Assistance

1. Maximize the benefits and minimize the risks for solo parent.
2. Provide them checks payable to the hospital billing department where they are confined as well as giving them free medicines for treatment of their illness until they are discharged from the hospitals and until they are fully recovered.
3. Improve the quality of medical care.
4. Improve the quality of care by providing more accurate, effective and reliable diagnoses and treatment.
5. Give free medical treatment, surgery, vocational training and income generating projects.

D. Government support

1. Supplement the government efforts with sustainable economic development.
2. Promote community participation and empowerment.
3. Promote, assess and prioritize the solo parent.
4. Develop skills and establish confidence to support them through livelihood program for the solo parent.

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Appendix A

Proposed Enhancement Program of R.A 8972

A. Work Opportunities	
1. A solo parent is allowed to have flexible work schedule.	Allow Solo parent to have flexible work schedule.
2. A solo parent employee should avail the parental leave of not more than 7 working days every year.	Exercise and empower parental leave of not more than 7 working days per year.
3. Any solo parent employee should not be discriminated against his\her employee.	Avoid discrimination in justifying work opportunities.
4. The solo parent who wishes to avail the benefit can apply for parental leave in his/her office/organization after presentation of the solo parent I.D card.	Uphold the application of presentation of I.D in any request of the Solo parent responsive to application of law.
B. Educational Benefits	
1. Scholarship program for qualified solo parent and his children in institution of basic, elementary, secondary, tertiary, and technical/skills education.	Uplift the extent of scholarship program between the Solo parent and their children in any Educational programs.
2. Non-formal education programs are offered appropriate for solo parent and his children.	Give more right to Solo parent to avail non-formal education to upgrade their educational correspondence.
3. An educational benefit helps the solo parent and his children in terms of educational fees.	Give the less amount of payment of educational fees of both solo parent and children in any educational programs.
4. The applicant/ beneficiary decides what program he/she avail.	Render time and effort to the solo parent to avail the chosen educational programs.
C. Housing Benefits	
1. Solo parent shall be given allocation in housing project.	Exhibit participation of solo parent in housing project.
2. Solo parents who are members of government funding institution such as GSIS, SSS, HDMF may avail of the housing loan packages.	Empower to monitor housing loan packages to all solo parents who are government employee.
3. Eligible solo parents shall file their application for housing unit/lot directly with the concerned NHA project office.	Monitor the eligible solo parents in availing housing unit/lot with NHA project office.
D. Medical Assistance	
1. The DOH shall develop a comprehensive health care program for solo parent and his children.	DOH should add more health care programs benefited by the solo parent and his/her children.
2. The solo parent can avail of the free medicines (if available)	DOH and hospitals should make available necessary medicines for solo parent in all times.
3. There are consultation and treatment for simple illness like fever, cough, severe wounds, check in blood pressure, pre-natal services, health advices and child immunization, or wellness for baby services.	Uplift consultation method to solo parent and for wellness of babies in any medical and dental services.
4. The solo parent has the automatic availment of “gamot na mabisa at abot kaya”.	Consider the urgent availment of necessary medicines needed by the solo parent.
E. Government Support	
1. The government agency creates livelihood development services which include training on the livelihood skills, basic business management, value orientation and the provision of SEED capital or job placement.	Incorporate more training and skills development programs
2. There are counseling services which include individual, peer family counseling which will focus on the resolution of personal relationship and conflicts.	Render high extent of counseling services with a deep value of reconciliation of any conflicts.

3. Evaluation of parent effectiveness of services delivered w/c include the provision and expansion of knowledge and skills of the solo parent on early childhood development, behavior, management, health care, rights and duties of parents and their children.	Give a value regarding effectiveness of parenting, management, health care, rights and duties to further manifestation of rule of law.
4. Critical incidence stress debriefing which includes preventive stress management strategy designed to assist solo parents in coping with crises and cases of abuse	Protecting the solo parent in any form of abuses and aspect of coping such crises they encountered.

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Educational Marketing Practices in Pakistan and Malaysia: A Comparative Study

Syed Asad Abbas Rizvi*, Abdul Ghaffar Tahir
Department of Education, International Islamic University
Islamabad Pakistan
*Corresponding author: drasadrizvi@yahoo.com

Abstract

There is a growing tendency of emphasizing higher education, as it is not only responsible for the academic development but also adds income of the country. The objectives of the study were to identify, analyze and compare the educational marketing practices in Pakistan and Malaysia. The survey method was used as research design. Population study comprises all the private sector universities of Pakistan and Malaysia. By using purposive sampling, ten private universities were selected for data collection and from each university ten students were selected, making total sample of 200 students. Questionnaire was used as tool for data collection. The data was analyzed by using inferential statistics. It was found that physical facilities and human resource were considered as the most important marketing elements while, price and premium were considered as the least important. Malaysian private universities showed comparatively high mean scores of usage and importance of marketing strategies rather than Pakistani private universities. It was found that new and modern programs, attractive location (place), highly qualified faculty (people), educational expos (promotion) and physical facilities were major components of educational marketing elements. It was concluded that Physical Facilities, People, Process and Place are the most important elements of educational marketing. It was recommended that the available physical facilities may be marketed in a befitting manner as they are more important for students.

Keywords: Educational marketing, higher education institutes

Introduction

Education is considered an important factor in the social and economic advancement of the country. Without education, it is imperative, the country lag behind the others in the race of development. The investment in education never goes un-rewarded (Ivay and Nude 2004). Therefore, all countries give very much emphasis on education. In current race of economic growth and development, those nations are found to be on the front, which are working in the field of education. The educational institutions act as an incubator for innovation and creative thinking that is necessary to make society economically competitive (Asian Development Bank, 2011). Education is a key factor for economic and technological development of a country.

It is internationally accepted that education is now one of the products and it can be bought, sold and traded like other commodities (Al Fattal 2010). It is growing day by day in the market and even some state-funded institutions spend major chunk of their budget on marketing and recruiting new students rather than focusing on their education.

According to Al-Fattal, (2010), over the past few decades, the need for marketing is more important to achieve organizational efficiency. This indicates the marketing presence and important role in the educational context, although some people may have ignored it, and therefore, it is important to educate and expand the understanding of stakeholders, rather ignore or avoid it.

The marketing education received tremendous focus and attention in the past two decades. Marketing education is important because it covers almost all aspects of the social network. Production responds to market research about students' preference and discovers quality. Market research also provides a guideline for the development of new degree programs, based on the new market requirements and new technologies which are needed to be strengthened to reach new students (Rizvi and Khan, 2010). The required marketing planning process and implementation of a strategy is to get more extension (Lovelock & Wright, 2010). This study discusses the marketing mix suggested by Kotler& Fox (1995).

Statement of the Problem

Education is not only the need of developing countries but also the need of the developed countries in the modern era. While everyone has realized the importance and consequences, educational marketing has now transformed into an industry and even in many developed countries, is now considered as an impetus for economic change. Therefore, there is a need to study the perimeters and practices of educational marketing in different settings. These parameters may act as key to educational marketing regardless of geographical dimensions. The problem to be investigated is " how to compare the educational marketing practices in Pakistan and Malaysia" .

Objectives of the Study

The objectives of the study are as under:

1. To identify higher education marketing practices in Pakistan and Malaysia.
2. To analyze practices of higher education marketing in Pakistan and Malaysia.
3. To compare the practices of higher education marketing in Pakistan and Malaysia.

Research Questions

Following were the research questions of the study:

1. What are the practices of higher education marketing in Pakistan and Malaysia?
2. How the educational marketing practices in Pakistan and Malaysia may be compared?

Significance of the Study

The significance of study was as under

1. This study would be significant for the authorities interested in marketing of educational institutions. They can work in a better way, and thereby improve marketing strategies.
2. The study would be very fruitful for all the heads of the institutions of both countries. Through this study, the heads of educational institutes will be able to improve marketing practices that result in overall increase in student enrollment.
3. There are many attractive marketing techniques which help people to select institution of their choice for admission. The study would be very useful for the heads of educational institutes to select the marketing strategy that is more useful and beneficial in the context.

Theory behind the Study

This study discusses the marketing mix suggested by Kotler and Fox (1995) and Ivy and Naude (2004), illustrated in figure 1. It is a combination as it encompasses all of the elements mentioned by both models. This model is also more useful for educational marketing. These elements have been reviewed as how an institution could use it as a framework to rethink the components of their services.

Review of Related Literature

The educational marketing is not a new concept. It was dated back to 1990's, the era of services marketing. There were ten Keys of educational marketing (10Ps) i.e. program of study (program), effective pricing (price), effective advertising and communication (promotion), easy to access location (place), high quality staff (people), operating system (process), evidence found by research and attractive facilities (physical facilities), brochure (Prospectus), reputation (Prominence), quality (Premium), which motivate and service the markets (Kotler& Fox, 1995; Ivy &Naude 2004).

7 Keys of Educational Marketing
➢ Program ➢ Price ➢ Promotion ➢ People ➢ Process ➢ Place ➢ Physical Facilities ➢ Prospectus ➢ Prominence ➢ Premium

Figure 1: Seven Keys of Educational Marketing
Source: Kotler, P., & Fox, K. (1995). Strategic Marketing for Educational Institutions (2nd ed.), Englewood Cliffs, N.J.: Prentice-Hall.

The details of each key is as under:

Program

The first element in the marketing mix is the program. The issue of 'what program to offer and how to structure and design it within an institutional marketing strategy', has been addressed in the literature by Frumkin et al. (2007), and Hesketh and Knight (1999). An institution usually introduces it by identifying the programs and services being offered and made available in the market and to customers, whether they are students, companies or grants providers (Rizvi and Khan 2010)

An institution also questions whether this program matches customers' needs. Universities offering similar programs will find their markets and public differentiating between them on the basis of their programs and quality (Kotler& Fox, 1995). There is a strong relation between the program offered and the institution, as it establishes the institution's identity. Gibbs and Knap (2002) explain that such identity positions the institution in mind of its customers and determines how they will respond to what is being offered. e.g. bachelor degree, master degree, doctorate degree etc.

Price

Price is an amount charged to the students for the services provided by the university. It contains more value that someone is paying for it. The mean of price changes according to different situations. Higher education institutions have also a pricing policy. All the higher education institutions hope to increase their application and enrollment rates. Pricing policy may be one of the reasons that students keep in mind while choosing any institution (Masterson &Pickton, 2010) and in some cases, it is the single reason for choice.

One of the most visible signals of quality is price. Thus, the powerful implication for universities is that extensive price competition is unlikely to occur immediately (Collins, 2010).

Place

Place refers the location of the university, or the accessibility of the service – how easy it is to access? It not only includes the place where the universities are placed but all the activities performed by the university to ensure the availability of the program to the targeted customers (Lovelock and Wright 2010). Availability of the program at the right place, at the right time and in the right quantity is crucial in placement decisions.

Promotion

Promotion is a mean of communication between institutions and communities. Pradey (1991) states that it contains advertising, public relations, personal and publicity by using different forms of media. Promotion is how someone is given awareness of the universities in the market place; advertising, publicity and sales are aspects of promotion (Smith & Taylor 2004).

According to Wright (1999), there are many methods of promotion which may be used by institutions, including:

a) Paid advertising in press, for example in newspapers and magazines.
b) Free publicity; for example public relations department provides positive information about the institution through press release.
c) Community and professional involvement;
d) Open House, Information Day, Consultation Day and Recruitment Day to facilitate better communication with prospective students, parents and employers.
e) Personal selling, in which staff assume the role of salesmen and marketing manager in communication with students, parents and other stakeholders of higher education.
f) Free courseware, for example, a taste of distance learning on the Internet for prospective students. Short courses charging a small amount of tuition fee are also effective tools for programs.

People

The individuals delivering the services are crucial in the process of educational marketing. People include faculty, teachers, administration staff and other staff working in the higher education institution (Palme, 2001). The personality and ranking of the people send messages to the target audience (Masterson &Pickton, 2010).

People refer to all the teaching and administrative staff, through which the service is delivered, and customer relations built (Kotler& Fox, 1995). People also include the institution's current and former students. This is because prospective students tend to ask about, and check with current and former students their views. In fact, this has great evidence reflecting on current student retention (Mukerjee 2007; Gibbs 2001). Another example is establishing alumni unions, where the relationship is maintained after the service is completed.

Process

It is the manner and style in which teaching, administrative and support processes are provided. Process is a mean identifying different process of recruitment or appointment of faculty members, teachers and other staff in the higher education institution (Cubillo, Sanchez and Cervino 2006). Admission criterion is also different in different institutions. The teacher personality and ranking of universities send messages to the target audience. Teaching-learning process and examination system vary from teacher to teacher and institution to institution (Masterson & Pickton, 2010).

Although this element was introduced in a relatively short and quick fashion in various literatures e.g. Kotler & Fox (1995), there is substantial evidence of its importance and relevance, as it relates to all other marketing mix elements. Processes refer to the way an institution does business, and this relates the whole administrative system to this element (Kotler*et al.*, 2002,). Processes are how things happen in an institution, such as the process of management, enrolment, teaching, learning, social and even sports activities. (Hayes 1991).

Physical Facilities

The nature of the facilities is about both for teaching and other components of student life (Brassington 2006). **Physical evidence is a mean identifying different evidences of teachers that is promoting the institution**? The work such as MS, M.Phil and PhD theses indicate devotions and hard work on part of the teacher. Articles and books tell us about the literary taste and depth in research (Mukerjee, 2007).

Prospectus

Prospectus is a mean of transforming information through brochure, catalog, booklets and pamphlets between the institutions and communities (Ivy &Naude2004). Gibbs and Knap (2002) explain that such identity positions the institution in mind of its customers and determines how they will respond to what is being offered. It has permanent effect on the communities.

Prominence

Prominence means the importance and reputation of the institution regarding some speciality. For example institutions are research oriented (Ivy &Naude 2004). This element has a lot of attraction for the students.

Premium

Premium means the quality of the institution regarding grading. For example institutions are in a category institution and high in ranking (Ivy &Naude 2004). This is also an attraction for the communities. It often takes time and requires market research to develop a successful marketing mix. One should not depend on one mix but should always try different mixes. While designing the mix, make changes to all mixes in such a way that all convey the same message.

Research Methodology

The research was descriptive in nature and a survey was conducted to collect the data. The population of this study was all the private universities of Pakistan and Malaysia. The top ten private universities of Pakistan and Malaysia were taken as sample by using purposive sampling technique and 20 students were randomly selected from each university.

A questionnaire was developed for the students of the private universities to collect the data for study. Five-point Likert scale was used with options (1-5, 1 = no use, 5= always use) to find the social dimensions of educational marketing. The data was collected through questionnaire from the students of the selected universities. The data was collected through personal visits and e-mails to the respondents.

Analysis of Data

The data was analyzed by using descriptive statistics method. Means scores were calculated and used to rank the data.

Table 1
Identification and ranking of Marketing Strategies of Higher Education In Pakistan and Malaysia

S#	Marketing Strategies	Pakistan			Malaysia		
		Mean	SD	Ranking	Mean	SD	Ranking
1	Program	10.10	3.101	5	10.70	3.199	6
2	Price	8.87	2.003	9	9.08	2.793	8
3	Promotion	9.94	3.007	6	10.96	3.399	5
4	Place	10.72	3.016	4	11.46	3.101	4
5	People	14.54	4.005	2	14.03	4.013	3
6	Process	13.81	3.981	3	14.32	4.241	2
7	Physical Facilities	17.76	4.892	1	18.46	5.222	1
8	Prominence	9.40	3.444	8	9.96	3.704	7
9	Prospectus	9.88	4.004	7	9.07	4.001	9
10	Premium	8.05	3.029	10	8.90	3.719	10
	Mean	113.07	34.482		116.94	37.392	

The above table elaborated that analysis of marketing strategies being importance by the Universities of Pakistan and Malaysia. Furthermore the data described the use of Program (M=10.10, SD=3.101, Ranking = 5),(M= 10.70, SD=3.199, Ranking = 6), Price (M= 8.87, SD=2.003, Ranking = 9),(M= 0.08, SD=2.793,Ranking = 8), Promotion (M= 9.94, SD=3.007,Ranking = 6), (M= 10.96, SD=3.399,Ranking = 5),Place (M= 10.72, SD=3.016, Ranking = 4),(M= 11.46, SD=3.101, Ranking = 4), People(M=14.54, SD=4.005,Ranking = 2), (M=14.54, SD=4.013,Ranking = 3), Process (M= 13.81, SD= 3.981,Ranking = 3), (M= 14.32, SD=4.241, Ranking = 2), Physical Facilities (M= 17.76, SD= 4.892, Ranking = 1),(M= 18.46, SD=5.222, Ranking = 1), Prominence (M= 9.40, SD= 3.444, Ranking = 8),(M= 9.96, SD=3.704, Ranking = 7), Prospectus (M= 9.88, SD= 4.004, Ranking = 7),(M = 9.07, SD= 4.001, Ranking = 9), Premium (M= 8.05, SD= 3.029, Ranking = 10),(M= 8.90, SD= 3.719, Ranking = 10) over all usage (M= 113.07, SD= 34.482),(M= 116.94, SD=37.392) respectively Pakistan and Malaysia. The table also depicted that physical facilities were considered the most important marketing strategies while premium is considered as the least important marketing strategies in both countries.

The dispersion reveals that those factors which got higher ranking also has big dispersion. Physical facilities has the more dispersion than any other in both countries, followed by people and process. It means that the respondents are not very much close to each other views and it is logical as everyone view marketing strategies by his/her own view point

Findings

On the basis of data analysis, the findings of the research were as under:

1. Both countries have same educational marketing Practice reference to importance and usage.
2. It was found that physical facilities, in both countries were ranked as No. 1 with reference to importance followed by process, place and people.
3. In both countries Premium has least importance, followed by prospectus and program
4. The first effective factor for marketing was ‘program’ which included marketing of different modern programs, offered to meet the market needs. In comparative paradigm, it was found that Program was at 5th rank in Pakistan and on 6th rank in Malaysia
5. Secondly, the price was the main and very important factor of marketing; fee level was an attraction for the students for admission. In comparative paradigm, it was found that Price was at 9th rank in Pakistan and on 8th rank in Malaysia, reference to importance in marketing practices.
6. At the third place was Promotion, which included advertising, printed material, electronic media, publicity and education expo and these were found effective tools of marketing. There promotion activities were conducted at different times and duration in different universities. In comparative paradigm, it was found that promotion was at 6th rank in Pakistan and on 5th rank in Malaysia, reference to importance in marketing practices. It is higher in Pakistan and lower in Malaysia.
7. The easily approachable location of the institution in the city attracts the students. In Comparative paradigm, it was found that Program was at 4th rank in Pakistan and Malaysia, reference to importance in marketing practices.
8. People were followed by place of universities, including faculty members i.e. professors, associate professors, assistant professors and lecturer and their qualification e.g. Ph.D. and M S/ M Phil, which catches the student’s attraction for admissions. In Comparative paradigm, it was found that ‘people’ were at 9th rank in Pakistan and on 8th rank in Malaysia, reference to importance in marketing practices.
9. Process was also studied. It focused on practices of marketing used in different universities i.e. admission process, teaching learning process, evaluation process. In Comparative paradigm, it was found that Process was at 3rd rank in Pakistan and on 2nd rank in Malaysia, reference to importance in marketing practices. They are nearly at the same rank.
10. Physical facilities do contribute the marketing practices. These included Infrastructure, buildings, classrooms, libraries, laboratories, furniture, and availability of drinking water. In both countries, physical facilities are at the top of the ranking

11. Another factor in this regard was prominence. It was found that most of the universities used their fame, distinction, and reputation for their marketing. In Comparative paradigm, it was found that prominence was at 8th rank in Pakistan and on 7th rank in Malaysia, reference to importance in marketing practices.
12. Students were motivated through different prospectus, brochure, booklet, pamphlet, and banner. A good prospectus always plays a vital role in marketing.
    In Comparative paradigm, it was found that prospectus was at 7th rank in Pakistan and on 9th rank in Malaysia, reference to importance in marketing practices. This is the only place where the difference is more than one rank.
13. Last but not least was premium. Students were greatly influenced by premium, which included position and HEC Ranking were also main dimensions of marketing. In Comparative paradigm, it was found that premium was at 10 8th rank in Pakistan and Malaysia.

Conclusion

The following conclusions were drawn on the basis of the findings of the research:

1. Physical Facilities, Process, People and Place are the most important elements in educational marketing practices for both countries.
2. Promotion, Price, program and Prominence are less important elements in education marketing practices in Pakistan and Malaysia
3. Prospectus and Premium are considered as least important with reference to practices of higher education in both countries.

Recommendations

The following recommendations were drawn on the basis of the findings, review of related literature and observations made by researcher during this study and these may be helpful for marketing educational institutions:

1. New and advanced programs may be initiated in the universities and highly qualified faculty should be hired to attract the students. Educational expos may be organized being good informational gathering platform.
2. A regular department of Marketing may be established in each university to devise strategies of marketing for admissions.

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6 ICLEHI 2017-023 Emma A. Basco

The Masterpieces of Fernando Amorsolo: Socio- Cultural Image of The Filipinos

Emma A. Basco
De La Salle University – Manila/ College of Liberal Arts
2401 Taft Avenue, Manila, Philippines
emma.basco@dlsu.edu.ph

ABSTRACT

Fernando Amorsolo is a prolific and eloquent Filipino painter. For this reason, most of his paintings are considered masterpieces and great works of art. However, according to Francisco Arcellana, a literary critic, "Amorsolo's paintings have nothing to say and that they were not hard to understand because there is nothing to understand, if at all". But this is not so, as far as his legions of supporters and admirers are concerned. To them, Amorsolo's works are "true reflections and representations of the Filipino soul and spirit". Looking deeply and intently at his great works, an aficionado would surely find the symbols, signs and implications which undoubtedly portray and convey the innate character of the Filipinos. And the images succinctly and clearly point to the true identity of our nationhood and nationality. His masterful depiction of our serene and rustic life, scenic landscape, and natural beauty of the countryside serve as a living narrative of our true culture, social awareness and family values. Pro-Amorsolo critics and supporters conducting review and analysis of his works believed that these pieces are true reflections of the indomitable Filipino mind and spirit because accordingly, Amorsolo's creations vividly describe the customs, traditions, practices and experiences as a nation. Hence, looking at the more than ten thousand art pieces of Amorsolo, these more than intensely project the lives, hopes, dreams, and common aspirations of our people, here in Asia and the ASEAN region, as well.

Who is Fernando Cueto Amorsolo? What made him a renowned Filipino Painter?

Fernando Cueto Amorsolo was born on May 30, 1892 in Calle Herran (now Pedro Gil Street) in Paco, Manila. His parents were Pedro Amorsolo and Bonifacia Cueto. Though born in Manila, Amorsolo would spent most of his early childhood in Daet, Camarines Norte, the gateway to the Bicol region, lying some 400 kms. South of Manila. It was here in Daet where his passion for painting would be nurtured and his love for the simple rural life would become his source of inspiration throughout his artistic carreer.

Amorsolo displayed early signs of his artistic talents. He would often hie off to the beach and draw pictures of ships sailing by the coastline. Recognizing the young Amorsolo's talent, his mother would oftentimes send Fernando's drawings to her cousin Don Fabian dela Rosa, a well-known painter in Manila.

This early, Amorsolo manifested his love for the rural landscape.

When he was eleven years old, his father died. But before his passing away, his father made sure that his mother would give Amorsolo a proper art education. Fulfilling her promise, his mother brought the family back to Manila and stayed with Don Fabian dela Rosa. It was here at his uncle's residence, where Amorsolo had his first real exposure and introduction to the world of fine art.

To support her family his mother would engage in embroidery, while Amorsolo would assist Don Fabian in his studio. It was during these times that Amorsolo got his first lesson in art education from Don Fabian.

In spite of financial hardships, Amorsolo finally obtained his arts degree with honors, and became a member of the first graduating class of the University of the Philippines (UP) School of Fine Arts in 1914.

Amorsolo became a UP Professor in his early 20's and Dean of the UP School of Fine Arts from 1952 to 1955 and immediately made his name in the world of fine arts. At age 25, Amorsolo got a big break in his carreer when he was commissioned to design the logo for Ginebra San Miguel (a popular and leading brand of alcoholic drink in the Philippines) by the owner of the distillery and beverage company, Don Enrique Zobel. The logo is still in use in its original form today and remained unchanged to date. The logo portrayed St. Michael, the Archangel annihilating the devil. So impressed by his art work, Don Enrique Zobel (a prominent and affluent businessman and a devoted patron of the arts in the Philippines) offered to sent Amorsolo to the Academia de San Fernando in Madrid for further studies. Amorsolo took the standard entrance examination at the Academia. And to his pleasant surprise, the academy informed him that, based on the results of his exam, they would accept him not as a student but as a professor at the school, instead.

Settling in and spending seven months in Madrid, Amorsolo was able to observe the works of the masters. He also visited museums and art galleries and studied the works of Diego Velasquez, Goya, Monet, Manet, El Greco, Sargent, Van Dyck and Joaquin Sorolla. Among the masters, it was Diego Velasquez who influenced him most where he learned superior brush work, painting style, and mastery of color. From Sorolla's technique, he would also learn from and build upon it in utilizing the sun to draw out the most dramatic effects from the heightened sunlit colors and dramatic contrasts between light and shade. The perfection of this technique would set Amorsolo apart from his contemporaries.

In spite of his immersion and exposure to Western cultures and influences, Amorsolo remained true to his national identity and social consciousness as a Filipino. He would prefer to dwell and draw the verdant rice fields, cascading falls, gentle valleys and hills of the Philippines rather than draw the sophistication of the European cities. Even his paintings of Spanish women were depicted with slender bodies, narrower hips, and smaller bossoms akin to a typical Filipina rather than the voluptuous and buxomy physique of European women.

Fernando C. Amorsolo was named National Artist in Painting in 1972 and was the first Filipino ever to be given such distinction. He was also called the "Grand Old Man of Philippine Art" during the inauguration of the Manila Hilton's Art Center (where his paintings were exhibited) on January 23, 1969. Although his works covered a wide range of subjects, he was best known for his portrayal of the simplicity and femininity of the Filipina women. Included in his paintings were scenes of traditional Filipino customs, fiestas, occupations, and series of historical paintings on pre-Colonial and Spanish colonization era.

He chose to paint in natural light and perfected the backlighting technique, which all became his own trademarks, earning for him the following awards and recognitions:

Recognition

- ❖ Held a one-man exhibit at the Grand Central Art Galleries in New York, exhibiting 40 paintings (1925).
- ❖ First Prize for General Painting at the Manila Carnival Commercial and Industrial Fair (1927).
- ❖ First Prize for his painting "Afternoon Meal of Rice Workers" at the New York World's Fair competing with other paintings from over 79 countries (1939).
- ❖ Exhibited at the Missionary Art Exhibit in Rome with two of his historical paintings entitled "Faith Among the Ruins" and Baptism of Rajah Humabon" (1950).
- ❖ Exhibited at the International Exposition at the Civetas Des Vatican Pavilion in Brussels, Belgium (1958).
- ❖ Gold Medal of Recognition from the UNESCO National Commission (1959).
- ❖ Cultural Heritage Award from Independence Day National Committee (1963).
- ❖ Amorsolo Retrospective Exhibit at the National Museum at the Department of Tourism in May (1975)
- ❖ Exhibition at the Metropolitan Museum, Manila, "Lupang Hinirang, Alay ni Amorsolo" in June (1989)
- ❖ Celebration of his Centennial year: The Presidential Commission on Culture and Arts sponsored the "Launching of The Amorsolo Centennial" on May 27 at Galleria de las Islas, El Amancer, Intramuros, Manila (1992)
- ❖ Exhibition at the Lopez Museum, "Amorsolo Drawings" (1992)
- ❖ Exhibition at the National Museum, "Larawan" (1992)
- ❖ Exhibition at the Ayala Museum, "The Corporate Amorsolo" (1992)
- ❖ Conferment of the Doctor of Humanities, Honoris Causa, by the University of the Philippines on September 30 (1992)
- ❖ The PICC Art Gallery exhibit, "The Amorsolo Legacy", an exhibit of works by Amorsolo and of his children and grandchildren (1993)
- ❖ "Fernando, Fernando" exhibit at the Ayala Museum, Makati (2000)
- ❖ "Brush with History" exhibit at the Ayala Museum, Makati (2002)
- ❖ "Pioneer of Philippine Art [Luna, Amorsolo, Zobel]" exhibit at the Asian Art Museum of San Francisco, USA (2006)
- ❖ Received "Parangal Sentenyal" at University of the Philipppines" June 16 (2008)

His major works include:

• 1920 – My Wife, Salud
• 1921 – Maiden in a Stream, GSIS Collection
• 1922 – Rice Planting
• 1928 – El Ciego, Central Bank of the Philippines Collection
• 1936 – Dalagang Bukid, Club Filipino Collection
• 1943 – The Mestiza, the National Museum of the Philippines Collection
• 1946 – Planting Rice, UCPB Collection
. 1958 – Sunday Morning Going To Town, Ayala Museum Collection

Achievements:

- 1908 – 2nd Prize, Bazar Escolta (Asocacion Internacional de Artistas), for Levendo Periodico
- 1922 – 1st Prize, Commercial and Industrial Fair in the Manila Carnival
- 1929 – 1st Prize, New York's World Fair, for Afternoon Meal of Rice Workers
- 1940 – Outstanding UP Alumnus Award
- 1961 – Rizal Pro Patria Award
- 1961 – Honorary Doctorate in the Humanities, from the Far Eastern University
- 1963 – Diploma of Merit from the University of the Philippines
- 1963 – Patnubay ng Sining at Kalinangan Award, from the City of Manila
- 1963 – Republic Cultural Heritage Award
- 1972 – Gawad CCP para sa Sining, from the Cultural Center of the Philippines

On April 24, 1972, Fernando Cueto Amorsolo quietly passed away due to heart failure in Manila, leaving behind an incomparable legacy and compilation of his great works both as an eminent Filipino painter and a great ASEAN disciple of fine arts.

An Analysis of Fernando Cueto Amorsolo's Great Works

Fernando Cueto Amorsolo is a prolific and eloquent painter. For this reason, most of his paintings are considered masterpieces and great works of art.

However, according to Francisco Arcellana, a literary critic, ***Amorsolo's paintings have nothing to say and that they were not hard to understand because there is nothing to understand, if at all.*** But this is not so, as far as his legions of supporters and admirers are concerned. To them, Amorsolo's works are ***"true reflections and representations of the Filipino soul and spirit".*** Looking deeply and intently at his great works, an aficionado would surely find the symbols, signs and implications which undoubtedly portray and convey the innate character of the Filipinos. And the images succinctly and clearly point to the true identity of our nationhood and nationality.

His masterful depiction of our serene and rustic life, scenic landscape, and natural beauty of the countryside serve as a living narrative of our true culture, social awareness and family values. Pro-Amorsolo critics and supporters conducting review and analysis of his works believed that these pieces are true reflections of the indomitable Filipino mind and spirit because accordingly, Amorsolo's creations vividly describe the customs, traditions, practices and experiences of our people as a nation. Hence, looking at the more than ten thousand art pieces of Amorsolo, these more than intensely project the lives, hopes, dreams, and common aspirations of our people, here in Asia and the ASEAN region, as well..

While his adverse critics may opine that ***"his artistic temperament was simply not suited to generating the sense of dramatic tension necessary for such works",*** we still firmly believed in the theory that true image, symbolism, message and meaning of his art works are subject to the viewers own personal interpretation, appreciation and perception and Amorsolo's intent in so doing, such as to inspire, awaken, maintain and preserve the sweet memory of the moments work and finally, to instill deep appreciation of cultural and historical values of the Filipino people.

And as specially mentioned in his biography, Amorsolo's passion for capturing the richness of our natural endowments and tranquil environment do not necessarily mean that he himself did not experience the pain and hardship of a simple life but rather his extreme desire to preserve, inculcate, capture, and immortalize the purity, tranquillity, peace and abundance of such golden era and not to dwell on man's apathy, callousness, indifference, and cruelty of the rest of the world.

Let us consider the historical and socio-cultural significance of his early paintings: *Early Filipino State Wedding, Early Sulu Wedding, The First Baptism in the Philippines, The First Mass in the Philippines, Urduja, Princess Urduja, Traders, Dreams,The Conversion of the Filipinos (1931), Defense of a Filipina Woman's Honor (1945), Sale of Panay, Sikatuna, Bataan (Historical place), The Bombing of Intendencia (1942), The Burning of Manila (1949), The Destruction of Manila by the savage Japanese, The Rape of Manila (1942), The Making of Philippine Flag, at The Explosion (1944).* All of these art works clearly showed that even before the advent of foreign colonial powers on Philippine soil, our nation is already enjoying high level of culture and development. Just loooking into these paintings one could already discern the flourishing and progressive way of life of that period. While the paintings were bereft of historical data, an admirer would nonetheless agree and admit to the grandeur and glory of such times. Because these art works defined the evolution of our culture from its simple but distinct traditions, belief, and practices up to the modern western culture. That's why to his supporters; ***"Amorsolo often related on ethnographic photographs, which he rendered on canvass to depict his notion of the pre-colonial Filipino. In contrast to ethnographic photographs that fethishized exotic lands and peoples, Amorsolo suffused his images with quiet dignity".***

According to an article in the book entitlled *Painting History: Revisions in Philippine Art* (Flores, 1998), ***Philippine colonial art is an art historical construct that is mainly produced by the art historians who create it out of data, traditional and stock representations, artifacts and their traces. Like a prism, the work changes in its multiple facets: as religious artifact, status symbol, historical artifact, historical document, commodity, and so on…".*** As they say, *a picture is worth a thousand words* because, indeed, it serves as a symbol of a historical fact, socio-cultural event and religious activity. His paintings are ingenuous instrument that can be used by historians and chroniclers in the process of recording, gathering, finding, construing, constructing and reconstructing history. Similar with the historical data, the visual image exemplify symbols, metaphor and indicator akin to the socio-cultural events and experiences in a particular era and generation.

The works of Amorsolo clearly prove that every work of art like music, dance, drama, theatre, visual arts and literature are reflections of our own lives. For they provide an opportunity to express the significance of our lives, dreams and aspirations. In the book Art as Experience, it says that: *Art is a product of culture, and it is through art that the people of a given culture express the significance of their lives, as well as their hopes and ideals. Because art has its roots in the consummators values experienced in the course of human life, its values have an affinity to commonplace values, an affinity that accords to art a critical office in relation to prevailing social conditions*[5]. Any form of art is a product of our culture because such is based on our own lives, awareness and values. Art is deeply rooted in our thoughts, principles and values based on our experiences in life that's why it serves as the true picture of our general social awareness and factual image of our existing social conditions. Most of his paintings are inspired by the experiences, ideas and feelings of every Filipino and showing his actions, way of life, tradition and beliefs. His paintings reflect the image and social condition of the Filipinos during the reign of the foreign powers from Spain, America and Japan. From the hidden metaphors of his paintings the present generation of Filipinos could easily discern who and what their forebears were.

As vividly expressed in his *obras*, Amorsolo freely painted the genuine image of the Filipinos then even before they were influenced and affected by the foreign ways of the Spaniards, Americans, and Japanese colonizers. From the vibrant illustrations of native industries then (farming, rice planting and trading of locally produced fruits and vegetable), way of life (doing laundry by the river, going to church, partaking of lunch and dinner in the rice fields), hobbies (friendly chatting of the farmers, cockfighting and simple gathering). Oftentimes, he would draw inspiration from the lives of ordinary citizens and labourers in order to project and highlight the innate zealousness, industry, integrity and diligence of the Filipinos.

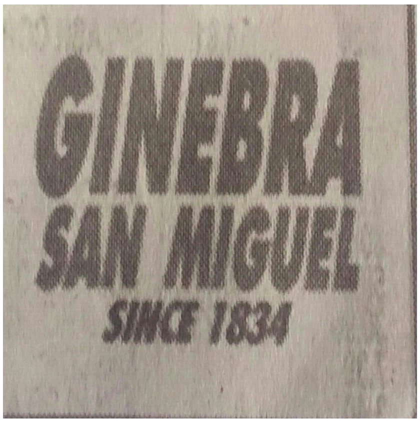
Most of his paintings would undoubtedly portray the genuine image and identity of the Filipinos. They would unmistakably reveal the real thoughts, feelings and actions of the Filipinos. These positive traits are fully demonstrated in the following Amorsolo collections: *Planting Rice (1922), Rice Planting (1946), Planting Rice with Mayon, Under the Mango Tree, Sunset Over Malabon, Landscape, Fruit Pickers Under the Mango Tree at El Ciego (The Blind Man) (1928), Maiden in a Stream (1921), Sunday Morning Going to Town (1958),The Return of the Fisherman (1939), the Afternoon Meal of the Workers (1939); Dalagang Bukid (1936), Lavandera, Market scene, Family Resting in the Shade (1892), Seascape, Tinikling in Barrio at Fiesta.* All of these genuienly describe our distinct culture and values as a people.

According to Paul Klee: *art does not render the visible, (but) renders visible – create the possibities of making sense of traces, making things visible in minds and of rendering the world as if it is seen and known – embodied – by the historical imagination*[3]. Often times, the message of any art work is not directly expressed but ruther purposedly concealed within the art itself. It merely provides hints that will serve as guide or clue to its real image it intends to convey to the observer, admirer, viewer or doing the critique. Through keen and critical or diligent search of the metaphors of the true image, symbols or clues in any art work it would provide a clear idea or concept of the historical truth and sound conceptual perspective. We can create a clear perspective or concrete school of thoughts based on the strong symbolism and images as embodied in the art work. These will become the means for expressing our thoughts, feelings, emotions, concepts, and understanding as communicated by the intended symbols, signs, metaphors, and riddle on the canvass.

Indeed, Fernando Amorsolo is a prized Philippine treasure and a renowned ASEAN artist as well.

Glimpses of Fernando Cueto Amorsolo… The Great Painter

The famous and original logo of Genebra San Miguel



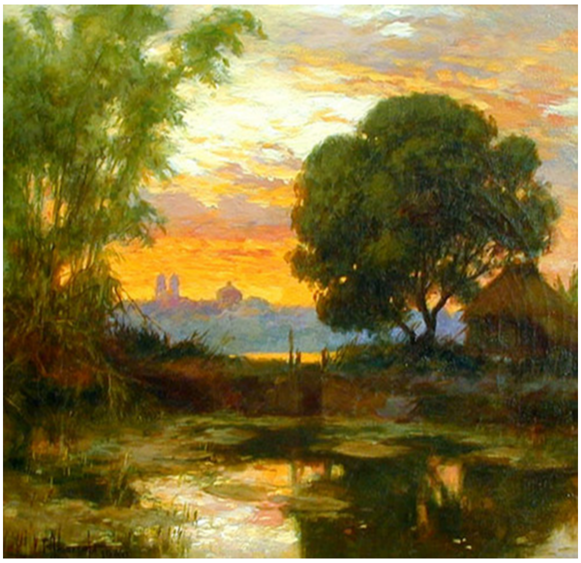
Fiesta and other occasion

The Filipino way of life ... A Century Hence

"Family is first, among equals…"

The Serene Rural Landscapes





Philippine History in Review…

Princess Urduja

Traders

The Making of Philippine Flag (1944)

Defense of a Filipina Woman's Honor (1945) *Destruction of Manila*

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Model Humor Multimedia dalam Penulisan Naratif Bahasa Melayu

Norul Haida bt. Hj.Reduzan
Universiti Pendidikan Sultan Idris, Malaysia
haida@fbk.upsi.edu.my

ABSTRAk
Dalam proses pengajaran dan pembelajaran, penggunaan multimedia memainkan peranan penting dalam membantu pelajar untuk menguasai kemahiran penulisan naratif Bahasa Melayu. Salah satunya ialah Model humor multimedia yang telah banyak diguna pakai dalam penulisan naratif bahasa Melayu. Guru mengajar para murid dengan menggunakan alatan teknologi maklumat seperti slaid dalam mengajar cara-cara menulis penulisan naratif. Malah, guru juga menggunakan kaedah humor dalam pengajaran mereka. Model humor multimedia melibatkan penggunaan grafik, video, animasi dan sebagainya yang menimbulkan rasa seronok kepada murid. Multimedia digunakan bagi memudah dan menyelesaikan proses pengajaran tersebut. Data kualitatif dianalisis berdasarkan kaedah pembangunan model yang dijustifikasikan kepada Model Dick dan Carey (2005). Data kualitatif pula dianalisis secara deskriptif dan inferensi berdasarkan soalan-soalan kajian. Satu ujian pencapaian akan dilakukan iaitu sebelum dan selepas model humor dalam multimedia didedahkan kepada pelajar. Data ujian pra dan pasca dikumpul sebelum dan selepas ujian. Ujian pra dan pasca melibatkan penulisan karangan naratif mengikut kurikulum standard dan aras yang sesuai. Hasil dapatan lepas menunjukkan keberkesanan penggunaan multimedia banyak memberi kesan yang positif. Multimedia menunjukkan lebih interaktif di mana pengguna tidak menerima maklumat secara pasif seperti membaca buku dan menonton televisyen. Kelebihan dan kebaikan penggunaan multimedia dalam pengajaran penulisan naratif bahasa Melayu ialah cara ini mampu menyediakan pembelajaran secara efektif dan menawarkan model atau contoh-contoh pengajaran yang patut diikuti. Kesimpulannya, penggunaan model humor multimedia dapat memberi motivasi dan membolehkan pelbagai gaya pengajaran dan pembelajaran.

Kata kunci: Model, humor, multimedia, penulisan naratif, bahasa Melayu

Pengenalan

Model humor multimedia kini telah banyak digunapakai dalam pengajaran penulisan naratif bahasa Melayu. Guru mengajar murid dengan menggunakan alatan teknologi maklumat seperti slaid dalam mengajar cara-cara menulis penulisan naratif. Malah, guru juga menggunakan kaedah humor dalam pengajaran mereka. Model humor multimedia melibatkan penggunaan grafik, video, animasi dan sebagainya yang menimbulkan rasa keseronokan kepada murid. Hal ini juga menarik minat murid untuk menulis penulisan naratif bahasa Melayu dengan berkesan.

Penggunaan multimedia dalam pendidikan sudah menjadi satu lumrah dewasa ini. Menggunakan multimedia dalam pendidikan bermakna kita menggunakan berbagai-bagai media, yang merangsang penglihatan dan pendengaran untuk mrmbantu sesi pengajaran penulisan. Multimedia didefisinikan sebagai integrasi pelbagai media seperti teks, grafik, animasi, audia, video dalam lain-lain dalam penyampaian yang kesemuanya dikawal oleh computer. Multimedia digunakan bagi memudah dan menyelesaikan proses pengajaran tersebut.

Keberkesanan penggunaan multimedia banyak memberi kesan yang positif. Multimedia menunjukkan lebih interaktif di mana pengguna tidak menerima maklumat secara pasif seperti membaca buku dan menonton televisyen. Kelebihan dan kebaikan penggunaan multimedia dalam pengajaran penulisan naratif bahasa Melayu ialah cara ini mampu menyediakan pembelajaran secara efektif dan menawarkan model atau contoh-contoh pengajaran yang patut diikuti. Penggunaan multimedia juga memberi motivasi dan membolehkan pelbagai gaya pemelajaran berlaku.

Bahan multimedia ini adalah berasaskan teks dan tidak ada interaksi dua hala. Bahan multimedia ini menyediakan maklumat yang luas dalam bentuk yang berasaskan teks. Aplikasi ini memerlukan pencarian supaya maklumat yang sesuai didapati secara mudah dan cepat. Program pembangunan bahan multimedia yang berasaskan teks ini merangkumi hiperteks. Hiperteks ialah tindanan maklumat atas sesuatu teks dan selalunya pengguna perlu ke laman yang lain untuk mendapatkan maklumat tersebut. Maklumat lanjut itu ada yang berbentuk penjelasan, jadual atau carta. Aplikasi ini juga kadangkala membawa pertindihan imej, bunyi dan video yang menjadikan aplikasi multimedia lebih nyata. Sambungan ke laman-laman yang lain yang berkait dengan maklumat dalam teks juga diberikan supaya pengguna dapat mencari secara berkesan dan cepat diperoleh.

Pengertian penulisan, iaitu penghasilan teks karangan berbentuk berita, rencana, esei, surat, laporan dan jenis seumpama melibatkan proses dan hasil yang bermaksud cara teks dihasilkan. Penulisan juga dianggap bentuk perubahan minda. Perubahan mungkin kecil. Ia berlaku secara spontan, malah berlaku bagi penulisan yang berkesan.

Kesan baik model humor multimedia dalam pengajaran penulisan naratif bahasa Melayu ialah dapat mengurangkan tekanan. Humor mampu memberi peranan bagi menghadapi situasi yang tegang, mengurangkan tekanan, membolehkan seseorang berhadapan dengan kebosanan dan meningkatkan rasa pemilikan. Pelajar sering terdedah kepada tekanan semasa menulis penulisan naratif bahasa Melayu. Situasi ini boleh berlaku disebabkan penulisan yang dilakukan mungkin membebankan ataupun mungkin terpaksa dilakukan. Mereka akan terdesak kerana mengejar kesempurnaan dan tempoh masa yang ditetapkan. Seterusnya, dengan adanya humor, sesuatu konflik yang berlaku dapat dikurangkan. Ia juga dapat memudahkan keputusan yang diambil bagi menyelesaikan konflik dalaman. Kesan baik seterusnya ialah memberikan motivasi. Program hypermedia multimedia menawarkan pelbagai pilihan yang membolehkan ramai orang suka menggunakannya.

McCarthy (1988) percaya bahawa ciri-ciri hypermedia mempunyai keupayaan menggalakkan pelajar menjadi pelajar proaktif. Kesan baik yang seterusnya ialah pembangunan kemahiran pemikiran yang kreatif dan kritikal. Akses hiperteks dan hypermedia membuka kekreatifan pelajar dan guru. Marchionini (1988) merujuk hypermedia sebagai suasana yang cair yang memerlukan pelajar secara konsisten membuat keputusan dan menilai pencapaian mereka. Beliau juga percaya bahawa proses ini memaksa pelajar menggunakan kemahiran tahap tinggi mereka.

Turner dan Dipinto (1992) melaporkan bahawa suasana hypermedia menggalakkan pelajar berfikir dalam konteks metaphor, dan memberi kebebasan kepada imaginasi mereka. Menurut beliau lagi, pendedahan kepada alat pengarangan multimedia membantu pelajar dengan memberi prespektif yang baharu dan berlainan bagaimana untuk mengorganisasi dan mempersembahkan maklumat ke dalam bentuk penulisan. Daripada melihat penulisan sebagai satu aliran teks, pelajar dapat melihat teks sebagai kumpulan maklumat yang berkaitan di antara satu sama lain.

Kartun merupakan lukisan yang membawa mesej jenaka atau lucu yang mampu membolehkan murid mengingati setiap peristiwa yang dipamerkan melalui gambar kartun.

Kartun merupakan bahan bacaan yang ringan dan sesuai untuk kanak-kanak khususnya dan murid sekolah rendah amnya (Frey dan Fisher 2008). Penggunaan bahan kartun sebagai bahan pembelajaran penulisan karangan, memudahkan murid dalam mengingati peristiwa yang telah mereka pelajari dan sekaligus membolehkan mereka menghasilkan karangan yang lebih bermutu. Hal ini kerana kartun merupakan suatu bahan yang menarik serta menghiburkan. Kartun merupakan suatu simbol yang mudah untuk difahami.

Menurut Abdul Ghani, Abd. Rahman dan Abdul Rashid (2007), bahasa yang digunakan dalam kartun biasanya adalah ringkas, mudah difahami, kadangkala ada unsur slanga dan seakan-akan bahasa pasar (bersifat kolokial). Di samping itu, kartun ditafsirkan sebagai sejenis lukisan yang mengisahkan hal sehari-hari secara berjenaka. Menurut Abdul Rasid dan Norhayati (2001), bahan kartun boleh merangsangkan minat dan motivasi murid-murid supaya mereka turut terlibat secara aktif dalam pembelajaran. Tambahan lagi, kartun amat menyeronokkan, mewujudkan kelas yang aktif dan berfungsi sebagai bahan bantu mengajar yang memberikan banyak manfaat.

Imej dan grafik di gunakan untuk menyampaikan mesej berkesan dalam proses komunikasi di antara projek multimedia dan pengguna. Satu imej mampu memberikan seribu penjelasan terhadap suasana tertentu. Penggunaan grafik dan imej yang terdiri dari berbagai jenis seperti imej digital (*still image*) dan animasi 2D dan 3D dapat menyampaikan mesej, motif pada mood yang sesuai. Banyak kajian dan penulisan yang dijalankan di Barat membicarakan berkaitan perlunya humor ini dalam membentuk minda, emosi dan interaksi di kalangan guru dan pelajar. Walau bagaimanapun pelaksanaannya dalam situasi sebenar masih lagi pada tahap rendah dan dianggap remeh pada sesi pembelajaran di sekolah. Saban tahun guru-guru akan berhadapan dengan pelbagai cabaran bagi menghasilkan suasana, persekitaran dan pengajaran yang akan membolehkan pelajar mencapai kecemerlangan. Kebanyakan guru mendapati usaha ini menarik, menggembirakan dan mampu menunaikan hasrat kemanusiaan. Perlakuan senyum, ketawa dan humor adalah ramuan semula jadi yang perlu ada bagi setiap guru ataupun setiap seorang yang ingin menjadi guru. Dalam hubungan itu, seseorang tidak semestinya menjadi pak lawak (badut) ataupun menunggu dianugerahkan bakat sebagai pelawak bagi memperoleh kelebihan menggunakan humor dalam pengajaran dan pengajaran. Usaha dan hasrat menjadikan pengajarannya lebih ‘hidup’ dan kondusif, sepatutnya dapat menjadikan seseorang guru berinovasi ke arah itu.

Sejak kebelakangan ini banyak penulisan yang menegaskan kepentingan mewujudkan persekitaran yang efektif dalam pengajaran. Suasana pengajaran yang menggalakkan kepelbagaian ganjaran dan pujian bagi meningkatkan usaha pelajar adalah sentiasa dialu-alukan. Namun begitu kita seperti terlepas pandang berkaitan keperluan penggunaan elemen humor dalam pengajaran dan latihan perguruan. Kita seperti tidak sedar kemampuan humor memberi sumbangan dalam mendidik melalui penghasilan persekitaran pembelajaran yang positif dan santai.

Penggunaan humor menurut sesetengah guru dianggap sebagai suatu perkara yang remeh dan tidak perlu diendahkan. Bagaimanapun sebenarnya humor adalah aset yang bernilai dalam menghasilkan suatu pengajaran berkesan (Barbara A. Gibson, 2001). Dalam konteks pengurusan, humor dapat membantu menceriakan suasana organisasi. Sehubungan itu dalam konteks pengajaran pula, humor dilihat sebagai pelengkap pengajaran yang berkesan sepertimana seorang tukang masak yang mahir menambah asam dan garam secukup rasa bagi mengenakkan lagi masakannya.

Model humor ini semakin banyak digunakan dalam media, pengajaran dan banyak lagi terutamanya dalam penulisan naratif bahasa Melayu. Model bermaksud seseorang atau sesuatu yang dijadikan contoh. Humor pula bermaksud keadaan hati, kebolehan menyatakan sesuatu yang menggelikan hati dalam sesuatu cerita. Humor juga dikatakan sebagai lelucon atau lawak. Ramai pihak yang suka untuk mendengar humor terutamanya golongan belia. Hal ini demikian kerana humor mampu mencipta perasaan seronok. Hal ini juga menyebabkan humor ini dijadikan sebagai satu model untuk digunakan dalam penulisan naratif bahasa Melayu. Naratif bermaksud cerita atau kisah tentang peristiwa, pengalaman, puisi dan sebagainya yang menceritakan sesuatu.

Menurut Pusat Perkembangan Kurikulum, kemahiran menulis merujuk kepada keupayaan murid menulis perkataan dan ayat serta mengeluarkan idea melalui pelbagai jenis penulisan kreatif yang berkaitan dengan ilmu pengetahuan dan pengalaman peribadi dengan menggunakan ayat dramatis, tanda baca dan ejaan yang betul serta tulisan yang jelas dan kemas. Menulis adalah proses memberi respons yang bertujuan memberikan reaksi pada suatu perkara, hal dengan menggunakan perantaraan bahasa. Kemahiran menulis mampu memberikan kepuasan jiwa dalam pemikiran, pengalaman dan perasaan. Melalui penulisan juga individu dapat meluaskan pengetahuan, pengalaman, perhubungan misalnya melalui penulisan surat dan matlamat menerusi penulisan. Proses menulis berasaskan penggunaan computer amat penting dalam penulisan karangan. Proses ini sangat sesuai digunakan ketika murid-murid ingin membuat karangan dan ia akan memudahkan mereka untuk membina rangka karangan. Setelah guru memberi tajuk karangan kepada murid-murid. Maka mereka secara tidak langsung akan cuba menjana idea di samping melayari internet sesawang untuk memperolehkan maklumat yang berkaitan. Seseorang murid yang telah menguasai kemahiran menulis tidak bermakna mereka tidak akan melakukan kesalahan semasa menulis. Kesalahan yang lazim berlaku ialah kesalahan bahasa dan dilakukan oleh murid tanpa disedarinya.

Secara kesimpulannya, model humor multimedia penting dalam pengajaran penulisan naratif bahasa Melayu. Hal ini demikian kerana pelajar akan lebih memahami dengan apa yang disampaikan dan merasa seronok. Dengan demikian, mereka akan memiliki idea yang lebih bernas dan lebih banyak untuk menulis sebuah penulisan naratif. Dengan adanya idea yang bernas dan banyak, penulisan naratif bahas Melayu akan menjadi lebih menarik dan berkesan. Pembangunan dan pengesahan model humor multimedia dalam pengajaran penulisan naratif bahasa Melayu banyak membantu sistem pemelajaran di sekolah-sekolah pada masa kini. Hal ini juga membuktikan bahawa model humor multimedia dalam pengajaran penulisan naratif bahasa Melayu banyk memberikan kesan yang positif.

Pernyataan Masalah

Pembelajaran Bahasa Melayu bukan satu perkara baharu terutamanya dalam kalangan murid-murid di sekolah. Walau bagaimanapun, masih belum dapat dipastikan humor atau jenaka sebagai perangsang dalam situasi pembelajaran bahasa Melayu yang mempunyai hubungan dengan peningkatan pencapaian bahasa Melayu murid-murid di sekolah. Kebanyakan murid di sekolah mempunyai sikap malas untuk menulis karangan. Hal tersebut secara langsung menjejaskan pencapaian keseluruhan dalam penulisan. Masalah lain, mereka tidak mahir untuk mengembangkan isi karangan dan tidak kreatif apabila mengembangkan isi. Murid lebih bersifat tradisional semasa menulis karangan. Dengan adanya model humor ini murid lebih seronok dan santai apabila menulis karangan naratif.

Kajian tentang *The Use of Humor in Secondary Social Studies Classrooms* (2005), menurut Miura dan Jones (2005), menyatakan humor adalah salah satu medium untuk menarik perhatian dan sangat berguna dalam kelas. Walau bagaimanapun, selepas menganalisis data, Miura dan Jones (2005), mendapati humor tidak boleh dibuat sewenang-wenangnya. Beliau telah menentukan perbezaan kekerapan penggunaan humor dalam pembelajaran kelas yang biasa dan kelas yang lebih standard. Hasil kajian beliau mendapati tiada apa-apa perubahan dalam kelas. Hampir 54.46%, humor tidak memberikan apa-apa kesan dalam kelas, lima daripada lapan kategori peristiwa tidak membantu proses pembelajaran. Justeru penyelidik menjalankan kajian untuk mengenal pasti penggunaan model humor multimedia dalam pembelajaran Bahasa Melayu.

Selain itu, masalah yang dihadapi oleh guru-guru di sekolah itu sendiri, mereka lebih suka menggunakan model konvensional dalam pengajaran dan pembelajaran. Penggunaan teknik penerangan menyebabkan murid-murid berasa bosan. Walau bagaimanapun penggunaan model humor terlalu banyak tetapi tidak sesuai dengan penulisan naratif. Ini boleh menyebabkan pencapaian murid di sekolah terjejas. Kajian tentang Appropriate And Inappropriate Humor (2006), menurut Torok, McMorris dan Lin (2006), menyatakan humor ialah salah satu komunikasi yang boleh dikenal pasti daripada pengalaman diri seseorang dan digunakan secara cekap dan juga tidak cekap. Torok, McMorris dan Lin (2006), juga membuat spekulasi bahawa terdapat empat jenis jenaka (sindiran, jenaka, jenaka etnik, dan jenaka yang agresif) yang digunakan oleh pengajar dilihat sebagai negatif oleh pelajar. Walaupun kajian Torok (2006), tidak terhad pada kajian tentang kecekapan komunikasi, namun prosedur menunjukkan fokus tentang kesesuaian humor yang berbeza-beza. Hal ini mendorong penyelidik mengkaji jenis-jenis jenaka dalam pembelajaran bahasa Melayu.

Hal ini terbukti apabila seseorang murid itu berjaya menguasai bahasa Melayu dengan baik dan lancar terutama dalam penulisan naratif yang mengaplikasikan model humor dalam multimedia. Ini menunjukkan murid minat atau suka kepada orang yang menggunakan bahasa Melayu serta menerapkan model humor multimedia dalam pengajaran penulisan naratif, dan mempunyai keinginan untuk bersama-sama berkomunikasi dengan masyarakat bahasa tersebut. Justeru, pengkaji mendapati bahawa murid biasanya memilih pembangunan model humor multimedia dalam pengajaran penulisan naratif bahasa Melayu sebagai alasan untuk menguasai dengan baik bahasa Melayu di sekolah.

Penyelidikan ini juga dapat membantu terutamanya pihak Kementerian Pendidikan Malaysia dan Kementerian Pendidikan Tinggi dalam memperbaharu Sukatan Pelajaran. Walau bagaimanapun, dengan adanya penyelidikan ini guru dapat mengaplikasikan kepelbagaian teknik serta gaya pengajaran, dapat menyumbang kepelbagaian bahan kreatif dan juga dapat menarik minat murid dalam penulisan karangan naratif dengan penerapan model humor.

Kepentingan kajian ini juga berasaskan kepada kenyataan bahawa pembelajaran di dalam kelas Bahasa Melayu, dapat membuatkan seseorang murid berasa riang, kreatif, dan ceria apabila diselitkan model humor dalam pengajaran penulisan naratif. Keseronokan dalam interaksi belajar-mengajar maka setiap jam pelajaran yang berlangsung dianggap terlalu pendek dan tidak terasa kebosanannya. Justeru, kelas bahasa Melayu tidak lagi dianggap menegangkan, kaku, menakutkan, bosan, dan lesu. Seseorang guru harus mempunyai sifat tanggungjawab dengan murid, motivasi yang kuat dan jelas, berdedikasi tinggi untuk kecemerlangan murid dalam pembelajaran bahasa Melayu. Dick dan Carey (1990), menyatakan salah satu keputusan yang paling penting dalam merancang pembelajaran adalah dengan menggunakan media yang sesuai dalam rangka penyampaian semasa proses pembelajaran.

Akhirnya, kajian ini amat penting dalam meningkatkan keberkesanan model humor multimedia dalam pengajaran penulisan naratif bahasa Melayu kepada murid sekolah dan di peringkat universiti.

Sorotan Kajian

Komputer merupakan salah satu daripada alat bantu siber. Kemampuannya adalah berdasarkan pada fungsi maya. Kesesuaiannya dengan pencapaian pula boleh menggerakkan keaktifan penggunaan teknik secara mantap dalam pengajaran bahasa. Komputer membantu pelajar untuk meningkatkan pencapaian menerusi penggunaan teknik yang sistematik dan berpusatkan pelajar. Secara relatifnya, pencapaian yang diperoleh pelajar adalah daripada kesan-kesan lain yang bercambah (Doyle, 2007). Menurut Abdul Rahman Aziz Abdul (2006), dapatan secara keseluruhan kajian yang dijalankan oleh pensyarah Universiti Terbuka Malaysia tentang kesan teknik interaktif berasaskan peta konsep dalam penulisan karangan.

Kajian yang berkisar kepada penggunaan komputer dalam kalangan guru beberapa buah sekolah menengah harian biasa menunjukkan bahawa pelajar mudah menguasa aspek penulisan, selain tidak mengelirukan pemikiran mereka. Usaha tersebut juga dapat membantu mereka untuk menjadikan suasana kelas lebih aktif dan kreatif. Pensyarah atau guru yang terlibat dalam penggunaan teknik tersebut bersikap positif terhadap kepentingan untuk memanfaatkan teknologi terkini dalam pendidikan, seperti berasa seronok dan yakin. Ini seterusnya menolak tanggapan bahawa penggunaan teknik peta minda interaktif berasaskan komputer boleh merumitkan proses penguasaanbahasadi dalam bilik kuliah atau bilik darjah. Hasil kajian tersebut juga mendapati mereka tidak bersetuju bahawa teknik konvensional dalam pengajaran bahasa lebih baik daripada penggunaan teknik peta konsep interaktif. Hampir keseluruhan responden dalam kajian berkenaan mengaku berminat dengan pengajaran apabila teknik berkenaan diaplikasikan. Fungsi penggunaan sesuatu teknik interaktif dalam pengajaran penulisan adalah untuk menyokong semua program pembangunan akademik serta mendedahkan beberapa kelebihan yang diperoleh.

Daripada kajian Saree (2006), penggunaan teknik interaktif dalam pengajaran penulisan memudahkan pensyarah atau guru untuk menarik minat dan tumpuan pelajar terhadap sesuatu topik, selain meningkatkan pencapaian. Daripada kajian Saree juga, didapati bahawa penggunaan teknik interaktif tersebut dapat memberikan sumbangan bermakna kepada pensyarah atau guru untuk meningkatkan tahap penguasaan pelajar dalam sesuatu konsep penulisan. Kaedah kuasi-eksperimen dilakukan bagi 30 orang pelajar, masing-masing ditentukan dalam kumpulan eksperimen dan kawalan. Kajian eksperimen berkenaan dijalankan selama lapan jam. Beliau menggunakan pendekatan bacaan menerusi teknik campuran, iaitu mengenal rujukan kerana mengetahui pelajar menyukai sesuatu yang dapat menarik perhatian dalam tatabahasa. Kajian menekankan cara-cara pelajar menguasai bahasa dalam penulisan daripada penggunaan bank perkataan. Pelajar juga tertarik dengan kreativiti multimedia yang wujud serta kelainannya dalam pembelajaran. Berpandukan penggunaan teknik interaktif dalam penulisan, paparan pada skrin merupakan mekanisme yang sangat sinonim atau berkait rapat dengan keperluan pelajar untuk mencorak dan menjana minda.

Di samping itu, objek kumpulan ayat yang interaktif dapat mewujudkan pengalaman pantas pelajar untuk turut serta dalam pembelajaran. Oleh itu, pelajar bukan sahaja menyerap pengetahuan konsep penulisan daripada penggunaan teknik interaktif berkenaan menerusi paparan pada skrin, malah berupaya mendapatkan sumber maklumat yang berbagai-bagai menerusi menu tambahan yang disediakan. Doyle (2007) secara ringkas mendefinisikan kepandaian dan kemampuan seseorang Pelajar memperoleh maklumat berasaskan penggunaan sesuatu teknik berasaskan komputer dalam penulisan adalah untuk menambahkan ilmu pengetahuan, mengenal pasti ketepatan sumber maklumat, menilai kualiti maklumat, tahu menguruskan maklumat dan menggunakan maklumat secara lebih efektif.

McCarthy (1988) percaya bahawa ciri-ciri hypermedia mempunyai keupayaan menggalakkan pelajar menjadi pelajar proaktif. Turner dan Dipinto (1992) melaporkan bahawa suasana hypermedia menggalakkan pelajar berfikir dalam konteks metaphor, dan memberi kebebasan kepada imaginasi mereka. Kajian humor dalam pengajaran bermula sejak awal tahun 1970-an semasa Mc Carthy (1988) sedang belajar dalam gred keempat, kelma dan keenam. Beliau telah menganalisis data, bukan hanya jenis humor malah IQ subjek yang dipelajari. Mereka mendapati bahawa "rasa lucu memiliki koleransi yang tinggi iaitu kreatif (r = .89) dan kepandaian (r =.91)"

Tiga tahun selepas artikel Ziv's yang menggemparkan, telah mempelajari humor semasa dalam kuliah. Mereka tidak melihat hasil Professor Ziv tersebut, tetapi mereka lebih melihat kepada jenis humor yang digunakan, kekerapan humor digunakan dan keberkesanan humor tersebut sama ada diterima atau tidak semasa kuliah tersebut. Beliau mendapati bahawa pensyarah telah menggunakan humor sebanyak 3.34 kali dalam masa 50 minit. Beliau mendapati juga bahawa pensyarah lelaki lebih banyak menggunakan humor berbanding pensyarah wanita.

Humor ialah seni untuk membuat kita ketawa. Humor mempunyai nilai yang besar. Ia merupakan satu bentuk seni. Tetapi ia bukan suatu perkara yang mempunyai struktur dan formula. Humor atau jenaka merupakan sebahagian daripada bentuk komunikasi harian yang penting. Elemen ini juga membentuk komponen utama dalam hasil kesusasteraan komik, perfileman dan teater, serta kesenian, amnya. Hal ini berdasarkan konteks budaya dan linguistik tertentu serta sebahagian daripada komunikasi antara budaya dan hiburan massa yang penting. Media dan televisyen hari ini juga banyak menawarkan pelbagai bentuk pilihan program hiburan santai yang berkonsepkan humor, selain bahan bertulis seperti komik, buku cerita kanak-kanak, satira politik sehinggalah papan tanda di sesuatu tempat atau lokasi. Amnya, humor dapat dibahagikan kepada 3 kategori, iaitu: humor atau jenaka universal, humor atau jenaka budaya, dan humor atau jenaka bahasa.

Humor atau jenaka ini terbahagi kepada 3 jenis, iaitu jenaka linguistik [misalnya permainan kata],jenaka budaya (misalnya humor sesama kaum, bangsa, etnik), dan jenaka sejagat (misalnya humor yang tidak dijangka).Humor juga boleh berlaku dalam banyak bentuk seperti slapstick fizikal, humor visual, jenaka gerak isyarat atau bunyi, aforisme, teka-teki, dan cerita-cerita pendek. Ciri dan kategori humor ini telah menimbulkan keinginan sesuatu kelompok masyarakat itu untuk mengetahui dan menerokai keindahan jenaka sesuatu kelompok etnik yang lain sebagai suatu bentuk perkongsian budaya dan ungkapan pemikiran dan pengalaman yang berbeza. Artikel ini mengupas terjemahan humor yang perlu dimaknakan sebaik mungkin, agar konsep jenaka dalam bahasa sumber dapat diungkapkan dalam bentuk kesamaan yang paling hampir dalam bahasa sasaran. Dengan kata mudah, sesuatu yang kelakar itu seharusnya 'dikelakarkan' juga, sekalipun telah dipindahkan ke bahasa dan budaya yang berbeza.

Teori Multimedia

Multimedia merupakan alat pendidikan yang paling berkuasa yang dicipta dan ia berupaya menjadi alat hiburan yang muktamad. Multimedia dapat meningkatkan kualiti dan keberkesanan sesi pembelajaran. Multimedia mempunyai kebaikan yang meleibihi media-media lain kerana menggabungkan media yang berbeza-beza jenis, iaitu teks, gambar, animasi, lataran, video dan bunyi. Malah, multimedia lebih interaktif di mana pengguna tidak menerima maklumat secara pasif seperti membaca buku atau menonton televisyen.

Bahan multimedia ini adalah berasaskan teks dan tidak ada interaksi dua hala. Bahan multimedia ini menyediakan maklumat yang luas dalam bentuk yang berasaskan teks. Aplikasi ini memerlukan pencarian supaya maklumat yang sesuai didapati secara mudah dan cepat. Program pembangunan bahan multimedia yang berasaskan teks ini merangkumi hiperteks. Hiperteks ialah tindanan maklum atas sesuatu teks dan selalunya pengguna perlu ke laman yang lain untuk mendapatkan maklumat tersebut. Maklumat lanjut itu ada yang berbentuk penjelasan, jadual atau carta. Aplikasi ini juga kadangkala membawa pertindihan imej, bunyi dan video yang menjadikan aplikasi multimedia menjadi lebih nyata. Sambungan ke laman-laman lain yang berkait dengan maklumat dalam teks juga diberikan supaya pengguna dapat mencari secara berkesan dan cepat diperoleh.

Kesimpulan

Kajian yang bersifat saintifik tentang bilik darjah ini amat penting dilakukan pada era transformasi kini. Salah satu aspek yang perlu dikaji adalah tentang aplikasi multimedia dalam pengajaran bahasa Melayu. Aplikasi multimedia tentang penggunaan model yang pelbagai perlu diterapkan dalam pengajaran bahasa Melayu untuk memudahkan murid menjana minda terutamanya dalam bidang penulisan. Justeru, kajian ini dicadangkan untuk dilaksanakan dengan menggunakan model humor berasaskan aplikasi multimedia dalam pengajaran penulisan bahasa Melayu. Objektif pertama kajian ini adalah berdasarkan kepada pembangunan model humor multimedia dalam pengajaran penulisan naratif bahasa Melayu. Dalam Penulisan naratif bahasa Melayu terdapat **TEMA dan PERSOALAN**(yang boleh didapati daripada soalan), **PLOT**(Permulaan cerita , Pertengahan, Penyelesaian) Gunakan SAMMBoB (Siapa, Apa, Mengapa, di Mana, Bila dan Bagaimana) dalam membina plot dan dalam plot itu terdapat **KONFLIK**(sekurang-kurangnya 2 Konflik) yang kemudiannya akan membawa cerita kepada KLIMAKs (Kemuncak), **WATAK dan PERWATAKAN**(tidak perlu banyak kerana bukan menulis cerpen ataupun Novel) Gunakanlah KaU CoP BmW (Kata Sifat Keadaan, Ukuran, Cara, Perasaan, Bentuk, Warna) untuk mewarnai watak mahupun latar dalam karangan itu,, **DIALOG / MONOLOG**("...", ".....!" , ".....?", "....,"), **PERIBAHASA**(tidak perlu banyak, satu atau dua sudah memadai, **FRASA MENARIK**-Simili seperti, bak, umpama dan seperti- PERSONIFIKASI (memberi nyawa kepada yang tidak bernyawa : angin yang menepuk bahuku ,.....)- METAFORA (membawa erti simbolik kepada makna asal : telinga gajah Ali dipiat oleh bapanya, **Ayat panjang dan Ayat Pendek** (selang seli penggunaan ayat panjang dan ayat pendek).pengenalan, isi dan penutup bahasa Melayu. Objektif kedua pula adalah untuk meninjau pencapaian murid sebelum dan selepas model humor dilaksanakan. Selain itu, penyelidikan ini menumpukan kepada meninjau perbezaan min sebelum dan selepas penggunaan model humor dilaksanakan. Dalam melaksanakan kajian ini, dua kaedah diguna pakai; kaedah pertama ialah pembangunan model berasaskan teori Dick dan Carey (1990) dan kaedah kedua pula adalah berfokuskan kepada kuasi eksperimen. Kedua-dua kaedah ini berdasarkan reka bentuk iaitu masing-masing bagi kaedah kualitatif dan kuantitatif.

Sehubungan itu, kajian ini memberikan tumpuan kepada kepentingan murid dan guru untuk belajar dan mengajar menggunakan model humor berasaskan teknologi multimedia. Antara kepentingan kursus adalah untuk mempelbagaikan model kepada guru bagi mengajar penulisan naratif secara humor dan santai, asasnya kepada pembentukan minda murid untuk menjana idea yang konkrit dalam menghasilkan penulisan naratif yang berasaskan aras tinggi.

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6 ICLEHI 2017-031 Mariyati Haji Mohd Nor

Kesilapan Aplikasi Gender Gramatikal dalam Menstruktur Ayat Bahasa Sepanyol

Mariyati Haji Mohd Nor*, Norul Haida Reduzan, Shahril Ismail
Universiti Pendidikan Sultan Idris
35900 Tanjung Malim, Perak, Malaysia
*E-mel Pertanyaan: mariyati@fbk.upsi.edu.my

ABSTRAK

Kajian ini merupakan suatu analisis kesilapan penggunaan gender gramatikal yang dilakukan oleh pelajar ketika menstruktur ayat dalam penulisan bahasa Sepanyol. Seramai 30 pelajar yang mengambil Kursus Elektif Bahasa Sepanyol Komunikasi Tahap I (Asas) di Universiti Pendidikan Sultan Idris telah dipilih. Pelajar terdiri daripada bangsa Melayu, Cina dan India. Pelajar dikehendaki menulis satu esei pendek mengenai diri sendiri dan masa diberikan selama 45 minit bagi menguji kefahaman dan aplikasi gender gramatikal dalam bahasa Sepanyol. Kepelbagaian bahasa pelajar dan kecekapan BS yang rendah dapat menyumbangkan kepelbagaian jenis kesilapan yang dilakukan. Kajian ini akan menggunakan Surface Strategy Taxonomy oleh Dulay, Burt dan Krashen (1982). Hasil kajian menunjukkan pelajar mempamerkan kefahaman yang minimum terhadap gender yang dikaitkan dengan kata adjektif dan mengalami kesukaran untuk menghubungkaitkan kata nama dengan artikel dan kata adjektif yang bersesuaian, terutamanya apabila ia melibatkan (objek) kata nama tidak bernyawa. Pengkaji mendapati kesilapan pemilihan, pengurangan, penambahan dan terjemahan yang dilakukan oleh pelajar adalah disebabkan oleh ketidakpekaan dan ketidakfahaman mereka tentang unsur gender dan aplikasinya. Kekeliruan juga berlaku akibat pengaruh daripada bahasa ibunda (B1) dan bahasa kedua (B2) pelajar yang tidak mempunyai langsung unsur gender gramatikal. Perbezaan inilah yang menyebabkan pelajar Malaysia mempunyai kesukaran untuk memahirkan diri mereka dalam usaha menggunakan gender gramatikal yang sesuai ketika menstruktur ayat dalam bahasa Sepanyol.

Kata kunci: *K*esilapan, gender gramatikal bahasa Sepanyol, proses menstruktur ayat, aplikasi, Surface Strategi Taxonomy

Errors In The Application Of Grammatical Gender In Constructing Sentences In Spanish

Abstract

This study is an errors analysis on the use of gender grammatical made by the students when structuring sentences in Spanish. A total of 30 students taking Spanish Communication Level I (Basic) as a elective course at Universiti Pendidikan Sultan Idris have been selected. The students are Malay, Chinese and Indian. Students were asked to write a short essay about themselves and the time given is 45 minutes to examine their sensitivity to gender cues and their ability to apply the grammatical gender in Spanish. The diversity of the learners languages and basic proficiency of spanish can contribute different types of errors committed. This study will use the Surface Strategy Taxonomy by Dulay, Burt and Krashen (1982). The results showed that the students exhibited a low degree of awareness of gender associations to adjectives. and had difficulties in correlating the noun with an adjective, especially when it involve inanimate objects. The researchers found misselection, omission, addition and translation of errors done by the students were caused to their insensitivity and misunderstanding about the gender and its application. The confusion also occurs due to the influence of the mother tongue (B1) and the second language (B2) who don't have the feature of grammatical gender. The difference had caused difficulties among Malaysian students to improve themselves in order to use an appropriate grammatical gender when structuring sentences in Spanish.

Keywords: Error, Spanish grammatical gender, Sentence structuring process, application, surface strategy taxonomy

Pengenalan

Gender gramatikal adalah aspek tatabahasa yang Vygotsky (1962) rujuk sebagai sifat semulajadi kata nama dan merupakan fungsi utama dalam aspek morfologi dan sintaksis (Chomsky, 1965; Martinet, 1960). Dalam pelbagai bahasa, gender gramatikal membezakan kata nama dalam dua atau lebih kelas mengikut kepada ubah suaian morfologi dan sintaksis iaitu merujuk kepada penyesuaian perkataan yang dikaitkan dengannya (Trask, 1997). Asmah (2008) mengatakan gender dalam nahu merupakan konsep yang ada pertindihan dengan jantina, tetapi tidak seluruhnya. Gender merujuk kepada kategori nahu iaitu memasukkan rujukan kepada lelaki/jantan dalam kategori maskulin, kepada perempuan/betina dalam kategori feminin. Berbeza dengan gender natural, gender gramatikal mempunyai ciri-ciri sistem \ formal (Konishi, 1993), di mana setiap kata nama diletakkan dalam kelas kata tertentu (Lyons, 1968). Bahasa Sepanyol seperti juga bahasa Jerman, Itali, Perancis mempunyai gender gramatikal. Setiap kata nama mesti tergolong dalam kelas gramatikal samada maskulin atau feminin. Bagi kata nama makhluk bernyawa seperti manusia dan binatang ianya agak mudah dikelaskan dalam gender natural bergantung kepada jantina, namun, pengkelasan untuk objek tidak bernyawa seperti meja, rumah, hari, dan sebagainya adalah abritari dan tidak boleh dijelaskan serta tiada kaedah atau peraturan yang boleh menentukan kenapa sesuatu kata nama itu maskulin atau feminin (Hazlina, 2013). Kata nama yang sama boleh mempunyai gender yang berbeza dalam bahasa yang lain. Sebagai contoh, moon 'bulan' adalah maskulin dalam bahasa Jerman, feminin dalam bahasa Sepanyol dan Perancis dan neuter dalam bahasa Greek (Holmes&Segui, 2006). Terdapat bahasa yang mempunyai dua kategori gender seperti bahasa Sepanyol dan ada yang mempunyai dua atau lebih (Corbett, 1999).

Gender Gramatikal dalam Bahasa Sepanyol (BS)

Dalam pembelajaran BS sebagai bahasa asing, gender gramatikal merupakan salah satu struktur bahasa yang mencabar pemahaman pelajar dalam menguasai bahasa ini. Menurut Scherag, et al.(2004) kesulitan ini bukan sahaja dalam kalangan pelajar bahasa kedua/asing tahap novis tetapi juga kepada pelajar tahap "Advance" yang mempelajari bahasa kedua. BS mempunyai sistem gender gramatikal yang dicerminkan melalui sistem morfologi dan sintaksis. Setiap perkataan dikelaskan dalam gender natural atau gender gramatikal melalui satu siri peraturan tatabahasa yang tertentu tanpa pengecualian. Dalam beberapa keadaan, gender digambarkan berdasarkan kategori leksikal, sebagai contoh kata nama merujuk kepada orang atau binatang, ia akan menjadi maskulin atau feminin (Konishi, 1993). El hombre "lelaki itu" dan la mujer "perempuan itu". 'El' merujuk kepada artikel yang hadir bersama dengan kata nama maskulin dan "la" untuk kata nama feminin. Perbezaan antara kategori yang menunjukkan gender dalam BS, boleh dilihat dari segi penggunaan artikel *el, la, los,las* pada kata nama. Misalnya, *la mesa* (feminin) yang bermakna **'meja itu'**, *el boligrafo* (maskulin) yang bermakna '**pen itu'** (Mariyati, 2015).

Pelajar merujuk kepada morfem akhiran sesuatu kata nama bagi menentukan gender. Morfem akhiran 'o' untuk maskulin dan 'a' untuk feminin. Terdapat 99.7% kata nama yang berakhir dengan 'o' adalah maskulin, 99.2% dan 98.9% kata nama yang berakhir dengan 'a' adalah feminin. (Dawson, et al, 2004). Peratus ini menunjukkan ada pengecualian bagi perkataan lain yang berakhir dengan morfem akhiran selain 'o' dan 'a'. Perkataan tersebut adalah seperti el lapiz 'pensil itu' dan la vez 'masa itu' yang berakhir dengan -z tetapi boleh tergolong dalam gender maskulin dan feminin. Begitu juga dengan perkataan el cafe 'kopi itu' dan la clase 'kelas itu'. Perkataan yang berakhir dengan morfem 'a' seperti el problema 'masalah itu' , el tema 'tema itu' , el dia ' hari itu', el sistema 'sistem itu' merupakan kata nama maskulin. Manakala perkataan seperti la mano 'tangan itu'. la foto 'foto itu, la moto 'moto itu' berakhir dengan 'o' adalah feminin. Dalam kes seterusnya perkataan seperti 'agua' iaitu air yang dikategorikan sebagai feminin namun apabila ia digunakan dengan artikel 'la' ianya adalah salah atas sebab fonologi dan menjadi 'el agua' dan bukan 'la agua'. Hal ini menambah kekeliruan kepada para pelajar dan pelajar sering kali melakukan kesilapan dalam menggunakan gender gramatikal ini (Martinez,2010).

Manakala dari aspek sintaksis pula, ayat yang menggunakan adjektif sebagai penerang kata nama seperti *El gato es pequeño* bermaksud **'kucing jantan itu kecil'**merujuk kepada kata nama bergender natural iaitu maskulin. Tetapi sekiranya kata adjektif yang digunakan merupakan kata nama feminin, ayat yang terhasil seperti berikut *La gata es pequeña*. ***Gata*** adalah **'kucing betina'**yang merupakan gender natural feminin, dan kata adjektif feminin ***pequeña*** digunakan. Morfem infleksi 'o' harus diubah kepada 'a'. Manakala dalam bahasa ibunda kita iaitu bahasa Melayu (BM), kata adjektif 'kecil' yang digunakan dalam ayat tidak dipengaruhi oleh gender 'subjek'yang dirujuk. Hal ini kerana kata adjektif dalam BM tidak mempunyai penggolongan jantina seperti BS, dan kata adjektif ini bebas digunakan tanpa perlu mengalami perubahan bentuk perkataan (Mariyati, 2015). Kata adjektif **'kecil'**digunakan untuk menerangkan kata nama bernyawa juga digunakan pada objek tidak bernyawa seperti **'kerusi itu kecil'**. Jadual 1 menunjukkan perbezaan bentuk kata adjektif berdasarkan gender natural dan gramatikal dalam BS dan BM.

Jadual 1:
Bentuk Kata Adjektif Berdasarkan Gender natural dan gender gramatikal dalam BS dan BM

BS (objek bernyawa)	BM
Bentuk tunggal (Maskulin)	Bentuk Tunggal (Maskulin)
El gato es pequeño 'kucing jantan itu adalah kecil'	Kucing jantan itu adalah kecil
Bentuk tunggal (Feminin)	Bentuk Tunggal (Feminin)
La gata es pequeña 'kucing betina itu adalah kecil'	Kucing betina itu adalah kecil

BS (objek tidak bernyawa)	BM
Bentuk tunggal (Maskulin)	Bentuk Tunggal (Maskulin)
El calendario es pequeño 'kamus itu adalah kecil'	kalendar itu adalah kecil
Bentuk tunggal (Feminin)	Bentuk Tunggal (Feminin)
La silla es pequeña 'kerusi itu adalah kecil'	kerusi itu adalah kecil

Kekeliruan timbul dalam kalangan pelajar untuk memahami sistem gender gramatikal dalam BS apabila pelajar tidak dapat memadankan kata adjektif yang sesuai dengan gender kata nama. Hal ini menyebabkan ayat yang dihasilkan tidak gramatis dan tidak tepat. Adjektif dengan morfem infleksi seperti 'o' dan 'a' digunakan untuk menerangkan kata nama seperti 'la silla es pequeña' 'kerusi itu adalah kecil' dan 'el calendario es pequeño' kalendar itu adalah kecil' harus ditukar bagi membezakan gender kata nama. Pelajar BS mempunyai bahasa pertama yang tidak mempunyai sistem gender gramatikal menganggap pemberian gender kepada semua pengubah kata dalam ayat sebagai berlebihan dan boleh mengakibatkan kesilapan (Martinez, 2010). Dalam BS juga, wujud bentuk kata adjektif yang tidak perlu diubah bagi menerangkan kata nama (bernyawa dan tidak bernyawa). Contoh ayat adalah seperti berikut:

Jadual 2
Bentuk Kata Adjektif Yang Tidak Berubah Dari Segi Gender natural dan gramatikal

Item	Maskulin	Feminin
1.	*Mi padre es grande* Ayah saya ialah seorang yang besar	*Mi madre es grande* Ibu saya ialah seorang yang besar
2.	*El libro es grande* buku itu adalah besar	*La puerta es grande* pintu itu adalah besar

Perbezaan inilah yang menyebabkan pelajar sering kali mengalami kekeliruan dan kesukaran untuk menguasai BS dengan baik dan tidak dapat menghasilkan ayat gramatis serta sesuai melibatkan penggunaan gender gramatikal. Masalah ini bukan sahaja berpunca daripada sistem BS yang berbeza daripada bahasa ibunda pelajar tetapi pengaruh juga datang daripada bahasa kedua pelajar iaitu bahasa Inggeris. Kesilapan kerap kali berlaku lebih lebih lagi dalam penulisan esei pelajar dan hal inilah yang mendorong pengkaji untuk mengenal pasti kesilapan berkaitan dengan penggunaan gender gramatikal dan seterusnya memberi cadangan bagaimana untuk mengatasi masalah tersebut dan membantu meningkatkan proses pembelajaran BS.

Objektif Kajian

Kajian ini secara amnya akan menganalisis kesilapan penggunaan gender gramatikal yang dilakukan oleh pelajar dalam menstruktur ayat BS.

Persoalan Kajian

Apakah jenis kesilapan gender gramatikal yang dilakukan oleh pelajar dalam menstruktur ayat bahasa Sepanyol

Teori

Teori yang diguna dalam kajian ini adalah Teori Surface Strategy Taxonomy oleh Dulay, Burt and Krashen (1982). Bagi mengidentifikasi kesilapan yang dilakukan oleh pelajar, Burt dan Kiparski (1972) terlebih dahulu mengembangkan taksonomi kategori linguistik (linguistic category taxonomy) untuk mengklasifikasikan ribuan kesilapan yang dilakukan dalam kalangan mahasiswa-mahasiswa yang sedang belajar bahasa Inggeris di negara asing atau di lingkungannya sendiri. Salah satu modelnya adalah taxonomi strategi luaran (surface strategy taxonomy) yang terdapat dalam Dulay, Burt dan Krashen

(1982).Taxonomi strategi luaran menganalisis bagaimana struktur permukaan sesuatu ayat atau perkataan diubah oleh pelajar dengan cara:

1. Melakukan pengurangan
2. Melakukan penambahan
3. Melakukan/ memilih bentuk yang salah
4. Melakukan kesalahan menyusun

Terdapat elemen luaran yang diubah oleh pembelajar iaitu para pelajar secara sistematik dan spesifik hasil daripada penemuan oleh para penyelidik. Beberapa kesilapan umum yang ditemui dalam penulisan para pembelajar bahasa asing adalah:

Penambahan

Kesilapan penambahan dalam teori ini adalah hasil dari penggunaan secara berleluasa peraturan tertentu dan kerana kegagalan dalam menghilangkan salah satu bahagian dalam linguistik. Dalam bahasa Inggeris, ciri semantik dalam ayat yang menggunakan kata kerja kala lampau iaitu *past tense* ditandai dengan perubahan kata kerja. Tetapi apabila kata kerja bantu did/didn't maka kata kerja harus kembali seperti kata kerja pertama.

Regularisasi

Kesilapan ini juga termasuk dalam kategori kesilapan penambahan, iaitu kesilapan terlepas pandang , pengecualian dan juga mengaplikasikan peraturan pada domain di mana peraturan tersebut tidak sepatutnya diaplikasikan. Suatu kaedah yang khusus diterapkan secara umum pada bentuk kata kerja mahupun kata nama. Kata kerja bagi perkataan bahasa Inggeris **listen** dan **talk** akan berubah menjadi listened dan talked. Tetapi kata kerja ***eat*** apabila diubah menjadi bentuk lampau tidak menjadi **eated** tetapi ***ate***. Kata nama ***sheep*** tetap ***sheep*** dalam bentuk jamak, bukan ***sheeps***. Sheeps dan eated adalah bentuk kata yang telah mengalami regularisasi.

Penyusunan

Kesilapan ini berlaku apabila pelajar tidak dapat meletakkan morfem atau kata dalam ujaran dengan betul dan tepat. Contohnya ***She is all the time late (***seharusnya ***She is late all the time)***

Kesilapan Interlingual

Kesilapan ini berlaku kerana pengaruh daripada bahasa pertama pelajar. Pelajar cenderung untuk memindahkan struktur bahasa pertama ke dalam bahasa sasaran. Dulay, burt dan Krashen (1982) memberi contoh ayat ***the man skinny*** yang dihasilkan oleh seorang penutur asli bahasa Sepanyol yang sedang belajar bahasa Inggeris. Ayat tersebut adalah merupakan terjemahan secara terus dari bahasa pelajar iaitu bahasa Sepanyol ***el hombre flaco.***

Metodologi

Seramai 30 pelajar yang mengambil Kursus Elektif Bahasa Sepanyol (BS) Komunikasi
Tahap I (Asas) di Universiti Pendidikan Sultan Idris telah dipilih. Pelajar terdiri daripada bangsa Melayu, Cina dan India. Kajian ini juga tidak mengambil kira gender, bangsa , program dan bahasa pertama para pelajar. Kajian ini juga hanya menganalisis kesilapan melibatkan gender gramatikal dalam ayat yang dihasilkan pelajar dan kesilapan nahu yang lain tidak akan dianalisis. Pelajar tahap novis dipilih kerana bersesuaian dengan reka

bentuk kajian ini yang bertujuan untuk menjelaskan masalah dan kesilapan dalam penggunaan gender gramatikal semasa menstruktur ayat dalam BS. Esei pendek pelajar bertajuk "A mí mismo" iaitu tentang diri sendiri dianalisis untuk menganalisis kesilapan yang dilakukan pelajar ketika menggunakan gender gramatikal ini. Pelajar diberi masa selama 45 minit untuk menghasilkan karangan tersebut. Kesilapan akan dianalisis berdasarkan teori Surface Strategy Taxonomy oleh Dulay, Burt dan Krashen (1982).

Prosedur Analisis Kesilapan dalam Teori Surface Strategy Taxonomy

Selepas selesai menulis, esei pelajar akan dikumpulkan dan pengkaji akan mula menganalisis penulisan tersebut dengan melihat kesilapan penggunaan gender gramatikal dalam ayat yang dihasilkan. Langkah-langkah yang diambil ketika menganalisis adalah seperti yang dikemukakan dalam **Teori Surface Strategy Taxonomy** (1982) dalam Teori Analisis Kesilapan iaitu pengumpulan sampel bahasa pelajar, mengenal pasti kesilapan, keterangan kesilapan, penjelasan kesilapan dan penentuan sumber kesilapan.

Sorotan Literatur

Terdapat banyak kajian terdahulu yang dijalankan memberi tumpuan kepada sistem gender gramatikal dalam pelbagai bahasa menunjukkan bahawa ianya sangat penting dalam pemerolehan bahasa kedua/asing. Konishi (1993) mengatakan terdapat hubungan antara gender gramatikal dengan makna sesuatu perkataan. Secara khususnya, gender natural boleh mempengaruhi cara bagaimana penutur bahasa yang mempunyai ciri-ciri ini melihat entiti tertentu. Tatabahasa kata nama maskulin cenderung untuk dilihat sebagai lebih maskulin dalam makna perkataan tersebut begitu juga dengan kata nama feminin. Finnemann(1992) dan Alarcón (2004) membezakan penggunaan gender dalam tugasan yang diberi kepada 69 pelajar universiti yang mempelajari BS mendapati bahawa pelajar dapat memberi jawapan yang betul kepada soalan berkaitan dengan gender gramatikal kepada kata nama (natural gender) daripada kata nama (gender gramatikal-objek tidak hidup) berdasarkan makna kata. Hasil kajian oleh Cain et al. (1987) dan Pérez - Pereira (1991) mendapati pelajar (kanak-kanak) yang mempelajari BS sebagai bahasa pertama lebih menumpukan perhatian kepada pengakhiran morfem "o" dan "a" untuk menggunakan gender gramatikal daripada natural gender. *Trend* yang sama dalam kajian oleh Fernández-García (1999) mendapati bahawa, pelajar lebih tepat menggunakan gender gramatikal dengan kata nama yang berakhir dengan morfem "o" dan "a" daripada kata nama yang berakhir dengan morfem akhiran yang lain. Namun dapatan berbeza bagi golongan dewasa yang mempelajari BS sebagai bahasa kedua yang lebih melihat kepada aspek semantik untuk menggunakan gender gramatikal ini. Kajian Konishi (1993) menunjukkan bahawa bagi kata nama yang mempunyai gender gramatikal maskulin dalam BS dan Jerman adalah lebih dominan walaupun kata yang sama dalam bahasa berbeza adalah kurang dominan. Kajian oleh Tight (2006) seperti juga kajian Konishi (1993) mendapati terdapat hubungan antara gender gramatikal dan gender natural dan ianya boleh mempengaruhi satu sama lain. Penutur asli sesuatu bahasa yang mempunyai sistem gender gramatikal cenderung untuk menerima kata nama gender maskulin yang mempunyai makna maskulin begitu juga dengan kata nama feminin. Dengan kata lain penutur bahasa pertama yang mempunyai satu sahaja gender dalam bahasanya iaitu gender natural lebih menggunakan gender gramatikal maskulin kepada perkataan atau kata nama yang mempunyai konotasi maskulin dan juga feminin. Tanggapan ini sesungguhnya boleh mempengaruhi sistem linguistik (Tight, 2006). Manakala kajian ini berlainan dengan dapatan oleh Surridge (1993), yang mengatakan bahawa penutur bahasa Inggeris yang tidak mempunyai struktur gender gramatikal kerap menghadapi masalah untuk memahami dan mengaplikasikan unsur nahuan gender dalam pertuturan dan penulisan mereka.

Pelajar Malaysia tidak kira Melayu, Cina, India dan kaum bumiputera yang lain mengalami masalah yang ketara dalam pembelajaran gender gramatikal. Kebanyakan pelajar mengalami kesukaran dalam menggunakan gender gramatikal dalam penghasilan ayat, gagal memadankan artikel dan kata adjektif yang bersesuaian dengan gender kata nama tidak kira samada ianya gender natural atau gramatikal. Pada tahap novis, penguasaan kosa kata yang terhad dan tidak mengetahui makna sesuatu perkataan juga menyebabkan pelajar tidak tahu menggunakan gender gramatikal dengan betul. Selain daripada itu, perbezaan diantara sistem bahasa tersebut dengan bahasa ibunda pelajar juga dianggap penyebab kepada kegagalan pelajar dalam memahami dan menguasai BS dengan baik. Struktur gender gramatikal dalam bahasa pertama dan kedua pelajar adalah jauh lebih mudah dari BS. Kegagalan akan menyebabkan pelajar melakukan kesilapan khususnya di dalam pembentukan ayat-ayat yang gramatis dan ianya dikira sebagai unsur negatif yang menganggu proses pembelajaran bahasa dan harus dielakkan (Mariyati, 2015). Oleh yang demikian, pengkaji berminat untuk mendedahkan masalah yang dihadapi oleh pelajar berkaitan dengan isu gender dalam pembelajaran BS dan kesilapan yang dilakukan ketika membina ayat dalam bahasa berkenaan.

Dapatan Kajian

Kesilapan Penggunaan Gender dalam Ayat

Dulay, Burt & Krashen (1982) Menyatakan kesilapan dalam pembelajaran bahasa boleh dikelaskan kepada empat ketegori iaitu pemilihan, pengurangan, penambahan dan penyusunan. Pengkelasan ini dikenali sebagai taksonomi kesilapan Dulay, Burt dan Krashen. Pengkaji akan menganalisis kesilapan gender gramatikal yang dilakukan oleh pelajar menggunakan taksonomi ini tetapi hanya melibatkan pemilihan, pengurangan dan penambahan sahaja. Sebanyak 30 esei para pelajar bertajuk ' A mi mismo/a' dianalisis untuk melihat kesilapan yang dilakukan pelajar. Kefahaman pelajar mengenai penggunaan gender gramatikal ini dilihat dengan mengambil kira kewujudan artikel, kata nama, kata kerja dan kata adjektif di dalam ayat.

Kesilapan Pemilihan Kata Adjektif

Kesilapan pemilihan kata adjektif adalah seperti berikut:

Jenis kesilapan pemilihan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan kata adjektif	*Ella es guapa y trabajador* " Dia seorang yang cantik dan rajin" *Soy alta y timido* " Saya adalah tinggi dan pemalu" *La clase es muy interesante y no aburrido* " Kelas adalah sangat menarik dan tidak membosankan"

Contoh ayat di atas merujuk kepada kesilapan yang dilakukan oleh pelajar dalam memilih kata adjektif yang sesuai bagi gender kata nama. Ayat di atas ternyata salah dari penggunaan gender bagi objek bernyawa dan objek tidak bernyawa. Pelajar telah menggunakan kata adjektif maskulin untuk menerangkan kata nama feminin iaitu *trabajador* dan kata adjektif feminin *alta* untuk kata nama maskulin. Manakala bagi ayat seterusnya iaitu *La clase es muy interesante y no* ***aburrido,*** pelajar juga memilih kata adjektif maskulin untuk menerangkan kata nama feminin iaitu *la clase.* Pengaruh bahasa pertama dan kedua juga dilihat di mana kata adjektif yang sama digunakan untuk kedua gender menyebabkan pelajar mengaplikasikan peraturan yang sama dalam BS.

Kesilapan pemilihan artikel adalah seperti berikut:

Jenis kesilapan pemilihan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan artikel	*Soy (chica) un estudiante de inglés* " saya seorang pelajar bahasa Inggeris" *Tienen una características* "Mereka mempunyai banyak perangai "

Pengkaji menyifatkan kesilapan membubuh artikel pada kata nama disebabkan ketidak pekaan pelajar terhadap atribusi gender gramatikal dan ketidak pastian pelajar terhadap gender kata nama. Pelajar meletakkan artikel maskulin pada kata nama (objek bernyawa) feminin dan artikel tunggal bagi kata nama *jamak* (objek tidak bernyawa). Contoh di atas adalah ayat yang dihasilkan pelajar menunjukkan kesilapan pemilihan artikel *un* untuk menerangkan kata nama feminin sedangkan artikel yang betul adalah *una.* Ayat seterusnya menunjukkan pelajar menggunakan artikel *una* (artikel tunggal) untuk dipadankan dengan kata nama jamak.

Kesilapan pemilihan kata kerja adalah seperti berikut:

Jenis kesilapan pemilihan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan kata kerja	*Soy feliz si Shah Rukh Khan ....* " saya berasa gembira jika Shah Rukh Khan..." *Mi siento seguro cuando mi padre es de alrededor....* " Saya rasa selamat bila ayat saya berada di sekeliling..."

Kesilapan pemilihan kata kerja juga berlaku dalam ayat yang mempunyai penggunaan gender gramatikal. Dalam ayat di atas, untuk menyatakan rasa gembira, kata kerja *estar* digunakan bukan kata kerja *ser.* Hal ini berlaku kerana maksud kedua kata kerja ini adalah sama tetapi penggunaan dalam ayat adalah berbeza. Ayat yang betul adalah *estoy feliz si Shah Rukh Khan...,* manakala dalam ayat *Mi siento seguro cuando mi padre es de alrededor....*sekali lagi pelajar keliru dengan kata kerja *ser* da *estar.* Ayat yang tepat adalah *me siento seguro cuando mi padre esta a mi lado'* " Saya rasa selamat sekiranya ayah saya berada di samping saya".

Kesilapan Pengurangan

Kasper dan Kellerman (1997) menyatakan bahawa kesilapan pengurangan selalunya berlaku pada awal tahap pembelajaran. Pelajar telah melakukan pengguguran unsur-unsur yang perlu sewaktu membina ayat dalam BS. Dalam kajian ini, pengkaji menyifatkan pengurangan berlaku sebagai satu kesilapan meninggalkan atribusi sesuatu elemen bergender gramatikal yang dikaitkan dengan kata nama yang digunakan dalam ayat tersebut.

Kesilapan pengurangan artikel adalah seperti berikut:

Jenis kesilapan pengurangan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan artikel	*Me gusta español porque es interesante* " saya suka bahasa Sepanyol sebab ia menarik" *jugar futbol* "bermain bola sepak"

Di dalam BM, ayat "saya suka bahasa Sepanyol sebab ia menarik", artikel *'el'* pada perkataan *español* tidak diperlukan. Namun dalam BS, artikel adalah sesuatu yang tidak boleh digugurkan. Oleh yang demikian, ayat di atas memerlukan kehadiran artikel '*el*' sebelum kata nama '*español*' untuk melengkapkan ayat tersebut menjadi *me gusta el español porque es interesante.* Begitu juga dengan ayat *jugar el futbol,* artikel *el* perlu hadir bersama kata nama dan tidak boleh ditinggalkan.

Kesilapan pengurangan kata kerja adalah seperti berikut:

Jenis kesilapan pengurangan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan kata kerja	*Casa muy bonita* "rumah itu sangat cantik" *Ella simpática* " Dia baik" *Mi madre amable, agradable y guapa* " Ibu saya baik, menyenangkan dan cantik"

Pelajar telah mengugurkan penggunaan kata kerja dalam ayat di atas, sedangkan kata kerja itu perlu hadir bagi melengkapkan ayat tersebut. Pelajar terpengaruh dengan BM yang boleh mengugurkan kata kerja dalam ayat 'rumah sangat cantik' 'dia baik dan ibu saya baik, menyenangkan dan cantik. Pelajar telah mengugurkan kata kerja *'es'* bagi ketiga-tiga ayat yang bermaksud **adalah** dalam BM. Kesilapan berlaku adalah disebabkan oleh kealpaan pelajar terhadap atribusi artikel pada kata nama dan kata kerja serta pengaruh bahasa dominan dalam membentuk ayat (Hazlina & Azidan, 2011).

Kesilapan Penambahan

Kesilapan penambahan dalam taksonomi kesilapan Dulay, Burt & Krashen (1982) adalah merujuk kepada penggunaan secara berleluasa peraturan tertentu. Kesilapan boleh terjadi akibat regularisasi, terlepas pandang, pengecualian, mengaplikasikan sesuatu bukan pada tempatnya serta memasukkan elemen yang tidak perlu.

Kesilapan penambahan artikel adalah seperti berikut:

Jenis kesilapan penambahan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan artikel	*Mi hermano menor, es tambien el estudiante* " adik bongsu saya juga adalah pelajar" *Hay siete los miembros en mi familia* " Terdapat 7 orang ahli dalam keluarga saya" *Soy un cristiano* " saya seorang kristian"

Berlaku penambahan artikel *'el'* dalam ayat *mi hermano menor,es tambien el estudiante*. Artikel tersebut merupakan penggunaan secara berleluasa yang diberikan kepada kata nama tanpa memahami keseluruhan makna ayat yang dihasilkan. Tanpa pelajar sedari ayat yang dihasilkan tidak gramatis dan pelajar memasukkan elemen yang tidak perlu. Begitu juga dengan ayat ***Hay siete*** *los* ***miembros en mi familia.*** Artikel (yang telah ditetapkan) *los* tidak boleh hadir dengan kata kerja ***hay.*** Bagi ayat seterusnya iaitu ***Soy*** *un* ***cristiano***, artikel tidak perlu diletakkan, cukup hanya dengan menggunakan kata kerja *Soy* **"saya adalah"** dan diikuti dengan kata adjektif *cristiano.*

Kesilapan penambahan kata kerja adalah seperti berikut:

Jenis kesilapan penambahan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan kata kerja	*Yo soy es baja y gorda también* " Saya adalah rendah dan juga gemuk" *Es esta senora es mi madre* "perempuan ini adalah ibu saya"

Begitu juga yang berlaku pada ayat *yo soy es baja y gorda tambien.* Penggandaan kata kerja *soy* **'saya adalah'** dan *es* **'dia adalah'** dalam ayat yang sama menunjukkan ketidak pekaan pelajar dalam mengaplikasikan gender gramatikal dengan padanan atribusi yang sesuai. Kemungkinan pelajar juga terlepas pandang dengan menggunakan kedua kata kerja dalam ayat yang sama. Kesilapan yang sama berlaku pada ayat 11 di mana pelajar menggunakan dua kata kerja dalam ayat yang sama. Kata kerja *'es'* (dia adalah) tidak diperlukan kerana pelajar hendak membina ayat 'perempuan ini adalah ibu saya.

Kesilapan penambahan kata ganti diri adalah seperti berikut:

Jenis kesilapan penambahan	Kesilapan dan terjemahannya dalam bahasa Melayu
Kesilapan kata kerja	*La tu casa es grande y bonita* "Rumah itu besar dan cantik" *Mi es baja* " dia adalah rendah"

Penambahan kata ganti diri juga berlaku dalam pembinaan ayat oleh pelajar dalam atribusi gender gramatikal. Dalam kes ini, pengkaji beranggapan pelajar tidak pasti penggunaan yang betul dalam merujuk kepada kata nama yang hendak digunakan menyebabkan pelajar tidak membina ayat dengan tepat menggunakan kata nama walaupun kata adjektif dan kata kerja yang digunakan adalah betul.

Kesimpulan

Kajian ini secara kesimpulannya memberi fokus kepada kesilapan yang dilakukan oleh pelajar dalam menggunakan gender gramatikal ketika menstruktur ayat dalam BS. Dapatan menunjukkan pelajar tidak menyedari betapa pentingnya atribusi gender gramatikal pada kata nama, kata adjektif dan artikel begitu juga dengan kata kerja. Kesilapan sebegini tidak akan dilakukan oleh penutur asal dan tidak akan dimaafkan (Surridge, 1995). Pengaruh bahasa pertama dan kedua pelajar juga mempengaruhi pelajar dalam menguasai pembelajaran gender gramatikal dengan baik. Sistem bahasa ibunda dan bahasa kedua yang ternyata berbeza dengan BS juga akan mempengaruhi pelajar terutama pada awal pembelajaran. Lado (1957) mengatakan pelajar cenderung memindahkan tabiat bahasa pertama ke dalam bahasa baharu yang dipelajari. Persamaan bahasa antara keduanya akan memudahkan pelajar tetapi perbezaan akan menyebabkan pelajar gagal untuk menguasai bahasa yang dipelajari dengan baik. Dalam hal ini bahasa kedua pelajar iaitu bahasa Inggeris juga turut mempengaruhi cara pelajar berfikir. Pelajar mencari persamaan B2 untuk diterapkan ke dalam pembelajaran bahasa asing mereka dan timbullah pelbagai masalah yang datang dari bahasa dominan dan bahasa sasaran mereka(Hazlina, 2013).

Cadangan dan Strategi

Dalam kajian ini, pengkaji ingin menyenaraikan beberapa strategi untuk membantu pelajar mengenali kata nama dalam BS samada ianya maskulin atau feminin.

1. Bagi objek bernyawa seperti manusia dan binatang, kata nama yang berakhir dengan 'o' adalah maskulin. Terdapat 99.7% kata nama yang berakhir dengan 'o' adalah maskulin. Contoh: el chico (budak lelaki itu) el gato (kucing jantan itu)
2. Bagi objek bernyawa seperti manusia dan binatang, kata nama yang berakhir dengan 'a' adalah feminin. Terdapat 98.9% kata nama yang berakhir dengan 'a' adalah feminin.
   Contoh: la chica (budak perempuan itu), la gata (kucing betina itu)
3. Berhati-hati dengan perangkap gender. Perkataan yang berasosiasi dengan lelaki/jantan atau perempuan/betina tidak semestinya maskulin atau feminin. sebagai contoh: la corbata (tali leher) adalah feminin dan el maquillaje (alat solek) adalah maskulin.
4. Apabila kata nama jamak iaitu campuran antara maskulin dan feminin dirujuk, kata nama maskulin akan digunakan tidak kira dalam kumpulan campuran itu feminin lebih mendominasi. Contoh:Un niño (seorang budak lelaki) + tres niñas (tiga orang budak perempuan) = cuatro **niños** (empat orang budak).
5. Kata nama maskulin yang berakhir dengan konsonan (bukan vokal) untuk pekerjaan mempunyai kata nama feminin yang berakhir dengan morfem 'a'.
   Contoh: el profesor (pensyarah lelaki) - la profesora (pensyarah perempuan)
   el señor (Encik itu) - la señorita (cik itu) atau la señora (puan itu).
6. Sebahagian kata nama yang merujuk kepada profesyen (pekerjaan) dalam BS boleh digunakan untuk maskulin dan feminin cuma artikel sahaja yang diubah.
   Contoh : **el** piloto (juruterbang lelaki itu) - **la** piloto (juruterbang perempuan itu).

7. Akhiran khusus merujuk kepada perkataan yang berakhir dengan morfem berikut -sión, - ción, -dad, -tud dan -umbre adalah 100% kata nama feminin.
   Contoh : la televisión (televisyen itu) , la habitación (bilik itu) , la ciudad (bandar itu) , la juventud (zaman remaja itu), la costumbre (kebiasaan itu).
8. Kata nama yang berakhir dengan -ma memerlukan artikel maskulin.
   contoh: el problema (masalah itu), el sistema (sistem itu), el tema (tema itu), el enigma (orang atau sesuatu yang sukar difahami itu).
9. Kata nama pengecualian merujuk kepada kata nama yang berakhir dengan 'a' adalah maskulin dan kata nama yang berakhir dengan'o' adalah feminin.
   Contoh : el dia (hari itu), el mapa (peta itu), el planeta (Planet itu)
   la mano (tangan itu), la radio (radio itu) la foto (foto itu)
10. Kata nama lain berakhir dengan vokal atau konsonan lain memerlukan pelajar menghafal dan mengingatinya. Contoh : la vez (masa itu), el lapiz (pensil itu), la clase
    (kelas itu), el café (kopi itu) dan lain-lain.
11. Apabila menghasilkan ayat menggunakan gender gramatikal, pelajar harus peka terhadap kesemua atribusi pada kata nama, kata sifat dan artikel termasuk juga kata ganti diri. Begitu juga apabila kata nama tersebut dalam bentuk jamak. Setiap atribusi harus dijamakkan.
    Contoh : la casa es grande y bonita (Rumah itu besar dan cantik) - las casas son grandes y bonitas (Rumah-rumah itu besar dan cantik).

Pengkaji berharap kajian ini dapat membantu tenaga pengajar yang mengajar BS untuk merancang pengajaran dengan teliti agar gender gramatikal lebih mudah dikuasai pelajar dan membantu meminimumkan kesilapan yang dilakukan pelajar apabila menggunakannya dalam menstruktur ayat BS dan seterusnya membantu dalam pengajaran dan pembelajaran BS di Malaysia.

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6 ICLEHI 2017-032 Adie Haultain

Picture Proposal: Planning for the Interactive Use of Photos in the Higher Education Classroom

Adie Haultain
Massey University, Palmerston North, New Zealand
Principal Academic Staff Member, Wintec, Hamilton, New Zealand
Adie.haultain@wintec.ac.nz

Abstract

The world in which we live is becoming increasingly visual. A photo is taken in every moment of everyday to capture a special moment in time. The very nature of photos inspires sharing with others, evoking questions as mystery surrounds the photos: Who are the people in this photo? Who took it? Why was this photo taken and what story hides behind this photo? Emotions are ignited and recalled as we view photos. While there is mounting demand for individuals to use, understand, and create visuals within their day-to-day life, their potential within education is often overlooked. This qualitative study was exploratory in nature and examined how a group of teachers in an Institute of Technology and Polytechnic in New Zealand were using photos in the classroom. Data was gathered from a number of sources starting with an institute-wide online survey. This was followed by interviews of six teachers using photo elicitation, and observations their teaching classrooms. The research concluded that photographs are regularly underutilised by many higher education teachers, however when carefully planned and used interactively photos can act as powerful tools for enhancing students' learning. This study deliberated ways photos could be utilised further to encourage interactive deep-learning, in order to enrich both teachers' and students' educational experiences. The research deliberates that, as higher education teachers, it is imperative the benefits of photos are recognised and skills required to become visually literate are developed. The challenge is made to higher education teachers to improve their knowledge and planning in order to better use photos to enhance students' learning.

Keywords: Photos, teaching, learning, interactive learning, Huakina, photo-elicitation

Introduction

There is little doubt that photos, have the potential to evoke emotions and memories, stimulate discussion, communicate ideas, and aid concrete understanding of complex matters. Photos are a recognised and time-honoured part of our life however, their potential within higher education is often overlooked. Within research fields, photos have long been recognised for their ability to capture and simulate people's thoughts and experiences (e.g. Collier & Collier, 1986; Pink, 2001). As higher education educators it is time the benefits of using photos are recognised and that skills are developed in order to become visually literate. Quality teaching enhances quality learning and is an area that deserves a dedicated focus, particularly within New Zealand's ITPs (Institute of Technology and Polytechnic) where many of the teaching staff have had no targeted teacher training. Photos appear to be completely underutilized within tertiary or higher education settings, highlighting an area of teacher education that deserves greater examination to enhance teaching and learning, and development of professional practices.

Photos offer many advantages however both teachers and students need to understand how to utilise photos within an academic setting; they need to become more visually literate to make the most effective use of this everyday tool.

Research Aim and Questions.

The purpose of this study was to examine ways in which photos are currently being used within higher education institutes to enhance teaching and learning. The study sought to gain an understanding of how photos could be used further by exploring the implications for teachers. It sought to identify key factors in order to encourage a more effective use in the future.

The research questions therefore were:

- In what ways are photos currently used within the higher education classroom in order to aid teaching and learning?
- How can photos be utilised further by teachers within the tertiary classroom in order to assist students' engagement and knowledge development?

Methodology

This research project was a qualitative study, with an interpretivist approach which was conducted in a large ITP in New Zealand. The research aimed to explore ways in which photos were currently being used within a higher education institution and the reasons behind the use. The central aim of this study was to gain an appreciation of the benefits of using photographs, and was largely concerned with individual participants and with a desire to understand their experiences. The research was naturalistic, whereby the research took place in a natural context with no attempt to manipulate the situation (Robson, 2002). I wanted to gather data relating to a group of teachers' experiences of using photos, and their views associated with doing so. Constructivists contend reality is socially constructed through individual experiences, and is equated with qualitative methods (Grant & Giddings, 2002). To this end, following ethics approval, I started with the experiences of teachers and endeavoured to gain multiple perspectives, which was consistent with constructivist research.

Data Collection

Consistent with qualitative research, this study gathered data from multiple sources. A range of approaches were used to gain triangulation. Triangulation of data is important to ensure reliability of data gathered, by establishing themes based upon a number of differing sources (Creswell, 2014). The following methods were employed.

Surveys. Surveys are seen as a convenient way to collect data, at a low cost and within a short amount of time (Creswell, 2014). An online survey was used to gain a wide snapshot of use within the ITP. The survey comprised of 23 questions made up of a variety of question types. The survey was distributed via research leaders to the wider academic staff members. Upon completion of the survey timeframe 31 responses from seven centres within the ITP had been received. Six of these respondents indicated a willingness to be involved further within the research.

Interviews. Semi-structured interviews were conducted with each teacher individually who indicated a willingness to continue with the study. Interviews are described as guided conversations allowing for exploration of a particular topic or experience (Charmaz, 2006). Semi-structured interviews are useful tools when trying to gain understanding about people's views and thoughts on a particular subject, giving interviewers scope to add more questions throughout the interview, providing flexibility (Robson, 2002). Interviews were recorded and later transcribed.

Photo elicitation. Consistent with the focus of this study, photos were used as part of the interviews in order to gather data. The use of photos as a form of data collection may produce useful data and shed light on aspects not already discussed, helping the formation of understanding and sharing of emotions, while breaking down barriers between researcher and participants (Harper, 2003). Teachers were asked to bring to the interview any photos they had used in their teaching and were asked to discuss these further.

Observations. Observations of teachers' classes were conducted to gain an insight into their current use of photos. Observations are useful when the prime motive is to explore what is happening in a situation, allowing researchers to have, and record, a first-hand experience (Creswell, 2014). Field notes were taken on an iPad along with photos which were used later as evidence and as a memory prompt. Informal interviewing of the students was conducted during the observations. In the case of an online teacher, screenshots of class discussions were taken.

Participants

From the 31 survey responses, six teachers indicated their willingness to further participate with the study. The six participants came from a range of teaching disciplines as shown in Table 1 below.

Table 1: *Participant details*

Pseudonym	Teaching discipline	Teaching Context	Programme level	Teaching experience
Andrew	Engineering	Online/Face-to-face	Degree level	10+ years
Harry	Technology	Online	Degree level	5-9 years
William	Teacher training	Face-to-face	Level 1-3	10+ years
Theo	Trades	Face-to-face	Level 1-3	5-9 years
Roxanne	Education	Face-to-face	Degree level	- 4 years
James	Language	Face-to-face	Level 4	10+ years

Analysis of Data

Analysis of data was consistent with the Grounded Theory approach as described by Charmaz (2006). In keeping with grounded theory, data analysis occurred throughout the data collection process. Immersion in data resulted in discovery of patterns, themes, and interrelationships meaning that resulting categories were 'grounded' in data (Charmaz, 2006). While immersing myself in data I went backwards and forwards between stages of analysis, meaning analysis did not occur in a linear fashion. It is believed the moving backwards and forwards between data is useful for stopping researchers feeling overwhelmed. Recordings of interviews were transcribed and observations recorded. These were read numerous times with memo writing and coding occurring during this process. Visual strategies were engaged such as colour coding in order to help group emerging themes.

Literature Review

Influential and pertinent learning theories were examined in order to outline relationships between the use of photos and good teaching along with pedagogical beliefs widespread in New Zealand. Additionally, literature relating to the use of photos in higher education was reviewed as seen below.

Higher Education in New Zealand

Within New Zealand's higher education system there is an emphasis placed on social and situated learning, and relationships between people and the environment (Brockbank & McGill, 1998). Social constructivism focuses on learning as a collaborative process which involves active construction of shared understanding. This principle is strongly influenced by Vygotsky's social constructivist beliefs whereby there is a belief that learning is a result of social interaction. Vygotsky's (1978/1997) theory of Zone of Proximal Development (ZPD), links to collaborative learning. Within his ZPD he contends learners have an actual level of development where they are currently, and a potential level of development which he maintains is the learner's ZPD. Vygotsky argues that teachers need to target activities and strategies within the ZPD by encouraging collaborative learning, modelling the tasks and making the purpose and contexts of tasks clear. There is a clear opening for photos to aid modelling and scaffolding of tasks.

Closely related to Vygotsky's ZPD is the concept of scaffolding, which refers to steps taken in order for learning to happen. It is believed that for learning to take place there needs to be social interaction as it is within these environments that learning occurs (Bruner, 1978). Scaffolding refers to the purposeful steps taken by a parent or teacher to help develop learning. Scaffolding is a temporary framework of help, aimed at assisting learners to complete tasks independently.

The concept of Ako, based on New Zealand Māori pedagogy, aligns with Vygotsky's and Bruner's learning theories. Ako, promotes social relationships between teachers and students, respecting and valuing the knowledge they bring with them and building on shared knowledge. Ako is described as the practice of both teaching and learning within a caring and inclusive environment. Ako portrays a holistic view of learning based on spiritual and emotional well-being in addition to cognitive learning (Pere, 1982; Keown, Parker, & Tiakiwai, 2005). It is focused on building relationships between teacher and student where both learn from each other in a reciprocal manner.

Taking the notion of constructivism one step further, Biggs and Tang (2007) discuss the concept of constructive alignment, whereby there is a belief that students learn by doing, with an emphasis on "learning and alignment in the design of teaching and assessment" (p.52). They focus on the role of teachers in fostering constructivist educational activities. In order to provide a supportive learning environment, teachers must ensure Intended Learning Outcomes (ILOs) are central to planning, with teaching activities and assessments carefully and deliberately aligned with the ILOs. Within a constructively aligned programme, teachers are responsible for providing a learning environment that supports activities learners participate in, which in turn supports their achievement of the ILOs (Biggs & Tang, 2007).

Using Photos in Higher Education

Benefits of use. Within the literature there appeared to be a range of benefits for using photos as a higher education teaching tool. With an emphasis on active learning principles, it is vital students participate and engage in learning. Table 1 below outlines some of the benefits recorded for using photos in the classroom.

Although there appears to be considerably less literature relating to photos within assessment specifically, suggesting a need for further research, there were some benefits noted (Munakata & Vaidya, 2012; Kurtz & Wood, 2014). Photographs used within presentations and photo-essay assessments are welcomed by students, and aid the reduction of fatigue (Fanning, 2011). Fanning commented that students found them to be "a welcome break from the traditional essay" (p.185). He reports the inclusion of photos is especially useful for English as Additional Language (EAL) students, allowing them to become familiar with local examples relating to theory within exams.

Benefit	Author
Increase student engagement	e.g. Sandars & Murray, 2009; Power & Morgan, 2010
Empower and motivate students	e.g. Sandars & Murray, 2009; Kates, Byrd, & Haider, 2014; Cook & Quigley, 2013
Increased student enjoyment and creativity	e.g. Schell, Ferguson, Hamoline, Shea, & Thomas-Maclean, 2009
Encouraged collaborative learning	e.g. Dongre, 2011; Power and Morgan, 2010; Duncan-Howell & Lee, 2007
Encouraging critical thinking	e.g. Cook & Quigley, 2013; Kates, et al., 2014
Consolidating learning	e.g. Schell, et al., 2009; Cook & Quigley, 2013; Power & Morgan, 2010; Fanning, 2011
As a reflection tool	e.g. Fanning, 2011; McConnell, 2014; Harvey, et al., 2012
Bridge gaps	e.g. Dongre, 2011; McConnell, 2014; Harvey, et al., 2012

Table 1: *Benefits of using photos*

Sources of photos. There is an increase in, and preference for, the use of students' own photos (student-sourced) with the majority of the literature encouraging students to take their own photos for activities rather than using teacher-sourced photos. This aligns with Ako, and social and situated theories of learning, where emphasis is placed on tapping into students' prior knowledge and the sharing of knowledge. The increase in using students' photos is additionally linked to an increase in accessibility of cameras, which has impacted the use of visuals within classrooms (Duncan-Howell & Lee, 2007).

Issues with using photos. While there are multiple benefits put forward for using photos within higher education classrooms, there are also issues needing to be acknowledged. However, there were few limitations discussed in the literature (e.g. McConnell, 2014; Power & Morgan, 2010; Munakata & Vaidya, 2012). The most commonly occurring limitation centred on time required for planning when using photos, for both teacher and student (Das, 2012; Given, Opryshko, Julien, & Smith, 2011). This highlights the need for clear project guidelines, which can be a complex and time-consuming task.

It is apparent that photos do not appeal to all students. Taylor (2002) and Das (2012) discuss students' apprehension and self-consciousness with using photos and lack of engagement due to lack of expertise. Johnson et al. (2011) as a result of their New Zealand based study conclude "not all students enjoy using technology as it challenges them to conceptualise new and different ways of learning" (p.509). They argue the need to encourage student engagement through more teacher professional development and training, cautioning for teachers to remain encouraged using photos, "there must be support for innovative e-learning pedagogy so that it is not considered a time-consuming 'add on' to lecturers' work, but is a valued component of tertiary teaching" (p.510).

Increased visuals within our world are changing what it means to be literate. No longer is literacy just relating to the reading of texts; rather, it should now encapsulate the reading and use of visuals (Bleed, 2005). Hattwig, Bussert, Medaille, & Burgess (2013) in their report on visual literacy (VL) standards in higher education in USA highlight vast arrays of definitions of VL, suggesting the most recent definitions "typically refer to an individual's ability to both analyze and produce visual materials" (p.63), highlighting an interpretive and productive component to VL. Of concern, Rourke and O'Connor (2012) maintain many academics cannot agree upon a definition of VL skills or how these should be taught. They offer this lack of delineation as a reason it has been neglected in higher education and propose it is indeed educators' responsibility to "develop students' comprehension skills of visual material just as we are committed to developing their verbal and written skills within the discipline" (p.212).

Findings

Reasons Photos are Being Used

The data revealed many ways in which photos were currently being used. The following discussion outlines some of these benefits and issues and is supported with three vignettes, which give examples of teachers' varying experiences using photos.

Survey overview. From the survey results 48% of respondents indicated that they used photos, with 39% stating that they sometimes used photos, and 13% indicated that they did not use photos. Of those who indicated that they used photos, their reasons for using photos and their frequency of use can be seen in Table 2 below.

Table 2: *Reasons for use*

Reason	+ Weekly	Once a week	Once a month	Once a semester	More rarely	Total
Introduce concepts	5	4	9	3	3	24
Promote discussion	4	7	9	1	1	22
Promote critical thinking	1	7	6	4	3	21
Promote creative thinking	2	4	7	3	4	20
Aid reflection	2	2	8	4	5	21
Visual appeal	7	7	6	3	1	24
Light-hearted change	3	7	6	1	4	21
Bridge language barriers	2	8	3	0	10	23
Bridge cultural gaps	2	4	4	4	8	22
Other	2	2	1	0	1	6

Memorability. Teachers felt that photos provide students with a visual trigger to remember and recall more easily than just words. Roxanne commented on the power images carry, as images were able to engage learners emotionally and enabled the story to be remembered. Likewise, James highlighted ways photos increased memorability by evoking emotions, resulting in increased participation and motivation.

Providing for visual learners. Some teachers perceived their students as visual learners, highlighting that photos allowed teachers to provide for this form of learning. Many examples were observed for example Andrew used photos to arouse students' interest encouraging them to think about aspects of their field of study, linking discussion to prior experiences and future workplace.

Promoting discussion and debate. Benefits of photos to prompt discussion and debate between students, in order to further motivate, while encouraging understanding and learning were highlighted. The complexity of discussion varied between teachers, from basic encouragement of quick conversation, to using photos to promote in-depth debate, and critical thinking surrounding potentially sensitive and controversial topics.
Roxanne expanded on one example where she used emotions evoked by a photo of a lady with a ta moko in a risqué pose to encourage dialogue and critical thinking.

Ako-Shared learning. Teachers emphasised ways photos encouraged a sense of ownership of learning, and fostered building of Ako relationships, beneficial in two areas in particular: online environments, and when language barriers were present. Sharing of knowledge and learning within a collaborative community of learning is pivotal to Ako and social constructivist theories of learning. Andrew, Harry, Roxanne and William used photos to record collective moments, which could later act as triggers to help students recall their feelings and discussing it in a narrative, building upon their joint experiences.

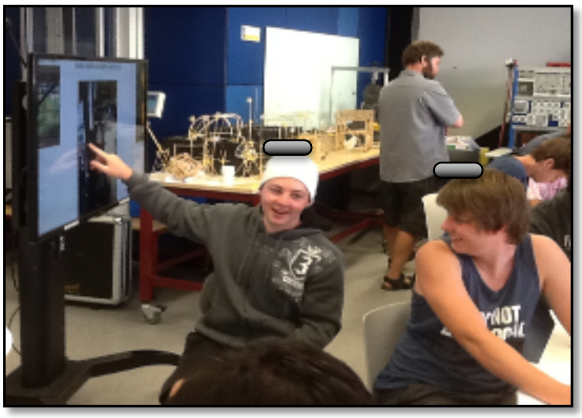

Figure 1: *Emotional engagement*

Bringing the real world into the classroom. Teachers emphasised that photos provided them opportunities to link students' learning to the real world, providing more relevance for students and offering an opportunity to link learning to future workplaces, all while maintaining student engagement as can be seen in Figure 1 above.

Vignette 1 - Andrew: A positive experience

While interviewing Andrew about his use of photographs, and observing his classrooms, it was difficult not to be enthused by his experiences.

During the second observation, Andrew's class of 60-80 students was assigned a task to complete. Andrew had changed the assessment from previous project-based evaluations to an in-class group-task, so was able to compare between the two assessments. Students were asked to take photos of objects around the campus linking them to Learning Outcomes of the Module (e.g. 'Demonstrate an understanding and apply fundamentals of statics, dynamics and mechanical energy concepts'). They had to create questions and answers relating to photos that demonstrated the Intended Learning Outcome (ILO) and present them on an online Mahara ePortfolio template. Each group's project became a resource for all students.

> *"I wanted to immerse them into the learning outcomes…but also share it with everyone else too. The students were engaged and I thought they were right into it. I think they saw the relevance of what they were doing which is really how you build that engagement."*

The task was scaffolded prior to assessment, with students exposed to Andrew's modelling of photos within classroom tasks, and with students trialling a similar task during the prior lesson.

> *"From my observations I think they were pretty well prepared for it."*

During follow-up discussion, Andrew commented on how pleased he was with the assessment and engagement of students throughout. He commented he was still very much in the beginning stages and was already looking at changes for the future, which appears to be indicative of his reflective practice. Andrew remarked he was lucky to have experience of using photos to help him create these activities. He explained that once he had come up with the idea he just had to fit it in with ILOs. He then completed the task himself to make sure everything worked, taking him approximately three–four hours planning time. Engagement and enthusiasm surrounding this assessment was evident with students making the following comments:

> *"A pretty cool assessment." "It makes it way more interesting than just a drawing. It makes more sense as it's real." "We can learn from each other as we don't have time to research it all ourselves."*

A positive experience for all.

Building confidence. Teachers discussed ways photos fostered confidence and created ownership for students, giving students a sense of belonging, and building self-esteem. Roxanne explained how she used photos of a shared experience to encourage students' sense of belonging by printing them off and displaying them on the classroom walls. Students appeared to have an innate understanding of how photos could support them to build their confidence. One student in James's class started a presentation by saying "[t]oday I would like to begin with a picture" and then went on to ask other students what they thought of the picture, stimulating discussion (Figure 2 below). Students reported that they used photos to help them remember, and to make their story clear, which helped to calm anxiety.

Stimulating critical thinking. Underpinned by Māori pedagogy, Roxanne clarified how much of her teaching centred on culture and diversity, and how encouraging debate and discussion surrounding controversial photos could stimulate deliberation concerning subjects that would otherwise not be examined. Roxanne explained how she presented photos that challenged students' existing knowledge and assumptions or 'single stories' they might have.

Figure 2: *Using visuals to build confid*ence

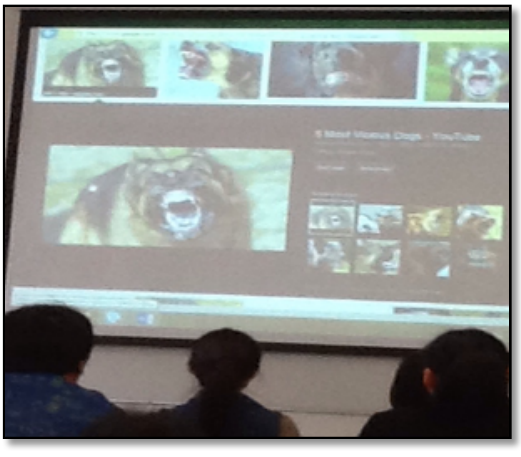

Figure 3: *Explaining concepts*

Bridging gaps. Teachers emphasised the use of photos to help bridge linguistic, knowledge, and cultural divides. James discussed benefits of bridging linguistic gaps where English language learners were concerned, which was demonstrated when James explained to students the concept 'looks dangerous' by sourcing a photo of a growling dog, from the Internet, to help students' gain meaning (Figure 3 above). The picture gave timely confirmation of the concept. Likewise, a student from a non-English speaking background within Theo's class mentioned the real value of using photos to help bridge academic language gaps.

Assessment. The teachers deliberated benefits of photos for assessment purposes, by providing concrete, summative evidence for students' learning and providing evidence for formative assessment prompting reflection and recall. Roxanne, William, Harry and Andrew all provided examples of using photos as clear and efficient ways of recording evidence of learning which Andrew contended were especially useful in large classes.

Vignette 2 - James: Could, but he doesn't.

James, an English language teacher who freely admits he does not use photos to their full potential, appeared to be bemused as to why this was often saying, "I could - but I don't".

James is an experienced teacher, having been teaching English since 1997. James wonders if one reason why he does not use photos is that he considers himself to be 'an aural kind of person' rather than visual.

> *"So I could be using photos for this sort of thing but I don't. I'm not a hugely visual person myself so I think that possibly it's just I've got those habits, what kind of works for me and kind of ignoring the students."*

James acknowledges his students are more visual learners and many of them are very artistic. While observing his class, as mentioned above, I found it interesting that all students used a photo or visual to support their presentation, demonstrating how visual his students are, raising questions surrounding why James does not utilise photos further.

James offered suggestions on how photos could be utilised more for social interaction, although again acknowledged he did not do this. Although James mostly works from standardised workbooks, which are littered, with photos, he explained he does not even register many photos while he is teaching, nor does he direct students' attention to them.

> *"I don't even recognise some of these pictures. I think when I pick up the book I don't even really look at them. I don't really draw the students' attention to them either."*

While looking through the book James suddenly showed me one photo he remembered talking with his students about, and commented he only did so because the teacher's book said to. Photos do not register in James's teaching toolbox. James remembered a maths test he did when younger. He explained how he completed all questions, handed it to the teacher who then commented he had not actually answered all the questions. James was puzzled until he realised it was a question relating to a photo he had missed.

> *"That is how un-visual I am. My eyes were just not drawn to it or maybe I glanced at it but to me it was a bit of decoration. I missed the whole thing. It's stayed with me for some reason. So to me it's just a distraction."*

James's experience highlights that teachers often teach the way they learn best.

Issues Relating to Use of Photos

Lack of buy-in. Teachers explained that a lack of buy-in could influence the use, and success of photos. Teachers discussed the need for students to be able to see value in activities. Theo posited many reasons for students' lack of buy-in, such as a lack of adequate technology, the curriculum was too content heavy, and students were aware there were no marks attached to activities, however thought must be given to teacher buy-in also. James' attitude is indicative of teachers who had not yet embraced the possibilities. He construed one reasons he did not use photos was he was not a very visual person himself and he had habits within his teaching that were difficult to break. These patterns of teaching James refers to can be linked to a lack of understanding about how teachers and students could use photos better, or a lack of time to plan for their use.

Lack of knowledge. Another theme to emerge was a lack of, both teacher and student, knowledge. Often teachers expected students to know how to learn their discipline through photos, not realising the need to teach students how to process photos to gain desired information. Teachers' use of photos did not always appear to be carefully planned, or scaffolded. Harry recognised a need for action. While he felt students at times lacked ability to learn from photos, he speculated this could be partially due to teachers' inability to draw information out of students, or to scaffold learning. Teachers raised concerns about students' lack of VL skills hindering their ability to effectively utilise photos, additionally raising questions about whose responsibility it was to help students acquire skills. William questioned whether, within this era of educational accountability, there were any agreed on VL standards at all, and if a level of VL consistency existed throughout tertiary sectors.

Time restraints. Time restraints impacting on planning of classes and resources, and the scaffolding of activities, due to heavy workloads was deliberated. While the instantaneous nature of photos is appealing and means people can source them quickly, it was acknowledged that this does take time. James saw overwork as endemic amongst teaching staff, remarking that many teachers were overextended, resulting in lack of staff morale. As a result, he felt there was insufficient time for planning lessons, influencing teachers. Additionally, Theo commented that having time to use photos was pivotal to their success as teaching tools, highlighting the need for time in content-heavy curriculums to scaffold, in order for them to be used well.

Vignette 3 -Theo: A roller-coaster ride

Theo has had a roller-coaster ride when it comes to using photos as a teaching and learning tool. Theo comes from a trade background, having been a graphic designer before becoming a carpenter, and then moving into tertiary teaching. He is self-labelled as a 'very visual person' who was recently charged with upgrading online content of a Level 4 Certificate qualification.

As part of this upgrade, Theo spent many hours adding photos and visual activities to online resources. Theo enjoys enquiry-based and project-based learning so his idea was to make online activities more interactive and real He was enthusiastic about this project even though it was hard work.

> *"At the time when I did it, it was a hell of a year for me. They took me away from my fulltime teaching role and got me fulltime developing - but I really enjoyed it".*

The result of Theo's year-long development was a visually inviting, interactive learning site for students to use and engage with, to support learning. The students however did not fully engage. When Theo endeavoured to get students to take photos to demonstrate understanding of the topic, he found student engagement to be minimal.

> *"You read how wonderful these things are but when you try to implement them, you know-the buy in-it was tough. To get teenage boys to do it - I really*

> *struggled with them taking photos."*
>
> The reasons Theo highlighted were lack of time, an overcrowded curriculum, and a lack of student knowledge. Theo's four-day timetable was cut down to three days, and in doing so compounded time pressures of teaching 33 unit standards within the academic year. Theo felt students quickly became aware of activities that did not have grades attached, even if they were intended to reinforce learning. There was consequently no engagement in these activities.
>
> *"Even if you tell them, it looks all 'official', it looks part of the curriculum, students know. They have a second sense on exactly what they need to do and what they don't need to do*."
>
> Theo was disheartened as he realised unless these were a weighted part of curriculums, student buy-in was not going to happen. Additionally, he wonders if students have the knowledge to be able to use photos or take purposeful photos. He commented that visual literacy is so very important in education but often ignored, which made him wonder if he was overestimating the level required to complete activities. Theo's rollercoaster ride continues, as, although he is adamant the project should continue, it is apparent he himself is disheartened. While thinking back about this project he concludes:
>
> *"It took me ages. I went and took all these photos. I have some fantastic images but…but…it's too much…it's not being used."*

Discussion and Recommendations

The first research question focused on exploring ways in which photos were currently being used. As outlined in the findings above, within our increasingly visual world, it is undeniable that photos can be utilised to enhance learning, however, it has become equally apparent this does not just happen. Unless there is careful planning and consideration given by teachers, students will not proceed through the open door and learning will not occur.

Huakina: Using Photos to Enhance Teaching and Learning

It is evident that an increased knowledge and understanding of how photos could be used in order for potential benefits to be effective within classrooms is necessary, signifying the need for further professional development of teachers. The following discussion comes under the umbrella term of 'Huakina (te tatau)' – to open the door, chosen for its poignancy in reflecting the function of photos in opening of the door to the emergent themes of: motivating students, Ako-Shared learning, building confidence, building knowledge, and assessments. Key considerations have been identified for the use of photos to enhance teaching and learning.

Illustrative and interactive use. It is believed photos can be used in an illustrative manner, illuminating concepts through their visual appeal, clarifying ideas, and bringing light-hearted breaks to students. Importantly, it was established that photos could also enhance a unique type of deeper, interactive learning. The use of a series of planned, open-ended questions, focused on learning objectives, has emerged as an effective tool, beneficial in encouraging interactive use of photos, which fosters deep level learning. Similar to Walter, Baller and Kuntz's (2012) open ended template around the acronym PHOTO, I have developed a similar heuristic acronym HUAKINA, demonstrating how teachers can take relevant key words and create a series of open-ended questions (Figure 4 below).

H = W**H**at do you see when you first view this photo?
U = Describe your thoughts when **YOU** look at this photo**.**
A = C**A**n you think why I (you/peer) might have chosen this photo in particular?
K = What lin**K**s can you make to (topic)?
I = **I**n what situations do you think others might feel similar/different to you?
N = Whe**N** have you seen/felt something similar?
A = What **A**re the implications for your future practice?

Figure 4: *Huakina – Open-ended questions*

These questions require the observer, and the facilitator, to progressively think in more depth about the subject, providing scaffolding for their learning (Bruner, 1978). The questions conclude by requiring a transfer of knowledge to future practice/work situations. Additionally, they contribute to a reduction in planning time, as they provide the teacher with a heuristic than can be used in a wide range of teaching situations, becoming a useful part of the teaching repertoire. With a series of questions such as these, students are guided through a learning cycle similar to the reflective cycle, with photos providing the concrete experience and questions guiding observers through the stages of reflective observation, abstract conceptualisation and active experimentation stages (Kolb, 1984).

Enhancing critical thinking. Central to social constructivist views, photos were found to stimulate discussion, debate and reflection which fostered students' critical thinking Teachers provided examples of interactive use of photos which afforded students opportunities to develop knowledge and critical thinking in keeping with previous research (Schell et al. 2009; Walter et al. 2012). Examples provided by Harry and Andrew highlighted the benefits of carefully planned activities that were aligned with ILOs and assessments in keeping with constructive alignment views (Biggs & Tang, 2007). Through careful planning students were able to work collaboratively to construct their own knowledge through deep learning in accordance with Ako and social constructive approaches.

Building relationships: Ako. The very essence of photos encourages a collaborative, shared learning framework underpinned by Ako and social constructivist beliefs. It is realised that the use of photos enhances student engagement and motivation through the emotional connection and their ability to bring the real world into the classroom (Dongre, 2011; Duncan-Howell & Lee, 2007). The research ascertained there were real benefits for student driven photos being used through their propensity for emotional engagement. When students are encouraged to use their own photos it can promote ownership of learning and nurture an environment of reciprocal teaching and learning, which motivates and engages students. Strongly connected to emotional engagement was the reciprocal nature of Ako, where students were encouraged to take and use their own photos, resulting in real benefits for construction of knowledge. A framework such as HUAKINA allows students to justify their photo choice, and encourages cohort to find a rationale for each other's photos, creating a shared knowledge.

Huakina: Planning for the Use of Photos

This section addresses the second research question, looking at ways in which photos can be utilised further by teachers within the tertiary classroom to assist students' engagement and knowledge development.

Careful planning. The outcome of this study established many ways in which photos could be used better in the future. It was determined that photos did not eliminate the need for teachers to plan lessons carefully, rather the study highlighted need for teachers to ensure there was constructive alignment between ILOs, learning tasks and assessments.

Failing to plan carefully could lead to failure to engage and complete as was suggested by Biggs and Tang (2007). Teachers, and institutions, need to prioritise time and professional development to enable teachers to plan for learning to happen by the inclusion of open-ended questions. This is an area requiring consideration from institutions, as time-stressed teachers are not spending time planning sufficiently to ensure their ‘good’ teaching promotes ‘good’ learning.

The research highlighted need for careful planning that includes scaffolding of tasks. In keeping with Bruner’s (1978) views on scaffolding, it was noticeable to see benefits to learning and engagement when tasks were scaffolded and modelled as demonstrated by Harry and Andrew. Crucial to their success was understanding that photos did not eliminate the need for careful scaffolding and modelling in order for students to complete the tasks; rather it highlighted that scaffolding must be viewed as a central part of teaching and not a time-consuming extra.

Model of use. There were examples provided of carefully planned tasks, which demonstrated sound knowledge of teaching and learning principles. These displayed detailed planning, careful scaffolding, constructive alignment between ILOs, activities and assessments, and tasks that required interactive collaboration between students, demonstrating Ako or reciprocal learning. These tasks mirrored pedagogical beliefs of social constructivist approached to learning. Figure 5 below provides a visual diagram of the complexities involved in planning for interactive use of photos in encouraging a sharing of knowledge and deep level learning.

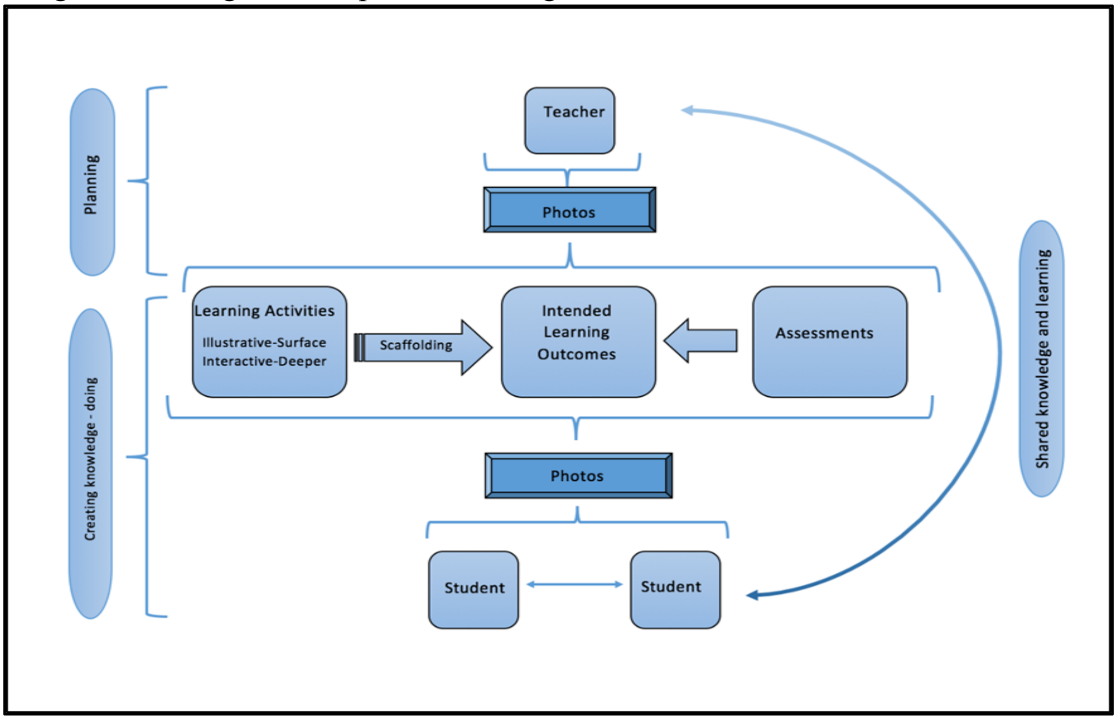

Figure 5: *A model of use*

Increase in knowledge. Although we live in an increasingly visual world, it does not automatically prepare us to be able to critically engage with, reflect on, or use photos effectively, highlighting the need for visual literacy (VL) standards within higher education. VL is important in order for photos to be capitalized on. Consideration should be given to ensuring clear guidelines are delineated as to what VL actually looks like. It ought not be taken for granted that just because photos are such a huge part of our lives that we know how to utilise them to stimulate learning. Recognition of photos as part of a universal language needs to be considered. Additionally, it is evident that there is a need for teachers to build their own VL in order to build students' VL. Bleed (2005) concurs suggesting that VL must be a focus in higher education as students and teachers need to have the ability to interpret and communicate ideas and concepts visually. More professional development for teachers is required to foster both teacher and student VL with the same impetus being placed on VL as any other literacy skills.

Conclusion

The primary purpose of this study was to investigate teachers' current use of photos in tertiary contexts and to look at ways in which they could be used further to enhance teaching and learning. To this end, the findings from this study provide valuable evidence that there are considerable benefits in using photos to enhance students learning and engagement. Results point to pedagogical implications for teachers, suggesting there is need for teachers to have increased awareness of careful planning and scaffolding for teaching, in order to get the most from their inclusion of photos. More professional development is required in order for teachers to truly benefit from the boundless potential photos proffer. Finally, thought must be given to the establishment of clear visual literacy standards for tertiary level students.

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6 ICLEHI 2017-037 Mayuree Tanomsuk

Designing the Exercise Model for the Elders in Kamphaeng Saen District

Mayuree Tanomsuk
Department of Physical Education and Sports,
Faculty of Education and Development Sciences, Kasetsart University,
Kamphaeng Saen Campus, Thailand
fedumrt@ku.ac.th

Abstract

To study the result of using the exercise model for the elders in Kamphaeng Saen district.This research is using one group pretest-posttest quasi-experimental research to study the result of the exercise model for the elders in Kamphaeng Saen district. The sample group was the selected 35 elders who lived in the Thai air force village, Flying Training School, Kamphaeng Saen district in Nakhon Pathom and whose qualifications met the criteria through purposive random sampling. Thus they were assigned to participate in the exercise model for the elders 3 times a week with 40 minutes in each time for 12 weeks. The results of the exercise model using for the elders in Kamphaeng Saen district: After the elders had participated in the program, their physical fitness in each component of the elders including the body mass index and the percentage of fat under the skin at 4 positions not statistically significantly showed the lower mean whereas their grip strength, exercise tolerance, agility, flexibility of the spine and lung capacity significantly increased at the level of $p < 0.005$. After participating in the exercise program, the score of the physical fitness of the elders was statistically significant higher at the level of $p < 0.005$.

Keyword: Exercise model

Introduction

From a review of literature on exercise models for the elders in Thailand, they revealed that some physical activity models considered appropriate to the individual's age, gender and health were developed. The purposes of those exercises were not only for the development of their body strength but also for leading to their good quality of life, especially when their mental changes increased at the ages between 65 and 70. Gunlaya (2002: 10) reported that the elders must take time to understand themselves every time of changing in each year, especially in the ages between 60 and 75, when they feel frustrated most; need some social acceptance, acknowledgement and recognition; and will power and encouragement. From the diagram of Ruge (1987) it indicated that the elders in the ages of more than 65 years, their work abilities decrease and they like to separate themselves from others, feel bored, get depressed, feel lonesome and some even probably die. This indicated that their suitable activities should be developed for realization of their own good life quality. Therefore, it is interesting to study an exercise model to be used to solve the problems of the elders and to encourage them to use it in their daily lives to effectively promote both their body and mental health developing leading to further innovation of the exercise that is suitable for every gender and age in the similar situation.

Research Objectives

To study the exercise model for the elders in Kamphaeng Saen district.

Methods

This research is using one group pretest-posttest quasi-experimental research to study the result of the exercise model for the elders in Kamphaeng Saen district.

The sample group was the selected 35 elders who lived in the Thai air force village, Flying Training School, Kamphaeng Saen district in Nakhon Pathom and whose qualifications met the criteria through purposive random sampling. Thus they were assigned to participate in the exercise model for the elders 3 times a week with 40 minutes in each time for 12 weeks.

Data Analysis

The tool used in this research included the program designed developed by the author of the exercise model for the elders and a physical fitness test, which was modified from the physical fitness test for the elders of Uai Getsing with 0.87 of reliability calculated from the Cronbach's alpha coefficient. The data were collected from both before the program of the exercise model for the elders started and after it had finished. The data that met the criteria were used for the calculation of the percentage, the mean, the standard deviation and T-score.

Results

From the data analysis, they were shown as follows:

1. The results of the exercise model using for the elders in Kamphaeng Saen district: After the elders had participated in the program, their physical fitness in each component of the elders including the body mass index and the percentage of fat under the skin at 4 positions not statistically significantly showed the lower mean whereas their grip strength, exercise tolerance, agility, flexibility of the spine and lung capacity significantly increased at the level of $p < 0.005$. Meanwhile, slightly non-significant changes occurred in the mean of at-rest blood pressure and percentage of increased pulse rate after bench stepping test.
2. After participating in the exercise program, the score of the physical fitness of the elders was statistically significant higher at the level of $p < 0.005$.

Discussion

1. Most of sample group was female aged between 60-75 years (80%). 80% had the good physical fitness. 65% had the positive thinking. 70% graduated in primary-education level. All were Buddhist. 80% had the exercise behavior at least 3 times a week.

2. The mean of the physical fitness components of the elders before and after the group sample participated in the program included the body mass index and the percentage of fat under the skin at 4 positions statistically significantly decreased whereas the higher mean of the grip strength, the exercise tolerance, the agility, the flexibility of the spine and the lung capacity significantly increased at the level of $p< 0.005$. Meanwhile, slightly non-significant changes occurred in the mean of at-rest blood pressure and percentage of increased pulse rate after bench stepping test.

3. The comparison of the mean of the physical fitness of the elders before and after the group sample participated in the program: After participating in the program of the exercise model for the elders, the mean of the physical fitness of the group sample statistically significantly increased at the level of $p < 0.005$.

The Benefits of this Research

1. By using the program of the exercise model for the elders in Kamphaeng Saen district, the physical fitness of the elders was developed. This program helped them realize the importance of exercise so that they able to induce other elders to participate in it for their health and fitness development.
2. The elder caregivers were encouraged to perceive the importance of exercise and used this exercise model as a guideline pattern to provide the understanding of exercise model for the elders.
3. The results from this research were used as the guideline for development of the suitable exercise model for the elders in Kamphaeng Saen district and more effectively applied in elderly health care service.

Recommendation for Further Study

1. The exercise model for the elders in Kamphaeng Saen district should be used in the exercise to promote the correct and proper exercise behaviors. Giving information and knowledge about the exercise should be considered for further application of this model.
2. The use of exercise model for the elders needs to be aware of safety, intensity and duration of exercise by periodically checking their pulse rate, observing their exhaustion and asking and suggesting them about their exercise.

Suggestions for the Future Research

1. Study more about the results of the exercise model in several modalities that affect the elders' physical fitness involving their deterioration of the body and body fat.
2. Study more about the results of the program of the exercise model for the elders by using more sample groups and extending the duration of the experiment until around 6 to 12 months, which might more noticeably affect the physical fitness.

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6 ICLEHI 2017-039 Somboon Silrungtham

Factors Affecting the Sexual Risk Behaviors of Undergraduate Students, Physical Education and Health Education Major, Faculty of Education and Development Sciences, Kasetsart University Kamphaengsaen Campus

Somboon Silrungtham*, Mayuree Tanomsuk
Department of Physical Education and Sports, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus
*Corresponding Author: fedusbs@ku.ac.th

Abstract

The purpose of this study were: 1) to study the sexual risk behaviors of undergraduate students, major of Physical Education and Health Education, Kasetsart University Kamphaengsaen Campus. 2) to study the sexual risk behaviors of undergraduate students by gender, age, year study and residence 3) to study situation factors, psychological factors and psycho-situational factors that could predict sexual risk behaviors of undergraduate students 4) to Compare the attitude towards sexual risk behavior of undergraduate students that participated in the group work activities before and after the experiment. Phase 1 study the sexual risk behaviors. The samples were 245 undergraduate students, Year 1 to 5, Academic Year 2014. Randomly selected by Stratified Random Sampling. The questionnaires with 6 rating scales were used for collecting and were subsequently by , S.D., t-test, F-test, and MRA. Phase 2 Changing attitudes towards sexual risk behaviors. Using the experimental One-group pretest-posttest design. The samples were 16 undergraduate students, Year 1, Academic Year 2015 with the lowest test scores before experiment. Randomly selected by Purposive Sampling. The attitudes questionnaire were used for collecting and were subsequently by , S.D. and t-test. The results of this study were as follows: The undergraduate students had moderate level of the sexual risk behaviors. 2. There were significant difference in sexual risk behaviors among undergraduate students who had different level of gender, age, year study and residence 3. Attitude, Influence of friends, Future orientation-self control, Self-esteem and Perception about sexuality from the media were the predictors of the sexual risk behaviors of undergraduate students with power of prediction at 74.90%. 4. The undergraduate students before and after participated in the group work activities had moderate level of the attitude towards sexual risk behaviors. 5. The mean scores of attitude after participated in the group work activities higher than the mean scores before.

Keywords: Factor, sexual risk behaviors, undergraduate students

Introduction

Problems which result from their sexual risk behaviors are important and may directly and indirectly affect college students. They are such as AIDS, sexually transmitted diseases, unwanted pregnancy, abortion and educational failure. All of these results from their sexual risk behaviors which are inappropriate, and may indirectly affect social, economic and educational development of the nation as well as the students themselves. Therefore, to prevent inappropriate and premature sexual relations and to decrease such sexual risk behaviors are urgent to be done through a study of the sexual risk behaviors which are diverse and complex among adolescents.

Most of the undergraduate students, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus age between 17 – 21 years which is adolescence where they are physically and fully grown, curios, and interested in people of the opposite sex and trying sexual relations. Besides they are likely to live with friends among crowded communities with such entertaining places as department stores, pubs and discotheques which are vulnerable to sexual risk behaviors as well as innocently following such behaviors, exposure to pornographic media, alcoholic drinks and drugs.

In this study, the authors were to examine causes of the sexual risk behaviors through using the interactionism model (Magnusson & Endler, 1977; Phunthumnavin, Dujdeuan, 2009) as a guideline to determine the variables in the study. Through a review of related literature, it indicated that such factors of situation as nurture without proper sex education and influence of friends vulnerable to sexual risk behaviors; such factors of psychological traits as being future-oriented, self- control, and self-esteem; and such factors of psychological states as attitudes towards sexual risk behaviors and exposure to sex-related information from mass media were likely to be the factors affecting the sexual risk behaviors among those undergraduate students, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus. Results from this study would be useful for planning to provide constructive activities to modify the sexual risk behaviors of great influence among the students and for developing the course of sex education and life planning to become more up-to-date and consistent with the prevention of the inappropriate and premature sexual relations and to decrease such sexual risk behaviors among those undergraduate students, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus.

Methods

This study consisted of 2 phases: phase 1, a study of the students' sexual risk behaviors – a survey research and phase 2, a study of attitudes and attitude modification of the sexual risk behaviors– a quasi-experimental research and followed the following details:

Population and Sample

Population

Phase 1, a study of the students' sexual risk behaviors:
The population was 343 students (216 males and 127 females) in year 1 – 5 in the academic year 2014, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus.

Phase 2, a study of attitudes and attitude modification of the sexual risk behaviors:
The population was 75 students (47 males and 28 females) in year 1 only in the academic year 2015, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus.

Sample

Phase 1, a study of the students' sexual risk behaviors:
The sample selected through the stratified random sampling was 245 students (158 males and 87 females) in year 1 – 5 in the academic year 2014, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus.

Phase 2, a study of attitudes and attitude modification of the sexual risk behaviors:

The sample selected through the purposive sampling according to their low scores of attitudes towards the sexual risk behaviors was 16 students (15 males and 1 females) in year 1 only in the academic year 2015, majoring in physical education and health education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus.

Instruments

Phase 1, a study of the students' sexual risk behaviors:

The instrument was a questionnaire consisting of 8 sections: section 1 on the socio-economic data of the respondents, section 2 on the nurture without proper sex education, section 3 on influence of friends vulnerable to sexual risk behaviors, section 4 on being future-oriented and self- control, section 5 on self-esteem, section 6 on attitudes towards sexual risk behaviors, section 7 on exposure to sex-related information from mass media, and section 8 on the sexual risk behaviors including those leading to having sexual relations and those of unsafe sexual relations.

Phase 2, a study of attitudes and attitude modification of the sexual risk behaviors:

The instruments consisted of the same questionnaire as in phase 1 and a group activity program used to modify the sexual risk behaviors among students

Data collection

The data were collected from the sample by the authors themselves as follows:

Phase 1, a study of the students' sexual risk behaviors:

A letter was sent to the head of the Department of Physical Education and Sports, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen to ask an official permission to collect the data from the students.

The authors contacted and informed lecturers of the study's objectives and appointed the dates of the data collection.

The authors used 245 set of the questionnaire to collect the data.

The collected data were checked for completeness and mistakes if any.

The data were statistically analyzed.

Phase 2, a study of attitudes and attitude modification of the sexual risk behaviors:

Experimental Design

Phase 2 was a quasi-experiment following the one-group pretest-posttest design.

The Experiment

The quasi-experiment was conducted using the group activity program for 5 weeks(from 10th September to 8th October 2015), 2 times (between 10:30 -11:30 hrs., on Thursday and 9:30 -10:30 hrs., on Friday) a week, 50 minutes each time.

Data Treatment and Analysis

The data treatment and analysis were done as follows:

Phase 1, a study of the students' sexual risk behaviors:

1. The collected data (in the questionnaire) were checked for completeness and mistakes if any.
2. Each section in the questionnaire was checked and got scores according to the criteria given. The scores obtained of all sections of the questionnaire were taken to be statistically analyzed by the SPSS computer program where the level of statistical level was set at 0.05.

Phase 2, a study of attitudes and attitude modification of the sexual risk behaviors:

1. The collected data (from the quasi-experiment using the group activity program) were checked for completeness and mistakes if any.
2. Each section in the group activity program was checked and got scores according to the criteria given. The scores obtained of all sections of the group activity program were taken to be statistically analyzed by the SPSS computer program where the level of statistical level was set at 0.05.

Statistics used for the Data Analysis

Statistics used for the data analysis

Phase 1, a study of the students' sexual risk behaviors:

1. The frequency (f) and per cent (%) were used for such data as gender, age, year of education, family status and types of residents.
2. The mean ($\overline{X}$) and standard deviation (S.D.) were used for such data as gender, age, year of education and types of residence against the sexual risk behaviors.
3. The t-test independent was used for the comparisons among the means of the sexual risk behaviors.
4. The one-way analysis of variance was used for the comparisons among the means of the sexual risk behaviors according to such variables as age, year of education and types of residence.
5. The multiple regression analysis was used for the analysis of the ability of interactive prediction of those factors affecting the sexual risk behaviors among the students. Those factors were such factors of situation type as nurture without proper sex education and influence of friends vulnerable to sexual risk behaviors; such factors of original mental type as being future-oriented, self- control, and self-esteem and such factors of original mental type as attitudes towards sexual risk behaviors and exposure to sex-related information from mass media.

Phase 2, a study of attitudes and attitude modification of the sexual risk behaviors:

1. The mean ($\overline{X}$) and standard deviation (S.D.) were used for such data as the attitudes towards the sexual risk behaviors.
2. The t-test dependent was used for the comparisons among the means of the attitudes towards the sexual risk behaviors.

Results

The results of this study were presented as follows:

1. According to the socio-economic data, it was found that most of the sample(respondents) were male (64.50 %), studying in year 1(24.08%), 20 years old(24.10%)with the family status that a father and a mother were normally together as a family(83.60%) and with the resident type of living together with a friend in a dormitory(69.80%).
2. The average mean of the sexual risk behaviors among the students was at the moderate level.
3. The differences of means of such socio-economic variables as gender, age, year of education and resident types resulted in the significant ($p < .05$) differences of the sexual risk behaviors among the students.
4. The results of the stepwise multiple regression analysis used for the analysis of the ability of interactive prediction of those factors revealed that the 5 factors such as attitudes towards sexual risk behaviors, influence of friends vulnerable to sexual risk behaviors, being future-oriented, self- control, and self-esteem were able to interactively predict the sexual risk behaviors up to 74.90%.

5. The average mean of attitudes towards the sexual risk behaviors among the year -1students was at the moderate level.
6. The average means of attitudes towards the sexual risk behaviors among the year -1students between before and after participating in the group activity program were different.

Conclusion of the Results

1. The average mean of the sexual risk behaviors among the undergraduate students majoring in physical education and health education was 2.79, at the moderate level.
2. The undergraduate students majoring in physical education and health education with different gender, age, year of education and type of residence showed significantly ($p < .05$)different sexual risk behaviors.
3. The 5 factors respectively according to its predictive coefficient such as attitudes towards sexual risk behaviors, influence of friends vulnerable to sexual risk behaviors, being future-oriented, self- control, and self-esteem were able to interactively predict the sexual risk behaviors up to 74.90% whereas the factor of nurture without proper sex education was not.
4. The average mean of the attitudes towards sexual risk behaviors among the undergraduate students, year 1, majoring in physical education and health education before and after the participation of the group activity program were 3.00 and 3.95 respectively, at the moderate level.
5. The average mean of the attitudes towards sexual risk behaviors among the undergraduate students, year 1, majoring in physical education and health education after the participation of the group activity program was significantly ($p < .05$) higher than that before.

Recommendations

Recommendations for Further Implementation

1. The Department of Physical Education and Sports, Faculty of Education and Development Sciences should seek cooperation from parents and advisors of those students to caution and to prevent them from the sexual risk behaviors.
2. The Department of Physical Education and Sports, Faculty of Education and Development Sciences should promote creating appropriate sexual-related attitudes among students through using the group activity program developed by the authors.

Recommendations for Further Research

1. Qualitative research should be conducted to obtain in-depth data for designing the learning management for the course of sex education and life planning or designing the activities for student development to create desirable social and spiritual characteristics among them, especially, appropriate sexual-related attitudes.
2. Experimental research should be conducted for developing or designing another group activity programs for other groups of the undergraduate students majoring in physical education and health education; for example, those with moderate scores in the sexual risk behaviors or with year-2, 3, 4 education, etc. with longer duration of the experiment.

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6 ICLEHI 2017-040 Meznah S. KH. Alazmi

The Availability Degree of Excellence Management Standards and Their Impact on the Performance Results in Kuwait University

Meznah S. KH. Alazmi*[a], Reem R. Almutairi[b]
[a]Department of Educational Management and Planning,
College of Education, Kuwait University
[b]Ministry of Education
*corresponding author: dr.malazmi.kuniv@hotmail.com

Abstract

This study aims to identify the availability degree of Excellence Management criteria, and their impact on the performance results at Kuwait University from the perspective of the academic college leaders using a descriptive correlational method. A structured questionnaire was administered to a sample of the academic college leaders at Kuwait University (n= 104). Using the appropriate statistical methods, findings show that: (a) the perceptions of the academic college leaders regarding the availability degree of Excellence Management criteria were generally moderate. Moreover, their perceptions about the reality of performance results at Kuwait University were moderate. (b) There were no statistically significant differences in the perceptions of the academic college leaders about the availability degree of Excellence Management criteria with regard to college classification and job title variables. On the other hand, some significant differences were found with respect to the processes and services criteria with regard to the gender variable. (c) There were no statistically significant differences in the perceptions of the academic college leaders of the reality of performance results with regard to college classification, job title, and gender variables. (d) The criteria of Excellence Management (combined or separated) have statistically significant impacts on the performance results according to the academic college leaders' perceptions. The study came up with some recommendations chief among which: (a) the need to enhance a culture that supports excellence among university leaders and Kuwait University staff, (b) taking advantage of performance results as a feedback to build policies and strategies that meet the needs of the beneficiaries.

Keywords: Excellence, Management, Standards, performance, results and performance results

Introduction

Excellence management, as a modern administrative concept, is considered the ideal solution through which institutions can meet the challenges and respond to the requirements of the modern era. This is because it provides a comprehensive and integrated input that enables institutions to coordinate among its members and invest their capabilities and resources to cope with the surrounding variables on one hand, and achieve superior results on the other hand as it is based on an intellectual framework that is committed to the logic of systemic thinking which holds that an institution is an integrated system whose components interact and its mechanisms intertwine for its outcomes to be the output of its combined capabilities (Al-Silmi, 2002).

Historical background of Excellence Management

The emergence of the concept of Excellence Management in the science of management dates back to the early eighties of the last century. At the time, the real interest in excellence came to the scene in various institutions as when Peters and Waterman offered in their famous book 'In Search of Excellence' eight basic principles used by US outstanding companies in order to remain at the top. They stressed therein the importance of paying attention to innovation, and the ability to change and lead. This was followed by a model suggested by Austin and Peters in their book 'The passion of excellence'. In this book, they pointed out that distinguished institutions depend mainly on human resources and pay attention to customers to achieve their success (Anninos, 2007; Conti, 2007).

Several models for Excellence Management have appeared since then. Chief among which were the Baldrige Excellence Framework, and the European Model of Excellence. These were concurrent with what Seng called for in 1990 when he pointed out that excellence could be achieved through a common vision, relying on well-defined models for work, and stimulating thinking mechanisms and organizational learning within the organization.

At the top of all these developments came the foundation of the Global Excellence Model Council in 2000, which comprises vast geographical areas including the United States, Europe, Australia, Singapore and India. Its goal was to deepen the concept of Excellence Management around the world, develop its models, and disseminate information and exchange experiences around the world. It is worth mentioning that attempts are still underway to develop this concept (Anninos, 2007; Adebanjo, Crawford and Mckenna, 2008).

The concept of Excellence Management

Oakland (2001) defines Excellence Management as the ability to reconcile and coordinate the various elements of the organization as well as operating them in an integrated and cohesive way to achieve the highest levels of efficiency so as to reach an output level that satisfies the desires, benefits and expectations of the organization's stakeholders. It also means 'planning, coordinating and organizing the efforts, and operating them through the administrative processes to achieve continued excellence, stakeholders' satisfaction through the optimal use of available resources' (Al-loukan 2011, p. 11(translation is the author's)). It therefore successfully combines the proper use of internal and external resources to achieve a positive long-term performance (Ionicá, Báleanu, Edelhanuser and Irimie, 2010).

Requirements and characteristics of excellence management

The most important requirements are as follows (Adebanjo, Crawford and Mckenna, 2008):

1. A strategic integrated structure that reflects the main orientations of the organization and the future outlook. This includes the following elements: (a) the organization's mission, which reflects the major outcomes that the organization seeks to achieve; (b) the future outlook of the institution; (c) the strategic goals that the management is aspiring to accomplish, which serve as the basis for planning operations and identifying resources and (d) the mechanism of preparing strategic plans, following it up, measuring its returns, and evaluating its achievements.
2. An integrated system of policies that govern and regulate the work of the organization and guide those who are in charge of performance to the rules and principles of decision making.

3. Flexible organizational structures that are adjustable and adaptable with internal and external variables. Structures of Excellence Management are characterized by a degree of decentralization as a result of reliance on workers' empowerment and delegation in their field, in addition to an in-depth use of information and communication techniques.
4. A developed system to guarantee total quality that identifies the operations analysis mechanisms, the principles of specifying quality requirements and conditions and the mechanisms of control and correction.
5. An integrated information system that includes the mechanisms to identify the information required, to identify its sources and the means for its collection and retrieval as well as the rules and mechanisms needed to implement it to support decision-making.
6. A developed system for the management of human resources that states the rules and mechanisms for planning and attracting human resources and developing them. It also includes the rules and mechanisms of performance evaluation, and the principles of workers' compensation according to performance results.
7. A performance management system that includes rules and mechanisms to determine the required jobs and tasks, the rules for guiding and following up on performance as well as principles to assess individual performance, group performance, team and institutional performance for the purpose of evaluating achievements in relation to the established objectives and criteria.
8. An effective leadership that lays the foundations and standards, provides the elements of proper implementation of plans and programs, and enhances the organization's chances of achieving excellence management.
9. A focus on those who are related to the organization and communicating with them for the purpose of improvement.

The relationship between Excellence Management and Total Quality Management

The concepts of Excellence Management and Total Quality Management are closely interrelated. There is a consensus among researchers on the existence of such a relationship, but there is no agreement on what it is. Some consider both concepts as synonymous. That is, Excellence Management is also Total Quality Management but under another name and Excellence Management is considered the modern approach Total Quality Management (Foely, 2001). On the other hand, others have considered excellence the end and the goal of applying quality and that excellence can only be achieved if there is a commitment to quality because of the inter-correlated relationship between them. That is, quality is a prerequisite for excellence (Hammouda, 2009; Rezzig 0.2009). A third opinion is not far from these two opinions. Rather it avoids the causative relationship between the two concepts and sees Excellence Management broader and more comprehensive than quality management, and it even overrides it in terms of a greater focus on achieving superior results (Egan, 2003).

European excellence model (EFQM Excellence Model)

The European Excellence Model, which was founded in 1992 by the EFQM (European Foundation for Quality Management) under the name EFQM Excellence Model, constitutes a general framework that helps organizations achieve excellence, and enhance their competitiveness. Because this model includes all the elements of an organization, it can be an effective evaluation tool. Also, its possibility to apply to organizations regardless of their size, the nature of their work or their type makes it a worldwide used model (Ismail and Darestani and Irani, 2011). It is also considered a practical tool that helps institutions build an appropriate administrative system by identifying its location on the journey to achieve excellence, which can be defined according to this model as a unique and brilliant practice of managing organizations, which achieves the best results (cf. EFQM, 2009). This model is based on nine criteria; five of which fall under ‘enablers’ and four under ‘results’. In what follows is a description of the components and key criteria of this model.

Enablers (Excellence Management criteria)

These are the supporting elements that focus on the tasks an organization needs to do to achieve the results (Sahmoud, 2013). This group subsumes the following 5 enablers (Al Mulaligi, 2009, 2012,EFQM):

Leadership criterion: This criterion focuses on the role of leadership in shaping the vision and mission of the organization, and how to achieve them in practice. This criterion stresses the active participation in the development and application of the organization's work systems, and the importance of the behavior of leadership as it is a role model for employees.

Policy and Strategy: This criterion focuses on the way the organization implements its vision and mission through a clear strategy backed by the necessary policies.

People: This criterion focuses on the way the organization manages and develops people’s capabilities, increases their contribution, enables people effectively and efficiently, in a way that supports policies and strategies, and fosters the organization's operations.

Partnerships and resources: This criterion relates to the way the organization plans and manages external partnerships and internal resources in a way that supports policies and strategies, and enhances the efficiency of operations.

Processes and services: This criterion focuses on the way the organization designs, manages and optimizes processes in a way that supports policies and strategies so as to offer outstanding services to all stakeholders.

Results

Performance results can be defined as what the organization has achieved and how that relates to people, customers, and the society (EFQM, 2009). Outstanding performance results can be achieved through the enablers criteria which cover what the organization does. In the European Model (EFQM) four criteria are subsumed under results, which add up to the previous five enablers (Shaaban, 2009; EFQM, 2009). They are:

Customer Results: This criterion focuses on the results achieved by the organization with respect to customer satisfaction (the target group).

People Results: This criterion reflects the extent to which results are achieved in a way that satisfies people.

Society Results: This criterion relates to what the organization achieves for the benefit of the society in which it works at all levels -local, regional and international, where possible.

Key Results: This criterion focuses on the results of the organization compared to the set plans.

Figure 1 illustrates the criteria and the working mechanisms of the model.

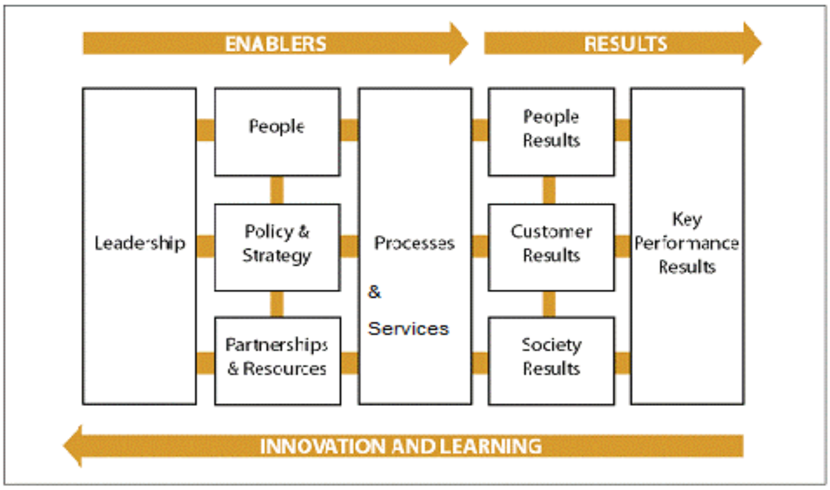

Figure 1.
The European Excellence Model (EFQM, 2009. P. 21)

As is clear, the adoption of any modern management method requires following up and measuring the results in order to create a real assessment of performance. Performance assessment is a systematic, periodical method of a comprehensive review of the organization's activities and results in relation to the Excellence Model. This is accomplished in the European Model by the RADAR logic for organizational performance assessment, which makes available the basis for assessing the success of each and every thing the organization performs and achieves. RADAR is an acronym taken from the initials of the following words: (a) Results, (b) Approach, (c) Deployment, (d) Assessment and Review. In general, the RADAR logic requires organizations to perform the following (EFQM, 2012):

1. Determining the required results (aims) as part of its strategy
2. Planning and developing a unified set of enablers (approaches) to achieve the current and future results (goals).
3. Applying the approaches systematically to guarantee implementation
4. Refining and assessing the approaches periodically based on achieved results and continuous learning activities.

This approach is applied to all criteria -primary and secondary- of the European Model of Excellence in relation to enablers and results. Figure 2 summarizes these steps.

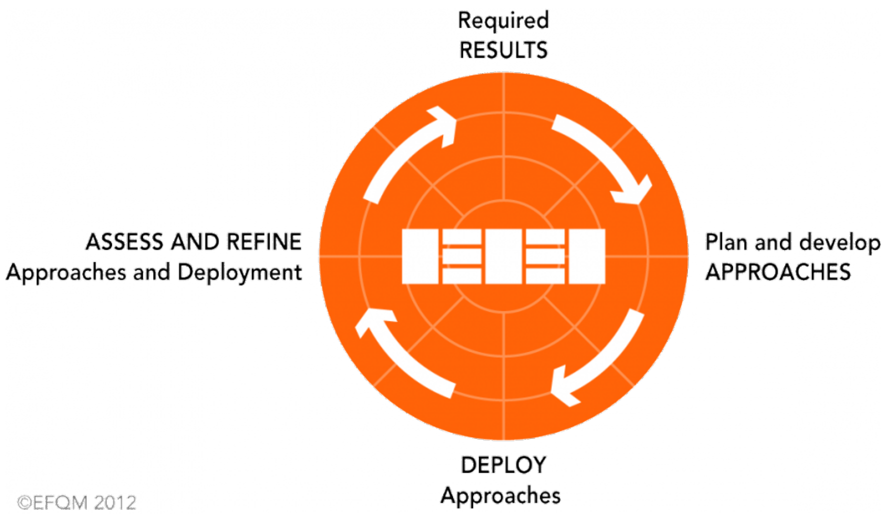

Figure 2
The RADAR logic (EFQM, 2012.p.34)

Statement of the problem

The University of Kuwait faces a number of difficulties that have affected, in one way or another, its classification, which dropped to 701 in 2013-2014, according to the QS Global Classification of Universities (Fuad, 2013). These challenges can be addressed by Kuwait University through reconsidering the administrative concepts and methods, understanding the inevitability of change, and focusing on adopting state-of-the-art concepts in management such as the Excellence Model based on superior principles that ensure the optimal investment of the University's resources leading to better and distinctive outputs. On this view, this study intends to determine the degree of availability of the criteria of Excellence Management (the enablers) and its impact on the results of performance in the light of the components of the European Model. This is particularly important as understanding the relationship between the components of the European Model of Excellence will detect the faults and eventually avoid them. This will also indicate the strengths that need to be maintained and enhanced. All this will reflect positively on the results of performance at Kuwait University by answering the following main question:

"To what extent are the criteria of Excellence Management (enablers) available at Kuwait University and what are their impact on performance results from the perspective of academic college leaders?" This main question is divided into the following procedural questions:

1. How do the academic college leaders at the University of Kuwait conceive the degree of availability of Excellence Management criteria (enablers)?
2. How do the academic college leaders at the University of Kuwait conceive the reality of the performance results at the university?
3. Are there statistically significant differences in the perceptions of academic college leaders at Kuwait University about the degree of availability of Excellence Management criteria (enablers) that are attributed to the variables: gender, job title, and college classification?
4. Are there statistically significant differences in the perceptions of academic college leaders at Kuwait University about the reality of the results of the performance that are attributed to the variables: gender, job title, and college classification?
5. What is the predictive power of the perceptions of the academic college leaders at Kuwait University of the degree of availability of Excellence Management criteria

(enablers) collectively and individually and its impact on the reality of the performance results at Kuwait University?

Methodology

Instrumentation

Upon reviewing related literature especially the studies done by Al-Jaabari, 2009; Al-Luqan, 2011; Sahmoud, 2013), the researcher developed the instrument of the current study according to the criteria of the European Model of Excellence (Appendix 1), which consists of:

1. The first questionnaire: (This relates to the independent variable: the criterion of Excellence Management (enablers). It consists of 26 items covering five criteria as follows: criterion (1): university leadership (7 items), criterion (2): strategy and policy (5 items), criterion (3): people (5 items), criterion (4): partnerships and resources (5 items), and criterion (5): processes and services (4 items).
2. The second questionnaire: (This relates to the dependent variable: performance results. It consists of 20 items covering four criteria as follows: criterion (1): people results (5 items), criterion (2): customer results (5 items), criterion (3): the society results (5 items), and criterion (4): the key results (5 items).

Responses are based on Likert Scale as follows: (very high = 5, high = 4, moderate = 3, low = 2, very low = 1).

Study participants

The study population comprised all the academic college leaders at Kuwait University (deans, assistant deans and heads of academic departments). The sample of the study, however, had 96 participants. This was determined based on Israel's (1992) sample size criteria, which suggests a sample of 96 (and more) if the study population is between 125 to 150 subjects in order to obtain generalizable results that reach a confidence level of 95%. Following convenience sampling (cf. Creswell, 2013), a total of 134 questionnaires were distributed, of which 104 were retrieved covering 77.6% of the original study population as laid out in Table (1) below.

Table (1): Study participants according to study variables

Variable	Category	Number	Percentage
Gender	Male	94	90.4%
	Female	10	9.6%
Job title	Dean	11	10.6%
	Assistant Dean	29	27.9%
	Dept. Head	64	61.5%
College classification	Theoretical colleges	23	22.1%
	Applied colleges	26	25.0%
	Scientific colleges	55	52.9%
Total		**104**	**100%**

Procedures

Having obtained the required permissions, the researcher administered the questionnaires among the study participants. When the questionnaires were collected back, invalid questionnaires (i.e., questionnaires with missing data) were excluded. The clean questionnaires were codified and processed, using the Statistical Package for the Social Science (SPSS). All statistical tests were run at a significance level of 0.05.

Findings and discussion
Below are the findings according to research questions.

Question 1
Table (2) shows that the perceptions of faculty leaders of the availability of Excellence Management criteria (enablers) at Kuwait University were moderate in general with a mean average of 3.32 and a standard deviation of 0.468. This is a positive result to some extent, and shows that Kuwait University has moderate capabilities in terms of the enablers needed to implement excellence management. This is a good starting point towards achieving excellence. The ranking of the Excellence Management criteria (enablers) according to the perceptions of academic college leaders was as follows: University leadership came top, followed by policies and strategies, then people (faculty members), then partnerships and resources, and finally processes and services.

Table 2
Mean averages, standard deviations and response continuum of the perceptions of the study participants of the degree of availability of Excellence Management criteria (enablers) in a descending order.

Excellence management criteria (enablers)	Mean	St. deviations	Response continuum
Criterion 1: Leadership	3.43	0.594	Moderate
Criterion 2: Policy and strategy	3.31	0.666	Moderate
Criterion 3: People	3.31	0.602	Moderate
Criterion 4: Partnerships and resources	3.29	0.616	Moderate
Criterion 5: Processes and services	3.20	0.539	Moderate
All criteria	**3.32**	**0.468**	**Moderate**

Question 2:
It can be seen from table (3) that the perceptions of academic college leaders of the reality of the results of performance at Kuwait University were moderate, with a mean average of 3.34 and a standard deviation of 0.446. This is a somewhat positive result but it indicates that Kuwait University needs to exert extra efforts to achieve outstanding performance results and hence to reach a global competitiveness level. This is due to the fact that if the university achieves outstanding performance results, it will exceed customers' expectations with respect to the way it provides services, which will help the organization achieve its strategic objectives efficiently. The ranking of the criteria of performance results according to the perceptions of the academic college leaders came as follows: The people results (students) ranked top, followed by the key results, then customer results (faculty members), and finally the results of the society.

Table 3
Mean averages, standard deviations and response continuum of the perceptions of the study participants of the reality of performance results at Kuwait University in a descending order.

performance results criteria	Mean	St. deviations	Response continuum
Criterion 1: People (students)	3.38	.605	Moderate
Criterion 2: Customer results (faculty)	3.30	.496	Moderate
Criterion 3: Society results	3.29	.617	Moderate
Criterion 4: Key results	3.35	.575	Moderate
All criteria	**3.34**	**.446**	**Moderate**

Question 3

The results of a linear regression analysis given in Table (4) show that the criteria of Excellence Management account for 45.1% of the variation in the performance results. This means that performance results can be predicted with a high level of certainty through knowing the extent to which Excellence Management criteria are available at Kuwait University. Also, the availability of Excellence Management criteria accounts for 38.8% of the variance in the results of customers (faculty members), 30.6% of the variance in the results of the people criterion (students), 28.8% of the variance in the results of the key results and finally 21% of the variance in the results of the society results.

It can be ascertained that the availability of the criteria of excellence management, combined together, by one more standard deviation leads to the improvement of the performance results, combined together, by 0.67 degree. Upon measuring the relationship between the criteria of excellence management, combined together, and performance results, taken separately, it is found that the availability of the criteria of Excellence Management by one standard deviation leads to improvement of the customers (faculty) results by 0.62 degree, 0.55 degree of people (students) results, 0.54 of main results and 0.46 of society results. These findings are in conformity with the results of Jarrar (2013), which showed that the variance in the criteria of Excellence Management (enablers) account for 61% of change in performance results, as well as the findings of Carlos Bou-Llusar, Escrig-Tena, Roca-Puig, Beltrán- Martín (2005), which showed that the ability of enablers, combined, accounts for 34% of the variance in performance results. These results are statistically significant, which shows that the enablers have a positive effect on performance results. Their differences may be attributed to the differences in the environment where the study is conducted. This confirms the main hypothesis of the European Model for Excellence, which holds that enablers have a positive effect on performance results (EFQM, 2012).

Table 4
Results of the multiple linear regression of the effect of the criteria of Excellence Management (enablers) on performance results

Criterion	F value	T value	AdjR²	ß	Significance level
Criterion 1: People (students)	46.39	6.812	.306	.559	.000*
Criterion 2: Customer results (faculty)	66.39	8.148	.388	.628	.000*
Criterion 3: Society results	28.32	5.322	.210	.466	.000*
Criterion 4: Key results	42.66	6.532	.288	.543	.000*
All criteria	**85.60**	**9.25**	**.451**	**.675**	**.000***

Statistically significant at $\alpha \geq 0.05$.

Conclusion

Results show that the perceptions of academic college leaders about the degree of the availability of the criteria of Excellence Management (enablers) at Kuwait University were moderate on the whole, which is a somewhat positive result. Results point out that Kuwait University has moderate capabilities with respect to the enablers required to the adoption and application of Excellence Management as one of the modern administrative approaches in its endeavor to accomplishing its mission to develop a human wealth that is distinctive with its knowledge, meeting the developmental needs of the state, and meeting the requirements of the modern era in terms of quality in higher education, excellence in scientific research, and excellence in the service of the community.
The study also found out that the perceptions of academic college leaders of the reality of the results of performance were moderate. This may point out to the unavailability of a general description and clear indicators of the way of achieving performance results as well as a description of the University activities and services that satisfy all stakeholders (students, faculty, and society).
Finally, the study found out that the criteria of Excellence Management (enablers) combined together clearly account for the variance in the performance results. That is, any increase in the availability of the criteria of Excellence Management (enablers) reflects an increase in the performance results at Kuwait University. Also, it was found that the criterion of the policy and strategy was the most influential criterion in performance results.

Recommendations

In light of the above results, the following recommendations are in order:
1. It is high time to enhance a culture that supports excellence among university leaders and employees, who constitute the corner stone for implementing the concept of Excellence Management. This can be achieved through holding meetings, seminars, workshops and training courses.
2. There is a need for establishing a specialized unit for Excellence Management at Kuwait University that is administratively linked to the Chancellor of Kuwait University.

It should be represented by all colleges and subordinate to the Assistant Dean for Academic Affairs as it will have an effective role in enhancing and promoting the application of excellence criteria.
3. The University of Kuwait should formally adopt Excellence Management in the light of the European Model criteria as a comprehensive administrative framework. This should be enhanced through the preparation of a comprehensive guide that is distributed to leaders and employees, clarifying the standards and mechanisms of the application of the model and the roles assigned to them.
4. Policies and strategies should be built and reviewed periodically according to the needs of the beneficiaries of the university, and according to the requirements of prevailing conditions by taking advantage of the feedback on performance results.

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6 ICLEHI 2017-045 Parinya Bannaphesat

Development of an effective Quality Assessment Model for Electronic Learning on Connectivism in Thailand University

Parinya Bannaphesat
Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
39 M.1 Rangsit-Nakornayouk Rd., Thanyaburi,
Phatumthani, 12110, Thailand.
parinya_b@rmutt.ac.th, dr.parinya.th@gmail.com

ABSTRACT

The advancement in the Internet and information technology (IT) has contributed to the development of novel instructional methods unconfined by the physical classroom and at the same time providing greater educational opportunity. An increasing number of tertiary educational institutions in Thailand have thus availed themselves of the technologies by substituting the conventional physical classrooms with virtual ones. Specifically, this research aims to propose a connectivism-based E-learning scheme designed for a virtual university setting. The development of the E scheme has taken into account the IT infrastructure, students' and instructors' computer literacy, self-learning culture and determination as well as economic consideration (i.e. cost-saving). The E learning scheme is expected to transform the way in which knowledge is imparted from the conventional brick-and-mortar classroom to a virtual environment whereby the resources requirement (i.e. commute time and finances) is minimal. In addition, the proposed scheme has been oriented toward the student-centered learning concept with which the E-based learners are empowered with selections of location, time and pace of their learning. The scheme also allows for the delivery of instruction and class materials as plain texts, graphics, audio and video; and for the instantaneous interactions between the instructors and learners. A total of 100 first-year university students were statistically divided into the experimental (36) and control (64) groups. The experimental group learned the subject and participated through the Internet-based (i.e. E) channels, while the participants in the control group were physically present in the classroom. In the experiments, both groups sat a test pertinent to the subject on the first day and retook the test on the final day of the course. In measurement of attitude and levels of satisfaction, both 100 participating students and a total of 66 instructors were asked to quantify their attitude and satisfaction by answering a set of questions on a scale of 1 to 5. The findings validate the effectiveness of the proposed E learning scheme as a viable learning mode with the achievement scores (E1/E2) of 81.53/80.10 and a positive correlation between the E implementation and the post-E achievement score (p=.05), while the control group's E1/E2 are 79.06/80.03. The mean satisfaction scores of the experimental and control groups are respectively 4.72 and 4.46, which are statistically significant (p=.05).

Keywords: E-Learning, asynchronous, e-evaluation, connectivism, blended learning, quality assessment

Introduction

It is undeniable that education plays a pivotal role in the human development and in laying the foundation for a strong social and economic system. Along with the more widespread Internet access and lower costs of IT technologies, efforts have been made to incorporate the technologies into the manners in which knowledge is imparted and class materials delivered with the goal to promote and increase access to education. The amalgamation of IT technologies and education has brought about electronic education (i.e. e-Education) in which the computer and Internet technologies are deployed as tools for learning, progress monitoring and evaluation; and also the materialization of a knowledge-based society [4].

In Thailand, e-Learning has been adopted and implemented at varying degrees at all levels of education from pre-school to tertiary. Specifically, at the tertiary level, many Thai universities and higher educational institutions have implemented the e-Learning concept with the establishment of virtual university alongside the conventional mode of instruction. The new mode of learning via Internet-based platforms (i.e. virtual-university platform) has been found to promote the effective learner-learner and learner-instructor interactions and exchange of ideas. Furthermore, the digital-based learning empowers the learners with the selections of time, location and pace for which knowledge is delivered and received and also potentially encourages life-long learning, a phenomenon that is termed "*connectivism*" by [10]. This mode of instruction also offers a benefit of real-time global library access and, at the same time, enables both instructors and learners to conduct online evaluations (e-Evaluation).

Research Problems and Objectives

The common issues facing every university and higher educational institutions encompass those of multiple instructors responsible for one same subject, possibly resulting in incongruence of instructional styles and content quality, and of budget constraints in the provision of adequate facilities. The first and second issues could be mitigated and addressed, respectively, with the adoption and implementation of e-Learning and the subsequent virtual university concept. The objectives of this experimental research are thus as follows:

1. To propose for subsequent full implementation the connectivism-based E learning scheme for a virtual-university ecosystem applicable to the undergraduate study.
2. To determine the effectiveness of the proposed E learning model by which comparisons are made between the achievement scores (E1/E2) under the pre- and post-E conditions and also between those of the experimental and control groups.
3. To examine the satisfaction levels of the participating students and instructors by which all participants are asked to quantify their levels of satisfaction on a scale of 1 to 5.

Research Conceptual Framework

The conceptual framework of the proposed Quality Assessment Model for connectivism-based E learning scheme covers the following (Fig. 1):

1. E-classroom: The establishment of an Internet-based learning setting or a virtual classroom with an emphasis on the quality class content and attractive presentation.
2. E-lab: The establishment of an online/virtual laboratory or workshop to supplement the virtual classroom for courses requiring operational training.
3. E-course template: The provision of online course templates whereby instructors are able to conveniently create the course syllabus and distribute online via download.
4. E-advisor: The provision of a channel through which the learners interact and/or secure an appointment with their respective advisors.

5. E-tutoring: The establishment of another virtual classroom to provide the intensive supplementary classes for the students enrolling in the course. The E-tutoring classes are typically offered alongside the regular E-classes.
6. E-book/library: The establishment of a portal through which the learners are able to access textbooks, periodicals and publications of the university library.
7. E-journal: The establishment of a gateway through which the users are able to access and retrieve existing local and international research articles.
8. E-evaluation: The establishment of a platform on which both the instructors and learners are able to conduct online evaluations relevant to the course.

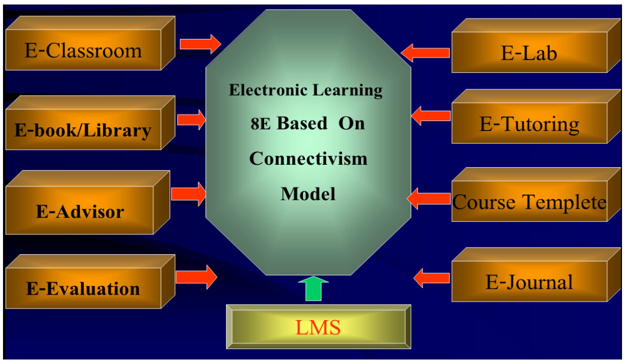

Fig. 1 The proposed Quality Assessment connectivism-based E learning model

Related Literature

In his dissertation *A Survey of Distance Learning*, Vincenzo Devito has defined the term *distant learning* as the use of information technology (IT) for information access and communication between the instructors and learners [1]. In his article *Learning Goes Online: How Companies Can Use Networks to Turn Change into a Competitive Advantage*, Brandon Hall of the US-based Cisco Research Institute noted that the implementation of e-Learning could save a company by 40% in overheads and 30% in time while increasing the learning efficiency by a minimum of 30% [5]. In [2], the authors reported that for an e-Learning project to successful, participating learners are required to be disciplined and determined with regard to the course, and that e-Learning should be offered in conjunction with a regular class session. An online survey by *e-Learners.com* with regard to distance learning reported that distance learning has been proven to improve the learner's learning performance and attitudes toward online study [4].

System Development Approach to e-Learning

In the design and development of e-Learning, there are numerous techniques and system tools from which the developers can choose. In this experimental research, system analysis is carried out using the context (Fig.2) and dataflow diagrams of the system development life cycle (SDLC) technique. With the rapid advancement in the information and communication technologies, e-Learning or distant learning has become a reality as the learning can take place 24/7/7 (i.e. 24 hours, 7 days a week and on the world's seven continents). e-Learning or distant learning can take the form of synchronous and asynchronous learning.

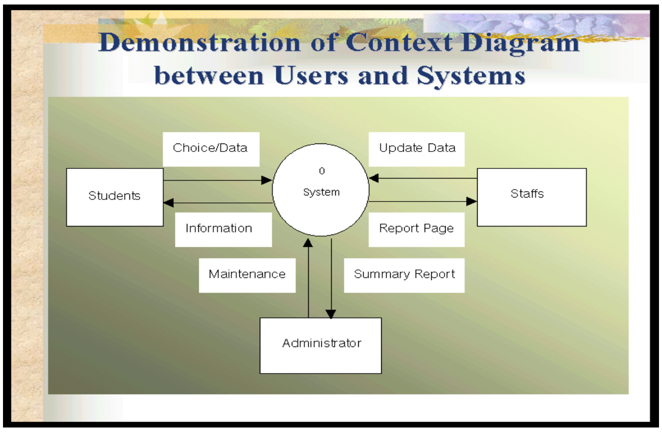

Fig. 2 The depiction of the context diagram of the experimental e-Learning system.

As the name implies, synchronous learning requires the “simultaneous” presence of the instructor and learners either in one same place (offline) or different locations via the Internet-based applications, e.g. voice over internet protocol (VOIP), text messaging, shared whiteboard, multi-user domain (MUD in which people interact with people or objects primarily within a specified domain), MOO (MUD, object-oriented in which a text-based online virtual reality system to which multiple users are connected at the same time).

In asynchronous learning, the learning takes place after-the-event (i.e. post-instruction) via the Internet, thus offering great flexibility with regard to the time and pace of the study. In addition, asynchronous learning enables those who are neither instructors nor learners but have interest in the topic or subject to access the database. Due to the *ex pos*t nature of this mode of learning, the applicable IT applications and platforms include webpages, web forums, webboards and e-mails.

In this experimental research, the creation of the online (i.e. E-learning) *Fundamentals of Information Technology* course follows the eight steps below:

Step 1: Define the course objectives.

Step 2: Determine learners’ knowledge and skills related to information technology.

Step 3: Design the course, including:

- Content
- Content priority
- Lengths of time required for individual chapter and the entire course
- Instructional method
- Instructional tools and media
- Evaluation method

Step 4: Identify e-Learning activities.

Step 5: Establish an e-Learning ecosystem.

Step 6: Outline an orientation session for the learners.

Step 7: Implement the e-Learning initiative in accordance with the plan.

Step 8: Conduct an evaluation.

Results and Discussion

A total of 100 first-year university students of Rajamangala University of Technology Thanyaburi (RMUTT) who enrolled in the *Fundamentals of IT* course were statistically divided into the experimental (36) and control (64) groups. The experimental group learned the subject and participated through the Internet-based (i.e. E) channels while the participants in the control group were physically present in the classroom. In determination of the achievement scores, both groups of students were given a multiple-choice-questions test relevant to the subject and the identical one on the first and final days of the course. In measurement of attitude and levels of satisfaction, both all of the participating students (100) and a total of 66 instructors were asked to quantify their attitude and satisfaction by answering a set of questions on a scale of 1 to 5.

The research findings validate the effectiveness of the proposed E learning scheme as a viable Internet-based learning mode with the achievement scores (E1/E2) of 81.53/80.10 and a significantly positive correlation between the E implementation and the post-E achievement score at the 5% significance level (p=.05). The control group's E1/E2 are 79.06/80.03. The mean satisfaction scores of the experimental (E learners) and control groups are respectively 4.72 and 4.46, which are statistically significant at the 5% significance level.

Descriptively, in the case of the learners, the findings indicated that students showed more interest in the subject due to the interactive nature of E learning and that higher learning performance could be achieved with a combination of the conventional and E learning methods. The asynchronous feature of the E learning mode has aided the students with a better understanding of the subject as they could revisit the lesson multiple times. In addition, the success of the E online learning could be enhanced with frequent and regular updates and upgrades of the content. More importantly, the degree of achievement with the E-learning implementation is largely conditional upon the adequate maintenance of the students' learning motivation.

The findings with respect to the attitudes and satisfaction of the instructors (66) who offered their thoughts on the E learning initiative showed that they are highly accepting (with a score of 4.56 out of 5.0) to the full adoption and implementation of the E8 learning mode by which all subjects are offered online, giving rise to a virtual university. A greater proportion of the instructor respondents are of the view that e-Learning could fully replace the conventional mode of instruction. In addition, the respondents pointed out that it is of paramount importance that the class content be constantly updated and the presentations be attractively multimedia. Nonetheless, to guarantee the success of the E learning initiative, it is imperative that the participating instructors possess basic IT knowledge and skills.

E-Learning Techniques

Based on research results, the researcher stated that the additional learning techniques have as followed:

1. To inform students in advance to learn through the web with specific URLs by e-mail
2. All document presentations are web-based.
3. Formal Discussions and seminar are debated on web using e-mail and videoconference.
4. Instructors post open-ended questions on the web.Then, students take change to answer those questions.
5. To brainstorms among students to work together in team in order to find the right answers.
6. Determine the task setting in each learning process.
7. Classroom evaluation by quizzes with multiple choices and questions.
8. Dynamic group discussion on given topics.

Evaluation on Development of Effective Quality Assessment Model Connectivism-Based e-Learning in Thailand

The researcher applied this E-Learning model to the course Rajamangala University of Technology Thanyaburi (RMUTT) in Thailand who enrolled in the *Fundamentals of IT* , the student evaluation results on web-based course have follows:

1. Students are so interested in online learning since it is an interactive learning.
2. When instructors combined e-Learning with traditional learning, the learning efficiency are in high level.
3. With learning through internet from classroom, students can gain understand the courses in high level.
4. The online learning can influence students in very high level when the online courses have often
    a. update and upgrade.
5. One of the critical success factors for developing e-Learning is the method how to motivate
   student's attitude.

Attitude and Satisfaction of Instructors on E-Learning and Blended Learning

The researchers instructors as a case study. The results are :

1. A moderate number of instructors agreed on the idea of implementing e- Learning for every course. The interactivity between instructor and students is considered vital in many courses.
2. A moderate number of instructors agreed that e-Learning can replace the traditional classroom learning.
3. The research finding pointed out that the majority of instructors indicated that the e-Learning need to be continuously developed and improved in order to keep the course contents updated. Also, the web site should be made appealing by featuring with a lot of graphics and animation.
4. Instructors should know how to apply IT for their courses. Then, they can develop web-based courses.
5. The e-Learning management system will automatically monitor the students to access the web site and their studying behavior. It also generate pre-test and post-test.

E-Learning Content Evaluation and Analysis

In this research, the researcher analysis and suggest the way how to evaluate the web content as follows:

1. Identify the purpose of the courses.
2. 2. Evaluate the identification of the web site. The information and illustrations on the homepage make students know what the content is all about, as does the front cover of the book.
3. Evaluation Authority
4. Evaluate the layout and design.
5. Identify the appropriate links to other web sites and resources.
6. Examine the text content of the web site, graphics, and audio, to conform with the overall concept.

The student evaluation will be done on both formative and summative basic, which include these 4 approaches :

1. Evaluate the individual's grade for the course.
2. Peer-to-Peer evaluation : The reciprocal evaluation between the student and the chosen partner.
3. Continuous evaluation: The students are required to submit the assignments on the weekly basis.
4. Final course evaluation : The students are required to send the course evaluation via email.

Conclusion

This experimental research is concerned with implementation of a connectivism-based E-learning scheme for virtual tertiary education. The composition of the Es are E-classroom, E-lab, E-course template, E-advisor, E-tutoring, E-book/library, E-journal and E-evaluation. The findings revealed the effectiveness of the proposed E scheme with the achievement scores (E1/E2) of 81.53/80.10 for the experimental group (i.e. E-based learners) vis-à-vis 79.06/80.03 for the control group (i.e. under the conventional instructional method). The former group's level of satisfaction (4.72) is also statistically significantly higher than their counterparts' (4.46).

With the implementation of the E learning, the participating students' interest in the course increased and the large proportion of respondents concurred that the e-Learning mode is very effective as it allows the learners to access the content and class materials free of the constraints of time, location and frequency. Unlike the learners under the conventional instructional mode, the E-based learners are more participatory and engaged, resulting in the latter's improved learning performance.

The successful implementation of an e-Learning initiative necessitates a continuous upgrade of the technology and a constant update of content and class materials to maintain the appeal and attractiveness of this particular mode of learning. Notwithstanding, on the part of the learners, a strong will is a most vital component that dictates the degree of success of the e-Learning implementation, while the instructors are required to possess certain basic IT knowledge and skills.

Acknowledgments

The author would like to extend deep gratitude to Rajamangula University of Technology Thanyaburi's (RMUTT) Research and Development Institute and to the Faculty of Technical Education, whose financial and research assistance substantially contributed to the completion of this experimental research.

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About the author

Miss Parinya Bannaphesat is a Thai national. She graduated *summa cum laude* from Sripatum University with a Bachelor of Business Administration (B.B.A) degree in 1999 and with a Master of Science degree in Information Technology (M.S.IT) in 2004. In 2014, she was awarded a Ph.D. degree in Educational Technology from Kasetsart University.

Her interest and previous research works lie in the area of IT applications, such as e-Learning, M-learning, e-Library, Virtual University and e-commerce. Currently, she is an instructor of the Faculty of Technical Education at Rajamangala University of Technology Thanyaburi (RMUTT).

6 ICLEHI 2017-049 Tawatchai Suksida

A Study of Website Visibility in Webometrics Ranking of World University by Using SEO Tool: Case Study of Thailand Rajabhat University

Tawatchai Suksida*, Lalita Santiworarak
Dhurakij Pundit University,
Prachachuen Road, Bangkok, Thailand
*Corresponding Author: tawatchai.suk@dpu.ac.th

ABSTRACT

Today, World is change to digital age and people can access information rapidly because of technology is higher than former times. Website is the one of tool for organizations to presented information of them. The most important thing of website is content due to content will communicate with user and explain everything which organization presented. In addition, Educational Institution also use website to presenting their information to outside too and there are many organization ranks website of education for several purpose, webometrics ranking of world university too. Webometrics Ranking of World Universities is the ranking of education website which assessed accessibility of website content. They use 2 major indicators to evaluate the accessibility of website, first is visibility and the last one is activities. In this paper, we study the visibility indicator of webometrics ranking of world university by analyze relational of top 10 and bottom 10 of Rajabhat universities in Thailand by using Search Engine Optimization Tool (SEO Tool). This article aims to evaluate the number of backlinks of Thailand Rajabhat University's website by using difference SEO tools and result from this paper should help administrator of website to manage their content on the site and the result from the tools will help them to move up their site in Webometrics Ranking of World Universities too.

Keywords: Website ranking, webometrics, website visibility, website content, backlinks, search engine optimization, SEO

Introduction

Nowadays, people can search information which they want to know by using search engine tools easily and quickly, especially website information. It is a representative of an organization to present academic news, courses, student life and other useful information. Webometrics (Isidro F. Aguillo, 2017) ranking of world universities is an organization which rank educational institution around the world by Consejo Superior de Investigaciones Científicas (CSIC), a research group in Cybermetrics Lab of Spain in 2004. Webometrics ranking of world universities rank educational institution 2 times per year, the first times is the end of January and another one is the end of July. The main objective of the ranking is supporting the open access concept and transfer knowledge from educational institution to whole society. Webometrics using 2 indicators (Isidro F. Aguillo, 2017) to prove website information accessibility. The first indicator is 50% of website visibility by evaluation from website impact score which the website impact is number of backlinks to the educational institution website. Webometrics use 2 tools for evaluate backlinks include Ahrefs and Majestic SEO and the other one is 50% of website activity. The activities of website include 10% of Presence, 10% of Openness and the last one is 30% of Excellent.

In this paper, we study a relationship of educational institution website visibility in top 10 and bottom 10 of Thailand Rajabhat universities by using 2 groups of search engine optimization tool or SEO tool. The first groups is tool of webometrics ranking of world university consist Ahrefs and Majestic SEO and another group is Alexa and SEMRush. This article aim to evaluate the number of backlinks of Thailand Rajabhat university's website by using difference SEO tools and result from this paper should help administrator of website to manage their content on the site and the result from the tools will help them to move up their site in Webometrics ranking of world universities too.

Objectives

1. To evaluate number of backlinks of educational institution's website by using different tools.
2. To present the tools which can use for evaluate website visibility.

Research Questions

The number of backlinks from external websites which returned to the educational institution's website from the SEMRush and Alexa tools consistent with Ahrefs and MajesticSEO tools which the tools of Webometrics.

Theory

The methodology of webometrics ranking of world universities have two indicators to rank educational institution website and the one from two of webometrics indicators is visibility which evaluate by impact values. Impact values can get from Majestic SEO and Ahrefs database by get the total numbers of backlinks from outside educational institution website and bring them to normalize. After that, the maximum value between the two sources is selected. It's present in Impact Rank on webometrics ranking table. Another SEO tools which can get backlinks from the website is SEMRush and Alexa. SEMRush and Alexa are Search Engine Optimization : SEO Tools, There have backlinks checker tool for analyze the links from outside the website. SEMRush backlinks checker feature are checking the number of external links, present a type of backlinks domain and show their geolocation. Alexa's competitor backlink tool present url of backlinks and show the missing url of educational institution website. Thus, in this article, we want to know finding consistency between webometrics using tools and another SEO tools.

Methodology

1. Get Thailand ranking from Webometrics ranking of world universities in January 2017 focus on visibility indicator of Thailand Rajabhat universities.
2. Divide the data for 2 groups, first group is top 10 of Thailand Rajabhat universities rank and the last one is bottom 10 of Thailand Rajabhat universities rank.
3. Study of visibility indicator by consider the impact of website. The impact of website is backlinks which getting from Ahrefs, MajesticsSEO, SEMRush and Alexa tool.
4. Compare the data from number of backlinks of top 10 and bottom 10 of Thailand Rajabat universities and finding the relationship of them.

Population and Sample

Population of this article is Thailand universities's website which ranked by Webometrics ranking of world universities in January 2017 overall 180 websites and the sample of the paper is top 10 and bottom 10 of Thailand Rajabhat universities's website which ranked by Webometrics in January 2017.

Tools

In this paper use 2 groups of tool for collected data. First group is tool which Webometrics using include Ahrefs and Majestic SEO and the second group is tool of search engine optimization or SEO, SEMRush and Alexa.

Literature Review

R.K. Pandey selected 1 to 19 universities from Webometrics ranking of world universities of July 2010, Academic Ranking of World Universities (ARWU), Times Higher Education (TIMES) and 4 International Colleges and Universities (4ICU) to comparing each other and the result is 35% of indicators of Webometrics can manage by website owner and 65% is evaluated from website visibility and google scholar. The evaluation of website visibility is number of backlink to website. The number of backlinks to website is a business which huge income in website searching business. In addition, Ahmad Bakeri, Abu Baka and Nur Leyni study about website visibility of Webometrics by compare the backlinks between 1 to 30 of webometrics ranking and 30 from bottom in webometrics word ranking universities 2013 and the result is number of backlinks and number of website accessibility of top 30 in webometrics ranking more than 30 bottom in webometrics ranking.

Finding and Discussion

The number of backlinks which getting from Ahrefs and MajesticSEO is showing on Table 1 and the number of backlinks from SEMRush and Alexa is show on Table 2

Table 1

The number of backlinks which getting from Ahrefs and MajesticSEO

Thailand Rajabhat Webometrics Rank (Jan 2017)	Impack Rank in Webometrics	University	University Website	Ahrefs Total Backlinks	MajesticSEO Total Backlinks
1	2575	Suan Sunandha Rajabhat University	www.ssru.ac.th	118,442	235,894
2	448	Buriram Rajabhat University	www.bru.ac.th	127,860	87,768
3	1909	Nakhon Pathom Rajabhat University	www.npru.ac.th	9,253	1,343
4	4454	Suan Dusit University	www.dusit.ac.th	18,583	9,707
5	4460	Pibulsongkram Rajabhat University	www.psru.ac.th	16,902	18,002
6	4048	Phuket Rajabhat University	www.pkru.ac.th	7,308	2,995
7	3121	Ubon Ratchathani Rajabhat University	www.ubru.ac.th	142,218	15,020

Thailand Rajabhat Webometrics Rank (Jan 2017)	Impack Rank in Webometrics	University	University Website	Ahrefs Total Backlinks	MajesticSEO Total Backlinks
8	5750	Rajabhat Maha Sarakham University	www.rmu.ac.th	1,349,085	7,093
9	3477	Phranakhon Rajabhat University	www.pnru.ac.th	100,931	108,419
10	2418	Roi-Et Rajabhat University	www.reru.ac.th	494,983	2,575
30	7586	Kanchanaburi Rajabhat University	www.kru.ac.th	390,818	3,230
31	7969	Thepsatri Rajabhat University	www.tru.ac.th	45,283	3,715
32	8959	Surindra Rajabhat University	www.srru.ac.th	48,606	13,875
33	9842	Nakhon Sawan Rajabhat University	www.nsru.ac.th	7,498	9,317
34	9906	Rajanagarindra Rajabhat University	www.rru.ac.th	10,333	41,947
35	10309	Nakhon Si Thammarat Rajabhat University	www.nstru.ac.th	304,159	3,104
36	12551	Kalasin Rajabhat University	www.ksu.ac.th	57,773	15,489
37	12328	Muban Chom Bung Rajabhat University	www.mcru.ac.th	915,506	1,300
38	13434	Chaiyaphum Rajabhat University	www.cpru.ac.th	21,162	2,781
39	99999	Phetchaburi Rajabhat University	www.pbru.ac.th	5,266,318	1,723,870

From Table 1, The most number of backlinks to educational institution website by using Ahrefs tool is Phetchaburi Rajabhat University which ranked in the last of Thailand Rajabhat universities and they have 5,266,318 backlinks but Webometrics ranked this university in 99999th of impact rank because of some reason, therefore the next most number of backlinks by Ahrefs tool is Rajabhat Maha Sarakham University which ranked in 8th of Thailand Rajabhat universities and they have 1,349,085 backlinks and the least number of backlinks to educational institution website by using Ahrefs tool was ranked in 6th of Thailand Rajabhat universities, they have 7,308 backlinks. As for MajesticSEO tool, the most number of backlinks by using this tool is Phetchaburi Rajabhat University, they have 1,723,870 backlinks and the same reason like Ahrefs tool then the next most number of backlinks by using MajesticSEO tool is Suan Sunandha Rajabhat University which ranked in 1th of Thailand Rajabhat universities and they have 235,894 backlinks to their website and the least number of backlinks was ranked in 37th of Thailand Rajabhat universities and they have 1,300 backlinks to their website. The total of backlinks in Table 1 are showing in chart format on figure 1.

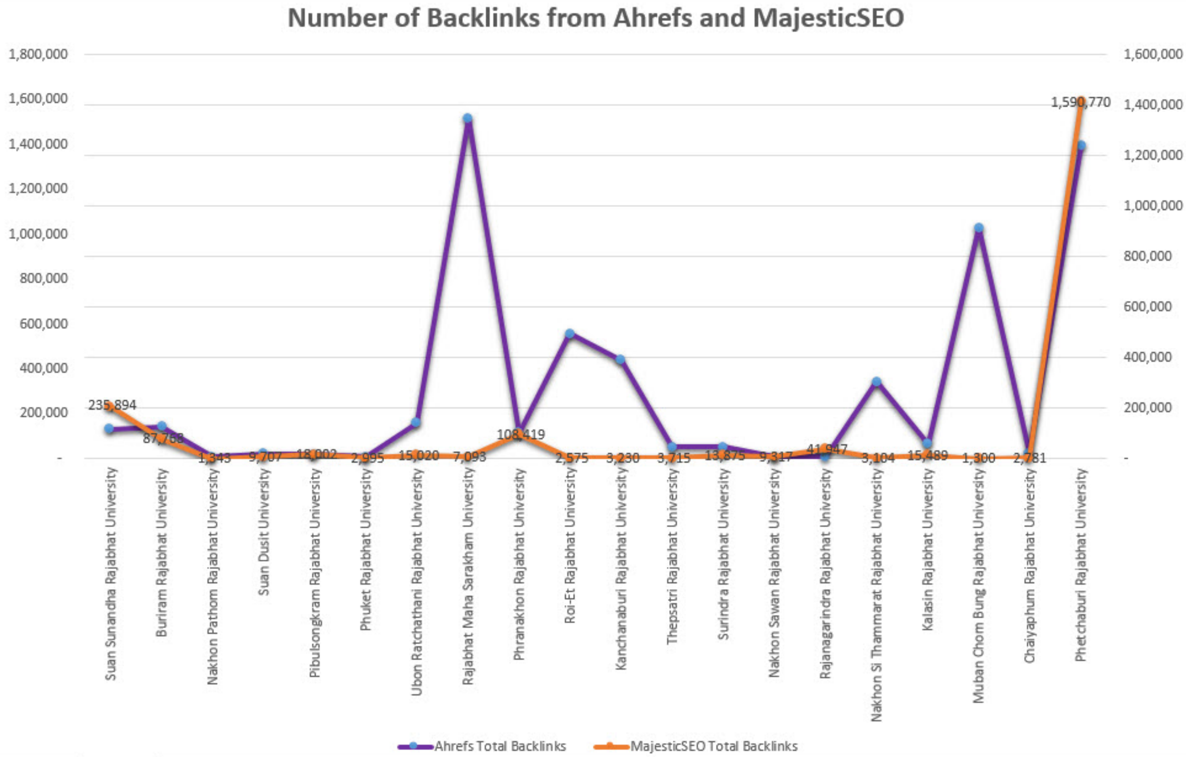

Figure 1. This is a chart which showing the number of backlinks from Aherfs and MajesticSEO.

From figure 1, the most of backlinks to educational institution website by using Ahrefs and MajesticSEO tools was ranked in top 10 of Thailand Rajabhat universities by Webometrics ranking of world universities.

Table 2
The number of backlinks which getting from SEMRush and Alexa

Thailand Rajabhat Webometrics Rank (Jan 2017)	Impack Rank in Webometrics	University	University Website	SEMRush Total Backlinks	Alexa Total Size Linking in
1	2575	Suan Sunandha Rajabhat University	www.ssru.ac.th	27,000	710
2	448	Buriram Rajabhat University	www.bru.ac.th	270,000	3,741
3	1909	Nakhon Pathom Rajabhat University	www.npru.ac.th	65,100	1,355
4	4454	Suan Dusit University	www.dusit.ac.th	32,700	549
5	4460	Pibulsongkram Rajabhat University	www.psru.ac.th	50,500	349

Thailand Rajabhat Webometrics Rank (Jan 2017)	Impack Rank in Webometrics	University	University Website	SEMRush Total Backlinks	Alexa Total Size Linking in
6	4048	Phuket Rajabhat University	www.pkru.ac.th	3,600	529
7	3121	Ubon Ratchathani Rajabhat University	www.ubru.ac.th	4,900	442
8	5750	Rajabhat Maha Sarakham University	www.rmu.ac.th	44,100	365
9	3477	Phranakhon Rajabhat University	www.pnru.ac.th	5,000	288
10	2418	Roi-Et Rajabhat University	www.reru.ac.th	83,500	409
30	7586	Kanchanaburi Rajabhat University	www.kru.ac.th	1,200	144
31	7969	Thepsatri Rajabhat University	www.tru.ac.th	1,700	118
32	8959	Surindra Rajabhat University	www.srru.ac.th	3,700	185
33	9842	Nakhon Sawan Rajabhat University	www.nsru.ac.th	2,400	163
34	9906	Rajanagarindra Rajabhat University	www.rru.ac.th	3,200	128
35	10309	Nakhon Si Thammarat Rajabhat University	www.nstru.ac.th	10,800	156
36	12551	Kalasin Rajabhat University	www.ksu.ac.th	2,800	79
37	12328	Muban Chom Bung Rajabhat University	www.mcru.ac.th	975	96
38	13434	Chaiyaphum Rajabhat University	www.cpru.ac.th	10,200	71
39	99999	Phetchaburi Rajabhat University	www.pbru.ac.th	2,000	142

From Table 2, The most number of backlinks to educational institution website by using SEMRush tool is Buriram Rajabhat University which ranked in 2rd of Thailand Rajabhat universities and they have 270,000 backlinks and the least number of backlinks to educational institution website was ranked in 37th of Thailand Rajabhat univevrsities, they have 975 backlinks. As to Alexa tool, the most number of backlinks by using this tool is Buriram Rajabhat University too, they have 3,741 backlinks and the least number of backlinks was ranked in 38th of Thailand Rajabhat univevrsities and they have only 71 backlinks to their website. The total of backlinks in Table 2 are showing in chart format on figure 2.

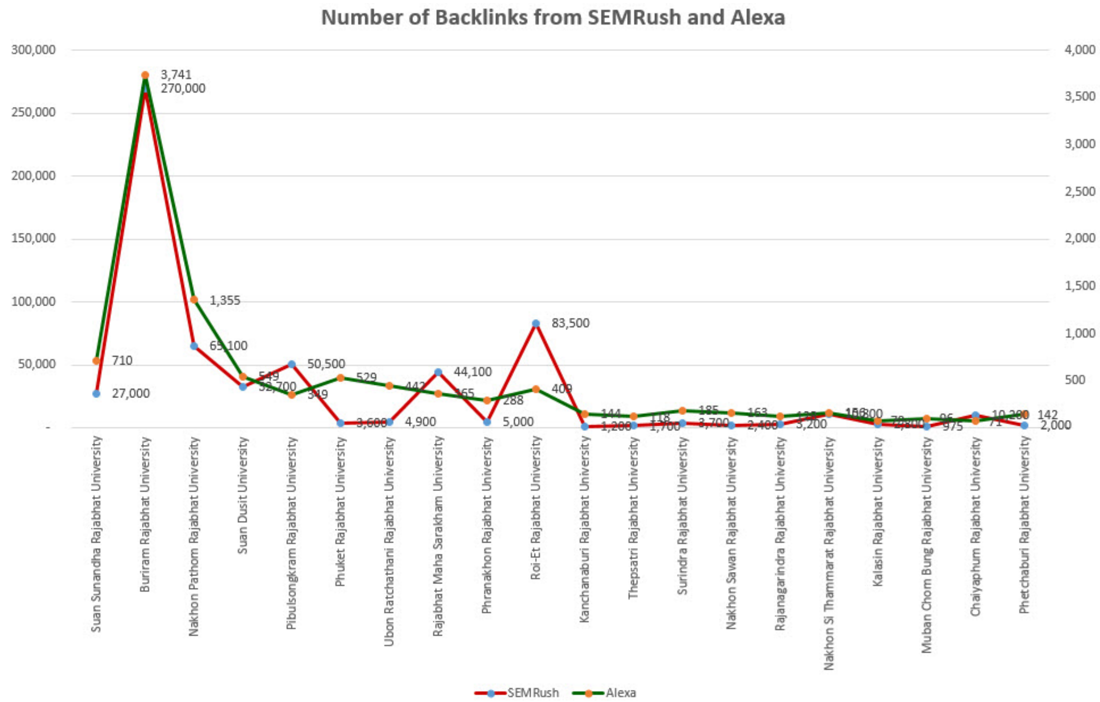

Figure 2. This is a chart showing the number of backlinks from SEMRush and Alexa.

From figure 2, the most of backlinks to educational institution website by using SEMRush and Alexa tools was ranked in top 10 of Thailand Rajabhat universities by Webometrics world ranking and the least of number of backlinks was ranked in bottom 10 of Thailand Rajabhat universities by Webometrics ranking of world universities.

Limitations

The result of total backlinks to educational institution website have discrepancies because there are some university have more over total backlinks to their website by using Ahrefs and MajesticSEO tool which the tool of Webometrics and when Webometric corrected the data then effected to some universities and the impack ranking of Webometrics which that effected was ranked in 99999th. That cause is a little effect to answer the research question due to mostly number of total backlinks was ranked in top 10 of Thailand Rajabhat universities.

Recommendation

1. Should analyse details from backlink to educational institution website because it will help website administrator to create their content on the website.
2. Should be study about speed of website loading that will help user when their clicking back to the webpage.

Conclusion

The number of backlinks from external websites which returned to the educational institution's website from the SEMRush and Alexa tools consistent with Ahrefs and MajesticSEO tools which the tools of Webometrics.

The result of total backlinks from external websites which returned to the educational institution's website by using Ahrefs and MajesticSEO tool which the tool of Webometrics consistent with SEMRush and Alexa tool which the tool of search engine optimization or SEO tool. In this paper, we found a relationship between total number of backlink and visibility indicator of Webometrics ranking of world universities, that is the university which have much more number of backlinks from external website will get high score of visibility indicator too. Therefore, we can use SEMRush and Alexa which SEO tool for preliminary evaluate the visibility of website too that if the educational institution website have high score in visibility indicator, it will move up in Webometrics ranking of world universities too.

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6 ICLEHI 2017-050 Reijiro Aoyama

Using Augmented Reality and Gamification to Make History Field Trips More Engaging for University Students

Reijiro Aoyama*, Hoyee Tse
Department of Chinese and Bilingual Studies,
The Hong Kong Polytechnic University,
Hung Hom, Kowloon, Hong Kong
*Corresponding Author: rei.aoyama@polyu.edu.hk

ABSTRACT

ARCH Project explores how augmented reality (AR) activities can be integrated into a field trip setting in order to address history and culture learning goals and enhance the learning experience for university students. The activity supplements the instruction of two tertiary courses focused on history and cultural conservation, with a goal to addressing relevant content learning objectives as well as boosting students' authentic enquiry, active observation, and a sense of belonging to a real-world local community. The navigation of the field trip environment is supported by three main components: 1) Interactive map with all relevant cultural and historical locations marked as clickable destinations bringing up basic facts; 2) Learning content and knowledge quizzes hidden behind trigger images in each location, displayed as digital overlays via Aurasma, an AR development platform; 3) Learning profile visualising students' progress by rewarding them with digital tokens. The article presents preliminary data from prototype development. Software prototyping and focus group methodologies were employed to gather feedback from students and teachers. The findings support the view that AR has a positive effect on students' motivation and engagement. While the affordances of mobile technology and AR platforms are helping to make AR an increasingly achievable tool in teaching and learning, the challenge of designing and implementing the overall AR experience remains significant at all levels: designers, teachers, and students. Cultural challenge of overcoming students' scepticism over the usefulness of AR for their studies, and the managerial challenge of designing, integrating and managing the AR experience are discussed. To identify the impact of this project and explore its effectiveness for enhancing student learning experience an evaluation will be carried out after project implementation.

Keywords: Augmented Reality, Field Trip, Mobile Learning, Location-based, Experiential Learning, Gamification in Education

Introduction

As mobile technology becomes widespread it opens new opportunities for teaching and learning. Augmented reality (AR) is among mobile technologies with particularly high appeal to educators thanks to its flexible design, the fact that it can be integrated in formal and informal learning settings, and because it enables students to interact with digital information embedded in physical environments.

This article presents preliminary findings drawn from the education project Augmented Reality Project for History and Culture Learning (ARCH Project) developed at the Hong Kong Polytechnic University (PolyU) exploring how a platform incorporating AR and gamification elements can be utilised to enhance students' educational experience during field trips. The project team used software prototyping and formative evaluation approach to develop a digital learning platform in order to explore the practicality and feasibility of employing AR in the instruction of two university courses, and in nudging students to engage in a deeper exploration of the university campus environment. The presented findings were collected during the launch of the prototype version of the system; hence, they reflect a number of performance and usability issues that were identified in the trial stage. The field testing of the prototype with the students in the real world context helped the project team determine which elements of the design worked well and which needed to be revised for the final version of the platform. The activity supplements the instruction of two tertiary courses focused on history and cultural conservation, with a goal to addressing relevant content learning objectives as well as boosting students' authentic enquiry, active observation, and a sense of belonging to a real-world local community.

The instructional approach adopted in the project is based in situated learning theory and constructivist learning theory, which support the idea that learning occurs when students are actively involved in the learning experience.

Literature Review

AR has inspired a lot of interest in the academic circles in the recent years. One of the earliest works on AR defined it as the augmented experience of the natural environment fed back to the operator via simulated cues (Milgram et al., 1994). Most authors propose that the term should encompass any technology that meaningfully melds the real and the virtual types of information (Dunleavy, Dede, & Mitchell, 2009; Klopfer & Sheldon, 2010; Chang et al., 2015). This holds a particular significance for educators, as it opens the scope for use of lightly augmented reality for teaching and learning. In this context, AR can be defined as the technology that overlays digital information onto the real world to enhance user experience. On the spectrum from lightly augmented reality to heavily augmented reality, lightly augmented reality refers to settings in which users interact mainly with real life objects and to a lesser degree with virtual information, whereas the reverse is true of heavily augmented reality (Klopfer 2008). The ubiquity of handheld devices opens more and more opportunities to create AR (Squire & Klopfer, 2007; Martin et al., 2011) thanks to the emergence of mobile AR (Feng, Duh, & Billinghurst, 2008). The mixed reality created by location-aware mobile devices is one typical example of lightly augmented mobile AR, as exemplified by Pokemon Go, the wildly popular mobile video game launched in 2016.

AR's potential as a transformative learning tool lies in its ability to create immersive teaching and learning experiences within the user's natural environment (Azuma et al., 2001; Dede, 2009; Johnson et al., 2011). Both forms of AR currently available to teachers, location-aware AR and vision-based AR, leverage the technological capabilities of mobile devices such as GPS, tracking, and image recognition, to enable digital immersion. Location-aware AR relies on GPS-enabled mobile devices to display digital contents on top of real life objects as the user moves around the physical environment. Vision-based AR makes use of the mobile gadget's camera. The user points the camera on the object such as QR code or trigger image to activate a media display. Many studies on the strength of learning with AR have focused on location-aware AR. There are fewer studies on vision-based AR, despite its high potential for education. The ARCH Project's use of vision-based AR endeavours to contribute to the research on this topic. Furthermore, while many AR systems presented in the academic literature were designed for teaching science and mathematics, the findings of the ARCH Project provide a perspective on how AR can support the teaching and learning of the humanities.

Previous research has shown that AR has a compelling potential for education. Among the most often quoted affordances of AR is its ability to provide students with an opportunity to participate in situated learning (Wu et al., 2013). Situated learning theory asserts that students are more inclined to learn if they are actively involved in the learning experience. Unlike in most classroom activities where learning is imparted through abstract knowledge, the situated learning occurs within activity, context and culture, and often is not deliberate. Lave and Wenger called this process "legitimate peripheral participation" (Lave & Wenger, 1990).

The effectiveness of AR for situated learning has been reported in relevant research. Bernardos, Cano, Iglesias and Casar (2011) showed how AR can enhance users' experience in a hospitality environment by providing additional information about the standard objects within the users' physical setting, facilitating navigation, and motivating users to explore the environment. Chou and Chanlin (2014) reported a positive effect of using AR mobile touring system on students' enjoyment and effectiveness for location-based learning outcomes in a university campus tour setting. The study conducted by Chang, Hou, Pan, Sung and Chang (2015) indicated that the use of AR guidance system was associated with higher learning and sense of place effects among visitors at heritage sites. Kamarainen, Metcalf, Grotzer, Browne, Mazucca, Tutwiler and Dede (2013) documented gains in student affective measures and content understanding following a field trip experience combining AR with use of environmental probeware for secondary school science classes.

Methodology and Project Design

The study involved software prototyping and focus group methodologies to gather feedback from students and teachers. The preliminary data presented in this article was gathered in the formative evaluation carried out during the development stage of the project; therefore, it reflects the findings from prototype development. As the project has not yet entered the implementation stage, the final assessment is still to be conducted.

Development and Application

This project explores how AR activities can be integrated into a field trip setting in order to address history and culture learning goals and enhance the learning experience for university students.

The technology component of the study includes an AR experience running on wireless-enabled mobile devices powered by Android and iOS. The AR experience was created using Aurasma, a vision-based AR technology, which uses the camera on a student's smartphone to recognise real world images (trigger images) and overlay media on top of them.

While location-based AR technologies that make use of GPS can be easier to use in outdoor AR activities, they are not sufficient for precise position tracking because of lower accuracy (Pagani, Henriques, & Stricker, 2016). In our project the information has to be delivered to the user at very specific locations, sometimes less than 10 meters apart, both outdoor and indoor; hence, we opted for the vision-based tracking system, which can provide better accuracy. To guide students to the trigger images (hotspots) we modelled the visual information about the environment by uploading 360-degree photographs of each hotspot to the interactive map together with written directions.

Trigger images were created by the project team by taking photographs at 16 different historically or culturally significant real-life landmarks situated along the field trip routes. Each landmark contains at least three trigger images (hotspots). After locating the relevant images within a given landmark students can view the media embedded in each image and take a quiz testing the knowledge of the concepts conveyed in the media contents. The field covered in this study included two separate environments: 1) PolyU campus, and 2) Ping Shan Village Heritage Trail, with a total of 10 individual trigger image-bearing learning sites (hotspots) between them.

The navigation of the field trip environments is supported by three main components: 1) Interactive map with all relevant cultural and historical locations marked as clickable destinations bringing up basic facts; 2) Learning content and knowledge quizzes hidden behind trigger images in each location, displayed as digital overlays via Aurasma; and 3) Learning profile visualising students' progress by rewarding them with digital tokens.

The location of trigger images is indicated on the interactive map. The triggers become accessible to students at the real location in the field, where students can experience AR visualisations overlaid on the physical environment: text, images, video and multiple-choice questions. All of the physical sites that were chosen for our project were contextualised within a specific problem-based narrative and embedded with a variety of media providing different perspectives on the topic, including video content produced in-house; e.g., short interviews with caretakers or employees of a given site.

The project team uses an Aurasma account to implement the system and manage the content. To start the navigation, students have to download the Aurasma application to their smartphones, and then search for and follow the ARCH Project's channel. Student learning profile and interactive map directing students to the physical locations are accessible via a separate interface on the project's website. Figure 1.

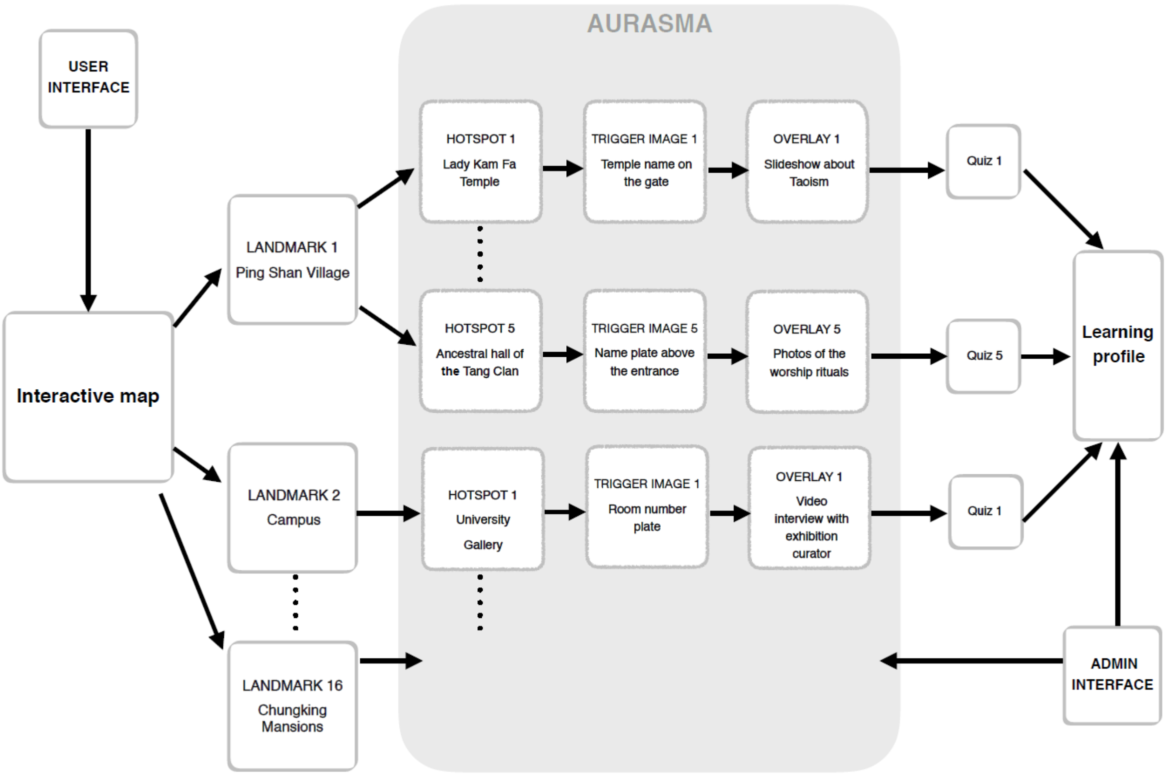

Figure 1. System architecture diagram.

Assessment

To date, four focus groups were conducted with a total of 35 volunteer student participants to obtain verbal feedback about their needs and feelings regarding the system.

The participants were undergraduate and graduate students studying history and culture courses at PolyU. Interviews with two teachers in charge of coordinating the AR-integrated field trips were also carried out.

In the focus groups students were asked whether they were familiar with or had previously used AR, whether they were interested in participating in AR-assisted field trips, whether they would be more interested in participating in AR-integrated field trips than traditional ones, and what kind of expectations they had for the system in terms of features, learning experience, and learning gains.

Overall, students' responses showed a positive attitude towards incorporating AR in learning activities outside the classroom, both among those who were familiar with AR and those who had not had any previous experience with the technology. The majority of students expressed their preference for AR-assisted field trips over traditional ones. Most students were attracted to the novelty of the activity and expected it to be fun, casual, and interactive.

For the final assessment, we plan to use measures of student attitude, content learning achievement and teachers' assessment to study the features of AR as a pedagogical approach. The feedback will be collected verbally and in writing post-AR experience. We expect a study participation of 40-50.

To assess how the AR activity affects the formation of students' attitudes towards the sites they visited and towards using the system we plan to gather the opinions about the field trip via a field trip opinion survey based on a 5-point Likert scale. Students will be asked to mark: 1) their degree of agreement related to focal topics conveyed in the field trips, 2) their degree of agreement related to features of the system, and 3) their perception of the activity. Students will also be given open-ended questions asking what they liked and did not like about the activity, what they thought the activity had helped them to learn, and if they had any suggestions for improvement.

Discussion

Although the project is still in progress and a full evaluation of the students' experience is planned to be conducted at a later stage, to date, the findings of our project support the view that AR has a positive effect on students' motivation and engagement (Dunleavey & Dede, 2014; Dunleavy, Dede, & Mitchell, 2009; O'Shea, Dede, & Cherian, 2009). Students' engagement with the technology was evident in their responses to the focus group questions and in prototype testing. Compared to conventional field trips, students perceive AR-integrated field trips as more attractive. AR-integrated field trips motivate students through increased interest in exploring the sites and curiosity to experience the technology.

There are documented benefits to choosing locations that students know conceptually or physically for situating AR experiences; e.g., the familiarity with a location may decrease some of the cognitive load created by the inherent complexity of the experience for the participating users (Perry et al., 2008). Situating the triggers in "contested spaces" (Squire et al., 2007); i.e., spaces that have compelling narratives, or are at the centre of conflicting interests, for example, in terms of cultural diversity, can further enhance the AR's potential to become a more meaningful learning tool. For the campus tour component of our project, the main objective is to help students discover unfamiliar social and cultural meanings embedded in familiar locations around the PolyU campus. This provides the structure for our choice of sites and the driving narrative of the tour, which brings into focus the perspectives of a variety of actors with diverse cultural and class backgrounds, including students of other departments, and employees of campus facilities.

Here, our experience indicates that sometimes having a pre-existing relationship with the location, when combined with other factors, may have a negative effect on students' motivation to participate in the AR activity. While most students in our project expressed strong interest in participating in the Ping Shan Village field trip, an out of the way destination located in a relatively rural and remote part of the territory, the interest in taking the campus tour was significantly lower. When explaining the reasons why they were not interested in the campus tour students quoted close familiarity and "thorough understanding" of the facilities and workings of the campus, as well as unfavourable perception of the campus as a space where only "boring", classroom-based activities take place, in marked contrast to the novelty and "fun" afforded by field activities. Based on this feedback, we conclude that students' scepticism over participating in the campus tour was caused by their preconception of the campus as a predictable, quotidian and banal environment. This implies that while AR has been shown to have the potential to "enable students to see the world around them in new ways and engage with realistic issues in a context with which the students are already connected" (Klopfer & Sheldon, 2010), it is important to balance the sense of familiarity with sufficient degree of novelty in choosing the environment in which to situate the AR activity.

To date, the biggest challenges we encountered in our project fall into two categories: 1) the cultural challenge of overcoming students' scepticism over the usefulness of AR for their studies, and 2) the managerial challenge of designing, integrating and managing the AR experience.

Cultural Challenge

Students questioned the usefulness of the AR activity because it did not fit into the efficiency-driven approach they typically applied to academic tasks. In this type of learning approach, described as "surface approach", students see the task as a necessary imposition, a demand that has to be met in order for them to achieve some other goal; e.g., to pass a course (Biggs 1991). While recruiting the participants for our project we encountered reluctance by the students to see the activity as having some inherent meaning and how it can relate to their previous knowledge, an attitude that spoke to their lack of academic curiosity and passive role as recipients of data. The most often cited concerns included: impression that the activity was immature and trivial, viewing the activity as irrelevant because it would have little bearing on the student's final score, and concern about the time and inconvenience involved in learning how to use the technology. Furthermore, although students tended to speak critically about the presentational style of classroom teaching, they would nonetheless feel more confident about their AR learning experience if it were to be combined with face-to-face, didactic instruction by the course teacher in his role as field trip coordinator.

As noted in other research, AR is best suited for exploratory, open-ended, enquiry-based activities, which does not lend itself easily to a standards-driven model of education based on achievements tests (Clarke-Midura, Dede & Norton, 2011; Klopfer & Squire, 2008). Our findings underscore this challenge, as outlined above. Further research is required to determine whether and how students' attitudes towards AR may be uniquely affected by the teacher-centred, efficiency- and examination-driven education culture prevalent in Hong Kong and East Asia.

Managerial Challenge

The managerial challenge of developing and implementing the project has been related to limitations with the current state of the art in image recognition and mobile technologies. We experienced technical problems within AR implementation, of which the most significant included: 1) trigger image recognition errors, and 2) slow media loading in Aurasma. Android-powered devices were more affected by the slow media loading issue.

As previously mentioned we opted to use Aurasma for the project because a vision-based AR system can provide better position tracking accuracy than GPS-based tracking. In a vision-based system trigger images are used for tracking elements in the environments. Our initial selection of images was done on an ad hoc basis and involved many natural images, however, we found out that the recognition rate for this type of triggers was very low as it required precise positioning and orientation of the camera relative to the object. To solve this issue we switched to images that involve simple and flat graphic designs yet are sufficiently unique as to be found only in the specific location they are tagging (Figure 2).

Natural image ✘	Generic graphic design ✘	Unique graphic design ✔
		

Figure 2. Examples of trigger images and their effectiveness.

Another issue we encountered while testing the system was slow video loading in Aurasma. We determined that to ensure optimal playback experience the solution is to keep the length of video overlays at one minute or below.

The summary of challenges encountered in the project and recommendations for addressing the problems is presented in Figure 3.

Challenge	Recommendation
Cultural	
Familiarity dampens student curiosity and motivation to visit the site	Mix familiar with novel by locating some hotspots in unexpected spaces
Students view the activity as unnecessary	Hold a short briefing session to highlight the specific ways in which the activity complements the course, explain the logistics, and set up students' phones for the activity; Consider making the activity a component of course assessment
Students view the activity as inefficient	Cooperate closely with the course instructor to create compelling narratives that have a connection to the curriculum; Time the activity to line up with the curriculum; Make the activity problem based
Managerial	
Aurasma won't recognise trigger images	Avoid using natural images; Use unique images that involve simple graphic designs
Media overlays won't load fast enough	Keep the length of video overlays at one minute or less
Hotspots become too crowded	Consider situating multiple triggers within one hotspot or setting up several hotspots in close proximity to distribute traffic more evenly throughout the site

Figure 3. Challenges and recommendations for improving project implementation.

Conclusion

While the affordances of mobile technology and AR platforms are helping to make AR an increasingly achievable tool in teaching and learning, the challenge of designing and implementing the overall AR experience remains significant at all levels: designers, teachers, and students. There is an opportunity to use AR in field trip environments that can unlock different learning experiences for students, and we plan to continue exploring the affordances of this technology in our project.

To identify the impact of this project and explore its effectiveness for enhancing student learning experience an evaluation will be carried out after project implementation. The results of this evaluation will be shared with the wider community.

Acknowledgement

This study was supported by the Hong Kong Polytechnic University's Teaching Development Grant from the University Grants Committee, Hong Kong, under Project Code: LTG15-16/FW/CBS. We would also like to thank Hong Kong Polytechnic University's Education Development Centre for their technical advice, and General Education Centre for their cooperation in implementing the project.

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6 ICLEHI 2017-052 Prashant Nannaparaju

Noam Chomsky: Defining Problems in Contemporary Linguistics

Prashant Nannaparaju
Rc-Jubail Industrial College
Saudi Arabia
prashant_n@jic.edu.sa

ABSTRACT

Chomsky has provided new methods of analyzing the problems in linguistics by delineating the necessity of transformations following the outlines of grammar, in order to generate sentences. This approach of Chomsky is in tune with his assertion that on the basis of the available resources of a language any number of sentences can be generated in appropriate tiers indicating the growing capacity and richness of language expressions. From the basic phonetic level, language will emerge into higher and higher levels of expression in words, phrases and sentences in manifold combinations, and this development has been analyzed through the mathematical procedures and rationalism by Chomsky. This task is as innovative as it is complex. The new trend in linguistics cannot be dissociated from its impact on social sciences. That the language prevalent in the community or country, reflect the fundamentals of grammar, similar to which are also present in other languages, has to be taken note of by the linguistic analysts according to Chomsky. He has maintained that languages share common tendencies and patterns, and the linguist has to identify the forms and related aspects unfolding the process of unlimited language expressions. This paper presents a brief introduction to Chomsky's approach toward linguistics.

Key Words: Internalized language (I language), externalized language (E language), cognitive, biological, grammars, universal grammar, formal language, natural language

Chomsky has analyzed the foundation of linguistics in a way which will open the closed boundaries/ barriers of many subjects including psychology. The traditional approach to linguistics has been transformed into new interpretations and modes of analysis, and it requires an intensive zest and concentration to follow the technicalities introduced by Chomsky, at every step unfolding the structure of language. Chomskyan effect on linguistic studies and other allied subjects is deeper than it is generally accepted, and a concerted attempt is required, to unravel the implications of the formal system outlined by him.

The constituents of the subject of linguistics envisaged by Chomsky have a rigorous logic, under the veneer of formal system. The evolution of his ideas has a consistency of its own, and the system of linguistics explained by him leaves much scope for adjustment with more rigorous viewpoints supported by new data and evidence. Chomsky has recognized the process and emergence of new ideas which he affirmed, will undoubtedly blaze new paths of success in the development of human knowledge.

Chomsky's approach toward the problems of linguistics, depict a new departure in the analysis of languages in different racial and cultural groups. The origin and growth of language is a phenomena which distinguish humanity from the apes, bees and other biological species which live in groups, herds and flocks having their own modes of communication. In the close-knit family life of apes and other wild animals, the members communicate their instinctual urges through sounds and gestures. Similar behavior has been observed in other species by biologists and anthropologists.

Chomsky has analysed the views of Watson, Sapir and Bloomfield and admired the work done by Zellig Harris in language studies in his book Methods in Structural Linguistics. He did not remain under the influence of Harris for long, and formulated his theory that phonology and syntax should not be clubbed with semantics. Chomsky has visualized linguistics as a formal study and indicated that semantics in its link with syntax should develop independently.

Chomsky recognized the contributions of Humbolt in the area of linguistics. His preface to Aspects of the Theory of Syntax acknowledge the view of Humboldt that language possess the quality for producing amazing results, even when the resources available are meagre. The creative aspect of language is accepted by Chomsky which brings him closer to the rationalistic movements, and the acceptance of the role of mind in shaping its structure. Chomsky's analysis of the subject of linguistics convey the spirit of universality, objectivity and empirical experience, which bring him closer to grammarians like Panini belonging to a different period, tradition and culture, yet an inalienable part of the history of language. Chomsky moves toward the ideal of expanding the scope of linguistics through the application of the methods of logic and mathematics. Chomsky's analysis of the subject of linguistics is broad based and his theory of generative grammar defines the role of syntax, sound and meaning. The scenario where the speaker and hearer possess the ability to follow the meaning of statements unfalteringly, describes the aim and function of generative grammar.

Chomsky has applied the methods used in mathematics for dissecting the different aspects of linguistics in order to reach better results. The term 'generate' for Chomsky duplicates the meaning in which it is used in mathematics, when dealing with the generation of numbers. Like in mathematics numbers are being generated to fulfil a definite purpose, so in linguistics the elements of grammar provide the necessary foundation to generate sentences having a definite meaning based on words and phrases. Chomsky's theory of generative grammar and production of sentences, reflect the creativeness embedded in language. He has proposed that the required set of principles governing transformational grammar, would facilitate the formulation of any number of sentences. The formal rules indicated by Chomsky has clarified the need for implementation of the theory of transformational grammar in letter and spirit for the development of linguistics on lines comparable with mathematics and sciences.

There is no grammar without rules, and the way in which Chomsky has given an innovative role to generative grammar which focus on the possibility and capacity of the person to communicate in numberless sentences. The operation of generative grammar cannot be followed comprehensively without an idea of the speaker's depth of knowledge and competence. In this context the speaker emerges as the central figure, along with the need to clarify the terms competence and performance.

Chomsky has described the rise and growth of natural languages, and elucidated their structure and significance in the light of generative grammar. He is no stranger to language studies having learnt Hebrew under the guidance of his father. He observed that the innovative developments in modern logic have produced a deep impact on linguistics and social sciences. Taking the cue from Chomsky, linguists have developed the manifold aspects of syntax in mathematical terms. The principles of mathematics function perfectly in its domain and it has to be seen how far they will operate successfully in linguistics.

Chomsky's acquaintance with the historical linguistics and his admiration for the views of Zellig Harris, a reputed linguist, helped him embark on the study of linguistics. The developments in mathematical logic also deeply impressed him. Chomsky formulated the theory of generative grammar, and analyzed the linguistic problems according to its scope and methods. Chomsky accepts the significance of biological and empirical foundation, and the accompanying inherent tendencies in the development of language. He has taken linguistics to a level where it would be well-matched with mathematical logic in the exposition and analysis of its subject matter.

Languages of the world share many common characteristics, and in this respect they can be regarded as linked with each other, as well as having their own specific qualities. Chomsky points out that here exist incipient tendencies which help in generating sentences, and varied forms of expression. The growth of language in the child, as well as its development in the human societies is a universal manifestation of Chomsky. This approach of Chomsky is at the basis of his theory of universal grammar, which explains his views on the origin and growth of languages. He finds that the principles of grammar as reflected in the developed languages of the world, demonstrate their universal significance. The extent to which grammar guides the standard language expressions, throws light on the elements comprising the development of language in all its variegated contours. In order to reach the higher levels of expressing the feelings, emotions and the association of ideas steeped in a web of complexity, Chomsky has proposed the concept of transformational grammar to comprehend the development of language in all its strength and maneuverability. The term grammar used by Chomsky encompass the three aspects of linguistics, phonology, semantics and syntax. Generally, linguists do not make any hard and fast distinction between grammar and syntax. Chomsky's technical innovations do not negate the spirit of linguistics, uplifting it to a deeper level of analysis not conceived so far.

The system of formal language introduced by Chomsky in linguistics intends to reach the level of logical precision present in mathematics, in spite of the lack of clarity between its structural elements and those of natural language. There is a need to clarify the extent to which a natural language can possibly adopt the techniques of the system of formal language. The possibility of replacing the natural language spoken in the society with the formal language, even partially, may pose a great challenge to linguists as well as the people. A greater amount of theoretical clarity is required before an attempt is made in applying the techniques of formal language on the natural language, when both function on the basis of their distinct structural elements. It is hardly possible to bypass the connotation and meaning from language expressions, words, sentences and phrases, for they touch the sensibilities and value systems which are embedded in the beliefs of humanity. There is no harm however, in assuming that the usefulness of formal language, in this context has to be fixed in correlation with the elements governing the natural language, in order to remove from it all shades of obscurity.

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6 ICLEHI 2017-061 Libbie Annatagia

Hardiness and Burnout among Elementary School Teachers

Libbie Annatagia*[a], Sri Kusrohmaniah[b]
[a]Department of Psychology, Universitas Islam Indonesia,
[b]Department of Psychology, Universitas Gadjah Mada,
Yogyakarta, Indonesia
*Corresponding Author: libbie.annatagia@uii.ac.id

Abstract

Teacher burnout can lead to such condition: the decrease in the sensitivity to students, a sense of not being able to help the student's learning process, truant behavior, coming late to school, and the emergence of a desire to resign from the job. The aim of the study was to examine correlation between hardiness and burnout among elementary school teachers. 81 elementary school teachers in Cilacap, Central Java, Indonesia, completed two scales: Hardiness scale using the theory of Maddi & Kobasa (Astuti, 2005) and Burnout scale using the theory of Baron & Greenberg (Khairiyah, 1998). All respondents have been teaching for at least one year. The data was analyzed by product moment correlation. The result showed that there was a significant negative correlation between hardiness and burnout among elementary school teachers ($r=0.827$, $p=0.000$). The result of the study also found R2 = 0.684, which meant that hardiness contributed 68.4% towards burnout.

Keywords: hardiness, burnout, elementary school teachers

Introduction

Teachers play an important role in education. There are many demands that teacher face in their works. Those demands come from the government and parents. In Indonesia, teacher at elementary school have a huge workload. They usually become a 'class teacher' who teach almost all the subjects except sport and religion subjects. Moreover, they have an obligation not only to transfer the knowledge but also to teach the character education (Anonim, 2016). From the initial interview conducted on two teachers, researcher found some responsibilities of the elementary school teachers: construct the basic concept of logic, teach the character education, and take care of students who are ill at school. The huge workload and extra tasks could be the stressor for teachers. Riggio (2003) said that the chronic stress could lead into burnout. Maslach, Schaufeli, & Leiter (2001) stated burnout as a prolonged response of emotional and interpersonal stressor in work place. Baron dan Greenberg (2008) also stated that burnout has four aspects: physical exhaustion (indicated by exhaustion, headaches and stomach disorders, sleep disorders, and eating disorders), emotional exhaustion (indicated by the feelings of failure, guilt, irritable and hate), mental exhaustion (indicated by the aversion to work, difficulty to focus on the pupil, avoid discussion about work, and cynicism to pupils). The last aspect is the low of personal accomplishment (indicated by the feeling of dissatisfaction with both work and personal life, the feelings of despair and neglected, loss of self, loss of the spirit to develop themselves).

Antoniou, Ploumpi, dan Ntalla (2013) found that teachers who work in primary schools experiencing emotional exhaustion at a higher level than the teachers who work in secondary schools. Genc (2016) found that of 163 teachers who become the subject of his research, 50% of them experienced burnout at a moderate level. Dewi (2007) found that elementary school teachers have higher stress levels than the junior high school teachers.

Byrne (Riggio, 2003) said that there are some consequences of burnout happens to teachers, among others, is the reduced sensitivity of the student, lack of preparation to teach, and the feeling of not being able to help students in learning. In addition, people who are experiencing burnout develop a negative self-concept and negative working attitude. Therefore, we need to prevent burnout in teachers.

One of the things that influence the occurrence of burnout is the personality factor (Baron and Greenberg, 1998). Meanwhile, Rush (2003) states that burnout occurs in individuals who have a low hardiness. Kobasa and Maddi (Maddi, 2013) said that hardiness is a pattern that describes how a person face the pressure, by turning it into an opportunity.

Hardiness consist of three aspects: commitment, control and challenge. Those three aspects plays important role while a person has to deal with the stressors. Maddi and Kobasa (Judkins and Furlow, 2006) said that a person who has the control of his/herself believe that stressor is something that can be changed. A hardy person will tend to see stressor as a challenge. Maddi dan Kobasa (Judkins and Furlow, 2006) also found that employees with a high hardiness level will tend to interpret change and stressors as something that can be learned and useful for the self-development. By contrast, workers with low hardiness will interpret the stressor as a threat, so it's easy for them to experiencing stress. A stress that is not managed properly will be prolonged stress. Prolonged stress condition is called burnout. Based on the description above, a question arises, "Do hardiness has a correlation with burnout among elementary school teachers?"

Aim of the Study

The aim of this study was to examine correlation between hardiness and burnout among elementary school teachers.

Method

Respondents

Respondents in this study were 81 male and female public elementary school teacher in Cilacap, Central Java, Indonesia, and has been teaching for at least one year. According to Freudenberger (Schabracq, 1996) burnout occurred at least about a year after starting work.

Measurement

Burnout scale used in this study is a modification of the scale of burnout prepared by Khairiyah (1998) which are based on the aspects of burnout expressed by Baron and Greenberg (1998). Meanwhile, Hardiness scale is a modification of the scale of hardiness made by Astuti (2005), which are based on the aspects of hardiness expressed by Maddi & Kobasa (1984).

Results

A. Descriptive Statistics

Table 1.

Descriptive Statistic

Variable	Hypothetical Score				Empirical Score			
	min	max	Mean	SD	min	max	mean	SD
Hardiness	42	168	105	21	101	168	124,8148	10,97168
Burnout	59	236	147,5	29,5	63	151	116,4815	14,93077

B. Normality Testing

Normality testing is done on each of the variables using the Kolmogorov-Smirnov statistic techniques. Normality testing results demonstrate the significant value of 0.258 (> 0.05) for the hardiness variable and 0.166 (> 0.05) for burnout variables. This means the two variables of the study had a normal distribution of data. Meanwhile, the linearity testing results indicate that the research data is linear with a significance of 0.000 (<0.05).

C. Hypothesis Testing

Hypothesis testing is done by product moment correlation. Hypothesis testing results showed a significant negative correlation between hardiness and burnout with correlation coefficients (r) of -0.827 and significance value of 0.000 (p <0.01).

Meanwhile, the coefficient of determination (R2) of 0.684 indicates that the hardiness contribute 68.4% towards burnout, and it also means that there are 31.6% other variables that had contribution to burnout.

D. Correlation between Hardiness Aspects and Burnout

Table 2.

Correlation between Hardiness Aspects and Burnout

Correlations

		burnout	h_commitment	h_control	h_challenge
Pearson Correlation	Burnout	1.000	-.787	-.682	-.718
	h_commitment	-.787	1.000	.634	.664
	h_control	-.682	.634	1.000	.708
	h_challenge	-.718	.664	.708	1.000
Sig. (1-tailed)	Burnout	.	.000	.000	.000
	h_commitment	.000	.	.000	.000
	h_control	.000	.000	.	.000
	h_challenge	.000	.000	.000	.
N	Burnout	81	81	81	81
	h_commitment	81	81	81	81
	h_control	81	81	81	81
	h_challenge	81	81	81	81

The table above showed that each of hardiness aspects, commitment, control and challenge has a significant correlation with burnout (p <0.01) ..

E. Hardiness as a Predictor of Burnout

Table 3.

Hardiness as a Predictor of Burnout

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.787[a]	.620	.615	9.25985	.620	128.922	1	79	.000
2	.829[b]	.688	.680	8.44514	.068	16.978	1	78	.000

a. Predictors: (Constant), h_komitmen

b. Predictors: (Constant), h_komitmen, h_tantangan

From the table above it is known that commitment (one of the aspects of hardiness) has the highest predictor values to burnout.

Discussion

This study showed a significant correlation ($p < 0.01$) between hardiness and burnout with a correlation value of -0.884. This suggests a significant negative correlation between hardiness with burnout. The higher the hardiness of the teacher, the lower the burnout being experienced. The results obtained in this study in accordance with the theory and the results of previous studies which stated that there was a correlation between hardiness with burnout experienced by the individual.

Zadegan, Kohan & Zarahi (2016), examined the correlation between hardiness and burnout in nurses. The study involved 96 respondents. The study found that hardiness had a correlation with burnout ($r = -0.52$, $p < 0.01$). The research conducted by Asih and Trisni (2015) involving 38 nurses in Semarang, Indonesia, also found a correlation between hardiness and burnout ($r = -0.89$, $p < 0.01$). Meanwhile, research conducted by Da Silva Goulart, Lopes, Serrano, Costa and Guido (2014), involving 570 nursing students in Brazil, found that 68% of respondents who had the hardiness characteristic did not experienced burnout.

The results of this study support the argument of Maddi (2004) who stated that people who have the characteristics of hardiness is not just experience stressor as something that is pressing, but also something that is interesting and important (commitment), can be influenced (control), and have a benefit for self-development (challenge). By interpreted stressor through that way, people will be protected from burnout.

The coefficient of determination (R2) values of this study was 0.684, so it can be concluded that the hardiness contribute 68.4% towards burnout. This indicated that there were 31.6% other variables that also had contribution to burnout.

The study found that each aspect of the hardiness (commitment, control and challenge) had a significant correlation with hardiness ($p < 0.01$). The results of the study also showed that commitment has the highest predictor value towards burnout. Several studies have found about the effect of commitment to burnout. Yasmin and Marzuki (2015) found that normative commitment has an influence on burnout. Meanwhile, Maryama, Zawawi, Black, and Jody (2011) found that affective commitment had an effect on burnout.

In this study, researchers conducted interviews with some teachers who have been teaching more than 15 years. From the interview it is known that one of the things that makes the teacher taught for many years is a commitment to the work. In this case, the commitment is not only meant as a form of responsibility to oneself, but also to family, country and religion. A job as a teacher is considered as a form of responsibility for family subsistence. The teachers also stated that being a teacher increasing their meaning of life. In addition, they believe that educating students is also interpreted as a spiritual commitment between them and their God.

In general, this study has some limitations in its implementation, among others:

1. Limitations of respondents. There were only 81 teachers involved in this study.
2. The amount of each item on the scale is considered too much by some respondents.

Conclusion

From the results of the study, we can conclude that:

1. There was a negative correlation between hardiness and burnout among elementary school teachers. The higher the hardiness of a teacher, the lower the burnout experienced, and vice versa.

2. Hardiness contributed 68.4% to the burnout in elementary school teacher. This means that there were 31.6% other variables that also had contribution to burnout.

Suggestion

a. This study found that there were 31.6% other factors that had contribution forburnout. Further researchers suggested to examine the correlation of these factors with burnout.

b. Further researchers are suggested to decrease the number of the item on the scale

c. Further researchers are suggested to take more respondents in the study.

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6 ICLEHI 2017-064 Rinda Warawudhi

Thai EFL Learners' Writing Styles via Corpus Driven Approach

Rinda Warawudhi*, Wipa Praditwiengkham
Department of Western Languages, Burapha University,
Chon Buri, Thailand
*Corresponding Author: lect.rinda@gmail.com

ABSTRACT

Keyword analysis can be used to reveal learners' writing styles and also to observe the behaviors of overuse, underuse and misuse of EFL learners. This study therefore investigates EFL learners' writing style through the writing corpus comparing with British Academic Written English (BAWE) corpus using AntConc program. Learner corpus was gathered from 19 writing project assignments of English-major undergraduate students from Burapha University, Thailand. It was found that there were four overused patterns: the use of words for subjects in the study, 2) the use of "got" instead of "obtain", 3) the use of buy, buyer, buyers, buying and bought, and 4) "who" relative clauses. Also three underused patterns of learners are found as follows: 1) the underuse of hedges and attitude markers, 2) the underuse of contrastive linking words, and 3) the underuse of "its". It was found from that learners's overused and underused patterns (e.g. the use of plural/singular forms, the use of article - a/an/the) that they have tried to avoid using some patterns by overusing that patterns that they were more confident to produce in their writing tasks. In addition, the spoken styles like informal words (e.g. got) were found frequently in their formal written assignment. Consequently, the findings could be implemented to curriculum design in selection of and the emphasis on certain written structure and vocabulary. It could benefit both teachers and learners in order to compare and enhance the awareness in the writing tasks with the reference corpus.

Keywords: learner analysis, EFL learning, writing styles, keyness, corpus

Introduction

Since computer learner corpus (CLC) research was introduced in the late 1980s, lot of studies on CLC have been generated and developed. Contractive Interlanguage Analysis (CIA), one of the major approaches in CLC research, has been conducted to make quantitative and qualitative comparisons between the two corpora: native (NS) and non-native (NNS) data or different varieties of non-native (NNS) data. The comparisons between NS and NNS can highlight a range of features of non-nativeness in learner writing and speech whilst the NNS/NNS comparisons can differentiate features among non-native learners (Granger, 2002). Granger (2004) has reviewed the CIA studies and found that all of these studies have investigated several linguistics features that were overused, underused and misused by learners. A wide range of linguistics features in NS/NNS comparisons included cohesive advices (Ersanli, 2015), connectives (Mo, 2015), features of writer/reader visibility (Paquot, Hasselgård, and Oksefjell Ebeling, 2013), interactional metadiscourse (Hong and Cao, 2014), linking adverbials (Leedham and Cai, 2013), phrasal verbs (Hao-Jan Chen, et al, 2015), and so on. There were also some studies focusing on cross-genre analysis in the NNS/NNS comparisons (Qin and Uccelli, 2016; Huang, 2015) as well as the study applying data-driven approach to investigate learners' writing styles (Lee and Chen, 2009).

However, most of the previous research studies have commonly examined advanced EFL learners (Hong and Cao, 2014) with targeted linguistics features. Since there was no prior study on students' writing performance using corpus in Burapha University, Thailand before, the study focusing on specific linguistics features might not be able to explain students' overall writing performance. This study therefore attempts to investigate writing styles of Thai undergraduate students by using data-driven approach having corpus of native learners as a reference corpus. Also, in order to investigate learners' writing styles and to assist lecturers to develop curriculum and class methodology, data-driven approach with native learner corpus might be an appropriate alternative option.

Research Question

There is one research questions in this study which is:

"How do Thai EFL learners' writing style differ from native speaker learners?"

In order to find answer for this research question, the analysis of positive keyness and negative keyness were examined.

Literature Review

With ability to analyze a large databank of texts, corpus analysis allows scholars and educators to discover patterns of authentic language. It can be a useful source in writing instruction (Ersanli, 2015) and also raise awareness of the use of linguistics features and help avoid making mistakes. Consequently, learners could write more authentic (Ersanli, 2015; Granger, 2002). A considerable amount of literature has been published on corpus analysis. Granger, 2002 states that there are two dimensions of comparisons including NS/NNS comparisons and NNS/NNS comparisons. The first type focuses on a range of features that non native speakers differ from the native one while the second type highlights on the differentiation between speakers from different mother tongue backgrounds. In addition, on the review, the comparison between three or more groups were also found with the attempts to explain the phenomenon of the outstanding linguistic features. Hence, the comparison studies were conducted in several dimensions as follows:

NS/NNS Comparisons

Two studies using NS/NNS comparisons were reviewed in this study. Mo's study (2015) examines the use of causal connectives of Chinese EFL learners with the Louvain Corpus of Native English Essays (LOCNESS) corpus, which is a corpus of argumentative essays written by British and American university students. He found that Chinese learners tended to use connectives with higher density but lesser variety. Initial positions of sentences were popular among Chinese learners. Another study by Ersanli (2015) measures the use of cohesive devices of Turkish university students comparing with British Academic Written English (BAWE) corpus. The findings were similar to Mo (2015) that the learners use cohesive devices with higher density but lesser variety as well as the preference to use devices at initial positions of sentences.

NS /NNS/NNS Comparisons or NS/ NS/ NNS Comparisons

Research studies on three-corpus-or-more comparisons were conducted in large volume as well. In these studies, learner corpus (NNS) was considered targeted corpus whist native speaker (NS) corpus was used as a reference corpus (e.g. BAWE) and another group of corpus can be NS or NNS corpus depending on the objectives of each study.

Hao-Jan Chen, et al, 2015 compares three corpora: Taiwanese master's theses, native speaker master's theses and native speaker journal articles for common phrasal verbs. Eight phrasal verbs found in both three corpora were analyzed for overuse and underuse. L1 influence and mis-collocation were explained for these phenomena.

Paquot, Hasselgård, and Oksefjell Ebeling (2013) compare writer/reader visibility of French and Norwegian learners corpora (International Corpus of Learner English -ICLE, the Varieties of English for Specific Purpose Database -VESPA)with native speaker corpora (LOCNESS and BAWE). Corpora were analyzed in several dimensions in order to observe the use of learners' writer/reader visibility. Similar to Mo (2015) and Ersanli (2015), EFL learners produced overuse of writer/reader visibility features and less academic-like writing styles.

Leedham and Cai (2013) evaluate the use of linking adverbials among three corpora. They compared Chinese learner corpus with BAWE to find negative and positive key linking adverbials. Corpus of reading lessons and textbooks in mainland China were analyzed for the frequency and variety. The researchers concluded that ELT teaching materials could influence the overuse of linking adverbials in Chinese learners.

In addition, data-driven approach is also one of the analysis method for NS/NNS/NNS corpus studies. Lee and Chen (2009), for instance, applied keyword analysis for overuse and underuse words or phrases by learners (NNS corpus) with two reference corpora (NS learners and NNS journals) in order to finding Chinese students' writing patterns.

NNS/NNS Comparisons or NNS/NNS/NNS Comparisons

The studies among NNS corpus were also reviewed. Qin and Uccelli (2016), for example, have investigated Chinese EFL learners' writing performance whether they used similar or different language and functions in two genres: argumentative essays and narratives. Huang's study (2015) has also applied NNS/NNS comparisons by examining frequency and accuracy of lexical bundles used by two groups of EFL learners: junior year and senior year students. Three learner corpora were also studied in Hong and Cao, 2014 for discussing interactional metadiscourse features including hedges, boosters, attitude markers, self-mentions, and engagement markers. Similarity and difference in the use of these features could assist pedagogical implications.

There were some limitations in the reviewed studies above. First, English proficiency of learners varied. In Qin and Uccelli (2016), their target group was secondary-school learners of English whilst graduate students in Ersanli's study (2015) and (Hao-Jan Chen, et al, 2015) were examined their writing performance. Even other variables were controlled and the findings can discover writing behaviors of targeted learners, it might be implemented only in the specific contexts (each study's setting, for example). Second, the majority of the studies in this review section had already had objectives to evaluate specific linguistics features. This might not describe the whole writing patterns of learners, otherwise, interesting patterns found in the study may be overlooked with these limited objectives. Furthermore, there has been no study on students' writing performance in Burapha University using corpus analysis before. This study therefore investigates the writing patterns of EFL learners using data-driven approach.

Methodology

This section can be divided into three subsections: background information of the learners, corpora, and data analysis as follows:

Background information of the learners

Apart from 31 credits of general courses, undergraduate students majoring in English in Burapha University are required to study 84 credits of core courses and major courses. One of five compulsory writing courses were arranged for students every semester starting from

Year 2 Semester 1. The difficulty and the length of the writing pieces were increased constantly course by course in order to strengthen students' writing proficiency. For the last course, Project Writing in English, students are required to produce an English writing work (called "writing project") in accordance with the learner's interest under the guidance of lecturer. Students' writing project could be considered as an output from what the five writing courses have gradually shaped their performance.

Corpora

There were two corpora in this study including:

BUU corpus. 19 writing projects from 45 fourth-year undergraduate students who had agreed for this study to investigate their writing performance. BUU corpus or non-native learner corpus consisted of 60,805 words. Greenbaum, 1991 (cited in Ersanli, 2015) states that a corpus of 20,000-30,000 words is sufficient to analyze professional texts; BUU corpus size could therefore be relevant to investigate students' writing performance. BUU corpus was excluded tables, figure references, appendix as well as Literature review section because students were relatively new to conduct a research study and they could not paraphrase or crystallize the concepts of the related studies. To avoid plagiarism, quoting might be their alternative technique. In addition, from personal discussion with two out of five lecturers of this course, because of this reason, they suggested to delete literature review section out of the corpus since students tended to use quotation for this part.

BAWE corpus. The BAWE corpus contains 2,761 pieces of proficient assessed student writing, ranging in length from about 500 words to about 5,000 words. Holdings are fairly evenly distributed across four broad disciplinary areas (Arts and Humanities, Social Sciences, Life Sciences and Physical Sciences) and across four levels of study (undergraduate and taught masters level). This corpus was developed by the universities of Warwick, Reading and Oxford Brookes. Corpus files are available from the Oxford Text Archive (http://ota.ahds.ac.uk/).

Data Analysis

Corpus analysis program. AntConc (Anthony, 2005 & 2016) is a corpus analysis toolkit designed by Anthony, 2005 for specific use in the classroom that includes concordancers, word and keyword frequency generators, tools for cluster and lexical bundle analysis, and a word distribution plot. Since it is free and friendly-user, it is utilized to find positive and negative keyness words as well as other functions. Version 3.4.4w was utilized in this study.

Statistical testing. To answer research questions, keyness words were analyzed using Log-Likelihood ratio. The keyness words in this study included both positive words and negative words. Top positive words could be explained the learners' writing behavior that they overused words that learners from a reference corpus used lesser whist top negative words would be observed over the two corpora in order to examine the words that Thai learners used lesser than writers from a reference corpus with *Log-Likelihood ratio*. Paquot and Bestgen (2009) have compared the three statistical tests for keywords extraction including the Log-Likelihood ratio, the t-test, and the Wilcoxon-Mann-Whitney test through the British National Corpus with a 100 million word collection. Weighing advantages and disadvantage of three test, Log-Likelihood ratio was supported for keyword analysis.

Results

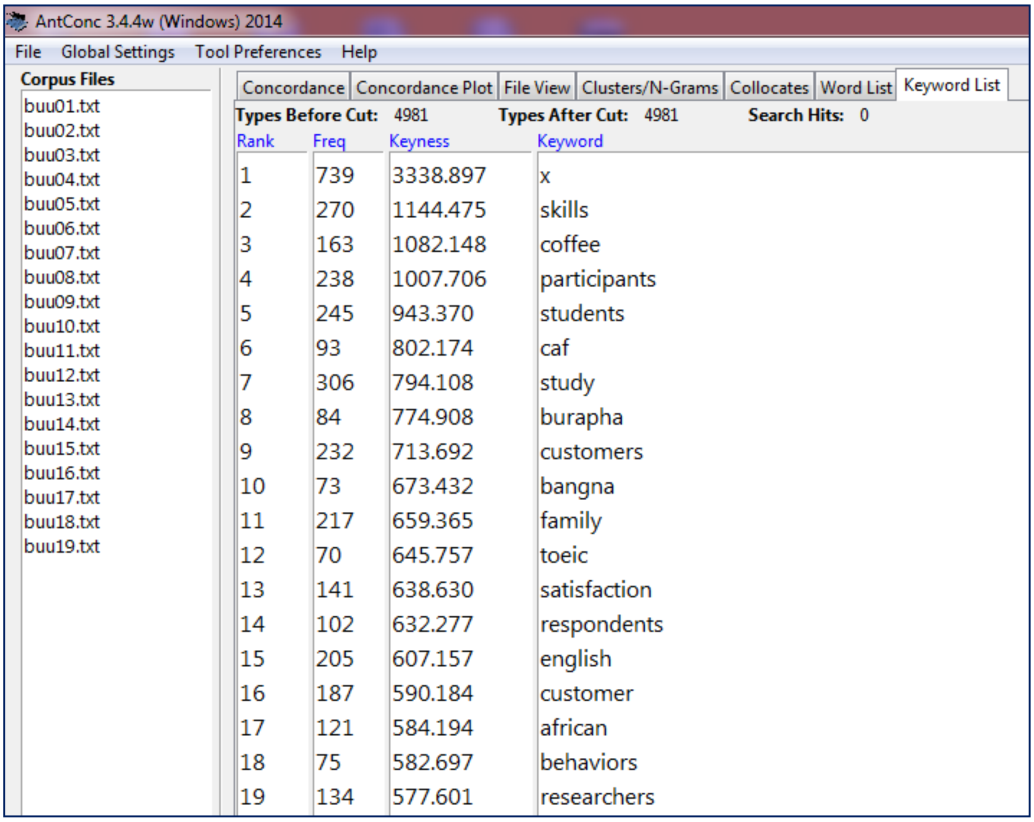
The BUU corpus were collected from students' writing projects. Their topics were various depending on their interests, for instance, Analysis of Gender Identity: Giovanni's room, An analysis of students' lexical skill: A case of Burapha University students, A Case

Study of Racism through The Boy in the Striped Pyjamas, Satisfaction of English Major Students in Burapha University toward Summer Work & Travel in USA program, and so on. Content words related to students' topics therefore were excluded in this analysis. The results will be divided into two parts: positive keywords and negative keywords as follows:

Analysis of Positive Keywords

It was found that 4,981 words were considered positive keywords, which means that Thai learners used them more frequently than learners in BAWE corpus. The findings can be seen in Figure 1.

According to the findings from 500 top positive keywords, the discussion can be divided into four topics: 1) the use of words for subjects in the study, 2) the use of "got" instead of "obtain", 3) the use of buy, buyer, buyers, buying and bought, and 4) "who" relative clauses.



Rank	Freq	Keyness	Keyword
1	739	3338.897	x
2	270	1144.475	skills
3	163	1082.148	coffee
4	238	1007.706	participants
5	245	943.370	students
6	93	802.174	caf
7	306	794.108	study
8	84	774.908	burapha
9	232	713.692	customers
10	73	673.432	bangna
11	217	659.365	family
12	70	645.757	toeic
13	141	638.630	satisfaction
14	102	632.277	respondents
15	205	607.157	english
16	187	590.184	customer
17	121	584.194	african
18	75	582.697	behaviors
19	134	577.601	researchers

Figure 1. Results of positive keywords in BUU Corpus

The use of words for subjects. As can be seen in Figure 1, the words "participants", "students", "customers", "respondents", and "customer", in rank 4, 5, 9, 14, and 16, respectively are the top nouns represent "subjects" and "researchers" in rank 19 representing the writers. Below are the examples of "participants" from BUU corpus.

"...In addition, with reference to the answer of the participants in an interview, there was unexpected answer. Some of the participants felt out of control themselves when they had to talk with the foreigners. Even the participants studied in English major, sometime they felt lack confident and excited to communicate with the foreigners..." (buu05.txt)

It can obviously be noticed that the words "participants" was repeatedly used several times in the one paragraph or it was used contiguously sentence by sentence. There was a lack of use of pronoun in this case.

The use of "got" instead of "obtain". The use of the word "got" in most of situations as shown in Figure 2 may not be considered academic writing styles. In Hit #7, the word "became" might be more academic whilst in Hit#18, the word "obtain" should be replaced for more academic writing styles. In this aspect, it can assume that writers in BUU corpus seem to use spoken language in their academic writing projects.

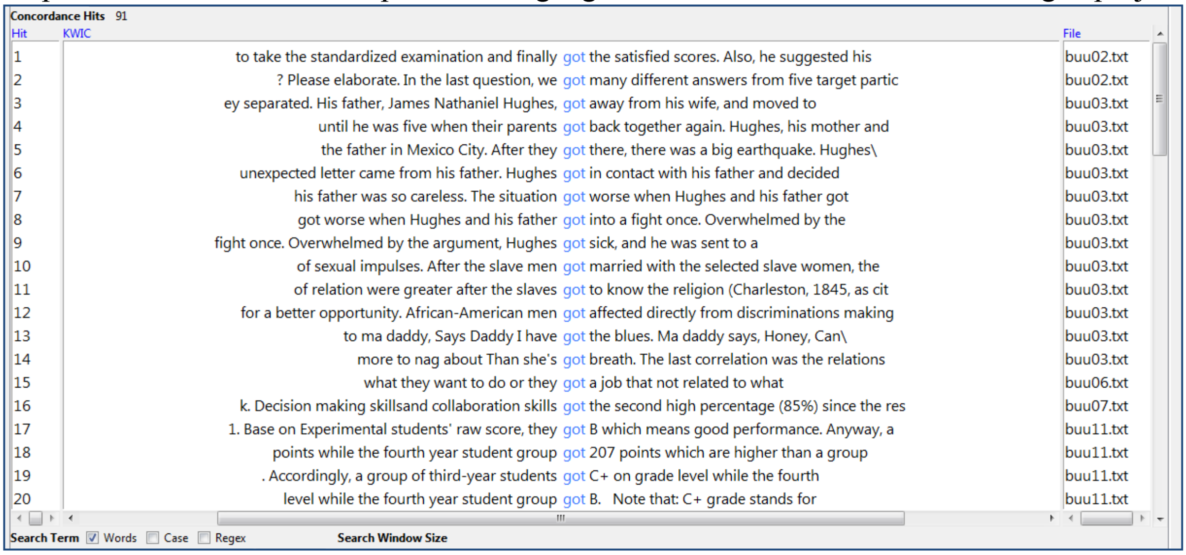


Figure 2. Sentences with "got" in BUU Corpus

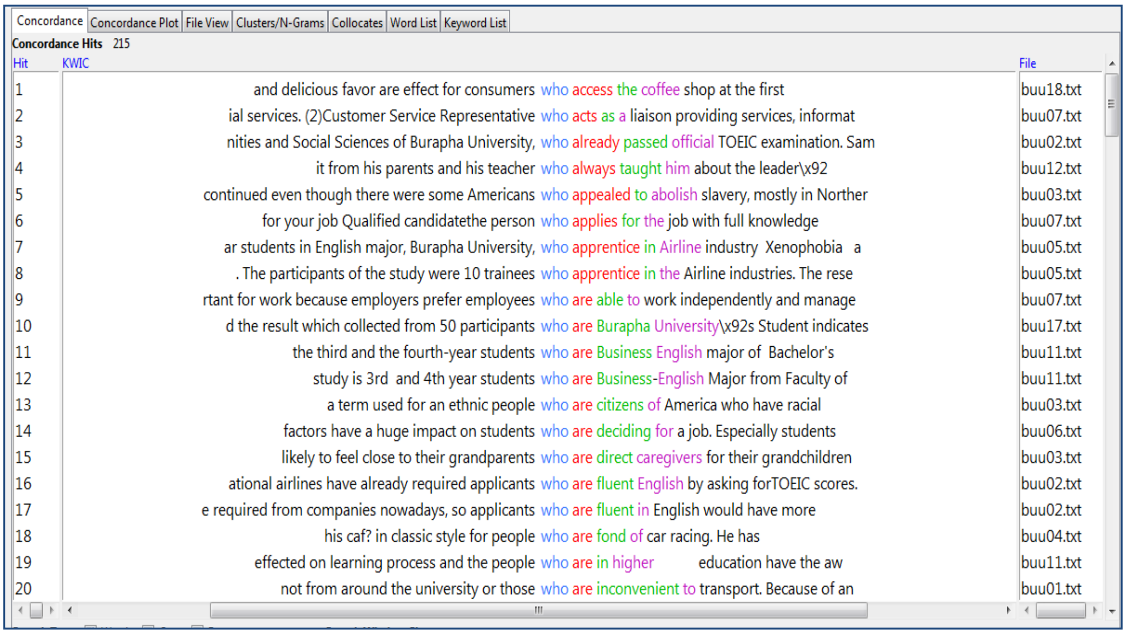
The use of buy, buyer, buyers, buying and bought. For the word group of "buy" and "purchase", it was found that the use of "buy" group were considerably high comparing with "purchase" group as displayed in Table 1.

Table 1
Lemma Word Forms of "buy" and "purchase" in BUU Corpus

Rank	Frequency	Keyness	Keywords
57	63	226.425	buy
99	36	148.731	buyers
101	41	145.740	buying
122	27	117.420	buyer
137	31	108.616	bought
329	29	61.605	purchase
408	16	28.976	purchasing
456	6	26.240	purchasers

The word "purchase" was considered business terms for "buy" which was used more frequently as a spoken language. However, results in Table 1 reveal that learners from BUU corpus significantly use word group of "buy" higher than word group of "purchase".

"who" relative clauses. It was found from the positive keyword that "who" relative clauses were utilized to modify nouns. Other relative clauses with other words e.g. where, when, or which were not included in the top 500 positive keywords. When comparing with BAWE corpus, the number "who" adjective clauses in BUU corpus were relatively high in BUU corpus.


Concordance | Concordance Plot | File View | Clusters/N-Grams | Collocates | Word List | Keyword List

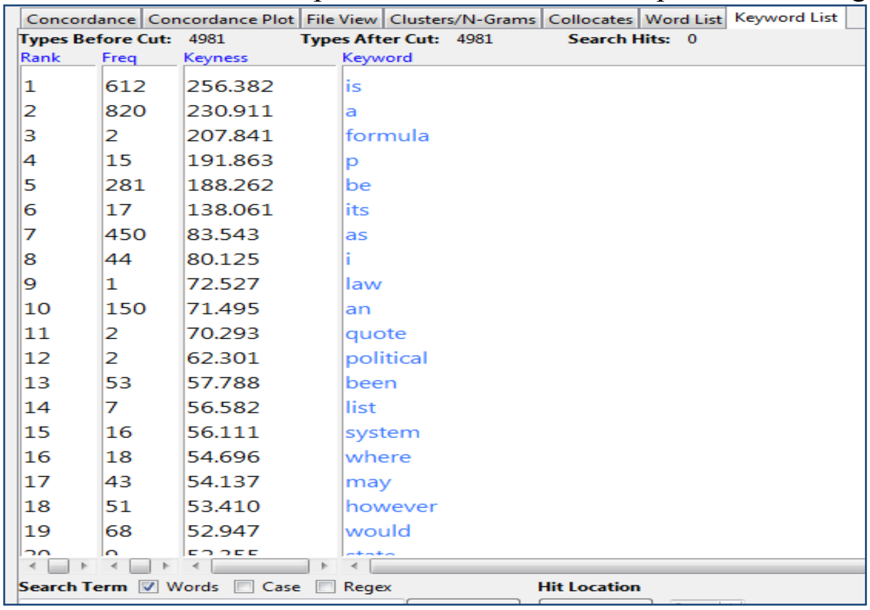
Concordance Hits 215

Hit	KWIC	File
1	and delicious favor are effect for consumers who access the coffee shop at the first	buu18.txt
2	ial services. (2)Customer Service Representative who acts as a liaison providing services, informat	buu07.txt
3	nities and Social Sciences of Burapha University, who already passed official TOEIC examination. Sam	buu02.txt
4	it from his parents and his teacher who always taught him about the leader\x92	buu12.txt
5	continued even though there were some Americans who appealed to abolish slavery, mostly in Norther	buu03.txt
6	for your job Qualified candidatethe person who applies for the job with full knowledge	buu07.txt
7	ar students in English major, Burapha University, who apprentice in Airline industry Xenophobia a	buu05.txt
8	. The participants of the study were 10 trainees who apprentice in the Airline industries. The rese	buu05.txt
9	rtant for work because employers prefer employees who are able to work independently and manage	buu07.txt
10	d the result which collected from 50 participants who are Burapha University\x92s Student indicates	buu17.txt
11	the third and the fourth-year students who are Business English major of Bachelor's	buu11.txt
12	study is 3rd and 4th year students who are Business-English Major from Faculty of	buu11.txt
13	a term used for an ethnic people who are citizens of America who have racial	buu03.txt
14	factors have a huge impact on students who are deciding for a job. Especially students	buu06.txt
15	likely to feel close to their grandparents who are direct caregivers for their grandchildren	buu03.txt
16	ational airlines have already required applicants who are fluent English by asking forTOEIC scores.	buu02.txt
17	e required from companies nowadays, so applicants who are fluent in English would have more	buu02.txt
18	his caf? in classic style for people who are fond of car racing. He has	buu04.txt
19	effected on learning process and the people who are in higher education have the aw	buu11.txt
20	not from around the university or those who are inconvenient to transport. Because of an	buu01.txt

Figure 3. Sentences with "who" in BUU Corpus

Analysis of Negative Keywords

1,704 words were reported as negative keywords, which means that Thai learners used them lesser than expert learners in BAWE corpus. The findings can be seen in Figure 4.


Concordance | Concordance Plot | File View | Clusters/N-Grams | Collocates | Word List | Keyword List

Types Before Cut: 4981 Types After Cut: 4981 Search Hits: 0

Rank	Freq	Keyness	Keyword
1	612	256.382	is
2	820	230.911	a
3	2	207.841	formula
4	15	191.863	p
5	281	188.262	be
6	17	138.061	its
7	450	83.543	as
8	44	80.125	i
9	1	72.527	law
10	150	71.495	an
11	2	70.293	quote
12	2	62.301	political
13	53	57.788	been
14	7	56.582	list
15	16	56.111	system
16	18	54.696	where
17	43	54.137	may
18	51	53.410	however
19	68	52.947	would

Search Term ☑ Words ☐ Case ☐ Regex Hit Location

Figure 4. Results of Negative Keywords in BUU Corpus

The findings from 500 top negative keywords can be discussed in three topics including: 1) the underuse of hedges (may, would) and attitude markers (should, must), 2) the underuse of contrastive linking words (however, although, and whilst), and 3) the underuse of "its".

The underuse of hedges (may, would) and attitude markers (should, must). Regarding to Hong and Cao (2014), hedges and attitude markers are subtypes of interactional discourse to mark writer's epistemic and affective stances. Hedges can be defined as words to mitigate or tone down propositional strength. Examples of hedges included could, may, maybe. Also, attitude markers, for example should and must, mean words to express affective stance towards propositions. Table 2 below shows the frequency and keyness values of "may", "would", "should", and "must" from BUU corpus.

Table 2

Keyness Values of "may", "would", "should", and "must" in BUU Corpus

Rank	Frequency	Keyness	Keywords
17	43	54.137	may
19	68	52.947	would
29	29	40.123	should
55	17	27.432	must

Here are the sentences from BUU corpus.

They may be a single parent by choice or by life circumstances. (buu03.txt)

They would escape the place where does not belong to them. (buu09.txt)

The further research should categorize questions before collecting questionnaires. (buu05.txt)

Their answers were surprised because they must have had the awareness of those words, but they must not. (buu11.txt)

According to Table 2, it was obviously seen that BUU learners use these groups of words infrequently, however, they were able to use it accurately in order to mitigate and express their affective stance.

The underuse of contrastive linking words (however, although, and whilst). The findings revealed the negative keyness on the use of contrastive linking words (however, although, and whilst) as shown in Table 3.

Table 3

Keyness Values of "however", "although", and "whilst" in BUU Corpus

Rank	Frequency	Keyness	Keywords
18	51	53.410	however
39	13	32.779	although
29	1	27.545	whilst

Thai learner uses these contractive linking words infrequently. On the other hand, considering additional linking words, it was found that the word "in addition" were found 54 hits and the positive keyness value of the word "addition" was 56.179. Surprisingly, there were no contractive linking words in 500 top positive keywords. It could be assumed that these learners were familiar to use additional linking words rather than contrastive linking words.

Positioning of the linking words was also interesting issue, Thai learners tended to use the linking words in "initial parts of sentence" as shown in Figure 5.

Figure 5. Sentences with "however" in BUU Corpus

The underuse of "its". It was found from concordance plot of the words "its" in two corpora in Table 4 below that in BUU corpus, the word "its" was found in 9 out of 19 files or 47.36% whereas the word "its" in BAWE corpus was found in 2,146 out of 2,716 files or 79.01%. This would signify that Thai EFL learners wrote this word much lesser than expert learners in BAWE corpus. Nearly half of students did not use "its" in their assignments.

When comparing with the word "their", another possessive adjectives, its frequency and the files having the word "their" were different with the appearance of the word "its" as can be seen in Table 4 below.

Table 4

Appearance of "its", and "their" in Two Corpora

	BUU corpus			BAWE corpus	
	Hits	Keyness	Found plots	Hits	Found plots
its	17	-138.061	9 (47.36%)	11,933	2,146 (79.01%)
their	389	+154.904	19 (100%)	19,073	2,375 (87.44%)

As shown it Table 4, in BUU corpus, the word "its" was found in quite low numbers that was 17 hits in 9 out of 19 files (47.36%) while the word "their" was found 389 hits in every file or 100%. In BAWE corpus, there were not much different of these two words in number of hits and plots, in other word, the word "its" was found in 79.01% and the word "their" was hit in 87.44% from all files. This means that the native learners in BAWE corpus use these two words in quite similar proportion and this is different phenomenon with Thai learners. In addition, from the analysis using *Log-Likelihood ratio*, the word "their" was found as a positive keyword in Thai corpus with the keyness value of 154.904 whereas the word "its" was in the negative keyword category with the keyness value of 138.061. They rarely used the word "its" since there were small number of singular nouns in their writing.

Discussion and Conclusion

This study would like to explore Thai EFL learners' writing styles in Burapha University Thailand by comparing with BAWE corpus, a reference corpus. AntConc, a concordance program developed by Antony, 2005 was used in the study for keyword analysis in order to observe distinguish words in both positive and negative keywords of BUU learners. Four features that Thai EFL learners overused were found including: 1) the use of words for subjects in the study, 2) the use of "got" instead of "obtain", 3) the use of buy, buyer, buyers, buying and bought, and 4) "who" relative clauses. In addition, three issues from negative keywords that Thai writers infrequently used were 1) the underuse of hedges (may, would) and attitude markers (should, must), 2) the underuse of contrastive linking words (however, although, and whilst), and 3) the underuse of "its".

From the overuse of the words for subjects which were mostly plural forms and underuse patterns of "its", it can explain that Thai learners tended to use "plural" in a higher degree than "singular". In fact, when considering the use of "a" and "an", it was found that they fall in negative keyness category with the value of 230.911 and 71.495, respectively. The findings then obviously reflect students' writing styles that they tended to play safe in their writing. The overuse of plural nouns and pronouns can be interpreted that they tried to avoid using singular words which might be more complex.

Word choices can also be a problem in their writing, it was obviously shown in the positive keywords for the word "got" instead of "obtain" or the word "buy" instead of "purchase". This means that a spoken language was applied in their academic writing work. Apart from "who", students also lacked of the use of other relative pronouns e.g. when, where, which, and so on.

In addition, EFL learner underused hedges (may, would) and attitude markers to express their own stance. This may lead from the genre of their writing. The BUU corpus was gathered from study academic writing project. They might use hedges and attitude markers in a greater volume if they are asked to write argumentative essays, for example. However, it was found that Thai learners use contrastive linking words such as "however" or "although" lesser than writers in a reference corpus and also lesser than additional linking words in their own corpus e.g. "moreover" and "in addition". This could reflect that BUU learners could not write in a variety types of sentences. They were also familiar to use "linking words" in the initial part of sentence. To sum up, the underuse and overuse of some linguistic features found in this study show that they willing to keep themselves away from mistakes.

Considering course syllabi of five writing courses students have learned as well as a discussion with another two instructors in previous writing courses, it was found that students have been informed during their previous writing courses to use variety of word choices and sentence patterns. However, these were not written in grading criteria for these actions. To be in the safe zone, students then preferred to use words or patterns that they were very certain for accuracy. It comes to the conclusion among writing teachers that if the variety of lexical and grammar patterns were added in the grading criteria, students then were automatically encouraged to significantly apply various words and forms in their writing assignments.

The implications of this study could be categorized into two areas: curriculum design, and classroom methodology. The findings from this study will be benefits for instructors of writing courses in the selection and structuring of teaching contents. In the field of grammar teaching, the variety use of patterns or variety styles to express writer stances should be focused, for example. In the field of vocabulary, synonyms or similar words for use in various registers, e.g. formal/ informal, spoken/academic, etc. should be emphasized in a class. For classroom methodology, the findings from this study should provide the picture of the writing performance of native speakers and non-native speakers. Acknowledging the difference would enhance students' awareness in their writing performance. In addition, the use of corpus in the classroom should be advantages for students to observe the way native learners compose sentences and to compare themselves to them as well.

Limitations

Only the writing assignments from 19 groups or a-third of all fourth year English major undergraduate students from Burapha University were investigated, the findings therefore could not represent all Thai EFL learners. Also, the topics of writing in BUU corpus varied depending on students' interest, so it might not match to a reference corpus even the content words were excluded in the discussion parts.

Recommendations

This study focused only on the works of students in their last writing class from the total five compulsory subjects in English-major bachelor degree, hence, it might reflect what students have learned from the first class to the last one. The use of extra exercise reflecting the writing behaviors for these learners to judge their perceptions toward their writing style is suggested to validate the findings from the corpus analysis. Moreover, it might be interested to have longitudinal studies to observe their development of writing performance along these five writing courses.

Acknowledgement

We would like to acknowledge Dr. Sirirat Na Ranong from Thammasat University for granting useful advises and comments to do this research. Our thanks also go to the EFL students studying at Burapha University for participating in this study.

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6 ICLEHI 2017-070 Nattapat Pattana

Transformational Leadership in Animal Farm: A Contrastive Analysis of Napoleon and Snowball

Nattapat Pattana*, Gary Lee Falagrady
Burapha University,
Long-had Bangsean Street, Chon Buri, Thailand
*Corresponding Author: nattapat.burapha@gmail.com

ABSTRACT

Based on transformational leadership theory introduced by James MacGregor Burns in 1978 and extended by Bernard M. Bass in 1985, this qualitative research examined the conformity of leader characters in a contemporary literature *Animal Farm* of George Orwell. The objectives of this study were firstly to compare attributes of leader characters in *Animal Farm* to those specified in transformational leadership theory and secondly to investigate factors facilitating leader's success in *Animal Farm.* The focused leader characters included Snowball, and Napoleon. The data was from 1) narrative of thoughts and actions showing leadership of the studied characters, 2) dialogues of the focused characters to others characters and 3) narrative describing factors which facilitate leader's success. It was found that Snowball possessed all the attributes of a transformational leader, but he had no "good" supporter nor had he clever communication to the followers; in contrast, the tricky Napoleon, who showed no self-sacrifice, morality, open-mindedness, or consideration, employed a variety of leadership styles: path-goal, situational, and transactional leaderships. With loyal ward heelers and dog guards, he became a successful leader in terms of control. The findings indicate that a successful leader may not always be ethical, but he needs to be flexible in his leadership. With supportive factors such as clever and loyal supporters and the followers strictly firm to the set goal, a leader can be successful.

Keywords: Animal Farm, Transformational Leadership, Contrastive Analysis

Introduction

Leaders play the most significant roles in directing society. Some leaders are admirable and respected by people of the society because of their effort, sacrifice, and utilitarianism while others are seriously criticized and blamed for their apathetic behavior, exploitation, and power misuse. However, leaders who are seen unethical and cunning may be acceptable and more or less preferable for another society or for the same society but different times. Hence, a great number of leadership theories and concepts have been developed and proposed to explain the most effective leadership.

Among those leadership theories which are used for examining leaders' ethical conducts, transformational leadership theory which was introduced in 1978 by a historian and political scientist, James McGregor Burns, and then extended by Bernard M. Bass in 1985 is often relied upon because it not only focusing obviously on leader's ethic, but also includes leader's roles, leader-follower relationship, and impact of leadership on the followers and on the change of society (Northouse, 2004, 300). Therefore, Bass's theory of transformational leadership is used as the framework for analyzing leaders' attributes, behaviors and impacts of leaders on the followers in this study.

Although examination of social matters can be done through various sources, it can be achieved in a limited extent due to law and other social restrictions. In the real world, it is difficult to directly criticize things or people around us, but in literature the writers have greater freedom to criticize and to express their opinion towards social phenomena because literature especially imaginative literature is a dramatized world where writers are free from legal boundary. Anything can happen. This allows readers to connect themselves to the broader cultural, philosophic, and religious world. Reading literature with critical and logical thought enables us to understand human dreams and struggles in different places and times that we would never directly experience (Edgar and Jacobs, 1989, p. 2). As a result, examination of leadership can though be effectively and possibly done through literature.

George Orwell's *Animal Farm* is one of the most classic novels which, as having been agreed by a lot of scholars and literature critiques, is considered political—Russian Revolution. When politic is the matter, leadership is somewhat involved. In the story, leadership is outstandingly portrayed. When there is leader, there must certainly be followers and interaction between them. Therefore, it is interesting to examine which leadership style is employed by the leader characters and what leader behaviors facilitate the success of the leaders and the team. Therefore, this fairy novel is a suitable fiction which not only entertains readers but also illustrate leadership lesson.

Since leader characters play significant role in transforming ideas of follower characters which leads to the success of the rebellion, examining transformational leadership portrayed in *Animal Farm* will provide useful information for people no matter they are leaders or not to understand leadership better. Many people may have read or heard about this story such as the political matters, inequality treat or discrimination, or even leadership. This study aimed to show another aspect of human resources management in relation with political idea so that it will call attention of readers and educators to critically and carefully look into the detail of those effective factors which eventually bring about benefits to the social science education. Finally, the result of this study will highlight the important of literature in reflecting the reality of human being through the lenses of virtual world and entertainment literature provide for human beings.

Objectives

1. To compare attributes of leader characters in *Animal Farm* to those specified in transformational leadership theory
2. To investigate factors facilitating leader's success in *Animal Farm*

Research Questions

1. To what extent can transformational leadership theory explain attributes of leader characters in *Animal Farm*?
2. Are there any factors facilitating the leader's success portrayed in in *Animal Farm*?

Theory

Bernard M. Bass's transformational leadership and attributes of transformational leader:

1) Consideration,
2) Decisiveness,
3) Ethic and morality,
4) Firmness in the set goals,
5) Knowledge and skill in stimulating followers,
6) Open-mindedness,

7) Self-sacrifice and utilitarianism,
8) Enthusiasm and optimism to the success, and
9) Support and/or service to followers

Significance of Study

1. For leaders, the findings of this study will provide an example for them to apply transformational leadership into their working life; in addition, if some uncommon issues are found, leaders will have pre-warning which will allow them to improve their leadership and to avoid undesirable issues to happen.
2. For students or those who are interested in leadership, the result of this study will provide useful information for those who are interested in leadership to understand some different aspects of transformational leadership.
3. For readers in general, this study entirely emphasizes the benefit of literature as a portrayal of human world in reality.

Scope of Study

This study relied upon George Orwell's *Animal Farm* which was published by The Millennium Library. The data was collected from the dialogue and the narrative in which leadership was portrayed, and two animal characters—Napoleon and Snowball—were the focus of this study.

Methodology

This study was conducted according to qualitative research methodology, and the process was as follow.

1. Data collection

The data was collected from the content of the story but the focus was on

1.1. the narrative of the studied characters' actions and thoughts together with their impacts on the other characters in the story

1.2. the dialogues of the studied characters which imply or express leadership

1.3. the narrative describing actions and thoughts of animal characters which facilitate the leader's success

2. Data analysis

2.1 The data gained from the data collection was analyzed for the leader attributes.

2.2 The leader attributes and behavior from 2.1 were compared to leader attributes and behaviors specified in the analysis framework derived from Bernard M. Bass's transformational leadership theory.

2.3 The factors facilitating the success of the focused characters were identified.

3. Discussion, conclusion and findings presentation

Review of Literature

Definition of Leadership

It seems difficult to give the best definition of leadership; however, many scholars, sociologists, and specialists have put much effort in delineating the most appropriate and inclusive definition of this term. For this study, some definitions are mentioned as follow.

Daft (2011), an American organizational theorist, provided a definition of leadership stating, "leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes" (p. 5).

Lussier & Achua (2007), a professor of management at Springfield College and a professor in the Department of Business and Economics at the University of Virginia's College at Wise, proposed their definition saying, "leadership is the influencing process of leaders and followers to achieve organizational objectives through change" (p. 6).

Yukl (2002), an O'Leary Professor in School of Business at State University of New York stating, "leadership reflects the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization" (p. 18).

From the above definitions, we can conclude that leadership is a process in which leader performs his functions to influence the followers so as to achieve the set goal of the group and leadership consists of leader, follower, goal, and means. Because leadership is complex and it involves at least four components, a lot of theorists, scholars, and administration specialists have put their effort into the examination of different aspects of these components. As a result, their ideas have been conceptualized and leadership theories have been developed.

Transformational Leadership Theory

Among a great number of leadership theories developed and applied to the examination of leaders' qualifications and their effects on followers, transformational leadership is the only one that inclusively highlights leader's morality and ethical value during the process of transforming. Transformational leadership theory was firstly introduced in 1978 by James MacGregor Burns, a political sociologist, in his book entitled *Leadership*. Initially, Burns named this theory transforming leadership and then in 1985 Bernard M. Bass, a distinguished professor emeritus in the School of Management at Binghamton University, expanded Burn's idea in the aspects of cultural influences and then renamed to transformational leadership (Bass, 1998, ix).

Bass (1998, p. 5-6) stated that, during transforming process, leaders and followers mutually raise morality and motivation of each to higher levels through four strategies or 4I's including 1) idealized influence or charisma, 2) individualized consideration, 3) intellectual stimulation, and 4) inspirational motivation (Yukl, 2002, p. 335-6).

Idealized influence or charisma (II): Leaders act as role models for the followers. The leaders perform self-sacrifice and demonstrate high standards of ethical conduct (Zauderer, 1992, p. 12-13). This includes being honest, just, and responsible for their actions. In response, the followers trust and respect the leaders through their actions and then the followers seek to emulate the leaders. Therefore, the success in attracting the followers depends highly on the degree of ethic or morality the leaders possess (Bass, 1998, p. 5; Daft, 2011, p. 154).

Individualized consideration (IC): Leaders should nurture followers in becoming aware of their own needs, values, and purposes and assist them in integrating these with that of the leaders. In doing so, transformational leaders have to highly concern individual difference and employ different way in empowering their followers to make decisions depending on his/her talent and knowledge. This way of thoughtfulness is called individualized consideration. For so doing, the leaders themselves must be extroverted and intelligent enough to select and to implement the most effective method for each follower (Bass, 1998, p 6; Daft, 2011, p. 154).

Intellectual stimulation (IS): When transformational leaders function as coaches encouraging their followers to be innovative and creative and the leaders discard any old practice if it is found ineffective. To be able to promote followers' innovation and creativity, the leaders must be more innovative and creative than the followers. Moreover, transformational leaders must also be knowledgeable and skillful in stimulating their followers to think out of the box (Bass, 1998, p. 5-6; Daft, 2011, p. 154).

Inspirational motivation (IM): Aiming to foster spirit of teamwork and commitment to the group, leaders promote vision, mission, and a set of values to the followers by inspiring and challenging the followers. At the same time, the leaders must be ready to mentally and physically serve others and show enthusiasm and optimism to the success of the team and the benefit for public. In becoming able to do so, the leaders must be firm in their goals, decisive, and venturesome (Bass, 1998, p. 5; Daft, 2011, p. 154).

From the above 4I's, functions of transformational leaders are 1) setting goals for the group, 2) being moral and ethical role model for the followers, 3) inspiring and challenging the followers to be utilitarian, 4) coaching the followers to be creative and innovative, 5) negotiating mutual needs, values, and purposes between the leaders and the followers (Northouse, 2004, p. 302).

In addition, Pattana (2016) specified the attributes or characteristics of transformational leaders including 1) consideration or thoughtfulness, 2) decisiveness, 3) ethics and morality, 4) firmness in the set goals, 5) possession of knowledge and skill in stimulating follower, 6) open-mindedness, 7) self-sacrifice and utilitarianism, 8) enthusiasm and optimism to the success, and 9) support and service to followers. These nine transformational leader attributes were used as the analysis framework in this study.

Findings

The analysis showed that Napoleon did not possess all transformational leader attributes. He, considered even tricky, selfish, and authoritarian (Hughes, Ginnett, and Curphy, 2002, p. 166), possessed four of the nine attributes namely decisiveness, firmness in the set goal, knowledge and skill in stimulating followers, enthusiasm and optimism to the success. Anyhow, he was successful in terms of firmly capturing the power in controlling his followers. In addition, there were some other qualifications excluded from those specified in the analysis framework which were shown obviously through Napoleon and those qualifications were leadership flexibility and cunning.

Snowball, in contrast, possessed all attributes of transformational leader; hence, he was a transformational leadership. However, he did not show much open-mindedness. The outstanding transformational leader attributes reflected through Snowball were self-sacrifice and firmness to the success. But, again, he did not communicate his intention so clearly to others that they sometimes did not really agree upon his actions.

When external factors which facilitated the success of leader were examined, it was found that Snowball had only the followers who were firm to the set goal while Napoleon had more. Similar to Snowball, Napoleon had followers who were firm to the goal because they were the same group of followers but he also had Squealer, a loyal ward heeler who was a skillful orator and he also had dog guards that he secretly raised them.

The aforementioned explanation could be illustrated for more convenient understanding as the following figure.

Attributes	Napoleon	Snowball
1. Consideration		✓
2. Decisiveness	✓	✓
3. Ethics and morality		✓
4. Firmness in the set goals	✓	✓
5. Knowledge and skill in stimulating followers	✓	✓
6. Open-mindedness		✓
7. Self-sacrifice and utilitarianism		✓
8. Enthusiasm and optimism to the success	✓	✓
9. Support and/or service to followers		✓

Figure 1. The Possession of Transformational Leader Attributes of Napoleon and Snowball

Discussion

From the analysis, it was Snowball who seemed to be more ethical and transformational than Napoleon, but he lacked of external factors which allowed him to be successful. Snowball possessed all attributes of transformational leader. He was considerate and he understood feeling of other animals in the farm. He was decisive and firm to the set goal, animalism, which had been initiated by Old Major before he died. Being enthusiastic and optimistic to the success, he spent a great time and put a lot of effort into teaching himself read and write; moreover, with the knowledge he earned from reading books, he tried to pass it to others which meant that he sacrificed himself for the benefit of others and tried to support others to be able to read and write or even to do beyond their original ability. During rebellion, he showed his bravery fighting against men.

Although Snowball possessed all transformational leader attributes, he had some flaws on two attributes: open-mindedness and ethic. In the story, although he gave other animals chances to argue or to propose their ideas towards problematic issues, he always used his rhetoric to win over others. The following quote clearly proves this statement "At the Meetings Snowball often won over the majority by his brilliant speeches," (31) In addition, when performing his task as a leader, he was always being with himself. He almost never communicated his idea or actions to others. This allowed him to be misunderstood and it became his weak point Napoleon often used to defeat him later in the story after he was exiled. When ethic was mentioned, although Snowball was considered ethical, he yet ignored an action which could allow him have a flaw on this. The action is

> *(The milk produced by cows had disappeared and it was discovered that the pigs preserved the milk for themselves; in addition, fruits and grass were also preserved for the pigs as well although the pigs had promised that all these would have been shared with others equally.) ... the order went forth that all the windfalls were to be collected and brought to the harness-room for the use of the pigs. At this some of the other animals murmured, but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon.* (24)

This action, no matter Snowball intended it to happen or not, caused him to be considered selfish in some way.

Napoleon, in contrast, possessed only four transformational leader attributes: decisiveness, firm to the set goal (but he deviated the goal for his own benefit), knowledge and skill in stimulating followers, and enthusiasm and optimism to the success. Because of his selfishness and intelligence, he could hold his power firmly. At first, it seemed that he shared the same feeling with other animals in the farm because he was one of the animals in the farm. With his greed, he was unethical leader. He defeated the purpose of the rebellion. He took the benefit for himself and he did whatever he and other animals claimed bad at the beginning of the story—before the rebellion.

One outstanding attribute Napoleon expressed while performing his task as leader was knowledge and skill in stimulating the followers. This qualification was reflected through two means: trick and symbol. Many times in the story, he stimulated other animals to do what he wanted through tricks. An example of this qualification can be seen from the following quote

> *Finally Napoleon raised his trotter for silence and announced that he had already made all the arrangements. There would be no need for any of the animals to come in contact with human beings, which would clearly be most undesirable. He intended to take the whole burden upon his own shoulders. (42)*

Before this situation, one of the Commandments of animalism stated that animals must not contact with human. If so, it was considered disgusting. But after Napoleon gained power, he wanted to trade with human beings. This defeated the purpose of animalism, but with his greed he pretended that he would take care of this disgusting activity by himself. It seemed that he was dedicating himself for others but actually it was his trick to do as what he wanted.

Another mean of skill Napoleon used for stimulating his followers was symbol. One outstanding symbol he used was described as follows.

> *Napoleon sent for pots of black and white paint and led the way down to the five-barred gate that gave on the main road. Then Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted ANIMAL FARM. (15)*

This symbol called other animals' attention and made them proud of the rebellion. It was the most important symbol of the story. With this, animals in the farm felt that the farm belonged to them. They had right to do whatever they wanted with the farm, and the result of their hard work would belong to them. Therefore, all animals in the farm respected Napoleon and the pigs for doing so.

From the aforementioned example, it could be concluded that intelligence was the most important qualification Napoleon had and he could make use of it wisely and effectively.

The findings of this study were more or less in accordance with Pattana's study entitled *Transformational Leadership and Ethics between Agamemnon and Hector: A Contrastive Analysis of the Iliad* (2016) that successful leaders needed not to be ethical. Sometimes, cunning was needed.

Apart from the qualifications specified in the analysis framework, Napoleon yet expressed two significant attributes—being a good opportunity taker or perhaps opportunist and leadership flexibility. For being a good opportunity taker, Napoleon took advantages after Snowball was exiled that all the disasters happened in the farm were by Snowball. The following example showed this incident clearly.

> *Napoleon decreed that there should be a full investigation into Snowball's activities. With his dogs in attendance he set out and made a careful tour of inspection of the farm buildings, the other animals following at a respectful distance. At every few steps Napoleon stopped and snuffed the ground for traces of Snowball's footsteps, which he said, he could detect by smell. He snuffed in every corner, in the barn, in the cowshed, in the henhouses, in the vegetable garden, and found traces of Snowball almost everywhere. He would put his snout to the ground, give several deep sniffs and exclaim in a terrible voice, 'Snowball! He has been here! I can smell him distinctly!' and at the word 'Snowball' all the dogs let out blood-curdling growls and showed their side teeth. (51)*

From this situation, it showed clearly that he is a good opportunity taker. As we know that dogs have better smelling skill than pigs, but Napoleon decided to do it himself instead of ordering the guard dogs to do it, he intended to blame Snowball and take this opportunity to convince other animals to agree with him. There were other incidents showing this attribute of Napoleon which he could make use of it effectively. The second attribute was leadership flexibility. Napoleon was able to exercise his leadership through various styles. Sometimes, he employed transactional leadership while other times he showed his cruel dictatorship.

> *In a very little while the animals had destroyed everything that reminded them of Mr Jones. Napoleon then led them back to the store-shed and served out a double ration of corn to everybody, with tow biscuits for each dog. (13)*

This action showed Napoleon's transactional leadership. He rewarded the followers when they did agreeably with what he had ordered. The next example was to display Napoleon's cruel dictatorship. The situation was when he wanted hens to lay more eggs for trading but the hens disagreed and made a mess into the henhouse by laying their eggs from the rafters and then the eggs smashed to pieces on the floor. Napoleon ordered the hens' rations of food to be stopped and decreed that any animal giving even a grain of corn to a hen should be punished by death. With the dogs keeping their eyes on this, the hens had to be calmed and followed Napoleon's order unwillingly. (49-5)

Another external factor which facilitated his success was loyal ward heeler, Squealer. He was a skillful orator who served Napoleon loyally. Squealer was able to convince the animals that whatever Napoleon acted in their best interests and that Napoleon sacrificed himself for Animal Farm. For example, after Squealer was questioned about Napoleon's stealing the milk and apples, he explained that Napoleon and other pigs had to take the milk and apples because they "*contain substances absolutely necessary to the well-being of a pig."* He also explained that, in fact, pigs dislike milk and apples but for the sake of all animals the pigs had to take the milk and apples." (23)

For all of the above discussion, it could be claimed that although Napoleon was not an ethical leader with only some transformational leader attributes, he could hold his power. While performing his duty, Napoleon employed a variety of leadership styles depending on situations and characters of the followers he was dealing with. Moreover, Napoleon had a good supporter who helped him and facilitated his power as a leader. In summary, it can be concluded that both personal ability and external factor worked together in helping Napoleon to become a successful leader, even not a transformational or ethical leader.

Limitations

This study was limited to only Bernard M. Bass's transformational leadership theory not the original transforming leadership that had been proposed earlier by James MacGregor Burns. Hence, some deviation might have appeared from the original transforming leadership theory.

Recommendation

This study was conducted through a classic literary work, *Animal Farm*, since my field is literature; hence, for those who are in other fields may be able to employ transformational leadership theory into reality such as in business firms, government organizations, or other forms of assembly.

Conclusion

From the analysis of transformational leader attributes of the two leader characters, Napoleon and Snowball, it was found that Snowball possessed all nine attributes derived from the theory which made him a transformational and ethical leader; however, he was not successful because he was too strict to the goal together with the lack of communication. In addition, he did not have good supporters. In contrast, Napoleon who was not ethical and possess only few transformational leader attributes became successful in terms of controlling his followers. This was because he flexibly employed different leadership styles. He had wise ward heelers and he was a good opportunity taker knowing a right time to do a right job. As a result, Napoleon became successful. In summary, the story showed that a successful leader did not always need to be ethical. Personal intelligence and skills were two intrinsic factors allowing a leader to perform its functions wisely and effectively, while loyal supporters and followers who were firm to the goal were two external factors facilitating a leader's success.

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Development of Built Pedagogy from the Environment, Economic and Social Aspects

Edmond WM Lam*, Irene Wong
Department of Building and Real Estate, The Hong Kong Polytechnic University
Hung Hom, Hong Kong
*Corresponding Author: edmond.wm.lam@polyu.edu.hk

ABSTRACT

Technology advancement has brought about modernization, which changes our environment and life style. The rapid development of information technology induces pedagogical changes. Information and knowledge can be retrieved from internet access easily. The traditional teaching mode shifts from passing expertise knowledge to students to interactive learning between teachers and students, and among students. Learning spaces is no longer restricted to classrooms and lecture theatres. Design change in learning spaces is necessary. This paper studies the effects of modern technologies on pedagogy and design of learning spaces. The research reviews the relations between modern technology and pedagogical shift, and develops means of promoting effective teaching and learning through "built pedagogy". Extensive literature review on the current changes in pedagogy, development of modern technology in academia, and design of learning spaces were conducted to identify the principles of effective design in teaching and learning spaces. The design and operation of Active Learning Classroom, which could enhance communication and collaboration among teachers and students, were studied in detail. Current changes in teaching and learning shifted from "Information Common" to "Learning Commons"; and from "access to technology" to "leverage technology". Campus design must facilitate the transition from structures and processes based on expertise teaching to a system that enable organization learning. The design of classrooms and lecture features should enable easy reconfiguration. Modern technologies, such as up-to-date AV/IT facilities, virtual whiteboards, are crucial provisions. A case study of the ongoing renovation of teaching spaces in The Hong Kong Polytechnic University was conducted.

Keywords: Information Technology, Interactive Learning, Pedagogical Shift, Built Pedagogy, Active Learning Classroom, Learning Space Design Principles.

Introduction

Our community is undergoing tremendous changes and industrial economy has given way to knowledge economy (Cornell, 2002). Work force consists of knowledge workers and all work has a strong knowledge component (Stewart, 1997; Cornell, 2002). The rapid development of technology has induced pedagogical changes. The increasing integration of communication and information technologies has shifted teaching as teacher-centred practices with primarily one-way delivery of information to student-centred and flexible learning approaches (Jamieson, 2003). Higher education has become reactive (Fruchter, 1999). Learning in universities includes formal learning in classrooms and informal learning, which emphasizes the interaction between teacher and students and among students (Oblinger, 2007). Design principles of learning space should be changed to cope with recent pedagogical development.

Objectives

This paper studies the influence of modern technologies particularly information technology on the mode of teaching and learning; and how the change in pedagogy necessitates changes in design principles of learning spaces.

Deliverables

The aim of the research is to identify the design principles for built pedagogy that enhance effective teaching and learning.

Effective Teaching and Learning Space

Learning is the central activity of universities, which includes "formal learning" and "informal learning". Formal learning is usually conducted in classrooms and lecture theatres while informal learning involves interaction among individuals (Oblinger, 20007).

Influence of Information Technology on Pedagogy

Internet offers effective tools for access to graphics, sound, and real-time interactive communications that facilitates on-line learning; and telecommunication technologies have provided a vast array of teaching opportunities for educators (Fruchter, 1999; Colace et al., 2002). The increasing ownership of digital devices such as computer notebook enrich learning methods, which shifted from "passive" to "active" learning. Learning becomes an active constructive process, shifting to student-centred and flexible learning approaches (Brown and Long, 2006; Jamieson, 2003). Students are becoming more responsible for their own learning (Jamieson, 2003). The curriculum is designed to enhance learner's active participation, interactivity, multiple roles (such as listener, critic, mentor, presenter), and social engagement (such as group work, discussion boards) (Brown and Long, 2006). Learning space should be designed to bring students and faculty together for students with multiple directions (Oblinger, 2006).

Built Pedagogy

Space lays down the law because it implies a certain order (Lefebvre, 2001), which is formed by "shape and identity of the relationships created within it (Ceppi and Zini, 1998). Built pedagogy is the ability of space to define how one teaches (Oblinger, 2006). Learning space embodies the pedagogical philosophies of their designer (Monahan, 2002). Learning space of appropriate design can leverage the intersection of content, technology, and services in a physical facility to support student learning; enhance collaborative learning approach; and provide an environment to students for academic and social purposes (Lippincott, 2006). The design should be user-centred: considering (a) functionality (flexibility and adaptability); (b) user-friendliness; (c) comfort; and (c) aesthetic (Chism and Bickford, 2002; Cornell, 2002; Lippincott, 2006).

Trends in Learning Space Design

Learning space design has shifted from "information commons" to "learning commons", or from design based on resources to human-centred (Brown and Long, 2006). Brown and Long suggested that space layout and furniture design should enable easy reconfiguration to facilitate constructivism learning. Coordinating architecture and modern technology could create powerful learning environment that fostered face-to-face interaction among students, enhanced active and social engagement, and facilitated small or medium sized group discussions. Classrooms should be equipped with a variety of modern technologies (including computers, projectors, smartboards, video editing equipment and video conferencing) and flexible furniture (Brown and Long, 2006; Lippincott, 2006).

Case Study

General Teaching Classrooms at Block B-C of The Hong Kong Polytechnic University were renovated into Active Learning Classrooms to facilitate collaborative learning.

Active Learning Classroom

Active Learning Classrooms (ALCs) aim to promote interaction and engagement between teachers and students as well as among students; facilitate collaborative learning activities; and improve teaching practices (Baepler and Walker, 2014; Carpenter, 2013; Metzger, 2015; Pundak and Rozner, 2008). ALCs are equipped with various types of modern technologies to enhance student learning and support teaching innovation (Charles et al., 2015; Chiu et al., 2015; Doris and Belcher, 2005; Soderhahl, 2011). The round-table configuration is designed specifically for student group work, observing instructor demonstration and team debate (Whiteside and Fitzgerald, 2009; Chiu and Cheng, 2016).

Chiu (Chiu, 2016) and Cornell (Cornell, 2006) identified five main guiding principles for designing an active learning space, which are:

a) Adequate working areas
b) Flexible and transformation layout
c) Facilitating student-teacher interaction
d) Comfort and safety
e) Psychological appeal

Renovation of General Teaching Rooms

Room BC402 in Block B-C was a general teaching classroom of traditional layout and fittings as shown on Figure 1. Students were arranged facing the front whiteboards in same direction, which was a typical layout for formal teaching and learning. Chair was non-mobile and equipped with an individual writing pad, which did not facilitate group discussion.

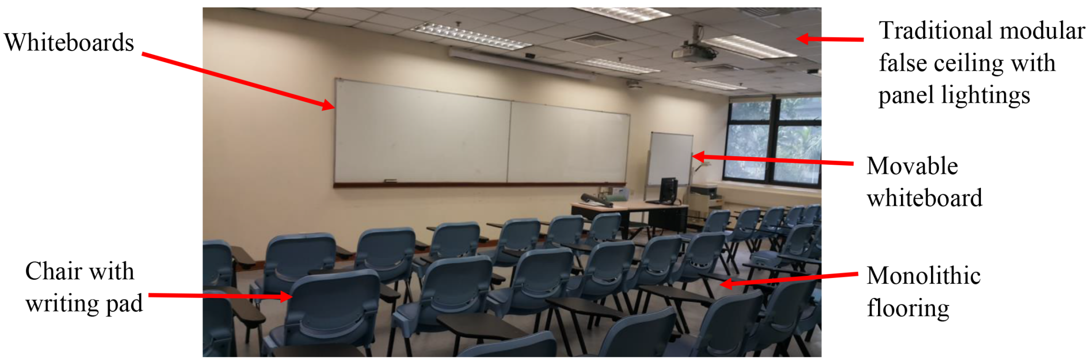

Figure 1
BC 402 before renovation

BC 402 was refitted to an ALC. The teacher station was relocated to one side. The original whiteboards were replaced with a system composing of whiteboards and screen for presentation. New mobile chairs and hexagonal tables replaced the conventional classroom chairs. Reflective panels, which could be tilted in slightly different angles, were installed among the lighting panels to provide uniform illumination. Vibrant colour strips were added to the flooring.

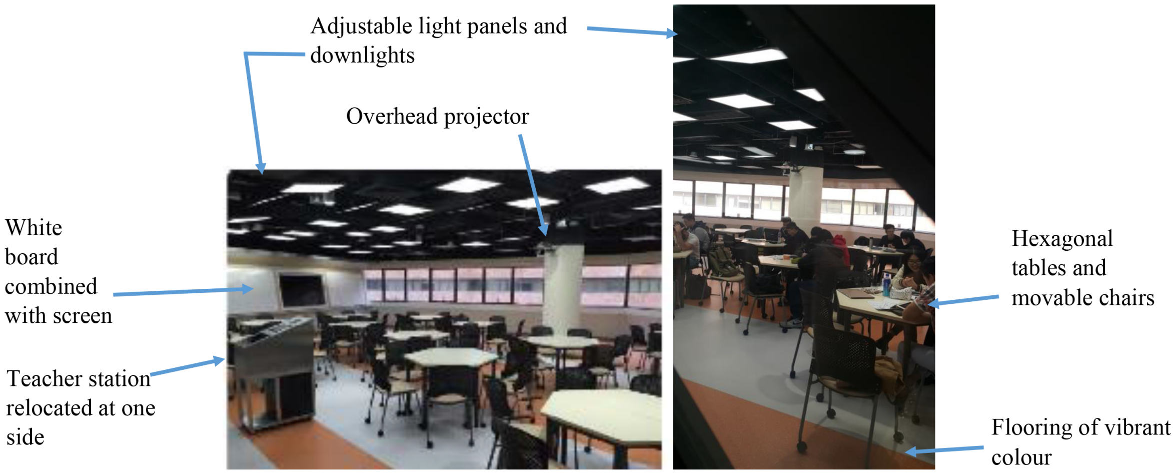

Figure 2
BC 402 after renovation

Findings and Discussions

Analysis of Case Study

In the case study, relocating the teacher station to one side enables teachers to supervise students conducting group discussions more efficiently as the depth is reduced. This change facilitates student-teacher interaction. The combined system of whiteboards and screen facilitates teaching by allowing teachers to use projector for presentation and elaborate the lectures on whiteboards at the same time. Use of mobile chairs and hexagonal tables enable grouping of students to be performed quickly. The hexagonal shape of the tables enable flexible and transformable layout. Small to medium sizes groups can be formed easily by joining tables together in multiples of one, which facilitate collaborative learning and group works. The reflective ceiling panels provide uniform illumination to different workstations, and increase comfort and health level. Downlights break the monotonous lighting pattern of conventional false ceiling lighting. The vibrant colour of flooring is psychological appealing and can create a comfortable environment and motivate learning. Both teachers and students welcome the changes and agree that the new design creates an appealing learning atmosphere and a comfortable environment, can facilitate interactions between teachers and students as well as among students, and motivate learning. Teachers prefer the new location of the teacher station because they can oversee students' group work more conveniently and effectively. The renovation responds to current human-centred pedagogical change and meets the design requirements of an active learning classroom.

Conclusion

Modern technologies have induced pedagogical changes. Teaching and learning focus on users. Leveraging the intersection of content, technology, and services in a physical facility can support student learning (Lippincott, 2006). Classroom is a place to access, use and create information (Lippincott, 2006). A user-centred classroom is functional, user-friendly, comfortable, psychological appealing and facilitates interaction among students. Active learning Classroom is designed to meet the new requirements of collaborative learning. The new design should be comfortable, enhance safety and health of users and support information technology. Interior design can create a comfortable environment and motivate learning. Furniture design should be flexible and multi-functional, which allow quick reconfiguration for grouping. Architecture, furniture and technology are designed to work seamlessly and harmoniously (Lippincott, 2006).

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The Relationship between Metacognitive Reading Strategies and Reading Comprehension among 2nd Year EFL University Students

Panuchada Charoenchai*, Weeraporn Carmeesak
Department of Western Languages, Burapha University
Chon Buri, Thailand
*Corresponding Author: panuch27@hotmail.com

ABSTRACT

Metacognitive reading strategies influence reading comprehension. Many studies indicated that the effectiveness of metacognitive reading strategies used while reading could help students not only engage in what they read but also expand their reading ability. This study aims at examining the level of reading comprehension and metacognitive reading strategies used by second-year EFL English major students in a public university while reading academic texts. Also, this study focuses on determining the relationships between reading comprehension and metacognitive reading strategies. The Nelson-Denny Reading Test (NDRT) form H and the survey of reading strategies (SORS) were administered to collect the data from 120 participants. The results revealed that the majority of the students were fair readers (mean=22.83 out of 38) based on the NDRT. Also, it was found that the students used the problem-solving strategies (mean=3.71) the global reading strategies (mean= 3.56) at a high level. There were no statistically significant relationships between reading comprehension and metacognitive reading strategies. However, based on the interview data, the participants who scored high in the reading test and were considered good readers reported the use of metacognitive reading strategies differently from those who were fair and poor readers while reading academic texts.

Keywords: English as a Foreign Language (EFL), Reading Comprehension, metacognitive reading strategies

Introduction

Reading comprehension is an important element for educational success not only for educators but also university students. Much knowledge from written texts relies on reading comprehension which is a process of making overall understanding from text (Woolley, 2011). Comprehension process requires a variety of factors such as basic reading skills, decoding, vocabulary knowledge, genre, background knowledge, knowledge of grammar, reading attitudes (motivation and interests), inferencing, breadth and depth of engagement in reading, opportunities for oral and written expression, understanding in reading strategies, and metacognitive awareness (Koda, 2007). With these multidimensional components, reading comprehension is therefore such a complex cognitive process (Meniado, 2016).

Metacognition, one of the most important factors for reading comprehension, could help students comprehend text through the process of thinking about thinking. According to Flavell (1979), metacognition includes knowledge about thinking process, active monitoring, and regulation of cognitive activities. Metacognitive strategies directly affect reading comprehension in terms of creating students' awareness of thinking while reading, enhancing their reading ability and developing them into active and constructively responsive readers (Sheorey and Mokhtari, 2001). Generally, metacognitive reading strategies have been laid in many reading activities supporting reading comprehension. Thus, plan, intention, goal direction, and future-oriented mental process are employed while reading (Salataki & Akyel, 2002). Besides strengthening reading comprehension, metacognitive reading strategies also work as a predictor of reading comprehension test scores (Estacio, 2013). As mentioned in the studies carried out by Barnett (1988), and Auerbach and Paxtron (1997), it pointed out that the higher level of metacognitive reading strategies students perceive, the better in reading comprehension they are. Moreover, the relationship between metacognitive reading strategies and reading comprehension seems to engage firmly, in other words, reading comprehension level might depend on the perception or the awareness of metacognitive reading strategies. Although some previous studies on metacognitive reading strategies claimed that there is a relationship between metacognitive reading strategies and reading comprehension performance (Mokhtari and Reichard, 2004; Sheorey and Mokhtari, 2001; and Zhang and Wu, 2009), some studies revealed that there are no relationships between them , such as in the studies conducted by Alsamadani (2009), Mehrdad, Ahghar and Ahgha (2012), Meniado (2016), and Estacio (2013).

As different findings presented by many researchers mentioned above, it is inconclusive if metacognitive reading strategies can affect reading comprehension. Thus, this study aims to shed some light on Thai EFL learners by examining EFL English major students' reading proficiency, investigating the use of metacognitive reading strategies, and finding out if there are any relationships between metacognitive reading strategies and reading comprehension among EFL English major students. The 2nd year EFL English major students have already studied a course of reading techniques which emphasizes techniques and strategies necessary for reading comprehension, and in the second semester of academic year 2016, they are studying a course of creative reading focusing on analytical and critical thinking processes while reading texts. To accomplish analyzing and critical thinking skills, the students firstly need to clearly comprehend texts. This study was carried out in the hope of boosting educators to allocate and facilitate suitable activities which help support students' metacognitive awareness and encouraging students or learners to increase their awareness and usage of metacognitive reading strategies while reading for their higher level of reading proficiency.

Objectives

The research objectives can be described in detail below:

1. To examine second year EFL university students' reading proficiency
2. To investigate the frequency of metacognitive reading strategies used by second year EFL university students
3. To find out the relationship between reading comprehension and metacognitive reading strategies among second year EFL university students

Research Questions

Three research questions in this research were addressed as follows:

1. What are the levels of reading proficiency among 2nd year EFL university students?
2. What are metacognitive reading strategies mostly used by 2nd year EFL university students?

3. Are there any relationships between reading proficiency and metacognitive reading strategies used by 2nd year EFL university students?

Theoretical framework

The concept of metacognitive reading strategies was adopted as the framework of the study.

Metacognitive reading strategies are “intentional, carefully planned techniques by which learners monitor or manage their reading” Sheorey and Mokhtari (2001). The strategies are classified into three groups:

Planning strategies. Planning strategies are used before reading. The strategies consist of activities that readers use to grasp the overview of the text such as previewing title, heading, subheading, picture, illustration, and general information in the text (Iwai, 2011). Text Structure and setting purpose for reading are also important activities for activating background knowledge and overviewing the text to get ready before reading (Pressley, 2002).

Monitoring strategies. While reading, monitoring strategies such as taking note, using context clue to figure out the meaning of unknown words, inferring of pronoun referents, the connotations of words and sentences, and the intentions of the author are used for comprehending the text. Self-questioning about the text and inferring the gist of the text are also employed while reading (Israel, 2007). Moreover, awareness of difficulties can cause the reader to adjust reading, either speeding up or slowing down, or perhaps even seek other text to provide some background to comprehend the text (Pressley, 2002).

Evaluating strategies. The evaluation strategies are employed after reading when readers think about how to apply what they have read to other situations (Iwai, 2001). In other words, readers need to connect the ideas from the text to other related issues after reading.

Methodology

To collect the data, the participants, the instruments, and the procedure of collecting the data were determined and presented as follows:

1. Participants

The participants of the study were all undergraduate students studying Creative Reading, a compulsory major course for English major undergraduate students at Burapha University in Chon Buri, Thailand. Therefore, there were 141 participants in this study.

2. Instruments and Data Collection

To collect data, three instruments were utilized in this study.

2.1 The Nelson-Denny Reading Test (NDRT) Form H

The Nelson-Denny Reading Test (NDRT) Form H was a reading standardized test which consisted of This standardized reading test consists of 7 passages with 38 items (5-multiple-choice questions). The test was internationally and widely used to test reading vocabulary, reading comprehension and reading rate of ESL/EFL test takers. The total scores were 38. The score ranges were indicated and categorized three types of readers: good readers (scores 28-38), fair readers (scores 14-27), and poor readers (scores 0-13).

2.2 The Survey of Reading Strategies (SORS)

The SORS was developed by Mokhtari and Reichard (2002). The items in the survey were based on the concept of metacognitive awareness and the use of Metacognitive Awareness of reading Strategies Inventory (MARSI). Originally there were 30 items. However, there were no tables, pictures, or figures in the reading test employed in this study, so the item about using table, figures, in the text to increase understanding was deleted. Therefore, there were 29 items in the survey. The items were categorized into three subgroups: 12 items for Global reading strategies (GLOB), 8 items for Problem-solving strategies (PROB), and 9 items for Support reading strategies (SUP). A 5- point Likert scale following each item indicates the frequency of strategy use ranging as follows: '1' means 'I never or almost never do this'. '2' means that 'I do this only occasionally'. '3' means that 'I sometimes do this'. (About 50% of the time.) '4' means that 'I usually do this'. '5' means that 'I always or almost always do this'.

2.3 The Interview

Four interview questions were based on the idea of metacognitive reading strategies and also related to Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Supporting Strategies (SUP). The questions were as follows:

a. What is your purpose of reading an academic text in English, for example, a book or an article?

b. How do you read an academic text in English?

c. Can you describe any difficulties you meet while reading academic texts in English? Which one do you find the most problematic?

d. What do you do to solve each of these reading problems?

3. Data Collection and Data Analysis

The procedures for gathering data and data analysis were 6 steps.

3.1 The participants were determined by considering all second year English major students studying Creative Reading in the second semester of the academic year 2016. Therefore, there were 141 participants of the study.

3.2 After that the participants were asked to take the Nelson-Denny Reading Test (NDRT) Form H in 35 minutes (according to the test criterion).

3.3 After the tests, the participants were asked to complete the survey SORS in the this step.

3.4 After all data were collected. The test scores were marked for only correct answers. Then, the scores were ranged based on the NDRT criterion to determine types of reader (the good readers, fair readers and poor readers). Besides that, the scores were analyzed by a statistical program for percentage, frequency, mean, and standard deviation.

3.5 The data from the survey SORS were recorded and analyzed by a statistical program for frequency, mean, and standard deviation.

3.6 Both the reading test scores and the data from the survey were analyzed for their correlation by a statistical program.

Literature Review

Reading Comprehension

Reading comprehension has been considered as a product of a reader's interaction with a text to construct meaning (Al-Jamal D., Al-Hawamleh M., and Al-Jamal G., 2013). It also refers to cognitive process which consists of different components: physical actions, psychological factors, and social environment (Raungsawat, 2009). To engage with text, readers have to respond to the ideas rested in the text by asking themselves some questions about the text, organizing the ideas from the text, and connect those ideas to their prior knowledge (Irvin, Buehl, and Radcliffe, 2007). During this process, "comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known" (Koda, 2005: 4). It could be said that while interacting with the text, the reader is involved in the productive process of creating meaning from the text. Reading comprehension does not only rely on cognitive process, but psychological process, complex linguistic knowledge, and especially reading strategies which are necessary for enhancing reading comprehension and solving reading comprehension problems (Singhal, 2001).

As an important factor for reading comprehension, the term of reading strategies was defined as mental processes or variety techniques that readers use to facilitate reading comprehension and also remedy comprehension failures (Cohen, 1990, and Garner, 1987). Effective reading strategies can empower readers as mentioned in Rizan, Maasum, and Maarof (2012) that students' reading abilities depended on application of their effective reading strategies. According to previous studies on reading strategies, reading strategies can be categorized into two types: cognitive reading strategies and metacognitive reading strategies. According to Oxford and Crookall (1989), the term of cognitive strategies was defined as "the strategies that involve manipulation and transformation of the language in some direct ways". The strategies are seen as processes of learning by using basic reading skills such as skimming, scanning, and using dictionary to get the ideas from texts. Meanwhile, metacognitive strategies are explained as "readers' cognition about reading and self-control mechanisms they exercise when monitoring and regulating text comprehension" (Mokhtari & Reichard, 2002). Metacognitive reading strategies can strongly create positive effect on readers' reading comprehension, in other words, the reading performance of readers who use metacognitive reading strategies is better than the ones who do not use those strategies (Auebach and Paxton, 1997; Zhan and Wu, 2009; and Iwai, 2011). Thus, metacognitive reading strategies awareness is an important factor of reading comprehension for this study.

Metacognitive Reading Strategies

According to Iwai (2001), metacognitive reading strategies consist of three main related strategies: planning strategies activating background knowledge and overviewing the text to get ready before reading, monitoring strategies comprehending text by using context clues to figure out the meaning of unknown words, self-questioning about the text, and inferring the gist of the text, and evaluating strategies connecting the ideas from the text to other related issues after reading. As well as the definition of metacognitive strategies stated by Sheorey and Mokhtari (2001), metacognitive strategies are "intentional, carefully planned techniques by which learners monitor or manage their reading". According to the three phases of metacognitive strategies and definition of metacognitive strategies, it can be concluded that metacognitive strategies focus on self-learning, monitoring and evaluating processes while reading.

Since several studies have pointed out that metacognitive reading strategies have a positive correlation with reading comprehension (Estacio, 2013; Mokhtari and Reichard, 2004; Sheorey and Mokhtari, 2001; Anjomshoaa, 2012; and Zhang & Wu, 2009), it ensures that skilled readers with metacognitive awareness will perform better in reading comprehension than those who have no idea about metacognition. Metacognitive reading strategies, consequently work as a predictor of reading comprehension test scores (Estacio, 2013).

The effectiveness of metacognitive awareness on reading comprehension has been studied so much that there was an invention of an instrument to measure metacognitive awareness of reading comprehension. As the widely-used tool developed by Mokhtari and Richard (2002), it was a Metacognitive Awareness of Reading Strategies Inventory (MARSI) which consists of 30 questions under the three categories of global reading strategies, problem-solving strategies, and support reading strategies. However, MARSI was not designed for non-native speakers, Mokhtari and Richard developed the SORS or the survey of reading strategies for examining metacognitive awareness of reading for EFL learners.

Related studies on metacognitive strategies and reading comprehension

Many studies have been carried out on the effectiveness of metacognitive reading strategies in reading comprehension. However, there are some different results on the relationship between metacognitive reading strategies in reading comprehension as these following reviews.

Mehrdad, Ahghar and Ahgha (2012) conducted the study to find out whether teaching "cognitive and meta-cognitive strategies" affects EFL students' reading comprehension across proficiency levels. The results revealed that "teaching cognitive and metacognitive strategies" had no significant effects on the reading comprehension of elementary students; neither did it have any effect on the reading comprehension of advanced students. However, teaching such strategies had significant effects on the reading comprehension of intermediate students.

Estacio (2013) highlighted on the use of metacognitive strategies as predictors of reading comprehension. Results have not been conclusive as to which strategy affects reading comprehension more because there was no single predictor of the reading tests scores. However, the results of the study validated the relationship between bilinguals' use of metacognitive reading strategies and their reading comprehension.

Magogwe (2013) explored metacognitive awareness level of University of Botswana students in the Faculty of Social Sciences and investigated the role of metacognitive awareness in reading and how it relates to proficiency. The findings indicated that University of Botswana English as Second Language (ESL) students reported high reading proficiency and high use of metacognitive strategies, but there was no significant difference in terms of proficiency.

Pei (2014) conducted the study to find out if metacognitive reading strategy instruction could help EFL learners in private university read more efficiently and rapidly in the school-based material. The experimental group (henceforth EG) and the control group (henceforth CG) were examined in terms of their reading comprehension and metacognitive awareness. The results showed that the two groups did not perform any significant differences before and after instruction both in reading comprehension test and their reported metacognitive strategies use.

Meniado (2016) found out if there was indeed a relationship between and among metacognitive reading strategies, reading motivation, and reading comprehension performance. The results revealed that the Problem-Solving Strategies (PROB) was the most frequently used. The study also revealed that there was no correlation between metacognitive reading strategies and reading comprehension.

Hoang (2016) investigated the reading strategies used by Vietnamese students, the correlation between reading strategy use and reading competence, and the differences between higher-proficiency readers and lower-proficiency readers in terms of strategy utilization. The findings revealed that the student-subjects were medium strategy users, and there was no statistically significant association between overall strategy use and reading comprehension. However, that some top-down strategies dealing with global meaning were applied more often at higher levels of proficiency, while bottom-up analytical strategies and support strategies tended to be used more frequently at lower levels of proficiency.

Findings

Because of the missing data of 21 participants, the data were collected from 120 participants. With a statistical program, there are some results presented as follows:

Levels of reading proficiency

The reading score results were categorized into three levels based on the score ranges of NDRT: 0-13 marks (poor readers), 14-27 marks (fair readers), and 28-38 marks (good readers). The results are presented in the table 1

Table 1
The levels of reading proficiency based on NDRT

Levels of reading proficiency	F (N=120)	%	NDRT Scores (total = 38)		
			Min.	Max.	Mean
Good readers	3	2.5%	28	30	28.67
Fair readers	116	96.67%	14	27	22.79
Poor readers	1	0.83%	10	10	10
Total	120	100%	10	30	22.83

Among those participants, most participants were fair readers (96.67%), good readers (2.5%) and a poor reader (0.83%) respectively. The test results showed that the maximum score was 30 and the minimum score was 10 out of 38, also the average score at 22.38.

Use of metacognitive reading strategies

Using survey and interview, the results were presented as follows:

Metacognitive reading strategies use examined by SORS. The results from the Survey of Reading Strategies (SORS) survey developed by Mokhtari and Sheorey (2002) revealed that all participants used metacognitive reading strategies at high level (with the mean of 3.65). The results of using three types of reading strategies were different as presented in table 2.

Table 2
The use of metacognitive reading strategies

Levels of reading proficiency	GLOB		PROB		SUP		All strategies	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Good readers (N=3)	3.58	.25	4.13	.33	3.89	.29	3.87	.14
Fair readers (N=116)	3.56	.59	3.71	.59	3.35	.66	3.54	.53
Poor readers (N=1)	3.58	-	3.50	-	3.56	-	3.55	-
All readers (N= 120)	3.56	.58	3.71	.59	3.36	.66	3.55	.53

As presented in table 2, three groups of readers differently used metacognitive reading strategies. Good readers mostly used problem-solving strategies (PROB) with the mean of 4.13 followed by supporting strategies (SUP) with the mean of 3.89, and global strategies (GLOB) with mean of 3.58. While fair readers used PROB (mean = 3.71), GLOB (mean = 3.56), and SUP (mean = 3.35) respectively. Unlike good and fair readers, the poor reader in this study used GLOB (mean=3.58), SUP (mean = 3.56), and PROB (mean = 3.50) respectively. As the strategy use was considered as a high level when the mean score obtained was 3.5 or higher. A moderate level was determined when the mean score was between 2.5 and 3.4, and a low level of strategy with the mean score between 2.4 or lower. As the presented results of metacognitive reading strategies use, all participants used all strategies with the mean score of 3.55. Thus, the participants in this study were considered as high strategy users.

The relationship between metacognitive reading strategies and reading proficiency. In order to determine the relationship between metacognitive reading strategies and reading proficiency, the Pearson Correlation Analyses were performed. The results revealed that with a correlation coefficient (r) value of -.016 and a level of significant at 0.01, there was no statistical correlation between metacognitive reading strategies and reading proficiency.

The interviewed results of metacognitive reading strategies. Seven participants who categorized as good readers (3 people), fair readers (3 people), and a poor reader (1) were asked for the interview section administrated by the researchers. Based on metacognitive reading strategies under three subgroups of GLOB, PROB, and SUP, four interview questions were employed for this study. When the participants were questioned on what your purpose of reading an academic text in English was, the majority of them thought that the purpose of reading was for enhancing their prior knowledge and gaining new knowledge. For the second question "How do you read an academic text in English?", good readers highlighted that they always previewed text before began to read, underlined important points, focused on keywords, took note while reading, identified main idea and always asked and answered themselves about the text. Fair readers mostly felt that previewing text before reading, opening dictionary while reading, and identifying main idea could help understand text. Unlike the poor reader, reading every sentence, and understanding every word could help him understand text. The third question focused on difficulties while reading academic text and the most problematic aspect. The three groups claimed that vocabulary was the biggest problem of reading. The group of fair readers also added that besides vocabulary, identifying main idea was still the important problem. Then the last question was stated under a curiosity of what they did to solve those problems. The group of good readers as well as the group of fair readers suggested that using context clues and studying affixes could help solve vocabulary problems. However, the poor reader thought that reading a lot could help enhance vocabulary. For the problem of identifying main idea, the group of fair readers agreed that reading text many times and focused on keywords could help figure out that problem.

Discussion

As the test scores revealed that 96.67% of the participants were fair readers, and all participants underwent the reading techniques course which contained many techniques to achieve reading comprehension, it can be inferred that they might adopt some techniques to comprehend texts in the reading test NDRT. Associated with the information from the interview and the use of metacognitive reading strategies from

SORS, the result also supports the idea of Auerbach and Paxtron (1997) which suggested that that metacognitive awareness of reading strategies can affect reading comprehension and reading proficiency.

For the different use of the three strategies: GLOB, PROB, and SUP among the three groups of participants, it cannot conclude and generalize to all EFL good readers about the mostly used strategy because of a very small number of good readers, and neither did the only one poor reader in the study. In contrast, the fair readers, the majority of the study, showed clearly that they frequently used PROB, GLOB, and SUP respectively. As well as the reseach result conducted by Meniado (2016), PROB was the most frequently used. According to Sheorey and Mokhtari, 2001, PROB strategies were used for dealing with problems that block their reading comprehension. Among the fair readers of the study, the strategies might be more important than planning, previewing text as GLOB or finding supports (SUP). And the more they use; it also means that they may often face to reading problems. However, the mostly used strategies can be inferred that they can help readers to solve reading problem and to understand text. Compared with SUP, the readers pay more attention on GLOB or planning strategies such as previewing text than using support things such as opening dictionary, taking note, and highlighted text.

Unlike many researches on correlation between metacognitive reading strategies and reading proficiency, this study revealed no correlation between them as well as some previous studies among EFL learners conducted by Alsamadani (2009), Mehrdad, Ahghar and Ahgha (2012), and Meniado (2016). The causes of this result may relate to positive and negative factors. The positive factors might be the reader's existing linguistic knowledge as mentioned by Mehrdad, Ahghar and Ahgha (2012), and Meniado (2016), or having previous knowledge as cited by one of the interview respondent who said "I clearly understand some of the texts because I have already known about that topic." These factors are parts of metacognitive reading strategies. As monitoring strategies, existing linguistic knowledge could help readers understand meanings of each sentence in the text, and they could more clearly understand the text if they have previous knowledge about it. On the other hand, negative factors like limited language skills and insufficiency of reading strategies claimed by most of the interview respondents could affect negative effects to their reading proficiency. As during three steps of metacognitive reading strategies, readers need enough language skills to understand meaning of sentences in the text, sufficient reading strategies to overview the text before reading, self-monitoring strategies such as, inferring of pronoun referents, the connotations of words and sentences, self-questioning about the text, finding the main idea, and the intentions of the author (Israel, 2007) to help them understand meaning, details and main points of the text while reading, and evaluation strategies to link what they have read to other situations (Iwai, 2001). All in all, it could be said that reading strategies could obviously affect reading proficiency.

Limitations

1. As the respondents of the study are 120 second-year English major students in English at Burapha University in Chon Buri, Thailand, the findings of the study will generalize to only these students.
2. Due to the differences of reading proficiency levels and scoring criteria, the three reading proficiency levels of the NDRT in this study could not be equivalent to the Common European Framework of Reference for Languages (CEFR) which is an international standard for describing language ability in 6 levels: A1, A2, B1, B2, C1 and C2.

Recommendation

Although the results of the study revealed that there was positive effect of metacognitive strategies on reading proficiency, there was no correlation between them in terms of statistical analysis. However, the findings could suggest the following directions:

1. For further studies, it is important to find out if there are any factors affect reading proficiency besides metacognitive reading strategies or to examine the use of metacognitive reading strategies of EFL students in different university in order to confirm the importance of metacognitive strategies on reading proficiency.
2. For educators, the results of this study could help educators to allocate and facilitate suitable activities which help support students' metacognitive awareness and encouraging students to use metacognitive reading strategies for their reading proficiency

Conclusion

Based on the results from three instruments, it could be concluded that most participants used metacognitive in high level while most of them did quite well in reading test. They adopted metacognitive reading strategies and were able to utilize the strategies to achieve their reading comprehension. Planning, monitoring, and evaluating themselves while reading were considered as important strategies for reading comprehension. The Problem-Solving Strategies (PROB) was the most frequently used among them. It means that they could deal with reading problem. However, the participants did not use only one type of the strategies, but all of them needed for their reading proficiency.

Despite no significant relationship between metacognitive reading strategies, the interview, the results from the survey SORS, and many studies, it could be inferred that the metacognitive reading strategies are still important for readers and learners in terms of improving their reading comprehension.

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The Level of Language Learning Strategy Use and English Language Proficiency of English Major Students, Burapha University

Pawanrat Tangjui*, Chalita Phibanchon
Department of Western Languages, Burapha University,
Chon Buri, Thailand
*Corresponding Author: pawanratt@hotmail.com

ABSTRACT

The research primarily focuses on the level of language learning strategy use referring to the Oxford's (1990) Strategy Inventory for Language Learning (SILL) and the level of English language proficiency. Also, this study aims at determining the relationship between the level of LLS use and the level of English language proficiency. 154 third-year English major students in the English and literature and business English tracks, Department of Western Languages, Faculty of Humanities and Social Sciences, Burapha University, Thailand, were the respondents of the study. The findings revealed that the students in both English and literature and business English tracks used language learning strategies at a moderate level (Mean = 3.40 and 3.33, respectively). As measured by the TOEFL ITP test, students in the English and literature track scored higher than those in the business English track. Finally, there was a positive weak correlation found between the level of LLS use and English language proficiency in both groups. The findings of LLS will give teachers a better understanding of learning methods of students, and teachers can also promote appropriate strategies to improve EFL students' learning ability.

Keywords: Language learning strategies, English language proficiency

Introduction

In this era, the student-centered learning approach is highly encouraged while teacher-centered approach has been less emphasized (Liu & Chang, 2013; Liu, 2015). This leads to an increasing interest in learning styles and learning strategies in second and foreign language learning. Characteristics of good language learners have generated more interest in the understanding of nature of language learning, individual differences, and variables that influence the language learner outcome (Rubin 1975; Stern 1975). By deeply exploring language learning strategies of EFL students, teachers can help develop learners' competency and proficiency. Rubin (1975) proposed that good language learning depends on at least three variables which are aptitude, motivation, and opportunity. Therefore, it is of great importance that teachers train learners some learning strategies so that they can utilize in their learning and also promote knowledge and employment of those strategies to learners along with creating a fun and friendly learning environment in class to help them achieve their goals. Furthermore, the discovery of learning strategy use of learners will give both teachers and learners directions on what can be done about one's ability (Oxford, 1994). In order to assess language learning strategy, the Strategy Inventory for Language Learning (SILL) was invented by Rebecca Oxford. It focuses on six learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Besides LLS, knowing the level of English language proficiency is another aspect that helps learners know which skills need improvement. In fact, there are several ways to assess students' English proficiency. The TOEFL ITP Level 1 test is one of the world's most widely accepted and respected standardized English-language assessments. The test evaluates language skills in three areas: listening comprehension, structure and written expression, and reading comprehension. The maximum score is 677. The scores of the test can be interpreted according to a Common European Framework of Reference (CEFR) mapping study and a score descriptor study by skill. This provides both teachers and test takers with a better understanding of English-language proficiency including areas of strength and areas that need improvement.

The Department of Western Languages, Faculty of Humanities and Social Sciences, Burapha University, Thailand, started offering a Bachelor's degree in English language in 1954. According to the alumni's feedback, the department at present offers a dual curriculum for undergraduates majoring in English languages. The two study tracks are English and literature track and business English track. The first track aims at familiarizing students with language theories and both analytical and critical skills through speaking, reading, writing, and communicating in English. The other track, business English, encourages students to be able to use the English language in various professional business settings. Although both tracks have the same core courses, there are some differences in the major requirements and elective courses. Students are requested to choose their track at the end of the first semester of their 2nd year. As a result, in an academic year the third-year students are required to take more English courses than others students.

However, there is currently no study investigating the students' language learning strategy use and English language proficiency of students in both tracks. This study, therefore, aims to find out the level of language learning strategy use and English language proficiency of the third-year English major students as well as the relationship between the two variables. All in all, the findings of the study can be beneficial for teachers in the department to know their students' English language ability and to promote students' appropriate language learning strategies in order to enhance the teaching and learning outcomes.

Objectives

The research objectives are in details below:

1. To investigate the level of language learning strategy use employed by English major students in the English and literature and business English tracks
2. To examine the level of students' English language proficiency in the English and literature and business English tracks according to CEFR
3. To find out whether there is a relationship between the level of language learning strategy use and English language proficiency of English major students in both the English and literature and business English tracks

Research Questions

1. What are the levels of language learning strategy use in third-year English major students in the English and literature and business English tracks at Burapha University?
2. What are the levels of English language proficiency of third-year English major students in the English and literature and business English tracks at Burapha University?

3. Is there any correlation between the level of the employment of language learning strategies and English language learning proficiency of students in the two groups?

Methodology

Subjects

The subjects of this study were 154 third-year English major students from the Faculty of Humanities and Social Sciences, Burapha University. The students were from two study tracks: English and literature track and business English track. 69 students were from English and literature track, and 85 students were students from business track.

Instrument

Two instruments were employed in the study as follows:

A questionnaire on language learning strategies. The questionnaire consisted of two main parts asking about students' demographics and their language learning strategy use. Referring to the first part, there were two questions about the respondents' demographics, student identifications and their study tracks. The last part comprised of 50 questions of Strategy Inventory for Language Learning (SILL) Version 7.0, (Oxford, 1990) for assessing the level of students' language learning strategy use. The questions were divided into six categories of language learning strategies: memory (items 1-9), cognitive (item 10-23), compensation (items 24-29), metacognitive (items 30-38), affective (items 39-44), and social (45-50). All 50 items are a 5 Likert-scale to indicate the frequency of language learning strategy use ranging from 1 (never or almost never) to 5 (always or almost always). The questionnaire on LLS was translated into Thai for a better understanding for Thai EFL students.

The TOEFL ITP test. The test was a complete TOEFL ITP practice test extracted from "Official Guide to the TOEFL ITP Test" published by the Educational Testing Service (2014) to assess students' English proficiency level in three different skills: listening comprehension, structure and written expression, and reading comprehension. There were 140 items in total in the test- 50 items for listening comprehension, 40 items for structure and written expression, and 50 items for reading comprehension. All questions were multiple choice, and students answer questions by filling in an answer sheet. According to the information stated on the Educational Testing Service's website, a Common European Framework of Reference (CEFR) mapping study was conducted in 2011 and a score descriptor study in 2014. A score descriptor helps to interpret scores of a test taker. It provides the minimum TOEFL ITP section scores for four of the levels defined in the CEFR (A2, B1, B2, and C1).

Data Collection Procedures

The researchers informed the participants about the subjects and the purpose of the study. The researchers introduced the SILL questionnaire and distributed it to the participants during February of the second semester academic year 2017. The questionnaire was adapted from the 50-item version of the Strategy Inventory for Language Learning (SILL) Version 7.0, (Oxford, 1990). The questionnaires were completed and returned within one day. The information from the questionnaires was computed to find out mean and standard deviation.

Table 1
Interpretation of Language Learning Strategy Use

Mean Score of Strategy Use	Interpretation of the Strategy Use
0-2.4	Low
2.5-3.4	Medium
3.5-5.0	High

The participants took TOEFL ITP test in March, 2017. The participants were informed of the purpose and the process of completing the test beforehand. The test consisted of three parts which were listening comprehension, structure and written expression, and reading comprehension. The scores from each part of the test were computed and analyzed to determine English language proficiency based on CEFR level ranged from A2 to C1.

Table 2
TOEFL ITP Test Scaled Cut Scores for Each Section

Listening Comprehension	Structure and Written Expression	Reading Comprehension	Overall Performance	CEFR Level
64-68	64-68	63-67	627-677	C1 Proficient user/ operational proficiency
54-63	53-63	56-62	543-626	B2 Independent user/ vantage
47-53	43-52	48-55	460-542	B1 Independent user/ threshold
38-46	32-42	31-47	337-459	A2 Basic user/ waystage

The Pearson product-moment correlation coefficient was used to identify the relationship between language learning strategy use and the level of English language proficiency.

Literature Review

Language Learning Strategies

The term "language learning strategies" has been defined by many researchers. Wenden and Rubin (1987) stated that strategies are "any sets of operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. Oxford (1990) referred to language learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations". Richards, Platt and Platt (1992) illustrated that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information." According to Stern (1992), the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques. O' Mallay and Chamot (1990) stressed a similar concept of learning strategies like Richards, Platt and Platt (1992) that "learning strategies" are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Therefore, learning strategies can be considered as ways that leaners employ in order to help them comprehend, learn, and facilitate their learning process to reach their goal of successful learners.

Classification of Language Learning Strategies

Many researchers have categorized language learning strategies into different ways according to different approaches.

Rubin (1975) divided a classification of language learning strategies under two main groupings with a number of subgroups. The first category consists of strategies that directly affect learning, including clarification/ verification, monitoring, memorization, guessing/ inductive reasoning, deductive reasoning, and practice. The second category consists of strategies that contribute indirectly to learning, including creating practice opportunities and using production tricks such as communication strategies.

Wenden and Rubin (1987) made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include cognitive and metacognitive. Indirect strategies include communicative and social strategies. According to Rubin, there are three types of strategies used by leaners that contribute either directly or indirectly to language learning. These strategies are learning strategies, communication strategies, and social strategies.

O' Mallay and Chamot (1990) classified learning strategies into three categories which are metacognitive strategies, cognitive strategies, and social/affective strategies. Another widely accepted classification of learning strategies was proposed by Oxford (1990). She divided the strategies into two main categories which are direct and indirect strategies. Direct strategies are subdivided into three groups, consisting of memory, cognitive, and compensation whereas indirect strategies include metacognitive, affective, and social.

Another widely accepted classification of learning strategies was proposed by Oxford (1990). She divided the strategies into two main categories which are direct and indirect strategies. Direct strategies are subdivided into three groups, consisting of memory, cognitive, and compensation whereas indirect strategies include metacognitive, affective, and social. The six subdivided classes can be can be elaborated as follows:

1. Memory strategies such as creating mental linkages, applying images and sound, reviewing well, and employing actions enable leaners to store new information in memory for retrieving when needed to communicate.
2. Cognitive strategies are practicing, receiving and sending messages, analyzing, and reasoning. Cognitive strategies deal with handling the target language.
3. Compensation strategies such as guessing when coming across unknown words aid learners to overcome limitations in reading and writing so that they can still communicate.
4. Metacognitive strategies are when leaners manage their learning by planning, arranging, centering, and evaluating their learning process. These strategies also include setting goals and objectives in learning.
5. Affective strategies helps leaners to manage their feelings, emotions, motivations, and attitude associated with learning. Leaners can achieve these strategies by lowering anxiety, encouraging oneself, and taking emotional temperature.
6. Social strategies such as asking questions and cooperating with others facilitate learning with others.

Language Learning Strategy Use and English Language Proficiency

There have been many studies conducted to examine language learning strategy and English language proficiency of EFL learners.

Gharbavi and Mousavi (2012) examined 90university students majoring in TEFL in two universities from two cities in Iran. They were selected based on a proficiency test, a sample TOEFL test which consisted of 70 multiple choice items including vocabulary, structure, and reading comprehension. The majority of students were classified as intermediate (46.6%). The researchers also examined LLS use of students in different proficiency level. Advanced leaners used compensation and metacognitive strategies at a high level, but none of them used cognitive strategy. On the other hand, most of the intermediate learners used metacognitive as the highest strategy (50%), followed by social strategy (19.04%) while for elementary leaners, the dominant strategies were memory and cognitive.

Zare (2012) attempted to discuss the factors influencing strategy choice and explore the relationship between learning strategies and language learning achievement. The researcher concluded that many factors affect the choice learning strategies. Those factors might include degree of awareness, age, sex, nationality, learning style, personality traits, motivation, learning context, and language proficiency. Findings have demonstrated that learners with high motivation use a significantly greater range of learning strategies than less motivated students. The findings also revealed that advanced language learners have reported to employ learning strategies more frequently than elementary students.

Alhaysony (2017) investigated language learning strategies used by Saudi EFL students at Aljouf University. (66 males, 68 females) completed a questionnaire adapted from Oxford's (1990) Strategy Inventory for Language Learning (SILL). The average of strategy use was in low to medium range. Cognitive, metacognitive and compensation strategies were used most frequently, while memory and affective strategies were reported to be least frequently used.

Findings

Level of Language Learning Strategy Use

Means and standard deviations of the six categories of language learning strategies were computed to find out the level of language learning strategy use of students from English and literature track and business English track.

Table 3

Means, Standard Deviations, and CVs Showing Level of Language Learning Strategy Use of Students from English and Literature Track

Strategy Category	Mean	SD	Coefficient of Variation	Interpretation of Strategy Use
Memory	3.13	.48	15.33%	Medium
Cognitive	3.51	.46	13.10%	High
Compensation	3.68	.58	15.76%	High
Metacognitive	3.57	.52	14.56%	High
Affective	3.00	.48	16%	Medium
Social	3.52	.65	18.46%	High
Overall	3.40	.36	10.58%	Medium

Table 3 shows the results examined from the participants from English and literature track on the use of the six language learning strategies. The most frequently used strategy was compensation strategies (Mean=3.68), and the least frequently used strategy was affective strategies (Mean=3.00) while between the two in respective order were metacognitive strategies (Mean=3.57), social strategies (Mean=3.52), cognitive strategies (Mean=3.51), and memory strategies (Mean=3.13). The mean score of overall strategy use was 3.40, a range defined medium use.

Table 4
Means, Standard Deviations, and CVs Showing Level of Language Learning Strategy Use of Students from Business English Track

Strategy Category	Mean	SD	Coefficient of Variation	Interpretation of Strategy Use
Memory	3.13	.49	15.17%	Medium
Cognitive	3.34	.51	15.26%	Medium
Compensation	3.47	.57	16.42%	Medium
Metacognitive	3.59	.55	15.32%	High
Affective	3.06	.51	16.66%	Medium
Social	3.37	.64	18.99%	Medium
Overall	3.33	.40	12.01%	Medium

Table 4 presents the results of the use of the six language learning strategies of the participants from business English track. The findings indicated that the most frequently used strategy was metacognitive strategy (Mean=3.59), and the least frequently used strategy was affective strategy (Mean=3.06). The mean score of the overall strategy use was 3.33, a range defined medium use. The results also revealed that the students used memory, cognitive, compensation, affective, and social strategies at a moderate level (Mean = 3.13, 3.34, 3.47, 3.06, and 3.37 respectively).

According to Table 3 and Table 4, the results from the students from English and literature track reported higher mean scores in all the six categories. Furthermore, affective strategies were the least used by both groups (Mean 3.00, and 3.06 respectively). The information from Table 3 and Table 4 also showed that the coefficient of variation of the overall learning strategies of the English and literature track was 10.58% while the business English track was 12.01%, meaning that the latter had more dispersion to its mean.

Level of English Language Proficiency

TOEFL ITP test was used to determine the level of English language proficiency of students. Means, standard deviations, minimum score, and maximum score were computed to determine the English language proficiency level of the participants.

Table 5
Levels of English Language Proficiency by Skills of Students from English and Literature Track

Skills	Mean	SD	Minimum	Maximum	Proficiency Level
Listening Comprehension	48.58	4.71	33	57	B1
Structure and Written Expression	47.29	4.61	38	57	B1
Reading Comprehension	44.52	5.34	31	56	A2
Overall proficiency	467.96	38.86	350	553	B1

Table 5 shows levels of English language proficiency by skills of students from the English and literature track. The skills were determined by TOEFL ITP score descriptors in listening comprehension, structure and written expression, and reading comprehension. Out of 68, the mean score of this group in listening comprehension was 48.58, and 47.29 in structure and written expression. As a result, their English proficiency in both skills belonged to a B1 level. However, the mean score in reading comprehension was 44.52 from 67; they belonged to A2 level.

Table 6

Levels of English Language Proficiency by Skills of Students from Business English Track

Skills	Mean	SD	Minimum	Maximum	Proficiency Level
Listening Comprehension	45.14	4.96	35	60	A2
Structure and Written Expression	42.61	4.73	31	55	B1
Reading Comprehension	39.94	4.83	28	55	A2
Overall Proficiency	425.69	40.02	343	540	A2

Table 6 represents levels of English language proficiency by skills of students from the business English track. As shown, the mean score of the students in structure and written expression was 42.61 from 67. However, their mean scores of listening comprehension and reading comprehension were 45.14 from 68 and 39.94 from 67, respectively. Based on the scores, their level of English language proficiency in both listening comprehension, and reading comprehension belonged to A2.

According to Table 5, the mean TOEFL ITP score of the students from English and literature track was 467.96 out of 677 with standard deviation of 38.869. According to TOEFL ITP overall performance descriptors, their proficiency level belonged to B1 (an independent user- Threshold). Meanwhile, in Table 6, the mean score of students from business English track was 425.69 with standard deviation of 40.022. The standard deviation was very high because of the dramatic difference between the lowest and the highest scores, 343 and 540 respectively. Based on the performance descriptors, their English proficiency belonged to A2 level (a basic user- Waystage).

Table 7

English Language Proficiency Level of Students from English and Literature Track and Business English Track

Proficiency Level	English and Literature Track		Business English Track	
	N	Percentage	N	Percentage
C1	0	0	0	0
B2	2	2.9	0	0
B1	42	60.9	14	16.5
A2	25	36.2	71	83.5
Total	69	100	85	100

Table 7 gives information about numbers of students in English and literature track and business track classified by their English language proficiency level. It reveals that 42 (60.9%) students from English and literature track belonged to B1 level (Independent user- Threshold) and 25 (36.2%) to A2 level (basic user- Waystage). There were only two students

(2.9%) obtain a B2 level (Independent user- Vantage). None of them fell in C1 level (Proficient user- Effective operational proficiency).

Meanwhile, out of 85 students, 71 (83.5%) students from business English track had their English language proficiency in A2 level (Basic user- Waystage). On the other hand, 14 (16.5%) belonged to B1 (Independent user- Threshold). There was no one belonging to B2 (Independent user- Vantage) or C1 (Proficient user-effective operational proficiency).

Correlation between Language Learning Strategy Use and EFL Proficiency

Table 8
Correlation between Language Learning Strategy Use EFL Proficiency of Students from English and Literature Track and Business English Track

Strategy	English and Literature Track (N=85)		English Business Track (N=69)	
	r	p	r	p
Memory	.022	.855	.100	.365
Cognitive	.361**	.002	.429**	.000
Compensation	.188	.121	.094	.391
Metacognitive	.098	.421	.168	.125
Affective	-.085	.485	.019	.862
Social	.091	.458	.025	.822
Overall	.162	.182	.183	.094

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

Table 8 presents the correlation between language learning strategy use and English language proficiency of students from both English and literature and business English tracks. Regarding the strategy use and the proficiency from students in English and literature track, there was a weak correlation between overall language learning strategy use and English proficiency level (r = 162, p = .182). Only one category of language leaning strategies, cognitive strategy, was significantly correlated with TOEFL-ITP score (r = .361, p = .002). This indicated that the higher the students' use of cognitive strategies, the higher their scores are.

According to business English track, there was also a weak correlation between overall language strategy use and English proficiency level (r = .183, p = .094). Interestingly, only cognitive strategy had a signification correlation with TOEFL-IPT score (r = .429, p = .000).

In English and literature track, the weak correlation was between memory strategy and TOEFL-ITP score (r = .022, p = .855) whereas in business English track, the weakest correlation was between affective strategy and TOEFL-ITP score (r = .019, p = .862). In English and literature track, only affective strategy revealed negative correlation with TOEFL-ITP score (r = -.085, p = .485), indicating that the use of affective strategies slightly decreased as English proficiency increased.

Discussion

The current study revealed that English major students from both English and literature track and business English track used language learning strategies at a moderate level (Mean= 3.40 and 3.33 respectively). These findings support other studies of EFL learners on SILL (Pannak and Chiramanee, 2011; Liu, 2015; Tse, 2011) which reported the overall strategy use at a medium range. In terms of the most frequently used strategy, compensation strategies were frequently used by the students from English and literature track (Liu and Chang, 2013; Liu, 2015; and Tse, 2011) whereas the most frequently used strategy of students from business English track was metacognitive strategies which were similar to the findings of Pannak and Chiramanee's (2011), and Salahshour et al's (2013). To conclude, the findings showed that the most dominant strategies that participants in the recent study adopted in language learning were compensation and metacognitive strategies. These findings were similar to Gharbavi and Mousavi (2012) and Alhaysony (2017). On the other hand, the least adopted strategies of high proficiency students were affective strategies. This recent study produced similar findings to a previous study conducted by Salahshour et al's (2013).

There are many standardized tests employed to measure the English language proficiency. One of the tests is TOEFL ITP test, and it is used to assess core English skills in listening comprehension, structure and written expression, and reading comprehension. The findings from the study show that the mean scores of the third-year students in English and literature track, and business English at Burapha University are 467.96 and 425.69. Similarly, Tanaka (2003) applied a TOEFL test to find out English language proficiency of the 19-20 year old Japanese students in English major. It was found that the score representing the student's English language proficiency was 445.28. Apparently, the students' English proficiency from both studies belongs to the same level. Nizonkiza (2017) is another person who used a TOEFL test to classify the English ability of English-major students at University. However, Nizonkiza's students were grouped by the average TOEFL scores into three levels: 335.17 in level 1, 386.40 in level 2, and 444.63 in level 3. In a separate study, Gobel and Kano (2017) did sampling only third-year non-English major students who had TOEFL scores in the range of 437-515. All in all, the TOEFL test is still a valid tool researchers use to assess the English language proficiency. As mentioned, the average English proficiency of undergraduate students varied.

The findings on the correlation between language learning strategy use and EFL proficiency of this recent study indicated that the higher the proficiency level students have, the frequent use of strategies they employ. The study produced the similar results to Nisbel (2005) that is the weakest correlation was found between affective strategies and proficiency. However, Nisbel (2005) proposed that the six categories of learning strategies were significantly correlated with one another.

Limitations

The respondents of the study were only 154 third-year English major students in English and literature track, and business English track, Department of Western Languages, Faculty of Humanities and Social Sciences, Burapha University, Thailand. As a result, the level of language learning strategy use and English proficiency could represent only this group of students. The study was conducted from February 2017- January 2018.

Recommendations

The findings of this study were based on only the third-year English major students at Burapha University, Thailand. Therefore, the ability to define and generalize the results is limited. A bigger scale of subjects would yield more impact if teachers and instructors really want to improve the English proficiency of EFL students. Furthermore, other methods of data collection should be implemented rather than using only SILL survey in order for the researcher to gain more valid and reliable data from the participants.

Conclusion

The study aims to investigate the level of language learning strategy use, and the level of English proficiency of students in both English and literature and business English tracks from the Department of Western Languages, Burapha University, Thailand. The results of the study revealed that students from both tracks employed the six learning strategies ranged from medium to high use. The dominant strategies were compensation and metacognitive strategies. The findings of LLS use will help support instructors to boost more promotion of LLs use and set a direction on how to get students to be more familiar with a variety of language learning strategies. As this research indicated affective strategy was the least used one, students need to be more aware of this strategy. In terms of English language proficiency, the students from English and literature track were independent users (C1) while the students from business English track were basic users (A2). It is important that instructors keep records of students' English language proficiency and compare the attained data to design and initiate supportive programs to improve student's proficiency to meet the international standard requirements. The study also indicated that there was a relationship between language learning strategies and English proficiency of the students, meaning that proper and sufficient knowledge of learning strategies influence their learning outcomes. However, this study is not the final suggestion. More research in other aspects of learning strategies such as factors affecting strategy choice, cultural experiences toward learning strategies, and previous educational background with learning strategies (Oxford, 1994) would be beneficial.

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The Management of Buddhist Charity Schools Monastery in Thailand

Anuwat Krasang *, Phrakhursankharak Kiettisak Kittpanno,
Busakorn Watthanabut, Thitiwut Manmee
Department of Political Science, Faculty of Social Sciences,
Mahachulalongkornrajavidyalaya University,
Tambon LamSai, Wang Noi District, Ayutthaya Province, Thailand
*Corresponding Author: anuwat.kra@hotmail.com

ABSTRACT

Management of Buddhist charity School monastery included; 1) Academic Administration: Administrators were responsible for the supervision of school personnel in development of advanced academic teaching according to curriculum set by the committee, 2) the budget administration: Administrators supervised the payroll staff to expedite the payment for personnel including teachers and employees and to pay at the set rate, 3) personnel management: Administrators supervised personnel within schools to meet the policy objectives, 4) general management: School administrators had duties to the management of schools, including buildings, community relations. Classroom development, teaching materials and equipment, computers, desks and chairs in ready-to-use condition.

Keywords: The management, Buddhist, charity schools monastery

Introduction

Management of charity schools of Buddhist monasteries is the educational management for children and youths that is one of important duties of state and private organizations to carry out in the whole country. In the past, government could not provide all levels of education to all people. The government opened opportunities for private organization, foundations, religious institutions to share the burden by allowing those organizations to establish private schools on the conditions that those schools must abide by the rules and regulations set by the government. At present, privates schools, from kindergarten, primary, secondary to senior high schools, both academic and vocational, are established and located all over the country. The research findings indicated that each year many new private schools are open and at the same time, many private schools were closed down. Those private schools are established to provide education for children and youths in the areas where the Office of the Private Education Commission designated and complied with the rules as issued in article 3, consisting of 5 factors the private schools must have; 1) philosophy, the target of schools, 2) curriculum and instructional process, 3) school personnel, 4) educational resources and 5) educational administration (Office of the Private Education Commission,2553: p.34)

Management of the Buddhist Charity Schools of monasteries involved with the necessary management resources, the 4 M's; Man, Money, Materials and Management. Some resources are more limited. The administrators of the Charity schools must have criteria for the most effective management according to 4 missions; academic, budget, personnel and general management. The Buddhist Charity schools of monasteries are normally managed by abbots, abbot assistants, school committees. Some monasteries allocate lands for government to build schools. Some monasteries build schools and hire teachers and educational personnel to teach and run the business. Some schools collect educational fee from students and some schools do not collect fee, let students learn free of charge and some monasteries use monks who have qualifications to teach using budget of monasteries. The contents of curriculum concentrate on morality and Buddhism as the core course and the rest of the curriculum are from the government, the Ministry of Education. The Buddhist Charity schools of monasteries are under the jurisdiction of the government(Office of the Private Education Commission, 2552, p.7)

The Buddhist Charity schools of monasteries face financial problems just like general private schools since they cannot charge the educational fee from students' parents due to they are poor people causing many schools close down or some schools transfer the right of ownership to government to continue the operation.

The writer sees the importance of Buddhist Charity schools since they are the original institutes to implant morality and ethics for children and young people leading to perfect humankinds in the future. For this reason, the writer presents this article " Management of Buddhist Charity Schools of Monasteries in Thailand". The administrators and other who involve in the management of the charity schools can use this information as a supplementary part of management of the Buddhist charity schools for the full efficiency and prosperity.

General Conditions and Problems of Buddhist Charity Schools of Monasteries.

School management always faces some problems, big or small of the case. The schools administrators use knowledge, skill and sincerity to solve problems. The problems of school management are as follows: (Ampha Boonchuay, School Administration, 2551, p.187)

Curriculum implementation; the problems of objectives of education. Objectives of curriculum are too many, technical problems of learning and teaching, problems of secondary education management, problems of measurement and evaluation according to the curriculum. The curriculum itself has many problems in many aspects; contents of curriculum are overloaded, periods for learning are limited, integrated learning is not effective and confused, teaching media are not sufficient, good content but not applicable, some teaching plans are not coincided with the curriculum, evaluation tools, handbooks for evaluation, objectives of evaluation are good but not applicable, lack of qualified teachers and textbooks.

Problems from administrators: academic work will not meet targets if administrators do not pay full attention to the school administration. Academic work is the heart of schools. Administrators are the persons who will make successful academics. Administrators involve in many activities and pay less attention to the academic work since it yields results slowly. Administrators do not follow up the academic work continuously.

Problems from teachers: Administrators must place importance upon teachers because they are persons who run the academic work smoothly. The problems are the teachers do not understand the contents of subjects as filled in the curriculum. Teachers teach students as a big group without thinking of individual differences. The weak students cannot follow teachers and teachers do not teach subjects they learnt from the past. Teachers do not pay attention to further education or new knowledge seeking, using the old method, not open a chance to students to express their opinions. Problems from teachers can be summarized into sub-categories as: teachers lack responsibility in teaching, in creativity, in pursuing new knowledge. Teachers are not eager to improve themselves. Teachers have many personal problems such as debts, love affairs, not to try to understand the new contents in the curriculum. Teachers can teach only one major subjects they had learnt from the past. Teachers have many functions and duties interfering the teaching work that make teachers teach without main objectives. Teachers do not use teaching media to teach the subject they have learnt from the past that cause the ineffective teaching. Administrators must pay attention to the teaching quality by training, demonstrating and guiding teachers to perform their responsibility effectively. Administrators must supply teachers with good textbooks, teaching media and encourage teachers to be energetic and see the importance of teaching. Besides, administrators must be good examples for teachers.

Problems from students: students are another problems along with other problems that cause academic works ineffective. Students are always absent from classes because they have to help their parents with chores and other routine work. Students do not have necessary materials, learning aids. They have different backgrounds, different language, different culture and different intellectuals. Some students have health problems from malnutrition. Students problems must be solved by those who are involved and related to schools administration by fund raising to support them with lunch and other things and schools administrators should convince parents to see the importance of education.

Problems from parents: Participation from parents is the necessary matter in order for the academic administration to run smoothly, because parents are those who look after and take care of students while students are at home. This problem arises because parents do not see the importance of education and let duty be of teachers' In fact parents want to help support education for their children but their economical limitation prevents them from doing so. The problems of education administration does not arise just from curriculum and administration but also from environment around schools, from economical conditions of parents, schools are so far away from residences causing students going to schools late or absent from schools.

In conclusion, there are problems in every management even the educational management. The problems might be or small, the educational administrators must use knowledge, skill and sincerity to solve the problems. The problems from educational administration are curriculum implementation, from administrators, from teachers who do not understand the contents of learning and teaching as provided in the curriculum.

Administration of Buddhist Charity Schools of Monasteries:

Administration is the process of policy implantation, coordination, controlling and managing everything relating to schools that lead to the educational objectives. School administration involves activities everybody in the organization must participate in order to develop every aspect of personnel from personality, knowledge, competency, behavior and virtues to fit the norm of society in which ones live (Noppong Boonjitraud, 2553, p.4). School administration is activities of a group of people to develop education for children and young people so that they will grow up to be good and valuable members of society. School administrators have important functions in the areas of academic, service, budget, personnel and general management. (Somsak Kongtin, 2553. p.4). School administration also involves curriculum and instruction development, routine works, local community relations, buildings and facilities management, school bus, school administrative process development and students superintending (John A. Ramsayer and others, 2009. p.18)

Ministry of Education issues the rules for administering schools in monasteries, evaluation, subject comparison for transferring. Schools in monasteries must issue the rules and regulations for school evaluation, encouraging teachers to have lesson and evaluation plans, learning activities, evaluation in the real situation. There should be knowledge and experience transfer from other institutes.

The Ministry of Education issued the strategies for Buddhist Charity schools of monasteries as:

1. Academic administration; the curriculum used at Maikrongtong Monastery is the curriculum of the Ministry of Education, Teachers have to study content, objectives of the curriculum, separating the contents of cognitive, affective and psychomotor domains from

each other, set up areas and activities for learning, emphasize students-centered learning technique for the best benefits of students.

2. Learning and teaching: Every curricular must emphasize Student-centered learning to develop skill in systematic thinking, in doing, problem solving. At the secondary level, there must be any learning activities including media and other teaching aids use. Teachers analyze learning for classroom division in line with student intellectual and capacities. At the elementary level, teachers manage students to learn how to think creatively, to questions, to express ideas and opinions or project with teachers' advices and evaluation in the real situation.

3. Learning and teaching media production; schools assign each group of curriculum organize and make records of teaching equipment and media for teachers to use conveniently. Each classroom must have one teacher attended. Schools, teachers as well as students purchase or provide educational media for each classroom for each subject every year. Schools must allocate budgets for the teaching media for each subject and to replace the old and obsolete ones. Schools should give chances to students to learn from computers, CAI programs. Teachers must have computer competency to help students learn language. For elementary level; one classroom with 56 students must have one multimedia room that can be used to teach and learn every group of subjects. The teaching media must be enough for every room.

4. Measurement and evaluation; There must be evaluation according to the rules and regulations of the Ministry of Education; pre-test for students background for the preliminary adjustment, evaluation during learning to evaluate each group of subjects with observation form and testing for knowledge once a semester and after learning session evaluation; there must be testing 2 times a semester, 4 times an academic year, in August, October, January and March. Evaluation during the semester to improve and develop students, evaluation at the end of semester to judge the learning process. The evaluation is performed in the real setting that cover, cognitive affective and psychomotor domains and the learning objectives.

5. Free learning: students do not have to pay for education fee due to Maikrongtong Charity school received supporting budget from government. The Buddhist Charity Schools of monasteries recruit personnel to assign for the posts by qualifications as: 1) personnel and instructors; There is one instructor in each classroom to teach, supervise, guide and superintend students and support other instructor who come to teach other specific subjects to the class. 2) libraries development; Libraries must be established for teachers and students to use as the learning center, to explore and retrieve data for references. The center for teachers and students learn technology together happily. There are academic activities promotion each month and opening opportunities for skill development academic competition, There are recruitment for good and cleaver students in 5 major subjects to join schools and supplement teaching for academic excellence. 3) Ethical morality; There are activities promoting Buddhism ethical morality enhancement by chanting, loving-kindness spreading, meditating in silent standing position in front of the flag posts before singing the national anthem. Chanting after class is adjourned, precepts undertaking on Buddhist Sabbath day, competition in Dhamma quiz show programs, Dhamma training projects inviting monk teachers, teachers and school personnel or supervisors who are keen in Buddhism to conduct the training. Students should be divided into 4 groups for internal competition in academic skill, sport with opening and award presenting ceremonies. Buddhist Charity School management is the process of responsibility undertaken by administrators to develop curriculum, teaching and learning techniques, students service, finance and facilities and community relations and to administer the educational curriculum according to the rules and regulations of the Ministry of Education and to assure the quality of education, give academic service to communities and measure and evaluate the educational administration.

Conclusion

The targets of Buddhist Charity Schools of monasteries are to develop learners to have ethical knowledge, to have natural progress in physical, mental, emotional, social, intellectual progress, to have education achievement at good level and to have good Buddhist identity under the philosophy of Buddhist Charity Schools of monasteries that "development of educational quality, teachers have ideology to follow teachers' codes of ethics. Self development for academic excellence, abiding by teachers' codes of ethics, leaders in sacrificing for others, administrative process development to manage by rules, transparency, efficiently and working pleasant atmosphere, resources development for teaching and learning, to create building, places and environment to meet sanity standard, secured, clean, pleasant place for education. Media, equipment, innovation and technology have been developed to support and develop learners in religion, sport, music, arts, drama and community public relations.

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