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" Transforming Today's Educational Landscape "

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MESSAGE FROM DR. EUGENE SHEEHAN- CONFERENCE CHAIR
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Hello conference attendees at the 2016 Second Annual International Conference on Education:

On behalf of the organizers at The International Institute of Knowledge Management and sponsors at the University of Northern Colorado, it is my great pleasure welcome you to Bangkok, Thailand and to what I believe will be a wonderful two-day conference. The theme of this year's conference is "Transforming Today's Educational Landscape." It is my hope that before you return to your home country you will have ideas and plans that you can put to use in your educational system, classroom, or teaching practice, whether it is p-12 or higher education. Conference attendees are truly a representation of education systems from around the world: Africa, Asia, Europe, Middle East, and North America. So we will truly have an eclectic array of attendees and perspectives.

The issues we face in education are complex and the conference papers address many of them. For example, we discuss the implications of new technologies, learning outcomes, reading instruction, inclusion, and special education.

I want to remind attendees at the education conference that we can also attend the simultaneous media conference: Media and Mass Communication (MEDCOM 2016). So please take time to review the MEDCOM program.

I would be remiss if I did not mention that I hope you will get to take time to visit some of the sights in Bangkok and to experience the friendliness, hospitality, and excellent cuisine that Thailand has to offer. Bangkok has magnificent temples and a truly Grand Palace. A boat ride on the Chao Phraya River is an unforgettable experience.

Dr. Eugene P. Sheehan
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USING SIMULATION METHODS TO IMPROVE STUDENT LEARNING

Dr. Dwi Wulandari[1*] and Bagus Shandy Narmaditya[2]

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Abstract

A basic understanding which is owned by the students come from a variety of experiences and activities that will form the knowledge. Less understanding of the capital market is usually caused by the discussion that is only based on the textbook. This research aims to improve the activity and the understanding of capital markets by applying simulation method. This research is classroom action research. The draft of the study involved lecturer observer and student research on the subject. This research was conducted in the course of Banking and Finance. Cycle stages of classroom action research are planning, action, observation, and reflection. The result of this study, 1) Implementation of simulation methods can increase student activity. From 60% activities in the first cycle to 92% activities in the second cycle, 2) The understanding of students has increased significantly from the previous learning, From 76% in the first cycle and 85% in the second cycle. This proves that the application of simulation method can improve the activities and understanding of the capital market because this method made the students more active and more engaged in learning activities.

Keywords: simulation method, learning activities, capital market

INTRODUCTION

Capital Markets offers a new alternative for businesses to obtain funding source for its business, in addition to adding new investors to invest outside the banking sector. Capital markets serve as a media for investment for people who want to invest in the long term or short term. The capital market has a major role in the economy of a country because it has two functions, economic and financial functions. The capital market is said to have a function in the market economy as it provides the facility or the vehicle that brought the two interests, namely those who have excess funds (investors) and those who need the funds (issuer). With the capital markets, the parties who have excess funds may invest those funds in the hope of reward (return) in the form of dividends while the issuer (in this case) can use the funds for investment purposes without having to wait for the availability of funds from the company's operations. The capital market is said to have a financial function, because the capital market provides the possibility and the opportunity to earn rewards (return) for the owner of the funds, according to the characteristics of the selected investments.

At the macro level of the economy, the capital market serves as a means of redistributing income. The public can enjoy the benefits of the company although they are not founders or managers, is to buy a company's stock. So that the company's profits can be enjoyed by the general public with the help of the capital. For market companies, capital markets also provide a major advantage, which is to expand its business (expansion) by using the proceeds from the sale of shares in this market without having a debt to the bank which the interest is quite large, with complex requirements.

Given the importance of the capital market in the economy as well as for the individual it is very important also to understand the capital market. This is consistent with the purpose of the Indonesia Stock Exchange (IDX) to increase the number of local investors is to conduct socialization and education of Capital Market to the public, because public's understanding of the capital market is still uneven and there are still many who do not understand how to invest in stock market. Socialization and

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education programs aimed at housewives, professionals, retirees, students, and other community groups, through a variety of outreach programs and education are diverse.

To make people understand about the capital market can be done through various efforts including a seminar on capital market by Indonesian Stock Exchange and through learning in the classroom. One of the subjects that include capital market in the learning is Monetary Economics. Surely the lesson activities in the classroom have several advantages such as longer time owned, students also have the ability to think critically. In the practice and learning about the capital market, there are various problems and obstacles so that the level of understanding of the capital market is still lacking, it is will affect the interest of the desire to support the capital market in Indonesia.

Various obstacles and problems encountered during the observation are limited understanding of the students know the concepts contained in the textbooks, learning models in one direction so that the activity level of students lacking. This is in accordance with Kunandar (2010) stated that student activity is the involvement of students in the form of attitudes, thoughts, attention, and student activity in learning activities to support the success of the learning process and to benefit from these activities. Role-play exercises and simulations are just part of a larger body of teaching strategies labeled as active learning techniques, techniques that ask students to participate in constructing their own knowledge (Shaw, 2010).

In addition, conditions that exist in the field of understanding the concept of capital market is still considered difficult because a lot of terms that are less familiar to the students. Giving an understanding of how to assess stock, the approach is still difficult to grasp (fundamental and technical approach) if the student does not do this directly approach the concept will be more difficult to understand. Based on these problems, it is through this class action research and the researchers intend to seek alternative solutions.

Thus the simulation learning method is considered as one of the alternative methods of learning in order understand the capital markets. Blank (1985) stated that a simulation is an operating model which demonstrates the structure of a system. Simulations designed as learning tools are those that provide participants with a new or improved understanding of the system which has been modeled. Hamalik (2005) says that simulation exercises are demanding practical skills that will be implemented in real life situations. Jones (2003) have suggested that while simulations may increase student engagement, students can often struggle to understand what they are learning in these interactive contexts. More active method is believed to be better than more passive methods at developing deep learning, and facilitating the development of more innovative and creative thinkers (Dorn 1989; Brock and Cameron 1999).

In general, the positive utilities attributed to role-plays and simulations within the literature can be summed up in three broad categories: depth of learning, student engagement, transferable skills development. Depth and Breadth of Learning: The first group of benefits attributed to simulations relates to the suggested improvements in overall student learning. Student Engagement: The second broad group of benefits ascribed to simulations within the literature relates to positive effect that the method produces in terms of student engagement. Transferable Skills Development: The final broad area of support for simulation-based teaching relates to a specific skill set developed through this method that are not generally well cultivated through more traditional methods (Clayton and Gizelis, 2005).

The goal of the simulation methods which are: (1) train certain skills is both professional and everyday life, (2) gain an understanding of a concept or principle, (3) practice solving problems, (4) improve learning activity, (5) improve the students' learning motivation, (6) train students to establish cooperation, creativity and (7) train students to develop an attitude of tolerance.

In any form of simulation will take place the following matters: (1) the player plays that represent the real world, and also make decisions in reacting to their assessments of the setting that they find themselves, (2) they are experiencing acts of imitation associated with their decisions and their general appearance, (3) they monitor the results of their respective activities, and are directed to reflect on the relationship between their own decisions and the

consequences of the end of the show a combination of various actions.

RESEARCH METHODS

This study is a class action is a form of research that is reflective by using specific actions in practice. This classroom action research conducted with a view to increasing the actions in the implementation of learning and solving problems that arise in it. Classroom action research is also one of the efforts to repair and improve the learning activities as well as to overcome the difficulties in the learning process experienced by students. Classroom action research was conducted in two cycles to improve student understanding and activities of the capital market through simulation method. Each cycle includes four stages: planning, action/observation, evaluation, and reflection.

This action research conducted in the second semester of 2014/2015 for subjects Monetary Economics. This study will involve as many as forty students of the fifth semester. The parties involved in this research are a principal investigator and professor as well as the perpetrators of acts, two observers (lecturers), forty students as subject learners. Data collection techniques that will be used in this research is observation, interview, documentation, and questionnaire. For instruments used to adopt innovative teaching of the Council for Economic Education (CEE, 2009).

The data will be obtained from this research is qualitative data and quantitative data as supporters. Data analysis was performed according to the characteristics of the data collected. From the data collected classified and categorized in a systematic way and according to its characteristics. While quantitative data were analyzed with the descriptive quantitative method. These findings will be used to carry out further actions. The validity of the data in research in conducted with triangulation techniques. Moleong (2005) says triangulation is a technique that utilizes data validity checking things outside the data for the purpose of checking or as a comparison data. This study uses a triangulation of sources and methods. Indicators of successful action is the good response from the students, who marked increase in student activities, and student understanding of the capital markets.

RESULT AND DISCUSSION

Implementation of the Measurement the First Cycle

The first step in this research is the planning of activities. Planning activities include the manufacture of teaching plan, Worksheet Group, Preparing questions and answer key test, prepare observation sheets, and preparing interview guides. During the implementation phase of this learning action, lecturer implemented simulation teaching methods. The simulation will ask students to choose to make an investment with a given amount of capital. The capital is the same for each group. The main purpose of the game is the highest return for each team. The return of each team will be compared and the winner is a team with the highest return. The student is given the option to choose between five companies and make a portfolio of investment. The result will depend on the stock price that is given by the lecturer after reading stories of what happened to the company during the years. Learning is done based on teaching plan that previously been prepared by the researchers, is to market the material of capital market.

The conduct of the first meeting includes the following steps

1. Lecturer open lessons with greetings, checking on students' expression then conduct a brief presentation and talk about basic competencies to be achieved.

2. Lecturer conveys rules for simulating the capital market by providing an explanation of these companies to be invested in and what are the prospects of each company that will be taken into consideration for investment.

3. Researchers assisted fellow observer to divide students into groups

4. The group division is considering the heterogenity of students by gender and academic achievement. Students are divided into groups. One group consists of five students. One class consists of eight groups.

5. Students work in groups each to make analysis to determine the choice of where to invest their money.

6. After analyzing and discussing what and how decisions are taken, the results of the election in which the funds invested in the written worksheet group that has been prepared.

7. After all the group decided to invest, the lecturer read the company's development from the A to the next 10 years, about what happens to the company, whether the company for 10 years have profit, loss or break even and whether the company distributes all dividends, partially or not at all.

8. Once the simulation is complete the next stage of evaluation by using worksheets groups that have been given and to know the work of students.

The results of the observations made to increase the students' understanding and student activities can be seen at every meeting and measured per cycle. From student's understanding of the capital market showed a significant improvement after using the simulation of both the category average number of 76%. As for student activities, in general can be concluded that the level of activity some students still feel less confident to be active in the simulation. In the average percentage is 60%. Some students are passive though lecturers and researchers have long to give some kind of change. So it can be seen in participation activities, give opinions still low it is associated with a given problem. Student Activity Indicator can be seen from the increase in student collaboration, activeness of asking, active work on the problems, the attention of students while in class. This more active method is believed to be better than more passive methods at developing deep learning, and facilitating the development of more innovative and creative thinkers (Dorn 1989; Brock and Cameron 1999).

Some of the flaws found in the first cycle are:

The time of each round is 15 minutes. Some students rather difficult to divide tasks and assign decision

1. Some students could not perform simple calculations manually so as to make the buying process and the determination of the stock to long.

2. The debates among students occur in quite a long time because some have a character that is very cautious and some are willing to take risks.

3. Calculation of the sale of shares sometimes must be guided by the lecturers, because of the lack of student understanding of the rules of the game

4. Reading a long stock prospectus to make students tend to get bored and confused.

Based on the analysis and reflection of the first cycle by looking from the level of student activity is still low on the observation sheet and interviews result conducted in the first cycle, so there is a need to be an improvement. Follow up to increase the activity of students between activities: every purchase decision should be accompanied by an argument with this will spur students' level of activity. Students are welcome to comment purchasing decisions of other groups. Students who can read stock trading patterns that occur in class will be awarded points. This will certainly spur the desire and the courage to argue that overall will increase the activity of understanding regarding the learning material. For capital market efforts that can be done is by giving instruction and understanding the terms first, then the new students are given a prospectus on the condition of the company to read.

Implementation of the Measurement of the Second Cycle

In general, the implementation of the second cycle is similar to the first cycle, includes lesson plans, preparing worksheets group, prepare the questions and key. The implementation of the second cycle as follows.

1. Lecturer opens the lesson with the greeting, check the presence of students then conduct a brief presentation and convey basic competencies to be achieved.

2. Lecturer convey rules for simulating the capital market by providing an explanation of these companies are to be used and what are the prospects of each company that will be taken into consideration for investment.

3. Researchers assisted fellow observer to divide students into groups

4. The group divisions were paying attention to the heterogenity of students by gender and academic achievement. Students are divided into eight groups. One group consists of five students. Given the experience of the first cycle, the division of the group is somewhat more considerable to the position so that each group will be participating in the discussion.

5. Students work in groups to make analysis to determine the choice of where to invest their money in this stage to determine the long-term investment.

6. After analyzing and discussing what and how decisions are taken, the results of the election in which the funds invested in the written worksheet group that has been prepared.

7. After the simulation is completed the next stage of evaluation by using worksheets groups that have been given and to know the work of students.

The results of the observations made to the understanding of the students and student activity can be measured or seen in every cycle. Based on two meetings, student understanding of the capital market showed a significant increase from cycle 1 to cycle 2 that is equal to 85%. This increase can be seen from the understanding of the concept and the views from the decision making the final tally score tradeoffs in determining choices of stocks. While for student activities that can be shown visible improvement demonstrated the cooperation of students, liveliness asked, active work on the problems, the attention of students when classes are already well, It can be seen in this second cycle based on aspects or indicators were observed, it appears that the level of student activities mostly in the good category as many as 24 students (60%). Meanwhile, 10 (25%) of students are very high

category. In general, it can be concluded that the level of activity of students in the second cycle students have seen some students are already active in the simulation. At the liveliness indicators lecturers ask and answer questions. Students have also been seen increasingly enthusiastic in activities related to the determination of shares and joint decision. However, there are still some students who did not seem actively discussing in groups. Not seen students chatted with friends outside the learning topics.

CONCLUSION

Based on the results of research and discussion undertaken on before, in general, it can be concluded that the application of learning methods of simulation can increase the activity of students in the learning and understanding of the capital markets. Increased activity and student understanding are because the simulation method provides an opportunity for students to think, argue, discuss and explore themselves in the buying and selling of shares so that it would have an impact on student activities. As well as an understanding of the capital markets can be seen in the simulation students participate actively and directly in activities of buying and selling stocks where previously in the lecture more use concepts that exist in books without direct experience of simulated stock trading with a variety of conditions that led to a wise decision. The understanding and the student activity showed there was an increase from cycle 1 to cycle 2. From the above results and discussion, the suggestions from the researcher, namely: 1) learning model simulation can be used as a learning model of democratic innovation that can be applied in the classroom to enhance students' learning activities by providing clear instructions and coherent from beginning to end. 2) For those who want to further examine related simulation methods need to be developed to add other aspects that are not investigated in this study.

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THE USE OF MOBILE APPLICATION TO SUPPORT SPEECH DELAY CHILDREN IN MALAYSIA: A PRELIMINARY STUDY

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Abstract

This study explores the use of mobile application to support children with speech delay in Malaysian community. Currently, there are various commercial mobile applications to support speech delay among English speakers, however, there is a gap in the development of mobile application catered specifically for Malay language speakers. The paper reports the preliminary study of the research project by exploring the possibility of utilizing the mobile application to support the children. The research design of this study is qualitative and based on case study methodology. Data collection methods include observation of the special need children's use of mobile application as well as interviews with parents. Nvivo will be used to analyze the data. This study applies a two-pronged approach to contribute to the body of knowledge in the field of mobile learning and special need education in Malaysian schools. The study successfully developed a mobile application to support speech delay children, and also brings added value in understanding the situation regarding the use of mobile application to support children with special need. These are significant areas which have been established in this study to shed light on the issues associated with the use of mobile application for special needs children.

Keywords: mobile application, speech delay, Malaysia, mobile learning, assistive technology

INTRODUCTION

In general, a child is considered to have a speech delay if the child's speech development is significantly below the norm for children of the same age (Leung & Kao, 1999). There are various causes of speech delay which may include mental retardation, hearing loss, maturation delay, expressive language disorder, bilingualism, psychosocial deprivation, autism, elective mutism, receptive aphasia and cerebral palsy. In this study, concentration is given to a case of simple developmental speech delay. Simple developmental speech delay as defined by McRae & Vickar (1991) is a type of speech delay which have no relation to the causes as stated by Leung & Kao (1999). Normally, for children with simple developmental delay, the causes are unknown, yet the speech is minimal or may be no speech at all.

Speech and language delay in children commonly have difficulty with articulation, pronunciation, expressive vocabulary and comprehension difficulties (Woo & Teoh, 2007). These children as reported as do not speak as well as other children their age (Leung & Kao, 1999). On reflection, there is a concern that these children might have difficulties in learning and it could impact on their future as well. In a research conducted in Malaysia by Tan & Yadav (2008), among 900 samples of children with disability, there are 68 children with speech delay problems. Intervention ought to be provided through various platforms, and one potential medium is through the mobile application.

The Ministry of Education, Malaysia has highlighted the importance of special education under the Special Education Integration Program (Mohd Yusuf et al 2014). In addition, the Ministry of Education, Malaysia also stressed the need of embedding Information Communication

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Technology (ICT) in supporting school children (Malaysia Education Blueprint 2013-2025) and higher education students (Arokiasamy, 2012). Given the importance of special education and the use of ICT in Malaysian schools and higher institutions, there are studies conducted by Malaysian scholars regarding the integration of ICT in special needs education at both levels. In a review by Mohamad & Phung (2015), with the concentration on mobile application, there are 14 academic papers published by the Malaysian academics in the area of mobile assistive technology. There are 5 studies respectively for autistic and dyslexic learners, 3 studies related to own syndrome learners and 1 study related to slow learners. However, there are no studies related to speech delay was identified in the review.

On the other hand, globally, there are existing studies related to the development of mobile applications for speech delay in children. Song & Yusof (2010) conducted a review on the application of mobile technology for special needs children through the use of smart phones and I-pods. In Romania, technology intervention is used in speech disorder therapy (Danubianu, Tobolcea and Pentiuc, 2009). There are also commercial applications such as Speech with Milo (Speech with Milo Official Website) and Hamaguchi Apps (Hamaguchi Apps Official Website) for speech delay children among the English speakers. However, there is no existence of an application to help children with speech delay to learn Malay language. This was confirmed by a speech therapist from Penang General Hospital. Therefore, the study looks into the possibility of the use of mobile application specifically to support children with speech delay problem among the Malay speakers.

This paper explores the preliminary study of the use of mobile application known in the context of Malay language. It will begin with a section to outline the research design. The next section continues with the findings and discussion before concluding the paper.
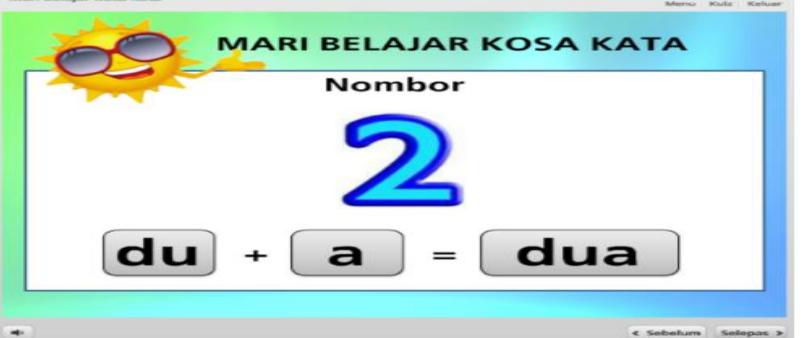
RESEARCH METHODOLOGY

The research design of this study is qualitative and based on a case study methodology to explore the use of mobile application to support speech delay children. Data collection includes observation during the use of mobile application as well as interviews with parents. Nvivo are used to analyze the data collected in the study. In the study, validity and reliability are emphasized. Validity is ensured through sampling strategy. Participants are chosen based on the rationale that they would fulfill the purpose of the study. On the other hand, reliability is ensured by following the research procedure, the observation and interview.

In this study, a mobile application entitled MASSDEC (Mobile Application to support speech delay children) was developed for speech delay children learning basic Malay language vocabularies. The application consisted of five modules and was developed using ADDIE model. The modules include; Numbers, Fruits, Colors, Transport and Animals. At the end of each module there are quizzes to support the learners. The application was developed using multimedia elements. The environmental impact on student learning and behavior should also be emphasized when teaching students with speech delay. The learning environment includes physical, sensory environment and the surrounding area. The following table illustrates some of the interface included in the application

Table 1: Main interface in MASSDEC application

This is the main interface in MASSDEC application. The screen displayed beautiful scenery and attractive pictures to grab children's attention. Buttons are provided to enter the main menu of the application.	
This is the second interface in MASSDEC application. The interface has menu to enable the users to select modules that they want to explore.	
This is one of the interface for module 1: Number. User can explore how to pronounce vocabularies related to numbers in Malay. Audio sound to support explanation was also provided.	
This is one of the interface for module 2: Fruits. User can explore how to pronounce vocabularies related to fruits in Malay. Audio sound to support explanation was also provided.	

This is a form of interface for activities related to quiz under module 3: Colour. User has a selection of answer to choose. Audio sound to support explanation was also provided.	
This is a form of interface for activities related to quiz under module 5: Animal. User has a selection of answer to choose. Audio sound to support explanation was also provided.	
This is a form of interface for feedback provided to the user after successfully completed a question in the quiz section.	

FINDINGS AND DISCUSSION

The paper reports the preliminary study, which consisted of evaluation by experts, followed by a pilot study which include observation and interview with the parent. The evaluation was conducted by consulting two experts in multimedia design. The expert review was obtained through semi structured interviews to get the opinion about the usability of the application. Both experts were invited to use the application and to check it thoroughly. After the usability test, they were invited for an interview to obtain their recommendations. Interview schedule was constructed based on the checklist for multimedia instructional design (Keller & Suzuki, 1988) which covers the following items; title screen, introduction, menu structure, information presentation and learning guidance, practice and feedback as well as evaluation and ending. The following table describes the important aspects that were covered in the checklist:

Table 2: Checklist for multimedia instructional design (Keller & Suzuki, 1988

Title screen Capture user's attention? Related to the content of the material? Not forcing users to view long animation?
Introduction Give users the feeling "This is for me!"? Objectives are clearly stated, easy to understand? State usefulness and values of attaining objectives? Users can judge if they have prerequisites? Give review opportunities for prerequisites?
Menu structure Provide a menu so that users can select order of learning? Overall structure is clear to the users? Divided into short sections to prevent boredom? Users know how much they finished and how much more to complete? Sections the users finished are marked as completed? Advices are given when users have options to select? Menu can be accessed soon after starting?
Information presentation and learning guidance Not page after page information presentation consecutively? Ask questions to motivate the users from time to time? Order the contents from easy to more difficult? Users can detect weak points from early stages? Have adequate concreteness with familiar examples an illustrations?
Practice and feedback Provide practice opportunities in risk-free situations? Informational feedback are given for wrong answers? Affective feedbacks are given for correct answers? No negative/critical feedbacks for wrong answers? No interesting feedbacks for wrong answers? Chances for re-try are given?
Evaluation and ending Hold evaluation criteria constant throughout the material? Passing criteria and evaluation conditions are clear in advance? Affiliate success to users' effort? Position users' success in a bigger picture (future advances)? Provide immediate opportunities to apply knowledge/skill that user just mastered?

With regard to the title screen, both experts agreed that the title screen fulfilled the criteria to capture the user's attention. However, the first expert suggests that there is a need for informing prerequisites for the users. Therefore, the prerequisites were informed in the installation manual of the application. Both experts also agreed that the overall structure is clear to the user. In addition, one of the experts also proposes to add variation to the quizzes. Rather than linear quiz with a selection of answers, more open quiz are also included; for example in a quiz to find the animal.

It was also recommended by one of the experts to add "next" and "previous" button on every screen to allow flexibility in the navigation.

Upon refinement of the application, the study embarked into the pilot stage with a single case study. The child in the pilot stage is henceforth known as Ryan (not a real name). He is chosen for the pilot study because he is categorized as a speech delay child. He was diagnosed with a simple developmental speech delay. His speech development is considered not appropriate to his age. During the study, he was 7 years old, but has a 5 year old speech level. He mainly converses in English and have lack of Malay language vocabulary. Nevertheless, he is a vibrant and a bright child who likes to interact with other people.

Figure 1: Ryan showed his interest during pilot study

With the help of parents, Ryan test the usability of the application. An analysis has been used to record all kinds of reactions when he interacts with the courseware. He showed positive impact with the use of the application. He also showed a positive behavior before, during and after using this application. This was evident when he was very excited and happy to be given this application. This application requires double touch (touch screen), not like other applications which only have one touch, but this does not become a problem with the help of the parent. Overall, it can be seen that he has mastered the modules in the application. He was able to pronounce correctly most of the vocabularies introduced in the modules. He could respond to the instruction provided. He also able to answer the quizzes.

With regard to the interview with the parents, Ryan's parent mentioned that Ryan began to show interest in learning after being shown the interactive part in the application. This suggests that the learning activity through mobile application is an effective technique for teaching children with special need. The interview below demonstrates that the mobile application is a learning tool that is suitable to be used by speech delay children.

"I see my son can use this application effectively. He can follow the module in the application properly. I believe that my son is interested in this

application because the images and objects are interesting and the instruction given is also very clear. As he was familiar with I-pad, so learning through MASSDEC could eventually attract him. Very practical for a kid like him".

CONCLUSION

In this study, respondents showed positive improvement after undergoing the pilot study. Through this positive effect, it was found that the parents were also provided positive feedbacks that the use of this courseware can be used as an additional therapy or additional tool in the learning process for their children.

This study applies a two-pronged approach to contribute to the body of knowledge in mobile learning and special need education in Malaysia. The study does not only develop a mobile application to support speech delay children among the Malay speakers, but also adds value in understanding the situation regarding the use of mobile application to support children with special need. The study assists special education division under the Ministry of Education, Malaysia in introducing mobile application as an alternative tool for children with speech delay problem. As there is no existing mobile application to support children with speech delay among the Malay speakers, this study could be considered a groundbreaking attempt to provide the mechanism.

As the conclusion, this study has established that the use of mobile application with multimedia elements can be used as an additional tool to support speech delay children as it has the potential to increase the interest and attention of children with speech delay to learn. It is envisaged that the mobile application would have the potential to be used to support special need children in Malaysia.

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At the end of the interview, Ryan's parent highlighted that she supported the use of this application which she believed has the potential to support speech delay children in Malaysia.

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MODELS OF PROFESSIONAL LEARNING PRACTICE FOR 21st CENTURY LEARNERS, FOCUSING ON LANGUAGE LEARNING

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Abstract

The study purpose was to get models of professional learning practice for the 21st century learners. Three groups of learners were divided: learners as non-language learners (LG1) practiced achievement language learning as professional, learners as language teachers (LG2) practiced learning how to teach LG1 reaching their goals, and a learner as a researcher (LG3) practiced learning how to enhance both LG1s and LG2s reaching their goals at their own pace. To get models, the research *"Enlightening action research makes my life easier in my 21st century workplace"* was used as knowledge foundation of action research concepts (Songsiri: 2015) and seven English training projects were used as tools to investigate how the learners practiced achievement learning as professional. The projects were as follows: Project 1: How to write an abstract, Project 2: English conversation for beginners, Project 3: English conversation for intermediate level, Project 4: English conversation for advanced level, Project 5: English conversation for engineering students, Project 6: Job application, and Project 7: Standardized tests. There were two step for collecting data: Step 1: Action research in action (goal-setting, focus and investigate) to get real and current situations to set the goal, Step 2: Action research procedures (plan, act, observe, reflect, revise and report) to investigate how LG1, LG2 and LG3 practiced achievement learning as professional. The research showed that the achievement learners reached their learning goals as professional by using the following model: Professional knowledge (1. Know yourself and others, and know how they learn 2. Know contents, 21st century skills and how to learn), Professional Practice (based on Neuro-Linguistic Programming (NLP), Passion-Based Learning (PBL) and Action research concepts), and Professional Engagement (Find more opportunities to join the real professional situations).

Keywords: Professional learning, 21st century learners and skills, Action research concepts, NLP, P

INTRODUCTION

Because of the beginning of AEC community in 2015, ASEAN countries started to create various activities to move their countries forwards including Thailand. We, all Thai people, also pay much attention in preparing ourselves to get ready in rapid changes. One of important obstacles we met is people's English ability, especially English communication skills. Therefore, to solve this problem the Thai government gave huge grants to improve them. Our workplace was one of universities to get these grants. As to reach the Thai government policy and to make use of the money to improve people's language ability in our university, academic planning administrators, the head of Social and Applied Science Department, colleagues of

Languages Departments of the College of Industrial Technology and I as a teacher and researcher met, discussed and planned together about how to improve people's language ability in our university and made use of the huge grants efficiently and effectively as much as possible. Moreover, at present, several industries and enterprises need graduated students to work as professional. Why don't we apply the aspects of working as professional into learners' professional language learning? As results, seven English training projects to improve students' language learning outcomes were designed. We investigated how learners practiced learning to reach their goals at their own pace as professional. Action research in action and action research procedures were used as methodology to help us to reflect and revise people's learning outcomes better. To get

models, task-based learning, each learner's real-life situations, the research (Songsiri: 2014) "Enlightening action research makes my life easier in the 21st century workplace" and seven English training projects were used as knowledge foundation and tools to investigate how 21st century learners practicing learning how to learn to reach their goals at their own pace as professional. All seven English training projects provided were free (see all course descriptions in Appendix 1). Projects 1, 5 and 6 were designed for Learners (LG1: engineering students) studying in the third and fourth year of bachelor program. Projects 2, 3, 4 and 7 were designed for Learners (LG1: technical teachers and officials from various departments of KMUTNB). There were two steps to get data. Step 1. Action research in action: Goal-setting; providing English training projects to improve people' language ability and conducting action research to evaluate and develop programs. Focus: Learners (LG1, LG2 and LG3) were focused. All of us acted as 21st century learners practicing learning how to reach our goal at our own pace as professional. Investigate: how the learners (LG1, LG2 and LG3) practiced learning to reach their goal at their own pace as professional. Step 2: Action research procedures were used as a process of learner's self-reflection to reach individual goal at his/her own pace as professional. Plan: Learners (LG1), planned to practice learning how to learn best. Learners (LG 2) planned to practice learning how to help students and participants to reach language goals at their own pace. A learner (LG3) planned to practice learning how to conduct action research and to support learners (LG1 and LG2) to reach their goals at their own pace. Act: All learners (LG1, LG2 and LG3) practiced learning how to act following the plan. Observe: All learners (LG1, LG2 and LG3) practiced learning how to observe interesting events happened while acting. Reflect: All learners (LG1, LG2 and LG3) practiced learning how to analyze what happened by asking "what, why and how" to change better. Revise: All learners (LG1, LG2 and LG3) practiced learning how to change better. Report: All learners (LG1, LG2 and LG3) practiced learning how to discuss and exchange experiences and knowledge together. In this step, there were two cycles. In Cycle 1, data were collected from projects 1, 2, 3 to get a model of professional learning practice for 21st century learners. Cycle 2 was emphasized on changing for the better. The data were

collected from projects 4, 5, 6 and 7. The essential theories and knowledge were described below.

ESSENTIAL THEORIES BEHIND THE RESEARCH

To get models, the aspects of 21st century learners and the aspects of learning as professional divided in to three parts: professional knowledge, professional practice and professional engagement were described below.

The aspects of 21st century learners (LG1, LG2 and LG3)

In this research, three groups of learners (LG1, LG2 and LG3) were described below.

The aspects of 21st century learners (LG1)

Blair (2012) describes 21st century learners who need to learn contents or technology to support them in terms of problem-solving, decision-making, teamwork, and innovation. I agree with this view because 21st century learners might meet unexpected situations to solve problems. Therefore learners (LG1) should be familiar to 21st century skills to apply them to their real life situations. Thoughtful Learning defines the 21st century skills as learning skills, literacy skills, life skills and new skills for new job for enhancing learners reaching their goals in terms of thinking processes, believing, attitudes and responsibilities for their lives.

Dr. Eaton is an educational leader, researcher, author and professional speaker. https://drsaraheaton.wordpress.com/2011/12/07/21st-century-learners/ describes obviously about 21st century learners as the following: 21st century learners want to have more respect and relevant to every thing they involve. They can learn anything by themselves if they have passion on them. They can access technology and get more knowledge or useful information very easy. These aspects are very important for teachers, researchers or educators to be aware of whenever relating to them.

In this research, learners (LG1, LG2 and LG3) used action research concepts to get learning achievement model. There are two main ideas of action research concepts: action research in action and action research procedures which were related to 21st century skills described in Appendix 2. In the

research, the significant aspects of learners (LG1) were the following. They preferred learning their own relevant contents and could access more knowledge very quickly. Teachers should act as coacher, encourager, helper and facilitator to help them to reach their goal at their own pace. The teacher should teach less because they wanted to practice more. They also preferred learning to short models for further developing and applied new knowledge to their own situations. David Wells argues that technology devices are very useful for learners but they are not the main goals of learning. In my research, I noticed that learners (LG1, LG2 and LG3) used internet or technology devices for their own purposes. They used them to support their learning goals. I as a teacher and researcher realized that 21st century learners (LG1) are very different from the past. As results, learners (LG2 and LG3) should be aware of how to response, to teach, or to conduct research about them appropriately.

The aspects of 21ˢᵗ century learners (LG2)

At present, learners (LG1) are different from the past. Therefore, the aspects of learners (LG2) should be adjusted or changed as well. Fifteen characteristics of 21st-century teachers (LG2) should be recognized described as follows: "Learner-Centered Classroom and Personalized Instructions, Students as Producers, Learn New Technologies, Go Global, Be Smart and Use Smart Phones, Blog, Go Digital, Collaborate, Use Twitter Chat, Connect, Project-Based Learning, Build Your Positive Digital Footprint, Code, Innovate, Keep Learning," (Tsisana Palmer: 2015 retrieved from http://www.edutopia.org/discussion/15-characteristics-21st-century-teacher. In my research, I as a learner (LG2) tried to enhance learners (LG1) to reach their learning goals at their own pace as quick as possible by using any approaches. Learner-Centered Classroom, project-based learning and Personalized Instructions were parts of them to be focused. I used smartphone and introduced learners (LG1) to look up meanings and how to pronounce new vocabularies. Action research concepts supported me to create activities and made me keep learning. I assumed that these aspects help me to practice learning how to teach as professional.

The aspects of 21ˢᵗ century learners (LG3)

In the world changing rapidly, learners (LG1 and LG2) could learn and access news and knowledge very easy with their finger tips, therefore learners LG3) had to adapt and change their views towards language learning, teaching and conducting research as well. Skills for 21ˢᵗ century researchers retrieved from www.britishcouncil.org/going-global/programme/sessions/skills-21st-century-researchers were described the following: "As research and innovation drive forward countries across the world, this session explores the skills needed by researchers for impact at international level, and examines the policies and mechanisms supporting their professional development.

In this research, I as a learner (LG3) used and applied Australian professional standard for teacher (APST) and action research concepts to obtain models of professional learning practice for 21st century learners, focusing on language learning. I also have kept learning and collaborating with Education Global Network by joining international conference to exchange and share knowledge among educational scholars from various countries. In doing so, I hope that these models could enhance learners (LG1, Lg2 and including me as LG3) to reach our goals as professional. Theses aspects might be parts of why LG3 practicing learning to enhance both LG1 and LG2 to reach their goal as professional.

The aspects of professional

Wikipedia describes professional as 'a member of a profession or any person who earns their living from a specified professional activity.' Professional in my research referred to each learner (LG1, LG2 and LG3) practicing achievement learning in their fields as professional. The learners (LG1, lG2 and LG3) should be trained in different roles. The learners (LG1) practiced learning about how to learn to reach their learning goals at their own pace whereas the learners (LG2) practiced learning about how to teach and help LG1s to reach their goals. The learner (LG3) practiced learning in conducting research to enhance both LG1 and LG2 to reach their goals at their own pace. At present, learning as professional is needed for 21ˢᵗ century learners. We should support learners (LG1, LG2 and LG3) to practice learning as professional. In this session, the aspects of

professional framework adapted from Australian professional standard for teacher (APST) retrieved from http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list divided into three parts: Professional knowledge, Professional practice and Professional engagement were described below.

Professional knowledge for learners (LG1, LG2 and LG3) (See Appendix 3)

In this section, there are two main categories describing about professional knowledge. First, professional knowledge means knowing yourself and others, and how to learn, and knowing contents of learning and 21ˢᵗ century skills. The 21ˢᵗ century skills are divided into four groups: Learning skills, Literacy skills, Life skills, and new skills for new job (See more details in Appendix 2). Professional knowledge for learners (LG1) was focused on knowing who they are or what their language learning goals are and how to learn to reach their goals at their own pace. About contents, learners (LG1) should know the contents of their fields and could apply them into their real life situations by using 21ˢᵗ century skills to help them to reach their learning goals. Professional knowledge for learners (LG2) was focused on knowing LG1s and how to help them to reach their learning goals at their own pace. About contents, LG2s should know and insight the contents of subjects and their fields , extract them into easy explanations or models and use 21ˢᵗ century skills to help LG1s to reach their learning goals as quick as possible. Professional knowledge for learners (LG3) was focused on knowing contents of subjects and various aspects of learning, teaching, researching, and 21ˢᵗ century skills to enhance LG1s and LG2s to reach their goals as soon as possible. Moreover, being opened minded with positive attitudes to learn new things was very important for LG3s. The researcher assumed that the learners (LG1, LG2 and LG3) might use the part of professional knowledge as models of professional learning practice to reach their goals at their own pace.

Professional Practice for learners (LG1, LG2 and LG3) (See Appendix 3)

Learners (LG1, LG2 and LG3) practice learning as professional through self-reflective learning via various learning situations and use positive words based on NLP (Neuro-Linguistic Programming: "a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behaviour and the subjective experiences (esp. patterns of thought) underlying them" retrieved from http://www.nlplifetraining.com/what-is-nlp/index.html) to self-talk and to program their explicit achievement pictures. Then they used action research concepts to find their own strategies to finish their tasks. The further details were described the following. Learners (LG1) practiced learning as professional. They started using positive words to program themselves to reach their goals. Learners (LG2) also frequently used positive words to encourage LG1 to reach their goals while Learners (LG3) tried to study more about how to use NLP most efficiently to enhance both LG1 and LG2 reach their goals at their own pace. Then they used action research concepts, action research in action and action research procedures, to help them to reach their goals. On step 1, they used action research in action to obtain current real problems, to set goals to solve problems, to focus on the target group, and to investigate how to solve the problems. On step 2, they used action research procedures to plan how to solve the problem, to act following the plan, to observe what happened while acting, to reflect why happened and study more from various sources to adjust, to revise for changing better and to report others how to reach their goals at their own pace as professional. The research assumed that learners (lG1, LG2 and LG3) might use the part of professional practice as models of professional learning practice to help them to reach their goal at their own pace.

Professional Engagement for learners (LG1, LG2 and LG3) (See Appendix 3)

The learners find more opportunities to join the real world. For example LG1 started practice changing better to the other new situations, LG2 were enthusiastic to discuss and share teaching experience with others, and LG3 were more self-esteem to join more international conferences, in the international platforms and might further develop to connect global network for researching in the future. The researcher assumed that learners (lG1, LG2 and LG3) might use the part of professional engagement as models of professional learning practice to help them to reach

their goal at their own pace. The outcomes were shown in the next section. I hope that 21ˢᵗ century learners should find more opportunities to practice learning as professional. I think that the more learners (lG1, LG2 and LG3) practice learning as professional, the better they are as professional in their fields.

DATA PRESENTATION

There were two steps to collect data.

Step 1. Action research in action. Goal-setting: To get models of professional learning practice for learners (LG1, LG2 and LG3) to reach their goals at their own pace. Focus: Achievement learners (LG1, LG2 and LG3) practiced learning as professional. Investigate: How did learners (LG1, LG2 and LG3) practiced learning as professional?

Step 2. Action research procedures. There were two cycles in this step. In Cycle 1, the data were collected from Projects 1-3 and in Cycle 2 the data were from Projects 4-7 to change better.

In Cycle 1, I as a teacher (LG2) and researcher (LG3) used the research "Enlightening Action Research Makes My life Easier in 21st century workplace" as knowledge foundation to gradually understand the thinking process of professional learning by using action research. Projects 1, 2 and 3 were used as tools to investigate and to get models of how learners (LG1, LG2 and LG3) practiced learning to reach their goals as professional.

PLAN

How learners (LG3, LG2 and LG1) planned to reach their goals at their own pace as professional

(The data collected from achievement learners)

Project 1: How to write an abstract.

For a learner (LG3): I as a researcher (LG3) planned to enhance learners (LG1 and LG2) to reach their goals. First, I have to know the main purposes of this course. Then, I created and designed the course. The main goals were to have LG1 know the patterns of writing an abstract in terms of backgrounds, purposes, design and methods, results and conclusion of research, to have LG2 know how to teach LG1 to reach their goal.(Professional Knowledge: Know contents) Therefore, I searched a teacher who had

innovative mind set to teach how to write an abstract and I found the teacher who is not an English teacher but he has a lot of experience in the committee of editorial board in international journals and he also has lot of experience in writing abstracts. I expected that the teacher would have new perceptions of teaching. And I planned to have LG2 and LG1 be familiar to self-reflective learning through action research concepts: Action research in action and Action research procedures (Professional Knowledge: Know LG1 and LG2)

For a learner (LG2): the teacher planned to have LG1 practice writing an abstract by using Google translation. (Professional Knowledge: Know how to teach)

For a learner (LG1): A learner who was the most perfect learner planned to write his own abstract by self-reflective learning. (Professional Knowledge: Know how to learn)

Project 2: English Conversation for Beginners.

For a learner (LG3), A foreigner teacher and I planned and discussed together about the contents. We agreed to teach easy various situations such as greetings, communication strategies in daily life. (Professional Knowledge: Know contents)

For learners (LG2), a foreigner teacher and I agreed that there was only one teaching condition focused on this course: "How do we encourage LG1s to speak with confidence and happiness as much as possible?"

(Professional Knowledge: Know how to teach)

For learners (LG1), there were no any plans because they just began to study in this course.

Project 3: English Conversation for Intermediate Level. The main goals were also to have LG1s be more confident and happy in speaking in terms of asking and answering information in various situations.

(Professional Knowledge: Know LG1 and how to teach)

Act: LG1, LG2 and LG3 followed the plan. (NB. The data shown below were extracted from the learners (LG1) who could most reach their learning goals at their own pace.)

Focusing on Reading and Writing Development

Project 1. Interesting Events

Showing how Learner (LG1, LG2 and LG3) reach their goals at their own pace

Interesting Situation 1: Applying English foundation and technology to help students' learning

LG2 (a teacher): *How to write this abstract by using Google Translation? Please follow me! First, type this Thai abstract in the Google Translation, then focus on vocabularies translated and don't pay much attention in grammar. We can use grammar knowledge to create sentences by our understanding. Look at this sentence,* "ฝุ่นละอองเป็นปัญหามลภาวะสิ่งแวดล้อมทางอากาศที่สำคัญ (Thai Language) Google translation: *Dust pollution is a major environmental air*: It is not correct meanings. So, what should the new sentence be?

(Professional Knowledge: Know contents and How to teach)

LG1: (Silence! And no respond in a while.) I did not know how to write the sentence in a correct order although I got vocabularies in the Google translation. So I should know how to order sentences correctly.

(Professional Knowledge: Know how to learn)

LG2: We can make a new sentence by using some of these vocabularies. The new sentence could be written: Dust is important air pollution. We can check whether most people use the sentences or not by typing in the Google. In the journal, this sentence was written: "Dust is an important problem of air pollution.

(Professional Knowledge: Know how to teach)

LG1:We got Dust, Pollution in the Google Translation. It meant that we could use some vocabularies in the Google Translation.

(Professional Knowledge: Know how to learn)

(LG3's analysis: I as a researcher noticed that the student did not know about how to write sentences in terms of subject and finite- verb. I assumed that if he knows about **types of sentences**: simple, compound and complex sentences, he will create new sentences by his own understanding. This view came up from previous experience (Songsiri:2013)

(Part 1. Professional knowledge: know contents and know students)

Interesting Situation 2: Teacher as a questioner to help LG1 to meet his explicit problems. The student was interviewed by me acting as a teacher (LG2) and researcher (LG3) after the class.

LG2: Can you write your own abstract?

LG1: No! I can't. (He answered immediately.) I'm still unclear about my project. I don't know how to start writing by using Google translation. I know that some vocabularies in the Google translation could be used in the abstract but the grammar might be mistakes. I don't know how to arrange and use words correctly. (He answered immediately.) (Professional Knowledge: Know Myself)

LG2: How do you solve your problems? 1. You have no ideas about your project. 2. You don't know how to start writing. 3. You don't know how to arrange and use words correctly.

(LG3's analysis: The teacher chose questions to explicit student's problems. (Part 2. Professional Practice: Action research in action: Goal-setting; to enhance student to write his own abstract, focus; to have LG1 see his own abstract-writing problems. Investigate: how LG1 learned to reach his goal at his own pace?)

Interesting situation 3: Teacher as a coacher an encourager

LG1: First, I have to be clear my own project. (Professional Knowledge: Know how to learn)

LG2: Good Job! How can you write your abstract in English? How many English books, abstracts or journals do you read?

(Professional Practice: Encourager)

LG1: I can't write the English abstract. Almost not! A few English books were read by me.

LG2: How do you solve your problems? Now you read a few English books and how do you get English ideas to write your own abstract? How about reading more English abstracts relevant to your projects! Would you like to try to read more English Text relevant to your project? You just find your key words about your projects and search in the Google or international journals.

LG1: Try to read more English texts relevant to my project to get English vocabularies to write. OK! I will try. (Problem 1 could be solved by self-reflective learning)

LG2: Well done! You are going to the right track! OK! I give you one week to do as you directed and come back to meet and tell me how progress you are. And how do you start writing the abstract?. (Professional Practice: Teacher's positive responses)

LG1: Use an abstract model as the teacher taught me in the class (Problem 2 could be solved by self-reflective learning): Start with the main purpose of the study, subjects, methodology, results, conclusion, and key words. (Professional Knowledge: Know how to learn)

LG2: Good! See you next week to reflect on what happen to you while doing your tasks. (One question comes up in my mind why he has to do a lot of things as I suggest so I decided to ask him, "Will you do as you mention? Why?"(Professional Practice: Action research in action)

LG1: I promise to do it because I have to do. It's my project. Moreover, I need to develop my English. I would like to communicate with people in English. I would like to work abroad. Now I'm going to graduate bachelors this year. That's it.

(Professional Knowledge: Know Myself)

LG2: Teacher: Oh! I see. That sounds great!

(LG3's Analysis: I realized that teacher's positive response supported student's self-reflective learning.)

(Professional Knowledge: Know LG1 and LG2)

Week 2: How to learn to reach reading goals (After practicing reading English abstract relevant to his project)

LG1: I have some problems. I could not understand the meaning of this sentence. What does this sentence mean? "This research aimed to determine an optimal condition of resistant spot welding process in order to reduce a welding spatter problem. (Wuttipornpun, 2010:1) (Professional Knowledge: Know how to learn)

LG2: Try to understand this sentence again. "This research aimed to (Finite verb) determine an optimal condition (main noun) of resistant spot welding process (main noun) in order to reduce a welding spatter problem(main noun)." Or "This research

aimed to determine an condition of process in order to reduce a problem." (Professional Knowledge: Know contents and how to learn)

LG1: Oh it is easier to understand. Thanks so much! So! Look at this sentence, "This paper is to propose a framework of decision tree-based model of automatic assignments of IT service deskoutsourcing in the bank." (Phomasakha Na Sakolnakorn and Meesad, 2009:19). I understand that "This paper is to propose a framework of decision tree-based model of automatic assignments of IT service desk outsourcing in the bank. Is this correct? Revise to make (Professional Practice: Action research procedures: plan to find another exercise, act doing exercise, observe asking the teacher, reflect, to understand the sentence, Revise to have more understand and Report to recheck with the teacher)

LG2: That's right! Good job! And keep going!

LG1: That's amazing! I love this method because whenever I can't get the main ideas of the sentence I will use 4 important verb rules to analyze the main idea of sentences. Knowing these made me more comprehend types of sentences and be brave to create sentences based on this knowledge. (Practice learning to reach his goal at his own pace as professional)

(LG3's analysis: I realized that Four important verb rules and main nouns to help him to get the correct meaning (Professional Knowledge: Know contents)

Act: Focusing on Speaking Development

Interesting Events we got while teaching in Project 2. and Project 3

Interesting Event 1

LG2 and LG3 (I acted as LG1 and LG2): (Immediately, there was a participant asking me a permission to study in the class. I stopped talking with participants in the whole class and started to ask the participant who came to study late by asking "What's your name?" He replied, "My name is……" immediately without hesitation and then I continued to ask "Why are you late?" He paused for a while and replied, traffic… traffic make me late. At that time I would like to find out something that questioned in my mind but I'm not sure! (Professional Practice: Action research in action: Goal-setting: To know why LG1 can and can't answer the questions immediately. Focus: LG1's Self-reflective learning , Investigate: How can LG1

answer the question?) I continued to ask, "What do you think about climate change?" I noticed that there is no answer except his smiling. Therefore I asked him next questions "What is your name? How old are you Where do you live?" He could answer me immediately without hesitation. Suddenly, I asked, "What do you think about climate change? No respond! Then I continued to ask Why could you respond me the first and the second question immediately without hesitation?

LG1: Because this is my information and I practiced answering these questions hundred times so I could answer immediately without hesitation.

(Professional Knowledge: Know myself and how to learn)

LG2: How about climate change! Why couldn't you answer my question?

LG1-2: Because I don't know the meaning of climate change so I have no ideas about it.

LG2: Teacher: Climate change is about the weather changing into hot or cold very quickly.

LG1: Yes! Yes! The weather change into hot, cold, rain, quickly!

LG2: Teacher: Why could you answer me the second time whereas you could not answer in the first time

LG1: Student2: I could speak because I heard from you and tried to speak out without thinking about grammar mistakes. (Professional Knowledge: Know how to learn)

(LG3's analysis I as a researcher found that encouraging participants to speak English was very important step. When they were encouraged to speak, they had more confidence in speaking English and they started to practice speaking more difficult steps at their own pace as I heard that

(Professional Practice: Know LG1 and LG2)

LG3: Researcher's Analysis

There were two types of data analysis: Learners (LG1)'s attitudes towards language learning, Teacher (LG2)'s response to LG1s. LG1s' attitudes towards learning English (LG1 as participants and officials). I as a researcher noticed that LG1s who successes in their learning trying to finish their goals at their own pace.

Category 1: LG1s' who succeeded in their learning at their own pace would show the following attitudes.

Critical thinking

"I can learn how to pronounce by practice listening to Google in Longdo diction.com and by learning Key to

Creative thinking

"Learning through beautiful songs was wonderful. I could substitute some words in the pattern. For example, I know it's a long road to be better in speaking English, but I will try." (From a HERO song)

Collaborating

"Working in groups enhance me to less embarrassing when I made mistakes." (P9) **Project 3**

Initiative

"Can you expand you course time and would you please suggest me some books I could learn by myself" (P5) "For the next course, I would like to learn about give and take telephone message, How to welcome foreign visitors, briefing job descriptions in various departments."

Leadership

"I plan and help my colleagues to finish our speaking tasks.P3 "

Being professional

"I have more confidence to write correspondence letter in my department in English. That is the first step to improve English in the whole unit"

Category 2: LG1s' who could not reach their goals at their own pace would show the following attitudes.

Providing several reasons to avoid practicing speaking English

Officials as learners (LG1)

"I think English is very important for students and it is not much important for me. However, sometimes foreigners asked me some information. I could not help him. Teachers who are good at English communication helped them instead." (Project beginner: one of officials, participants)

"Oh! I have not much time to learn English because there is a lot of work I take responsibility for my jobs. If I had joined the class, my jobs wouldn't have finished on time."   (Project beginner: one of participants)

Having no time to practice

"I speak with comprehension but not much confidence because I have no   more   time   to practice."P… Project 2

Lack of vocabulary

"I can not speak English because of having few vocabularies." (P….)"Idioms and Phrasal verbs made me difficult to understand   interlocutors speaking." (P6) Project 2

Lack opportunity to practice speaking English

"I lacked opportunity to practice because I have no foreigners to talk with." P 6 Project 2

Don't know how to pronounce English correctly

 "Don't know how to pronounce words, phrases, and sentences correctly." (P1)Project

OBSERVE AND REFLECT

There were two significant main categories obtained from Cycle 1. Category 1 was extracted from Project 1 focusing on Basic English foundations: 4 important verb rules (Songsiri 2013), type of sentences, and a main noun which the teacher and researcher (LG2 and LG3) helped the student (LG1) to reach his learning goals at his own pace. They were as professional knowledge in terms of contents which LG1, LG2, and LG3 should know as English foundation knowledge. The knowledge found in this category would be further developed to cycle 2 for project 7.

Category 2 was extracted from projects 2 and 3 focusing on speaking development: The knowledge found in this category would be further developed to cycle 2 for projects 4, 5 and 6

Interesting event 1: I noticed that learners (LG1) started to be aware of how to learn to reach their goal, especially a student who was a perfect class attendance in Project 1.   The more he reflected how to learn, the better he knew his own learning. As you saw he had a lot of questions to ask me the ways to help him to reach his goals. Therefore I as a learner

(LG2) realized that teacher's response to students' question were one of the main factors to encourage students to learn better. The most successful learning outcomes came from the LG2 response in terms of coaching, facilitating and encouraging to LG1. The more LG1's and LG2's self-reflective learning and teaching, the more they have successful learning outcomes.

Revise: LG1, LG2 and LG3 helped together to revise for changing better. All LG1, LG2 and LG3 helped together to change better. All of them realized that each of learner should have more the practice learning as professional. They should have more knowledge about learning as professional. There are three parts: Part 1. Professional Knowledge; Category 1: Know myself and others and how to learn, Category 2: Know contents (subjects, 21st century skills to increase their professional knowledge). Part 2 Professional Practice: all of learners (LG1, LG2 and LG3) realized that only knowing knowledge was not enough practice processes might be promote them develop very fast. However, learners' attitudes towards their learning were also very important for them. Action research concepts were also thinking processes to help learners change for better. There are two steps. Step 1. Action research in action (goal-setting, focus, investigate) Step 2. Action Research Procedures (plan, act, observe, reflect, revise and report). Part 3. Professional Engagement, some LG1, LG2 and LG3 found more opportunities to engaged real and professional learning platforms.

Report: In cycle 1, the data from project 1 reported that 4 important verb rules (Songsiri 2013:..), type of sentences, and a main noun would be focused and further developed into Cycle 2 project 7 which was focused on reading comprehension and listening to get the main ideas. The data from projects 2 and 3 reported that communication strategy and three steps of speaking: starting conversation, in the middle conversation, and ending conversation made learners (LG1) more confidence in speaking English. It meant that learners (LG1, LG2 and LG3) should recognize this knowledge as professional knowledge which would be focused and further developed to be English foundation of projects 4, 5 and 6 focusing on speaking. The report showed the conclusion models of professional learning practice for 21ˢᵗ century learners, focusing on language learning below.

I as a researcher noticed that the model could apply in to the achievement learning model as professional. Part 1: Professional Knowledge; Knowledge for own situation analysis to goal-setting and for contents in terms of English foundation (For reading and listening comprehension: 4 important verb rules, type of sentences, and a main noun. For speaking: communication strategy and three steps of speaking and 21st century skills) for enhancing to reach learning goals at own pace, Part 2: Professional Practice; how to reach goals at own pace (Situations: Step 1. Action research inaction: Goal-setting, Focus, Investigate, Step 2. Action research procedures: plan, act, observe, reflect, revise and report), and Part 3: Professional Engagement; try to engage more professional opportunity (LG2 and LG2 joined international conferences, especially LG3 also attained research training program for improving conducting research and being trainer for new researcher training during 2014-2015) .

Cycle 2 change for the bett

In cycle 2 the learning outcomes were shown below.

Achievement learning outcomes for LG1

"I have more confidence in speaking English because I have learned more about types of language expression in terms of words, phrases, clauses and sentences. They helped me to rearrange my ideas about what kind of expression to respond. I can say, `Yes (word), just kidding (phrase), I love it (sentence)'' Thus I felt interested to know more about the arrangement of sentences which are kind of sentences. Therefore the aspects of simple, compound and complex are very important to learn.'

"I felt happy to learn this course and I have more confident in speaking because I felt happy to learn and felt brave to take a risk to find my own learning strategies."(P5: 20/2/14)

Achievement learning outcomes for LG2

I learned more about LG1 and could apply this knowledge to the next courses

Achievement learning outcomes for LG3

While conducting this research I finished the tasks as professional below.

"Enlightening Action Research Makes My Life Easier in the 21st Century Workplace"21st Century Academic Forum Conference at Harvard – 2014 Boston, MA U.S.A. Official Conference Proceedings ISSN: 2330-1236

"A short model of professional learning practice of Project 2: English conversation for beginners"Proc. of the Intl. Conf. on Future Trends In Learning, Education and Teaching Methodologies -- FTLETM 2014 Copyright © Institute of Research Engineers and Doctors. All rights reserved. ISBN: 978-1-63248-017-0 doi: 10.15224/ 978-1-63248-017-0-15

The head of Curriculum Development: English foundation for 2-3 year bachelors program (26 March-August, 2016), 030933155 English Conversation for Daily Life (for students of 2-3 year bachelors program: 2016) learning outcome. LG3 (I as a researcher) attended several international conferences. The learning achievement outcomes were shown below.

Table 1. Individual Task: Each participant must introduce her/himself at least 3 minutes: spending 1 week for rehearsal and time paused when they used filler…uh…er…or silent)

Projects	Learners 1-7 (LG1) Each learner spent time to speak (minutes)						
	LG1 1	LG1 2	LG1 3	LG1 4	LG1 5	LG1 6	LG1 7
Project2: English conversation for beginners	0.30	0.32	0.50	0.4	0.31	0.55	0.25
Project3: English conversation for intermediate level	4	6	8	4	3	7	5
Project4: English conversation for advanced level	3	6	7	2	5	15	10

Individual work

(Minutes)
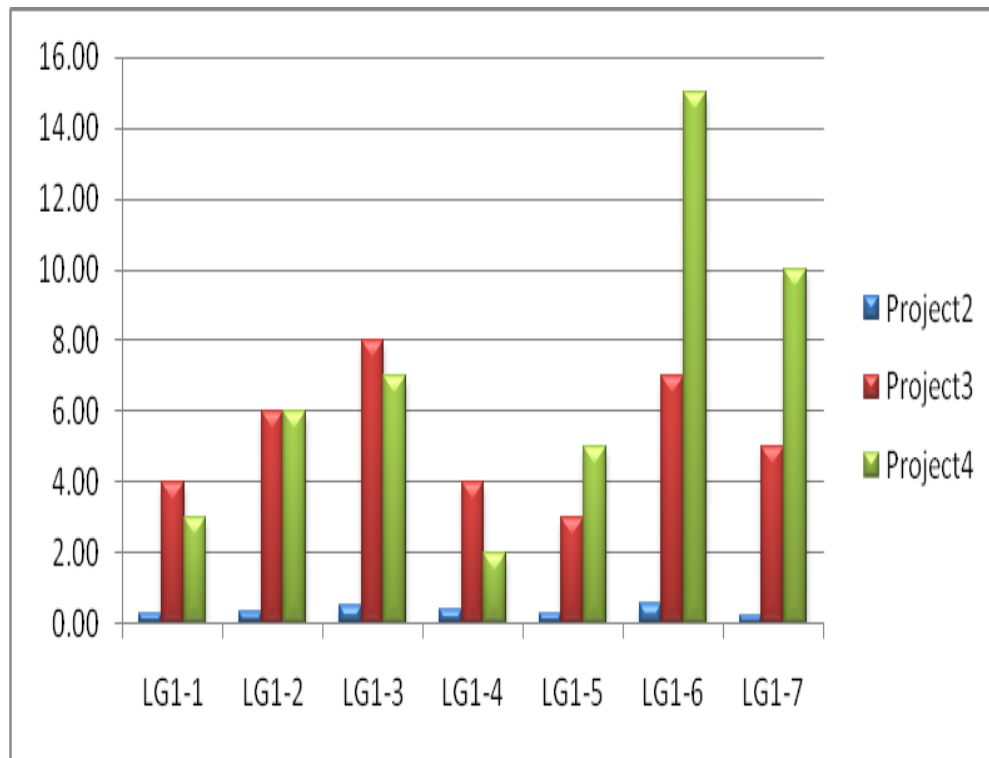
Graph1. The data showed that in cycle 1: projects 2 and 3, all seven participants' spending time speaking was increased and in cycle 2 project 4, LG1-5, LG1-6 and LG1-7 also was increased, especially LG1-6 the spending time speaking increasing most whereas LG1-1, LG1-3 and LG1-4 was decreased.

Table 2. Pair work. Create a long conversation as much as they could without anxiety and time paused when they used filler.. uh..er…or silent)

	Project 2	Project 3	Project 4
Pair 1 (LG1: 1&2)	1.30	6	10
Pair 2 (LG1: 3&4)	1.50	6.20	10
Pair 3 (LG1: 5&6)	1.55	7.10	13
Pair 4 (LG1: 3&7)	1.45	8.05	10

Pair work

(Minutes)
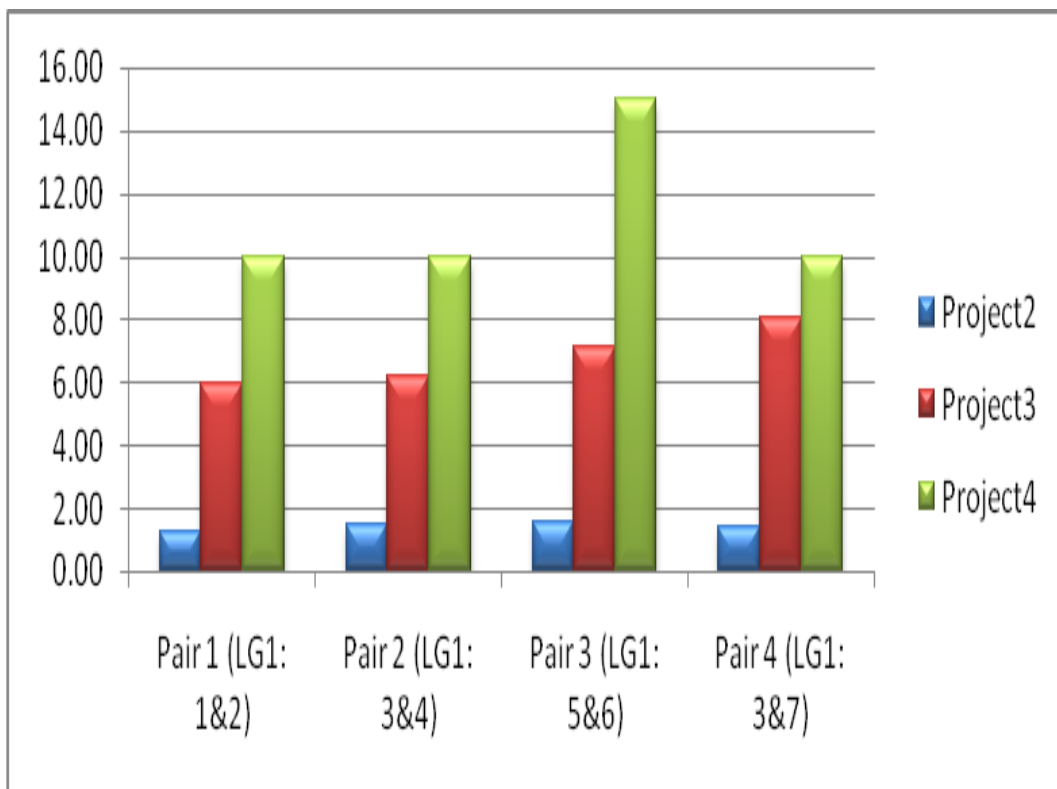
Graph 2. The data showed that the spending time speaking of all pairs in both cycle I: project 2 and 3 and cycle 2: project 4 was increased.

Table 3. Group work. Create a story as long as they could and time paused when they used filler….. uh..er…or silent)

Groups	Project 2	Project 3	Project 4
Group 1 (LG1: 1,2,3 and 4)	5	10	12
Group 2 (LG1: 5,6, and 7)	7	11	15

Group work

(Minutes)
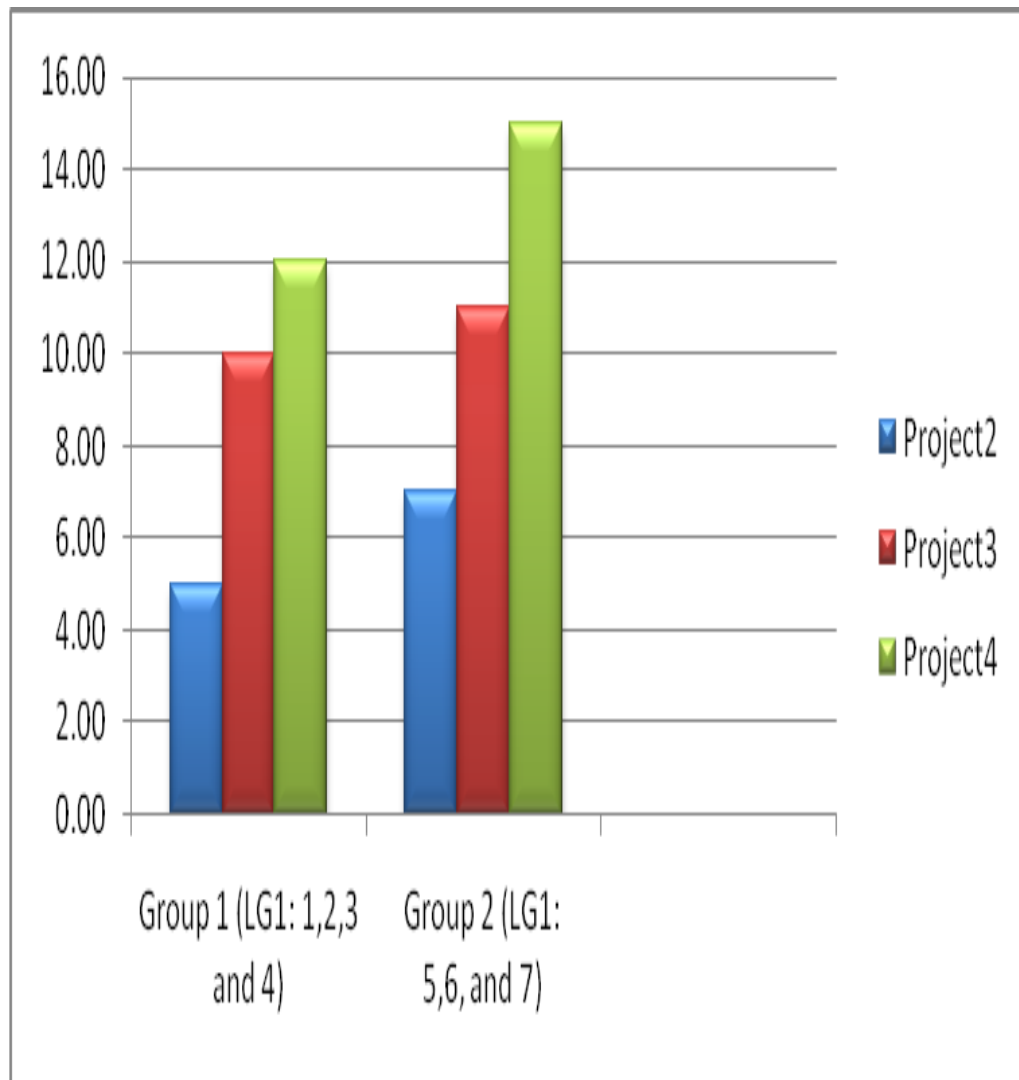
Graph 3. The data showed that the spending time speaking both LG1s (group 1) and LG1s (group 2) was increase.

CONCLUSION

In this research, I realized that it was a really precious opportunity for me to do this research because I could practice learning as professional in terms of a learner (LG1) practicing learning how to learn language to reach my goals at my own pace, as a teacher (LG2) practicing learning how to teach participants (LG1) to reach their learning language goals at their own pace, and as a researcher practicing learning how to conduct research to enhance both learners (LG1 and LG2) to reach their learning and teaching language goals at their own pace. Moreover, the models we obtained could obviously useful for me, especially in the part of professional engagement which inspired me to push me up in the international platforms. Thus, the research question for the next cycle is *"How to promote learners (LG1, LG2 and LG3) to create their own professional standard framework models for their happy lives in the 21st century?"* and my next research topic might be *"Designing Own Professional Standard Framework Model for a Happy Life in the 21st Century"*

ACKNOWLEDGEMENT

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Appendix 1

Course Descriptions

Project 1. How to write an abstract

Course Descriptions: There were 6 hours for this course. Contents: Purposes, Subjects, Methodology, results and conclusion

Project 2. English Conversation for Beginners

Course descriptions: the course consists of 10 hours. The contents consisted of self-introduction related to the participants, popular song: HERO, Communication strategies, three steps of speaking: starting conversation, in the middle conversation and ending conversation.

Project 3. English Conversation for Intermediate level

Course Descriptions: the course consists of 10 hours: The contents consisted of Key to phonetic symbols, various conversation situations, Communication strategies.

Project 4. English Conversation for Advanced level

Course Descriptions: the course consists of 10 hours: various conversation situations, Communication strategies for presentation, Practice listening from various situations

Project 5. English Conversation for Engineering Students

Course Descriptions: The purposes of this course were to encourage engineering students had more confidence in learning English, especially speaking English. The contents consisted of (1.) introduction to the course: how to learn to reach his/her goals at his own pace continued from the previous course, (2.) how to apply job and be interviewed in English version. (3.) various conversation situations: self-introduction, Communication strategies, (4.) three steps of speaking adapted from : starting conversation, in the middle conversation and ending conversation.

Project 6. Job Application 1/2014

Course Descriptions: The purposes of this course were to encourage engineering students to have more confidence in learning English, especially speaking English. The contents consisted of (1.) introduction to the course: how to learn to reach his/her goals at his own pace continued from the previous course, (2.) how to apply job and be interviewed in English version. (3.) various conversation situations: self-introduction, Communication strategies, (4.) three steps of speaking adapted from : starting conversation, in the middle conversation and ending conversation: continued

Project 7. Standardized Tests

Course Descriptions: Practice doing TU-GET, CU-TEP, TOEFL and IELTS exercises as much as possible.

Appendix 2

How 21st century skills relevant to professional practice

Professional Knowledge
   Know subjects/ contents/ important theories from various sources and 21st century skills
Professional Practice
Action Research Concepts

21st century skills / Action research concepts	Learning skills (4)				Literacy Skills (3)			Life Skills (5)					New Skills for New Job (5)					
	Critical thinking	Creative thinking	Collaborating	Communicating	Information Literacy	Media Literacy	Technology Literacy	Flexibility	Initiative	Social Skills	Productivity	Leadership	knowing a trade	following directions	Getting along with others	Working smart	Being professional	Total Skills
Step 1. Action research in action																		
Goal-setting	/	/		/				/			/	/	/	/	/	/	/	
Focus			/															

Investigate	/	/	/	/	/		/		/	/			/		/	/		
Step 2. Action research procedures																		
Cycle 1																		
Plan	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	*
Act			/			/		/						/	/			
Observe		/	/	/	/	/	/		/				/					
Reflect	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	*
Revise	/	/														/		
Report	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	*
Cycle …until reach the goal																		

*Plan, Reflect and Report should have all 21st century skills because they need all skills to enhance learners (LG1, LG2, and LG3 to reach their goals at their own pace)

Professional Engagement
LG1
LG2
LG3

Appendix 3

A model of professional learning practice for 21ˢᵗ century learners (LG1, LG2 and LG3), focusing on language learning developed from cycle 1

Types of Learners	Professional Knowledge		Professional Practice				Professional Engagement	
APST	1. Know students and how they learn.	2.Know the content and how to teach	3.Plan for and implement effective teaching and learning	4.Create and maintain supportive and safe learning environment	5.Assess, provide feedback and report on student learning		6.Engage in professional learning	7.Engage professional
LG1	Know who I am, what my language learning goals are, and how I learn.	Know the contents, 21st century skills and how to learn	Inspiring learners (LG1, LG2 and LG3) based on NLP and passionate learning to promote learners to create their own achievement pictures The thinking processes of LG1, LG2 and LG3 practicing learning as professional Situations: Step 1. Action research in action: Goal-setting Focus Investigate Step 2.				-Further learning how to learn in terms of self-reflective learning to reach the next goal	-Further develop to be autonomous and life –long learners
LG2	Know who LG1 and I are, what our goals are, and how we learn.	Know the contents, 21st century skills and how to teach LG1 to reach their goal at their own pace					-Further learning from attaining various teaching training programs, joining teaching seminars, and discussing with LG1 and LG3	-Further develop to help LG1 to be autonomous and life –long learners

LG3	Know who LG1, LG2 and I are, what our goals are, and how we learn.	Know the contents, 21st century skills and how to enhance both LG1 and LG2 reach their goal at their own pace	Action Research Procedures:		-Further learning conducting research from discussing with LG1 and LG2, Joining various seminars, and joining international conferences	-Further develop to enhance both LG1 and LG2 to be autonomous and life –long learners -Doing action research focusing on language learning with global network
			Cycle 1 Cycle 2 Cycle...till reach the goal Plan Plan Plan Act Act Act Observe Observe Observe Reflect Reflect Reflect Revise Revise Revise Report Report Report			

For Next cycle: *Models of professional practice for LG1, LG2 and LG3 for Cycle 3*

Draw your achievement Picture:
Present   Future
<u>Professional Knowledge:</u>
Who I am (LG1/LG2/LG3)…………………………………………………………………………………….
What my language learning/ teaching /conducting research/ goal is
………………………………………………………………………………………..…………….……..
How I learn………………………………….……………………………………………………………
How they learn……………………………….…………………………………………………………
The contents of language learning……………………………………………………………………….………
21st century skills

21st century skills	Learning skills (4)				Literacy Skills (3)			Life Skills (5)					New Skills for New Job (5)					
	Critical thinking	Creative thinking	Collaborating	Communicating	Information Literacy	Media Literacy	Technology Literacy	Flexibility	Initiative	Social Skills	Productivity	Leadership	knowing a trade	following directions	Getting along with others	Working smart and hard	Being professional	Total Skills

Situations:………………………………………………………………………………………..……….

Project:…………………………………………………………………………………..………

How to learn to reach my goal

……………………………………………………………………………………………………

Professional Practice

Step 1. Action Research in Action

Goal-Setting:…………………………………………………………………………………...…

Focus:……………………………………………………………………………………………

Investigate:……………………………………………………………………………………

Step 2. Action Research Procedures

	Cycle 1	Cycle 2	Cycle…until reaching the goals at own pace
Plan (Based on literature reviews, knowledge from various sources such experts, publishing, etc.)			
Act (following the plan)			
Observe			

(What happened while participating)			
Reflect (Analyzing why happened based on literature reviews, knowledge from various sources such experts, publishing, etc.)			
Revise (Redesigning based on literature reviews, knowledge from various sources such experts, publishing, etc.)			
Report (Sharing the learning both negative and positive outcomes)			

Professional Engagement

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IMPORTANCE OF SOFT SKILLS TRAINING AMONG COLLEGE STUDENTS: A META-ANALYSIS

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Abstract

The current analysis is a Qualitative Analysis of 17 previously studied researches on the importance of soft skills among college students focusing on engineering students. The review of literature supports that students at an undergraduate/ post graduate level require training in soft skills and leadership development. The researcher discusses the implementation of soft skills training among college students taking support of the literature review and her experience in the field. The discussion helps to understand the importance of nurturing students' talent right from college days, which is seen as a significant contributor to their soft skills. The results of this analysis reveal the significance of soft skills training and an application based academic environment in supporting the development of soft skills of college students.

Keywords: soft skills, leadership development, training, college students, qualitative analysis, meta-analysis

INTRODUCTION

'Employability' and 'Job Readiness' is one of the greatest aspects in every modern student's ambition. To get placed in one's dream job, one must possess both Academic and Soft Skill. Academics skills are the theoretical and technical knowledge. Transferring the theoretical knowledge into practical application is very crucial which can be acquired through enhancing Soft Skills.

Many academic institutions work towards bridging the gap between technical knowledge/skills and soft skills. Although not many institutions give prominence to these skills, there are some schools and colleges that have started giving importance to training their students in soft skills like communication and language skills, interpersonal and social skills, emotional intelligence, personal ethics, people management and leadership skills, time and stress management, negotiating and persuading skills, and many more.

'Soft Skills' refers to the skills which display maintaining healthy relationships with people around, or which portray how one manages the balance between work and life. Others words/phrases that can be used instead of Soft Skills are 'Transferable Skills' 'People Skills', 'Social Skills' and 'Interpersonal Skills'.

'Training' refers to the activities that are organized, which are aimed at exposing the recipients to an information and/or instruction to enhance their performance or to help them acquire the skills required to accomplish any challenges in both, their personal and professional lives.

History and evolution of soft skills development

About 900 years ago, unified religions offered the core source of interpersonal values and other soft skills (Alexis Kingsbury, 2015). People acquired how to conduct themselves in society, how to handle difficulty, and how to be prosperous, from their religious books and leaders. People didn't have many options on what they were preached, and were expected to follow. Adults were absorbing job skills though observing their master, often their parents.

In the next 800 years, private and public tutoring became available and more acceptable for children and adults to learn, resulting in greatly increased

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literacy. As non-religious institutions grew through the industrial and agricultural transformations, people's needs developed to more specific soft-skills direction (Alexis Kingsbury, 2015).

By 1950s, great business experts were educating people on how to better handle & motivate employees. Organizations started developing training programs to help their employees to work better, identify and address concerns, and constantly improve (Alexis Kingsbury, 2015).

In the 1980s, videos on soft skills training became popular for catering for specific employee's needs such as customer orientation, effective communication and many more…

During the 1990s, the raise of internet meant that people access online training videos and research more easily, and be assisted with more specific information to cater to their training needs.

The early 2000s brought in innovation in multi-media training delivery, responsive and customized e-learning and online evaluations (Alexis Kingsbury, 2015).

The mid - 2000s has brought soft skills training to the level of training college students at a young age.

Soft skills training among college students

The current analysis is a review of literature that aims to support that it is very essential for students to be trained in soft skills as much as they are in technical aspect of their education. The ultimate development of the students' learning lies in the way they handle people, conflicts and real life problems at work rather than how well they know their subject. The key way they can be innovative at work is when they are open to different ideas and views of others, be good listeners and communicators, confident, and possess healthy interpersonal and team skills.

Juanita Williams (1970) discussed the results obtained from a survey of college students where the students were asked to rank their subject training needs, and most participants answered technical writing as the second priority after management skills.

Albert P Rayan et al. (2008) observed that many students have speech anxiety when the course began. He suggested steps suggested by the students and taken by the trainers to help them come over their

anxiety while speaking through which they can develop their communication skills.

C Scharff, et al (2009), addressed some of the difficulties faced in getting students to present a quality product at the end the semester which is a yearly project taken on alongside with the core curriculum. The author suggested including soft skills and presentations skill training as a compulsory part of the curriculum in the educational model.

Taking it a step forward, Latika Sahni (2011) described the relevance of Management Development Programs even for the students pursuing professional courses. The author described a design for suitable training program and explained several influencing factors of managerial skills on professionalism. She revealed significant impact of the training on certain skills observed in her study that were necessary for managerial skills.

Roxanne Hori (2012) shared an instance of talking with representatives from organizations and gathering their thoughts on the most important skills needed on the job which were soft skills such as communication, interpersonal skills etc. Based on the response from the representatives, the author discussed the necessity of soft skills as crucial criteria to search for a job.

Jane Freeman (2013) shared his thought that students largely desire training in two areas of oral communication: presentation skills and professional communication skills. The author described specific challenges to Non Fluent English Speaking students to having conversations, and suggested exercises that can help them to enhance their confidence and fluency in Communicative English.

Geana W Mitchell et al (2013) discussed the results of a survey on level of perceived importance of soft skills required for success and their influence on growth at the work place. The findings indicated that the participants (MBA students) perceived all the softer skills to be very important in the present workforce.

Sherry Robinson et al (2014) talked about how soft skills such as creativity, critical thinking, logical thinking, efficiently working in team are as important as technical and hard skills to be a successful entrepreneur. The author argued that it could be a challenge to teach and learn although it was suggested that students perform better when they are

taught/ trained with softer skills and to take and manage risks rather than when they focus only on bookish knowledge.

J Parasuraman et al. (2015) focused on the most important to attain employability and job related skills. The author distinguished, implied and transformed some sets of skills to use the potential prospect available. The study concluded that practical knowledge execution and performance in campus projects help students in developing corporate skills.

The above studies stated the significance of training among college students. However, the current analysis gives importance to engineering students as the author trains the engineering students.

Soft skills training among engineering students

Engineering is a field of opportunities to professionals who are skilled and trained. However, the candidates pay least emphasis on the soft skills. The opportunity of soft skills goes beyond personality-driven traits and communication skills. These skills make an engineer smarter, stronger and prepare him/her for the unpredictable and changing circumstances he might have to endure.

Sanjeev Kumar et al (2007) shared his views on inculcating leadership in engineers and its association to their education, service-learning and problem-based learning instructions as they relate to engineering education. The author also stated examples of executing these instructions in an engineering course.

Agatha Gimore (2008), talks about how colleges, prepare their student in the technical aspects of entry-level for a job, but don't focus on other softer skills like professionalism and job readiness. She went a step forward and stated the need in IT companies where the employers look for candidates who display certain job related soft skills. It was stated that many employers were aware lot of candidates waiting to get a job but felt that most of them were not 'qualified' where they referred to qualified for job related soft skills.

John V. Farr et al. (2009) explored the transformation of engineering career in the competitive environment and addressed the importance of leadership in the progression of the career. The findings suggested ways to promote leadership qualities throughout an engineering career.

K.P.S.K. Ilavenil (2011) studied the deep links between the English language and engineering education in India. The study focused on the dominant employability practices. It also threw light on the emphasis given for communication skills in English. The study further explored and explained the ways in which the English can be included in engineering curriculum to expand the focus from employability to justifiable development and engineering principles and ethics.

M.S Rao (2014) shared in his paper about bridging the gap between the academic campus and industry, among the Engineering and Management students. It was found that an effective coordination is necessary among the faculty members, students, corporate and the Directors of Academic Institutions to enhance employability and soft skills among students. This study throws light on the role of Training and Placement Officer (TPO) in the academic institutions to enhance employability.

The above stated studies stated the implementation of soft skills training in the engineering curriculum so as to create job ready engineers.

NEED FOR THE ANALYSIS

In today's competitive world, to get hired in a reputed organisation, fresher need to have an overall combination of knowledge and skills. Unlike earlier, employers not only look at the qualification and scores of the candidates but also seek for the skills they possess. It is very important that students enter their career with softer relationship building and interpersonal skills that help them collaborate, communicate and negotiate well in an organisation.

These people skills are very critical for all the employees to face most of the job related challenges like communicating effectively, working in a team, building networks, acquiring leadership quality, voicing out opinions in a meeting, etc. Time management, stress management, conflict resolution, problem solving and effective and ethical decision making are the other most important aspects the youngsters require to build their name in their career. Training them in these skills, in the college level will not only help them in performing well in their assignments and projects in college but also prepares them to be job ready.

Globalisation and working in culturally diverse teams are the greatest opportunities in today's corporate world. The employees are expected to understand the difference in cultures and accents and respect the diversities and also make themselves clear with effective communication.

The current analysis, attempts to understand and throw light on the prominence of introducing these soft/ people skills in students and let them out with flying colours not only with a degree/certificate that will get them a job but also the qualities that would make them assets for the team/ organisation they work for.

DISCUSSION

The current analysis throws light on how technical/ hard skills are necessary for students to start their career; it's the soft skills that enable them in winning over all the challenges in their job. The researcher focuses on engineering students as she is a Trainer (Handling the Engineering Students) in a well-known university in Bangalore, India which works towards producing job ready graduates.

The more one displays people skills, the more one has chances to grow in our careers. Colleges and Universities have to make attempt to bridge the gap between the academic campus and industry. One of the ways it can be done is by building an effective coordination between the faculty members, students, corporate and the Directors of academic institutions to understand what exactly the industries need other than hard core knowledge and work towards enhancing employability and soft skills among students. Academic institutions work towards enhancing employability of students although most of them start soft skills training during the time of the placements.

The researcher in her University makes an attempt to create an environment for the student to display the key soft skills from the first year of their courses. As a part of the University, the researcher believes education should train students not only in the lower levels of learning (Remembering and Understanding) but also in the higher order of learning (Evaluation and Creation). To reach the level of learning where the students need to create, they need to depict a lot of soft skills such as effective listening skills, team work, ready to risk and fail, effective communication

skills (Reading Writing, Speaking and Listening), ethics, etc. These skills are necessary for anyone to be broad minded to step out of the box and innovate to contribute to the society. Colleges and Universities should train the students in these skills to generate higher level of thinkers and learners.

In the current scenario of many multinational companies coming up due to globalization, it is very likely that employees will have to interact and work with people from different countries and cultures. One of the ways to work well in a diverse, multi-cultural team is to understand diversities and respect the differences in the culture, accent, ideas and opinions. Open-mindedness (the ability to step out of one's own comfort zone) is one of the key soft skills required to survive in the global industries. The researcher in her university has observed a lot of cultural differences in the classes she handles and encourages the students to work together and overcome making fun and pulling down people from different cultures and their accents. Colleges can encourage healthy behavior among students by encouraging them to work on group projects where the teams are formed by the teachers rather than the students choosing with whom they want to work. This would make them ready to work with different teams in their jobs.

Good fluency and knowledge of English is another challenge in multi-national and multi-cultural industries. Colleges have to identify students who lack English fluency and basic skills and help them in develop confidence in speaking and expressing in the language. Many students get anxiety and hesitate taking in English. The researcher has come across students who come from different backgrounds who fear talking in English. These students are encouraged to talk in English and allowed to make mistakes and are corrected right then. A token of appreciation is given to them on improving which would increase their confidence and decrease the hesitation and anxiety towards the language. These students volunteer to improve their English skills as they know how important it is for them to achieve their bigger goals. Students should be made to realize the importance of fluency in English and also made to understand that mistakes are a part of learning and English like any other language can be learnt when one speaks and tries to understand with passion rather than with a force or fear.

Perceived importance of soft skills among students is very important to train them and also make the training effective. The students should be introduced with live examples and cases to make them understand and/or change their perception on how important soft skills are for them. They should be made aware that "85% of people get fired due to lack of soft skills whereas only 15% of them get fired because of their hard/ technical skills." Only when they perceive and feel that these skills are actually important and would help them in reaching where they want to be in their profession, they will be better recipients of the training given to them.

Another aspect that needs to be looked into while molding the students is Professionalism. The students need to possess a good conduct, behavior, formal communication and other team skills to display good evidence of professionalism is expected and will be appreciated in the industries. Colleges need to encourage and train students in professional/ formal communication (Oral/ Written). In the researcher's University, the students are trained and made aware about the different channels of professional/ Business Communication and how to choose the appropriate channel of communication based on situations. Colleges should bring in awareness of professional and business processes that generally happen in the work place through case studies, role plays and sharing of real life scenarios.

Emotional intelligence is another key soft skill that enables an individual to work in a team. One of the challenges that most freshers in the industry face is handling and reacting to constructive feedback. Students should be trained to respond (not react) to feedback in a productive way rather than taking it to heart and being upset. One of the main reasons why youngsters don't take feedback well is that they have been "drilled" to be perfect and make no mistakes. Making minor mistakes and getting a feedback makes them feel low and insulted displaying unhealthy and emotional intelligence. One way to help them overcome this perception is to allow and encourage them to take risks and make mistakes, give feedback and encourage them to learn from their mistakes.

Promoting of leadership and managerial qualities among college students in a very age is necessary as that is one of the most important qualities that employers seek in potential candidates. Soft skills also help in improved Productivity and efficiency in performance and make students job ready and employable by the time they pass out of college.

SUMMARY

The current analysis can be summarized as follows:

- Technical skills can get one a job but soft skills is the secret that can get one a promotion and grow in career.

- Colleges should include soft skills as a part of the curriculum during the course of the students' degree tenure bridging a gap between campus and industry.

- Students should be trained to understand and handle cultural and lingual diversities and also differences in ideas.

- Self-confidence can be one of the traits that would influence the level of soft skills in students.

- Students should be encouraged to talk in English fluently and without any hesitation and anxiety.

- Emotional Intelligence is a very important soft skill that should be imbibed in the students

- Teachers should encourage students to take risks and make mistakes which would help the students to handle failure and take constructive feedback which are a part of work life.

CONCLUSION

Just like how a tree is not stable without well - developed roots, it is seen through the current analysis that soft and people skills are the roots that give rise to a strong and stable career tree in an individual's life. Based on the analysis, the following conclusions can be made for future applications:

- The analysis has suggested colleges as an important factor for providing a platform for the growth of soft skills. Hence, the analysis can help colleges to recognize key skills and nurture the same by interacting, spreading awareness and training the students.

- To train teachers to imbibe soft skills in the curriculum itself, rather than looking at it from extra-curricular activities is one of the suggestive outcomes of the analysis.

- A module on Soft skills training among college students could be brought about by using the themes outlined in the current analysis. Setting an environment where the students can display key soft skills same could be the aim of such a module.

- The analysis also suggests the importance of role models in students. The importance of role models can be brought about in the training modules.

- Creating an environment which enables the development of soft skills, where the students is allowed to take risks, make mistakes and learn.

LIMITATIONS

The current analysis is a Meta-Analysis.

Future studies could include methodology like surveys and tests to assess student's level of displaying soft skills and design interventions and training modules to enhance the same.

IMPLICATIONS

The current analysis can lead to further research in understanding soft skills development as a continuous process. Research can be conducted in the following areas:

- A more detailed analysis can be conducted to see the development of soft skills in students and understand the different factors that influence the development and being job ready.

- The analysis reveals the importance of a training module which will help enhance and encourage soft skills development. Studies in future can focus on the influence of these modules on the employability of the students.

- College was also noted to be an important factor in enhancing soft skills. Although colleges have encouraged soft skill training, there needs to be more focus on importance of enhancing soft skills in students.

- A research model enhancing the skills in students, which throws light on the development of people skills can help understand the importance of these skills in the students being job ready and employable.

Thus, it can be summarised from the implications that the current analysis can help in creating employable, job ready freshers who would make not only their college but also their employers proud and be assets to their team.

As Nelson Mandela stated "Lead from the back - Let the others believe they are in front", the students have to be given the responsibility to learn and create new ideas and take the ownership to their own development through the training initiatives designed by their teachers/ colleges to make them confident.

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STAKEHOLDERS' PERSPECTIVES IN RELATION TO THE VALUE OF EDUCATION IN RURAL CHINA

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Abstract

This paper investigates the perspectives held by stakeholders in relation to education in rural China, in light of social changes stemming from rapid economic growth. Historically, rural citizens are more likely to experience potential social and economic injustice by the implementation of the household registration (hukou) system and other national polices, especially in relation to the provision of education. These inequalities between rural and urban communities not only influence the quality and opportunities afforded by education, but also shape people's perception of the value of education. This paper reports on research that explored stakeholders' perception of the value of education in rural China and explored the associated reasons for stakeholders holding these opinions from three aspects, including social mobility, gender and culture. The research data include 669 student questionnaires, 456 parent questionnaires and 26 interviews with students, parents and grandparents from a relatively poor county of He Bei province in Northern China. This investigation explores that the way in which social mobility, gender, and traditional cultural values shape stakeholders' perception of the value of education. The findings indicated that grandparents tend to have different perspectives from the parents and students in terms of reasons for their acceptance of the significance of education due to the diversity of understanding upward social mobility. Meanwhile, although the gender of students is not a significant issue, it cannot be ignored that some stakeholders still consider that a boy's education is intrinsically more valuable than a girl's education. This investigation also offers a cultural 'lens' through which to explore some of the reasons for parents' and grandparents', influences on students' own perspectives. The result of this research provides an in-depth understanding of the causes of impacting on stakeholders' perception of the importance of education in rural China.

Keywords: Rural education, China, the value of education, stakeholders' perspective

INTRODUCTION

After the end of the 'Great' Cultural Revolution, the implementation of the 'Reform and Open Up' policy has dramatically boosted development of the Chinese economy since 1978. Following the progress of modernization, the disposable personal income in China has increased from 343 CNY (China Yuan) in 1978 to 28844 CNY in 2014 (The National Bureau of Statistic of China, 2014). However, the irrational mechanism of allocating social resources has established an enormous socio-economic gap between rural and urban regions. At the same period, Chinese people did not equally benefit from the 'miracle' economic achievement. The income gap between rural and urban citizens has been widening

and reached to 1:3.1 in 2009. (The National Bureau and statistic of China, 2009). It means that an urban person' income was, on average, 3.1 times that of a rural person. In the social aspect, since 1955, existence of Household registration system (Hukou) has divided Chinese citizens into a rural-urban dichotomy and created the various social barriers to prevent rural people from becoming the urban citizens (Fuligni & Zhang, 2004). The citizens from two categories are entitled to characteristically different social service provision, including education, health care, old-age pension and employment opportunities, in absolute favour of urban (Non-agricultural) Hukou holder (Wu &

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Donald, 2004). These socio-economic disparities between rural and urban societies has led to inequalities between rural and urban education.

While the Chinese government has increased its investment in rural education in order to achieve the goal of universal free compulsory education (Glazebrook & Song, 2013), the overall quality of rural schools is still poor in general, due to the lack of both facilities and qualified teachers (Yiu & Adam, 2013; Zhang, Li & Xue, 2015). This issue of quality has resulted in substantially reducing the possibility of rural students attending senior colleges and universities as these are beyond compulsory schooling. One of the results of inequality is that the difference of educational opportunities between urban and rural students was 5.8 times nationwide, based on a result of the large-scale study undertaken jointly by the World Bank and the Ministry of Education of People's Republic of China in 1998 (Zhang, 2004).

Considering the restricted educational opportunities in rural China, rural citizens are also subject to various social and economic injustices as a result of the implementation of the household registration (Hukou) system and other national polices, such as school admission policies and College Entrance Examination. Given the scope and depth of the differences between rural and urban education in China, it could be assumed that rural citizens' perception of the value and the importance of education could be shaped by the special socio-economic reality in modern China (Huang, 2012). The vast majority of Chinese rural citizens could be recognized as the stakeholders of rural education, including parents, grandparents and students, because they have both direct and indirect contacts with schools in rural China. This research focus on the exploration of how this disparity impact on rural stakeholders' perception of the value of the education and rural students' attitudes towards schooling. Therefore, the research question is "What are the perspectives of stakeholders in relation to education in rural China?"

Rural Education in China

In rural areas, the basic education system is the same as in urban schools. Students normally take 12 years to finish their basic education, which includes 6 years of primary education, 3 years in junior secondary school and 3 years in senior college. Since 1986, the first nine years of schooling became compulsory education, including primary and junior secondary education, because of the implementation of "Compulsory Education Law of PRC" (National People's Congress, 1986). At the end of primary and second junior secondary education, every student is required to take "graduation examination" that is a completion test for the level. To enter college or university, students sit an entrance examination (Bo & Anne, 2015). In general, graduates of junior middle schools have only one chance of passing exam of entrance senior college. If they fail in the exam, they can choose to go to vocational schools or some private senior colleges to continue their schooling. With the college entrance examination, there are no limitations on the number of the times of taking the examination and applicants' age or educational background.

Notwithstanding the similarity of the structure in basic education between rural region and urban regions, rural education is characterized as facilitating less opportunity for higher education. Even though the Chinese government has increased its investment in rural education in order to achieve the goal of universal free compulsory education, the quality of education in rural areas is still poorer in general terms (Glazebrook & Song, 2013). The lack of qualified teachers and facilities can be considered as two important causes of the low quality education in rural education and performance of educational inequality. Yiu and Adams (2013) argued that the teachers who are working rural schools often face difficult situations, and their salaries could be paid late. In addition, it was difficult for rural school to recruit qualified teachers. Thus, rural schools employed some teachers who lacked the required teaching qualifications. As the result, rural students were often educated by the least qualified teachers. By comparison, in general, the urban schools had qualified teachers and high-ranking teachers who had at least bachelor degree and teaching certifications (Paine & Fang, 2007). Moreover, the earlier research (Knight & Shi 1996) advocated rural schools in China not only significantly less funding but also more decentralized financial support than urban schools. The insufficient funding caused many problems of rural schools, such as the lack of teaching equipment,

over-size number of students, poor quality of school buildings.

Stakeholders' perspectives on educational value in rural China

In rural China, the stakeholders of education include students, parents and grandparents. Students have been involved in the learning procedures at school, therefore, they are direct participants of rural education. As guardians and caregivers of students, parents have connected with their children's learning process and are supposed to join the parents-teacher conference at schools. In this sense, they can be regarded as stakeholders of rural education. Additionally, Ye and Murray (2005) argued that grandparents play part of parents' role in migrant workers' family, because they generally look after grandchildren when children's parents are working in urban areas. Thus, grandparents also could be considered as stakeholders of rural education as well.

If students affirm the importance of educational value for their further, it can be the precondition of positive attitude towards learning. As, Triandis (1971) advocated that students understanding the value of education will intrinsically influence their attitude towards learning. Zanna and Rempel (1988) pointed out that attitude consists of cognitive, affective and behavioural components. In term of an attitude towards learning, the cognitive component refers to an awareness and understanding of the students' learning activities or target subjects with an evaluation of their significance; it is the basis of student's attitude towards learning and reflects their awareness of the value of learning.

Based on the expectancy-value theory, how students value education and school subjects can directly impact on students' academic outcome. Scholars who subscribe to expectancy-value theory pointed out that individual's choice, persistence and performance depend on their beliefs about how well they could do on the activity and the extent to how they value the activity (Atkinson, 1957 ; Wigfield, 1994). According to Eccles and his colleagues (1983), achievement value portion of the model can be broken into four components: attainment value or importance, intrinsic value, utility value and cost. Among these components, students' acceptance of educational

value mainly connects with attainment value, that is, the importance of doing well on a given task, and utility value, which refer to how a task fit into an individual's future plan. Hence, if students fully comprehend value and importance for their further life plan, they can be motivated to achieve certain personal goal of academic attainment and gain degrees or certifications to initiate professional career.

Additionally, the parents' perspectives about the value of education is another important consideration, Walberg's model of educational productivity specified that family environment was one of supplementary or supportive factors affecting the students' academic outcome (Walberg, 1981). Walberg and his colleagues also argue that home environment incorporates educational levels of parents, parental support and aspiration. (Young, Reynolds & Walberg, 1993). Moreover, Bloom (1986) demonstrated that factors in home environment, including academic support and parents' aspiration for students' success, were found to be highly connected with students' academic achievement and both of the factors strong correlated with parents' perspective about educational importance for their children.

The grandparents' perception could also impact on students' point of view of the value of education. In term of raising children under circumstance of rural China, grandparents play an important role, because Chinese tend to consider that the accountability of caring children not only belongs to the nuclear family, but also to members of the extended family as well. Ye and Murray (2005) states that, in rural region of PRC, the children often left with grandparents when both their parents have become migrant workers. Unfortunately, there is very little research in relation to the effect of grandparents on children's school experience in rural China. Only one Chinese study has specially focused on under the circumstance of rural area by Zeng and Xie (2014) who found that co-resident grandparents' educational level significantly influences the children's academic attainment. Although this lack of research connected with how grandparents value education and whether their perspective can influence their grandchildren or not, it is reasonable to assume that grandparents' perspective could be significantly influenced by

communist ideology and traditional Chinese, because they impacted 'Planned Economy' and 'The Cultural Revolution' during Mao's period.

The cultural and socio-economic factors that impact on stakeholders' perspective

Although the principles of Confucianism were abandoned during Mao's period, these still are considered as the basic of social ethics in modern China. By analyzing the roles of these principles, it can offer a cultural viewpoint to clarify reasons for parents' and grandparents' influences on student's perspective. One of the principles, that has been particularly emphasized in the traditional Confucian ethics (Zhang et al., 2012), is filial piety that can guide people to perceive the parents' and grandparents' influence on their children's perspectives. The principle of piety filial imply that younger people must be deference to older individuals, mostly within a family. Younger people respecting and obeying elders' opinion without questions is a significant quality seen among Chinese (Resick et al. 2011). Thus, in the aspect of understanding educational value, students will generally accept parents' and grandparents' opinions and instructions about education.

The changes of the socio-economic environment in China could also be a factor as well. During the period of planned economy (Mao era), due to implementation of the rigid household registration system, only a tiny fraction of rural citizen had chance to move up to urban area. Attainment of tertiary education and subsequent job assignments was considered as the one of the most popular motivations for this migration (Kirkby, 1985). As the results of post-Mao reforms, rural citizens returned to the position of autonomous producers and resumed having freedom to work for higher incomes from a non-agricultural job in urban regions (Unger, 1994). The certain level of education can be the precondition for rural people working in the high paying jobs.

Meanwhile, as Lu (2001) observed that private entrepreneurs have become a new capitalist class in rural China. This phenomenon affirmed the existence of another approach that could provide opportunities to meet the rural farmer's requirement of upward mobility, even though this class only consist of 1% of total rural population. In spite of the fact that many private entrepreneurs are generally not highly educated, they still have a high quality of life and respected social status. It cannot be ignored that this social changes can influence stakeholders' perspective about the educational value.

Gender inequality could be another factor influencing stakeholders' perspectives. Connelly and Zheng (2003) deem that the gender disparities in China are concentrated in the poor rural areas, and among lower income households, where there is the competition between siblings for educational resources, and school fees are a burden on the family. Recent studies found that the severity of gender inequality has been reduced, as Hannum, Kong and Zhang (2009) found that there is little evidence of a gender gap in economic investment in education and rural parents' educational attitude and practices toward boys and girls are more complicated and less uniformly negative for girls than commonly portrayed. The growth farmer's incomes and increase in educational opportunities could be a possible reason for the reduction of this disparity. Nevertheless, the inequality still exists in the rural area; and scholars have not conducted any researches into the connection between this bias and stakeholders' perception on educational value in rural China.

RESEARCH METHOD

A mixed method has been chosen as the main methodological approach for this study, and both qualitative and quantitative data have been collected. According to Creswell (2014), mixed method involves collecting, analysing both qualitative and quantitative data in a research study. The students' and parents' questionnaires was the main method of quantitative data collection, and include a total of 669 student surveys (339 males and 330 females) and 456 parental surveys. With the qualitative data, a total of 26 interviewees were respectively selected from parents, grandparents, teachers and students of the participants, 10 from each groups of parents and students, six from grandparents' group. All of participants came from three primary schools, which located in Xingtang County, Hei Bei province in northern part of China. The Statistic Package for Social Science (SPSS) has been used as a main tool for analysis and One-way ANOVA with post-hoc

tests was the method in the process of analysing quantitative data. To analyse the qualitative data, several steps were undertaken, including translating, coding, sorting, comparing and contrasting. Through analysing quantitative, the research results could shed light on stakeholders' perceptions towards education in rural China and explore the factors that shape their understanding about the importance of education.

In the questionnaire, the content has been divided into two parts, the student's section and the parent's section. The main section of the student's part consisted of ten questions. Questionnaires of many previous studies in relation to attitude towards education or learning were based on the three-component model. For instance, Seker (2011) used the three-component model as theoretical basis to develop a questionnaire for exploring students' attitude towards school and their perception of the value of education. A five-point Likert scale has been used to determine tendency of student's perceptions. Many prior researches (Holfve-Sabel, 2006; Seker, 2011) have used this scale as format of questionnaires.

Four questions are related to the value of education and the importance for themselves. The acceptance of the value and significance of education is the precondition and basis of their perspectives about educational value. Meanwhile, four questions have been incorporated to capture the role of the affective component. These questions concern how often they enjoy learning under the at school and home, in other words, students' perception about their involvement in schools. The last three questions are connected with the students learning habits, such as; the how often focusing on learning, the situation of completing homework and reading or studying custom. Some areas of this questionnaire were partly consistent with modified Mitchell's attitude towards education scale (Ola & Morahinyo, 2008). Participates' responses in questionnaires were quantified to be digital data for analyzing data.

The second part of the questionnaire is six questions for the participant's parents. The main proposes of asking these questions are to explore parents' understanding about the value of schooling and their expectation of their children's educational level, as some scholars (Bronstein et.al, 2005; Wingfield,

1993) advocated that students learning can be impacted by these factors. Meanwhile, the design of interview questions would also concern results of student and parent survey, because aim of next step is to explore why stakeholders has these perception and opinions.

The semi-structured interview used as the main instrument for the interview part of this research, in order to explore stakeholders' perspectives about school and learning. In this study, three groups of participants were invited to join interview section, including students, parents and grandparents. Based on the results of questionnaires, several questions were asked to explore the reasons that could influence stakeholders' opinions. Parental and grandparental interviews started with five questions which had been prepared in advance for exploring details about encouraging and supervised their students' learning and their aspirations for children's educational level. In addition, content of these questions concerned the difficult in process of caring and supervising children's learning, which could negatively influence the students' academic performance. Then, there were several questions in relation to how they value education and why they hold these opinions. In the students' interviews, participants were required to answer several questions regarding to their attitudes towards school learning and educational value, situation of parental or grandparental involvement in their study and their opinions about effectiveness of these caregivers' involvement.

There is a considerable overlap between questionnaire and interview questions. The findings from questionnaires could provide a picture regarding to the brief opinions of stakeholders in the aspects of perception of the importance of education. In the interview section, questions relate to these issues for examining reasons of the formation of these stakeholders' inclinations. Thus, quantitative data combining with qualitative data could supply adequate evidence for asking the research questions.

Data Analysis

- Quantitative data

. The quantitative data was collected before starting the interview section, because the interview questions

were designed by considering stakeholders' inclinations showed in the results of surveys. The results of the quantitative analysis demonstrate that the vast majority of students respect the value of education and believe that their future will be influenced by their academic achievement.

Table 1: Students' Perception of Importance of Education

Statement number	Statement	Mean	Std.Deviation
Q5	Education is extremely important for my future	1.47	0.69
Q6	Although the study is important, it does not matter whether I am studying hard or not.	3.96	1.31
Q7	my future depends on the results of my studying	2.41	1.31
Q11	When my parents or grandparents talk about the importance of studying and encourage me to be a good student, I consider they are right.	1.62	0.83

Table 2: Parents' Perspectives on The Importance of Education

Statement number	Statement	Mean	Std.Deviation
Q4	I believe the children's future depends on their result in school.	2.22	0.97

The displayed data of the items five, six and seven in the student' survey (Table 1) indicate that the most of student participants approved the decisive role of education for themselves' current life and future life. The item five (Mean =1.47, S.D. =0.69) is related to how students value education for their future. The data shown in item five of Table one indicate that an overwhelming majority of students, more than 93%,

believed that education is critical for their future, including 61.9% of students chose to 'strongly agree' and 31.2% of students selected 'agree'. The quantitative data illustrate that the students from three rural schools widely accepted the opinion of their future significantly influenced by schooling.

The data displayed item six in Table one indicates that the vast majority of students tend to consider that they should make an effort to achieve academically at school. The answers of items six (Mean =3.96, S.D.

=1.31) present participants' attitude towards consequence of studying hard for themselves. The statistical results demonstrate that 74.8% of respondents considered that studying hard "matters" for them, whereas, 19.7% of students believed that it is not important for them to study hard or not, which means that one in five student participants do not accept that they need to put in effort to learn knowledge in school as necessity.

The students' opinions about whether or not the academic performance determining their future can be illustrated by analyzing the quantitative data shown in item seven. The result of this item (Mean. =2.41, S.D. =1.31) is slightly difference from the item five. Although more than half student participants, 63.8%, still agreed that their future is decided by their academic achievement, 28.6% of respondents disagreeing with the statement, which is much higher by comparison with the answers of item five in which

only 1.3% of participants chose the same options. The number of students who chose neutral option increase to 7% comparing to 5.5 % in item five and 5.4 % in item six. This results indicate that a majority of students still agreed that their future depends on their academic achievement, whereas, there are certain number of students who hold contrary opinions, even though they, almost all, confirmed the significance of education.

The data displayed item 11 in table one shown that most of student respondents tend to accept the parents' and grandparents' opinions regarding to the importance of education and their encouragement to students achieving academically. The result of item 11(Mean. =1.62, S.D. =0.83) indicated that 84.5 % of student participants chose options, 'almost always' and 'usually'. It means, in the most cases, they agree with their parents' and grandparents' ideas about the value of education and accept their encouragement. In contrast, there are only 2.5% of students who chose option, "seldom" or "almost never". The result indicates that only very few rural students did not accept parent's and grandparent's viewpoints of the value of education and their inspiration for students' academic achievement.

The data shown in Table 2 indicate that the majority of parents, 54.3%, agreed with the statement about the decisive function of educational outcome in their children's future, although some parents tended to have a neutral perspective in the statement. In the guardian questionnaire, the guardians were required to state their opinions about whether or not the academic result determining children's future in item four, which is same statement with item seven of student's version of the questionnaire. The answers are different between students and their parents/grandparents. Although more than half respondents agreed this statement in the both groups, the option "strongly agree" has only been chosen by 16.4% of guardian participants. By comparison, the percentage is approximately double in the data of student questionnaire, 31%. Furthermore, there are 21.9 % of guardian participants chose the option 'neutral', which is three times than percentage in students' statistic. Interestingly, the mean of parents' answers, 2.22, is lower than the students', 2.41, indicating that the percentage of parents disagreed this statement is less than the student participants'.

By comparing the two sets of data, means that, on the whole, guardians retain a more negative attitude towards the decisive effect of academic performance than the students, but nevertheless they also tend to have relatively neutral point of view.

- Qualitative Data

1. Parents and Grandparents

In the process of conducting the qualitative data, the interviewees were required to answer several questions related to their perspectives of the importance of education. In the interviews with parents, eight of 10 parents accepted that education was significant factor for their children and could be important determining their children's future.

Father Li who is an internal migrates worker mentioned that:

> *"People without education cannot do anything, when I was working outside I seen that. After working outside, I realized that education was very important. However, in the past, I considered whether people attending school or not were same. I had been working outside for several years before my child was born, so I always hope that my child can get higher academic achievement."*

Father Zhang said that:

> *"Human beings should study; a person without education even cannot survive in the society and is wasting life."*

All grandparent interviewees accepted the significance of education in the same way as well. Liu, who is caring for his two grandchildren, said that:

> *"In the future, people cannot live without education. A person without knowledge from schools even cannot do farming work. Children should study at school and have to work hard for learning knowledge."*

However, two parents held a different opinion from other eight parents who believed education was the decisive choice for children's future. The father Huang argued that:

"I disagree with the viewpoint about the inevitability of children's academic achievement determining their future. The high educational qualification is not equal to high ability of doing other things. In my village, a person graduated from university and received Bachelor degree, but he has always been working for a boss who did not attend university."

Another mother, Hu, held the same opinion, although she considered that the academic achievement could influence her daughter's future.

"Many people become bosses of factories, but without much schooling. In my village, a person who only finished primary schooling has iron powder factory and several companies. He can make a lot of money."

The parents believed that the scholarship seen as the path of social mobility. Nine out of ten parents had high aspiration for children's schooling, because the high academic qualification could be considered as an essential prerequisite for finding a decent job from their perspective, then, children can jump out of the peasant class and leave the mountainous area.

Mother Hu said:

"I hope my child hard working in the school, so he can go outside and do not need to live in this mountainous area anymore. I do not wish him as us doing farm work and suffering life."

Mother Liu pointed out that:

"In the countryside, we see that people without education will not have the future. Many young people who attended vocational schools and got diploma, then, they could not find a decent job. Hence, I hope my children can go to university and receive the highest degree."

The rural parents and grandparents indicate that the reasons for their acceptance of educational significance is not only because this is critical for their children's future, but also because education provides the possibility for their children contributing to the development of the country. Especially, the grandparents tend to emphasize the link between

children's academic achievement and the national progress. Furthermore, the grandparents shared their opinion with their grandchildren when they were encouraging their children to be good students.

Grandfather Xia said:

"The education can not only change your destiny, but also let you can contribute to the country by using you own strength. Do good and important things for our country."

Grandfather Li mentioned that:

"I would like see my granddaughter receiving higher education and getting outstanding academic result, than she can be useful person for country. I do not want to see her doing business in the future, because it is useless for the country."

Grandfather Xing expressed that:

"People without education cannot do anything today, so I hope my grandson can become a man of tremendous promise for the state, at least, having Bachelor degree in the future."

It is interesting that grandfather Liang who are taking care of two girls do not wish his granddaughter to receive excessively high degree, because he considers it cannot benefit a girl. The grandfather commented:

"I do not have high demand, as long as they can attend university, than can find a job. I am satisfied with that. They are girls, if they received a very high level of academic qualification; it could negatively in influence their future, marriage, for example."

2.   Students

In the student interviews, the nine of ten interviewees mentioned that their parents and grandparents had told them about possible benefit for their future, if they study hard and have outstanding academic performance in the school. All of them agree with their parents' and grandparents' ideas about the significance of education and academic performance.

Student Li students expressed that:

"My parents and grandparents told me to study hard; then, I can attend university and make money for having better life in the future."

Student Wang said:

"They (parents and grandparents) told me that if I make effort in studying, and then, I can go to a good university, I will have a decent job and become a man of promise."

Surprisingly, a female student, Xing commented that her parents and grandparent never told her the significance of schooling, they even never encouraged her to make an effort in school learning. In contrast, her parents and grandmother often talk to her older brother about the importance of education and encourage him. Xing said:

"My parents and grandmother never told me how important education is; I think this is not right. I received poor results in school, because they never told me the importance of education. However, I consider if I gain the high academic achievement, I can easily find job, therefore the education is very important for me. They only like my old brother and encourage him to study hard, maybe because he is outstanding students in school. They do not like me, my results are poor, I do not know."

Furthermore, five of 10 student interviewees harbor the desire of returning and rewarding their parents as a main factor of motivating them to make effort in school learning, except for adopting parents' opinions. A top student, Li, of school said:

"My father is hard working in the city (for saving money for supporting Li's schooling in the future, she mentioned in the middle of this interview), even though, the Chinese new year approached, he was still working. In my heart, I made a decision that I must working hard in school for my father having good life in the future. Therefore, I want to return and reward my father."

On the contrary, one student example from a parent' description consider the education being less value for her future. Mother Liu mentioned that her daughter tends to have negative attitude towards

schooling and remain different point of view from her mother in term of understanding the significance of education, Liu said:

"I told she that the people with high academic qualification are quite cultivated and easy to find a job. If a person only attends an average school, then, cannot find a good job and jump out from farmer class. My daughter is not convinced. Once, she said that whether I learn or not in the school is not important. I can learn some skills."

DISCUSSION

The research question is 'how do stakeholders perceive education in rural China?' From the analysis of quantitative and qualitative data, the importance of education is acknowledged by the overwhelming majority of stakeholders.

- Social Mobility

All of the parental and grandparental interviewees have the aspirations for their children attending universities and receiving undergraduate or postgraduate degrees. The student interviewees also tend to accept the opinions of their parents and grandparents as well. However, around 45% of respondents of the parental questionnaire do not believe that the children's future depends on their results in schools. This opinion is also reflected in the parental interviews in which two participants disagree with the viewpoint about the inevitability of children's academic achievement determining their future. According to Wu and Donald (2004), the existence of household registration (hukou) system has resulted in the fact that converting one's rural hukou to an urban status has become a fundamental aspect of upwards social mobility in rural China since 1955. Thus, the vast majority of parent and grandparent interviewees have made clear that they want to their children to live in urban areas and to move away from their hometown. The student interviewees also agreed with the parent's and grandparents' ideas regarding their future.

On the other hand, a certain percentage of the interview and questionnaire's participants disagree that education is a key factor of upward social mobility under the circumstance of rural China. Two

parent interviewees believed that people with degrees from universities might not be successful as some people without much education. The questionnaire data also illustrates that the opinion, 'my future depends on the results of my studying', is disagreed by nearly 30% of the student respondents. This phenomenon could be caused by the reduced effectivity of education as a social mobility ladder since 1990s. The increasing difficulty for new university graduates to secure jobs has been regarded as one of most serious social problems in present China (Feng, 2009). Intensifying competition in the employment market and the impact of 'guanxi', which refer to a person's network of relationship, brings more severe hardship to new university graduates with a rural origin (Wu & Zheng, 2008). Even though rural graduates find a job in a formal position in commercial organizations or governmental agencies, sky-rocking housing prices and living costs in Chinese urban areas make it difficult for them to repay what their parents have invested in their education as well (Huang, 2012). Thus, stakeholders' perception of the value of education could be negatively influenced by the reduced effectiveness of education as social mobility ladder.

The grandparent interviewees tend to have different perspectives from the parent and student participants in terms of reasons for their acceptance of the significance of education, which also correlates with how they understand the educational function of upward social mobility. The grandparent interviewees emphasized the link between children's education and national progress. It is implied that grandparents wish their children to establish some connections with "the country". In Chinese cultural and social context, it means having positions in the government, which is controlled by the Chinese Communist Party (CCP), and other organizations or companies which having national backgrounds. The causes of this perspective could be the impact of life experience during Mao's era. Scholars deemed that a peasant could achieve social mobility in three ways in this period. Firstly, higher education: the government assign formal positions in organizations of CCP, governmental agencies or state-owned enterprises to rural young graduates who automatically receive non-agricultural hukou (Wu & Donald, 2007). Secondly, the career path of becoming a cadre and attending membership

of CCP allowed one to be a member of the state's administrative system (Anita et al., 1984). Finally, a rural youth can join the people's Liberation Army (PLA), thereby becoming a member of CCP and the getting promoted in the army or being discharged from military service into local government or state-owned enterprises (Sulamith & Jack, 1990). Aforementioned three ways was the main paths of upward social mobility in rural China during Mao's era and connected with public service and CCP. The grandparents' generation was growing up within this social atmosphere, therefore, their ideas are still impacted by some social ideology of Mao's era. In the aspect of understanding the value of education, the grandparent interviewees attend to underline the relationship between children's education and national progress. Because, contributing to national progress was the only way for people to promote their own social status when grandparents were young.

- Gender

Based on the results of qualitative and quantitative analysis, the gender factor of students is not a significant issue in the aspect of affecting parent and grandparent participants' perception of the importance of education and educational aspirations for their children or grandchildren. In the questionnaire, the parent respondents were required to choose options in relation to their children's gender and expectations for their children's level of education. The data indicated that there was not a major overlap between two issues. In the interview section, all of parents and grandparents did not give preference to neither boy's nor girl's education. This results are in accordance with findings of previous studies regarding to gender equality in education in rural China. Huang (2012) argue that gender equality of rural education in China has greatly improved, whether during the compulsory period (from year one to year nine) or university preparatory period (from year 10 to year 12). It is rational to assume that Stakeholders' perception can be shaped by the present situation of labor market in rural China. If a rural boy fails to attend universities, they can learn some manual skills through vocational schools or apprenticeship. They still can have a decent income in rural areas, based on manual skills these are considered unsuitable for girls (Huang, 2012). Girls without academic achievement can do non-farming

jobs in the countryside or other urban areas, after getting married, taking care the family will be the main task for rural girls who also have to face a tightly constrained job market for married females in rural areas (Ross, 2011). Thus, following academic path can be regarded as the only way for rural girls to have better lives and upward social status. This social reality in rural China promote the improvement of gender equality of rural education and shape stakeholders' attitudes towards girls' education in rural China.

However, it cannot be ignored that a small number of stakeholders still give preference to boy's education. In student interviews, one girl reported that her parents and grandparents always encourage her older brother to achieve academically in the school, whereas, they never stimulate this girl to become an outstanding student. This girl assumed this could be because she had poor academic records in the school, compared to her older brother. The girl did not show the academic promise, so the parents and grandparents did not expect higher return from her in the future. The finding of research from Connelly, Roberts and Zheng (2010) could provide an insight into this girl's case. They point out that Chinese rural parents have a strong incentive behind the investment in academically stronger children, because of the higher return from these children. On the other hand, Hannum, Kong & Zhang (2009) suggest, regarding to rural female students, showing early academic promise attend to be particularly important. This means girls normally gain priority over their brothers when their academic results are significantly better and when their promise of success is absolute. Thus, this girl's experience imply that a small number of shareholders could still have opinions of indirect gender bias when they value the importance of education.

- Culture

The data of interviews and questionnaire indicated that the overwhelming majority of interviewees tends to accept their parents' and their grandparents' opinions regarding to the value and the importance of education. This students' inclination could be shaped by Confucian principle of filial piety that refers to love, respect and care for parents and ancestors (Luo & Zhao, 2012). It has been particularly emphasized in

Chinese traditional ethics (Zhang et al., 2012). One of the principles of filial piety implies that younger people must deference to older individuals, mostly within a family. Younger people's respect of their obeying elders' opinion without questions is a significant quality seen among Chinese (Resick et al. 2011).

Moreover, the half of student interviewees harbor the desire of returning and rewarding their parents as one of the main factors of influencing their perception of the value of education and motivating them to make effort in school learning. The desire of returning and rewarding their parents can be considered as another principle of filial piety. The practice of filial piety is expected to sustain intergenerational so that sufficient financial, physical, and emotional support to elderly parents from offspring (Johnson, 1983). Meanwhile, Ho (1994) argue that rural elders tend to have higher expectations of filial piety than their urban counterparts. Because of the lack of comprehensive social welfare programs for old adults in rural China, rural grandparents and parents have to dependent on support from their offspring when they lose their ability to work (Luo & Zhan, 2012). Therefore, many student interviewees have been taught and have accepted the idea of filial piety, since childhood. Duo to the strong connection between upward social mobility and academic achievement in rural China, the most stakeholders believe that only if rural young people receive a degree from a university and have a decent job, then he or she can provide sufficient financial support for elderly parents. As a result, rural students' desire of returning and rewarding their parents become one of the main factors in the process of them valuing the importance of education.

CONCLUSION

This current research has conducted an investigation to explore the rural stakeholders' perception of the value of education, to identify enablers and challenges of rural education in China. With the issue of stakeholders' perception, the finding revealed that the overwhelming majority of stakeholder acknowledged education having the decisive influence on children's future. The purpose of this study was also to determine which factors shaped rural people's understanding about the value of education under circumstance of contemporary

China. By analyzing the qualitative and quantitative data, it has been identified that social mobility, gender and culture are significant influencing factors in this issue.

Duo to social-economic inequity between rural and urban areas and the existence of householder registration system, upward social mobility the decisive factor that impact on the stakeholders' perception of the value of education. The research findings represent a unique contribution in relation to an understanding of grandparents' perception of the importance of education, which tend to be different from other stakeholders.

Furthermore, although the obvious gender bias has not been discovered in quantitative and qualitative data, one student interviewee still pointed out evidence for proving the existence of viewpoints of gender inequality among very few stakeholders. Meanwhile, in order to comprehensively realize stakeholders' perception, the impact of Chinese traditional culture, Confucianism, should be taken into the consideration, especially in the term of explaining students' obedience to parents' and grandparents' opinions regarding to the importance of education.

This study result has provided a brief understanding regarding to rural stakeholders' perception of the value of education and challenges and enablers in rural China. It could be helpful when relative policy makers amend educational policies for improving the quality of rural education to meet stakeholders' demands. It is also significant that policy makers deeply concern on the rationality and necessity of existence of the household registration (Hukou) system, because it has limited the basic right of enjoying education equally among rural citizens of PRC. Moreover, with new rural teachers, especially from the urban areas, it is necessary for them to realize the stakeholders' perception in order to establishing the effective communication with stakeholders and reducing their possibly potential bias towards rural education and rural students.

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EMOTION, REACTION, PERMISSION: A CASE STUDY ON HOW CHILDREN RESOLVE TURN-TAKING DILEMMAS

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Abstract

Play is an integral part in a child's formative years. As the child grows in age, he or she tends to participate more in activities that involve socio-emotional interaction with other children. Turn-taking now becomes a constant factor in these experiences. However, some encounter turn-taking difficulties in sharing toys, talking with each other, among others. A few studies have been made regarding how children resolve turn-taking dilemmas in the context of drawing. This case study aims to look into how children with special needs resolve problems in turn-taking through drawing. We used triangulation in gathering data for the study, namely: observation, drawing, and interview. Two (2) male children – one diagnosed with ADHD and the other, diagnosed with ASD comorbid with ADHD, and one (1) female at-risk for ADHD were asked to draw situations in response to social stories showing events that lead to a turn-taking response. The participants were further asked to describe their thoughts and emotions in relation to their drawings. Three dimensions emerged: emotion, reaction, and permission. These reveal the depth of how these children with special needs resolve turn-taking dilemmas. We have learned that despite the participants' diagnoses, they showed socially-acceptable ways of resolving predicaments in turn-taking.

Keywords: problem solving, turn-taking, children with special needs, cognitive

INTRODUCTION

In the highly technologically advanced world that we now live in, we see children as young as four years old who are already tech-savvy. However, drawing is still one of the activities that they do. Drawing, scribbling, and doodling are fun and interesting activities for children. It is the depiction of children's creativity, a means of channeling their imagination, and more importantly, it is an outlet of their emotions, and a mirror of their personality. Furthermore, it is considered as a reflection of their experiences, their cultural and familial backgrounds. The upbringing and environment children grow up in affect the way they perceive things. Therefore, making-meaning, their decision making and problem solving skills are also affected. One of the ways in which we can clearly see the diversity of children is also through drawing.

Children's Drawings

Angelides and Michaelidou (2009) conducted a study where they implemented a technique of discussing around drawings that will enable them to understand and identify children who experience or are currently experiencing marginalization. Through the children's drawings and discussion about their work, many hidden dimensions of children's school life that are not typically seen at face value were revealed. We can learn a lot from children through their drawings such as their thoughts, experiences, and feelings. In a study

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done by Misailidi, Bonoti, and Savva (2011), children of different age groups showed their understanding of loneliness through drawings. Results from this study showed that the oldest age group, comprised of 11-year-olds, have an understanding that individuals can still feel lonely even when around other people; as compared to the younger age groups of seven- and nine-year-olds whose works usually showed a lone human figure with a sad facial expression which reflected that their understanding of loneliness is not associated with "the absence of a social network or other social deficiencies" (Misailidi et al., 2011, p. 531). Similarly, in a study conducted by Woolford, Patterson, Macleod, Hobbs and Hayne (2013) showed that children like to draw during interviews presumably because drawing makes them feel more comfortable. The findings of the study showed that children with mental health problems reported almost twice as much information when they were allowed to draw during the interview than children who told only, making drawing an effective tool in getting information about the presenting problems of children's mental health.

Turn-taking in Children

Turn-taking is an important part of social interaction and could be seen in different social settings, most especially in school. When children are in school, turn-taking is present inside and outside the classroom. This can be observed in simple activities such as when children line up, buy in the canteen, share toys, and talk with each other. However, it is a common issue encountered by them. From it, problems in social skills such as in the areas of communication and behavior could arise and eventually lead to poor social integration.

Turn-taking is a skill that children develop as they mature. This skill entails considering the perspective of others or simply just waiting. These are areas that may be difficult for children with special needs. Children with ASD often have difficulties with understanding other people's points of view and those with ADHD tend to be impulsive and have difficulty waiting. Several studies explored the effectiveness of social communication intervention. Findings in the study of Stanton-Chapman et al. (2012) showed that social communication intervention resulted in an

increase in initiations with an immediate peer. Social communication intervention was also found to be an effective strategy in promoting turn-taking skills in preschool children with special needs (Stanton-Chapman and Snell, 2011).

In relation to this, the findings of the study conducted by Alavi, Savoii, and Amin (2013) revealed that social skills training reduced the aggression of children with mental retardation. Moreover, social skills training plays a vital role in the manner where children interact with their peers, parents, teachers, and the society.

Social Stories

One of the tools that were found effective to use in addressing problem behaviors is social stories. According to Delano and Snell (2006):

A social story is a short story that describes the salient aspects of a specific social situation that a child may find challenging. Social stories also explain the likely reactions of others in a situation and provide information about appropriate social responses. (p. 29)

The findings of a study conducted by Kalyva and Agaliotis (2009) showed that social stories can help children with learning disabilities overcome their interpersonal conflict resolution problems, as well as increase their social competence and their social integration. Further, another study done by Schneider and Goldstein (2010) revealed that using social stories together with visual schedules contribute in increasing on-task behavior for children with autism.

A few studies have been made regarding turn-taking in the context of drawing and in the aspect of problem solving in social settings. This study aims to answer the central question "How do children with special needs resolve dilemmas in turn-taking through drawing?" The participants of this study were three children at-risk and diagnosed with special needs ages 7-11 years old. They were presented with three turn-taking situations and asked to show their resolution through drawing. After the drawing activity, the participants underwent an interview to further describe and expound on their drawings.

METHOD

Research Design

In this study, we utilized a case study design to gain a deeper understanding of how three children – diagnosed and at-risk for special needs – resolve problems in turn-taking.

Subjects and Study Site

In this study, we had ten-year old and eleven-year old male participants, and a seven-year old female participant as seen in Table 1. Child A is a ten-year-old boy diagnosed with Autism Spectrum Disorder (ASD) comorbid with Attention Deficit Hyperactivity Disorder (ADHD). On the other hand, Child B is an 11-year-old boy diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Finally, Child C, a seven-year-old girl, is at-risk for Attention Deficit Hyperactivity Disorder (ADHD). The participants were selected after meeting two qualifications: (1) diagnosed or at-risk with having special needs and; (2) capable of verbal communication. The actual data collection took place in the participant's home. Child A and Child B both live in Mandaluyong City and Child C is from Fairview in Quezon City. The data collection all occurred in their respective receiving areas at home.

Table 1   Profile of the participants

Participant	Age	Gender	Grade Level	Diagnosis
Child A	10	Male	4	ADHD comorbid ASD
Child B	11	Male	5	ADHD
Child C	7	Female	2	At-risk for ADHD

Data Measure / Instrumentation

A three- part instrument was prepared to gather data and information necessary in the study. The first part is called the participant's robotfoto, which was made to acquire basic information such as the participants' age, gender, and date of birth, accomplished by the participants themselves. Attached to the robotfoto is the information sheet to be accomplished by the parents to confirm and gain more information regarding the child. Included in this information sheet are: language spoken at home, ordinal position in birth, diagnosis, date of diagnosis, and services received. To complete the three-part data measure, three sets of social stories were read to the participants accompanied by sets of interview questions. The social stories used as an instrument in our study were adapted from Despert's Fables in 1946. According to Fine (1948), these fables are used as an assessment to children for clinicians to have an impression on how well their interpersonal relationship is. These fables were also used for examinees to obtain more information and clarify data that are vague and further understand what is being kept by a child since fables are generally adored by children.

Data Gathering Procedure

We conducted a pilot test to check for feasibility and appropriateness of social stories and the questions. We also wanted to identify and correct the possible issues that may arise during the actual data collection. The pilot testing transpired in St. Joseph's College, Quezon City where two students were our participants. Child A being an eight-year-old girl diagnosed with Sensory Processing Disorder comorbid with Dyslexia. Meanwhile, Child B is a nine-year-old boy diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).

During the actual collection of data, one representative of our research team conducted the intervention individually with each participant while the rest of us observed and recorded observational data. Prior to presenting the social story, we asked the participant what his/her favorite toy is and used it as an element in the story. After each social story, the child was asked to draw the solution in the perspective of the character. Finally, a set of interview questions related to the set of social stories were asked in accordance to the child's perspective. These questions were answered by the child verbally.

Ethical Considerations

The parents of the participants who participated in this qualitative case study were provided with consent forms. All parents were fully informed about the

purpose of the research and assured of their child's anonymity. Before conducting the pilot test and the actual test, we sent out a letter of request to the parents of the participants. Attached in the letter was a sample robotfoto and information sheet. Part of the letter of request, audio and video recording will be necessary for documentation. With the permission of the parents, data were collected on the schedule set agreed upon by us and the parents. To ensure that the agreement was followed, the audio and video recording was reviewed by the parents.

DATA ANALYSIS

The audio-recorded interviews were individually transcribed to come up with the field text. Afterwards, we reduced the field text through the construction of the with-in and cross-case analysis table and the repertory grid. These were created to allow us to identify both cool and warm analyses. The cool analysis included the significant statements or verbalizations from each participant. These statements were the backbone of the warm analysis stage where we formulated the data categories and themes emerged. To validate the emerged themes, we employed the member checking procedure and used correspondence with each of the study participants to clarify and verify the transcription.

FINDINGS

Time of preparation for the intervention

Before the intervention, Child A was constantly reminded for three days about the upcoming intervention, with the aim of conditioning him and avoiding any tantrums. Child B was informed by the mother only on the day of the intervention, just after the child woke up. Since Child B was only informed that moment, he was not well prepared to do the task for the reason that he was looking forward to another set activity for that day. Child C, however was only informed right before we conducted the intervention.

Time of day of intervention

The times of day of the intervention were not the same for all the participants due to the availability of the researchers and participants. The intervention was conducted to Child A and Child C in the evening,

while for Child B the intervention took place in the morning.

Behaviors during the intervention

In the event of the data gathering, we have observed various behaviors from each of the subjects during the intervention. Child A seemed to be very comfortable when drawing. This was evident when he would sit in different positions that he liked. Moreover, when asked to describe his drawing, he would explain in a very descriptive manner and was not hesitant to use a variety of coloring materials such as colored pens, colored pencil, and pencil. For the first drawing, he occupied only the upper left part of the paper. However, after being reminded, Child A utilized the whole page for his second and third drawing. Child B was also comfortable during the intervention but seemed to show shyness. This behavior was observed through the manner he answered our interview questions. He mostly answered with one-word or very short sentences, even after he was prompted to expound his answers. Among all of the materials we provided, he only used the pencil even after being encouraged to use all other different coloring materials. All three of his drawings were small and were located at the bottom part of the paper. Similar to Child A, Child C also seemed comfortable during the intervention, which was evident in her sitting position and the manner she spoke during the interview. Aside from the pencil, she also utilized the colored pencil however, her drawings were small but were positioned at the center of the paper. In contrast to Child A, Child B and C's drawing reflected how they imagined the situation as opposed to copying what was in the instructional material.

From the cool and warm analyses of the study, findings of this qualitative study have surfaced interesting themes namely, Emotion, Reaction, and Permission. These describe the responses of all the participants as seen in their individual insights and experiences. Specifically, the themes, which is a derivative of the significant statements and verbalizations of the three participants, clearly describe how children with special needs resolve problems in turn-taking

Different drawings (See Figure 1) were depicted by the participants. Images include objects such as a chalkboard, chairs, tables, toys; expressions such as

smiling, angry and mischievous faces with speech bubbles.

Emotion

As displayed in the study, the emotional dimension refers to what the children feel towards another child grabbing the toy. Based on the participants' responses, negative emotions would arise when faced with such situations.

The participants' drawing reflected their different emotions towards another child grabbing the toy they are playing with. For Child A, he drew an angry boy with his hand raised and says "Nona please give me back my car please" to a girl holding the toy car with a mischievous facial expression. As for Child B, he drew a boy with a sad face and a girl holding the toy gun. Child C drew a girl and a boy with both hands on the toy, but with no facial expressions. Similar with the other drawings, only Child A used color in his drawing and both Child B and C used stick figures.

For the interview, the participants were asked how they would feel if someone suddenly gets the toy they are playing with and their responses varied as indicated by the following statements:

Angry. Because he took it from me. Chase him, then catch him. Took it – uhm "Excuse me can I get my toy car back?"

Sad. Pagsasabihan ko nalang sila na ibalik sakin. (I would tell them to give it back to me.) Papahiramin ko nalang sila. (I would just lend it to them.)

Malulungkot ako saka iiyak. (I would be sad and I would cry.) Wag mong agawin yung laruan ko. Isusumbong kita kay Mama. (Don't get my toy, I shall tell my mother about this.)

Reaction

The reaction dimension denotes the responses of the children to another child borrowing or grabbing the toy.

All the participants' drawing indicated a child sharing the toy. Only Child A drew the facial expressions of the characters with a smiling face and speech bubbles to convey the dialogue "May I borrow please? "Yes you may." On the other hand, Child C wrote the dialogue "Pwede kitang paheramin ng laruan kong lutolutoan" (I can let you borrow my cooking play set.) before proceeding to draw two children sitting on chairs and sharing a table. Both Child B and Child C used stick figures in their drawings. Child A colored his drawing while Child C used a different color of colored pencil.

The participants' drawing matched with their answers to the interview questions. When asked what they would do or say if a child wants to borrow their toy, all the participants expressed that they would allow another child to borrow their toy. These were expressed in the following statements:

Yes, but they need to say 'please' first.

Sige papahiram ko sayo (Okay, I will let you borrow.)

Edi sige, pero wag mo lang sisirain ha (Okay, just do not break it.)

When asked what they would do if they were the ones wanting to borrow someone's toy, the participants uttered polite expressions through the following comments:

You say – I will say "May I borrow please?"

Pwede pong sumali sa inyo sa laro? (May I join you in playing?)

Pwede ba akong manghiram sayo ng laruan? (May I borrow your toy?)

Permission

The permission dimension refers to how children will ask for approval to borrow a toy or join a game, and how children will give approval to another child joining the game.

All the participants' drawing showed asking permission when wanting to join a group of friends playing. Child A used smiling faces and speech bubbles to express "May I join your group please" "Yes!" Child B drew a group of friends and another person with one hand raised towards the group. Child C drew a girl approaching a group of friends playing with a cooking set. Both Child B and C used stick figures in their drawings while only Child A used colors in his drawing.
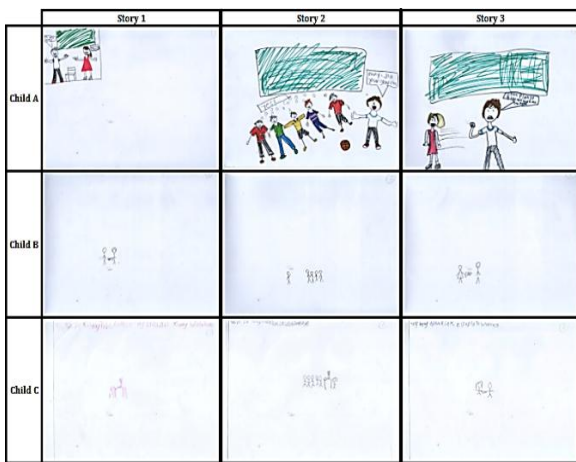
During the interview, the participants were asked what they would do if they would want to join a group of friends playing. They indicated the following commentaries:

Uhm, may I, can I join your group please?

You want me to join?

Pwede ba ako makisali? Hindi ko naman sisirain yung luto-lutuan ninyo eh. (May I join? I won't break your cooking set.)

Figure 1 Participants' drawings

Based on the interpretations of the drawings from the interview, the participants showed a socially acceptable manner of relating to others in terms of turn-taking. The drawings showed that they are going to allow another child to borrow their toy with conditions; they are going to ask permission to join a group; and feel bad when others grab their toy during play. To further help us understand the drawings of each participant, we have compared the children's drawings to Viktor Lowenfeld's Stages of Drawing Development.

Stages of drawing development

We have observed that Child A's drawing is in The Gang Stage, also known as The Dawning Realism. Perspective is one of the characteristics of this stage where the use of small to large objects could be observed. Drawings in this stage are more detailed, and effects such as shading and use of color combinations are also present. Meanwhile, Child B and Child C's drawings are in the Pre-schematic Stage wherein a person is the first representational attempt.

Drawings of persons in this stage are characterized by a circle for a head and two vertical lines for legs. Certain environmental factors may have contributed as to why the participants' drawings belonged in the respective stages, such as behaviors during the intervention, time of day of the intervention, and time of preparation for the intervention.

Simulacrum
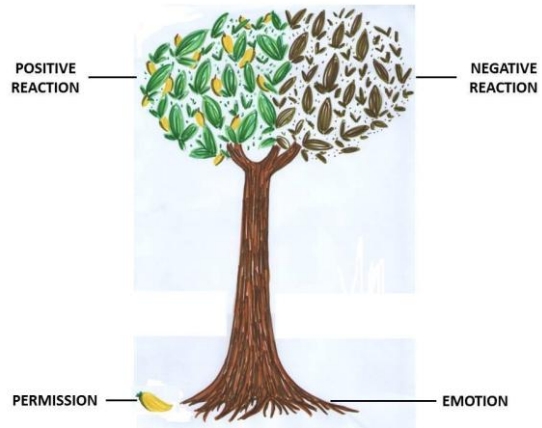
A series of interview questions were asked during the intervention. Through the combination of the drawings and responses of our participants, we developed The Giving Tree, a conceptual framework which illustrates three interesting themes that emerged relative to how children resolve problems in turn-taking.

The simulacrum of our research displays a mango tree with a fallen coconut on the ground. Its roots, leaves, and the fallen mango represent the said themes respectively. The growth of the mango tree starts with the roots and whatever nutrients it gets will be passed up the trunk, onto the leaves then to its fruits. The emotion could affect the reaction and permission positively or negatively.

DISCUSSION

According to Mildred Parten's (1932) Stages of Play, as the child grows in age they tend to participate more in games or in play that involves interaction with other children and less in unoccupied, onlooker and solitary play. As the child grows and they become more involved in interactive play with other children, turn-taking becomes a consistent part of their activities. The results of this qualitative case study have shown how children with special needs resolve problems in turn-

taking through drawing. From our findings, we were able to formulate three themes namely: Emotion, Reaction, and Permission which gives more information on how children resolve problems in turn-taking.

As reflected in the study, children are able to feel different emotions when they face challenging situations such as another child grabbing a toy they are playing with. Negative emotions specifically indicated by the respondents are anger and sadness. Children, even at a young age, have a sense of ownership, just like when they are given the toy they like. They automatically feel bad when someone grabs their toy. Studies conducted by Bretherton (1989) and Fein (1989) as cited by White (2006) propose that play gives children an opportunity to manage negative feelings and emotions in a "risk-free context by exploring and modifying their emotional experiences" (White, 2006 p. 22). Through the intervention, we could identify the emotions expressed by the child in the social stories. Once the negative emotion is identified, one may be able to regulate the emotions.

Findings from the study also revealed that children respond to various perplexing situations they experience such as when a peer borrows or grabs a toy. According to Peters et al. (2013), children about the age of five enjoy portraying different play roles with their peers and are able to negotiate conflict. Based on the responses of the participants, they would handle the situation by allowing their peers to borrow the toy with or without conditions (i.e "Yes, but they need to say 'please' first" and "Edi sige pero wag mo lang sisirain ha."). In the event of another child grabbing the toy, they would resolve the situation by asking to give it back, through physical means such as chasing and catching, intimidating the peer (dropping a name of someone with authority) and just letting the toy go. According to Ramani and Brownell (2014), one way for children to attempt solving their opposing perspectives is through discussion. Also, when they engage in discussion, children increase their understanding of challenging situations. A child crying because he or she was not allowed to borrow someone else's toy is one of the many situations that can be seen in a home or school setting with regards to turn-taking. Nonetheless, not allowing someone to borrow his or her toy is not socially acceptable. The study that we made on resolving dilemmas in turn-taking of children

can serve as a test for the parents or teachers to see if a child's answer is socially acceptable. In cases where it is not, such as the given example, parents and teachers are given a chance to correct these responses or behaviors of children.

The permission dimension is concerned as to how children will seek approval to borrow a toy or join a game. In turn, this also denotes how children will give approval to another child joining a game. As reflected in the study conducted by Malti et al. (2016), when preschool- and elementary school-age children make decisions as to share a toy or not, a greatly influencing factor is the characteristic of the recipient. Seeking for permission allows the owner of the toy to gain authority and respect by courteously asking to borrow his or her toy. Children share their toys most especially when other children ask to borrow the toy properly and provided that the borrower will adhere to his/her terms. Our study in resolving dilemmas in turn-taking can be applied in situations of an early childhood setting such as in school or at home. Children, when asked by a peer if he or she can borrow a toy, could give a right or wrong response. A child responds correctly when he or she permits the peer to borrow the toy while a wrong response is when he or she does not share it with others. Another example of permission evident in these settings is the concept of yes or no and yes, you may or no, you may not. Situations that display dilemmas in turn-taking become a learning ground for children wherein they learn that it is not always that they are allowed for something that they want. Children also discover the concept of consequence in these turn-taking situations of borrowing and lending. Sharing a toy with someone else can lead to positive consequences such as earning a friend, getting to interact with a playmate, and playing in a peaceful environment. On the other hand, not sharing could lead to negative consequences, namely, fighting, getting scolded by a parent or a teacher, and crying.

LESSONS LEARNED

The study has vividly described how children with special needs resolve dilemmas in turn-taking through drawing. The information gathered showed that the respondents' way of resolving turn-taking problems could be classified into three, namely: emotion, reaction and permission. Consequently, these

dimensions reveal the depth of how these children with special needs resolve issues in turn-taking.

The results from the fable-type assessment and their responses to the interview questions yield the same thought. Studies appear to show that many, if not most individuals with ASD seem to have difficulties identifying social cues and norms (Nah, 2011) and children with externalizing disorders such as ADHD are poor informants of their own behaviour because of their difficulties with self-reflection and self-evaluation (Zucker, Morris, Ingram, Morris, & Bakeman, 2002 as cited by Nah, 2011). Interestingly, we have learned from our participants that despite their diagnoses, they have shown socially-acceptable ways of solving problems in turn-taking. One characteristic of a child with ADHD is being impulsive; however our participants' solutions regarding issues in turn-taking did not show any signs of impulsivity. Hence, we have learned that not all children diagnosed with ADHD show impulsive reactions in certain situations.

From the information gathered, we have learned that family members, especially siblings are also considered as friends and playmates of our respondents. Moreover, we have learned that drawing and coloring activities could help lessen the fidgeting of children diagnosed with ADHD. In addition, these activities also serve as a motivating factor for these children to be more engaged in the intervention we have conducted. In addition, we have learned that using their favorite toy as an element in the social stories increases the participants' focus and engagement in the activities.

Based from our experience during the intervention, we have learned that all of the participants should have been equally reminded at least three days before conducting the intervention, in order for them to be equally conditioned for the activities to be done.

ACKNOWLEDGEMENTS

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EMPOWERING EDUCATION SECTOR IN RURAL AREAS

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Abstract

More Indonesians moved from rural to urban areas in order to reach higher welfare. As a results, rural is seemed left behind urban, in term of infrastructure, welfare, and income distribution. Education in rural areas is one important thing to increase welfare and reduce inequalities. This research is aimed to search which education levels will best to reduce inequalities, and what policies are needed. The results are: (1). Elementary education could reduce income inequalities in rural and urban areas. While middle and high education will increase inequalities. (2). Government must builld better infrastuctures, also to spread out economic activities around all areas.

Keywords: rural areas, per capita income , inequality, education

INTRODUCTION

Urbanization is essential for development. As Simler and Dudwick (2010) stated, urban development is an integral part of economic development. Economic growth is invariably accompanied with a transition from a predominantly agararian economy to an economy dominated by the production of non-agricultural goods and services. While some of this transformation can take place in situ, as the rural non-farm economy grows and diversifies, the overriding pattern is one of increasing urbanization. Firms take advantage of agglomeration economies (the sharing of infrastructure, better matching of workers to jobs, and knowledge spillovers), which lead to what Arthur (1990) describes as "positive feedback"- a mutually reinforcing relationship between increases in productivity and the concentration of firms. similarly, people concentrate to take advantage of higher paying employment opportunities, better prices because of denser market, and improved amenities.

Annez and Buckley (2008) found that few countries have realized income levels of $10,000 per capita before reaching about 60 percent urbanization; and simple bivariate regressions, while no indication of causality, suggest that urbanization is a very strong indicator of producivity growth over the long run, as seen in figure 1.
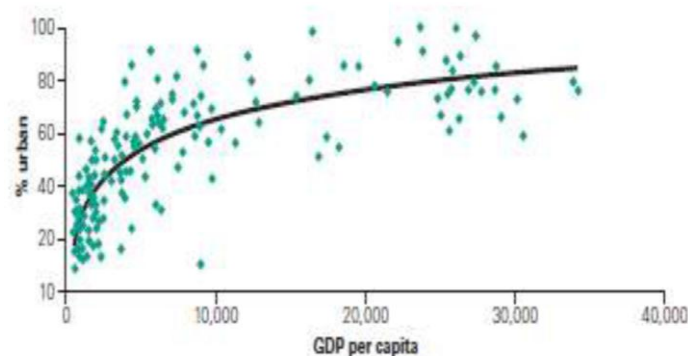
Figure 1. Urbanization and Per Capita GDP accross Countries, 2000. (Simler and Dudwick, 2010)

At early stages of development, economic growth and urbanization tend to increase spatial inequalities. Agglomeration drives to creation of leading areas. These areas indicated by superior economic growth, infrastructure, and income earned by their population. At the same time, there are lagged areas; commonly rural. These areas are easily indicate by lack of structural transformation and low level of standard of living.

From figure 1 we can conclude that urbanization is common phenomenon in countries low income

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countries, especially for they who will gain S10,000 in GDP per capita. Higher the GDP per capita indicated by higher the percentage of population living in urban areas.

Indonesia exprienced a significant change in the number of population whi live in urban areas. From 12.4% in 1950s to 46.7% in 2015. Indonesia also has enormous rise in GDP per capita, from $600 in 1950s to $3,600 in 2015. As the better economy, Indonesia also faced worse rural and urban inequality, indicated by Gini ratio.

Table 1. Gini Ratio in Indonesia, 1964-2014

Year	Urban	Rural	Urban+rural
1964	0.34	0.35	0.35
1970	0.33	0.34	0.34
1980	0.36	0.31	0.34
1990	0.34	0.25	0.32
1999	0.33	0.24	0.31
2010	0.38	0.32	0.38
2014	0.43	0.32	0.41

Source: BPS (Many editions)

Table 1 showed us that there is an increase in Gini ratio in Indonesia in period of 1964-2014. Gini ratio in urban areas is relatively higher than in rural, indicating that income inequality in urban areas is higher than in rural.

Eventhough this condition is common exists in many developing countries, policymakers should not lay down and wait until the hypothesis in figure 1 comes true. Especially if the threshold is far in the future. Inequality is synonimed with social tension and even horizontal conflict. For Indonesia, big inequality potentially drives to state separation. Therefore, it is important to reducing gap between rural and urban areas.

Education is a portable asset (Simler and Dudwick, 2010). An expansion in its provision enables people to pursue a better quality of life in whatever geographical space they choose to make their home. Improvements in basic services in rural areas may, however, reduce excess migration to urban areas. Shilpi (2010) in Simler and Dudwick (2010) also stated that rural-urban migration choices are based not only potential income but also on prospective access to service. So, it development in education sector is important to prevent excessive migration and then can diminish large gap between urban and rural areas.

LITERATURE REVIEW

Rural and Urban Areas

Village in Indonesia in term of community and teritory was already exists since colonialism. As Hubeis (2011) stated that at least from Sir Thomas Stanford Raffles (1811-1816) recorded the existence of village especially in Jawa and Madura island. Both islands were the most intensive controlled and ruled under colonial government since 17th century. In 1895. approximately there were 30.000 villages in Jawa and Madura islands. with 21.237.031 population. with 409.216 population lived in capitals. It means that 19.2% population were categorized as urban.

Village is the smallest government structure in Indonesia. Based on Peraturan Pemerintah No. 72 Tahun 2005 (Government Act No. 72/2005). village is:

> "*Desa atau yang disebut dengan nama lain. selanjutnya disebut desa. adalah kesatuan masyarakat hukum yang memiliki batas-batas wilayah yang berwenang untuk mengatur dan mengurus kepentingan masyarakat setempat. berdasarkan asal-usul dan adat istiadat setempat yang diakui dan dihormati dalam sistem Pemerintahan Negara Kesatuan Republik Indonesia*"

Village is one compact legal community that has spesific borders and has authority to rule and take care its own people. based on inheritance and tradition which respected by Indonesian government.

As an administrative area. a village must has certain prequisites. for example population. specific controllabe area. local officer. and governmental infrastucture. As a consequence. village can plays role as a residential. local government providers. social. and economic activities centres.

Undang-undang No. 22 Tahun 1999 (Indonesian Law No. 22/1999) stated that city is defined as an area that has non-agriculture main activity which serve as a centre for governmental services. social services. economic activities.

Sometimes. villages influenced by urban aspects. It means that villages no longer plays their original role. For instance. villages surrounding a city

transforms themselves to residential places for commuters. leaving agriculture activities behind.

Urban refers to a place that fulfills specific criteria that called urban. On the other hand. rural refers to an area that has specific criteria that called rural. The difference between urban and rural are:

1. Population density. Urban has higher population density comparing to rural.
2. Natural environment. Rural has more plantation. unpolluted air and water comparing to urban.
3. Employment sector. Because of limited space in urban. people work in non-agricultural sector (which requires large land). Urban people usually work in industry and services.
4. Social stratification. Industry and services that grow well in urban require employees with specific qualification. Thus. this leads to a wide range of specialization and salary paid.
5. Living pattern. Living pattern in urban is more heterogenous than in rural. This indicated from various ethnic. religion. and background of urban people.
6. Interaction pattern. Urban people usually maintain individualistic style. On the other hand. togeherness is vividly found in rural areas.
7. Solidarity. Conflicts that exists in rural areas are commonly solved with social norms or tradition. Conversely. conflicts in urban are solved with formal or legal solutions.

Relationship between rural and urban is shown in table 2.

Table 2. Urban and Rural Linkages and Interdepence

Urban		Rural
Agricultural trade/transport centre	↔	Agricultural production
Agricultural support services * production input * repair services * information on production methods (innovation)	↔	Agricultural intensification * rural infrastructure * production incentives * education and capacity adopt/adapt innovation
Non-agricultural consumer markets	↔	Rural income and deman for non-
* processed agricultural products * private services * public services (health, education, administration)		agricultural goods and services
Agro-based industry	↔	Cash crop production and agricultural diversification
Non-agricultural employment	↔	All of the above

Source: Douglas (1998) in Daryanto and Nuryartono (2011)

Inequality

Inequality means the difference between two group of people, or between two regions. Inequality in our society can be seen clearly, for example, there is one family who has luxiorous properties, while the others don't have. That condition can be quantified into several measurements. It benefit us to compare inequality condition from one period to other. Esmara (1975) stated there are several ways to measure inequality:

1. Pareto Coefficient
   Pareto stated that there is a close relationship between certain income with number of people who obtain that income. This can be draw in this formula:

   $$N = \frac{K}{x^{\alpha}}$$

   where x is certain income obtained by families or persons, N is number of families or person who gain income x or more, K is a constanta, and α is Pareto coefficient.

2. Gini Coefficient
   Gini stated that there is a relationship between aggregate income and number of families or persons. Gini coefficient can be derived from Pareto Coefficient or Lorenz Curve.

% Cummulative Number of Families or Person
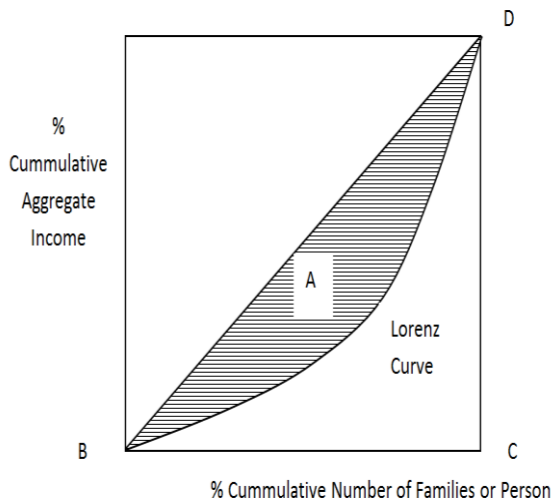
In Lorenz Curve, percentage of number of families or individual are arranged cummulatively (from lowest income to the highest) in horizontal axis. Then, vertical axis shows percentage cummulative aggregate income obtained. In perfect inequality, 10% of families or individual will receive 10% of aggregate income. By using other words, x percent of families wil receive x percent of aggreagate income. This condition is reflected by diagonal line from bottom left to the upright.

If x percent of families receive less than x percent of aggregate income, the line will distract from diagonal line. An area between diagonal line and distractor line represents Gini Ratio.

Gini Ratio will valued from 0 (perfect equally) to 1 (perfect unequal). If Gini ratio less than 0.40 represents low inequality. If Gini Ratio valued between 0.40 to 0.49 represents medium inequality. Lastly, if Gini Ratio is more than 0.50 means severe inequality.

3. Gibrat Index
    Gibrat said that income distribution among families or persons is not normally distributed, but has positive skewness. Therefore, income distribution is not normal or symmetric. Gibrat said that an increase in income is proportionally for each income classes. This caused by many factors, for example, age, workplace, and number of families.

4. Kuznets Index

Kuznets Index is an absolute gap between percentage of total income with total families or persons in all income class. Kuznets Index can be described with this formula:

$$K = \sum_{i=1}^{k} |p_i - q_i|$$

p_i is percentage of income in class income i, q_i is percentage of families or individuals in class i, and k is number of classes.

5. Theil Index
    Theil Index can described as follows:

$$T = \sum_{i=1}^{b} q_i . \log h . q_i$$

h is number of families or individuals, q_i is percentage of income received by families or persons. Theil Index will ranged from 0 to log h.

6. Oshima Index
    Oshima Index can be described with this formula:

$$OI = \frac{\sum_{i=1}^{10} |D_i - 10|}{180}$$

Di is percentage of total income in decile i. From that formula, total families or persons must be devided into ten similar groups (decile), based on the lowest income until the highest one. If all families or persons receive same income, thus each decile will gain 10% of aggregate income.

7. Economic Commission for Latin America (ECLA)
    Several measurement developed by ECLA, i.e.:
    a. Relative proportion from many income groups
        ECLA divides population into four categories:
        1. Low income population, which are 20% of population who obtain lowest aggregate income.
        2. Moderate income population, which are 60% of population who gain moderate income.

3. Upper moderate income population, which are 15% of population who receive upper moderate income.
4. High income population, which are 5% of population who receive highest income.

b. Income level and national average
ECLA compares income received to average income received by population or income class.
1. Population
ECLA compares percentage of population who receive certain income to national average income. Three categories of population are:
a. Under national average income.
b. Betwen national average income and doubled national average income.
c. More than double of national average income.
2. Income
a. Low income population.
b. Medium income population.
c. Upper medium income population.
d. High income population.

8. World Bank
World Bank divides income distribution into three categories. First, total income received by 40% of lowest income population. Second, total income received by 40% of moderate income population. Third, total income received by 20% of high income population. Inequality measures must be empasized on 40% of lowest income population. Thus, World Bank classifies 3 criteria of income distribution:

a. High level of inequality, means 40% of lowest income population received less than 12% of total income.
b. Moderate level of inequality, means 40% of lowest income population received 12%-17% of total income.
c. Low level of inequality, means 40% of lowest income population received more than 17% of total income.

METHODOLOGY

This research aimed to reveal relationship between development of education sector and income inequality between urban and rural areas in Indonesia. The development of education sector is proxied by education attainment by age group (7-12 years, 13-15 years, and 16-18 years) both of rural and urban people. Income inequality is proxied by Gini ratio.

RESEARCH QUESTIONS

1. How did the development of education sector in rural areas can affect to rural and urban inequality?
2. What policies needed to reduce rural income inequality through education sector?

FINDINGS

Urban areas are commonly had higher welfare comparing to rural, in term of monetary and non-monetary aspects. The welfare includes well-being, including mean consumption, poverty measures, children undernutrition, and school enrollment rates.

One indicator of welfare improvement is the change in consumption pattern. Based on economic theory, given the taste, the percentage of expenditure for food consumption will decrease as income increased. This pattern also occur in Indonesia, since its independence in 1945, the consumption pattern of the Indonesian population shifted gradually. The percentage of expenditure for food decreased from 69,5 percent of total income in 1980 to 49,96 percent in 2014.
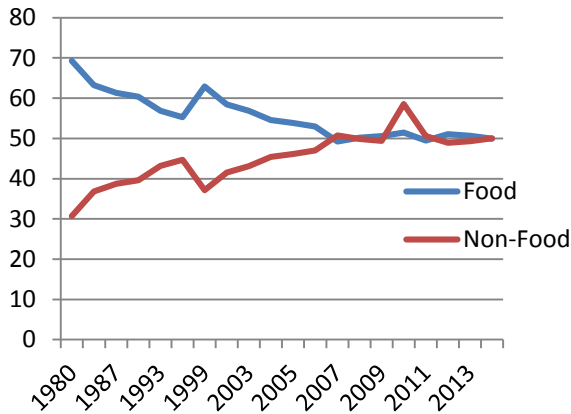
Figure 2. Monthly Expenditure for Food and Non-Food (%) (BPS, 2015)

Figure 2 shows that there is a gradual change in food and non-food consumption in Indonesia. in 1980, Indonesians spent 69,30% of their income to buy food, while the rest, 30,70% are spent on non-food. These number gradually changed until the period of crisis. In period of monetary crisis 1997/1998, Indonesians experienced significant increasement in food consumption, from 55,30% in 1996 to 62,90% in 1999. Then, in recent years, Indonesians spent their income on food and non-food with almost in the same proportion. This figure showed that there is an increase in Indonesian economy. There is also a structural change in Indonesian economy, as seen in figure 3.
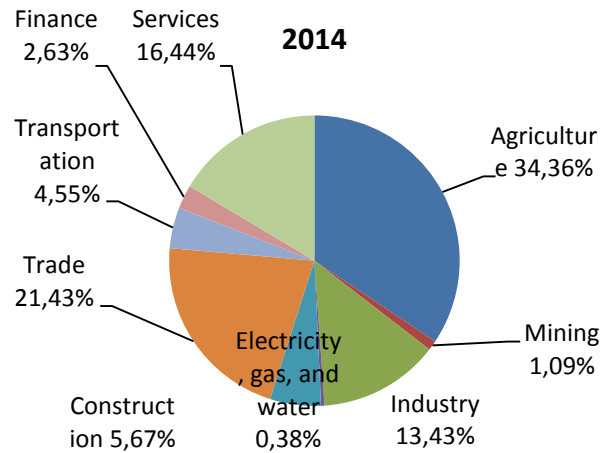
Figure 3. Workforce Distribution by Sectors, 1961-2014 (BPS, 2015)

Based on figure 3, there is a shift in percentage of workforce by sectors in Indonesia since 1960 to 2014. There was a decreasing percentage of workforce who work in agricultural sector, from 71,90% in 1961 to 34,36% in 2014.

In the same period, there was an increase in percentage of workforce who work in industry (5,70% in 1961 to 13,43% in 2014), trade (6,70% to 21,43%), and services (9,50% to 21,43%)

Based on table 3, this research found that there is a positive relationship between school enrollment rate in urban to income inequality in urban areas, for all age group. Higher the school enrollment rate in urban people drives to higher inequality.

In contrary, there is negative relationship between school enrollment rate in rural areas to rural inequality. Higher the school enrollment rate among rural people can reduce gap among rural people.
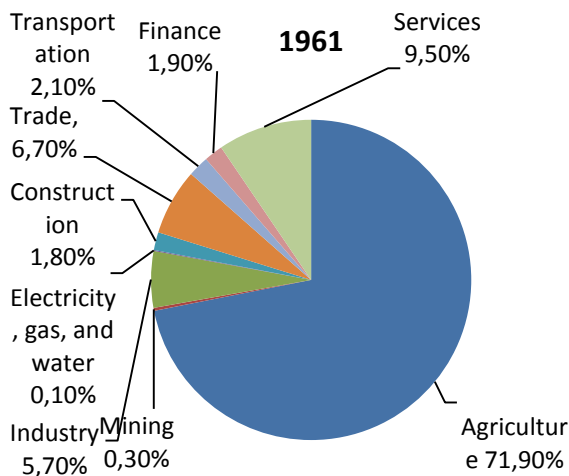
Table 3. Correlation Between Inequality and Education

Age Group	Urban Inequality	Rural Inequality
7-12	0,53832	-0,60359
13-15	0,71270	-0,33497
16-18	0,64956	-0,22451

This research developed four models which best represents the effect of education on income inequality, as described in table 4.

Table 4. Four Models for Relationship between Income Inequality and Education

| No.	Dependent Variable	Independent Variables
1.	Rural income inequality	Rural elementary education, rural junior high school education, rural senior high school education
2.	Urban income inequality	Urban elementary education, urban junior high school education, urban senior high school education
3.	Rural income inequality	Urban elementary education, urban junior high school education, urban senior high school education
4.	Urban income inequality	Rural elementary education, rural junior high school education, rural senior high school education

Using regression analysis, I found this results, as seen in table 5:

Table 5. Results

No.	Results	R-squared
1.	Rural inequality = 0.485724-0.004392R_1+0.002648R_2+0.000356R_3	0.714064
2.	Urban inequality = 0.236721-0.003211U_1+0.005363U_2-0.000371U_3	0.643260
3.	Rural inequality = 0.391808-0.005592U_1+0.008441U_2-0.004656U_3	0.701280
4.	Urban inequality = 0.378877-0.000574R_1-0.001660R_2+0.003906R_3	0.793750

Note: R_1 = Rural elementary education (7-12 years), R_2 = Rural junior high school education (13-15 years), R_3 = Rural senior high school education (16-18 years), U_1 = Urban elementary education (7-12 years), U_2 = Urban junior high school education (13-15 years), U_3 = Urban senior high school education (16-18 years).

From table 5 we can conluded that elementary education (7-12 years) has negative effect on income inequality, in all four models. Then, junior high school education (13-15 years) has positive effect on income inequality in all models, except in model no. 4. Lastly, senior high school education (16-18 years) has positive effect on income inequality in model no. 1 and 4 and negative one in model no. 2 and 3.

In model no. 1, rural elementary education can reduce rural inequality. This condition mainly caused by the national programme (Gerakan Nasional Wajib Belajar) implemented since 1970s to force all of children to go to school. Government also build schools in around Indonesia and equipped them will updated infrastructure. Thus, families did not need to spend a lot of money to send their children to school. As a results, they can save money and then use it for other productive activities. The more 7-12 years old rural students who attain their study also will reduce income inequality in urban areas, as seen in model 4.

Next, the more 13-15 years old rural students who pass their junior high school will increase rural inequality and decrease urban inequality. At the same time, the more 13-15 years urban students who finish their junior high school will increase both urban and rural inequalities.

From model no. 1 and 4, rural senior high school education (16-18 years) will worsening income inequalities in rural and urban areas. Then, from model no. 2 and 3, urban senior high school education will reduce income inequalities in urban and rural areas.

So, which education is needed to reduce income inequalities? Elementary education (7-12 years) is urgently needed both in urban and rural areas because it can reduce inequalities. Higher the number of children who attain elementary education will provide better skill for them. Then, they will have higher productivity and higher income.

Next, junior high school education in urban and rural areas must be evaluated, because it can worsening income inequalites in urban and rural areas. Commonly, after graduated from junior high school, students will go to other areas to find better job. Their skills is not enough to compete with other workers. In contrary, senior high school in

urban areas could reduce income inequalities both in rural and urban areas.

Senior high school education (16-18 years) in rural can increase both in rural and urban inequalities. In contrary, urban senior high school can reduce inequalities in both areas. Graduates of senior high school commonly will find non agricultural sectors. As seen in figure 4, in 2014, agricultural, construction, and mining sectors' workers are dominated by elementary school's graduates. Senior high schools graduates mostly work in electricity, gas and water, finance, trade, and transportation. Those sectors commonly found in urban areas. Thus, they will attract migration from rural, and worsening both urban and rural inequalities.
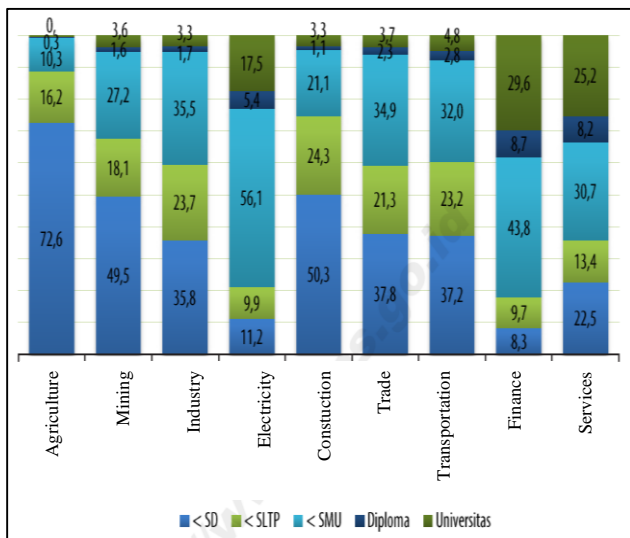
Note: SD = elementary school education, SLTP = junior high school educatio, SMU = senior high school education, Diploma = three years higher education, Universitas = four years higher education

Figure 4. Employment Proportion by Sectors and Education, 2013 (BPS, 2014)

IMPLICATIONS

Elementary education (7-12 years) in rural areas is the most important, because it can reduce both rural and urban income inequality. Unfortunately, most rural students stop their education after they finish their elementary education. There are several reasons: first, their parents do not allow them to go to school but force them to help in farming area. Parents seemed that it is sufficient for their children

to have reading, writing, and mathematics only. Second, low interest for rural students to stay in their education. They prefer to work to obtain money than to study. For girls, they tend to get married in very young ages.

Junior high school (13-15 years) and senior high school (16-18 years) are also important, but should be directed to prevent workers' migration from rural to urban areas. This because students who graduated from middle or higher education tend to find better job with better salaries, for example work in factories, department stores, banks, or restaurants. All of them are commonly found in urban areas. Thus, this will attract people to migrate to urban, as found in Soseco (2016).

There are several actions must be taken:

1. It is important to make comprehensive understandings among rural people the importance of education.
2. It is urgent to spread out economic acivities to all around the nations. This aimed to make most economic activities are concentrated in certain areas only.
3. It needs better infrastructure to reach remotest areas, including build schools and equipped them with good learning facilities and supportive teachers.

CONCLUSIONS

1. Rural elementary education (7-12 years) can reduce income inequality, both in rural and urban areas. While middle (13-15 years) and higher education (16-18years) tend to increase the inequality.

2. It is important to build better infrastructure around all nation in order to spread out economic activities.

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RAISING STANDARDS OF TEACHING AT A UNIVERSITY IN SAUDI ARABIA USING METHODS OF ACTIVE LEARNING

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Abstract

This paper explores the issue of teaching methods used at universities in Saudi Arabia and reports on a study into the implementation and effectiveness of 'active learning' techniques. While group and collaborative learning methods have long been used in such disciplines as the medical and physical sciences, many other courses and subjects at Saudi universities have continued to be taught in the traditional lecture format (albeit with the aid of computers and other technologies). But while lectures have some advantages they are not always an effective way of fostering learning, and they usually entail students being passive learners working in relative isolation. Not all educators are convinced of the value of other teaching approaches, and some prefer to continue to use traditional methods. Consequently, with the aim of helping elevate the quality of teaching in Saudi Arabia a project was undertaken to evaluate methods of 'active learning' that have been used for several years at a university in the city of Makkah. Several academics and students participated in a study in which active approaches were used in the teaching of undergraduate courses. Both qualitative and quantitative methods were employed to conduct and appraise the study; the results strongly confirmed the benefits of active learning, though they were by no means definitive. Indeed,while a majority of participating students found that the methods enhanced their learning, nevertheless a significant proportion reported that the approach made little difference to their ability to learn.

Keywords: Active learning, educational methods, learning strategies

INTRODUCTION

Saudi Arabia is a very conservative country in which traditions and customs are firmly entrenched. This conservatism is reflected in most aspects of life, including education, and the research project reported here must been seen within the context of a major national effort to elevate the standards and quality of the educational system at all levels. This project was undertaken because the traditional approach to teaching by way of lectures continues in common use in many courses in Saudi universities (Hamdan, 2014). Yet, in many other developed nations more active approaches to learning are being adopted, these being considered to be more effective for fostering learning by students (Richardson, 2005). Active learning (AL) does not just apply to the use of physical activities: rather, it refers to any form of educational method by which the learner actively participates and is involved in the educational process. It has been defined as any instructional method that engages students, that entails students doing meaningful learning activities, and requires students to take active responsibility for their own learning instead of being merely the passive recipients of information (Prince, 2004, p 1). It is an approach that"

> *... requires students to regularly assess their own degree of understanding and skill at handling concepts or problems in a particular discipline. The attainment of knowledge by participating or contributing. The process of keeping students mentally, and often physically, active in their learning through activities that involve them in*

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gathering information, thinking, and problem solving" (Collins & O'Brien 2003).

The term can refer to subjects and topics at all levels, but today it more commonly applies to educational approaches used at tertiary levels (Lewis, 2004). An objective of AL is that it requires students to engage in activities such as analysis and evaluation, all of which entail higher-order thinking. It describes methods that encourage learners to think critically about content, and it benefits learners by providing challenging situations that may involve evaluative, problem solving, or reasoning skills (Lewis, 2004: Prince, 2004: Collins & O'Brien, 2003).

Expositional and didactic approaches to teaching are often predicated on the assumption that all students can adequately acquire learning by listening and making notes, and that they need the same information at the same time and place in a one- way information transfer. But listening to a lecture is only of value to students who learn best by listening (Silberman, 1996; Weimer 2002; Chance 2005), and AL is in marked contrast to such methods. However, despite its reported benefits (Millis & Cottell, 1998: Cranton 2012: McKinney 2012) AL it is not always practiced by teachers (Lewis, 2004). Lecturing continues in common use because it is a quick way of transmitting a large amount of information, and it may not require much preparation by the lecturer. However, researchers such as Bangert (2004) argue that it is an inefficient technique because the learners remain relatively inactive, cannot always retain the information, or become inattentive; instead, he argues that students need to do more than just listen - they must be participators by writing, discussing, reading, or being otherwise engaged in solving problems. A feature of AL is that it is largely student-centred; the student takes responsibility for managing his/her own learning program, and according to Kuh (2008), widespread literature has established the value of active, engaged, and collaborative methods of learning for students (Baeten et al, 2010: Robinson, 2011).

Active Learning

AL can take a number of forms, and examples include practical tasks, collaborative learning, case studies, peer learning, enquiry-based learning, and project-based learning. Many of these activities involve groups. Described variously as collaborative, cooperative, or peer learning, they can refer to any tasks or methods in which students work together in small groups on a common issue (Millis & Cottell, 1998). Similarly, many activities require learners to address problems that are introduced at the beginning of the session and then used to provide the motivation and context for the learning activities that follow (Wood 2003: Armstrong 2008: Yew & Schmidt 2011). Typically, the problem to be solved is a vehicle for stimulating cognitive processes and for reinforcing principles, practices, or other subject details.

The literature contains a number of studies in support of AL techniques (Cranton 2012: McKinney 2012). Reporting on a survey of 6,000 physics students, Hake (1998) noted that students in classes where AL methods were used achieved significantly higher scores on a standard test of physics knowledge than students who attended traditional, lecture-based courses. Similar results for students of physics were also stated by Hoellwarth and Moelter (2011) who reported that learners who used AL improved by 38 percentage points when evaluated on a standardised test. Michael (2006, Table 1) and Michael and Modell (2004) listed a number of AL approaches such as enquiry-based learning, discovery learning, and technology-enhanced learning which have been demonstrated to yield markedly higher levels of learning in the medical sciences. Baldwin (2014) concluded that AL should be a key element of all tertiary courses, and other supportive research is provided by Walker (2003) who examined the influence of AL on critical thinking, and Hackathorn et al (2011, p 40) who found that "In-class activities led to higher overall scores than any other teaching method while lecture methods led to the lowest overall scores of any of the teaching methods."

Despite the evidence and the arguments provided by writers such as those cited above, some educators at university level still avoid using AL methods. Lewis (2004) suggested inertia and resistance by older academics, and Prince (2004, p7) concluded that "…tyranny encourages faculty to push through as much material as possible in a given session". Plush and Kehrwald (2014) note that there are practical impediments, especially for younger tertiary-level teachers. The authors observed that some teachers may themselves have only experienced the traditional lecture format and may not be adequately supported while developing their own teaching style (Plush & Kehrwald, 2014). While concluding that, overall, several techniques for AL enhance learning, Prince (2004, p 7) acknowledges that the purported improvements resulting from some methods of active engagement are doubtful. He notes, for example, that there is little evidence to support the claim that group discussions lead to improved learning, and he states that team activities can diminish individual responsibility and effort. He comments, too, that problem-based-learning is unlikely to improve students' test scores but that it positively influences student attitudes and study habits (Prince, 2004, p 7).

In the light of these varying results it is important now to consider the relationship of AL to the current theories of learning.

AL and theories of learning

The use of AL is concordant with various pedagogical theories, principles, and concepts that have been developed over the years. Traditional theories of learning, and the use of didactic methods, considered knowledge to be a commodity capable of being transmitted by simple and direct means (Bransford et al. 2006), and when learned it could then be reproduced. In contrast, AL is founded on the theories of knowledge as something each learner constructs or creates afresh rather than something that is absorbed and memorised in its pre-existing form (Greeno, 2006: Sawyer, 2006).

It is not possible here to review all recent learning theories, but many forms of AL entail

collaboration through group activities on the premise that people learn from each other, and writers such as Vygotsky (1962, 1976), Bandura, (1986) and Ormrod (2008) have proposed social learning theories to explain how people learn in social settings. That is, learning is a cognitive process that occurs within social contexts where cognition, environment, and behaviour all influence each other to foster understanding. Social process concepts suggest cooperative strategies (Schunk

2008) that enhance deeper knowledge construction underpinned by student discussions; they also build active learning communities out of small, group-based instruction.

AL methods also meet the tenets of constructivism, which is an important paradigm for learning processes. This model depicts learning as the result of 'constructed' understanding. For instance, Driver et al. (1989, 2007) and Duffy et al (2012) expound the view that knowledge must be constructed by the mental activity of learners who construct meaning from previously-acquired information. Teaching should provide active learning environments that, in turn, produce interpretable experiences and facilitate knowledge construction. The construction of meaning is facilitated by making multiple links between the information being acquired and the existing store of information. Information and meaning (whether old or new) are assembled into mental models or representations which are the basis of learning.

Additionally, it is pertinent to consider experiential learning theory which is very relevant to AL because it confirms the importance of personal involvement and practices in building knowledge (Kolb & Kolb 2008: Moon 2004). This theory highlights the value of AL because it shows that learners are better able construct knowledge and understanding by way of participation and by the opportunity to reflect on what they have done. The theory views learning as an on-going process (Dewey, 1897, 79: Sawyer 2006), as an opportunity to re-learn, as the resolution of conflicts between different ideas and concepts, and as the creation of knowledge – an approach that is fundamentally different from the traditional 'transmission' model whereby pre-

existing information is conveyed to the learner (Pashler et al, 2008).

These and other current theories confirm the need for teachers to develop approaches which are more effective for constructing learning, but modern theories and practices can be slow to be recognised and so before detailing the project conducted in Saudi Arabia it is important now to outline the current Saudi education system of that country.

Education in Saudi Arabia

The research reported here represents one aspect of the Saudi government's programme for elevating the nation's educational methods and standards at all levels. Saudi traditions and conservatism are reflected in the educational system, and AL is a method relatively new in the Kingdom, particularly to the tertiary sector, even though the educational system has developed very rapidly over the past fifty years (Bahgat, 1999: Country Studies, 2006).

Traditional views of education have, in the past, resulted in students giving precedence to their Arabic values and to Islamic studies, and until recently many graduates were ill-prepared for employment or careers. At tertiary levels much has changed in recent decades and many courses make greater use of laboratory and research techniques of learning. Nevertheless, despite these improvements, too often courses are taught by means of traditional lecturing methods, as described by House (2012) and Johnson (2009, p24); "… teachers encourage a system of ineffective memorization and a superficial understanding of facts for the sole purpose of passing a test. This type of education extends … to the college and university levels. Students are continuously taught of ways to pass an exam rather than the proper approaches to learning". The urgent need to promote more effective ways of learning and to encourage the adoption of better methods form the backdrop and the reason for the enquiry reported here.

While conservatism remains strong, for the past decade or so there has been a vigorous debate regarding the scope, content, and methods of education (Alsadaawi, 2010). Traditional

approaches to teaching have been challenged, the government acknowledging the need to develop and reform the state education system as a key component in the nation's economic development plans (Yamani, 2006). Consequently, the government has invested heavily in educational institutions, but this strategy increased the number of graduates quantitatively not qualitatively, as Saudi universities continued to produce less than capable graduates, adding to the ranks of the unemployed (Bosbait and Wilson, 2005). Indeed, as explained by Alsadaawi (2010) there has been agreement among educators, researchers, and policymakers that the Saudi education system has not been achieving best practices or standards. The educational challenge facing the country has been the need to prepare students for a competitive workforce by emphasising the quality of teaching in all disciplines through the adoption of best practice in teaching and learning methodologies.

In response to the Saudi government's programme of educational improvement this project was conducted to demonstrate that AL offers a more effective approach to learning.

RESEARCH AIMS

The questions posed for this research were:

1. Which AL strategies do students at a university in Saudi Arabia find most useful?
2. What are the perceptions of students with regard to how AL strategies affected their learning?

METHODOLOGY

The interpretivist aspect of this work is based on the theoretical belief that reality is socially constructed and fluid within cultures, social settings, and relationships with other people. Moreover, there can be multiple, valid claims to knowledge (Guba & Lincoln, 1994, pp 105-117). Interpretivism has a long tradition in the social sciences and interpretivists aim for a detailed description and understanding of the phenomenon under investigation by way of observation and involvement (Bryman, 1994:

Saunders et al, 2007). This philosophical approach is reflected in the qualitative methods adopted and aims to provide an insight into organisational and social processes as well as on the way people think and behave (Creswell. 2013).

Research method: questionnaires, interviews, and focus groups

The mixed methods selected for this investigation included questionnaires, interviews, and focus groups, and together these methods produced a range of triangulated data that addressed issues of validity and reliability. From an ontological point of view, this study was based on the assumption that "people's knowledge, views, understanding, interpretation, experiences and interactions are meaningful" (Mason, 2002:63). Additionally, the use of interviews allow for social exchange to construct "depth, nuance, complexity and roundness in data" (Mason, 2002:65), and focus groups provide the researcher with the perceptions of the participants regarding active learning (Korpel, 2005).

Focus groups are very useful for understanding people's perceptions and thoughts about a phenomenon. The participants are selected based on common characteristics and their links to the research topic (Greenbaum, 1998; Krueger and Casey, 2000). It has the advantage of yielding differing experiences, and the cross- current of views can prompt unexpected information. However, it too can be difficult to analyse, it may suffer from bias, and it requires a skilled facilitator (Krueger & Casey, 2000: Creswell, 2012).

The research site

The site for this investigation was the College of Engineering, the College of Computer Science, and the Business School at Umm Al Qura University in Saudi Arabia. All ethical issues and research protocols were addressed. Approvals were obtained from the University of Plymouth and from these three colleges for the researcher to recruit student participants who had completed their first year of study. All approvals were granted in writing, and the initial step involved the deans distributing the questionnaire to participants by way of teachers in the respective colleges.

The subject

Commencing in 2010 several sections of the three colleges had adopted AL methods – though it must be noted that most departments and faculties within the university continued to apply their existing methods of instruction. This project surveyed both students' experiences of classes in which AL methods were applied, and the experiences and views of the teachers who had implemented AL techniques. The researcher did not conduct or otherwise influence the nature or scope of existing AL approaches; rather she aimed to assess the educational worth of the system being used. This survey sought to identify which techniques (if any) benefited or hindered the ability of students to learn the required topics and subjects. The following aspects of the AL program were evaluated by the questionnaire, interviews, and group discussion:

- Classroom arrangement
- Group-work methods
- Learning activities
- Learning processes
- Educational development
- Personal and educational outcomes.

The sample

Two samples were selected for this enquiry – students and teachers.

A sample of student participants (Table 1) was selected by means of probability sampling, a technique which entails some form of random selection to ensure a representative cross-section (Landreneau, 2005). The limitation was that the participants must have completed the first year of their course. The participants were aged between 18 and 20. The questionnaire was designed for male and female respondents but ultimately only male students were allowed to participate.

Table 1: Classification of college students in our sample

	College of Engineering	College of Computer Science	Business School	N
Samples	88	38	63	189
Participants	76	27	62	165
Response rate	86%	71%	98%	87%

The questionnaire

A first draft of the questionnaire was compiled, then piloted and refined. The questionnaire comprised 35 questions divided into seven categories, and it was sent to all participants. One hundred and sixty five responded (87 percent). The initial questions were quite simple to make respondents feel comfortable and confident. The language was formal, but easy to understand, and the response boxes and scales were clearly laid out and unambiguous. A five-point Likert-type scale was used for recording the responses.

Focus group

Three teachers from the 32 respondents (who had been nominated by the head of the active learning program) were chosen for a group discussion. The facilitator (who was not the researcher) posed several prepared questions in order to initiate discussion, but then partipants were invited to contribute comments, experiences, and ideas. The one-hour discussion was audio-recorded (with approval) for later analysis.

Interviews

Thirty-two teachers were invited to be interviewed. Two student representatives, selected randomly from the cohort, were also interviewed. The duration of the audio- recorded interviews was approximately 45 minutes and were conducted in a meeting room at the Business College. The interviews were semi-structured, the interviewer asking eleven prepared questions

which focussed on the use and effectiveness of AL, but also inviting comments and any other relevant information. All of the interviewees were asked the same questions in the same manner. Non-threatening questions were used to begin with to put the interviews at ease. The questions were designed to confirm or complement the questions in the questionnaire.

Reliability and Validity

The value of a research project depends largely on reliability and validity. The former refers to the degree to which the methodology produces stable and consistent results and is able to yield the same or compatible results in different clinical trials (Cohen et al 2007: Creswell 2003). In this investigation reliability was ensured by means of using different people to assist in the preparation of the questionnaire and the interview questions, the use of another person as facilitator for the interviews and group discussions, and using different raters to appraise the participants' responses. Research validity applies to both the design and the methods of data collection and it means that the findings truly represent the phenomenon they claim to measure (Creswell 2003: Silverman 2011). In this project internal consistency reliability were ensured by the use of Cronbach's alpha. This measure is a coefficient of consistency between variables and is written as a function of the number of test items and the average inter-correlation between them. It is widely used in qualitative research and is regarded as a good indicator of consistency (Allen & Yen, 2002).

Alpha can have values between 0.0 and 1.0; (DeVellis, 1991), in general values below .65 are undesirable, .65 to .70 are acceptable, .70 to .80 are good, and above.80 are considered to indicate high levels of validity.

RESULTS

The setting

Unlike the formal arrangements typically used in lecture halls, the AL program used informal seating that facilitated group work. Table 2 summarises the experiences of the students in response to this system. It can be seen that a

majority (83 percent) felt that the informal arrangement was beneficial. It can also be seen that most (53 percent) found group work to be a

helpful way of learning – though the result was not particularly strong.

Table 2: Informal classroom arrangement

The items	Vary Useful	Useful	No difference	Not Useful	Not very useful	Total
Informal classroom arrangement	83 (50.3)	54 (32.7)	13 (7.9)	6(3.6)	9(5.5)	165 (100.0)
Working in small groups	58 (35.2)					

Learning activities

To discover which activities they preferred, students were asked to indicate which activity they found to

be useful. As seen in table 3 most students reported positive experiences of learning by interacting with other students and with the tutor.

Table 3: The learning activities

The items	Very Useful	Useful	No difference	Not useful	Not very useful	Total
Learning by discussion	68(41.2)	50(30.3)	28(17.0)	10(6.1)	9(5.5)	165 (100.0)
Learning through personal research	63(38.2)	43(26.1)	36(21.8)	13(7.9)	10(6.1)	165 (100.0)
Learning by interacting with the tutor	76 (46.1)	40(24.2)	30(18.2)	6(3.6)	13(7.9)	165 (100.0)

The majority of respondents (71.5%) reported that learning by discussion with peers was beneficial, and about the same proportion (70.3%) found it helpful to interact with the tutor. However, an interesting response was evident here because 62.3% also stated that they learned though personal research. It appears that these responses were not contradictory; rather, they were complementary insofar as there are occasions when peer-assistance

can be helpful but at the same time students learn much from private study.

The learning process

The respondents were asked to indicate the usefulness of nine AL activities. Table 4 summarises the learning process activities. Perhaps the most distinctive feature of this table is that there was considerable consistency between the results of the different AL techniques.

Table 4: The learning process

The items	Very useful	Useful	No difference	Not useful	Not very useful	Total
Keeping a reflective journal	60 (36.4)	51 (36.4)	30 (18.2)	17 (10.3)	7(4.2)	165 (100.0)
Discussion in small groups	68 (41.2)	49 (29.7)	28 (29.7)	11 (6.7)	9(5.5)	165 (100.0)
Individual research	67 (40.6)	48 (29.1)	33 (20.0)	11 (6.7)	6(3.6)	165 (100.0)
Doing presentations to class	65 (39.4)	45 (27.3)	31 (18.8)	17 (10.3)	7(4.2)	165 (100.0)
Writing essays and/or reports	70 (42.4)	40 (24.2)	38 (23.0)	9(5.5)	8(4.8)	165 (100.0)
Feedback to class	70 (42.4)	46 (27.9)	31 (18.8)	13 (7.9)	5(3.0)	165 (100.0)
Completing worksheets	64 (38.8)	52 (31.5)	31 (18.8)	10 (6.1)	8(4.8)	165 (100.0)
Watching power point presentations by the tutor	69 (41.8)	43 (26.1)	28 (17.0)	9 (5.5)	16(9)	165 (100.0)
Handouts to class/checklists	52 (31.5)	64 (38.8)	29 (17.6)	12 (7.3)	8(4.8)	165 (100.0)

That is, for all of the methods over two-thirds of students reported that their learning benefited. The methods that apparently yielded least benefits were essays and reports (66.6%), and the most helpful was discussions (70.9%). It is also pertinent to note that while the use of a journal scored highly (72.8% reported a benefit), a relatively high proportion (14.5%) stated that the journal was of no educational value. The methods for which there was least support, and which about one-third of participants found to be of no value, were the journal, student presentations, and power-point presentations by tutor.

Educational development

Students were asked to score the benefits to their own learning as a result of the active learning techniques. In comparison with the results of Table 4, the personal educational benefits recorded in Table 5 were noticeably lower. Considered overall, the majority of respondents stated that they received positive learning experiences from AL, though the scores were clearly lower than in the previous table.

Table 5: Educational development

The items	Very Useful	Useful	No difference	Not Useful	Not very useful	Total
Improved your ability to understand the course material	50 (30.3)	45(27.3)	37(22.4)	10(6.1)	23(6.1)	165 (100.0)
Made you aware of your own responsibility in the learning process	47 (28.5)	46(27.9)	37(22.4)	20(12)	15(9.1)	165 (100.0)
Enabled you to analyse problems more effectively	68 (41.2)	49(29.7)	32(19.4)	9(5.5)	7(4.2)	165 (100.0)
Helped you to find solutions to problems more effectively	48 (29.1)	58(35.2)	37(22.4)	14(8.5)	8(4.8)	165 (100.0)
Improved your communication skills	59(35.8)	37(22.4)	49(29.7)	11(6.7)	9(5.5)	165 (100.0)
Improved your level of confidence	53 (32.1)	51(30.9)	41(24.8)	14(8.5)	6(3.6)	165 (100.0)

The greatest reported benefit was that AL enabled the students to analyse problems more effectively (70.9 percent). The positive scores for 'personal responsibility for learning' (56.4%) and 'improved understanding of course material' (57.6 percent) were recorded by more than half of the respondents, but these were by no means strong endorsements of AL. Indeed, the fact that so many (43.6%) did not acknowledge increased personal responsibility for their own learning as a result of AL appears to somewhat contradict the claims of other writers (cited above).

Skills

Many aspects of learning entail the acquisition of skills of different sorts. Students were asked which of the skills that they learned were most useful with respect of making presentations. Table 6 shows that considered overall, more than half recorded benefiting from AL, though the figure was not particularly high, with less than about two-third of the respondents reporting that the skills they learned were of benefit when preparing and conducting presentations.

Table 6: Skills

The items	Very Useful	Useful	No difference	Not Useful	Not very useful	Total
Research skills	69 (41.8)	25(15.2)	46(27.9)	12(7.3)	13(7.9)	165 (100.0)
Planning skills	47 (28.5)	59(35.8)	37(22.4)	14(8.5)	8(4.8)	165 (100.0)
I.T. skills	63 (38.2)	45(27.3)	37(22.4)	13(7.9)	7(4.2)	165 (100.0)
Public speaking skills	58 (35.2)	53(32.1)	33(20.0)	12(7.3)	9(5.5)	165 (100.0)

While these figures confirm the value of AL, nevertheless it is surprising that the proportions are not higher considering that research, planning, and IT skills are central to many courses undertaken by tertiary students.

Class discussion

Table 7: Class discussion

The items	Very Useful	Useful	No difference	Not Useful	Not very useful	Total
Made you aware of other points of view	64 (38.8)	42(25.5)	35(21.2)	13(7.9)	11(6.7)	165 (100.0)
Helped you to argue a point effectively	56 (33.9)	48(33.9)	39(23.6)	16(9.7)	6(3.6)	165 (100.0)
Improved your communication skills	59 (35.8)	42(25.5)	41(24.8)	15(9.1)	8(4.8)	165 (100.0)
Helped to develop analytical skills	65 (39.4)	46(27.9)	29(17.6)	12(7.3)	13(7.9)	165(100.0)

The highest score was for 'development of analytic skills' (67.3 percent), and this might be expected because analysis is such an important part of many academic subjects. Yet a high proportion (15.2 percent) said that their analytical skills had not been helped by AL methods. Interestingly, only 61.3 percent reported that AL benefited their communication skills, yet good communication is such an important ability for many in the areas of engineering, science, and business.

Discussions in various formats are often used in AL situations. In this instance students were asked what they had gained from class discussions. From table 7, it is appear that the majority of respondents recorded experiencing positive benefits from group discussions of class topics and problems.

Personal development from AL

Education is not just about measurable learning outcomes. It has personal, emotional, cultural, and intellectual effects too. Students were asked if active learning had been useful for their personal development. Table 8 also demonstrates overall positive personal experiences stemming from AL. The greatest recorded benefits were for 'improved planning skills', though it is interesting that the combined score for 'improved analytic skills' was only 60.6 percent.

Table 8: Personal development outcomes

The items	Very Useful	Useful	No difference	Not Useful	Not very useful	Total
Has been useful in understanding your responsibility for your own learning	71 (43.0)	35 (21.2)	23 (13.9)	17 (10.3)	19 (11.5)	165 (100.0)
Has improved your comprehension of the subject	67 (40.6)	38 (23.0)	33 (20.0)	16 (9.7)	11 (6.7)	165 (100.0)
Improved your planning skills	68 (41.2)	43 (26.1)	21 (12.7)	26 (15.8)	7 (4.2)	165 (100.0)
Improved your analytic skills	60 (36.4)	40 (24.2)	27 (16.4)	29 (17.6)	9 (5.5)	165 (100.0)

As noted above, analysis is an essential key skill for learning and for problem-solving at tertiary level, so it is a concern that the effects of AL were not higher. Related to this point, almost one-quarter (23.1 percent) provided a combined negative score for the analytic skills, stating that they had not derived any benefit from AL. Similarly, the score for 'responsibility for own learning' was supported by only 64.4 percent, and while this is an endorsement of the personal benefits of AL nevertheless it is surprising that the personal outcomes were not more strongly reported.

The interviews

Interviews were conducted with four teachers who had conducted classes using AL techniques. Three of the interviewees had been teaching for two years using active learning. One had been using it for a year. Of the four participants, three had used traditional methods in the past. Two said that they preferred to use active learning approaches, whereas the other two said that they used both active and traditional lecturing approaches. Interviewees were asked the following questions:

Question 1. Do you think that the students have benefitted from AL?

All responded that active learning had achieved positive results for students, with students benefiting in several ways. The following comment by interviewee #1 was typical of the replies:

'The attitude of most of the students has changed drastically from being afraid of the course to being happy with it'. 'I have found that there has been an improvement in students' English language, communication skills, presentations and responsibility for their own learning. Students now work as team members, think things through and have developed their problem-solving techniques, which they will use throughout life'.

Question 2. Is the classroom setting appropriate for AL?

The overall opinion was that not all of the classrooms were suitable for the active learning techniques. Some said that several classes were too large and others commented that the some of the classroom facilities were unsuitable.

Question 3. What resources would you like?

All said that there were sufficient resources at the university, but enlarged space for student activities and projects would be beneficial.

Question 4. What obstacles are encountered by staff using AL methods?

The replies were mixed, though overall the respondents considered that all obstacles could be addressed. In reply, interviewee #2 commented: 'I would like to say that in the final analysis, the AL system has satisfied most of its objectives, which is important to the accreditation process in many programs, especially engineering'.

Question 5. Have you had any training on AL?

All of the interviewees had received four weeks in-house training on delivering active learning.

In addition to the four teachers, two students were interviewed. The results of these interviews confirmed what was found in the questionnaire survey. Both were positive in their assessment of active learning, commenting that AL techniques had improved their abilities. For example, student #1 commented: 'We enjoyed learning by using active methods. We acquired a lot of good skills, which we feel are very important in all aspects of our lives. Our English language has improved and the course has strengthened the social relations between us through teamwork. We have developed to be creative in solving problems.

Focus Group

The three participants were asked about the effectiveness of AL methods, the skills which the students may have acquired, their experiences (both positive and negative) of AL techniques, the obstacles to the use of AL, and how AL techniques could be improved?

All participants were strongly of the view that students benefitted, and they observed that students' levels of confidence improved, and that both practical and academic skills were strengthened. Students gained the experience of working in teams and groups, which would benefit them in the workaday world. They also improved their ability to understand the course material, took more responsibility for their own learning, were able to

analyse problems more effectively and could find solutions to problems more successfully.

Negative experiences focused on the problem of classes being too large and the time required by teachers to prepare AL methods. It was also felt that a student evaluation of the active learning program would be beneficial.

DISCUSSION

The first research question posed for this investigation was, 'Which AL strategies do students at a university in Saudi Arabia find most useful? In response, the central finding of this enquiry was that the majority of students provided positive and supportive reports about AL methods, most commenting that the methods enhanced their learning to some extent. The AL methods which received strongest endorsement were the use of informal classroom settings, the opportunity to work collaboratively in groups, and the use of group discussions for analysing problems and understanding topics. Several AL methods were accorded response rates of about 70 percent approval: interestingly, even though it required more work by the students the use of reflective journals was considered to be beneficial (72.8 percent approval) because it helped them to focus their thoughts on the current subjects. The use of informal classroom settings (83 percent approval) was strongly favoured, this arrangement reportedly facilitating discussion, and small-group activities (70.9 percent support) were said to be useful aids to learning, as were teacher-issued checklists and worksheets.

The second research question was, 'What are the perceptions of students with regard to how AL strategies affected their learning?' Considered overall, most students stated that AL methods positively affected their learning, the improvements extending widely and included comprehension, planning, skills in analysis and IT, and methods of communication. All of these benefits were said by the students to have aided their own understandings and yielded higher results. It was evident, too,

that AL produced personal and developmental advantages for the students, most reporting benefits to their confidence, their ability to speak publically,

and to their attitudes to personal responsibility for their own education.

An important finding was that the results were not overwhelmingly positive, a proportion of students (sometimes as many as 20 percent) stating that AL methods were not more useful than traditional teaching methods; a finding that accords with the comments of previous researchers (Eison, 2010). Moreover, despite the personal reports by students that AL was enhancing their learning, it was not possible from this enquiry to determine definitively or statistically whether AL methods improved their overall grades or their test/examination results, or that AL achieved outcomes which were measurably better than those which might have otherwise been achieved by traditional (or other) means.

It is pertinent to note, too, that AL methods did not entirely supplant traditional lectures, most of the teachers commenting that they continued to use teacher-centred talks as a way of complementing AL. It was not entirely clear why lectures continued in common use, thought it appeared that they could be used when there had been insufficient time to prepare active techniques or when the teacher wanted to impart a large amount of information quickly. It was also evident that teachers were sometimes impeded by the lack of suitable facilities, such as large rooms that could accommodate group activities.

Another important finding was the importance of appropriate teacher training. While the participating teachers reported having undertaken some training in AL methods, the training period of just a few weeks seems to have been inadequate. It became clear that teachers needed more time to prepare courses and topics using AL methods and that they had to devise new approaches for assessing students who had undertaken group work or some other collaborative activity.

The findings of this study confirm the value of AL as a way of enhancing learning by tertiary students. It shows that there are many ways in which students can be assisted to more effectively learn subjects, develop analytical skills, and solve problems. It confirms, also, that teachers need to be provided with both suitable training and facilities if AL methods are to be applied in useful ways. The value of AL needs to be disseminated more widely

amongst universities, and the case in support of AL would be strengthened if quantitative studies could show convincingly that learning outcomes and student grades can be elevated by the use of AL.

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FORMATION OF THEORETICAL CONCEPTS IN THE PROCESS OF HISTORICAL-LITERARY COURSE STUDYING IN THE SENIOR CLASSES

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Abstract

Nowadays in the philological pedagogy, problem of the dialogue of cultures in the context of student-centered technology strategies of modern education attracts the scientists' attention. The learning activity nature is considered within the frame of the concept of the School of dialogue between cultures, extended and developed by V.S. Bibler. One of productive socio-cultural ideas in the field of humanitarian thinking is the idea of understanding and communication, the subject of which is a work of art: it is assumed that the modern reader joining the diverse cultural values of different times and nations, fixed in the literature, finds its unique place on their borders, " in the contact zone" with "foreign" cognitive, ethical and aesthetic sense.

The article reveals methodological principles of learning the composition of one literature in the context of its comparison with the other, providing a full extension of the reader's perception: orientation on genre-typological features of the compared works; characteristic of motivational structures used by writers; analysis of spatio-temporal relations embodied in the text, methods and techniques of psychological images, etc. The article distinguishes the ways of formation of theoretical notions of the national school pupils. The effective means of solving the problems that the teacher faces is comparative analysis of different national literature phenomena. It will help not only to understand the peculiarities of individual and creative artistic consciousness of the writers, patterns of the world literature but also those features of literature which give it its characteristic ethnic manifestation.

Keywords: national literature, dialogue, comparison, "own", "foreign", identity

INTRODUCTION

In modern science the need of conceptual studying the works of art and works of the writer in general, considered according to the ideological and art originality and from the point of a certain theoretical-literary problem view, doesn't raise doubts. One of the effective methods of learning of the theory of literature at school is the interpretative approach allowing to reveal logical consistency and semantic interrelation of semantic elements of this or that art tradition. It is used at a stage of specification of concept, its inclusion in new system of communications and applications to new material.

In the work "To methodology of the humanities" M. M. Bakhtin, putting a problem of "understanding contexts" and differentiating small time of the present and big time, "close" and "far" contexts, writes about never-ending updating of meanings in all new contexts (Bakhtin, 1986: 392). The works of the Western European writers and at national school – literature, native for pupils, selected by the principle of typological proximity and also the greatest typicalness for the writer, region, eras can act as "an understanding context" of the 19th century Russian literature.

Comprehension of the system of the most important, representative categories of the Russian classical literature in the specific to them semantic and

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figurative field can be realized in various ways. Firstly, the accented research of terms, comparative analysis of concepts of different cultures are supposed to be significant. We consider as an example the distinctive features of an epic sort of literature finding similarities and distinctions in ways of art works creation by the writers representing different cultural traditions. The center of substantial space of epic work is the event understood in the broadest sense as "event" - manifestation of regularities of life. Given rise from internal motives and actions of the person, it finds in the Russian literature inconsistent unity and integrity of the world, a combination of world communications certainty with independence and objectivity of all private, and in creativity of the east, in particular, belonging to Arab-Muslim culture writers - harmonious organization of all phenomena taking the constant place in the universe or aspiring to it on the descending hierarchy of their importance and rationality. Therefore the word "epos" in an arsenal of the east literature researcher is filled with a bit different contents in relation to its sense in the European culture. The "monumentalism" and "scale" of the creative act characteristic of the Western European and Russian writers actualise the principles of "harmony", "hierarchy" and "classification" correlating with them in an Arab-Muslim esthetics (Shidfar 1974: 108, 118-119, 150-151).

METHOD

The given research is within the context of cultures dialogue ideas as a form of their being in Big time, expressed in domestic science by M. M. Bakhtin (Bakhtin, 1979: 424). Works of domestic and foreign scholars (Iser, 1978; Iser, 1988; Iser, 1993; Ricoeur, 2002; Jauss, 1995; Jauss, 2004) that deal with the problem of perception and connected to it understanding are the methodological basis for scientific searches in the realm of literature dialogue and its projection to the sphere of teaching methods.

The study of dialogue between cultures and literatures found that «its participants enter the world of other artistic and aesthetic values. Moreover, they find their unique places in "zone of contact" with "foreign" cognitive, ethic and aesthetic meanings. In these conditions, the "foreign" either transforms to "other", "alien", "new" and finally "one's own" or remains something that could not and should not be used in one's own practice» (Amineva, 2014: 2096).

In a study of the dialogue between the Russian and Tatar literatures the structural, semiotic, hermeneutic, comparative methods; ethno-psychological and other interdisciplinary approaches needed to understand the spiritual and meaningful "appearance" of the compared literatures and cultures are used. Intercultural approaches found in the works of J.Birova (Birova, 2013, vol. 2; Birova, 2013, vol. 3) were also very useful for realizing our goals.

RESULTS AND DISCUSSION

The organizing beginning of epic works is the narration. From the authentic point of view (i.e. according to the tradition created its way of the speech material organization) the category of "the pointing to sense" was developed in the classical Arab-Muslim philological theory and having historically steady character more corresponds with the term ''narration'' used in the Western European esthetics. Procedure of finding of sense, which demands as it is established by A. V. Smirnov not abstracting clarification from the specifying signs and transition from the hotel phenomena to that area which lies out of them and in which they coincide (Smirnov 2001: 308-309), is alternative to the genus-typological organizations of semantic units that is prepotent present at the European culture. Genus extension and typological narrowing of the word, which begins to include additional values, doesn't happen here as there is no sense increment also. But big "evidence" of the instruction on that sense which forms the last basis of any explanation is reached.

Rather representative "illustration" of the deep mechanisms operation defining universal and unique properties of each national literature is the organization of the subject sphere in the Russian realism of the XIX century and in works of the Tatar writers of the first third of the XX century. The hero finds sovereign internal space and is understood as "essentially nonobjectified, internally infinite and free personality" who is opened only to a look from inside (Broytman 2001: 273-274). As the

corresponding researches testify, evolution of the Russian and European prose at the level of its subject space was in search of such narrative situation which would provide the author's nonpresence in relation to the hero becoming essentially nonidentical to himself, not coinciding with himself as with the subject.

S. N. Broytman characterizes the finishing position to so understood personality as follows: "It is "an equinox point" or "a zero point"… To appear in it, it is necessary to move not outside but inside, at the same time it has to be the movement to the border of the personality (I – for - myself), to that limit where his consciousness is crossed with life ("another")" (Broytman 2001: 271). The scientist describes developed in classical (the second half of the 18th century – the 80th of the 19th century) and nonclassical (the end of the XIX-XX centuries) eras principles of art end of the hero. The allocated in works of M. M. Bakhtin and his followers ways of overcoming of traditional (monological) authorship crisis in works of the Russian realists of the 19th century are essential to us. So, in "Eugeniy Onegin" of A.S. Pushkin two approaches to heroes interact: they are given as the objectified images-characters and persons who are going beyond the character, in the found spiritual form receiving ability to cross border of heroes and to enter the novel of the novel. To these tendencies there corresponds the combination of two semantic structures creating the "separately existing identity" (N.D.Tamarchenko) of the author's image and heroes generated by primary author (Broytman 2001: 277-280).

The analytical realism of the middle of the 19th century tries to find nonpresense in relation to outlook and attitude of the hero developing under the internal laws of arbitrarily subject, having objectified character and secret identity. The increasing pansophy of the author, his activity in the field of a psychological explanation of acts, motives and experiences of characters is developed in notable limits. The psychological introspection doesn't get into an internal core of the personality, its main secrets remain out of the direct analysis: "One of signs of the storyteller's absolute power restriction is refusal of the hero's experiences objectification at especially significant moments of his spiritual life as it often occurs in I. Turgenev's works" (Broytman 2001: 281). V. M. Markovic

investigating a position of the storyteller in the first four novels of I. S. Turgenev and the principles of the image of an interior also writes about it: "In the atmosphere of opposition of the general truth and the subjective truths restraint of the storyteller is subordinated to other tasks. "Party" of the hero gains relative independence also here, this independence is noticeably expressed in limitation of objective explanations range, in restraint of estimates, in existence of the basic default and partial half-words which aren't allowing interpretation of many sincere movements of the hero" (Markovic 1975: 43).

In Tolstoy and Dostoyevsky's creativity the character becomes the personality having consciousness. The consciousness as a subject of the image involves qualitatively new position of the storyteller and hero. An art position of the author in relation to the hero in the polyphonic novel of Dostoyevsky M. M. Bakhtin defines as "seriously the carried-out and up to the end realized dialogical position which approves independence, internal freedom, incompleteness and the hero's suspense. The hero for the author is not "he" and not "I" but complete "you" that is another strange full "I" ("you are")" (Bakhtin 1963: 84-84). New intension of the author and the new status of the hero transform a subject situation in literature: "the relation of the author and hero from the relation of the subject and object have raised into the relations between subjects" (Broytman 2001: 291).

In the Tatar prose there is other concept of the narration which challenges the right of the author "to be out of life and finish it". It means "deep distrust to any nonpresence" which Bakhtin compares to "God's immanentization" (Bakhtin 1986: 176). The author, as a rule, doesn't separate himself from the hero, listens to his word, gives him the chance to worry, think, speak up to the end, often even replacing himself with him. Forms of author's and personage's presence often aren't hierarchically differentiated, they are closely interconnected and directed to creation of the integrally pulled together in itself narration as conceptual self-disclosure and self-judgment of the events. Such subject forms which basis is not an analytical distinction of "I" and "another" but indivisibility of the author-creator and hero, certain integrity, intersubjective by its nature completness are formed. Such kind of archytectonics of esthetic

object is caused by features of development of the personal beginning, character of a ratio of subject spheres "I" and "another", the author and the hero in the Tatar literature of the specified period. If we use categories of "personal" and "general", then it is necessary to recognize that between the hero and the author there is some proximity against the general – proximity in the field of psychological space which belongs to "I" and "another" in that measure in what they are equally involved to God and the world. Single, psychologically concrete event moves as an actual form of unity, potentially infinite. Between the phenomena of the different semantic ranks substituted not in subordinative but in the coordinating relations the existential principle of "interpenetration" is established.

Thus, "intrapresence" becomes the esthetic principle allowing to learn the hero without finishing his image with a hasty assessment, without opposing to his subjective truth of the "authoritative" and "indisputable" word. This focus of the narration on forms of consciousness and types of characters' attitude isn't reduced to simple solidarity of the author with the hero and isn't equivalent to their romantic merge. "Intrapresence" is getting in the Tatar literature of the considered period the same constitutive value, as well as a position opposite to her - in the Russian realism of the 19th century.

Extra vital activity out of which the authorship is impossible is understood in the Tatar culture of this period differently than in the Russian. The point of view necessary for material organizing is given as the moral and ethical aim which is pursued by the author-creator and is adequate to her. It defines the author's shape. This purpose is spliced with esthetic object: it coincides with work composition, also it is affected by regularities of vertically horizontal folding of the whole sense, transferring, "coding" its existence.

Secondly, a contextual and hermeneutical method gives a lot of things for authentic understanding of national art traditions. Specifics of literary works of writers is defined by their rootedness in ethnic, linguistic, philosophical, religious and other contexts. Concepts of a context, extra text reality finding owing to this fact different meanings are used in various methodological traditions. The explanation of a context as the system of

metameanings created on the basis of a certain outlook and realized in language - a factor causing national specifics of the text is important for us. However contextual approach conceals in itself as well danger of "leaving" from the internal immanent analysis of the text and the description of the corresponding realities, the valuable, standard, informative settings dominating in different cultures. Quite often these data precede and accompany a direct statement of historical-literary material as something absolutely external, necessary only as a background. Also the fact that distinctions are important not as the esthetic but as cultural fact demanding a systematic reduction to a certain nonliterary substratum attracts attention. Art and esthetic phenomena appear in the form of function from those conditions (social economic, geopolitical, culturological, etc.) in which the text is generated. Thereby literature is explained from psychological, sociological, ethnological and other points of view.

As it is represented, shortcomings of contextual approach can be overcome if mechanisms of interaction of the text and extra text ranks become objects of analyses and the attracted contexts (philosophical, religious, mythological, etc.) are thought not as addition of one explanation of material with another but as "mutually translated". Peculiar to the person of this or that culture features of worldview define type of the relations by which the author connects the subject with object, the ways of expansion of art systems subordinating the semantic world of the work, the organization of the subject sphere, plot forming regularities, etc. Interaction inside and extra text semantic fields is shown especially bright at the level of an internal form of the literary work. The category of a chronotope organizing internal cultural space and time of each nation and revealing features of worldview of these or those people is good example for it. It is established that idea of a primacy of spirit over matter is the cornerstone of the east type of thinking (time passes from the future to the present) that, in turn, leads to belief about primacy of time in relation to space, about predetermination, an invariance of the person's destiny, about futility of any his attempts of the life transformation. According to outlook of the western person, matter is primary, time passes from the present to the future

and the personality allocated with strong will and commitment can dispose of his destiny.

In works of the Russian writers of the 19th century the space is often constituted by the hero. For example, in Dostoyevsky's novel "Idiot" transformation of internal space of drawing rooms, dining rooms, offices, bedrooms to "the carnival area" where under a psychological surface of the personality his ontology and metaphysics are opened is made by each of heroes captured by the excluding each other feelings, desires, intentions hesitating between opposite opportunities. Other type of the spatial relations is embodied in the Tatar prose of the beginning of the XX century: the person "incorporates" it, feels on himself the power of the spatial field which imposes on him, on his inner world its structure.

Spatial and time forms reflect also procedures of a meaning birth characteristic of this or that culture. From this point of view A. P. Chekhov's plays "The seagull" and F.Amirkhan's "Unequal" can be compared. Both Chekhov and Amirkhan were interested in eternal questions of life. But in the play of the Tatar playwright they aren't dominating and are considered along with others, not less important circle of the problems generated by the features of the concrete historical moment. Lines of eternity are more and more clearly in the events of the Chekhov's drama which are happened at present. Before the viewer several years pass but they contain in themselves all life of heroes – from the birth to death. Moreover, the feeling that many generations of people are related to sufferings and hopes of characters is created. If at Amirkhan the present is, first of all, time of a public situation modern to him, then at Chekhov the present is very relative and dissolved in the past and the future.

Semantic capacity of the spatial and time images arising in the play of Chekhov is created thanks to aspiration of the playwright to abstract regularities of life from concrete realities of life, to reveal and imprint eternal values of the universe in symbolical images, sign details. Time of "The seagull" is an eternity, the space covers all universe; remarks of heroes, scenery, separate images are symbolically ambiguous and filled with flickering shades of meanings. Ideological and esthetic semantics of a chronotope of the Tatar drama is another:

F.Amirkhan traces an immemorial inequality of people before Love, Existence in the world, the Destiny on the example of each concrete episode recreated on a scene of a realistic picture of life therefore time and space of "Unequal" are concrete and historical and are drawn towards unambiguity.

So, contextual and hermeneutical method allows to reconstruct the continual space defining specifics of art consciousness of this national culture; to reveal those parties of ideological and art integrity of the work which act as peculiar "channels" of tradition; to actualise "extra text" links of the work, its inclusiveness in historical and cultural, social and other discourses.

Finally, the pedagogical conceptionality of the school analysis is reached also by research of the dialogical relations arising between two literatures at which "the strange" is revealed from inside as out of and nearby standing, "the own", etc., but "own" is learned "through the another", reinterpreted from positions of "the strange". Different types of the relations of "the own" and "the strange" ("the own" opposed to "the strange"; "the own" polemizing with "the strange"; "the strange" as redesigned "the own", etc.) are revealed by comparison characteristic of writers – representatives of different world outlook formations - the principles of art perception of reality.

Classical Russian realism mastering the actual reality of public and private life of the people and at the same time going beyond this reality, by V. M. Markovic's words, to the "last" entities of society, history, mankind, the universe (Markovic 1993: 28) is directed to comprehension of determinancy of the events – social, psychological, anthropological, culturological and any other. Any art work of any time and direction establishes any connections and relations between the represented phenomena, assumes certain motivations of characters actions. Cause and effect dependences are found between two any phenomena which are artly mastered in the work but first of all in the sphere of acts and intentions of characters. Opposition of the motives and consequences organize structure of an artistic image and defines the image of an interior world of the person in the works of the 19th century Russian writers. For example, characters and behavior of heroes of "Eugene Onegin" are caused by

environment, era, education by the traditions, stereotypes connected with their social state, cultural codes, in particular literary models. Terrible, relentless reality puts a limit to impudent, freedom-loving rushes of heroes of M. Yu. Lermontov. It dictates living position of Pechorin, his "demonism" and individualism. Oblomov's destiny in I. A. Goncharov's novel is result of influence of the environment interpreted rather widely as patriarchal way of the Russian life not only with negative but also with deeply poetic parties. The outlook and destiny of Bazarov in "Fathers and children" are defined by natural-science representations which conflict to needs of love and happiness. "Worrying analytical", according to A. V. Chicherin's characteristic, L. N. Tolstoy's method assumes consideration of the conditionality which is at the same time operating at the different levels of spiritual human life. The logician of motivations in novels of Dostoyevsky is subordinated to the movement of the ideas embodied by heroes.

The central for the Russian realism of the XIX century problem of the determinism, conditionality of behavior and consciousness of heroes by various circumstances, whether it is idea, cultural codes or the social "microenvironment" surrounding the person, is actualized by comparison to works of the Tatar writers of the first third of the XX century. Their efforts are pointed to the to search and the proof of existence of the most deserving attention fact but not its interpretation, an explanation of causes and effects because that and another is thought as something set to the described reality. The center of the art world is not so much the personality in his public relations, environment, era, cultural tradition but the status of the personality, his qualities in valuable moral potentialities. Heroes are presented in their art certainty: the person is transcendental in the spiritual essence and there is the fact that he is and any defining factors don't explain in him anything and nothing add to him.

In historical-literary situations when we need to reconsider a habitual view of the world, the settled rules and norms there are searches of new art means and receptions, the following type of the dialogical relations is actualised: "the own" as redesigned "the strange". Functioning of the Russian psychological prose traditions in the Tatar literature of the first

third of the 20th century is remarkable in this plan. In it the principles and receptions of the psychological image characteristic of "dialectics of soul" - the form of the psychological analysis which has found classical expression in L. N. Tolstoy's creativity have gained development. Two defining experiences of the person of modern time (a comprehensive reorganization of social orders and crisis of a former miropicture) are transformed by the Russian and Tatar writers to the existential, intellectual, moral, psychological biography of heroes as carriers of the deepest problems of the era. Mental process and its knowledge synchronize different types of internal monologues (logical, associative, etc.). L. Tolstoy's heroes are captured by irresistible desire to resolve the deepest questions of life of the person – philosophical problems of war and peace, moral behavior, an intellectual responsible attitude to themselves and to others, etc. The system generating factors of the psychological dramas represented by the writer are logic of binary models (freedom and need, destiny and an occasion, spiritual and material, the phenomena and entities, a moment and eternity, final and infinite, etc.) and lack of "the neutral axiological sphere" (Ю, M. Lotman, B. A. Uspensky). These are a condition of internal disintegration and chaos in which there are Pierre after duel with Dolokhov, execution of prisoners, the social dramas endured by Levin and other utopian seekers or representatives of the educational moralizing cultural tradition (Bolkonsky, Nekhlyudov, etc.). Contradiction of the universal oppositions is the cornerstone of all attempts of heroes to conceptualize the phenomena of reality and own spiritual experience. So, life history of Pierre Bezoukhov as G. B. Kurlyandskaya shows is given from the point of correlation of "consciousness" and "activity", "life" (Kurlyandskaya 186-215). Andrey Bolkonsky constantly occurs before the choice between two behavior models: "to live for others" or "to live for himself". Deepening of interest in conflict aspects of life, dialectics of tragic consciousness, according to O. N. Osmolovsky, leads to the fact that the "dialectics of soul" which was the main method of the image of Tolstoy's characters untill 70th is transformed to dialectics of psychological polarity (Osmolovsky 1981: 126). The psychology of

spiritual bifurcation changes structure of internal monologues doing them more dialogised.

In this plan art searches of Tolstoy become closer to approaches and ways of reproduction of spiritual and psychological life characteristic of Dostoyevsky. Internal monologues in his works, in the most part, and close to them forms of not actually direct speech are dialogised and reflect throwings between antagonistic powers of consciousness, sharp change of opposite states and feelings, their interaction and simultaneous existence, continuous collision of affine emotions. In works of the Tatar writers the similar forms of the psychological image, revealing special qualities of the person again and again appearing in a situation of the choice, living in the world where there is nothing predetermined once and for all, no programmed invariable course of life, are used. Thus, the culture of search bringing itself out of own limits, culture of open opportunities is actualised.

The dialogue which is carried out as a meeting and interface of various semantic and stylistic structures reveals a role of national art values in world literary process, their internal potential from the point of view of the stimulating influence outside a domestic context. At the same time "the own" appears as participating in formation of "the strange", is enriched with additional meanings which are born by the dialogical relations with "the strange". Various types of the dialogical relations which are established between the art texts belonging to different national traditions become essential to idea of forms of interliterary process, and also each of literatures as about difficult constructed and internally connected integrity. The position of "nonpresence" of one literature in relation to another gives the chance of other, its new vision, inaccessible to a look "from inside", introspection position.

So, theoretical-literary concepts demand for the comprehension the thinking not only formal and abstract but also contextual and narrative. At the same time an effective method of the problems facing the teacher is the contrastive and comparative analysis of the phenomena of different national literatures helping to understand not only an originality of individual creative art consciousness of the writer, regularities of world literary process

but also those features of literature which give it characteristic ethnic demonstration.

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