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Discovering Thoughts, Inventing Future

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Problems of Specialists Training on Informatics in Higher Education Institutions of Kazakhstan

By Zhangisina G., Zholymbet B.Sh., Munalbaeva N., Tukenova L. & Tulbasova B.

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Abstract- There are problems in training of specialists on informatics in higher education institutions of Kazakhstan are considered in this paper.

Keywords: information, intersubject, fundamental know-ledge, education system.

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Problems of Specialists Training on Informatics in Higher Education Institutions of Kazakhstan

Zhangisina G.[α], Zholymbet B.Sh.[σ], Munalbaeva N.[ρ], Tukenova L.[ω] & Tulbasova B.[¥]

Abstract- There are problems in training of specialists on informatics in higher education institutions of Kazakhstan are considered in this paper.

Keywords: information, intersubject, fundamental knowledge, education system.

I. Introduction

Introduction and development of the latest information technologies led to serious changes in education, business, industrial production, scientific researches and social life. Informatization turned into a global inexhaustible resource of the mankind which entered a new century of development of a civilization which permissibly to call information.

In the course of society informatization spheres of its activity considerably change, the considerable part of society is anyway involved in the sphere of information services, and every second becomes the consumer practically. Over the last 50 years in the sphere of informatization there were 3 scientific and technical revolutions: the first - emergence of "big" COMPUTERS; the second - creation of microcomputers (personal computer) and, at last, the third - formation of worldwide network Internet.

In this regard the phenomenon, special value allocated for education, urged to give knowledge and skills in processing of the most important product - information. Under the influence of new information technologies modern technologies of education on the basis of immersion of the person in the new intellectual environment created.

Independence acquisition by the Republic of Kazakhstan demands formation of new policy in education considering tendencies and specifics of the present stage of social development in Kazakhstan, achievements of pedagogical science, and also real operating conditions of a developing national education system. Now, as well as the majority of the countries, Kazakhstan is on a threshold of gradual transition from industrial development to information stage. Active introduction of computers has connected with it in all areas of human activity, radical changes in production structure that demands continuous updating of knowledge and the abilities necessary for development of new technologies. In this situation of prospect of further development of the country closely connected with an effective solution of the problem of the organization of system of the continuing education providing to each member of society opportunity to raise and change the qualification as required, guaranteeing adequate training of the person for life in information society. In this process preparation in the field of informatics which urged to provide successful development of new information technologies in various spheres of a national economy has a special role. Broad training of specialists in the field of informatics, information technologies began in higher education institutions of Kazakhstan after the known Resolution (1985) on "Ensuring computer literacy of youth", directed on introduction in the higher and high school of a course of fundamentals of informatics. Within a problem of ensuring computer literacy in Kazakhstan considerable work on methodical ensuring teaching of informatics at school, training of teachers of the combined specialties of various specialization was carried out. However now in system of training of specialists in the field of informatics in higher education institution still there are many shortcomings, the content of such preparation in many respects doesn't satisfy constantly growing inquiries of society, production in this sphere. Significantly didn't hang only requirements, but also and conditions of implementation of preparation on informatics in higher education institutions of Kazakhstan. In particular, in many higher education institutions preparation on the profiles combined with informatics ("informatics and economy", "informatics and linguistics", etc.) entered which causing by deep penetration of methods, meanings, a conceptual framework of informatics into the corresponding areas of knowledge. It is obvious that such combination of profiles of preparation demands considerable differentiation of the content of training in informatics in higher education institutions, more effective implementation of inter subject communications, integration of training in informatics with relating subjects. At the same time, the real content of preparation on informatics in the majority of higher

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education institutions of Kazakhstan in essence invariant also is connected generally with development of a traditional set the meanings of information technologies. At universities of Kazakhstan fundamental bases of a subject matter of the information scientist practically aren't taught. As a result of it the course of informatics accepts pronounced technological and applied orientation. It is possible to tell that in higher education institutions fundamentals of informatics, and generally means of informatization didn't study. At the same time it is clear that deepening of a technological orientation can't be boundless as, eventually, it will inevitably encounter the natural restrictions generated by absence or insufficiency of fundamental base. Long ago it is known that fundamental knowledge for this reason training in higher education institution has to most slowly grow old provided according to the programs which contents constructed on the basis of such knowledge. The appliy party of training of the expert in informatics has to rely on his fundamental theoretical and technological preparation. The sharp need for shots of various professional level and the specialization, seized fundamentals of informatics and information technologies, results now in need of their preparation not only for educational institutions, but also directly on production. There are all bases to believe that this tendency caused by continuous growth of information component in professional activity practically of any person, in the next years will amplify. It is obvious that the problem of retraining of personnel in the field of informatics and information technologies will assign to experts having systematic preparation in this area, received in higher education institution. However many of them (except for graduates of teacher training Universities) have not pedagogical and methodical preparation, and will carry out (and already give) classes by the didactic principle only known for them - "do as I". It causes need of a combination for preparation higher education institutions in the field of informatics with methodical training of students, introductions of the corresponding combined specialties. In it one of features of training of specialists of this profile now which needs to be considered at improvement of the content of their preparation in higher education institution is shown. Among other features, we will emphasize as one of the major now a task of the solution of a number of the questions connected with needing of transition to training of specialists on informatics in the Kazakh language. It has defined by two major factors. First, with acceptance in Kazakhstan "The law on a state language" which on the one hand, fixes the Kazakh-Russian bilingualism in the country, and on the other hand emphasizes need of more and more widespread introduction of the Kazakh language in an education system? In - the second, mass retraining of personnel in the field of informatics and information technologies means that wide layers of able-bodied population will be involved in it, including and that its considerable part which knows only the Kazakh language. Transition in higher education institutions to training in informatics in the Kazakh language will demand the solution of a number of terminological questions by preparation of educational and methodical grants, development and use of software. Thus, there is the whole complex unresolved while in the theory and practice of high school education in the field of informatics of questions which define relevance of this research. The analysis of a condition of training of future experts - graduates of universities in the field of informatics in Kazakhstan allows us to allocate now four main directions of improvement and development of such preparation:

- fundamentalization of the content of training in informatics at university, i.e. transition from applied aspects and technology to scientific fundamentals of informatics;
- preparation development at university of experts of the combined profiles on the basis of integration of informatics with related subjects;
- inclusion of methodical preparation in system of training of students on the specialties connected with informatics and information technologies;
- gradual transition to provided by the law on language of possibility of training of students in the field of informatics in the Kazakh language.

At the same time, the literature analysis on problems of training of students of universities in the field of informatics shows that allocated above the direction didn't receive sufficient reflection in the conducted researches and practice of training. So, preparation in the field of informatics is considered in the majority of researches as preparation for application of information technologies. It is necessary to notice that in a number of universities of Kazakhstan training of specialists on adjacent profiles, for example such as "informatics - economy", "informatics - a foreign language" and others is already conducted. However many theoretical issues of specialization of methodical system of training in informatics in this situation aren't resolved, and developed methodical recommendations concern only implementation of intersubject communications and use when studying related subjects of information technologies. Practically the question of raznourovnevy training of students in the field of a technique of teaching of informatics (not only for future teachers, but also experts of other profiles who can become teachers of this subject on courses of retraining of personnel) was never raised. The program of the minimum methodical training of specialists in informatics wasn't considered earlier in any researches. At last, transition questions to training in informatics in higher education institutions in the Kazakh language both following from here terminological and other

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problems also practically weren't considered. It is possible to note only S. Kariyev's devoted to terminology of informatics in the Kazakh language the work, however it concerns only school, instead of a high school course on this discipline. Thus, any of four, allocated above the directions of development of training of students in the field of informatics and information technologies at universities of Kazakhstan (on the specialties combined with informatics), didn't receive sufficient reflection in the researches conducted earlier. It is possible to draw a conclusion on contradiction existence between the system which has developed so far in Kazakhstan of preparation on informatics of experts combined with informatics of profiles and the social order for training of such experts in the conditions of transition to information society and the new market relations which were formed now. Told defines the scientific problem making the content of the real research above.

As object of research the methodical system of training in informatics at universities of the Republic of Kazakhstan in the conditions of training of specialists of the profiles combined with informatics acts.

The research objective consists in theoretical development of the directions of improvement of methodical system of training of students of university of the specialties combined with informatics in modern conditions of the Republic of Kazakhstan. Object of research - ways of improvement and specialization of methodical system of training in informatics at universities of the Republic of Kazakhstan at training of specialists combined with informatics of profiles.

The hypothesis of research is that efficiency of preparation on informatics of experts combined with informatics of profiles in Kazakhstan significantly will increase if the methodical system of their preparation assuming that created and introduced:

- in the content of training in informatics will allocate invariant and variable speaking rapidly; within invariant part it will be significantly strengthened fundamental a component of the maintenance of a course, and variable it will be constructed taking into account the principle of a professional orientation;
- at training of specialists of the profiles combined with informatics integration of the content of training in informatics with the content of training of related subjects will strengthen;
- in the content of training of specialists at university the methodical preparation necessary for realization of a problem of retraining of personnel in the field of informatics and information technologies will include;
- in the maintenance of training courses on informatics will receive reflection terminological features the information scientists developing in the Kazakh language, and also features of the language environment and mentality of the Kazakh people will conside.

According to the purpose and a hypothesis the following research problems defined:

1) to prove the main directions of a fundamentalization of training of students on informatics and differentiation of its contents depending on education specialization;
2) to define the most expedient profiles for the training combined with informatics;
3) to select the content of training in informatics on each of the chosen profiles;
4) to develop methodical and program support of the selecting content of training;
5) to select the minimum set of concepts of the informatics, necessary for training of students in this discipline in the Kazakh language and to solve the corresponding terminological problems arising from features of the Kazakh language;
6) to develop the content of the minimum methodical training of future experts.

The maintenance of the put problem defined the theorist experimental nature of research. It is obvious that experimental check of the developed methodical system in practice of work of universities as a whole is possible only at creation of appropriate programs and textbooks on informatics for future experts in informatics. Nevertheless, for check of reliability of the main results of research, besides their theoretical justification, in the thesis an attempt of practical realization of separate elements of the constructed methodical system at universities of the Republic of Kazakhstan .

For the solution of problems of research we used the following methods:

- the analysis of scientific literature on philosophical, social, psychology and pedagogical and ethno - to the pedagogical problems connected with informatization of society, its influence on the personality and an education system; the analysis of scientific literature on informatics, computer facilities, a technique of teaching of informatics at school and higher education institution; analysis of school and high school programs, textbooks and manuals; studying and synthesis of domestic and foreign experience of informatization of education and, in particular, problems of training of the teacher of informatics;
- theoretical research of a problem on the basis of methodology of system approach and use thus the didactic is information - developing models;
- In article new concepts of creation of methodical system of training of specialists of the profile combined with informatics at universities of the Republic of Kazakhstan are investigated. On the basis of this concept the methodical system of training of specialists on informatics is constructed.

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The theoretical importance consists in justification:

– expediency and efficiency of training of specialists of the profiles combined with informatics;
– in development of systems of courses, for ensuring the training of specialists, the profiles combined with informatics;

Development and improvement of courses of the informatics, allowing to carry out preparation on the combined specialties on the basis of universities is necessary;

Further development world outlook components of a course of informatics are necessary. The most interesting and actual for the Republic of Kazakhstan created of the integrated courses of informatics and subjects national - regional orientation;

Improvement of the maintenance of a high school course of informatics taking into account its orientation towards development of a fundamentalization of its contents was necessary;

Development of the content of education had accompanied by improvement of a technological component of this course. Especially it is actual for students having training on adjacent specialties;

Development of researches on improvement of national Kazakh terminology in the field of informatics and information technologies was necessary;

On the basis of the theory of methodical systems the basis of methodical system of training of specialists on informatics of the combined profile in higher education institutions of the Republic of Kazakhstan is constructed;

The purposes of training of experts in informatics of the combined profile on a basis professional, basic preparation representing association on informatics at the level of a bachelor degree, a magistracy with addition of profile preparation formulated;

The content of training has to is under construction so that to consider specifics of future work of the expert consisting in need of versatile activity, possession of terminology in several languages, the accounting of national traditions;

At the heart of the content of training the principle of four paradigms of the programming, allowing corresponding pluralism of thinking of the expert in informatics has to lie;

We entered the XXI century in which the one who possesses information, owns the world. It any more phrase, and reality. In modern, conditions of dynamic development of professional and technological training of the expert of informatics provide efficiency and improvement of process of preparation in compliance to development of the technologies applied in society. society.

II. Conclusion

There are problems in training of specialists on informatics in higher education institutions were considered in this paper.

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Morpho-Phonological Misuse of English: A Cause of Poor Performance amongst Cameroonian Secondary School Students

By Dr. Njwe nee Amah Eyovi
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Introduction- This work sets out to undertake a modification of a research endeavour undertaken in 1987 on An Error analysis of the Spoken English of Cameroonian Undergraduates; an M.A. thesis of the University of Ibadan which was never published and about three decades down the road the problem still persist and actually affects many users of English language in a multilingual community such as ours. It became very pertinent when the situation of secondary school students in their speech and performance in English Language in examinations especially the G.C.E. examination, a prerequisite for entrance into the University remained poor. Thus this work is revised to investigate the extent to which Anglophone students deviate in their Morpho-Phonological use of English and how these deviations contribute to their poor performance in English Language as well as impede communication between them and other users of the language. The first thing to note is the fact that English is the medium of instruction in Anglophone schools in Cameroon. In other words, all school subjects are taught through the medium of English.

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Dr. Njwe nee Amah Eyovi

I. Introduction

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Technological advancement has reduced the world to a global village with English language playing a hegemonic role as a world medium of communication. Facebook, Whatsapp, Imo, radio, telephone, television, yahoo are some of the media through which these students undertake communication world-wide. Consequently, poor use of English language does not only affect communication breakdown within the classroom and its environs, resulting to poor performances in examinations but also outside, during interaction with many contacts the world over.

This study is limited to two levels of Linguistic analysis. These levels include, phonology and Morphology. Here, we observe that students mispronounce words influenced by English Spelling which lack a one on one correspondence for orthography and pronunciation. This can be observed in the word **"heir"** which is realised as ***[hɛ]** instead of **[ɛə]** in RP and also the word **"quay"** realised as ***[Kway]** instead of **[Ki]** as well as the word **"colonel"** realised as ***[kolonel]** instead of **[kɜ:nl]** in RP.

There is also the factor of MT interference which also adversely affect the pronunciation of words by these students. This is observed in the mispronunciation of different English words by students from diverse linguistic backgrounds who replace different English sounds with those found in their indigenous languages thus, resulting to lack of intelligibility between them and other users of the language. Some cases in point include the replacement of the voiceless alveolar plosive **/P/** for its voiced counterpart **/b/** by some **Bafut speakers** such that the word **"Peter" /Pitə/** is realised as **/bita/**. This is also the case with some **Lamso' speakers** who replace the RP diphthong **/əʊ/** for **/u/** in the words "**Coat**", "goat" and "hole"; such that these words are erroneously realised as ***[kut], *[gut]** and ***[hul]** respectively.

In the same token, in writing, students often use inflections wrongly such as in the past tense morpheme "**ed**" in "**hited**" and "diversed" as well as the plural morpheme **"s"** in * "**furnitures**" and "informations". There are also, the inappropriate derivations like "**hegemonous"** from "hegemony" instead of "hegemonic" These actually result to strange Lexicons leading to communication barriers and poor performance in Examinations.

To investigate this topic, fifty students each were drawn from six secondary schools located in the North West and South West regions of Cameroon. This gave a total of 300 students. Only government schools were selected for this exercise because the students from government schools come from diverse background and are more representative of the entire population of the nation.

The methods of investigation include oral and written tests and observation. The 50 students in all the schools comprised only form five students, who were at the verge of writing the G.C.E. examination. Thus must have completed work in the programme, for English language.

a) Theoretical Framework

The theoretical frameworks which couched this study include; Contrastive Analysis Hypothesis (CAH) by Lado (1957) and Error Analysis by Pits Corder (1967).

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b) Contrastive Analysis Hypothesis (CAH)

The Contrastive Analysis Hypothesis was first used in the field of SLA to explain why some features of the target language were more difficult to acquire than others. Lado (Ibid) in the preface of Linguistics Across Culture states that: *The plan of the book rests on the assumption that we can predict and describe the pattern that will cause difficulty in learning and those that will not cause difficulty by comparing systematically the language and the culture to be learned with the native and culture of the student.* (1957: VII) He further claims in the text as follows: *In the comparison between native and foreign language lies the key to ease or difficulty to foreign language learning…Those elements that are similar to the learner's native language will be simple for him/her and those elements that are different will be difficult.* (pg. 1-2)

This theory is based on the hypothetical assumption that second language learners will often transfer features from the first language to their second language. This theory has as advantages the fact that it demands for the description and contrast of the L1 and L2 of learners which leads to the prediction of the difficulties anticipated in the L2 and ways to overcome them. However, there were a number of weaknesses with this theory ranging from lack of description of the various languages, the need for a degree of accurate prediction of difficulties and the one way direction of interference from L1 to L2. Due to these weakness there was the introduction of error Analysis(EA) which adequately compliments CAH.

II. Error Analysis

Error Analysis in SLA was founded in the 1960s by Stephen Pit Corder and his colleagues. Error Analysis was an approach influenced by Behaviourism through which applied Linguists sought to use the formal distinctions between the learner's first and second languages to predict errors. This theory showed that Contrastive Analysis was not able to predict a great majority of errors, although its most valuable tenets have been incorporated into the study of Language transfer. Error Analysis resulted to a finding that many learners' errors are produced by learners making faulty inference about the rules of the new language. Corder (1967) undertook a new perspective in the analysis of errors which hitherto were regarded as "flaws" but were later discovered to actually be signs to prove that learning was taking place. He thus made a distinction between errors and mistakes. He stated that errors are systematic while mistakes are not. Corder (Ibid) proceeded to classification of errors ranging from the basic types which included omission, addictive, substitutive or related to word order and at the level of language, including phonological, vocabulary or lexical as well as syntactic errors just to name these. He went further to state that Errors may also be viewed according to the degree to which they interfered with communication. From this perspective, we distinguish between global and local errors. Global errors hampers the understanding of an utterance while local errors do not affect the understanding of an utterance.

a) Data Presentation and Analysis

There were written and oral tests. The written test investigated aspects of morphology while the oral test dwelt on aspects of phonology. There was observation of both aspects.

b) Presentation of Data on the Written Test and Analysis

The written test comprised five sections; A, B, C, D, and E. The first two sections had five questions scoring a mark each. Therefore, the ten questions on the two sections had ten marks altogether. The 3rd section C had ten questions with one mark per question giving a total of ten marks. The fourth and fifth sections had ten and twenty questions respectively with one mark per question, hence giving a sum total of thirty marks for both sections. This test therefore was on to a total of fifty marks altogether. In the sections below there is a presentation of the various tests and table one presents a summary of the general performance.

Section A: Complete the following sentences by filling the blank spaces with the appropriate forms of the words in brackets.

1. (install) The students paid their fees by _____.
2. (delay) DHL workers were on strike, so the parcel had a _____ of three days.
3. (gossip) Never tell your secret to Mary because she is a _____.
4. (betray) She experienced a _____ from a member of her family.
5. (detail) You have to answer the three questions in _____.

Many students had problems with this section. In fact, in filling the blanks spaces, a number of them introduced words which do not exist in Standard British Expression (SBE).

There were wrong forms like ***installmentally*** for ***in instalments***, ***delayance*** for ***delay***, ***gossiper*** for ***gossip***, ***detailly*** for *in* ***detail***, ***betrayer*** for ***betrayal***. Such usage mar the writing of students and affect their performances in examinations like the G.C.E.

Section B: Choose the best alternative from A, B, C, and D to fill in the blank spaces in each of the following sentences:

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1. The director bought_____ for his office.
   A) Some pieces of equipment
   B) Several equipments
   C) Many equipments
   D) A lot of equipments
2. My aunt travelled with _____.
   A) Many luggages
   B) Many pieces of luggages
   C) Much luggage
   D) Several luggages
3. The rich woman always wear _____.
   A) Many pieces of jewellery
   B) Much jewelleries
   C) Plenty of jewelleries
   D) A lot of jewelleries
4. The radio announced _____ on the competitive examination.
   A) A lot of informations
   B) Much information
   C) Some informations
   D) Several informations
5. The carpenter made _____ for the refectory.
   A) Several furnitures
   B) Some furniture
   C) A lot of furnitures
   D) Much furnitures

In this section the goal was to test words which do not take the plural morpheme *'s'*. We found out that many students selected forms with *'s'* on words like information, furniture, equipment, luggage, and jewellery producing wrong forms like ***informations, furnitures, equipments, luggages***, *and* ***jewelleries***.

Section C: Write the past tense forms of the following words:

Recur, regret, plait, develop, target, slam, vomit, trek, equip.

In this section, the goal was to test the doubling and non-doubling of base final consonants when adding a suffix. There was a mix up as some words which did not require the doubling of base final consonants were doubled while others which required the doubling of base final consonants were not doubled as can be observed in the forms below:

Table 1 : Doubling and Non-Doubling of Base Final Consonants

WORD	CORRECT FORM	WRONG FORM
Recur	recurred	Recured
Regret	regretted	Regreted
Plait	plaited	Plaitted
Develop	developed	Developped
Target	targeted	targetted
Slam	slammed	slamed
Vomit	vomited	vomitted
Trek	trekked	treked
Equip	equipped	equiped

Section D: Listen to the following words and spell them correctly

Correct Forms Wrong Forms

Duly----------duely

Truly----------truely

Grammar----------grammer

Grateful----------greatful

Argument----------arguement

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Faithful----------faithfull
Interfere----------interfer
Mother-in-law----------Motherinlaw
Into----------in to
Nowadays----------now our days
Across----------across
In fact----------infact
Calendar----------calender
Sometimes----------some times
Interpret----------interprete
Nonetheless----------none the less
Separate----------separate
Even though----------eventhough
In spite of----------inspiteof
Until----------untill

On the spelling drill we discovered that many students had problems writing out the words correctly. We had many cases with the deviant forms indicated above. Once more such problems adversely affect the work of these students.

Section E: Select the appropriate word in bracket for each pair to fill in the black spaces for each pair.

1. (stationary, stationery)
   a) The trained remained _____ for a few moments, before lurching forward along the track.
   b) The headmaster bought some _____ which he distributed to the teachers.
2. (moral, morale)
   a) The 250,000FCFA cash donation of the governor, boosted the _____ of the players.
   b) It is a _____ obligation for each parent to discipline his/her child.
3. (temporal, temporary)
   a) She was recruited on a _____ basis.
   b) Life on earth is _____.
4. (betrayal, betrayer)
   a) The _____ of the principal by a member of staff was terrible.
   b) The _____ of the principal was identified.
5. (Portable, potable)
   a) I carried my _____ radio in my hand bag.
   b) The drought resulted to acute shortage of _____ water.

Again, the students had difficulties with distinguishing the pairs of words in section E.

The total performance on 50 is presented on table two below:

Table 2 : General Performance of the written test for candidates of the different schools:

SCHOOL	Range of Marks /50	Total No of students in each range	Percentage with each range
BGS Molyko	0 – 25	33	66%
	25 – 34	16	32%
	35 – 50	01	2%
	SUB TOTAL	**50**	**100%**
GHS Tiko	0 – 25	39	78%
	25 – 34	11	22%
	35 – 50	00	0%
	SUB TOTAL	**50**	**100%**
GBHS Limbe	0 – 25	34	68%
	25 – 34	16	32%
	35 – 50	00	0%
	SUB TOTAL	**50**	**100%**

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GBHS Down Town	0 – 25	35	70%
	25 – 34	15	30%
	35 – 50	00	0%
	SUB TOTAL	**50**	**100%**
GBHS Bamenda	0 – 25	33	66%
	25 – 34	16	32%
	35 – 50	01	2%
	SUB TOTAL	**50**	**100%**
CCAST Bambili	0 – 25	36	72%
	25 – 34	13	26%
	35 – 50	01	2%
	SUB TOTAL	**50**	**100%**
	0 – 25	210	70%
	25 – 34	87	29%
	35 – 50	03	01%
	GRAND TOTAL	**300**	**100%**

Up to 210 students out of 300 could not score an average of 25 out of 50 marks for this test. Therefore 70% of the candidates never secured an average score. 87 students out of 300 scored from 25 to 34 marks on 50 giving a total of 29%. Only 3 out of 300 students scored from 35 and above representing a meagre 1%. Such problems contribute to the poor performance recorded in the G.C.E. Ordinary Level English Language paper. For more than ten years, I have marked the G.C.E. Ordinary Level as well as the recently introduced Advanced Level English Language examinations, the performance have been deplorable. In fact, more than 90% of the candidates who sit for these examinations lost 10% to 20% of the marks on the rubric called Accuracy in listening and reading comprehension, essay and directed writing, where word usage is tested.

c) Presentation of Oral Test (Phonology) and Analysis

From the oral test, a total of 50 questions were set to test various aspects of English sound segments and supra-segments. These sounds are found in some carefully selected words of English language and each student was made to read some of the words in isolation while others were read in sentences of the appropriate contexts. The students' rendition were taped in a recorder and analysed. The exercise were grouped in seven sections and labelled from A to G.

d) Analysis of Sound Rendition

In SECTION A, the following words were written on papers and the students were each asked to read them out in turns. The words included: ***quay, colonel, plumber, yacht, heir, sword, listen, bomb, debt,*** and ***castle***.

Almost all the words in this section were poorly rendered by all the students. The pronunciations were influenced by the orthographic forms of the words resulting to strange renditions and the pronunciation of silent letters as follows.

Table 3 : Orthographic Induced Pronunciation of some English Words

WORD	WRONG Pronunciation	CORRECT Form
Quay	*Kwey*	kiɮ
Colonel	*kolonƐl*	kɜ:nl
Plumber	*plɔmna*	pləmə
Yacht	*yatʃ*	jɒt
Heir	*hɛ*	ɛə
Sword	*swɔd*	sɔd
Listen	*listin*	lɪsn
Bomb	*bɔmb*	bɔm
Debt	*dɛbt*	dɛt
Castle	*kastl*	kɑsl

From the forms rendered on table three above, it is obvious that pronunciation needs special attention in the programmes of the students. Pairs of homophones could be placed side by side to teach words not regularly used. In that light **key/ki/** and **quay/ki/** could be taught together. In the same token **heir/ɛə/** and **air/ɛə/** could be taught together.

The words in group B included: ***thin, thing, this, that, father*** and ***mother***. Here, there was the testing of voiced dental fricatives as well as voiceless dental fricatives. The first sounds of the first four words and the medial sound of the last two words were tested

We realised that many students replaced the voiceless and voice dental fricatives with the voice and voiceless plosives respectively. This can be seen in the wrong forms presented below.

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Table 4 : Pronunciation of Dental Fricatives

WORD	WRONG Form	CORRECT Form
Thin	tin	θɪn
Thing	tiŋ	θɪŋ
This	dis	ðɪz
That	dat	Ðæt
Father	fadɑ	fɑð ə
Mother	mədɑ	mʌðə

The dental fricative are not found in the indigenous languages of the students so the tendency is to replace them with closer consonant sounds.

The forms produced will be represented below:

Document, education, December, asked, boys, girls and ***bags***.

The words tested in group C were mixed exhibiting different features. These words include:

Table 5 : Pronunciation of some English Words Depicting Deletion and Replacement of Sounds

WORD	WRONG Form	CORRECT Form
Document	dɔkɪmɛnt / dokumɛnt	dɔkjuməɑt
Education	edukeʃɔn	edjukeɪʃn
Asked	ɑs	ɑskt
December	digzɛmbɑ	disɛmbə(r)
Boys	bɔs	bɔɪz
Girls	gɛls	gɜ:lz
Bags	bags	bagz

Here, the problems of wrong rendition ranged from cluster simplification, consonants insertion and replacement and orthographic influence and extension of the plural morpheme**'s'** to forms requiring ***'z'***. Therefore in words, **document** and **education**, there is the deletion of the **jod** sound **/j/** after **/k/** to produce the wrong forms presented above. This true of the word "asked" whereby the final cluster of consonants is simplified by the deletion of **/k/** and **/t/** for **'boys', 'girls'** and **'bags'** the plural morpheme **/s/** which is realised is not changed in those words; resulting to the mispronunciation of the words as seen in the tables above.

The words tested in group D comprised some vowels sounds. The words include: *love, sit, seat, teacher, healer, tour,* and *hay.* The rendition is present on the table below:

Table 6 : Words Testing Some Vowel Sounds

WORD	WRONG Form	CORRECT Form
Love	lɒf	lʌv
Money	mɔni	mʌnɪ
Sit	sit	sɪt
Seat	sit	sɪt
Teacher	titʃɑ	titʃə
About	ɑbɑut	əbaʊt
Healer	hilɑ	hilə
Tour	tɔ	təʊ
Hay	he	heɪ

We realised that some of the vowels found in the words pose problems to the students, hence the vowels were replaced giving the forms presented above. Therefore the vowel **/ʌ/** found in '***love'*** and '***money'*** were replaced by **/ɔ/**. For the words '***seat'*** and '***sit'***, there was no distinction between the vowels **/i/** and **/ɪ/** as found in SBE. The vowel **/ə/** found in '***teacher', 'about'***, and '***healer'*** were replaced by the vowel "a"

Table 7 : Introduction of Glides Between Triphthongs

WORD	WRONG Form	CORRECT Form
Power	pɑwɑ	pɑʊə
Lower	lowɑ	ləʊə
Fire	faya	faɪə
Liar	lɑya	laɪə
Loyal	loyɑl	lɔɪə
Player	pleyɑ	pleɪə

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In fact, no candidate got any of these words correct. All these monosyllabic words were rendered in disyllables. This was done through the introduction of glides /j/ and /w/ between the diphthongs **aʊ, əʊ, aɪ, ɔɪ, eɪ** and the schwa **ə** producing the wrong forms presented above. So far, the analysis has dwelt mainly on segmental features. English language makes great use of supra-segmental features of stress, intonation and rhythm. In the written test, of this work, two tested aspects of stress were tested. There was the testing of the placement of stress on some English names and the use of stress in distinguishing word classes. Sentences which had English names and words of different classes were given to the students to read. The sentences were as follows:

a. Susan and Comfort made great progress (N)in their work while Collins and Edith are yet to progress(V)in the areas negotiation and marketing.
b. Eunice exports(V)local crafts while her husband Thomas controls import items like cars, furniture and clothing.
c. Mary who was born in the month of August was an august (adj) visitor in the anniversary celebration.

When these sentences were rendered, we realised that the students had no clue in the placement of English stress. The primary stress of the names were on the second syllables instead of the first while no distinction was made in stressing the words used as verbs, nouns and adjectives. Therefore, the underlined words, which were tested in the following sentences were generally stressed as follows:

Table 8 : Words Used to Test Stress Usage

WORD	WRONG Form	CORRECT Form
Susan	Su'san	'Susan
Comfort	com'fort	'Comfort
Progress(N)	pro'gress	'progress
Collins	Co'llins	'Collins
Edith	E'dith	'Edith
Progress(V)		pro'gress
Eunice	Eu'nice	'Eunice
Exports(V)	'exports (V)	ex'ports (V)
Mary	Ma'ry	'Mary
August (N)		'August
August(adj)	'August (adj)	au'gust (adj)

Each item tested on the different sections of the oral exam scored a mark. Altogether fifty items were tested; all the items were marked on fifty. A summary of the performance is presented on the table below;

Table 9 : General Performance of the Oral test for all the Candidates of all the Schools

SCHOOL	Range of Marks /50	Total No of students in each range	Percentage with each range
BGS Molyko	15 – 20	11	22%
	10 – 14	20	40%
	0 – 9	19	38%
	SUB TOTAL	**50**	**100%**
GHS Tiko	15 – 20	07	14%
	10 – 14	18	36%
	0 – 9	25	50%
	SUB TOTAL	**50**	**100%**
GBHS Limbe	15 – 20	6	12%
	10 – 14	10	20%
	0 – 9	34	68%
	SUB TOTAL	**50**	**100%**
GBHS Down Town	15 – 20	10	20%
	10 – 14	21	42%
	0 – 9	19	38%
	SUB TOTAL	**50**	**100%**
GBHS Bamenda	15 – 20	07	14%
	10 – 14	15	30%
	0 – 9	28	56%

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	SUB TOTAL	50	100%
CCAST Bambili	15 – 20	09	18%
	10 – 14	16	32%
	0 – 9	29	58%

From the table nine it is clear that the performance on the oral test was poorer than the written test. No student scored an average mark; that is 25 on 50 in this test. The highest scores ranged from 15 to 20 marks and this was obtained by only 50 candidates out of 300 who were tested giving a percentage of 16.6%. 150 students representing a total of 50% scored between 0 to 9 marks out of 50 marks and 100 out of 300 representing about 33.3% scored between 10 to14 marks out of 50.

e) Presentation and Analysis of Data on Observation

Alongside the written and oral tests, there was participant observation of the students in class as they took the tests. Wrong expressions such as ***much better*** and ***much faster*** for ***better than*** or ***faster than*** and ***prolongation*** for ***extra time*** were common in the speech of the students. There was the use of redundant forms like **red** in **colour** and **tall** in **height** as well as needless repetitions like **return back** and **extreme end**. These forms eventually affect the writing and performance of these students especially in examinations. Most of the deviant morphological and phonological uses of English arise from negative transfer of the multiplicity of language spoken in the environment alongside English. The students need to consciously study the rules governing word formation in English and apply them in their usage. English speech sounds must be taught, learnt and applied in pronouncing English words. Students should endeavour to listen to the native speakers' speech through BBC for example and many other avenues available today with great improvement on world communication media. There is need to cultivate a reading culture amongst students whereby students will be exposed to correct written forms of English. English pronunciation is not adequately handled in the syllables and curriculum. This should be given prominence if we have to improve on the speech of our children.

III. Recommendations

a) A need for qualified teachers and teaching strategies

A large number of teachers with a good command of English are greatly needed, (Ma, 2006). In order to meet a demand of modern society, English teachers are supposed to pay more attention to learners' development in their competence and focus on a more effective and successful method. However it is obvious that the traditional approaches to English language teaching still dominate our classrooms. The language teachers, should not focus on reciting anymore, but focus on teaching learners from their own understanding of language learning and help them gain increased confidence and competence. Learners should be provided with various types of courses to enhance their English proficiency and promote familiarity with good approaches in the teaching of phonetics and morphology. If approaches are boring the learners will not study pronunciation and word structure diligently because these require a lot of hard work. Therefore positive and interesting measures must be taken to attract their attention educationally (Ma, 2006). Therefore the teachers' own enthusiasm is what motivates learners the most (Laidlaw, 2005).

b) A New Perception of Pronunciation Learning

Phonetic symbols are not difficult to learn and teach, but before learners can do so, language teachers must learn how to use them effectively to correct learners' accented pronunciation and intonation. It does require a lot of practice before a strong command of the symbols is possible. Phonetic symbols should be introduced to learners as early in their education as possible because pronunciation and intonation are the foundations of verbal language. Once learners have some facility in reading words, they no longer need instruction in this skill unless there is a special need (Anderson et al., 1985). If bad habits are formed, it will require double the effort later to correct them. Learning phonetic symbols may not be worth doing for its own sake. It is invaluable as a tool for decoding and pronouncing words correctly. Emphasis should be placed on applying the knowledge of phonetic symbols to actual pronunciation rather than to the learning of generalizations. The knowledge of the phonetic symbols and letter sound combinations should also support the growth of students' English vocabulary (Lu, 2002). If the teaching of phonetic symbols was stipulated in the curriculum, learners at all levels could be using them to unravel the pronunciation of unfamiliar English words.

c) An awareness of the importance of pronunciation and a learner-centred approach

All students can do well in learning the pronunciation of a foreign language if the teacher and student participate in the total learning process. Success can be achieved if each has set, respectively, individual teaching and learning goals. Pronunciation must be viewed as more than correct production of phonemes. It must be viewed in the same light as grammar, syntax and discourse, that is, a crucial part of communication. Research has shown and current pedagogical thinking on pronunciation maintains that intelligible pronunciation is seen as an essential component of communicative competence (Morley, 1991:513). With this in mind, the teacher must then set

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achievable goals that are applicable and suitable for the communication needs of the student. The students must also become part of the learning process actively involved in their own learning. The content of the course should be integrated into the communication class, with the content emphasizing the teaching of segmental and supra segmental aspects, linking pronunciation with listening comprehension, and allowing for meaningful pronunciation practice. With the teacher acting as a speech coach rather than a checker of pronunciation, the feedback given to the student can encourage learners to improve their pronunciation. It is of importance to concern ourselves with the fostering of learner motivation, as it is considered to be the most effective and proactive power relationship which lead to positive learning atmosphere (Thanasoulas, 2002). If these criteria are met, all students within their unique goals can be expected to do well learning the pronunciation of a foreign language. For language acquisition, once learners consciously notice the input, it becomes intake and output, and develops long-term memory (Schmidt, 1990, 1995, Ellis, 1997).

Careful consideration must be given to being aware that the pronunciation of any one learner might be affected by combination of many influential factors such as age, gender, prior experience (Pennington, 1994).

The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners.

d) The usefulness of language learning strategies

Introduction to the use of LLS is essential to the learners' achievement in language learning. Learners are being encouraged to learn and use a broad range of LLS that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making learners aware of the range of strategies from which they can choose during language learning and use (Cohen, 2003). Cohen states that providing strategy training with explicit instruction in how to apply LLS as part of the foreign language curriculum is the most efficient way to heighten learner awareness. Rather than focus students' attention solely on learning the language, teachers can help students learn to think about what happens during the language learning process, which will lead them develop stronger learning skills (Anderson, 2002).

e) Integration of English pronunciation into the curriculum

Because pronunciation is everywhere it is possible to deal with pronunciation through what is already in the curriculum. This involves two basic ideas. First teachers need to be aware of what is in the curriculum and what will be doing with the learners and how this relates to sound structure. So in order to do this, teachers need to have quite a good idea of what sound structure entails. The decision that the teachers make on what particular aspect of pronunciation recovered within a certain phase of a curriculum need to be based on their overall knowledge of sound structure. The second major idea is that of learner centredness. Using this type of approach, it might be best to do this based on what's observed in the classroom. Teachers can focus their attention on areas where learners need particular help on as demonstrated by their own performance. This is more efficient than basing what teachers are doing on assumption that may or may not be right.

At the same time it means that the teachers need to be very flexible in their approaches to dealing with the class. What is important here is implementing a task-based model more than a presentation based model of language teaching. This type of integration for pronunciation means that the basic approach of the classroom needs to be founded on learners actually doing things with language, not listening to presentations from their teachers all day (Walker, 2010). Long range oral communication goals and objectives should be established to identify pronunciation needs as well as speech functions and the context in which they might occur (Morley, 1998). These goals and objectives should be realistic, aiming for functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), and enhanced self-confidence in use (Gillette, 1994; Jordan, 1992). They should result from a careful analysis and description of the learners' needs (Jordan, 1992; Moley, 1998). This analysis should then be used to support selection and sequencing of the pronunciation information and skills for each sub-group or proficiency level within the larger learners group (Celce-Murcia, Bring on, & Goodwin, 1996).

To determine the level of emphasis to be placed on pronunciation within the curriculum, programmes should consider the following particular variables:

1. The learners (ages, educational backgrounds, experiences with pronunciation instruction, motivation, general English proficiency levels)
2. The instructional setting (academic, workplace, English for specific purposes, literacy, conversation)
3. In situational variables (teachers' instructional and educational experiences, focus of curriculum, availability of pronunciation materials, class size, availability of equipment)
4. Linguistic variables (learners' native languages, diversity or lack of diversity of native languages within the group)
5. Methodological variables (method or approach included by the programme).

f) Strategies for English pronunciation instructions

There are a significant number of strategies for English pronunciation instruction that can help learners

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meet their personal and professional needs. They are as follows:

- Identify specific pronunciation features that cause problems for learners
- Make learners aware of the prosodic features of language (stress, intonation, rhythm)
- Focus on developing learners' communicative competence

g) Make learners aware of prosodic features of language

Word stress, intonation, and rhythm are the prosodic features of language. They are extremely important to comprehensibility. Teachers should include prosodic training in instruction (O'Brien, 2004; Bailly & Holm, 2005; Gauthier, Shi & Yi, 2009). They might begin with listening activities. For example they can ask students to listen for rising intonation in yes/no questions, compare question intonation in English with that of their native languages, and then imitate dialogues, perform plays (O'Brien, 2004), and watch videos in which yes/no questions are used (Hardison, 2005).

h) Focus on word stress

There are a number of activities teachers can do to help learners use word stress correctly. Lead perceptions exercise on duration of stress, loudness of stress, and pitch. These exercises will help learners recognize the difference between stressed and unstressed syllables (Field, 2005). For example, learners can be taught to recognize where stress falls in words with two or more syllables by learning the rules of parts of speech and word stress (e.g., the primary stress is on the first syllable in compound nouns such as *air*plane, *land*scape). Learners can also use a pronunciation computer programme, such as American speech sounds (Hiser & Kopecky, 2009), to learn the duration and loudness of stress. Do exercises on recognizing and producing weak, unstressed syllables (Field, 2005). For example, one exercise helps learners identify computer voice recognition mistakes that have occurred because of mispronunciation of weak vowel forms (e.g.,--Alaska if she wants to come with us// instead of –I'll ask if she wants to come with us// [Hancock, 1998, p. 80]). Present pronunciation rules for stress (Dalton & Seidlhofer, 1994). For example, teach learners that in reflexive pronouns, the stress is always on the syllable –self (e.g., her*self*, them*selves* [Grant, 2010, p. 57]). Teach word stress when teaching vocabulary (Field, 2005). For example any time that new words are introduced, point out to learners where the major stress falls. Use analogy exercises (Field, 2005). Words sharing similar stress patterns are easier for listeners to remember (Aitchison, 2003). For example, give learners a list of words with similar stress and ask them to state the rule (e.g., in compound adverbs of location, such as out*side*, down*town*, and in*doors*, the stress is on the final syllable [Hancock, 1998, p. 69]).

i) Focus on unstressed syllables

There are many exercises that a teacher can use to focus on unstressed syllables, or weak vowel forms, in connected speech. Liang (2003) discusses three strategies to teach weak vowel forms. Use functions words introduce weak forms through the grammatical category of function words, such as articles, pronouns, auxiliary verbs, and prepositions. Present sentence drills where both strong and weak forms appear. For example, the teacher can read a passage while learners underline the weak forms in the passage. Allow learners to practice using weak forms in conversation in order to simulate real-life speech encounters. For example, the teacher might focus the lesson on the ability to do things. Student A can play the role of an interviewer, and student B can be the interviewee. Student A asks a list of questions regarding student B's ability to do things. For example, student A asks, --Can you swim?// Student B uses both the strong and weak form of the vowel in can and can't in an answer such as this; "I can't swim very well, but I can try".

j) Focus on developing learners' communicative competence

Communicative competence is the aim of pronunciation teaching and learning (Savignon, 1997; O'Brien, 2004; Gatbonton et al., 2005; Low, in press). Savignon (1997) stressed the need for meaningful communicative tasks in the language classroom, including those that focus on pronunciation. Pronunciation exercises that relate to daily use of English include, for example, role plays of requests that leaners have to make (e.g., to ask a boss for a day off or to ask a bank teller to cash a check) (Grant, 2010). Learners can become careful listeners in their own conversations. Pitt (2009) shows that learners need exposure to conversation so they can hear variation in pronunciation. By using audiotapes and videotapes, teaches can give learners meaningful exposure to variation in pronunciation and increase their communicative competence.

k) Theories about teaching pronunciation and language strategies

There have been various arguments and support for the effectiveness of pronunciation training on learns' achievement in communication competence. Morley (1998) states that, "pronunciation plays an important role in overall communication competence". Young (2004) suggested that from the traditional ways of learning English, students neglected the basic knowledge of speaking. This may have been enough to meet the demands of English in the years when we had

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less communication with foreign countries. However, oral communication began to be more important when they arrived in this century with extended forms of communication with Western countries. Yong (2004) asserted that understanding by reading and writing would no longer be sufficient for the development of the economy and that communicating face to face personally or through the internet needed to be understood.

The focus of the pronunciation training in this study followed Smith's (1981) arguments that consciousness and awareness raising are important in second language acquisition though Krashen's (1985) position was that pronunciation is acquired naturally. Furthermore, clear instruction was important to the effectiveness of pronunciation training (Spada 1997, Pennington 1998) but this was contested by Suter (1976) who was not able to find a positive effect from instruction. Acton (1984) reported in detail on a programme of instruction focusing on the link between pronunciation, affect, personality, and social context, which was designed to help learners whose pronunciation had fossilized. However, no empirical evidence of its success was offered. Derwing, Munro and Wiebe (1997) found a positive outcome of instruction which focused on general speaking habits as opposed to a concentration on individual segments. Derwing, Munro and Wiebe (1998) also found that both instruction in segmental accuracy and instruction in general speaking habits and prosodic features, led to improved pronunciation. Morley (1994:16) suggested that the focus on pronunciation teaching nowadays should be on designing "new-wave instruction programs". Moreover, she stresses that these new instructional designs should take into account not only language forms and function, but also issues of learner self-involvement and learner strategy training. Students who have become active partners in their own learning have developed the skills to monitor and modify their speech patterns. Teachers' awareness of learning opportunities might create potential for a deeper understanding of language learning and language classroom interaction. Alwright (2005:9) defines the learning opportunity as a more developmental unit of analysis and assesses for well planning in language learning.

Pronunciation practice is also important for the students who plan to study or are currently living abroad. Increasing their pronunciation skills beforehand can build confidence and make them feel less reluctant to venture out to speak English. Students' personal attitude and self-esteem are major factors in improving English pronunciation. It is not merely exposure that matters, but how the students respond to the opportunities of listening to English spoken by a native or of speaking themselves (Kenworthy, 1987).

Language learning can help students to improve their language competencies (Oxford, 1990a). Canale and Swain (1980), whose article influenced a number of works about communication strategies in ESL/EFL teaching, recognized the important communication strategies as a key aspect of strategic competence. An important distinction exist however, between communication and LLS. LLS are used generally for all strategies that ESL/EFL learners use in learning the target language and communication strategies are one type of LLS. Oxford (1990a) defined that LLS are especially important for language learning because they are tools for active and self-directed involvement, which is essential for developing communicative competence.

Through the years, researchers interested in pronunciation learning have examined many variables in attempting to explain successful second language pronunciation ability. Studies have not been numerous, but have been productive. Research has shown (Vitanova & Miller, 2002) that learners can see improvement in both segmental and supra-segmental areas of pronunciation. However, once learners have mastered the basic sounds of English and identified some of the supra-segmental differences between their L1 and English, it is time to help them learn some strategies so that they can study more effectively on their own (Vitanova & Miller, 2002). Oxford (1986b) explains that learning strategies are of great importance because they improve language performance, encourage learner autonomy, are teachable, and expand the role of the teacher in significant ways. Given the pronunciation instruction that promotes learner strategy awareness more basic knowledge about the relationship between learning strategies and pronunciation is needed (Morley, 1998). Research into potentially important variables affecting pronunciation has been surprisingly absent from the literature (Peterson, 2000).

IV. Conclusion

From the foregoing, it is clear that our students have a lot of problems with the English language which happens to be the medium through which all the other subjects in the school curricular is taught. The problems occur in the various levels of language. From this study it is evidenced that the phonological component is more challenging than the morphological component. It is imperative to employ student centred approach in teaching language and much emphasis should be given to speech. This is very important in the global village world of today where communication in English is not limited to a particular locality where we will continue to make do with the local varieties like Cameroon English (CamE) but opened to many people the world over and especially to the native speakers of the language. It is

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also very imperative for good bilinguals to keep their languages apart.

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Challenge of Multicultural Education on Asean Economi Community

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Abstract- The ASEAN, which groups eleven countries, is a very diverse region, with different dynamics that are owned by their respective countries, particularly when associated with education. Diversities can be seen from the many islands, ethnicity, culture, language and religion. Regardless all those differences, these eleven countries share a similar emphasis on human resource development as a key in developing the whole nation to enter the knowledge-based economy and global environment. Pluralism that is the one of the power and uniqueness in the ASEAN economic community that can be interpreted as diversity in unity. Diversity, on the one hand is a blessing, because it actually reflects the diversity of the wealth of cultural treasures. But on the other hand, diversity is also great potential for growing proliferation of conflicts, particularly if such diversity is not able to run well. To build the ASEAN community who recognize and appreciate the differences required processes and better understanding through relevant education. Education, as a fundamental human right, is considered very important and strategic for developing their human resources. The right to education imposes an obligation upon countries to ensure that all children and citizens have opportunities to meet their basic learning needs. Promoting Quality and Equity Education is a common policy for countries in Southeast Asia region regardless their different levels of development.

Keywords: cultural diversity, multicultural education, ASEAN Economic Community, character education.

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Challenge of Multicultural Education on Asean Economi Community

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Abstract- The ASEAN, which groups eleven countries, is a very diverse region, with different dynamics that are owned by their respective countries, particularly when associated with education. Diversities can be seen from the many islands, ethnicity, culture, language and religion. Regardless all those differences, these eleven countries share a similar emphasis on human resource development as a key in developing the whole nation to enter the knowledge-based economy and global environment. Pluralism that is the one of the power and uniqueness in the ASEAN economic community that can be interpreted as diversity in unity. Diversity, on the one hand is a blessing, because it actually reflects the diversity of the wealth of cultural treasures. But on the other hand, diversity is also great potential for growing proliferation of conflicts, particularly if such diversity is not able to run well. To build the ASEAN community who recognize and appreciate the differences required processes and better understanding through relevant education. Education, as a fundamental human right, is considered very important and strategic for developing their human resources. The right to education imposes an obligation upon countries to ensure that all children and citizens have opportunities to meet their basic learning needs. Promoting Quality and Equity Education is a common policy for countries in Southeast Asia region regardless their different levels of development. Herein lies the importance of multicultural education. Multicultural education becomes strategic for ASEAN nations to be able to manage the plurality creatively. And with the multicultural education can be interpreted also as a process of internalization of the values of multiculturalism itself in educational institutions.

Keywords: cultural diversity, multicultural education, ASEAN Economic Community, character education.

I. Introduction

Globalization will affect the nation and the state, society and even individuals in society. The effect of globalization on a nation occurred in various fields, including in the field of education. In education, globalization has a major influence on educational change, both system and curriculum applied.

In addition to the impact of globalization which must be dealt with, the world of education have a new challenge to be faced is competing in the ASEAN Economic Community (AEC). Education condition in some countries of ASEAN ready or not ready adamant to take part in the current global capitalization in the domain of applicability MEA. In application of few of the policy is taken more or less related to education, because it is assumed through pendidikanlah labor-power printed with the competencies that are expected to compete globally.

Southeast Asia is a region covering 4.889.942 sq km which consist of 3,219.506 sq km land and the rest, 1,670,436 sq km is water. It has eleven member countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam and Timor Leste), with a combined total population of around 556 million. The number of population varies from the fourth world populous country like Indonesia with 241 million people to the least populace country like Brunei Darussalam (372,361, July 2015 est.). They are different not only in terms of number of population but also in terms of geography, culture, and level of socio-economic development.

Regardless all those differences, these ten countries share a similar emphasis on human resource development as a key in developing the whole nation to enter the knowledge-based economy and global environment. It is realized that we are moving fast forward the situation in which all nations operate in a global market environment. No country can grow in isolation. ASEAN countries are facing unprecedented challenges, brought by the convergent impacts of globalization, the increasing importance of knowledge as a principal driver of growth and the ICT revolution. Education, as a fundamental human right, is considered very important and strategic for developing their human resources. The right to education imposes an obligation upon countries to ensure that all children and citizens have opportunities to meet their basic learning needs. Promoting Multicultural Education, Quality and Equity Education is a common policy for countries in Southeast Asia region regardless their different levels of development.

II. Cultural Diversity and Multiculturalism

To build character we can strengthen community identity and resilience of ASEAN are multi-cultural, which has a wide variety of cultures. Cultural diversity is one of the nation's wealth in ASEAN, which became one of the foundation in and the nation in the ASEAN region, including in the development of educational programs.

Recognition of cultural diversity was almost as congruent with the principles of multiculturalism, which

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is based on the 'politics of recognition', recognizes every citizen has equal footing with each other. No less important, the recognition of diversity is based on the principle of mutual respect and respect in the midst of differences (Mitaray, 2000; Banks, 2004, Bokhorst-Heng, 2007).

Cultural diversity and multi-culturalism in ASEAN can give color to each of the entities and cultural groups that exist in each ASEAN member country, and at the same time will encourage the asean economic community to promote education in the principles of understanding in diversity. Therefore, awards cultural diversity should not be considered complete or allowed to develop by itself; instead they should be reinforced constantly through various channels of social interaction and education at various levels.

In the context of cultural diversity and the multicultural nations in the ASEAN needs to reinforce and internalize the values, such as: identity and resilience; personality and strong character; cling to democratic values and civility; high appreciation of the law and order; social justice, politics, and economics; have a formal individual piety and piety communal-social as well; civilized (civility) in the sphere of civil society; appreciate diversity and multicultural life; and have a perspective of local, national and global at the same time.

Furthermore, it can be interpreted that the ASEAN community that has cultural diversity and multicultural is a plural society have fundamental characteristics such as: (1) promoting mutual respect; (2) understanding life together lasting territories; and (3) to support each other's progress and strength of the economy and education.

a) Multicultural Education

The roots of multicultural education, coming from the attention of a US education experts, Prudence Crandall (1803-1890) are intensively propagate views on the significance of the background of learners, both in terms of aspects of culture, ethnicity, and religion. Educational attention in earnest background of learners is the forerunner for the emergence of multicultural education (Banks, 2008).

Thus, in general, is the concept of multicultural education and practical education that attempts to provide an understanding of the diversity of race, ethnicity, and culture in a society. The goal is for people to live in peace among communities of different racial, ethnic, cultural, and religious differences (Charlesworth, 2008).

Multicultural comes from the word that means lots and multi-cultural/ culture that means the culture or customs. Gorski (2005) defines multiculturalism comes from the root word multi (many), culture (cultural, and culturalism). Essentially, the multiculturalism entails recognition of the dignity of human beings who live in the community with the culture of each unique. this means that the concept of multiculturalism implies that every human being with various tribes, religions, races, customs and traditions are valued and respected presence in the life of a nation and the state. this means there is no view that the same care should be contested, but should seen as a diversity that must be knitted as well in order to give a sense of beauty, comfort, peace, harmony, and a sense of security. According Mason (2013) mentioned that multiculturalism is an honest effort to organize pluralistic society into a multicultural society that is harmonious at once dynamic because their respect for freedom and human equality. In this case multiculturalism emerged as an attempt to build a harmonious society (secure, peaceful, tolerant) which has a multi-cultural (traditional, religion, race, ethnicity) in order to live together in peace and harmony. Thus we need an honest effort of the organizers of the country (the legislative, executive and judicial) to manage the community of nations in order to manifest the life of a harmonious society (tolerant, harmonious, peaceful) in the diverse cultures, religions, races, customs, and arts and culture).

Andersen and Cusher (1994) in Tilaar (2004) states that multicultural education can be defined as education about cultural diversity. Then, Hermino (2014) defines multicultural education as education that want to explore the differences as a gift from God, and we are able to address these differences with a full-tolerant. Similarly, Gorski & Pothini (2014) argues that simply multicultural education is education about the diversity of cultures in response to demographic and cultural changes in a specific community or even the world globally.

Multicultural education is a synthesis of anti-racist education approach and multi-cultures used internationally in the 60s to 90s (Hoffman, 1996). In ASEAN since its inception has had a lot of diversity of culture, ethnicity, language and religion. It is this diversity that is often termed multicultural or intercultural. Both terms describe a situation where there are a lot of culture in a country (Tilaar, 2004).

Furthermore, Gorski & Pothini (2014) stated that the underlying goal of multikultural education is to effect social change. The pathway toward this goal incorporates thrre strands of transforation: (1) the transformation of self; (2) the transformation of schools and schooling; and (3) the transformation of society.

Based on the understanding of the above it can be interpreted that the purpose of multicultural education is to be able to respect cultural diversity and encourage them significantly to be able to recognize and eliminate prejudice and discrimination that already exists. In essence, multicultural education has five focal issues, such as: (1) the process of education that respects, recognizes and celebrates the differences in all areas of human life. Multicultural education stimulate

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students to the fact that developed in the community, which is a way of life, customs, culture, all of which have enriched human life; and (2) the process of applying equation balance education and human rights, discrimination against injustice and voicing values that build balance; (3) Multicultural education is based on the pedagogic teachers, pedagogic based on human equality (equity pedagogy); (4) multicultural education aimed at the realization of human intelligent in ASEAN community especialy for students during learning process in the school; and (5) the principle of globalization.

b) The Role of Family

Hermino (2016) mentioned "If there is righteousness in the heart, there will be beauty in the character; if there is beauty in the character, there will be harmony in the home; if there is harmony in the home, there will be order in the nation; if there is order in the nation, there will be peace in the world".

Considering various dinamikia globalization in the field of education today which affect the lives of children in particular, the character education is a very important and strategic step in rebuilding the identity of asean economic community and mobilize society formation asean stronger. But it is important to stress that character education should involve all stakeholders, such as households and families; school; and the wider school environment (society). Therefore, the first step to do is reconnect relations and educational networks barely connected between the three environmental education. Formation of character and character education is not going to work for between three educational environment there is no continuity and harmonization.

Schools, in essence not just a "transfer of knowledge" alone. As stated by Erik, et al (2014), that the school is not solely a place where teachers impart knowledge through a variety of subjects. Schools also are institutions that seek business and process oriented learning on the value (value-oriented enterprise). Furthermore, Rama (2015) also stated that the organization of a school system in itself was an effort of moral (moral enterprise), because it is a deliberate effort to control the pattern of human society development.

Formation of character and character education through schools, thus, can not be done solely through the learning of knowledge, but it is through planting or values education. In general, studies on the value usually includes two key areas, aesthetics, and ethics (or morals, morals, manners). Aesthetics refers to matters of and justification for what he viewed humans as "beautiful", what they enjoy. While ethics refers to things on and justification of appropriate behavior according to the standards prevailing in society, whether they are from the religion, customs, conventions, and so on. And those standards are moral values or morals about which actions are good and which are bad.

ASEAN comprehensive community clearly has a major influence on the success of planting aesthetic values and ethics for the formation of character, especially to students in school. From the perspective of educational management, Gardner, et al (2008) argues that the social situation with the value system espoused, influence the attitudes and perspectives of society as a whole. If the system of values and their view is limited to the "here and now", the efforts and ambitions are limited to the here and now as well.

In that context, the meaning of values in character education emphasizing togetherness member concerning the same historical experience, common objectives, the same steps, the same solidarity. Here, the importance of education in the family to bring a shared responsibility in upholding the values of good and prevent bad values that starts within the family to children, which will be useful for the development of life in the future.

Core value of multicultural education is reminiscent of the importance of multicultural education that includes four dimensions; dimensional man with God, man and man, man and the universe, and man with himself.

III. Educational Value

The formation of character is part of the educational value through school is a noble effort is urgently required. In fact, if we talk about the future, the school is responsible not only in print learners who excel in science and technology, but also the identity, character and personality. And it is relevant and contextual not only in countries that are experiencing a crisis of character, but also for developed countries even (McGill, 2013; Yuan, 2011; Jayne, et al, 2015).

Enterprises character formation through the school, in addition to character education simultaneously can also be done through education of values with the following steps: *first*, apply a "modeling" or "exemplary", Ie, socialize and familiarize school environment to revive and uphold moral values and moral right through the model or example. Each of teachers and other educational staff on school premises let to become role models of life (living exemplary) for each learner. They must also be open and ready to discuss with the students about the values of the good.

Second, explain or clarify to the students constantly about the value of the good and the bad. This effort could be accompanied by the measures; reward and cherising good values and otherwise denounce and prevent the enactment of bad values; affirm the values of good and bad in an open and continuous; provide opportunities for learners to choose different alternatives based on the attitudes and actions; perform free choice

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after a deep weigh the consequences of every choice and action; familiarize behave and act on good intentions and prejudices and objectives of the ideal; familiarize behave and act with good patterns are repeated continuously and consistently.

Third, apply a character-based education. This can be done by applying a character-based approach into each subject existing value in addition to specialized subjects for character education, such as religious studies, civics, history, art and culture. Looking at the criticism of these subjects, it is necessary to reorient both in terms of content and approach, so that they not only be verbal and mere rote, but actually managed to help reestablish the character and identity of the nation.

Immediately obvious, character education related to other fields, especially in culture, education, and religion. All of the three areas of past life is closely linked with the values were very important for people in various aspects of life. Culture or culture generally include the noble values that have traditionally been the role model for the community. Education-in addition to covering the transfer and transmission of knowledge-is also a very strategic process in instilling values in order civilizing human child. Meanwhile, the teaching of religion also contains a variety of noble values for humans to achieve human dignity and culture.

Observing the foregoing, it is clear that the meaning of values in character education related to other fields, especially in culture, education, and religion. All of the three areas of past life is closely linked with the values were very important for people in various aspects of life. Culture or culture generally include the noble values that have traditionally been the role model for the community (Jayne, et al, 2015; Camicia, 2009; Slavin, 2006). Education-in addition to covering the transfer and transmission of knowledge-is also a very strategic process in instilling values in order civilizing human child. Meanwhile, the teaching of religion also contains a variety of noble values for humans to achieve human dignity and culture (Duke, 2000; Epstein, et al, 2002; Fullan, 2007).

a) Transformational Education Leadership in the Globalization Era of ASEAN Economic Community

The word globalization is derived from the word global, which literally means global or universal, comprehensive, universal. The word then became a term which refers to a kedaan where a country with other countries have been fused. Territorial boundaries, cultural, and so is already not an obstacle anymore to perform the unification. Thus literally, globalization means the merging of the various countries that exist on this globe into a single entity. Globalization is a process of making something (an object or behavior) as a characteristic of every individual in this world without being restricted by region (Schein, 1985; Reeves, 2006; Stromquist, 2002; Mason, 2013)

With regard to transformational leadership, then according to Robbins (2005), transformational leadership is leadership where the leader is able to inspire the staff her to be able to prioritize the progress of the organization of the personal interest, and able to provide good care to its staff and is able to change the consciousness of the the staff to be able to cooperate to the fullest and see the organization as a whole unity of view to achieve the goal.

Bass & Riggio (2006) defines transformational leadership is a form of leadership in which the leader is able to expand and improve working interest of its members, or the system of leadership where leaders are capable of triggering sensitivity and acceptance of vision, mission and goals of the organization, and where the leader has control over its members to be able explore their potential for the progress of each organization.

Based on the thought above, then in the face of education in the era of globalization are increasingly complex and with high competitiveness, it is necessary educational leaders who can transform charisma, inspiration, intellectual stimulant, and individual consideration to the interests of the staff as a whole and the development of educational institutions led in accordance with the vision, mission and educational goals to be achieved (Soutworth, 2002; Hallinger, 2003; Moolenaar, et al, 2010; Balyer, 2012; Rodriguez, 2014).

Referring to the above understanding, the transformational leadership in the field of education, especially in Indonesia in addressing the globalization era in the arena of the ASEAN Economic Community (AEC) is a leadership that can combine three behaviors, the charisma, individualized consideration and intellectual stimulation.

Furthermore, that when education is involved welcoming the ASEAN single market in 2015, the leadership role of transformational education is to prepare skilled human resources, sensitive and critical. Skilled work, sensitive and critical issues in the role. The third skill is absolutely present in Asean single market. Single market in the era of globalization can not be understood from the economic aspect, but also from non-economic aspects, one of which is in the field of education (Torres, 2002; Soutworth, 2002; Tatto, 2006; Loomis, et al, 2008; Moolenaar, et al, 2010). That understanding also needs to be built and internalized so that Indonesia became an independent country and dignified. Independent means free from the intervention of other nations in determining the direction of its policies, including policies to educate and welfare of its people through education and dignified means working together with other nations without losing their identity, and this can be optimized through character education in schools.

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Competition quality of education in Indonesia also needs to be examined is wise in accordance with the purpose of education in Indonesia. However, the competitive dynamics of global education in ASEAN in the era of the ASEAN Economic Community (AEC) cannot be circumvented by the education system in Indonesia, and tumpuhan implementation towards global competition in education is certainly relies on educational leadership who have extensive knowledge, and the concept of leadership can combine logic thinking, analytical thinking, and creative thinking in leading educational institutions which it is responsible. The ability of the educational leaders in the era of globalization, which also requires the freedom to innovate in charge, who mandated him to develop their ideas in a way of leading educational institutions to the maximum (Burbules, 2000; Northouse, 2001).

b) Acculturation Character Education in the Learning Systems

One of the key in the dynamics of the globalization of the times in the field of education, is with regard to character education. Character education is very important given to children in schools, it is that the children understand the importance of moral values of humanity and respect for the situation and environmental conditions in the dynamics of the growing progress of education in ASEAN. Character education is very helpful in preparing students into life in the era of globalization. The conditions in line as proposed by Carol Copple, Richard de Lisi, and Irving Sigel as written in Spodek (1982: 3): "… *The development of the child is viewed as simple one type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learnings, of changes in specific behaviors*". The statement can be interpreted that the development of a child's behavior is influenced by the surrounding environment, and it will also affect the outlook and the concept of thinking of children against himself and the surrounding environment.

With regard to the values contained in the learning curriculum, the research conducted by previous researchers (Misco, 2007; Peng et al, 2013; Agrawal, 2013; Mason, 2013) stated that the curriculum used at school- school is the curriculum should be relevant to the needs of the school, both academic interest, as well as with regard to the moral development of the children in the school were still in the rules of the values that characterize education in schools that exist in the face of education in the era of globalization.

Against these values, it is also in line as proposed by Allport, as quoted by Kadarusmadi (1996: 55) states that the value is: "*a belief upon which a man acts by preference. It is this a cognitive, a motor, and above all, a deeply propriate disposition*." Understanding the meaning that it is the belief that human preferences used in action. Humans select or choose activities based on the value of his own beliefs. Similarly Ndraha (1997: 27-28) states that the value is abstract, because it was uncertain value contained in something. Something that contains the value (vehicles) there are four kinds, namely: exercise, behavior, attitude and basic.

The ability of teachers to teach character education in schools, then it is as has been done by previous researchers (Mayer et al, 2004; Chan, 2011; Skaalvik & Skaalvik, 2013; Kopnina, 2013; Mills & Quinn, 2013; Twigg, et al, 2013), that it is very necessary to understand the current situation, both the students and in schools. This is important because with a good understanding by teachers when giving lessons at school, where in the subjects contained values of character education to be achieved, then it implies that the teacher had been giving a good understanding for students to how it should be in learning and this can be done from early childhood education. Even the results of the study by Mayer, et.al. (2004) confirmed that with a good understanding of character education for students, it actually has positioned the student is in equilibrium Emotional Intelligence (EI) is good.

Character education in the era of globalization, not only apply to students who are in the urban areas alone or in schools that have students who are heterogeneous, but also applies to all education in all areas. It's like the results of research by previous researchers (Hannum et al, 2013; Sargent et al, 2013; Scherrer, 2013; Twigg, et al, 2013), stated that education in areas far from the city also still need to obtain and understand the importance of character education in schools. However, to schools located far from urban areas, where the culture is still strong upheld as a norm of life. Then teaching character education will not be as difficult as teaching it to students in urban areas, where the mindset and plurality in everyday life may influence the development of personality and behavior of students.

Educational leadership which in this case is the principal, is also a study of the implementation of character education. It's like the results of research by previous researchers (Shockley, 2008; Mills & Quinn, 2013; Greenberg et al, 2007; Kalargyrou, 2012) is that as a leader of education, the principals should be able to look at the diversity of cultures that exist at the school, both from the students and the school environment, so that the school can position its existence on the situation and the conditions required by the needs of the students, not only in schools alone, but will be taken on a social life outside of school.

c) Challanges of Multicultural Education in the Globalization on ASEAN Economic Comunity

The changes that occur today as the impact of scientific and technological advances as well as the influx of globalization brings multidimensional effect. So

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it takes a learning approach and a multicultural model with a global perspective to meet the demanding needs of learners, communities and employment in a globalized world.

Global perspective is a perspective or way of thinking to a problem, event or activity from a global perspective, ie from the side of the world or international interest. Therefore, the attitude and actions are also directed to global interests. According Kieu & Chau (2000), the challenge of education in global perspective, one of which is an understanding of multicultural education is not racist to prepare and support the process of intercultural learning, social development and if necessary class action.

Thus, the world of education in an era of economic society asean must understand the issues and global issues such as cultural diversity, political, economic, social, conflict and peace, interdependence among nations in the world, human rights, environmental issues such as environmental degradation, disease and migration and others. Banks (2008) argued for the five dimensions that are related to each other must be understood within the meaning of multicultural education, such as: 1) content integration; integrating different cultures and groups to illustrate basic concepts, generalizations and theoretical subjects/ disciplines; 2) the Consturuction Knowledge Process; bring learners to understand the cultural implications into a lesson; 3) an Equity Paedagogy; to adjust teaching methods by learning to learners. This is done in order to facilitate a student's academic achievement ranging from racial, cultural and social; 4) prejudice reduction; identify the characteristics of the race and determine the methods of education of students; and 5) train learners to berfartisipasi in sports activities and interact with the entire staff and students of different ethnicity and race in an effort to create a culture of academic.

Thus, education can bring multicultural education capable of creating a society that is educated and uneducated, not a society that is away from the social and cultural reality. Therefore, although the multicultural education in asean economic community level requires an approach that is considered more appropriate for asean heterogeneous society, especially in the period of autonomy and decentralization.

Having seen the conditions that exist in the ASEAN comunity, then multicultural education in the era of globalization is currently facing three fundamental challenges: *first*, hegemony phenomenon that occurs in the world of education due to the tug of war between excellence and affordability. Learners in schools segregated according socioeconomic background, religion and ethnicity. *Second*, the curriculum is based on gender, social economic status, local culture and geography. This indicates imbalance and bias that restricts awareness of multicultural students. *Third*, the teacher. Feasibility and competence of teachers is needed to manage learning multiculturalism.

Therefore, in order to multicultural education for ASEAN community can be implemented properly, be aware of the various aspects, such as: 1) a multicultural curriculum, 2) teachers, 3) learning proccess, and 4) evaluation of learning process by using a multicultural approach. *First*, in regards with a multicultural curriculum. According Tilaar (2004), curriculum model that can be used in multicultural education curriculum includes "official" and "the hidden curriculum", ie unwritten curriculum and planned, but the process of internalization of values, knowledge and skills would occur among the learners. In the official curriculum, multicultural education should be integrated with all subjects and activities across the curriculum. Instead, insight multiculturalism is not included as an additional burden as a new subject in the curriculum that is already very heavy diraskan by teachers and learners. Therefore, the model multicultural curriculum should be able to integrate the learning process values, knowledge and skills "live" in a multicultural society, such as: skillfully negotiate, express and confront differences, conflict resolution, cooperative learning and problem solving. Making of the value of education, knowledge and skills can be designed according to the stages of child development and education. Charges multicultural values need to be designed in a learning process strategy that encourages the internalisation of values.

Second, in regards with the teacher. Curriculum development with a multicultural approach must be preceded by a good socialization, to enable teachers to develop curriculum in the form of syllabus and lesson plans, classroom learning and evaluation in accordance with the principles of multiculturalism. This is due to a major determinant of educational success multikuktural are teachers. Therefore, teachers should be familiar with the characteristics of multikulktural education so as to develop the curriculum muktikultural in learning activities which they are responsible. Thus, a teacher through a multicultural approach must be flexible, because to teach in multicultural masyartakat in ASEAN, consideration cultural differences are important things that must be the teacher's attention. Factors such as: building the paradigm of diversity inclusive and moderate in school, respect the diversity of language, build a sense of gender sensitivity, build critical understanding of the inequalities and differences in social status, build anti-discrimination ethnic, appreciate their different abilities and appreciate the differences in age must be packed in the realm learning and awareness in schools, so as to create a notion to understand and accept all the differences that exist in every individual learners and in the end the students are expected to have a strong character to be a democratic, pluralist and humanist.

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Third, in regards with learning process. The learning process developed should put learners in the surrounding social reality. That is, the learning process that relies on students to learn in groups and compete in groups in a competitive situation positive. In this way, the differences between individuals can be developed as a strength and a group of students used to live with a variety of diverse cultural, social, economic, intellectual and political aspirations. The learning process can be developed, for example: cooperative learning, problem solving, inquiry, etc.

Fourth, in regards with evaluation of learning process by using a multicultural approach. Evaluation used should include all aspects of learners' abilities and personality in accordance with the purpose and content developed. Evaluation tools are used not only to measure learning outcomes (achievement), complete tetapai provide clearer information about the learning process. The use of alternative assessments are considered attempts to integrate the activities of measurement of learning outcomes with the overall learning process, even the assessment itself is an inseparable part of the whole learning process. Performance assessment, portfolio assessment, assessment rublik, observation guidelines, interview guides, rating scale, the scale of attitudes, check lists, questionnaires and so on as an assessment tool that can be used to evaluate the learning that uses a multicultural approach.

d) Role of the School Principal

The principal's role in leading the school has three functions, namely as leaders and managers in the field of education in schools they lead; as school leaders to menakodai the wheels of school organization and produce top students and virtuous character well; and as the protector of all citizens of the school in order to jointly work together to promote education in the school. This condition is also as stated by John C.Maxwell in Simon (2010: 16) that in order to progress in the leadership of the school, the principals need to prioritize the interests of the school. The true leader is serving, that is to serve others, serve their interests, and in doing so will not always be popular, not always impressive. Opinion was also in line with that set forth in Mulyasa (2011: 67) that simply school leadership can be interpreted as a way or business principals to influence, encourage, guide, direct, empower and mobilize teachers, staff, students, parents of participants students, school committee, board of education, and other relevant parties, to achieve the goal of character education.

With regard to his leadership, the school principal as a leader as well as managers in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom (Wiyani, 2012: 68). The school principal giving instructions to teachers to lead and manage students through the transformation of the noble values based on the existing rules and peculiarities of educational values that exist in the school. Against this also as stated World Bank (1999) in Rival & Murni (2009: 789) "Give people a handout or a tool, and they will live a litte better. Give them an education, and they will change the world ". Against this, the principals at the schools need to emphasize to teachers to prepare a lesson plan with good character and include indicators to be achieved in the learning.

e) Role of Teachers in Classroom level

Teacher plays a very strategic especially in shaping the character and developing students' potential. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who eligible to become as a role model and imitated. At the school in general, the role of the teacher as a role model will be very visible. This is because the school teacher is a source of knowledge for students. Character development is not only limited in the habit of advising students. Characters just formed by the contiguity quality of personality in the process of learning together (Noor, 2012: 124).

At the level of the class, the teacher is an important factor that is big influence on the success of character education in schools, even critical to the success of students in developing personal intact (Mulyasa, 2011: 63). Say so, because teachers are the main figures and examples and role models for students. Therefore, in character education teachers should start from himself to anything he does well be good anyway influence on students.

Teachers at the level of the classroom and the school also served to provide exemplary early students. Their exemplary and discourse exemplified by the principal at his school, and it is also in line with that proposed by Dakir (2010: 101): ".... Planting sense of right and further that such measures can be implemented, it is expected for learners will have an attitude, then the value, and eventually formed a personality who religious".

With regard to the preparation of lesson plan, the teacher in this case must be carefully and professional character values that can be achieved by the students. In this, the teacher should also be able to integrate the condition of schools on learning done in class, so the lesson plan that has been prepared by teachers and approved by the school principal can be performed well. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) integration into subjects, 2) integration through thematic learning, 3) integration through the creation of an atmosphere in

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character and habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

On the other hand, the role of parental involvement is a necessity in the school to support the implementation of character education programs, as well as one of concern from school to help cope with the students who have problems, so that problems can be solved and students can learn and achieve in school the. It also points out Hamalik (2010: 183) that teachers play a major role and is responsible for guiding the students to develop their potential and help solve problems and difficulties students dibimbingnya, with the intention that the student is able to independently guide him/herself.

f) Problem of Quality Education

To understand the issue of quality in education it will be easier for us if we look at education as a system with all its interdependent components: inputs, process, outputs and feedback. Under the inputs we have students as raw inputs and curriculum, learning materials, teachers, principals and other educational resource persons, learning facilities and environment as instrumental inputs. The second component, process, is where all inputs interact in the process of teaching-learning to reach educational goals and objectives. The third component, output, is the product of the interaction among the inputs, which can be seen from the student's improved performances in terms of cognitive, affective, psychomotor domain. Feedback mechanism is another important component of the education system that will give us information on how the system succeeds or fails in achieving goals and objectives.

Quality in education cannot be seen from the output or student learning achievement only, but from other components as well. If we follow the Dakar's Framework of Action, then the definition of quality is no longer focused only on teaching learning and the classroom. A good quality multicultural education in requires: 1) healthy, well nourished and motivated students; 2) well motivated and professionally competent teacher; 3) active learning techniques; 4) a relevant curriculum; 5) adequate, environmentally friendly and easily accessible facilities; 6) healthy, safe and protective learning environments; 7) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitude and values; 8) participatory governance and management; and 9) respect for and engagement with local communities and cultures. (World Education Forum Drafting Committee, 2000).

We cannot expect to have good quality education if the students are not healthy, malnourished, going to school with empty stomachs. Their basic need for food will decrease their attention and motivation from learning. The significant number of people living below the poverty line in the region needs real actions if we really want to improve the quality of education.

Teachers are essential players in promoting quality education. Well trained, highly motivated, dedicated and professionally competent teachers are very important. This is strongly related to the financial reward they get from their profession as teachers. What is important in improving the quality of education is not only having enough number of teachers in school and class, but enough number of good quality teachers which are highly motivated and dedicated to their jobs. This region has a shortage of teachers both in number and quality. In most of the countries, teaching is not an attractive profession financially.

Cambodia has made significant progress in expanding access to primary and secondary schooling in the past ten years. In contrast to access gains, quality improvement has been broadly disappointing. In particular, there appear to be serious urban-rural quality gaps. Roughly one-half of primary school teachers have had little professional training; only two-thirds have completed lower secondary schooling.

The teaching learning process should put the students as subject not as an object. Students must be active in learning and they should not only learn about subject matters but also to learn how to learn. Teachers should play their new role in preparing students for an emerging knowledge-based and technology-driven economy. It is unrealistic to expect the low quality and less dedicated teachers to perform this new role.

A relevant curriculum, which addresses the need of students, community and work place, should be used in good quality education. In most of the countries it is considered that curriculum is overloaded and should be reformed. Mismatching between what students learn at school and what the community or world of work demands is also an issue to address. This is the irrelevant curriculum and teaching learning process that contribute to the widening gap between education institutions and world of work, and finally contributes to increasing unemployment rate.

In majority of the countries we are still lacking learning facilities such as textbooks, libraries, laboratory, and other learning materials both in number and quality. For example, most schools in the more developed rural areas lack of the teaching equipment required by standardization of the Ministry of Education, Libraries remain poorly stocked and out of date. Many schools are yet to get a science laboratory (Finn, et al, 2003).

Not all schools and classrooms in our education institutions are healthy and conducive enough to promote excellence in learning. We need a better governance of education systems that is efficient, accountable, transparent and flexible so that they can respond more effectively to the diverse and continually changing needs of learners and community.

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IV. Clossing

Globalization is a powerful influence and appears on the dynamic development of adult education, and has also made its way into educational policy in the countries of the ASEAN region in general and the national level, Indonesia in particular, are in the process affects the leadership role of the existing education, organizational culture in schools, the practice of teaching and education for its students.

From all of the above it can be concluded that there are entering the era of the ASEAN Economic Community (AEC) today as globalization brings attention to the area of scrutiny for education in the ASEAN Countries in particular, which give more attention such as: *first*, the power of the ASEAN community one of them is because of the complexity. This diversity, on the one hand is a blessing, because it actually reflects the pluralism wealth of cultural treasures. But on the other hand, a plurality also has great potential for growing proliferation of conflicts, particularly if such diversity is not able to run well.

Second, to build a society that acknowledges and respects differences educational process is required. And multicultural education to be very strategic to be able to manage the plurality creatively. Hendakannya multicultural education is a process of internalization of the values of multiculturalism itself in educational institutions.

Third, the education in the era of the ASEAN economic community must understand the issues and global issues such as cultural diversity, political, economic, social, conflict and peace, interdependence among nations in the world, human rights, environmental issues such as environmental degradation, disease and migration of the population and so forth.

Fourth, In order for multicultural education in ASEAN can be implemented properly, it must pay attention to various aspects, among others: a multicultural curriculum, teaching staff (teachers), the learning process and evaluation of learning by using a multicultural approach

Multicultural education in the ASEAN economic community should be carried out by the forward four principles: sincerity, honesty, openness, and komitmmen themselves. With the meaning of these four ASEAN nations will be able to implement multicultural education that is based on the absence of adverse interests of other nations, and it can be a learning experience for the nations outside ASEAN to live in unity and peace.

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Creation of a Cultural Prism: The Key to Excellence for African American Children

By Janice E. Hale

Introduction- The inferior quality of education that African American children receive leads to perpetual economic inequality and lack of political power to change it. There is a dimension of European colonialism in the American educational ethos. The non-recognition of the culture of African American children in main stream psychology and education practice constitutes ethnocentrism. African American culture is overridden, ostensibly to impart efficient "mainstream" education. But the process creates alienation and disconnection from the school and academic pursuits for many African American learners. The goal is to impart the same excellent out comes to all children but to find away to do it within the context of their culture and learning styles. The task for urban educators is to describe the achievement gap; delineate the causes of the achievement gap; and develop strategies to eliminate the achievement gap. Urban educators are called upon to address the dynamic character of urban life offering pedagogy that is sensitive to the special experiences, conditions and opportunities presented by a culturally diverse student body. Urban education calls for a commitment to excellence in education, inclusion and social justice..

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CREATIONOFACULTURALPRISMTHEKEYTOEXCELLENCEFORAFRICANAMERICANCHILDREN

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Creation of a Cultural Prism: The Key to Excellence for African American Children

Janice E. Hale

I. Introduction

The inferior quality of education that African American children receive leads to perpetual economic inequality and lack of political power to change it. There is a dimension of European colonialism in the American educational ethos. The non-recognition of the culture of African American children in main stream psychology and education practice constitutes ethnocentrism. African American culture is overridden, ostensibly to impart efficient "mainstream" education. But the process creates alienation and disconnection from the school and academic pursuits for many African American learners. The goal is to impart the same excellent out comes to all children but to find away to do it within the context of their culture and learning styles. The task for urban educators is to describe the achievement gap; delineate the causes of the achievement gap; and develop strategies to eliminate the achievement gap. Urban educators are called upon to address the dynamic character of urban life offering pedagogy that is sensitive to the special experiences, conditions and opportunities presented by a culturally diverse student body. Urban education calls for a commitment to excellence in education, inclusion and social justice.

The achievement gap literature sets forth four broad theories as to the key contributing factors to the black-white score gap. These factors areas follow:

- Genetic differences between races
  - The Bell Curve(HernsteinandMurray,1994);
- Behavioral differences
  - The Burden of Acting White(Fordham and Ogbu,1986;Ogbu, 2003);
  - The Stereo type Threat(Steele and Aronson,1998);
- Differences within family structure and economics status
  - Socio economic status and test score differences(Duncan and Magnuson,2005;
  - Impact of wealth upon the achievement gap(Orr,2003);
- Differences within the schools
  - School Quality (Phillips, Crouse & Ralph, 1998);
  - Racial Bias in Testing Jencks & Phillips, 1998);
  - Student-teacher relationships (Ferguson, 2002);

All of the aforementioned factors have been empirically investigated, and both proponents and critics are in full supply for each. According to Jencks & Phillips (1998), eliminating the Black-White achievement gap could be the single most important means of promoting racial equality in the United States. A comprehensive summary of achievement gap research, along with empirically based solutions for narrowing of the gap, was published by Thompson and O'Quinn (2001) on behalf of the North Carol in a Education Research Council. In order to successfully eliminate the Black-White test score gap, ten fundamental changes to educational policy were suggested as follows:

1. Provide qualified and experienced teachers to all students(Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997)
2. Maintain small class sizes in the early years(Finn, Fox, McClellan, Achilles & Boyd-Zaharias, 2006; Sanders & Rivers, 1996)
3. Establish equitable and appropriate grouping practices at the elementary level (Kulik, 1993; Slavin, 1987, Slavin, 1988)
4. Ensure equitable representation across high school curriculum tracks(Finn, 1998; Finn, Fox, McClellan, Achilles & Boyd-Zaharias, 2006)
5. Promote culturally appropriate pedagogical and discipline practice ("Author", 1982, 1986, 1994, 2001; Boykin and Miller, 1997; Delpit, 2006; Kunjufu, 2002; Skiba, Michael, Nardon & Peterson, 2002.
6. Encourage high teacher expectations of student achievement (Diamond, Randolph, & Spillane, 2004, Ferguson, 2002; Fredriksen & Rhodes, 2004)
7. Maintain both school and student accountability measure (Betts and Grogger, 2003; Driscoll, Halcoussis, and Svomy, 2008; Figlio & Lucas, 2004; Ladd & Walsh, 2002; Reback, 2008; Springer, 2008)
8. Adopt supportive programming, including comprehensive reforms, individual tutoring programs (Alexander, Entwisle, and Olson, 2001; Borman, Hewes, Overman & Brown, 2003; Hock, Pulvers, Deshler & Schumaker, 2001; Lauer, et. al., 2006; Wasik & Slavin, 1993)
9. Enforce desegregation of schools and programs (Clotfelter, Vigdor, & Ladd, 2006; Greenwald, Hedges & Laine, 1996; Lee, 2004; Orfield & Yun, 1999)

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10. Provide all children with high quality early childhood education (American Educational Research Association, 2005; Calman & TarrWhelan, 2005; Frede, 1995; Haskins, 2006; King, 2006; Kiep, 1007; Knudsen, Heckman, Cameron & Shonkoff, 2006; Lynch, 2007; Magnuson, Myers, Ruhm & Waldfogel, 2004; Magnuson & Waldfogel, 2005; Ramey & Ramey, 2004; Rolnick & Grunewald, 2007; Winter & Kelley, 2008; Wong, Cook, Barnett, & Jung, 2008)

Paige and Witty (2010) offer advice about what authentic African American leaders must do to eliminate the achievement gap. They correctly observe that the achievement gapisa "complex phenomenon that has powerful tentacles, buried deeply not only in school quality but also in African American home and family life and in African American community sociocultural life"(p.154). They state further that without having a thorough knowledge of the problem and any kind of sound theoretical foundation, scarce resources, precious time and irreplaceable emotional energy are waste donill-conceived initiatives.

Understanding the learning types of African Americans produces a path toward demystifying African American sociocultural life and gleaning instructional implications. There is a plethora of creative studies that tie instructional practices to the learning styles of African American children (Durodoye, 1995; Berry, 2003; Moody, 2004; Parsons, 2005; Cantrell, 2006; Emeka, 2006; Bailey, 2007; Carter & Haskins, 2008; Duskins, 2012). This is an area of inquiry that has waxed and waned in popularity over the past 40 years. This article advocates that scholars take the time to strengthen the science that under girds scholarship on the learning styles of African American children. A detailed discussion of problems in definitions of learning style, problems in the creation of the science to empirically document learning style, problems with instruments used in empirical studies, is provided in Author, (2016).

II. Conceptualization of the Cultural Prism

My current thinking is that to analyze the academic challenges faced by African American children, we need a broader concept that I am going to call a **Cultural Prism.** The concepts of learning style and cognitive style have become obtuse and muddied for our purposes. The nomenclature and specifics of the behavioral processes that have been identified by existing instruments make it very difficult for teachers and administrators to absorb and translate them into practice. When I originally wrote ("Author" 1982), I was seeking to develop an argument that would be heuristic and open up a fertile path of scholarship. I now feel that this perspective is diminished when it is limited to classroom pedagogy, especially because there are a panorama of components related to schooling that contribute to a child's educational success and achievement. All are impacted upon by culture. There is a need for a **Cultural Prism** in developing strategies to work effectively with African American parents; design effective classroom management strategies; promote nurturing child behavior management; eliminate student push out from high school; intervene in child failure; understand distinctive patterns of performance in particular subject matter areas, on assessment measures and as mediated by gender.

Du Bois (1903) said that "The Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world . . ." It is my position that the scholar/educator who is proficient in utilizing the **Cultural Prism** must be gifted with a Du Boisian first-sight, second-sight, third-sight, fourth-sight and fifth-sight which are all necessary to decode the difficulties African American children are experiencing in school. The professional who utilizes this **Cultural Prism** must be proficient in each area and must be able to move seamlessly between each dimension. If a phenomenon is not explained by one dimension, the expert should be able to shift to the subsequent-sight for a salient hypothesis. The reason we are stuck where we are is that we have experts who can operate in only one dimension or the other and maintain that the answer is found in the only dimension they understand and have commerce with. This is the reason why we don't have the luxury of only having scholars collaborating with scholars of one discipline and practitioners working in isolation in school districts rejecting any meaningful collaboration with scholars. To construct this approach, we are going to have to create a dynamic partnership across disciplines and between scholars and practitioners.

This broader concept of **Cultural Prism** requires:

1. *First-sight:* an understanding of African and African American history and culture as a context for behavior.
2. *Second-sight:* an understanding of the socio-economic exigencies of African American life.
3. *Third-sight:* an understanding of African American child development, learning, cultural and behavioral styles.
4. *Fourth-sight:* an analysis of statistics related to achievement patterns of African American children.
5. *Fifth-sight:* an ability to identify discrepancies in educational practice that affect African American children which constitute malpractice. These discrepancies apply to instructional practices in addition to administrative decisions.

a) Specifically

First-sight: an understanding of African and African American history and culture as a context for behavior. While this dimension does not include race as a

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biological factor, it includes an understanding of racism. Any scholar who seeks to interpret the educational profile of African American children must be grounded in the history and culture of African and African American people. There can be no valid oppression-blind analysis applied to the situation of African American children. All of the ramifications of racism are included in this category.

Second-sight: an understanding of the socioeconomic exigencies of African American life.

This dimension incorporates social class considerations in interpreting the achievement patterns of African American children. This dimension is essential because of the extent to which the largest numbers African American people have emerged from and been relegated to the lower social class in America. This dimension also encompasses the need to create the science to accurately assess social class as it relates to school achievement for African American families. This issue is discussed in more detail in Author (2016).

Alexander, Cook and McDill (1978) contended that tracking serves the interests of higher status parents who exploit such mechanisms to ensure their children's success. Higher status parents know how to manipulate the system to achieve their children's placement in gifted or honors tracks. They know the significance of these placements in obtaining admittance to the most prestigious colleges which result in their children entering networks that improve the chances that they will be recipients of prestigious and high paying jobs.

According to Alexander, Cook, and McDill (1978) following are the detriments of tracking for children of lower socioeconomic status:

- Tracking channels scarce resources to those who have the least need for them.
- Students in non-college tracks are denied access to students, teachers, counselors, and information that would broaden their interests, challenge their abilities, and improve their performance.
- Non-college tracked students are discouraged from competing with those students who are initially more advantaged, and thus are not required or even encouraged to strive for academic excellence.
- Students in non-college tracks are looked down upon as being unintelligent. As a result, they fail to develop attitudes and insights concerning education and institutional functioning that would allow them to compete successfully with their more advantaged classmates for post-schooling resources and rewards.
- Non-college track students are shunted into curricula that will impede their prospects for success in college. If they persevere in their college aspirations, they will be relegated to junior and community colleges which will further diminish their expectations.
- Being in a college track increases the probability of applying to college and enhances one's prospects for being admitted. Thus, sorting processes within high schools may substantially affect the later attainment of children from lower or higher socioeconomic strata (pp. 47-66).

In addition to inequities within schools, there are the ever present socioeconomic inequities of school funding. Howard Horton (1994) pointed out that:

> U.S. education is primarily a state function, therefore each state has the obligation to see that all school districts are equally funded, that is, per pupil expenditure should be equal for all. Per pupil spending in Boston public schools should be comparable to that in the public schools of Brookline, Cambridge, Newton, or any other Massachusetts community. However, it appears that Massachusetts citizens and those of other states prefer to spend $35,000 to $50,000 per year to keep an African-American youth incarcerated than $10,000 a year to educate that youth. (p. 267).

Another example drawn from this dimension is the discussion in ("Author" 2001:131 of the instructional accountability infrastructure that is derived from the volunteer activity of White mothers in affluent school districts. James Comer's (1999) school reform model acknowledged the manner in which excellence is delivered to White children through the volunteer leadership offered by White mothers. However, his solution of trying to import that same strategy to transform inner city schools didn't work. The point in understanding these educational discrepancies is not to employ a one size fits all solution. One size fits nobody. The point is to see an essential element for success that is present in one setting and missing in the other. The next step is to construct a strategy that is culturally appropriate in the African American setting that fulfills that function. These culturally appropriate strategies are what I describe in the Culturally Appropriate Pedagogy school reform model contained within that volume ("Author" 2001: 131).

The foundations that commissioned, funded, and ordained Dr. Comer's work, essentially want to wave a magic wand and "train" lower income African American mothers to function in their children's schools like White upper income mothers do, who are highly educated and supported economically by White husbands. No effort is made to provide the lower income African American mothers with the educational and economic assets that would transform their lives overall, enabling them to function comparably in that context. They just want to change the one thing -- how they relate to the schools. The pressures and exigencies of life at each social class level for Black

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mothers are delineated in detail elsewhere ("Author" 2001:135-136; Author, 2016). The gatekeepers in this society want to tinker around the edges instead of creating fundamental change.

The Comer Model is an example of identifying cultural discrepancies in educational settings, but not going far enough in creating a *culturally appropriate solution* to rectify the situation. This is not the fault of the Comer team. Their limitation is that they viewed the landscape overlooking the **Second-sight**. They took it as far as they could, with good intentions.

Third-sight: an understanding of African American child development, learning, behavioral and cultural styles. This sight involves a grounding in empirical research related to African American child development that is not included in mainstream texts. ("Author" 1982) was a stab at trying to pull together elements of African American child development that pertain to learning. A comprehensive volume on all aspects of African American child development is clearly called for. "How to teach Black children" manuals and "How to parent Black Children" books do not fulfill this category. It is difficult to achieve a grounding in African American child development from reading bits and pieces of empirical studies distributed over an infinite number of publications. There should also be course offerings in the academy that offer a comprehensive overview of African American child development and pedagogy.

Fourth-sight: an analysis of statistics related to achievement patterns of African American children. Every educational entity has data. These data are trotted out by everyone. However, there seems to be a limitation in the ability of school districts and advocacy organizations to apply a **Cultural Prism** to the interpretation of these data. When there is no culturally appropriate interpretation of the achievement data and patterns, there is no subsequent creation of remedies and interventions – only hand wringing.

A simple example of the ways in which school districts and other collectors of data can never create solutions is in the fact that they often report data by ethnic group and by gender but not by **ethnic group by gender**. That is, they can divide data between males and females in one data set. They can also give you a breakdown of achievement by grade level and by ethnic group. However, if you ask for data on Black males and Black females, the data is not available.

There is a chapter in my forthcoming book in which I delineate the work I did with a Texas school district in explaining why African American children's performance fell below that of Hispanic, white and Native American children during an intervention.

The school district did not have a data set that compared the performance of African American boys compared to African American girls. I pointed out to them that the differences in patterns by gender were extremely important in figuring out what was driving the variance between ethnic groups. My team thought deeply and came up with an entity outside of the school district that had the race by gender break down. Through swift work, they were able to have that data set dropped off at our work site for my review. I was able to show them that a whole new world opened up when we could break down the ethnic patterns by gender. Just the fact that this school district didnot even keep the data of ethnic group by gender blocks a significant path to interpretation and intervention.

The educational difficulties of African American children are well documented. There are advocacy groups who owe their entire existence to sounding the alarm over the statistics they collect and lament. However, because they do not have the **Third-sight**, the beat goes on. The statistics get worse and they collect more contributions for their organizations. However, nothing improves for African American children.

The work of Dr. Ivory Toldson (2008, 2011) is an example of this dimension. Dr. Toldson, a professor at Howard University is a Senior Research Analyst for and his work is funded by the Congressional Black Caucus Foundation. His scholarship is highlighted as an example of this dimension because he accessed existing data bases and subjected them to statistical analyses that revealed new findings and insights. His studies explored factors that statistically improve the educational outcomes for African-American males by analyzing academic success indicators from four national surveys: *Health Behavior in School-age Children* (HBSC: N=1225), *National Crime Victimization Survey: School Crime Supplement* (NCVS-SCS: N=849), *National Survey of American's Families* (NSAF: N=2497) and *National Survey on Drug Use and Health* (NSDUH: N-1208).

The Executive Summary reports that the research adheres to the standards for *Scientifically-based Research*, which are mandatory for application to federal educational policy and academic instruction. This research:

1. applies systematic and objective procedures;
2. uses empirical and experimental methods;
3. involves robust data analyses that have the statistical power to test hypotheses and justify conclusions;
4. uses valid data and corroborates findings across multiple measurements, and
5. has been subject to peer review by independent experts. The findings will assist policymakers, educators, school advocates and families to plot the path to academic success for school-age African-American males.

Please review the summary of the presentation of Dr. Erika D. Taylor, Senior Research Analyst, Center for Great Public Schools, National Education Associat-

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ion, Washington, D.C. at the ISAAC Think Tank where she addressed this issue: http://africana-children-isa-ac.org/research/journal/archives/133/v1i2directors.php

When I served as a consultant with the aforementioned Texas school district to explain the lower performance of African American children, we reviewed the issue of poor performance on an assessment of eighth grade mathematics. I raised the question of which math courses each group had taken prior to taking the test. There was no repository for such data. At my suggestion, my team collected that information by creating a tally from school records. We found from our data collection that many of the White children who scored well on the test were taking Algebra II (had taken Algebra I and Geometry) and most were in classes on one of the three levels of courses above basic eighth grade math(Algebra I, Geometry or Algebra II). None of the African American children were enrolled in any course higher than basic eighth grade mathematics. These "data" reframed the question of why the African American children were performing poorly (on the math proficiency test) to the question of where one needs to be in the sequence of mathematics classes to perform well on the test. It then becomes important to examine strategies for getting African American children on track to begin Algebra in at least the 8th grade.

I always say that who takes Algebra and when they take it is the most political issue in education. I was once in Kansas City for a consulting assignment and spoke with an educator who pointed out to me that most of the fundamental mathematics concepts are imparted to children by the 3rd grade. In 4th and 5th grade, the children just learn how to multiply and divide with 3, 4, 5, digits. In 5th, 6th, and 7th grade math covers marginally significant concepts related to basic math. He said that this was originally placed in the curriculum because at the turn of the 20th Century, most pupils were marking time until they could drop out of school in the 7th grade and join the workforce. Algebra was reserved for the 8th grade because it was a college preparatory course. So, there has historically been a divide between those who dropped out in the 7th grade and those who took Algebra in preparation for college.

When my son was in an elite private elementary school (:Author" 2001) he was given the Iowa Test of Basic Skills in the 4th and 5th grades. On his 5th grade test, he scored 1 grade above grade level in mathematics. On that basis, he was accelerated in math in such a way that he began Algebra I in the 8th grade. However, his White male friends in the class scored higher, *I was told*, and were accelerated in such a way that they began Algebra I in the 7th grade. This is how the acceleration works that results in White children moving through the mathematics sequence and having more courses under their belts when they take the 8th grade mathematics test. This has nothing to do with African Heritage Theory of culture or even African American child development. This insight comes from being able to put on 3-Dimensional glasses and see through discrepancies in the collection of and interpretation of educational data that affects African American children. This is the **Fourth-sense,** a dimension that must be a part of the **Cultural Prism.**

Fifth-sight: an ability to identify discrepancies in educational practice that affects African American children. These discrepancies apply to instructional practices in addition to administrative decisions.

This dimension stems from identifying educational malpractice that is perpetrated against African American children. It is essential that educators are made aware of micro and macro expressions of such malpractice. In ("Author" 2001) I gave examples of **micro** malpractice in the episodes I reported in the treatment of my son in an elite private school. In my forthcoming book, I will present in detail a report I prepared as a consultant for a Texas school district that gives examples of the **macro** expressions of such malpractice in the treatment of African American children. In some cases, the malpractice is not intended -- it is defacto, but malpractice, nonetheless.

Jere Brophy (1983) described a protocol of interactive behaviors of teachers who, for whatever reasons have low expectations of their students. The research shows that teachers tend to:

- demand less from low-expectation students ("lows") than from high expectation students ("highs").
- wait less time for lows to answer questions.
- give lows the answer or call on someone else rather than try to improve the lows' response through repeating the question, providing clues, or asking a new question.
- provide lows with inappropriate reinforcement by rewarding inappropriate behaviors or incorrect answers.
- criticize lows more often than highs for failure.
- praise lows less frequently then highs for success.
- fail to give feedback to lows' public responses.
- pay less attention to lows and interact with them less frequently.
- call on lows less often than highs to respond to questions.
- seat lows farther away from the teacher than highs.
- use more rapid pacing and less extended explanations or repetition of definitions and examples with highs than with lows.
- accept more low-quality or more incorrect responses from low-expectation students.
- attempt to improve more on poor responses from highs than from lows.
- interact with lows more privately than publicly.

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- in administering or grading tests or assignments, give highs but not lows the benefit of the doubt in borderline cases.
- give briefer and less intuitive feedback to the questions of lows than to those of highs.
- use less intrusive instruction with highs than with lows, so that they have more opportunity to practice independently.
- when time is limited, use less effective and more time-consuming instructional methods with lows than with highs.

Overall, Brophy (1983) indicates the following in relation to differential treatment of ability groups and/or tracks:

- that teachers are more demanding of and give longer reading assignments to their high groups. Teachers interrupt low group students more quickly when they make a mistake in reading. Teachers are more likely to give the low group students the word or prompt them with graphic or phonetic cues rather than semantic or syntactic cues that are designed to help them intuit the word from its context;
- that with low groups, teachers were observed to have been less clear about their objective, *to make fewer attempts to relate the content of their courses to students' interests and backgrounds,* to be less reasonable in their work standards, to be less consistent in their discipline, and to be less receptive to student input;
- that high track classes have teachers who plan and implement more independent projects and tend to introduce more higher-level and integrative concepts. *Low track teachers stress more structured assignments dealing with basic facts and skills;*
- that high track classes are seen more as an academic challenge, so teachers plan them more thoroughly. Low track teachers, in contrast, are less well prepared and are much *more likely to spend time correcting papers or allowing students to do activities of their own choosing rather than teaching academic content* (pp. 631-61).

An article by Eva Chun (1988) identifies dimensions of educational practices that discriminate against African American children. Chun points out two themes that become intertwined in the areas of ability grouping and tracking that negatively affect children in the lower socio-economic strata. She identified two themes:

1. socioeconomic status bias in educational policies and
2. preference given to intellectually-advantaged students rather than to non-college track students.

The focus of her analysis centered upon ability grouping and tracking in classrooms. She defined ability grouping as the sorting of students into instructional groups based upon alleged differences in ability. She also pointed out discrepancies in teacher expectations about the present and future academic potential of students. She documented the self-fulfilling prophecy which is the tendency for students to become what teachers expect them to be. Chun also reviewed the research that documents the effects of race and socioeconomic status on teacher expectations that contribute to the self-fulfilling prophecy effect.

III. Conclusions

It is my contention that we, who want to affect change for children have *to think outside of the funding.* Some of the organizations that receive corporate funding with boards dominated by persons from corporations have had their missions reduced to healthy snacks and jumping jacks. A central problem is that in the words of James C. Young, Professor at Clark Atlanta University, "Everybody can do education." Every single person alive feels that they have the solution to educational problems. Bill Gates, who dropped out of Harvard and created Microsoft feels that by virtue of his wealth, that he knows more about education than professional educators.

The recommendations for future research are implicit in the article. Numerous references are made to the learning styles of African American children in scholarly article (Durodoye, 1995; Williams, 1998; Berry, 2003; Moody, 2004; Parsons, 2005; Cantrell, 2006; Emeka, 2006; Bailey, 2007; Carter & Hawkills, 2008; Duskills, 2012). This article advocates that scholars take the time to strengthen the science that under girds scholarship on learning styles of African American children. Specifically,

1. Need for a precise definition of what constitutes the learning styles of African American children. There is a need to reconcile the different terminologies that are describing the same thing;
2. Creation of instruments to measure such a construct instead of using instruments that are available but were not created for that purpose;
3. Need to resolve the imprecision in the measure of social class as related to achievement patterns of African American children;
4. Need to bring an interdisciplinary prism to designing interventions that emanate from achievement gap data.

My belief is that everything we do should be directed toward fighting for educational excellence for African American children. Closing the achievement gap is only the first step. As V.P. Franklin (Hale, 2001, Foreword) has stated, our goal must be to prepare African American children for their leadership role among African peoples throughout the world in the twenty-first century. Educational mastery and excellence are the first steps toward that end.

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An Investigation on the Practice of Integrated functional Adult Literacy in Benishangul Gumuz Region

By Kifle Bidika

Wolaita Sodo University

Abstract- This study investigated the practice of Integrated Functional Adult Literacy in Benishangul Gumuz region particularly in Metekel Zone. The purpose of this study was to investigate on the practice of the current status of learners in acquiring numeric and literacy skill based on integrated functional skillsframework. Subsequently, it looked at students' knowledge of numeracy and literacy skill in accordance with ESDP IV (Education Sector Development Program) and MoE (Ministry of Education)2008 integrated functional adult education conceptual framework. To select target population for the study, cluster and simple random sampling techniques were used. Stratified sampling technique was also employed in order to select target population proportionally from clustered Woredas (Politically marked areas under Zone). To answer the research questions qualitative and quantitative data were employed. Questionnaire, interviews and testing were used to collect data. Questionnaire and testing were used to answer research question 1, 2 and 3. Additionally, research question 1 and 2 demands quantitative data whereas research question 3 needs qualitative data. According to the data obtained from teacher there is variation in responding to items for all Woredas. The data indicated that learners are good at numeric and literacy skill. However, they were not used numbers and texts for daily functions.

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An Investigation on the Practice of Integrated functional Adult Literacy in Benishangul Gumuz Region

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Abstract- This study investigated the practice of Integrated Functional Adult Literacy in Benishangul Gumuz region particularly in Metekel Zone. The purpose of this study was to investigate on the practice of the current status of learners in acquiring numeric and literacy skill based on integrated functional skillsframework. Subsequently, it looked at students' knowledge of numeracy and literacy skill in accordance with ESDP IV (Education Sector Development Program) and MoE (Ministry of Education) 2008 integrated functional adult education conceptual framework. To select target population for the study, cluster and simple random sampling techniques were used. Stratified sampling technique was also employed in order to select target population proportionally from clustered Woredas (Politically marked areas under Zone). To answer the research questions qualitative and quantitative data were employed. Questionnaire, interviews and testing were used to collect data. Questionnaire and testing were used to answer research question 1, 2 and 3. Additionally, research question 1 and 2 demands quantitative data whereas research question 3 needs qualitative data. According to the data obtained from teacher there is variation in responding to items for all Woredas. The data indicated that learners are good at numeric and literacy skill. However, they were not used numbers and texts for daily functions. The result obtained from testing also contradicted with opinion obtained from teachers. Teachers believe that learners attend their learning based on the IFAL (Integrated Functional Adult Literacy) conceptual frame work. Students, however, were not properly able to answer questions prepared to test different skills. Data obtained through interview confirmed that the variability was attributed to teachers' personal feeling about using numbers and texts for daily life. Concerning teachers knowledge of the conceptual understanding how IFAL need to be taught there is still variability of response. Students failure in answering questions can also be attributed to teachers poor methodological approach how to tech IFAL. The finding showed that there was discrepancy between all teachers (in five Woredas) in responding to items and ANOVA confirmed that there was no significant difference between groups of teachers in five Woredas on the current trained of IFAL. It was also found that most of the teachers had no clear guidelines of how to handle IFAL.

I. Back Ground of the Study

Education is a key instrument for development: and, every human being has the right to get basic education irrespective of their color, religious background and economic status (MOE, 2008).

Improving literacy skills is a key first step to overcome the obstacles that lock individuals into a cycle of poverty and disadvantage. This is for the fact that education has been cited as the best means of overcoming poverty caused by illiteracy. Illiteracy highly affects living standard of every society. For instance, according to (UNESCO, 2014) the proportion of the people living on less than US$1.25 a day in developing countries fell from 47% in 1990 to 22% in 2010 and almost 1 billion people are still likely to be extremely poor in 2015. Worldwide there are 775 million illiterate adults, 200 million young people who are in need of remedial basic education and 250 million fourth grade children who, in spite of schooling, are still illiterate (DVV, 2012).In Ethiopia it is clear that for centuries, the Ethiopian Orthodox Church has been primarily responsible for teaching people to read and write language. The task of the 1971–2 education sector review was to make the rural population the main target of its educational policy. According to MoE (2008) also Adults and youth 15 years and above who did not get chance to go into regular programs are targets of the strategy. Traditionally students were taught to read the Bible and other religious works written in Ge'ez, the ancient liturgical language. The emphasis was entirely on reading: writing was looked down upon because of its association with the manifestation of evil and magic Teshome (1978). Accordingly, illiteracy remain deep rooted since then as it is also describe in terms of writing and reading.

The current IFAL was called differently in different times. According to Margarita and Rolf (1982) Ethiopia was one of the countries participating in the Experimental World Functional Literacy Programme. According to Margarita and Rolf (1982) Experimental World Functional Literacy Programme was initiated by UNESCO and funded by the United Nations Development Programme. This program became known as the Work Oriented Adult Literacy Programme. It became operative in October 1968 and was terminated in December 1975 (Margarita and Rolf,1982). The main purpose of this project was to assist the Ethiopian Government in organizing, implementing and evaluating a work-oriented literacy project closely linked to rural development as well as industrial or vocational training.

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Despitethis attempts of adult education promotion, according to UNESCO, (2006, as cited in MOE, 2008) publication 58% of Ethiopian population aged 15 years and above is illiterate. In 1968, UNESCO in cooperation with the Ethiopian government, began a five year experiment in which various materials and methods were to be tested and 128,000 people trained (Wagaw,1978). The program was to offer literacy training incorporating substantive content relative to the day-to-day experiences of participants. The content was to contribute to the improvement of the participants' lives and enhance their work Wagaw (1978).

The expansion of a comprehensive adult education system is essential to completing the learning continuum in Ethiopia, which is central to improving the quality of life of every Ethiopian.To this end, the Ministry of Education published in 2008 the National Adult Education Strategy.

(NAES) of which an integrated approach to Functional Adult Literacy (IFAL) is a major focus (ESDP IV) 2003 EC – 2007 E.C).The concept of integrated IFAL has been defined in the Master Plan for Adult Education, which the Ministry has developed with support from DVV international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. (ESDP IV) 2003 EC – 2007 E C).MoE also left the frame work for implementation by educational bureaus in all regions. The implementation of IFAL in accordance with the predetermined standard and assumption by MoE remain in question in Benishangul Gumuz Region. This study therefore attempted to overview the applicability of functional adult literacy in accordance with the MoE conceptual guidelines.

II. Statement of the Problem

As it has already mentioned in the background section illiteracy is the major challenge in developing countries. Ethiopia is one of the developing African countries that highly threatened by illiteracy for the last few decades. The FDRE government has done a lot of activities to expand adult education in Ethiopia during the last two decades (MoE, 2008). The government addresses adult education in multispectral approach. Various ministries are putting adult education as the center of their agenda. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia (MoE, 2008).Apart from the efforts of the government, a number of non-governmental organizations and community-based organizations are engaged in expanding functional adult literacy programmes.

The action plan of FAL defines the content of the adult and formal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. The draft Adult Education and Alternative Basic Education policies state that, adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today's fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly development themselves (Anís, 2007).

On the other hand, though the concept of MoE look adult education as functional skill particularly designed for illiterate people (in country side) it actual practice remain in question in different times. For instance, (ESDP IV) 2003 EC – 2007 E.C), pointed out some of the basic problem related to functional adult literacy. According ESDP IV, there are differences in the conceptual understanding of Integrated Functional Adult Literacy and lack of standardized parameters. Weakness of facilitators with the required skills and knowledge base that would enable them to implement integrated Functional Adult Literacy as it is intended, inequitable distribution of adult education, low level of relevance in relation to daily life situations.

Besides to the above major problems Mulugeta, (2002) found out problems related to the implementation of adult literacy program in east Gojjam zone. According to Mulugeta (2002), in the region Woreda education office staff, the literacy teachers and even literacy participants have correct understanding on the basic concepts of the strategy document. However, the knowledge couldn't be able to maximize the rate of adults' participation.

This study attempts to evaluate the practice of the functional adult literacy program in accordance the theoretical frame work set by MoE (2008) strategy and DVV international theoretical suggestions in Benishangul Gumuz region. In this study, therefore, the researcher attempts to see some of the gaps that observed regarding the poorly practiced Integrated Functional Adult Literacy and whether teaching of adults is undertaking on life skills improvement that encompasses functional skills of literacy and numeracy and to substantiate these skills in the area of health, agriculture, and basic education.

Hence, the researcher attempts to answer the following 3 basic research questions

1. What is the extent of the current literacy and numeracy skill of learners of integrated functional adult literacy in Metekel Zone?
2. What is the level of teachers' capability in integrating different skills of literacy and numeracy and thereby set out indicators of these skills when teaching Functional Adult Literacy?
3. What is the extent of teachers in internalizing and applying the conceptual frame work of integrated functional adult literacy?

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III. Objectives of the Study

a) General Objective

This study generally aimed at investigating the current practice of Functional Adult Literacy in Metekel zone primary schools. The inquiry was tried to assess the actual practice of functional literacy in the zone. The study attempts to find out whether or not the program under functional adult literacy was implemented in accordance with the guidelines stated by different literature, particular MoE, DVV international and other scholarly suggested basis of IFAL.

b) Research Methodology and Design

This section contains method that the researcher used to undertake the study. The research methodologies employed in the study are both qualitative and quantitative approaches. These methodologies appeared necessary for the researcher in order to investigate the practice of functional adult literacy in Metekel Zone. It is also helpful to mix both methods in order to strengthen the study by triangulating both methods. According to Frankel, Wallen and Hyun (2012) those who engage in such research claim that the use of both methods provides a more complete understanding of research problems than does the use of either approach alone and referred to as mixed research.To get meaning out of raw data, evaluative research was employed. The rationale behind evaluative research is to improve the program to be evaluated and helps to form or strengthen it by examining the delivery of the program or technology and the quality of its implementation (Fraenkel, et., al. 2012).

c) Sample Size and Sampling Technique

Since it is difficult to investigate all zones in the Region, the researchers selected one zone purposively. The rationale behind purposive sampling is it represents a group of different non-probability sampling techniques. Also known asjudg mental, selective or subjective sampling.

Table 3.2 : Interpretation of Lickert scale used in the questionnaire.

Mean	Degree	Opinion
4.5–5	Very high	Strongly agree
3.5–4.4	High	Agree
2.5–3.4	Moderate	Undecided
1.5–2.4	Low	Disagree
1.0–1.4	Very low	Strongly disagree

Source: Walters and Kücük (2009). Oxford University Press, ELT Journal Volume, 63(4), pp.332-342.

d) Reliability and Validity of the Questionnaire

As it was already mentioned in the above discussion, to obtain the advantage of reliability of the questionnaire, the researcher was employ pilot testing in 4 primary schools (Womb era, Bullen, Dibati and Mandura secondary schools). Accordingly, the result was calculated by Cronbach Alph. The obtained result was 0.85.

e) Data Obtained through Questionnaire

The first major research question is concerned with the current literacy and literacy status of learners' on integrated functional adult literacy skill. The aim of this research question was to elicit information about learner current figure concerning literacy and numeracy skill in Benishangul Gumuz. The analysis of the questionnaire was made by categorizing teachers' Woreda in order to compare their mean value at different Woredas. Subsequent to the first analysis One-way ANOVA was used to see if there is a difference between teachers of five woredas on this research questions. Categorization was deliberately planned in order to avoid overgeneralization that might occur in case of Woreda in relation to educational administration, teachers' knowledge and students' knowledge of functional adult literacy skills. Finally, it was essential to test learners' skill particularly the literacy and numeracy skill by contextualizing with their daily activates. Accordingly, ten learners were used by randomly selecting from all woredas.

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Table 4.1 : Teachers opinion about the literacy skill of integrated functional adult learners

Teachers		Items				
		1. The current adult learners are able to write and read texts	2. Adult learners are able to identify written letters and words	3. Adult learners are able to identify familiar words.	4. Learners are able to identify strange words	4.Learners are able to identify, write, read and comprehend long sentences
Dibati	M	4.11	3.66	3.55	3.66	3.66
	N	9	9	9	9	9
	SD	0.60	0.5	0.72	0.70	0.5
Bulen	M	3.8	2.9	3.1	3.7	3
	N	10	10	10	10	10
	SD	0.63	0.87	0.99	0.82	1.05
Wombera	M	3.68	2.63	2.21	3.47	3.31
	N	19	19	19	19	19
	SD	0.74	0.89	1.27	0.84	0.82
Mandura	M	4.33	2.91	3.41	4	3.41
	N	12	12	12	12	12
	SD	0.65	0.99	0.99	0.42	0.51
Pawi	M	4.15	2.76	2.92	3.61	3.46
	N	13	13	13	13	13
	SD	0.89	0.83	1.03	0.65	0.77
Total	M	3.98	2.90	2.92	3.6	3.36
	N	63	63	63	63	63
	SD	0.75	0.89	1.15	0.71	0.76

***Key**: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree*

As it has presented on the above Table 4.1 the mean value of teachers' response about adult learners' skill of writing and reading indicated high for all Woreda teachers with mean value of (3.9). When we see the mean value of each Woreda, Dibati (4.3), Bulen (3.8), Wombera (3.6),Mandura (4.3), and Pawi (4.1). According to teachers opinion this result indicated that the literacy and numeracy skill was well addressed in the zone.

Item 2 deals with whether or not all adult learners are able to identify letters and words. On this item, teachers from Dibatie Woreda responded agreed (high) with mean value of (3.6). Other however, responded moderate. These are Womb era (2.6), Mandura (2.9), Pawi (2.7). According to data obtained from teachers of five woredas, the overall mean value showed moderate. The result obtained from five woredas confirmed that there is disparity in responding to this item. As we can see from the obtained values, only Dibatiworeda strongly agreed that adult learners are able to identify letters and words.

According to The Washington State Adult Learning Standards (2012) adult learners need to write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names, signatures, addresses), numbers (dates, phone numbers, addresses, prices, etc) and simple phrases to convey information with minimal attention to audience. Besides, adult learners are also thought towrite individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors.

Item 3, on the other hand, elicits almost similar information whether or not functional adult learners of Metekel Zone are able to identify familiar words. The entire mean value for this item in five woredas teachers showed moderate with mean value of 2.9. As it has indicated on the Table, there is inconsistency of mean values to all woredas. Teachers from Dibati Woreda, for instance, responded high (3.5) while others such as Bulen (3.1), Mandura (3.4), Pawi (2.9) responded moderate. On this item, (The Washington State Adult

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Learning Standards, 2012) set a standard that adult learners need to apprehend appropriately use of every day, familiar vocabulary to produce several sentences on a familiar topic. Adult learners are still expected to make a few simple content changes based on review and feedback from others.

Concerning item 4 whether or not learners identify strange words only teachers from Wombera Woreda responded moderate (3.4). Four Woreda, on the other hand, responded that high about the learners' skill in identifying strange words. More specifically, teachers from Dibati (3.6), Bulen (3.7), Mandura Woreda (4), and finally Pawi Woreda (3.6) believed that adult learners able to aware of strange words. The whole mean value for this item indicated high with value of (3.6).

According to EFF content standards in 2009, (as cited in The Washington State Adult Learning Standards, 2012) adult learners need to decode and recognize every day words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

Item 5 deals with if learners are able to identify, write, read and comprehend long sentences. This item is quite different from the rest of four items in that it focuses on adult learners comprehension of long sentences. Regarding this item all teachers of all woredas responded moderate. Bulen (3), Womb era (3.3), Mandura (3.4) and Pawi (3.4).Teachers in Dibati Woreda, however, responded high (3.6). According to,Cree, Key, & Steward, (2012).),literacy has traditionally been limited to the ability to read, write and computation of numbers. In particular, reading has meant perusal and analysis of printed texts such as books and newspapers. Adult learners in today's workforce, therefore, are expected to create, edit and read numerous documents on a computer. The more literate an individual, the more likely he/she is to be in a job role that requires reading and understanding long sentence.

Table 4. 2 : Teachers' opinion about integrated functional adult learners' numeric skill

Woredas		Items		
		6. Studentsare able to read and write from 0-100	7.Students are able to read and write all the four mathematical operations and thereby add, subtract, divide and multiply	8.Students are able to draw Tables, charts, graphs, and analysis their basic assets
Dibati	M	4.11	4.33	2.33
	N	9	9	9
	SD	0.92	1.41	1.41
Bulen	M	4.3	4.1	2.1
	N	10	10	10
	SD	1.05	0.73	0.87
Wombera	M	4.21	3.15	2.15
	N	19	19	19
	SD	0.91	1.11	1.16
Mandura	M	3.16	4.58	2.58
	N	12	12	12
	SD	1.02	1.08	1.16
Pawi	M	4.67	3.30	2.30
	N	13	13	13
	SD	0.81	1.18	1.25
Total	M	4.38	3.68	2.28
	N	63	63	63
	SD	0.91	1.09	1.15

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

Table 4.2 shows items related to indicators of numeracy skill of adult learners in five woredas. As it has indicated on the above Table item 6 concerned about learners' ability of reading numbers from 0-100. According to the result obtained from teachers of Dibati, Bullen, Womb era and Pawi Woreda, there is high value. The obtained mean value is 4.1, 4.3, 4.2, and 4.6 respectively. Teachers from Manduraworeda, however, replayed moderate with mean value of 3.1. The entire mean value for this item revealed high (4.3). This

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indicates that students are capable enough to count numbers even to three digits.

Item 7 was designed to obtain information about ability of adult learners' in reading and writing the four mathematical operations. This item aimed at getting information if learners can add, subtract, divide and multiply numbers. On this item teachers from Manduraworeda responded very high (4.5). Three woredas such as Dibati and Bulen, on the other hand, responded high with mean value of (4.3 and 4.1) respectively. The other two woredas; Wombera and Pawi, responded moderate with mean of (3.3) and (3.1) respectively. The sum means value for this item showed high (3.6). Numeric skill mostly to do with mathematical concepts and procedures, to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension clearly indicate the numeracy skill of functional learners (The Washington State Adult Learning Standards, 2012).

Item 8 concerned with whether adult learners draw Tables, charts, graphs, plan, budget and even analyse their basic assets. Almost all teachers in all woredas responded low for this item. For instance, Dibati and Pawi (2.3), Bulen and Wombera (2.1). Only, teachers of Manduraworeda replayed moderate with the mean value of 2.5. According to the standard set by (WSALS, 2012) function adult learners highly required to understand, interpret, and work with pictures, numbers, symbolic information and communicate results using a variety of mathematical representations, including graphs, charts, Tables and algebraic models.

Table 4. 3 : teachers' opinion concerning indicators of adult learners' numeracy and literacy skill in accordance with the DVV international training module

All Teachers		Items					
		6. Students are able to read and understand Drs prescriptions of medicines and taking of pills	7. Adult learners able to read and write time Tables	8. Learners are able to list out price of materials for purchasing	9. Learners can operate amount of loans and interest rate	10. Adult learners able to write and read bank slips and hence can transfer and receive money	11. Learners can identify rating symbols (eg. Kg, mm., m,) and so on.
Dibati	M	2.66	2.44	2.22	2.22	2.44	2.11
	N	9	9	9	9	9	9
	SD	1	1.01	1.09	0.97	1.13	0.78
Bulen	M	2.4	2.4	2.4	2	2.5	2.1
	N	10	10	10	10	10	10
	SD	1.07	1.17	1.17	0.66	1.08	1.28
Wombera	M	2.52	2.47	2.31	2.15	2.52	2.15
	N	19	19	19	19	19	19
	SD	0.96	0.96	1.05	0.76	1.02	1.01
Mandura	M	2.41	2.33	2.33	2.33	2.25	2.25
	N	12	12	12	12	12	12
	SD	0.99	0.98	1.2	0.77	0.96	1.13
Pawi	M	2.46	2.38	2.30	2.15	2.23	2.07
	N	13	13	13	13	13	13
	SD	1.05	1.04	1.18	0.80	0.92	1.11
Total	M		2.41	2.31	2.17	2.39	2.14
	N		63	63	63	63	63
	SD		0.99	1.10	0.77	0.99	1.04

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

Items prepared under this category are designed based on indicators of DVV international (2002) of the functional skill of adults and thereby look in to the integration of numeracy and literacy skill in their

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daily life. This category attempts to examine items previously responded by teachers on the literacy and numeracy skill of adult learners. In doing so, this category also attempts to answer research question number 2 about the level of students and teachers understanding of the integrated functional adult literacy and numeracy skills and how teachers follow indicators during class room instruction for both skills.

Hence, according to Table 4.3 of item 9, about learners' ability to read and understand Dr's medical prescriptions and taking of pills, the data obtained from all subjects of five woredas teachers indicated that 3 woredas responded low (2.4). These are Bulen, Mandura and Pawi. The rest of two Woredas, however, answered moderate with mean value of Dibati (2.6) and Wombera (2.5). The sum value of this item showed that low (2.4). According to Cree, Key, Steward, (2012).) individual may have basic reading, writing and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday life. Such tasks may include: reading a medicine label reading a nutritional label on a food product. Moreover, applying knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension is the other aspect in which of numeracy skill. Based on this conceptual understandings of literacy skill adult learners are expected to record, count, and have clear view of their children's age. It is also factual that illiteracy significantly limits a person's ability to access, understand and apply health-related information and messages and ultimately results in poor household and personal health, hygiene and nutrition.

Item 10 was designed to extracts information about whether or not adult learners able to read and write time Tables and charts. All teachers of five woredas responded similarly. The data obtained indicated low. WSALS, (2012) states that function adult learners highly required to understand, interpret, and work with pictures, numbers, symbolic information on Tables and communicate results using a variety of mathematical representations, including graphs, charts, Tables and algebraic models.

Item 11 deals with information concerning whether or not adult learners able to list out cost break down of goods for daily consumption particularly when shopping. For this item three woredas scored similar mean value and it showed low (2.3). Similarly the other two woredas also appeared to have similar mean value that showed low (2.2 and 2.3) for Dibati and Bulen respectively. The total mean value of all woredas teachers for this item showed that low 2.3. Concerning this item, (Cree, Key, & Steward, 2012).)explained that calculating the cost and potential return of a financial investment, filling out a home loan application are indicators of functional adult learners' mathematical skills.

Regarding learners skill of financial knowledge such as having a clear knowledge about amount of loans and interest rate in Table 4.3 of item 12, all teachers of the five woredas responded low. The mean value for each woredas showed Dibati (2.2), Bule (2), Wombera (2.1), Mandura (2.3), and Pawi (2.1). The overall mean value for this item indicated low. This is an indication of poor literacy skill which limits a person's ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills and calculating the cost and potential return of a financial investment.

When we see item 13 whether or not adult learners of Metekel Zone able to read and write on bank slips for their likelihood of using it for many transfer and receive, respondents of two woredas decided moderate. These woredas are Bulen and Wombera (2.5). The rest of three woredas, however, confirmed low; Dibati (2.4), Mandura and Pawi (2.2). The mean values of all teachers in five woredas indicated low (2.3). Researchers such as (Cree, Key, & Steward, 2012) state that filling out a job application, reading and responding to correspondence in the workplace, filling out a home loan application, reading a bank statement, comparing the cost of two items to work out which one offers the best value, working out the correct change at a supermarket imply the functional skill of learners.

Item 14 is about adult learners' potential in identifying units such as kg, m. l, and m.m. cm and so on. All respondents of five woredas answered disagree (low). The mean values of Dibati, Bulen and Wombera teachers (2.1), Mandura (2.2) and Pawi (2.0). Finally, the overall mean value also reveals low (2.1). We can deduce from the obtained data that learners attain poor skill while they need to understand, interpret, and work with pictures, numbers, and symbolic information are mark of functional skill.

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Table 4.4 : teachers' opinion concerning indicators of adult learners' numeracy and literacy skill in accordance with the DVV international training module

All Teachers		Items				
		12. Learners able to plan and budget	13. Adult learners able to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting.	14. Adult learners able to measure amount of activities they perform in their daily life e.g milking, counting grains by scientific measurement like k.g	15. Adults able to record the number of their cattle, chickens, products using all units	16. Adult learners able to use fertilizers by counting and measuring amounts required
Dibati	M	2.11	2.55	2.55	2.77	2.55
	N	9	9	9	9	9
	SD	0.92	1.33	1.01	1.20	1.42
Bulen	M	2.6	2	2.9	2.6	2.9
	N	10	10	10	10	10
	SD	1.26	0.81	1.10	1.07	1.44
Wombera	M	2.42	2.21	2.68	2.57	2.68
	N	19	19	19	19	19
	SD	1.07	1.08	1.15	1.12	1.45
Mandura	M	2.33	2.33	2.91	2.58	2.83
	N	12	12	12	12	12
	SD	1.15	1.30	1.08	0.90	1.26
Pawi	M	2.46	2.23	2.76	2.46	2.92
	N	13	13	13	13	13
	SD	1.19	1.23	1.16	0.96	1.44
Total	M	2.39	2.25	2.76	2.58	2.77
	N	63	63	63	63	63
	SD	1.10	1.13	1.08	1.02	1.37

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

Item 15 is about teachers' opinion whether or not adult learners in Metekel zone can plan and budget for their daily activates. Only teachers of BulenWoreda responded moderate and the mean value of this woreda was (2.6). The other four woredas replayed low (disagree) and the mean values were Dibati (2.1), Wombera (2.4), Mandura (2.3), and Pawi (2.4), The sum total of mean value for this item indicated low (2.3).

Regarding adult learners ability in planning for agricultural issues such as; ability to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting by using numeracy and literacy skill appeared on item 16, respondents still believed low. More over teachers of all woredas confirmed low with the total mean value of (2.2). Dibati (2.5), Bulen (2), Wombera (2.2), Mandura (2.3) and Pawi (2.2). According to (Tefera 2006, as cited in MoE, 2008) the main aims of the Farmers Training Centers are: to give specialized training on modern farming techniques, to provide agricultural extension services easily, to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc, to serve as permanent exhibition centers to transfer technologies.

It is also clear that Ethiopia's development strategy is summarized as the Agricultural-Development-Led Industrialization (ADLI). In this long-term strategy, agriculture is playing a leading role in the growth of the economy. Its broad objectives are to modernize agriculture and improve its efficiency and productivity, ensure food security, create employment opportunities and enhance the country's foreign exchange earnings with the aim to promote the development of a vibrant industrial sector and accelerate overall economic growth. Agriculture development led industrialization is supplemented by sector specific strategies in areas such as health, education, ICT, population, industry, etc.

Item 17 is about adult learners' knowledge of measuring daily activities, for instance, how much

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product they obtain from their daily activities. All teachers asserted moderate. This item attempts to elicit information about adult learners' skill of measuring amount of activities they perform in their daily life (e.g. milking, counting grains by scientific measurement like k.gs, e.t.c). The mean value for all five woredas indicated 2.7 which confirmed moderate value. According (Anthony, Cree, Andrew Key June Steward, 2012) function adult literacy also deals with reading a medicine label, reading a nutritional label on a food product, balancing a cheque book, filling out a job application, reading and responding to correspondence in the workplace, filling out a home loan application reading a bank statement, comparing the cost of two items to work out which one offers the best value and working out the correct change at a supermarket.

Item 18 deals with whether or not adult learners able to record and document the number of their cattle, chickens, amount of yields they obtain using all measuring units. Teachers from four woredas believed moderate. The obtained mean values from these woredas are Dibati (2.7), Bulen (2.6), Wombera and Mandura (2.5). PawiWoreda teachers, however, responded that (disagree) low (2.4). The overall mean value showed that moderate (2.5).

Similarly, item 19 deals with whether or not adult learners in Metekel Zone are able to use fertilizers by counting and measuring the amount to be used scientifically rather than in traditional way. On this item all teachers of five woredas answered moderate that the total mean value of 2.7. According Ministry of Agriculture training program seeks to provide "agricultural sector workers with skills more relevant to the evolving needs of employers and the economy" and "to create business oriented and environmentally conscious farmers who can make use of modern technologies and produce quality farm products" (Tefera, 2006).

Table 4.5 : teachers' opinion on teaching based on conceptual frame work of IFAL designed by MoE

Teachers		Items						
		20. If it is important to have knowledge of different sector	21. If teachers teach based on students daily experience	22. If teachers teach learners based on life skills,	23. Business skills to handle gainful occupations, micro credits and participate in economic life.	24. Teachers trained based on MoE adult education strategy	25. If teachers have clear list of indicators on IFAL	26. Students are able to differentiate decimals, mathematical properties, ratios, bases hundreds and even identified symbols such as %$
Dibati	Me	2.22	2.3	2.55	2.11	2.55	2.11	2
	N	9	9	9	9	9	9	9
	SD	0.97	1.5	1.13	0.78	1.13	0.78	0.86
Bulen	M	2.7	3	2.2	2.2	2.2	2.2	2.6
	N	10	10	10	10	10	10	10
	SD	1.15	1.41	0.91	0.78	0.91	0.78	0.96
Wombera	M	2.47	2.52	2.42	2.10	2.42	2.10	2.57
	N	19	19	19	19	19	19	19
	SD	1.07	1.54	1.12	0.80	1.12	0.80	1.12
Mandura	M	2.66	2.5	2.5	2.16	2.5	2.16	2.08
	N	12	12	12	12	12	12	12
	SD	1.07	1.31	1.08	0.71	1.08	0.71	0.99
Pawi	M	2.53	2.46	2.38	2.07	2.38	2.07	1.69
	N	13	13	13	13	13	13	13
	SD	1.12	1.45	1.12	0.75	1.12	0.75	1.18
Total	M	2.52	2.55	2.41	2.12	2.41	2.12	2.22
	N	63	63	63	63	63	63	63
	SD	1.0603886	1.4230564	1.0570031	0.7511725	1.0570031	0.75117249	1.08426346

Key: 4.5–5 -Veryhigh:Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

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Item 20 refers to whether teachers integrate health, agriculture and home economics rather than only focusing on reading and writing skill. Teachers from two woredas believed low. Others, Mandura (2.6), Bulen (2.7), Pawi (2.5) responded moderate (undecided). Others such as Dibati and Wombera responded moderate with mean value of 2.2 and 2.4 respectively. According to (World Bank, 2014) the functional adult literacy program has a positive influence on the income and nutrition of participants' households. Farmers start to use fertilizers and apply new agricultural practices to improve crop yield. Such activities clearly require education to incorporate the use of fertilizers based on predetermined scientific recommendations. Households diversify their agricultural activities to reduce malnutrition. Moreover, the programme's training in technical and business development skills contributes to rising incomes. Learners also start to save more as they become more familiar with the concept of saving.

Item 21 deals with whether or not teachers believe that they have to teach adults based on their daily experience such as farming, family planning, working on their daily financial break down etc. as we can see from the Table that the overall mean value for this item indicated moderate. World Bank (2014) states there are positive health outcomes associated with the IFAE (Integrated Functional Adult Education) programme. Parents tend to vaccinate their children more frequently and mothers are more likely to understand the dangers of pregnancy, to receive pre- and post-natal health care and to engage in family planning. In addition, the personal hygiene of participants also improves. For example, after participating in this programme, some participants and their families began to construct and utilize latrines (World Bank, 2014). Additionally, according to implications for education and training policies in Europe (2013) adult learners need to understand complex representations, and abstract and formal mathematical and statistical ideas, sometimes embedded in complex texts.

Item 22 attempted to elicit information about whether or not adults have to be educated based on the life skill awareness of issues related to health, family planning and environmental protection. Two woredas responded moderate such as Dibati and Mandura 2.5. Others, Bulen (2.2) Wombera (2.4), Pawi (2.3) responded low (disagree). According to (MoE, 2006 as cited in MoE, 2008), functional adult education incorporates it defines some of life- skills as, "skills useful for other aspects of life, such as agriculture, health, civic education, cultural education" and "primary health care, prevention of diseases such as malaria, HIV/AIDS, etc, family planning, environment, agriculture, marketing, banking, gender, etc.

Question number 23 is about whether or not adult learners need to be acquainted with business skills to handle gainful occupations, micro-credit and participate in daily life. Teachers in Metekel Zone disagreed that they understand about inclusion of business skill on their classroom instruction. The total mean value of teachers in all woredas is almost similar. As it has showed on the above Table, Dibati, Wombera and Mandura (2.1), Bulen (2.2), and PawiWoreda (2) disagreed for this item. Technically, the experience gathered and the lessons learnt in Ethiopia suggest that Adult learners need functional approaches geared to an effective improvement of their livelihoods. Otherwise, they will simply drop out. The combination of basic education (literacy and numeracy) with micro- and small enterprise development tools including micro-finance (Triennale on Education and Training in Africa, 2012).

Item 24 concerned with whether or not teachers of Metekel Zone are well trained how to teach functional adult literacy skill in line with the MoE frame work. Teachers in three woredas responded low (disagree) with the mean value of Bulen (2.2), Wombera (2.4), Pawi (2.3). The other two woredas believed that moderate (undecided) about the training of teachers how to teach IFAL with mean value of Dibati and Mandurs (2.5). According to ESDP IV 2010/2011 – 2014/2015 the concept of integrated IFAL has been defined in the Master Plan for Adult Education, which the Ministry has developed with support from DVV international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Moreover, according to (MoE, 2008) teacher training colleges are providing trainings to formal teachers and are increasingly becoming involved in the training how to teach integrated functional adult learning.

When we see item 25 concerning whether or not teachers have clear list of indicators how to teach and evaluate learners in accordance with the integrated functional adult literacy strategy developed by MoE and indicators appeared on manuals of DDV international. From five woredas three woredas responded similarly. Bullen, Wombera, and Pawi responded low (disagree) with mean value of (2.2, 2.3 and 2.3). The rest two woredas also responded moderate with mean value of 2.5 for Dibate and Mandura respectively. The total mean value showed that low (2.4) that indicated low (disagree).

The conceptual framework of adult education integration refers to bringing together different subject matters and different types of activities so that they can all be used to solve the problem which is being dealt

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with.Integration is important because in people's lives one problem may arise from different things and it is not usually possible to solve a problem by looking at one aspect only.

According to ADEA (Association for the Development of Education in Africa, 2012), maintaining sustainable land management and agricultural production system is a question of survival for the growing Ethiopian population. This means innovations not only for increased productivity, but also for the use of renewable energies (e.g. biogas), recycling, water-saving technologies (e.g. rain water harvesting schemes), and erosion-protective new methods in agriculture (e.g. drip irrigation). All these aspects can be addressed in responsive adult education programs and be linked with literacy, numeracy and business skills. Besides to this health-related education (including child care, reproductive health and HIV/AIDS-sensitization) can well be linked to IFAL especially, when – as is the case in Ethiopia - health agents, familiar with respective local languages and cultures are available. This big potential for synergy is still to be fully tapped.

Concerning item 26 learners knowledge of differentiating decimals, mathematical properties, ratios, base ten, hundreds, and thousands and symbols such as %,$ and others. The total mean value for this item showed (2.2) that indicated low. Woredas such as Bulen and Wombera teachers responded moderate with mean value of (2.6) and (2.5). Adult learners need to understand complex representations, and abstract and formal mathematical and statistical ideas, sometimes embedded in complex texts. They can integrate several types of mathematical information where considerable translation is required (The Survey of Adult Skills: Implications for education and training policies in Europe, 2013).

In general terms, IFAL strategy builds on indigenous knowledge and planned to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture (including off-farm activities), health, civic, cultural education, etc. That is why it is named as "integrated" as studies show that relevance and utility are key factors to accelerated skills acquisition and increase the likelihood that participants will want to expand their knowledge base through other learning opportunities, the Master Plan builds on integration: IFAL programs must be integrated to livelihoods and life skills to be successful (Triennale on Education and Training in Africa, 2012). Accordingly, as far as a large number of literacy teachers are recruited from primary schools it highly requires methodological training how to integrate different functional skill in line with classroom instruction. It is also significant for trainees to attend a short training course organized by their provincial directorate of education both on the conceptual framework of IFAL and it methodological presentation.

IV. Analysis by using one-Way-Anova

As it has mentioned in the earliest part of this paper it is indispensable to see the significances differences between groups on the data obtained from five Woreda. The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of five woredas as they are independent (unrelated) groups.Hence, using one-way ANOVA Table is required in order to apprehend difference occur between groups on the first category and the second category which states the knowledge of adults in numeracy and literacy skill andteachers opinion on the indicators of numeracy skill of students. Moreover, One-Way ANOVA is also needed to see the differences within groups and between groups on if teachers are capable enough to integrate the theoretical framework of IFAL as it has indicated on the national strategy of "integrated functional adult literacy."

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Table 4. 6 : ANOVA Table about opinions of all woredas teachers concerning learners' literacy skill

Items		Sum of Squares	df	Mean Square	F	Sig.
1. The current adult learners are able to write and read texts	Between Groups	4.031001	4	1.00775	1.8883	0.125
	Within Groups	30.95313	58	0.53367		
	Total	34.98413	62			
2. Adult learners are able to identify written letters and words	Between Groups	6.88316	4	1.72079	2.3459	0.065
	Within Groups	42.54541	58	0.73354		
	Total	49.42857	62			
3. Adult learners are able to identify familiar words.	Between Groups	16.48331	4	4.12083	3.6148	0.011
	Within Groups	66.11986	58	1.14		
	Total	82.60317	62			
4. Learners are able to identify strange words	Between Groups	2.086235	4	0.52156	1.0113	0.409
	Within Groups	29.91377	58	0.51575		
	Total	32	62			
5. Learners are able to identify, write, read and comprehend sentences	Between Groups	2.350476	4	0.58762	0.995	0.418
	Within Groups	34.2527	58	0.59056		
	Total	36.60317	62			
6. Learners are able to read, write and even comprehend long sentences.	Between Groups	7.377762	4	1.84444	2.4913	0.05
	Within Groups	42.9397	58	0.74034		
	Total	50.31746	62			

The mean difference is significant at 0.05 levels. Key: df: degree of freedom; F: value between groups and with in groups [to be referred from F Table]: Sig: significant difference between groups

One way ANOVA was conducted to identify if any difference exist in the respondents perception across the 5 (five) woredas. The items under each variable were aggregated in to categories based on inter–item correlation analysis of the data. The ANOVA result in the Table 4.6 shows that no significant difference existed among the woredas except for item number 3 (0.011) with confidence interval $p<0.05$ $F(4,58) = 3.61$. In the above Table 4.6, analysis of One-Way ANOVA showed that the calculated value of *F* is less than the Table (4, 58: see distribution of F on statistical Table value) at 5% level with degree of freedom being between groups = 4 and within groups= 58 could have arisen due to chance. This analysis supports the null-hypothesis of no difference in sample means. We may, therefore, conclude that the difference in result about adult learners' knowledge of numeracy and literacy skill obtained from teachers was insignificant and is just a matter of chance. For item 3 however, there is a significance difference as far the calculated value were 0.01 and 0.05 as p-value is ≤ 0.05 that reveals learners are able to read, write and even comprehend long sentences.

In other words, there is no statistically significant difference between all teachers of all woredas except for item 3 and 6. This means that all levels of teachers have the same knowledge regarding the literacy and numeracy skill with $p < 0.05$ for all variables. UNESCO indicates that education improves understanding of new technologies and facilitates their diffusion and implementation – factors which also promote economic grow. But if the literacy being taught in schools does not include functional skill-based texts, there is little incentive for young people to master literacy skills which they feel are irrelevant to them. Without solid literacy and numeracy skills, technological literacy is hard to achieve. Those people who have strong basic literacy and numeracy skills combined with advanced functional literacy are valuable human capital to their nations and the global economy. Without such expertise, it is impossible to compete effectively in the global marketplace.

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Table 4. 7 : teachers' opinion on the indicators of numeracy skill of students

Items		Sum of Squares	df	Mean Square	F	Sig.
1. The current adult learners are able to write and read texts	Between Groups	4.031001	4	1.00775	1.8883	0.125
	Within Groups	30.95313	58	0.53367		
	Total	34.98413	62			
2. Adult learners are able to identify written letters and words	Between Groups	6.88316	4	1.72079	2.3459	0.065
	Within Groups	42.54541	58	0.73354		
	Total	49.42857	62			
3. Adult learners are able to identify familiar words.	Between Groups	16.48331	4	4.12083	3.6148	0.011
	Within Groups	66.11986	58	1.14		
	Total	82.60317	62			
4. Learners are able to identify strange words	Between Groups	2.086235	4	0.52156	1.0113	0.409
	Within Groups	29.91377	58	0.51575		
	Total	32	62			
5. Learners are able to identify, write, read and comprehend sentences	Between Groups	2.350476	4	0.58762	0.995	0.418
	Within Groups	34.2527	58	0.59056		
	Total	36.60317	62			
6. Learners are able to read, write and even comprehend long sentences.	Between Groups	7.377762	4	1.84444	2.4913	0.05
	Within Groups	42.9397	58	0.74034		
	Total	50.31746	62			

The mean difference is significant at 0.05 levels. Key: df: degree of freedom; F: value between groups and with in groups [to be referred from F Table]: Sig: significant difference between group.

As we can see the items under each variable were aggregated in to categories based on inter–item correlation analysis of the data. The ANOVA result in the Table 4.7 shows that no significant difference existed among the woredas for all items. The calculated value of*F* is less than the Table value of 2.53 (4, 58) at 5% level with degree of freedom being between groups = 4 and within groups= 58. This could have arisen due to chance. The analysis, therefore, supports the null-hypothesis of no difference in sample means. Therefore, we can conclude that the difference in result about belief of teachers on numeracy skill of particularly mathematical operations, drawing Tables, charts, graphs, planning budget and analysis of financial matters was insignificant and is just a matter of chance.

In other words, there is no statistically significant difference between all teachers of five woredas (Dibati, Bullen, Wombera, Mandura and Pawi). This indicates that all levels of teachers have the same knowledge regarding the general perception of adult learners' numeracy skill with $p < 0.05$ for all variables. It also indicated that the frequent inclusions. Numeracy and literacy skill of adult can be defined and selected in terms of data to be used in solving the problem, determine the degree of precision required by the situation, solve problems using appropriate quantitative procedures and verify that the results are reasonable, communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

Table 4.8 : theoretical understanding of teachers on integrated functional adult literacy

Items		Sum of Squares	df	Mean Square	F	Sig.
11.Knowledge about health, agriculture and home economics do not as such matter as adults able to write and read.	Between Groups	1.42	4	0.35	0.30	0.87
	Within Groups	68.28	58	1.17		
	Total	69.71	62			
11. It is not critical to think about adult learners knowledge of planning,	Between Groups	0.93	4	0.23	0.27	0.89
	Within Groups	49.06	58	0.84		

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budgeting, scheduling things in their daily life as far as they can read and write.	Total	50	62			
12. I personally believe that I have to teach adults based on their daily experience such as farming, family planning, calculating their interest and loan rates.	Between Groups	2.58	4	0.64	0.305	0.87
	Within Groups	122.96	58	2.12		
	Total	125.55	62			

The mean difference is significant at 0.05 levels Key: df: degree of freedom; F: value between groups and with in groups [to be referred from F Table]: Sig: significant difference between groups

In the above Table, analysis of One Way ANOVA showed that the calculated value of*F* is less than the Table value of 2.53 (4, 58) at 5% level with degree of freedom being between groups = 4 and within groups= 58 could have arisen due to chance. This analysis supports the null-hypothesis of no difference in sample means. We may, therefore, conclude that the difference in result about opinion of teachers on numeracy skill of adult educators of knowledge about mathematical operations, drawing Tables, charts, graphs, planning budget and analysis of financial matters was insignificant and is just a matter of chance.

There is no statistically significant disparity between all teachers of five woredas (Dibati, Bullen, Wombera, Mandura and Pawi). This does mean that all levels of teachers have the same awareness regarding the general perception of adult learners' numeracy skill with $p < 0.05$ for all variables. According to Ethiopian Ministry of Education report in ESDP IV this is attributable to a variety of factors, including lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals and unavailability of human resources at the grassroots level. Moreover, coverage of programs seems to be decreasing instead of increasing. Hence, this implies that, according to (DSDP IV, 2003-2007 E.C) that the literacy and numeracy skill are not still well addressed.

V. Data Obtained by Testing

As it has already mentioned earlier, besides to questionnaire, to answer research question number 1 about the current status of functional adult teaching and learning in Metekel Zone and research question 2 about the level of teachers understanding in integrating different skills of literacy and numeracy skill preparing test was indispensable. Accordingly, this question was already prepared to triangulate teachers' opinion on numeric and literacy skill and to triangulate the actual data obtained through testing. This data gathering technique is therefore essential to find appropriate data for the study since the researcher collected data through questionnaire requires substantiation through testing to answer questions concerning IFAL.

Table 4.9, *:* Data obtained from testing to obtain the functional skill of adult learners.

Q1. W/roAbebech was told by doctor to follow injection and pills for 7 days.

Items		F	%	Valid %	Cumulative %
1.1. How many injections will she take within three days?	Right	3	30%	30.0	30.0
	Wrong	7	70%	70.0	100.0
	Total	10	100.0	100.0	
1.2. How many pills will she take within four days?		F	%	Valid %	Cumulative %
	Right	5	50.0	50.0	50.0
	Wrong	5	50.0	50.0	100.0
	Total	10	100.0	100.0	
1.3. How many pills will she take with seven days?		F	%	Valid %	Cumulative %
	Right	4	40.0	40.0	40.0
	Wrong	6	60.0	60.0	100.0
	Total	10	100.0	100.0	
1.4. W/roFatuma give a birth to her child on January, 01 2007. Today is thirteenth of February. How old is Fatuma's child on the coming month.		F	%	Valid %	Cumulative %
	Right	3	30.0	30.0	30.0
	Wrong	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

Note:"right" indicates those who answered right where as "wrong" indicate those who answered wrong.

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As it has indicated on the above table 4.9 only 3 (30%) of respondents were able to answer the item prepared to check how adults integrate mathematical operations with health matters. On this item 7 (70%) of examinees, however, responded wrongly. On item 1 of sub item 1.2 half of respondents answered wrongly. Similarly 5 (50%) of adult educators responded correctly. Item 1.3 deals with whether adult learners properly use the amount of pills they need to take within seven days. Most of respondents 6 (60%) of respondents were not able to answer the question. Others, 4 (40%) were able to answer the question. Regarding item 1 of sub item 1.4 about adult mathematical analysis in estimating the exact age of their children based on the current reference majority (70%) of respondents responded wrongly.

According to (Cree, Key and Steward, 2012) illiteracy also increases the likelihood of high-risk health behaviour, due to lack of awareness about health and family planning and inadequate or no use of contraception. One study showed literate women are three times more likely than illiterate ones to know that a person in seemingly good health. Lack of awareness of contraceptive methods increases the likelihood of unplanned and adolescent pregnancy. In turn, young new mothers are more unlikely to undertake further education or enter the workforce.

Concerning item 2.1 of Table 4.10 half of respondents fail to answer the exact date from second of January. This implies that the literacy and numeracy skill is not being established with their daily activities. Item 2.2 deals with students' knowledge of financial description particularly during shopping. As we can see from the Table, 8 (80%) were not able to answer. Others 2 (20%) of students responded correctly. From the data showed in Table 4.10 of item 2.3 , it was observed that 8 (80%) of the adult learners in five woredas answered wrongly on the question prepared to check their mathematical skill that can be indicated functionally understanding in calculating the interest rate.

While responding to item 2.4 of Table 4.10 (adult learners knowledge of identifying bank slips that indicate their literacy skill), only 3 (30%) of respondents answered correctly. Others, 7 (70%) of respondents replayed that incorrectly. This indicated that there is skill gap in comprehending texts (different formats) that may also help for daily activities. With item 2.5 of Table 4.10, respondents were asked whether they have clear knowledge in identifying unit of measurements. 4 (40%) of respondents answered right and 6 (60%) however responded wrongly. With item 2.6, in similar way to item 2.5 (about unit of measurement) about 3 (30%) respondents answered correctly. Others 7 (70%) of adult learners were able to answer about unit of measurement when sowing seeds. In their reaction to item 2.8 of able 4.10 concerning the operating number of animals such as oxen, sheep and chickens 1(10%) of learners responded correctly and the rest 9(90%) of learners wrongly answered for this item.

VI. Findings

The main purpose of the study was investigating the practice of integrated functional adult literacy in Benishangul Gumuz: Metekel zone.

The data obtained from teachers using questionnaire indicated that there is variability of response among teachers of five woredas. The literacy and numeracy skill of adult learners, teachers believed that learners able to write and read properly. On contrary to this adult learners' ability of identifying familiar words and comprehension of long sentences and words appeared to be deprived. In sum up, the obtained data under this category indicate that still adult learners are not able to attain the literacy skill. Most importantly there was high disparity between Table 4.1 (concerning the actual numeracy and literacy skill) and 4.3 (indicators of numeracy and literacy skill of students).

On this notion, as we have discussed earlier, Table 4.1 looks in to the literacy and numeracy skill. On Table 4.3, however, we can see teachers' opinion concerning indicators of adult learners' numeracy and literacy skill in accordance with the DVV international training module identified as numeracy skill. Data obtained from teachers in Table 4.1 was not in harmony with result obtained from Table 4.3. We deduced from the data that learners may count and identify letters and words but still they are not able to use these skills for functional causes such as health, agriculture and financial purposes. As it has also showed in Table 4.11, majority (70%) of learners were not able to answer the questions prepared based on functional skill of learners indicated in different manuals. Accordingly, this is the other indication of poor literacy skill.

Moreover, the data obtained from testing also showed that most of adult learners fail to answer questions. As we can see from Table 4.9, 7 (70%), 5 (50%) and 6 (60%) of adults failed to get the right answer about the question prepared to elicit information on whether adults able to practice how to use medicines prescribed by medical authorities. Learners also unable to respond to item 1.4 about their children's age. This result clearly showed that adult learners lack potential to address questions that can be mark of their knowledge in whether they are clearly instructed functional adult learning in accordance with competencies related to functional skill.

Additionally, as it has indicated on Table 4.2 of item 6 indicators of the numeracy skill, (whether adult learners able to count from 0-100), of adult learners in

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five woredas the result obtained from respondents showed that high. In contrary to this, the data obtained from testing on Table 4.11 of item 3.1 and 3.6 showed that 80% and 90% respondents answered wrongly concerning financial and operating numbers for daily activities.

Concerning the literacy skill of learners, as it has indicated in Table 4.9 except for item 1.2 5 (50%) learners were not able to answer the question. This indicate that learners still lack mathematical skill of identifying written texts such as medical prescriptions that may also be a mark of their incompetency of numeric skill.

Concerning adult learners skill based on numeric and literacy indicators, there was unpredictability in responding through questionnaire and there were controversies between data obtained through questionnaire and testing. According to the data obtained through questionnaire about adult learners skill of budgeting, draw tables, charts, read and write from 0-100, planning, and analysis their basic assets, ability in reading and writing all the four mathematical operations and thereby add, subtract, divide and multiply, five woredas confirmed that there is low values. Concerning counting numbers 0-100 and mathematical operations, there is high response. Learners, on the other hand, are incompetent in drawing tables, charts, graphs and analyzing basic assets. Moreover, learners were not able to answer questions on identify bank slips and other functional skill that confirm learners' ability of poor literacy skill.

We also obtained from the data that concerning counting of days, months, allocating things financially, sending money by using the right bank slip, identifying the right unit of measurement operating numbers of pet animals. Most of examinees were not able to answer the question. Hence, we confirmed that there was controversy between data obtained by testing and the questionnaire. It was also obtained that 9 students were not able to react to questions correctly.

According to the data gathered to check financial, agricultural and health related indicators of the skill majority of respondents reacted moderately. The ability of adult learners in planning for agricultural issues such as; ability to plan in crop selection, land preparation, seed selection, seed sowing, irrigation, crop growth, fertilizing harvesting by using numeracy and literacy skill is also not satisfactory. Others responded disagreed. This indicates that instructional approach of teaching adult learners was integrative. On Table 4.11 of item 3.4 and 3.5 that deals with adult learners' knowledge in identifying unit of measurement during sowing of seeds, about the right unit of measurement for liquid, and concerning the exact month of farming in Benishangul Gumuz, 30% and 40 % of respondents answered wrongly. 100% of respondents, however, responded that they able to know the exact date for farming in the region.

VII. Recommendation

According to the conclusion there are factors that affect the practice of integrated functional adult literacy in Benishangul Gumuz Metekel zone because of inappropriate practice of teaching in primary schools. In order to tackle these problems the researchers would like to forward the following recommendations:

- Since, scholarly identified conceptual understanding of functional adult literacy were not well treated by elementary teachers in Metekel zone, it is legitimate for teachers to have a systematic approach in applying teaching and learning based on the theoretical recommendation by MoE and ESDP IV that is integrating health, education and agriculture. Whenever it appears mandatory for the teacher to teach students in collaboration with various sectors such as health and agriculture it is legitimate to follow such guidelines to obtain the optimal result estimated by MoE. According to MoE, 2008 all efforts in IFAL are being coordinated and integrated under one national strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: Ministries of Education, Agriculture, Health, Social and Labour Affairs, Youth and Sport and Women's Affairs. Moreover a ccording to ESDP IV (2001-2015) even considering underreporting of available data and underestimation of participation rates, it is certain that the literacy target set in ESDP III was not achieved (ESDP IV).
- Regarding indicators of functional skills to measure numeracy and literacy skill it is a must for teachers to review indicators of functional skills identified by DVV international and the policy frame work by MoE, 2008. Moreover, teachers should overview findings how the concept of IFAL (Integrated Functional Adult Learners) works and they have to be sure about the legitimacy of teaching adults based on indicators of daily activities in areas of health, agriculture and education. It is also necessary to identify policy related approaches in teaching necessary skills. The Farmers Training Centers expect a person to have literacy and numeracy skills to be eligible to participate in the courses. However, the vast majority of farmers who need the skills training courses don't have the requisite literacy skills to participate. So the Farmers Training Centers should incorporate literacy and numeracy. Incorporating numbers with learners daily activity, text related to their daily life, and teaching health related issues lead learners to better understanding of the programme.

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- Regarding teachers theoretical understanding how to teach adults the regional bureau of education should train its own teachers. Teacher Training Colleges are providing trainings to formal teachers and are increasingly becoming involved in the training of NFBE facilitators. Many Teacher Education Colleges are also becoming involved in upgrading non-formal education facilitator skills. After 2-3 intensive trainings during the mid-year break, these non-formal education facilitators become certified. For instance, Somali Region has inducted non-formal education facilitators, provides an initial induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators become certified. In Amhara Region, Debremarkos College of Teachers Education has a 2 year course resulting in a diploma in Adult and Non formal Education (MoE, 2008). The Benishangul Gumuz, therefore, need to follow their foot steep to attain the need result in integrated functional adult literacy in the region.
- According to DVV International when reflecting back on the programme and the challenges experienced, many lessons emerged, the involvement and commitment of all role-players was crucial to implement a programme of an integrated nature, programme sustainability starts from the first day of implementation and is linked to key decisions to create partner independence, building long-term capacity and implementing an affordable and replicable programme.
- Adult literacy takes time, especially when it is integrated with livelihoods related activities. All of these have to be balanced within the reality of learners daily lives and workload.
- Educational bureau should also need to develop 'post-literacy' material should be developed earlier on in the programme. This is especially the case when the mother tongue language does not have a wide range of materials available for participants to practice their new-found literacy skills.

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Correlation among the General Weighted Average, Mental Ability and Battery Test Scores of First Year Teacher Education Students

By Marilyn S. De Leon, Edwin A. Estrella & Butch Stephen C. Duay

Bulacan State University

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The researchers relied heavily on questionnaire as the major instruments in gathering information from the respondents. In order to gauge the mental ability of the respondents, the MD5 Mental Ability Test which is a quick and easy test of mental ability which involves finding missing letters, numbers or words was used. Furthermore, the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus A.Y. 2015-2016 came up with a 100-item questionnaire that consists of questions ranging from general education subjects and this was utilized as the battery test. The general weighted average scores were collated from the Certificate of Grades that was issued by the university registrar to each bona fide teacher education student in the university.

Keywords: general weighted average, mental ability, battery test and college students.

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The researchers relied heavily on questionnaire as the major instruments in gathering information from the respondents. In order to gauge the mental ability of the respondents, the MD5 Mental Ability Test which is a quick and easy test of mental ability which involves finding missing letters, numbers or words was used. Furthermore, the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus A.Y. 2015-2016 came up with a 100-item questionnaire that consists of questions ranging from general education subjects and this was utilized as the battery test. The general weighted average scores were collated from the Certificate of Grades that was issued by the university registrar to each bona fide teacher education student in the university.

It was established in this study that the general weighted averages and the battery test scores are negatively correlated (p value = -0.6002). This means that if the scores in the battery test go high, the scores in the mental ability test will go low, or vise-versa. Likewise, the general weighted averages of the respondents and their scores in the mental test are negatively correlated (p value = -0.3967). This means that if the scores in the general weighted average go up, the scores in the mental ability test will be poor or vise-versa. This means further that if the academic performance of the teacher education student is remarkable, his score in the mental ability test will not be as such. It was also established that there is a low positive correlation that exists between the battery test scores and the mental ability test scores of the respondents (p value = 0.3977). This means that if the scores of the respondents in the battery test are high, their scores in the mental ability will also be high, or vise-versa.

Keywords: general weighted average, mental ability, battery test and college students.

I. Introduction

It has been professed, time and again, that it must be incumbent upon the government to ensure the efficiency, productivity and relevance among Philippine educational institutions. Conversely, the quality of our graduates will always depend on the quality of our schools. And with the current on-going restructuring of the country's educational system through the Kto12 program, it is hoped to achieve a better and clear program focus where resources are allocated rationally and plans are realistic and attainable.

The Educational Commission Report in 1991 stressed that the educational system in the country is insignificant and irrelevant to the individual and social needs. This is predicated by the fact that there is an inadequacy of trained and effective teachers, plus the issue of mediocre, limited and underdeveloped graduate programs for teachers.

The same study concluded that the strengthening of pre-service teacher education and provision of incentives to make the rewards of teaching commensurate to its importance as a career is quite critical and imperative. Sen. Edgardo J. Angara (2013) once said that since our educational system is not comparable with the more developed countries, our graduates are sometimes unable to become competitive. We must therefore strive to improve this system so that we may overcome these obstacles to national development.

The seeming poor performance of basic education graduates in national administered examinations is nothing short of dismal and unremarkable. As Roces (2006) puts it, quality assurance lost face and started its slow descent during the Marcos era. Widespread graft and corruption took its toll heavily on the nation's economy. He furthers that because of the failing economy and lack of job opportunities then, majority of highly-educated workforce, including teachers, were left with no choice but to search for greener pastures away from the academe, and what's even worse is, found their feet in the shores of other countries. Regretfully, some teachers just settled for meager jobs that are way below their college training and qualifications, yet higher paying that the roles they left in the classrooms.

Hence, the College of Education of the Bulacan State University Bustos Campus has heightened its efforts to boost the ante in screening the teacher aspirants. In its pursuit to raise the bar of excellence among its graduates and its fervent desire to improve the teacher education graduates' performance in the licensure examination for teachers, it has decided to

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administer a battery examination among first year students. Those who will fail in the said examination will be advised to take another course, lest they will be forcibly dropped from its rolls.

Furthermore, in order to lift the academic standards of the institution more than the ordinary, a mental ability test has also been given to the same students. This mental ability test is designed to assess a person's ability to use logic and reasoning to solve cryptic problems, under a tight time pressure. It looks at the ability to deduce relationships and to apply the rules governing them, which are commonly considered to be fundamental components of "intelligence". With such database in place, a concrete and clear picture can be deduced on the kind of performance a teacher aspirant would make in the end of the pre-service training.

Verily, this study is a spin-off of the study of Valenzuela et.al. (2016), which also investigated the association among the battery test, metal ability and academic performance of college students. However, the aforementioned study utilized a small sample size which could have defeated and compromised the statistical efficiency of the process. Hence, this study remediated such deficiency by using the entire universe or a total enumeration of the population of the first year teacher education students enrolled at the Bulacan State University Bustos Campus for the academic year 2015-2016.

II. Statement of the Problem

The general problem of this study is: Is there a significant correlation that exists among the general weighted averages, mental ability test scores and battery test scores of the entire freshmen teacher education students at the Bulacan State University Bustos Campus A.Y. 2015-2016?

Specifically, this study sought answers to the following questions:

1. What are the general weighted averages of the respondents?
2. What are the levels of mental ability of the respondents?
3. What are the battery test scores of the respondents?

III. Significance of the Study

The College of Education of the Bulacan State University Bustos Campus has heightened its desire to produce quality graduates that will not only be able to meet the national standards, but also be able to measure up to their foreign counterparts. In its pursuit to raise the bar of excellence among its graduates, it has decided to administer a battery examination among its students. Those who will fail in the said examination will be advised to take another course. Furthermore, in order to lift the academic standards of the institution more than the ordinary, a mental ability test has also been given to the same students.

Hence this study is deemed significant to school administrators, psychologists and curriculum planners as this will give them an idea of the kind of correlation that exists among the general weighted average, mental ability and battery examination scores of freshmen teacher education students. The results of this study will guide them on the retro-fitting adjustments that need to be implemented in order to produce quality teachers. A clear and established correlation among the variables will serve as a significant predictor on the quality of graduates as resonated from the program of the institution. Specifically, this study will reveal if the mental ability and scores in the battery examination administered to the students have a significant effect on their academic performance.

This study may also serve for benchmarking purposes, source of inspiration, documentation, pattern and catharsis to other researchers and writers out there who are in a quandary of pursuing a similar study. The writers strongly suggest to budding researchers to pursue a correlational study with a different angle or twists, involving the same or dissimilar variables, or even pair them with other variables such as gender, age, motivation, religion, socio-economic status, and the like.

IV. Conceptual Framework

The significant correlation that exists among the general weighted average, mental ability and battery examination scores of freshman teacher education students at the Bulacan State University Bustos Campus A.Y. 2015-2016 can be conceptualized by using the paradigm shown in Figure 1.

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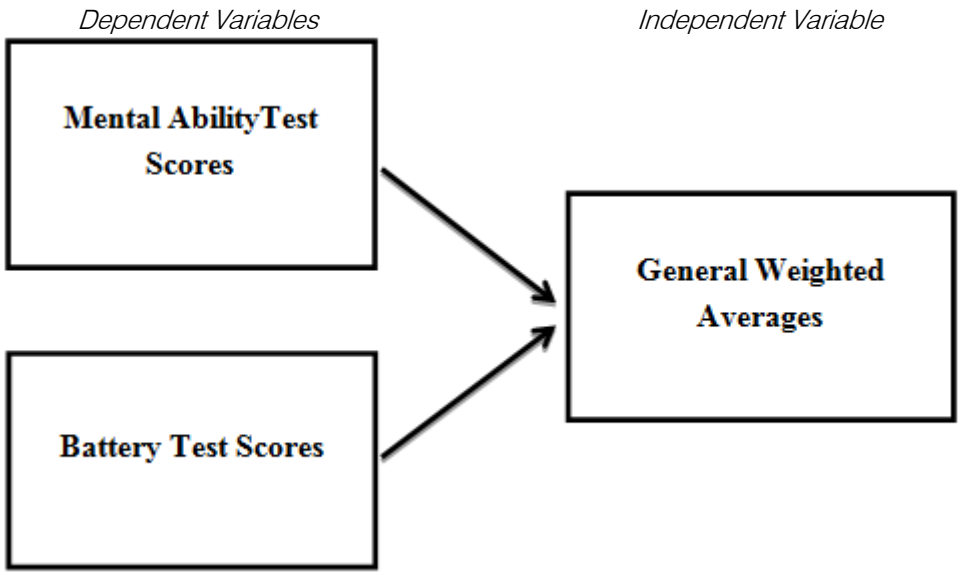

Figure 1 : Conceptual Framework of the Study

*Frame 1*and *2*of the graphic representation shows the dependent variables in the study which are the mental ability test scores and battery test scores of freshman teacher education students at the Bulacan State University Bustos Campus A.Y. 2015-2016.

Frame 3 of the graphic representation shows the independent variable in the study which is the general weighted averages of freshman teacher education students at the Bulacan State University Bustos Campus A.Y. 2015-2016.

V. Methods and Techniques of the Study

The researchers used the cross-sectional descriptive study design. This study attempted to establish the perceived correlation among the general weighted average, mental ability and battery examination scores of all freshman teacher education students at the Bulacan State University Bustos Campus A.Y. 2015-2016. According to Best, as cited by Calderon and Gonzales (1993), a descriptive study describes and interprets a manifestation of perceived relationship or association. It is concerned with conditions of relationships that exist, practices that prevail.

To be able to establish the correlation among the aforementioned variables, the researchers requested from the Guidance Office of the institution the scores of the mental ability of the respondents. Permission was sought from the Area Chair of the College of Education to allow the researchers access to the scores from the battery test of the respondents, together with their general weighted average. The results were analyzed by a statistician to see the correlation among the variables.

VI. Research Instruments

The researchers relied heavily on questionnaire as the major instruments in gathering information from the respondents. In order to gauge the mental ability of the respondents, this study requested from the Guidance Office the results of the MD5 Mental Ability Test which is a quick and easy test of mental ability which involves finding missing letters, numbers or words. This test, according to the PTS Insight, is designed to assess a person's ability to use logic and reasoning to solve cryptic problems, under a tight time pressure. The MD5 test also looks at the ability to deduce relationships and to apply the rules governing them, which are commonly considered to be fundamental components of "intelligence".

Furthermore, the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus A.Y. 2015-2016 came up with a 100-item questionnaire that consists of questions ranging from general education subjects. The general weighted average scores were collated from the Certificate of Grades that was issued by the university registrar to each bona fide teacher education student.

VII. Data Gathering Procedure

To be able to establish the correlation among the aforementioned variables, the researchers personally requested from the Guidance Office of the institution the scores of the mental ability of the respondents. Permission was sought from the Area Chair of the College of Education to allow the researchers access to the scores from the battery test of the respondents, together with their general weighted average as reflected in the Certificates of Grades that were issued by the university registrar.

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VIII. Data Processing and Statistical Treatment

Data analysis was limited to the use of the following statistical tools: frequency count percentage, weighted mean and standard deviation to find the descriptive measures of the independent and dependent variables in this study. The data was further subjected to Pearson Product Moment Correlation Coefficient analysis in order to establish the correlation and thus measure the correlation among the general weighted average, mental ability and battery test scores of freshman teacher education students at the Bulacan State University Bustos Campus A.Y. 2015-2016.

IX. Results and Discussion

The population of this study included five hundred twelve, the entire universe or a complete enumeration of all the freshman students enrolled at the College of Education of the Bulacan State University Bustos Campus A.Y. 2015-2016. Table 1 shows the population of the study.

Table 1 : Population of the Study

Gender	Frequency	%
Male	132	25.78
Female	380	74.22
Total	n= 512	100

It can be gleaned from the table that the entire universe or total enumeration of the population was used as respondents in this study. There were one hundred thirty two males and three hundred eighty females who were enrolled during the second semester of the specified course in the said academic year. This only confirms the fact that there are more females than males who pursue a career in teaching (Dela Pena, 2011).

Table 2 shows the distribution of respondents according to the general weighted average.

Table 2 : Distribution of Respondents According to General Weighted Average

Limit	Description	Frequency	%
1.0-1.51	Outstanding	35	6.84
2.0-1.50	Very Satisfactory	148	28.91
3.0-2.01	Satisfactory	317	61.91
4.0-3.01	Needs Improvement	-	-
5.0-4.01	Poor	12	2.34
		Total 512	100

It can be gleaned from the table that more than half of the respondents or sixty-one point ninety one percent performed satisfactorily in their academic performance. Furthermore, only six point eighty-four percent were outstanding in their academic performance. Unfortunately, two point thirty-four percent of the total number of respondents were rated poorly in their academic performance in college.

Table 3 shows the distribution of respondents according to mental ability.

Table 3 : Distribution of Respondents According to Mental Ability

Remark	Frequency	%
Superior	-	-
Above Average	8	1.56
Average	223	43.55
Below Average	188	36.72
Poor	93	18.16
	Total 512	100

It can be gleaned from the table that majority of the respondents or forty-three point fifty five of the entire population have an average level of mental ability. Second place in the distribution in terms of number belongs to the “below average level” pegged at thirty-six point seventy two percent. None among the first year students in the college registered as “superior” in mental ability. Unfortunately, the table also shows that ninety-three respondents who would like to be future educators have a poor mental ability.

Table 4 shows the distribution according to battery examination scores.

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Table 4 : Distribution of Respondents According to Battery Test Scores

Limit	Description	Frequency	%
100-90	Excellent	-	-
89-85	Very Good	34	6.64
84-80	Good	69	13.48
79-75	Fair	220	42.97
74-below	Failed	189	36.91
		Total 512	100

It can be gleaned from the table that almost half or two hundred twenty of the total number of respondents performed fairly in the battery examination administered by the college. Close to this figure, or one hundred eighty nine of the total number of respondents failed in the said examination. Only six point sixty four percent of the respondents are rated "very good" in the examination and none came up with an excellent score.

Figure 2 depicts the histograms of the general weighted averages, mental ability test scores and battery test scores of the respondents respectively.

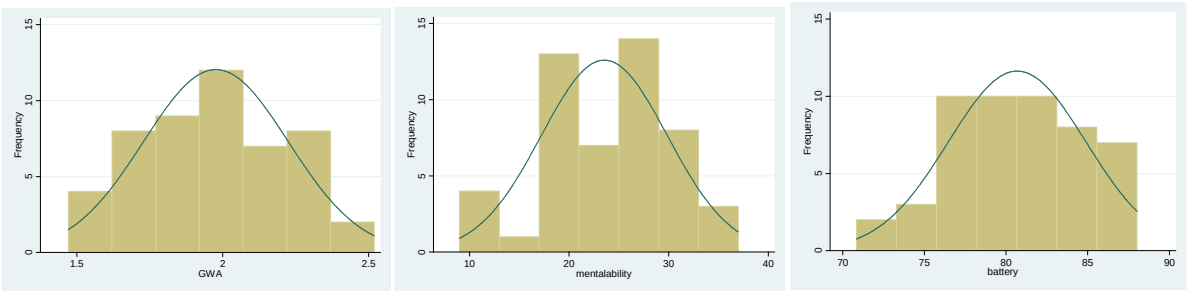

Figure 2 : Histograms of the Variables in this Study

The figure depicts the distribution of the respondents illustrated in histograms for general weighted averages, battery test scores and mental ability test scores of the respondents respectively. Table 5 shows the descriptive statistics that gives a thorough analysis of the data in this study.

Table 5 : Descriptive Statistics of the Variables in the Study

stats	GWA	Battery Test	Mental Ability Test
N	512	512	512
mean	1.949516	55.88395	20.92327
SD	0.236991	8.86128292	6.6180503
N	512	512	512
Cv	0.063222	83.7616522	47.591256
min	1.213	29	5
max	2.583	85	39

Where: mean = mean, sd = standard deviation, cv = coefficient of variation, N = sample size, min = minimum value, max = maximum value

It can be gleaned from the table that the mean score in the mental ability test of the respondents is 20.92 with a standard deviation of 6.62 and a coefficient of variation at 47.91. The mean score in the battery test is 55.88 with a standard deviation of 8.82 and a coefficient of variation at 83.76. The mean score in the general weighted averages is 1.94 with a standard deviation of .22 and a coefficient of variation at 0.06.

Figure 3 shows the scatter plots of the variables in the study.

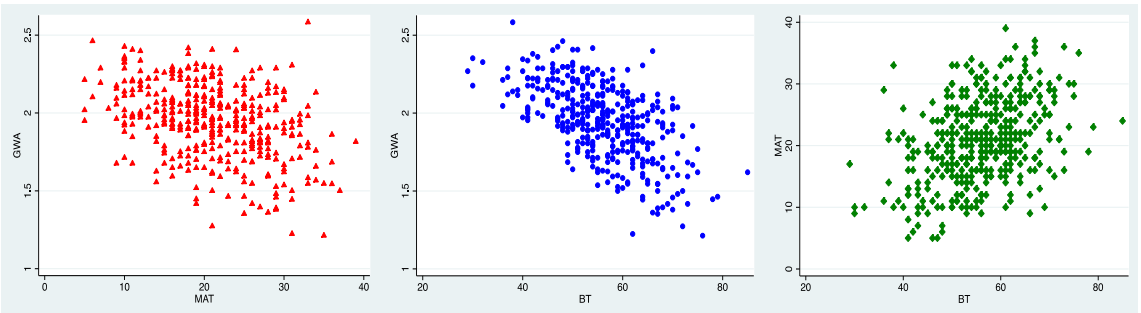

Figure 3 : Scatter Plots of the Variables in the Study

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The first graph in the figure shows the scatter plot of the general weighted averages and the mental ability test scores. The second graph shows the scatter plot of the general weighted averages and the scores in the battery examination. And the third graph shows the scatter plot of the mental ability test scores and the scores in the battery test.

Table 6 shows the pairwise correlation of the variables in the study.

Table 6 : Pairwise Correlation of the Variables in the Study

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	GWA	Battery Test	Mental Ability
GWA	1.0000		
Battery Test	-0.6002 0.0000	1.0000	
MentalAbility	-0.3967 0.0000	0.3977 0.0000	1.0000

It can be gleaned from the table that the general weighted averages and the battery test scores are negatively correlated (p value = -0.6002). This means that if the scores in the battery test go high, the scores in the mental ability test will go low, or vise-versa. Likewise, the general weighted averages of the respondents and their scores in the mental test are negatively correlated (p value = -0.3967). This means that if the scores in the general weighted average go up, the scores in the mental ability test will be poor or vise-versa. This means further that if the academic performance of the teacher education student is remarkable, his score in the mental ability test will not be as such. On the other hand, the table shows that there is a low positive correlation that exists between the battery test scores and the mental ability test scores of the respondents (p value = 0.3977). This means that if the scores of the respondents in the battery test are high, their scores in the mental ability will also be high, and vise-versa.

In the similar study conducted by Valenzuela et.al.(2016), the battery test scores and the mental ability test scores of the respondents are positively correlated (p value = 0.0191). This means that if the scores in the battery test go high, the scores in the mental ability test will also go high, or vise-versa. It was also established in this study that the general weighted averages of the respondents and their scores in the battery test are negatively correlated (p value = <0.0001).This means that if the scores in the general weighted average go up, the scores in the battery test will go down or vise-versa. This means further that if the academic performance of the teacher education student is remarkable, his score in the battery test will not be as such.

De Castro, E.L. et al (2015) reveals the relationship of academic performance with Mental Ability, Work Behavior and Trait Survey of Freshman Computer Engineering students. Results showed that there is a significant positive relationship between the academic performance of the first year computer engineering students and the following variables: numerical computation, verbal ability, perseverance, affective and purposive traits as denoted by the computed p-values which are less than the 0.05 level of significance. Therefore, the null hypothesis is rejected on these variables. This signifies that those students with high academic performance also obtained high ratings on the mentioned characteristics while those students with low academic performance obtained the least which contradicts to the result of this study.

However, Bux (2014) explained in her paper entitled, "The Relationship between the Cognitive Test and the Academic Performance of Students in an MBA Program", she mentions that a theoretical relationship was established between the variables in her study. The empirical relationship revealed statistically significant relationships between the cognitive tests and the academic performance of the students which is contrary or opposite of what was established in the result of this study.

On the other hand, the study of Dzulkifli and Alias (2012) entitled "Students of Low Academic Achievement –Their Personality, Mental Abilities and Academic Performance: How Counsellor Can Help?", posits that the correlational analysis and independent Sample T-test revealed that personality traits of the low and high achieving students are the same except for assertiveness. In addition there exist significant relationships between personality traits and cognitive abilities only in low achievers.

In the study of Luuk and Luuk (2010) of the academic performance of 134 students from Tartu Aviation College (Tartu, Estonia) where they monitored during their first four study semesters of the respondents stay in the school, they were able to establish that moderate statistically significant correlations existed found between several performance criteria and admission test results. The findings of this study contradicts the findings of the present study.

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X. Conclusion

On the basis of the significant findings of this study, the following conclusions are drawn:

1. Majority of the respondents have a "satisfactory" academic performance.
2. Majority of the respondents have an "average" mental ability.
3. Majority of the respondents faired "fair" in the battery test.
4. The battery test scores and the mental ability test scores of the respondents are positively correlated.
5. The general weighted averages of the respondents and their scores in the battery test are negatively correlated.
6. The general weighted averages of the respondents and their mental ability test scores are negatively correlated.

XI. Recommendations

1. Further studies can be pursued using the same model but a different set of respondents.
2. The researchers strongly feel that remediation should be put in place in order to increase the levels of general weighted averages, mental ability and battery test scores.
3. Counselling and Testing Center may invite low performing students for mini seminars or talks especially designed for their specific needs.

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A Study of Professional Development for Foreign Languages in Taiwanese Schools

By Sumita Chakraborti-Ghosh

Tennessee State University

Abstract- The purpose of this study was to investigate the possibility of meeting the needs of Taiwanese teachers trained at the colleges and universities in Taiwan. This study combined both qualitative and quantitative methods, using a narrative case study methodology and survey questionnaire. This paper only presents the quantitative results to maintain the interest of target audience..

Keywords: teachers training, foreign language, foreign language teachers, ministry of foreign affair (MOFA) in education, taiwanese schools & universities.

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I. Introduction

In recent years, the introduction of Chinese language and culture in the U.S. elementary and secondary schools has been increasing. Flore-Cruiz (2013) pointed that according to the government data, the Chinese language in particular has seen a rise in the U.S., increasing almost 360 percent over the past three decades. The US Bureau released a report showing nearly 2.9 million people speaking Chinese in 2011, which is a 360 percent increase from 1980 (Flor-Cruiz, 2013). While the study of major foreign languages faded in thousands of U.S. schools in the last decade, many schools rushed to offer Mandarin Chinese (Dillon, 2010, cited in Muriel, 2011). Despite financial crises and drastic budget cuts since late 2007, the number of K-12 schools offering Mandarin Chinese has been growing (Muriel, 2011).That kind of surprise may wear off, as Mandarin Chinese becomes the first choice of a growing number of second-language learners. More language students are saying adios to the recent stampede to learn Spanish and huanying—or welcome—to mastering a Chinese dialect now spoken by an estimated 100 million non-Chinese (Lofholm, 2012). Xinhua news agency (2011) validates the popularity of taking Mandarin Chinese as a foreign language course across the US. States with large rural areas, such as Georgia, Nebraska and North Carolina – are also including Mandarin Chinese in their public school curriculum (Xinhua, 2011).

While the need of learning Chinese language as a foreign language is increasing in US schools, a shortage of qualified Mandarin teachers is continuing to be an obstacle in building effective and sustainable Chinese language programs in the United States. There are only three to four hundred qualified Chinese teachers but more than 2,400 schools that want to offer the language (Vu, 2007). In order to meet this shortage, joint collaborative initiatives such as this study can be a great start. Although the number of universities and colleges that offer Chinese-language programs is increasing, only a handful of institutions provide a full-fledged teacher preparation program in Chinese language and pedagogy. To date, Chinese-language teacher-education programs that are accredited by the National Council of Accreditation of Teacher Education (NCATE) include only those at University of Iowa, New York University, Ohio State University, and University of Massachusetts at Amherst. There are no data available on how many of their graduates become certified Chinese language teachers. Nor is there information regarding the number of graduates who major in Chinese language and culture in colleges of arts and science, who go on to become certified Chinese-language teachers (Stewart & Huang, 2005).Developing accredited education programs in languages like Chinese requires collaboration among teacher and language organizations, local and state educational agencies, schools of education, and other colleges within institutions of higher education. There are other approaches to creating a supply of qualified teachers of Chinese. One example could be a summer teachers' institute that is offered by the University of Pennsylvania, which is not yet developed as a fully alternate program, but has accommodated more than 100 teachers nationwide and internationally since 1998. Recently California State University at Long Beach, CA, and George Mason University in Virginia started offering Chinese language for Teaching licensure program (Stewart & Huang, 2005, cited in Lin, http://cttpdc.blogspot.tw/2007/02/blog-post_8985.html).

Therefore to meet the need and shortage, this study looked at the possibility of recruiting Mandarin teachers trained in Taiwan. In order to determine the eligibility and qualification this researcher conducted an in-depth investigation to determine the nature of training, knowledge of these teachers who teach languages /foreign languages in schools and how they apply that knowledge in their classrooms.

a) An Overview of Educational System in Taiwan

The educational system in Taiwan is the responsibility of the Ministry of Education of Republic of China (commonly known as "Taiwan"). Although current law mandates only nine years of schooling, 95% of

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students go on to high school, trade school or college. The literacy rate in 2002 was 96.1%.President Ma announced in January 2011 that the government would begin the phased implementation of a twelve-year compulsory education program by 2014.

b) The Impact of Taiwanese Legislation on Teacher Preparation

According to The Teachers Education Act of 2005, this Act was specially enacted to develop teachers for schools at the senior high school level and below and even at the level of kindergartens, to augment the supply of teachers, and to advance their professional expertise. It emphasized the development of teaching competencies, a spirit of professionalism, strengthening understanding of democracy and the rule of law, and life and moral development (http://english.moe.gov.tw/content.asp?CulItem=8560&mp=1). Theterminologies of this Act is defined as follows: 1). Competent authority: means the Ministry of Education at the central government level, the municipal governments at the municipal level, and the county (or city) governments at the county (city) level. 2). Teacher education university: means a teacher training college or normal university or university with a teacher education-related department(s) or teacher education center. 3) Pre-service teacher education courses: means the various applicable courses to be taken (Retrieved from the same website).

In article 21 of this Teacher Education Act of 2005, it is also mentioned that the regular substitute teachers who were enrolled in specialized two-year university in-service education programs to study pre-service teacher education courses prior to the 2000 academic year and who have obtained certificates of intern status by passing initial teacher certification may follow the provisions of Articles 32 and 33 of the Regulations Governing Teacher Certification and Education Internships at the Senior Secondary School and Lower and Kindergarten Levels as amended and effective on 29 June 2001. Within a period of four years from the enforcement date of the amendments to this Act, the provisions of those former regulations may apply (retrieved from http://english.moe.gov.tw /content.asp? CulItem=8560&mp=1).

Teachers employed according to rules governing employment of primary and secondary school substitute teachers that meet the following requirements are exempt from taking educational practical training courses. Once passing teacher certification exams, they will be issued a teacher's certificate in their area of expertise. Also retrieved from (http://english.moe.gov.tw/content. asp? CulItem=8560&mp=1) teachers have taught the same subjects for at least one academic year or at least three consecutive months each year in the most recent seven years. 2) College graduates successfully completing pre-service teacher education courses, specialized courses and professional courses in education, with a certificate obtained. 3) Teachers having papers issued by the schools at which they teach, proving they have undergone practical training in teaching, running a class, and managing administrative affairs and those that possess professional skills and knowledge in conducting such activities. The above rules are applicable from the day the Act went into effect until July 31, 2007.

In 1990, the liberalization of education in Taiwan movement began to liberalize individuals, including teachers and students, as well as the educational system, which was formulated and left behind by the previous authoritarian government. This movement is one of the social movements triggered by the political democratization and its strength comes from the people. On April 10, 1994, Taiwan's middle-class citizens organized and staged a mass demonstration demanding educational reform. The movement, later called "The 410 Demonstration for Education Reform," has become a landmark in Taiwan's history. It demanded a shift of the concepts of "de-centralization" to "individualization." That is to say, the previous top-down linear government system, from central to local, from governmental agencies to individual schools, needed to be replaced; in its stead, teachers and schools should be able to form the mainstay of education, and take charge of educational matters (http://english.moe.gov.tw/content.asp?cultem=7045&mp=2).

In the late 1980's, Taiwan's economy took another turn. High-tech industry gradually became the focal point of economic development, needing different types of human resources. To meet the new demand, more higher education institutions were needed to cultivate higher-level technical people. One of the issues addressed by the previously mentioned "The 410 Demonstration for Education Reform" was to increase the number of universities. Through establishing new universities and transforming junior colleges into four-year colleges or universities, there were more than 160 universities and technical colleges by 2005. The number of students enrolled in four-year institutions tripled, as compared with that of 1985; it was six times higher than that of 1970. In a nation with a population of 23 million people, this number indicates a rather high percentage, with 67.7% in gross enrolment rate, for the whole population. University education is no longer for the elite but for a broader segment of the entire society (http://english.moe.gov.tw/content.asp?cultem=7045&mp=2).

c) Taiwan's Teaching Chinese as a Foreign Language Initiatives

Taiwan is world-renown for Chinese language teaching and learning. In order to promote international educational exchange, the Ministry of Education (MOE)

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in Taiwan, in cooperation with state school districts in the U.S., sponsors the "Taiwan Visiting Chinese Language Teachers/Assistants Program" and implements training programs to help prepare teachers and assistants for teaching posts overseas www.moetwdc.org/.

d) Teacher Training Program& Qualification Exams in Taiwan

According to the document published inwww.moetwdc. org/. retrieved in 2015, (1) There are 8 universities in Taiwan currently offering degree programs in Teaching Chinese as a Second Language (TCSL), including practical training for students to complete their undergraduate or postgraduate degrees. National Taiwan Normal University also offers International Masters and Extension Masters programs. These programs are designed to professionally train qualified instructors of modern Chinese at all levels up to and including university education for either domestic or overseas students, and they provide rigorous training in the areas of modern Chinese linguistics, Chinese language pedagogy, and Chinese language instructional materials using all forms of media. Chinese literature and Chinese culture courses are also included in the program.(2) There are 9 universities in Taiwan offering TCSL training programs, which provide opportunities to experienced professionals, providing students with the opportunity to teach overseas and make a significant contribution to developing new teaching methods and language learning materials.(3) Since 2006, The Ministry of Education in Taiwan has held qualification exam for teaching Chinese as a foreign language and awarded certificates to those teachers who have passed the exam.www. moetwdc.org/

e) The Numbers of Visiting Chinese Mandarin Teachers from Taiwan for Overseas Service

The aforementioned program encourages Taiwan's professional Chinese language teachers/ teaching assistants to teach in American school districts. The teachers are highly qualified, having attained undergraduate or postgraduate degrees, as well as certificates for teaching Chinese as a foreign language, issued by the Ministry of Education in Taiwan. The assistants have all received professional training and will complete their undergraduate or postgraduate degrees on return to Taiwan. Furthermore, it was also cited in www.moetwdc.org/that (1)there were 26 visiting Chinese Mandarin teachers from Taiwan in 2001, and the numbers have increased ever since. By the end of 2008, there were 119 visiting Chinese Mandarin teachers for overseas services all over the world, including Vietnam, Thailand, U.S.A., France and U.K. The number of countries interested in cooperating with Taiwan to recruit Chinese Mandarin teachers from Taiwan is ever increasing.(2) For the year 2007/8, there are 23 universities/colleges all over the world engaging visiting Chinese language lectures from Taiwan, and 12 universities /colleges in U.S.A. engaged visiting Chinese language lecturers from Taiwan, and five states recruiting 18 visiting Chinese language teachers from Taiwan. And, (3) there are 6 states in the U.S planning to recruit visiting Chinese language teachers from Taiwan. Cited in www.moetwdc.org/in 2006 and retrieved in 2015.

Therefore, the purpose of this study is adequately justified and conforms to Taiwan's initiatives of sending Chinese Mandarin teachers for overseas service all over the world.

f) Purposes

This study investigated the possibility of meeting the needs of Taiwanese teachers trained at the colleges and universities in Taiwan. In addition, the study intends to compare the similarities and differences of these teachers training program provided at Tennessee State University.

II. Theoretical Framework

This study employed two theoretical frameworks: First, literacy, where learning is shaped by social, cultural, and linguistic factors and experiences (Vygotsky, 1962; Goodman, 1980; Halliday, 1978). Second, teaching, which is regarded as a cultural activity (Stigler et al., Stigler & Hiebert, 1999) and has been established through collaborative partnership between Tennessee State University and Fo Guang University in Taiwan during the study period (2013-14),

III. Methods

This study combined both qualitative and quantitative methods, using a narrative case study methodology and survey questionnaire. Three-months of intensive summer (2014) investigation was conducted. The participants were pre-service and in-service language teachers from K-12 Schools and Universities. These teachers were selected based on convenience sampling method. The 37 participants in this study were selected from private and public school teachers from elementary and secondary settings, and lecturers from private and State Universities in Taiwan. Participants were randomly selected using convenient sampling method. These participants are currently teaching English as a foreign language in their present in stitutions. The purpose of the selection of foreign language teachers was to identify the nature of training these instructors received to teach foreign language in Taiwan, which justifies and rationalizes the need for training of Mandarin teachers, teaching Mandarin in the US.

The study seeks answer to the following research questions:

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1. What are the actual needs that are required for professional development of pre-service Mandarin Teachers?
2. How do these collaborative professional development processes meet the needs of pre-service Mandarin teachers?
3. What are the key factors that can contribute to both the programs and meet the identified needs?
4. How the program evaluation meet the future collaboration?

These research questions can be further examined as the following hypotheses:

a. Ho 1: There are no differences between a trained and a non-trained foreign language teacher as far as the knowledge of teaching foreign language is concerned
b. Ho 2: There are no differences between K-12 school and college teachers who teach English as a Foreign Language
c. Ho 3: There are no differences between private and public school teachers in knowledge of foreign language teaching.
d. Ho 4: There is No need for more training to teach as a foreign language teacher than is currently provided.

IV. Data Collection and Analysis

The investigation included surveys, interviews, visits at local schools and universities. The study consisted of two phases: First, a Survey instrument was developed with 25 questions which aimed at investigating the three parts: a) Professional training, b) Knowledge and c) Practice. The survey also included face-to-face interview with 5 informal questions in personal interview, which was analyzed using narrative case study analysis method using primary data. All interview were conducted in Chinese and were translated in English for analysis purpose.

The survey also looked at the number of teachers who are certified to teach language at the K-12 schools vs. University. The data shows that the number of certified and highly qualified (who met the Taiwanese language certification requirements) language teachers are higher at K-12 schools compared to the University level foreign language teachers. Even though the number is higher, but the validity is not established. Because University teachers have Masters in TESOL(Teaching English Speakers of Other Language) from abroad and K-12 teachers obtained the Taiwanese teaching certificate from Taiwan Ministry of Education. The awareness of need for certification is also higher in K-12 Taiwanese schools compared to that of the university instructors who also teach foreign language. The intention of this survey also was to ascertain that the requirements are different between schools and universities.

a) Data Analysis

The survey had several parts and questions included to cover: 1) approaches and methods, 2) curriculum and lesson plan, 3) instructional planning, 4) materials development and adaption, 5) second language acquisition, 6) reflective practice. In terms of personal interview, participants were asked 25 questions to reflect their experiences and the impact on their teaching. The sample questions included, "the number of years in teaching, area of certification, classroom: elementary, secondary or higher education, specialization, number of courses taken as part of certification, issues and challenges in collaborating with other teachers, knowledge, proficiency, and importance of learning English, curriculum development, creativity, classroom activities and community engagement etc." A question on willingness-to-teach Mandarin as a foreign language in the US was also asked.

Survey responses were first analyzed using descriptive statistics to figure out the means, median and standard deviation. Analysis of Variance (ANOVA) was also conducted to test some key hypotheses as mentioned in the research questions described below.

Survey responses were first analyzed using descriptive statistics to figure out the means, median and standard deviation. T statistics also computed to obtain the significance. See the table 1 below. Furthermore an Analysis of Variance (ANOVA) was conducted to test some key hypotheses as mentioned in the research questions. First some descriptive statistics:

Table 1 : The organization of survey questionnaire Part

	Mean	Std. Deviation	Value N
A1	2.7297	1.5393	37
A2	1.3611	0.4871	36
A3	0.2162	0.4173	37
A4	1.0286	0.1690	35
A5	8.2143	3.8620	28
A6	3.9333	2.6901	30
A7	1.5806	0.9228	31

Table 1, Part A section of the survey was designed to gather basic personal information. Part A, 1-6 questions were coded based on Schools, such as elementary-secondary, and university (A1); private and public schools (A2); on Gender, Male and female (A3); on race and ethnicity (A4); on number of years in teaching experiences (A5) and on Certification areas such as English and Chinese (A6). A7 specified the area of certification. As we see that only A3, the question on Gender were responded by all 37 participants. The question on the numbers of years in teaching experiences (A5) was answered by only 28 teachers. Therefore, it was difficult to establish the actual mean of total 37 participants.

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Second section, Part B of the survey was designed based on the level of these teachers' received Professional training that. Table 2 describes in details.

Table 2 : Part B, Professional Training

	Mean	Std. Deviation	Value N
B3	3.3056	2.2016	36
B4	2.9189	0.9539	37
B5	2.2286	2.0449	35
B6	1.6176	0.7791	34
B7	8.3472	3.5773	36
B8	6.9444	3.6484	36
B9	6.9333	8.4115	30
B10	0.3611	0.4871	36
B12	0.2222	0.4216	36
B14	0.1935	0.4016	31

Part B in Table 2 was coded in terms of awareness of the language certification program (B 1); to determine the relationship between the professional degree (B4) and teaching at elementary and secondary level (B3); Then the survey question was also asked on the area of specialization (B5), the actual language of teaching (B6), number of years of teaching as a language teacher (B7, B 8); the number of language courses were taken as part of language certification (B9). B 10, B 12, and B 14 question was asked on the training on collaborative teaching. As is evident from the Table 2 the responses in part B was more promising compared to part one.

The section C, Table 3 describes the level of knowledge that was acquired as language teachers by these participants.

Table 3 : Part C, Knowledge

	Mean	Std. Deviation	Value N
C1	0.8571	0.3550	35
C3	2.8889	0.6667	36
C4	4.6333	0.7184	30
C5	3.8387	1.6950	31
C9	0.2059	0.4104	34

In Part C section, C1 was asked about the confidence level as a language teacher; C3 and C4 was asked on the language proficiency in terms of the number and type of language the teacher speaks (C5). C6-C8 questions were target to identify the challenges they face as language teachers. The answers to these questions are not coded due to its descriptive form of answers. C 9 was asked to determine their interest in teaching Mandarin in the United States.

The last section, Part D was emphasized on their classroom practice using the knowledge and professional training. See the responses in Table 4.

Table 4 : Practice

	Mean	Std. Deviation	Value N
D2	0.8788	0.3314	33
D3	0.2258	0.4250	31
D4	0.5484	0.5059	31
D5	0.1613	0.3739	31
D6	0.4688	0.5070	32
D7	0.1875	0.3966	32
D8	6.2727	3.2813	33
D9	0.1143	0.3228	35
D11	0.1944	0.4014	36
D13	5.8611	2.7687	36
D14	0.4167	0.5000	36
D15	0.4545	0.5056	33

In this section, D2 focused on the in depth application of the language curriculum. D3 questioned the use of actual materials, i.e., textbooks, teacher created materials etc. D4-D8 was geared on the teaching methods: group, individual, brain-based learning, community engagement, use of movie, and project based learning. D 9-D11 asked on use of community and parent involvement into teaching. D 10 was asked on the nature of evaluation process of students learning which was not coded due to the nature of responses. D13 was used to determine the source of gathering teaching materials. D14 and D15 directly focused on their willingness to teach Mandarin in the US and whether they are interested to receive further training at US University. As we see from Table 4, not all 37 teachers responded to all questions. It dwindled between 31-36 teachers. Seems like not all teachers were comfor table to answer all questions. 31 teachers responded especially D3-D5, which was directed to teaching methods; This could be the result of not understanding the language of the question. Due to the lack of English language competency and confidence, some survey needed to be translated and administered in Chinese.

V. Test of Hypotheses

Research Hypothesis 1:

Ho 1: There are no differences between a trained and a non-trained foreign language teacher so far as the knowledge of teaching foreign language is concerned

Alternative Hypothesis

HA: There are differences between a trained and non-trained foreign Language teacher so faras the knowledge of teaching foreign language is concerned.

To test this particular hypothesis, two variables were selected: C1 and C4. While C 1 captures the confidence level of the language teachers in terms of their competency levels as a foreign language teacher, C4 reflects the level of proficiency. By conducting a

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two-way ANOVA on both these variables (see Table 1 below) we fail to accept the Null hypothesis based on the F-Statistics. In other words there is a statistically significant difference among the foreign language teachers across the various schools and colleges in Taiwan so far as their competency levels, as reflected in their confidence levels are concerned. However, in terms of their proficiency level, the null hypothesis has been failed to be rejected, i.e., there are no differences in knowledge level.

Table 5 : Two-way ANOVA Results for Foreign Language Teachers by School type and Level of Confidence and Proficiency Level

Knowledge of Language Teachers	
Confidence level (C1)	Proficiency level (C4)
ElementaryMSB: - 1.27	MSB: - 0.38
SecondaryMSW: -0.23	MSW: - 0.24
College/UniversityF Statistic: 5.65**	F Statistic: 1.55
Degrees of Freedom: 33	

Note: MSB stands for Mean Square Error between groupsMSW stands for Mean Square error within groups
"**" stands for significant at 95% level
"*" stands for significance at 90% level

Research Hypothesis 2

Ho 2: There are no differences in teaching practices between K-12 school and college teachers who teach English as Foreign Language

Alternative Hypothesis:

HA: There are differences in teaching practices between K-12 school and college teachers who teach English as Foreign Language

This hypothesis was tested using multiple variables within the ANOVA framework. The results are mixed (See table 2 below). Variables selected for testing this hypothesis are A1 (School type) and D2 (Text book materials only), D5 (involving Community), D7 (Project-based learning), D11 (involving parents into lesson plans).

Table 6 : Two-way ANOVA Results for Foreign Language Teachers by School Type and Teaching Practices

		TeachingPractices		
	Text only(D2)	Community(D5)	Projects (D7)	Parents (D11)
Elementary	MSB: 0.03	MSB: 0.56	MSB: 0.04	MSB: 0.35
Secondary	MSW: 0.12	MSW: 0.13	MSW: 0.17	MSW: 0.14
College/University	F Stat: 0.29	F Stat: 4.21**	F Stat: 0.23	F Stat: 2.45*
		Degrees of Freedom: 33		

Note: MSB stands for Mean Square Error between groups
MSW stands for Mean Square error within groups
*"**" stands for significant at 95% level*
"" Stands for significance at 90% level*

The F-statistics above indicate that there are significant differences among the various types of institutions teaching English as a foreign language when the teachers are involving community (D5) and parents in their lesson plans (D11).

Research Hypothesis 3:

Ho 3: There are no differences between male and female teachers so far as the competence level, teaching practices of English as a foreign language is concerned regardless of type of school they teach at.

Alternative Hypothesis

HA:

There are differences in competence level, teaching practices of English as a foreign language between male and female school teachers regardless of the school type.

This hypothesis has been tested using variables A3 (Gender of the teacher) and C1 and C4 to represent competence level; and D2, D5, D7 and D11 representing teaching practices.

Based on the ANOVA results and the corresponding F-statistics, we found that only in case of D11, that is parent involvement, there is a significant statistical difference, i.e., the F- statistics (2.52) at 90% level of confidence.

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Table 7 : Two-way ANOVA Results for Foreign Language Teachers by Gender and

	Teaching Practices	
Gender Type (A3)	Group Activity (D4)	Community (engagement D5)
Male	MSB: SS: 1.27	MSB: SS: 1.96
Female	MSW: 7.20	MSW : 7.01
	Degrees of Freedom: 33	

Our Final research question was whether there was any need for more training for these teachers who teach English as a foreign language?

Ho 4: There is no need for more training to teach English as a foreign language than is currently provided in Taiwan, and whether they would like to be trained in the US

Alternative Hypothesis

Ho 4: Yes there is need for more training to teach English as a foreign language in Taiwan and there is a need to be trained in the US.

Table 8 : Two-way ANOVA Results for Foreign Language Teachers by Gender and the need for study in the US

	Teaching Practices
Gender Type (A3)	Need to study at us univ. (D15)
Male	MSB: SS: 1.15
Female	MSW: 7.20
	Degrees of Freedom: 33

Note: MSB stands for Mean Square Error between groups
MSW stands for Mean Square error within groups
*"**" stands for significant at 95% level*
"" Stands for significance at 90% level*

Surprisingly, based on the F-statistics, this hypothesis has been failed to be rejected.

VI. Results

The study presented here is the first initiative to conduct an analysis on professional development of foreign language teachers in Taiwan by a researcher from outside. This research pioneered the first study in education, particularly in the area of teachers training supported by Ministry of Foreign Affairs of Taiwan. Aforementioned analyses point out that this study is still in its preliminary stage. The results from descriptive analysis show that teachers, teaching English as a foreign language in K-12 schools are more trained than the ones who are teaching at the university. All participant teachers were highly enthusiastic, and eager to participate in the study. All of those teachers interviewed were committed and dedicated to teaching in order to make changes in their student's lives. Each teacher was highly qualified to teach as a language teacher. However, to the extent they are all competent and proficient in teaching English as a foreign language, the results (based on statistical significance) are mixed. However, they all wanted to learn more on different teaching methods, especially in creative teaching. Many liked the idea of studying at a US university and would like to be certified in US system to teach Mandarin in the United States. This study made a great attempt to plant and establishes the idea of need for obtaining a US based teacher's certification program in Taiwan to teach Mandarin in the US.

VII. Limitation

The study was conducted during a three-month period in Taiwan. The language of communication was the main barrier. Therefore, host institution, took the leadership to assist in this project. In addition, it seemed like the participant and the host university have not experienced or participated in administration of research on primary data in the past. Out of 50 surveys, only 37 participated, and many questions were not answered by all 37 participants due to the lack of understanding of technicality of the English languages. Therefore, this study can be viewed as a good Pilot study. However, the qualitative part was a great success. Analyzing twelve cases using narrative format has been a great learning experience. The Language department of Adult learning Center at the university in Taiwan was not prepared for, or knowledgeable of this research project. Roberts, Chou, & Ching (2010) explored the factors influencing international students' decisions to study in Taiwan. The authors use both quantitative and qualitative methods provided clarity and extended critical interpretations of the issues and dilemmas surrounding the international student experience in Taiwan. This research further justifies the limitations in conducting research by an international researcher.

VIII. Future Implications

With this new international collaborative initiative by the host university, the entire research became possible. The study helped in generating some interest in thfollowing areas:

Learning new strategies for teaching foreign language in schools and universities

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Huang, & Lin, (2011) discussed about positive evidence that the integration of Web 2.0 technology into a Chinese as Foreign Language (CFL) learning environment can be effective in terms of student satisfaction with the course by improving their learning and language competency and by enhancing their interactions with peers and faculty members. This changes the student's role from one of passive to active learning and allows students to better create and retain knowledge that will be useful in their future workplaces (2011).

The importance of bilingual teaching (English and Mandarin) to prepare teachers to teach Mandarin in US schools.

Greifner, (2006) stated that about an initiative by the National Association of Independent Schools and the government of China which is sending 20 teachers from the People's Republic to private schools in the United States to teach Mandarin. HANBAN, China's National Office for Teaching Chinese as a Foreign Language, contacted the National Association of Independent Schools (NAIS) about the China Connection, a program that provides native Chinese teachers to independent schools. 150 independent schools now offer Chinese instruction (2006).

The importance and need for developing a joint collaborative program with US University in training candidates to teach Mandarin in the US initiatives.

Griefner (2006) also pointed out that HANBAN, is supported by the Chinese government and the Chinese Embassy in Washington, contacted the NAIS earlier this year about the China Connection, a program that would provide native Chinese teachers to independent schools. In addition, HANBAN is paying the teachers a stipend for their first year here. They have the option of applying to stay for two additional years, in which case their respective schools would pay their salaries. According to Schmidt, (2010).Chinese government continues to give Confucius Institute about $100,000 in financial support annually, and to pay the instructors from China who teaches there. Such arrangements allow colleges to provide a lot more instruction and programming related to China. However, this kind of relationship has caused that several educational leaders concern that the programs promote propaganda and limit academic freedom due to their reliance on Chinese funding (Schmidt, 2010).

Need to have more research on education in Taiwan, in particular in the area of teacher's training, curriculum development and teaching practices.

Schmidt (2010) also mentioned that Colleges with the institutes can become dependent on Chinese funds and thus susceptible to pressure from the Chinese government to stifle speech it opposes, such as expressions of support for Tibetan or Taiwanese independence. Foreign-language programs at American colleges are often so starved for resources that "they are not in a position to reject money, no matter where it comes from, or with what strings." (Schmidt, 2010).

However, as mentioned earlier, with the initiative by The Ministry of Education in Taiwan, 23 universities/colleges all over the world engaging visiting Chinese language lectures from Taiwan, and 12 universities /colleges in U.S.A. engaged visiting Chinese language lecturers from Taiwan, and five states recruiting 18 visiting Chinese language teachers from Taiwan. www.moetwdc.org/

IX. Conclusion

The study provided an insightful experiences and understanding of the nature of professional development of teachers who teaches foreign languages in the schools in Taiwan. The main foreign language among the students, parents, and teachers was English. Learning English was the most important part of learning among All Taiwanese, especially the younger generations. Teachers, who can teach English, are in high demand and respected very highly. The classroom visit, teacher interview, and interview with the faculty of the National and private university around Taiwan, revealed that a great portion of Taiwanese still wants to come to USA and work here. As Modigliani (2011) stated that according to students who has been learning the Chinese language, knowing how to speak Mandarin gives them an advantage to secure work in the future as demand for people who speak Chinese is expected to grow in the U.S. and overseas. At present, there are numerous initiatives, programs, scholarships are in place for Chinese students to improve their credentials, such as University of California Los Angeles (UCLA) confucius institute, http://www.confucius. ucla. edu/, STARTALK-LMU Summer Mandarin Teachers and Students program at Loyola Marymount University (http://soe.lmu.edu/centers/ceel/startalk-lmu/) and so on. However, Teaching Chinese in the US schools requires mastery of the English and Chinese language. Teachers, professor, and researchers that are interviewed in the study were not keen to come to the US and teach Chinese in US schools, due to lack of confidence in their own English language skills.

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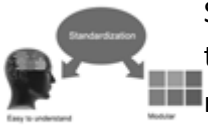

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Content

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	A-B	**C-D**	**E-F**
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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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