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Highlights

Mode Deactivation Therapy

Learning and Teaching Vocabulary

NigerianandAfricanLiterature

A Comparative Study of Maladaptive

Discovering Thoughts, Inventing Future

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Mode Deactivation Therapy on Attitude Towards Psychological Help-Seeking among Students with low Achievement Motivation in Secondary Schools in Idemili North, Nigeria

By Dr. Ofole, N. M.
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Abstract - Attitudinal barriers have consistently been related to actual utilization of services. This study investigated the effectiveness of Mode Deactivation Therapy (MDT) on modifying attitude towards psychological help seeking among students in Idemili North, Nigeria (IDNLG). Pre-test post test quasi-experimental design with 2x 2 factorial matrix was utilized. The population of the study was all senior Secondary School one (SS1) students spread across 16 schools located within IDNLG. Eighty-five students (Female=44; male=41) with age range of 13-19 years ($\bar{x}$ =13.3SD=3.7) who obtained less than 30 in the Achievement Motivation Inventory participated in the study. They were randomized into experimental and control Group. The experimental group was treated with MDT for 7 weeks which lasted for 2hrs per week while the control group was used as a comparison group. The outcome measure was Attitude towards seeking psychological help (Fischer & Turner, 1970). The result of the first hypothesis analyzed with the Z-test showed a significant difference between the attitude of the two groups (Z- cal =4.01, Z-critical=1.96; df=83; P=0.05). Similarly, there was significant gender difference.

Keywords: *mode deactivation therapy, psychological help seeking, low achievement motivation, idemili north,anambra.*

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Mode Deactivation Therapy on Attitude Towards Psychological Help-Seeking among Students with low Achievement Motivation in Secondary Schools in Idemili North, Nigeria

Dr. Ofole, N. M.

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Keywords: mode deactivation therapy, psychological help seeking, low achievement motivation, idemili north, anambra.

I. Introduction

Motivation is an important foundation of academic achievement. It is a fundamental human need and essential to the students learning process. While some students are motivated to achieve many others for various reasons, have minimal motivation for academic activities evidenced by little persistence and effort expended at school which culminates to underachievement. Nooe and Dipane (2014) describe academic achievement as the score obtained by a student from an examinations or continuous assessment. When the score is below stated standard, the student is said to underperform. The concept of academic underachievement is extremely complex, and for parents and students, extremely frustrating. Mandel and Marcus (1995, p. 4) classified underachievers on the basis of their level of motivation namely;1) Coasters, those who are the ultimate procrastinators-easy-going and unmotivated; 2) Anxious Underachievers, those who want to do better but are too tense and uptight to work effectively; 3) Identity-Searchers, those who are so wrapped up in figuring out who they are that they become distracted from schoolwork; 4) Wheeler-Dealers, those who are impulsive, manipulative, and so intent on instant gratification that they see no point in doing well in school; 5) Sad Underachievers, those who lack the energy needed for schoolwork because of their depression and low self-esteem; and 6) Defiant Underachievers, those who underachieve as an act of rebellion.

Academic underachievement can have a number of underlying causes primarily categorized into two clusters, namely; personal or individual-related factors and environmental factors. Motivation is one of the personal factors which could undermine achievement. Students without motivation do not love learning, they are also not excited about learning or adventure into exploration and discovery that leads to achieving one's goals and a sense of fulfillment. Academic underachievement is associated with numerous negative outcome such as low self-esteem, Anxiety and attention deficit hyperactive disorder, social withdrawal and depression (Nooe & Dipane, 2014; Ofole & Okopi, 2012). Learners who are not motivated to learn lack the drive to achieve. Such category of learner therefore requires seeking psychological support. Psychological Help seeking behaviour is defined in this study as an individual's effort at seeking and obtaining psychological related supports from a professional counsellor (Ofole & Falaye, 2011). Psychologist can significantly contribute in helping students overcome challenging learning tasks with a sense of confidence and self-efficacy. Put differently, students who obtain

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psychological support can learn the importance of setting goals and achieving them successfully.

A concern is that despite the evidence that through counselling or psychological help individuals can get remedial interventions for academic underachievement (such as study skills training, time management, test taking skills, self-esteem boosting etc) yet students who have low achievement motivation do not seek for psychological or counselling help due to negative attitude (Perenc, Mieczyslaw & Radochonski, 2016; Adeosun, Adegbohu, Jeje, Bello & Manuwa, 2015; Oladipo & Oyenuga; Kumcagiz, 2013). According to Eagly, and Chaiken, (1993), attitudes can positively or negatively affect a person's behaviour, regardless of whether the individual is aware of the effects. Hogg, and Vaughan (2005) defined attitude as "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan, 2005, p. 150) ".a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor", p. 1).

Reluctance to seek help from formal mental health professionals provides a major obstacle for achieving psychological health among in-school adolescents in Anambra state. Gulliver, Griffiths, & Christensen, 2010) provided evidence that students who avoided challenges and exhibited little persistence when presented with difficult tasks and do not seek support are considered to be exhibiting a maladaptive behaviour pattern. The most frequently reported of all the barriers to seeking psychological help is negative attitude and personal *characteristics* such as gender, competence, belief that the problem would go away or could be solved without help, lack of confidence, general concern about what others, including the source of help, might think of them if they were to seek help (Czyz, Horwitz, Eisenberg, Li, Dorstyn & Denson, 2014; Topkaya, 2015)

There are plethora of studies on psychological health seeking behaviour of students in Nigeria and elsewhere (Perenc, *et. al.* 2016; Adeosun, Adegbohu, Jeje, Bello & Manuwa, 2015; Oladipo *et. al.,* 2013). However, There is a paucity of intervention designed to change students negative attitude towards psychological help seeking as most of the available studies are descriptive which merely highlighted the complexity of influences on an individual's health seeking behaviour at a given time and place. There is growing acknowledgement that there is need for interventions to promote health seeking behaviour in a variety of contexts and for diverse population (Price, 2001; Runganga, Sundby & Aggleton, 2001). Given the dearth of research that attempted to alter negative attitude towards psychological help psychological health the current study is designed to add to existing literature on psychological help seeking by investigating the therapeutic effectiveness of Mode Deactivation Therapy on Attitude toward psychological help seeking of students with low achievement motivation in secondary schools students in Idemili North, Nigeria. Ofole and Falaye (2011) provided empirical evidence that fear and anxiety which culminates to negative attitude towards health services are amenable to treatments. Mode deactivation therapy (MDT) has the potential to modify attitude towards help seeking behaviours because it has a network of cognitive, affective, motivational modes which inhibits positive attitude towards health services.

II. Theoretical Underpinning

Beck's Mode Model (1975) provided the theoretical framework upon which Mode Deactivation Therapy is anchored upon. Apsche (2003) developed Mode deactivation therapy (MDT) as reaction to his claim that cognitive and behavioural therapies alone were ineffectiveness in handling complex psychological problems coupled with his decision to expand the tenets of cognitive behavioural therapy into a more global constructs called 'modes'. As a result of the fact that attitude is hard to form an adaptation of therapies becomes expedient. Mode deactivation therapy (MDT) addresses dysfunctional emotions, maladaptive behaviours and cognitive processes and contents through a number of goal-oriented, explicit systematic procedures .Mode Deactivation Therapy is an adaptation derivatives of Cognitive Behaviour Therapies such as, Dialectical behaviour therapy (DBT), mindfulness, Acceptance and Commitment Therapy (ACT), Functional Analytic Psychotherapy Therapy (FAT).Problem Solving Cognitive Behavioural Therapy and Schema Mode Therapy (Apsche, Bass, & Backlund, 2012; Bass, & Apsche, 2013). MDT is a methodology that addresses dysfunctional schemas through systematically assessing and restructuring underlying compound core beliefs - beliefs that often found their genesis in trauma experiences.

Unlike the CBT approaches which focus primarily on the present rather than the past, the focus of therapy is the current processes that are maintaining the problem rather than the root causes. CBT views clients' problem as the manifestation of dysfunctional thinking, which is replaced with the use of logical arguments. MDT agreed in general with this principle, but also believed that there is need to explore the origins of maladaptive thought processes in addition to validating their existence as reasonable given an individual's past experiences upon which his or her core beliefs are based. Beck (1975) asserted that how people feel and behave is largely determined by their thought processes or cognitions, which may make them vulnerable to psychological distress. In MDT these modes and their associated core beliefs are validated

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and normalized in the client's perspective by cultivating awareness and acceptance rather than disputing any belief as irrational or "bad". The proposition is that awareness and acceptance improves the therapist-client bond, client cooperation, commitment and motivation, which enables an effective and durable therapeutic change process. In MDT the core beliefs (or schemas) of the individual are not perceived or challenged as dysfunctional because this action invalidates the person's life experience. The client's Functional Alternative Beliefs (FAB) is accepted as truths in the client's life by the therapist and the client. Functional Alternative Beliefs are consistently validated as legitimate and are seen as developing as a result of the person's life experiences - no matter how irrational, and even if the reality of the belief is imperceptible to observers.

MDT has support as an efficacious intervention across a wide variety of behavioural outcomes for adolescents including juvenile offenders (Thoder & Cautilli, (2011); Oppositional Disorders (Bass & Apsche, 2013; Murphy & Siv, 2011) as well as sexual and offending behaviour (Jennings, Blossom, & Bayles, 2013). Although research studies to date have not utilized MODE on Nigerian population to the best of the researchers' knowledge, there is no apparent reason why MDT treatment would not be equally effective for modifying attitude towards help seeking behaviours among Nigerian populations.

III. Purpose of Study

In view of the stated problem, this study explored the effectiveness of Mode Deactivation Therapy (MDT) in modifying attitude towards psychological health seeking behaviour of students studying in secondary schools in Idemili North, Anambra state. The moderating effect of gender on psychological help seeking behaviour of participants was also examined.

IV. Research Questions

The following research questions guided the study;

1. What is the difference between the mean attitude scores of students exposed to MDT and those in the control group?
2. What is the difference between the mean attitude score of male and female exposed to treatment?

V. Hypotheses

The two under listed null hypotheses were tested at 0.05

1. There is no significant difference between the mean scores of attitude towards psychological help of students exposed to MDT and those in the control group?
2. There is no significant difference between the mean score of attitude towards psychological help of male and female students exposed to MDT?

VI. Methodology

Pretest-post-test control group design was adopted for this study. The intact classes were randomly assigned to two treatment conditions namely; experimental and control group. The school principal discouraged randomly assigning participants into the groups in order to avoid interruption to other school activities. The factorial matrix was "two by two" denoted by 2x 2. The independent variables (MDT Group and control Group) constitute the row while the participants gender (male and female) were also at two levels.

Eighty-five (85) senior secondary school one (SS1) students who scored between 1-30 out of 60 obtainable scores in Schuler, Thornton, Frintrup and Mueller-Hanson (2002) achievement motivation inventory were purposively used for the study. The population for the study constitutes approximately14, 388 Senior Secondary School one (SS1) students spread across sixteen schools located in Idemili North Local Government Area. Simple random sampling technique was utilized to draw out the two schools out of the sixteen schools. Fifty-four students constituting 63.5% of the study population were female while thirty – one (36.5%) were male. Their age ranged from 13-19 years with mean age of 13.3 (SD=3.7). The treatment and the control groups are comparable in many aspects i.e. age, gender, type of school, management of schools. The towns were far from each other thereby eliminating any infiltration of information to the control group. Idemili North was purposively selected for the study due to the repetition and high rate of school dropout rates reported among the students by researchers (Eboatu, 2014; Achufusi & Mgbemena, 2012). Idemili North is one of the Local Government Areas in Anambra State which is located in South-central Nigeria (Wikipedia, 2016). Eziowelle and Obosi were randomly drawn out of the ten towns that made up Idemili North. Other towns in Idemili North includes; Abacha, Abatete, Nkpor, Ogidi, Oraukwu, Uke, Ideani and Umuoji.

VII. Instrumentation

The instrument used for data collection has two sections. Section one obtained the respondents information regarding the with their age and gender, while section two elicited information on the criterion variable (attitude towards psychological help). The detail description of the two instruments is presented as follows;

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a) Attitude towards seeking psychological help

The participants' attitude towards seeking psychological help was assessed with ten items adapted from Fischer and Turner's (1970) Attitudes toward Seeking Professional Psychological Help Scale (ATSPPHS). The items were designed in a 4-point Likert-type scale with response options ranging from 1 (Agree) to 4 (Disagree). Higher scores indicated positive attitudes toward seeking professional assistance. The authors reported good internal consistency estimates (Cronbach = .84, and test-retest reliability r = .80). The psycho -metric properties of the instrument were adequately established. Measurement and test experts in the Department of Counselling and Human Development certified that the instrument has face validity while construct validity internal reliability estimates of (α=.72) was obtained for this study using samples different from the target population

b) The Achievement Motivation Inventory (AMI)

The Achievement Motivation Inventory (AMI) by Schuler, Thornton, Frintrup and Mueller-Hanson (2002) was adapted to screen students with low achievement motivation. The instrument was originally designed to measure a broad construct of work-related achievement motivation. The AMI is based on a trait-oriented concept of achievement motivation (Schuler & Prochaska, 2000, 2001). The AMI profile gives insight into an individual's achievement motivation structure and enables a precise and reliable evaluation of all major aspects of achievement motivation. It provides a psychological instrument of high scientific and practical impact for the study of AMI. The original scales consist of 17 sub topic spread across 170items designed in a 7-point Likert format. For the purpose of this study only 15 items drawn from five sub-sections were used; namely; Confidence in Success; Eagerness to Learn, Fearlessness, flexibility and Persistence. The items were positively worded. Typical items include; *'I enjoy situations, in which I can make use of my abilities'. 'I am appealed by situations allowing me to test my abilities'. 'I am attracted by tasks, in which I can test my abilities'.* The highest obtainable score was 60 while the lowest obtainable score was 15. Students who scored 1-30 were considered to have low achievement motivation and therefore eligible to participate in the study. While those with 31 and above were excluded from the study because they were assumed to have high achievement motivation. The authors reported a reliability (Cronbach's alpha) for the total score to ranges from a = .66 to a = .83. However, for the purpose of this study, a reliability index of r=0.77 was obtained after pilot testing it on samples of students in schools not part of this study using test retest within one week interval.

VIII. Procedure

The treatments were in three phases namely; pretreatment phase, treatment and evaluation. At the pretreatment phase written approval was obtained from the two school principals' of the randomly selected schools, the students brought their filled parental consent form. At the treatment phase the participants who met the inclusion criteria were randomly assigned into treatment group to avoid the error of non randomization which could have confounding effect on the study outcome. The two groups (Experimental and Control group) were administered with the study questionnaires. The control group was an equivalent group with the experimental group but they did not receive therapy they served as a comparison group used to evaluate the study outcome. The experimental group was thereafter exposed to eight sessions of MDT therapy. Each session has specific measurable objectives and it lasted for two hours. In all the participants were exposed to fourteen (14) hours of treatment which spanned for a period of seven weeks. The summary of each session is as follows;

In the first session, the researcher and the research assistants familiarized themselves with the participants. The objectives of the study were discussed in details. Rules guiding the training were established, among which includes punctuality, active participation, phones on silence and, respect for others opinion etc. Their questions were answered, while myths and misconceptions concerning the treatment were clarified. Attitudes towards Seeking Professional Psychological Help Scale (ATSPPHS)was used to collect baseline data. The second session involved systematic assessment that was aimed at identifying, clarifying, and formulating participants' core beliefs, thoughts, feelings and behaviour sequence. The researcher explored the reasons why the students developed negative attitude towards counselling services. Detailed family information, academic history was also obtained. In the third session fear assessment and Compound Core Beliefs Questionnaire (CCBQ) were utilized to compile the participants' triggers and fears regarding seeking psychological help. A situational analysis which associated their problem of beliefs, fears, and behaviours was done in order to identify the mode activation processes that have to be deactivated. In the fourth session in order to consciously affect change in the participants' attitude the researcher stimulated their awareness and acceptance of distressful thoughts and feelings in the present. This state facilitated mindfulness, meditation and imagery centering, imagery to facilitate cognition. The fifth session focused on identifying functional alternative beliefs, healthy alternative thoughts and compensatory strategies which is developed and reinforced through the validation–clarification–redirection (VCR) process. The researcher utilized the sixth session to advance the participants' towards accepting a functional alternative beliefs, healthy alternative thoughts and compensatory strategies which is developed and reinforced through the validation–clarification–redirection

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(VCR) process. The researcher utilized the sixth session to advance the participants' towards accepting a functional alternative belief through commitment and motivation to work towards positive alternatives that are more supportive of their life goals and aspirations. The participants were taught Problem solving skills (D'Zurrila & Nezu, 1999) in the seventh session. Problem solving skill enabled the participants to navigate academic problems which are described as ill-*structured with unclear goals, incomplete* information and several possible solutions and multiple paths to obtain them (Jonassen, 2007). This session was concluded by teaching the participants how to monitor their progress and prevent treatment relapse. The treatment was concluded at the eight sessions. Attitudes toward Seeking Professional Psychological Help Scale (ATSPPHS) earlier used for baseline data collection was re-administered though this version was reshuffled in order to prevent the participants from getting habituated to the instrument after repeated presentations.

In addition to the descriptive statistics which was used to describe the properties of the sample, Z-test was to compare the means of the two groups to know if there's a significant difference between the experimental and control group. This statistical tool was considered most appropriate since the distribution was a normal one and the standard deviation was also known.

IX. Result

a) Research Question One

What is the difference between the mean attitude scores of students exposed to MDT and those in the control group? Table 1 was used to compare the means of the experimental and control group as follows; The result of research question 2 is presented on table 2. It reveals that the mean of male exposed to treatment is less than their female counterpart; i.e. $\bar{X}$ =442.48< $\bar{x}$ =44.63. It shows that both groups gained in the therapy. This result provides additional evidence that the therapy was effective in enhancing attitude towards help seeking , however, the female exposed to MDT has superior mean gain (= $\bar{X}$ 44.63) when compared with their male counterpart with ($\bar{X}$ =42.48).

Hypothesis One: There is no significant difference in the attitude towards psychological help of students exposed to MDT and those in the control group? This hypothesis was tested with a Z-test and the decision was reached at 0.05 level of significance. The result is presented on table 3.

Table 1: Means of Pre-Test and Post Test Scores of participants in Experimental and Control groups

	Experimental group			Control group		
	Pretest (X^1)	Post test (X^1)	Mean Difference	Pretest (Y^2)	Post test (Y^2)	Mean Difference
Mean	34.7	67.11	32.41	34.4	52.3	17.9
Total	1202	2430	1187	1212	1663	898

The mean score obtained by the experimental and control group at pre-test and post test is presented on table 1. The difference in pretest and post test mean score for the experimental group is $\bar{X}$ =32.41 while that of the Control group is $\bar{X}$ =17.9. It is evident from this result that the experimental group has higher ($\bar{X}$ 67.11) mean score than the control ($\bar{X}$ =52.3) which suggests that the therapy was Effective in enhancing positive attitude towards psychological help seeking.

b) Research Question Two

What is the difference between the mean Descriptive statistic was employed to find the mean attitude score of male and female exposed to treatment? difference between the two groups (male and female) the result is presented on table 2.

Table 2: Mean and Standard Deviation Scores for Male and Females exposed MDT

	Male	Female
Total	1742	1964
Mean ($\bar{X}$)	42.48	44.63
Standard deviation (SD)	9.27	10.31
Number	41	44

Hypothesis 1: Z-test for difference between mean attitude score for students in experimental and control for Hypothesis 1

Group	No.	$\bar{X}$	Df	SD	Z-Cal	Z-critical	Decision
Exp (A)	42	67.11	83	9.55	4.01	1.96	Reject Ho
Control Group (B)	43	52.3		12.62			

Note: Significant at P = 0.05

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Result of hypothesis two showed there is a significant difference in the attitude of the group exposed to therapy as the result showed that Z-test calculated is 4.01 which is greater than Z critical of 1.96. Thus, since Z- cal (4.01) is> than Z-critical, the decision is that the null hypothesis is rejected. This implies that the treatment was effective in improving attitude towards psychological help of the experimental group.

Hypothesis Two: There is no significant difference between the mean score of attitude towards psychological help of male and female students exposed to MDT? In order to determine if there is significant difference between the attitude of males and female exposed to therapy Z-test was utilized. The result presented on table 4 showed significant difference between the male and female. This confirmed the result of research question two which shows that the female has superior treatment gain compared to their male counterpart. Since Z-cal (3.37) is greater than Z-critical (1.96) the null hypotheses is therefore rejected. The result showed a significant difference between the male and females treated with MDT.

Table 4: Z-test for difference between the mean score of attitude towards psychological help of male and female students exposed to MDT

Sex	Std. No	$\bar{x}$	Df	SD	Z-Cal	Z-critical	Decision
Male	41	42.48	83	9.27	3.37	1.96	Reject Ho
Female	44	44.63		10.31			

Note: Significant at P = 0.05

X. Discussion

This study was designed to primarily investigate the effectiveness of MODE deactivation Therapy (MDT) on modifying attitude towards psychological of cohorts of senior secondary school students. The results emanating from the data analyzed as presented on tables 1 & 3 provides evidence that MDT is an effective therapy for changing negative attitude towards help psychological help seeking. This outcome is probably due to the fact that MDT blended elements from proven treatment models which includes Beck's theory of "modes" (Beck, 1996); traditional Cognitive Behavioural Therapy and Schema Therapy (Alford & Beck, 1997; Beck and Freeman, 1990); Dialectical Behaviour Therapy (Linehan, 1993); and Functional Analytic Behaviour Therapy (Kohlenberg and Tsai, 1993; Nezu, Nezu, Friedman and Haynes, 1998. The treatment was able to handle instantaneous, primal and extremely powerful effects of maladaptive "modes" of the participants who were adolescents unlike the traditional therapies which were considered unresponsive because of its inflexibility. Further, the researcher incorporated psychodynamic element which is a major tool of MDT to explore the participants early childhood experiences and deterministic of their behaviours. By restructuring the participants beliefs, the treatment was able to adequately address the underlying perceptions that may have set in motion the mode related change of aberrant schemas, that enabled the behaviour integration of dialectical behaviour therapy (DBT) principles, (Linehan, 1993). This outcome corroborates previous studies that reported the effectiveness of MDT on adolescent studies (Swart & Apsche, 2014; Bass & Apsche, 2014; Jennings, Blossom, & Bayles, 2013; Thoder & Cautilli, 2011). Results of a meta-analysis also provided evidence that MDT is effective for both family-based and group treatment. On the contrary, this outcome negative Callejia (2014) who argue that due to the type of theoretical eclecticism in MDT it may be difficult to find coherence in the model.

The result of the second hypothesis shows a significant gender difference in treatment outcome. The female treated had superior treatment gain as shown on tables 2 & 4. This implies that with the intervention the treated females will likely uptake psychological help more than their male counterpart. Studies focusing on health seeking behaviour have shown inconsistent findings with regards to gender. Some have reported gender differences in the likelihood of seeking health care (Thompson, Anisimowicz, Miedema, Hogg, Wodch & Aubrey-Bassler, 2016; Addis & Mahalik, 2003; Rasmussen, Jensen & Olesen, 1992) whereas others have not (Galdas, Cheater & Marshall, 2005; Dixon-Woods & Kirk, Agarwal, 2005). The possible reason for this outcome is that though men and women are alike in many ways, there are important biological and behavioural differences between the two gender, these differences is associated with behaviour, lifestyle and life experience. It determines access to health care, use of the health care system and the behavioural attitudes of medical personnel.

Another possible explanation for the gender difference in treatment outcome is due to gender-role socialization which makes men and women learn gendered attitudes and behaviours from cultural values, norms, and ideologies about what it means to be men and women. For example, many of the tasks associated with seeking help from a health professional, conflict with the messages men receive about the importance of self-reliance, physical toughness, and emotional control (Good, Dell, & Mintz, 1989; Levant & Pollack, 1995; Pleck, 1981; Pollack, 1998; Real, 1997). On the contrary, Courtenay (2000) has reported a direct link between denial of weakness and rejecting help as key practices of masculinity and help seeking behaviour. He argues

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that by dismissing their health care needs, men are constructing gender. According to the researcher, when a man brags, 'I haven't been to a doctor in years'; he is simultaneously describing a health practice and situating himself in a masculine arena. Men's negative attitude to health services has been cited as 'an important obstacle to improving men's health' (Hunt, Adamson, Hewitt, & Nazareth, 2011). There is thus a concern that when men delay their visits to the counselling psychologist or other health care providers it may decrease men's chances for early detection, treatment, and prevention of disease (Addis & Mahalik, 2003).

XI. Counselling Implications

This study has both theoretical and Practical implications on the field of counselling and psychology. First, it has given credence to claims that MDT is an empirically grounded theory that is effective in treating diversities of problems especially with adolescents. In practical terms also it has shown that counselling practices can be guided on the synergy in treatment practices. Stated differently, this study has shown that elements of different theories can be well blended successfully without confusion that arises in eclecticism counselling. Another counselling implication is that when treatment is designed according to clients or groups need it tends to be more effective than "one size fits all" approach adopted in some interventions.

XII. Conclusion

This Research has clearly established the efficacy of MDT in modifying attitude towards psychological help seeking behaviour of adolescents in secondary schools. It has provided evidence that MODE Deactivation Therapy is gender sensitive. The implication is that in using MDT, the treatment package should reflect gender differences in socialization, norms and stereotypes.

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Sucs: Front Liners of Effective Educational Researches

By Ana Marie V. Fernandez
Cebu Normal University

Abstract- This study evaluated the frontline service of state universities and colleges Teacher Education Institutions of the Philippines. Research is one of their core functions. This study also examined how the triangulation of accountability between the government's support, teacher education institutions and the department of education in resolving educational problems. This study revealed that effective educational researches answer the issues and concerns of the modern era classroom where large classes are evident and growing. This study used a descriptive and deductive research design. The researcher used her made questionnaire, supplemented with the UNESCO ICT curriculum checklist and data from the Commission on Higher Education. The findings show that SUC-TEI is an intricate part of the Department of Education and failure on its part to deliver EER can stagnate and hamper the dynamic and responsive exchange of new strategies and educational tools for basic education. The great challenge of effective educational researches is the coping of delayed responsibilities of the lack of strong national policy on ICT teacher resource, national plan, regulatory institution and national open educational resources for research resources. ICT indeed has an impact in revolutionizing the delivery of effective educational researches and level of performance of TEIs.

Keywords: *state universities and colleges, accountability, education.*

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Sucs: Front Liners of Effective Educational Researches

Ana Marie V. Fernandez

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Keywords: state universities and colleges, accountability, education.

I. Introduction

With the onset of ICT in the tertiary education and all the educational levels of the country, the growing demand of delivery of effective educational researches are adhered and hoped by all the servicing teachers in the Department of Education. The growing need to have a new grasps of knowledge which are research-based that can answer surmounting educational problems in the teaching and learning environment. The call to conduct researches are long been stipulated to all the higher education institutions (HEIs) but as if it seems that many are slumbering the capacity and stagnantly idled to conduct effective educational researches in order to uplift the present situations of the Department of Education in the country.

Many educators in the higher education institutions are geared to conduct effective educational researches but along the way falter for lack of support either moral or monetary to finish the end of the line and that his or her research is made available to everyone in the field. There seems scarcity in the midst of abundance of effective educational researches. Thus, there is a need to examine and trace the pathways of the road maps of higher education institutions so that there can be unclogging of wholes and drainage system of what is out and what is relevant today. Researches that are needed and most demanded by servicing teachers and pre-service teachers are seemed too elusive to be grasped by those who are poor and isolated educators.

There is a triangulation of responsibility and accountability of effective educational researches delivery by the teacher education institutions (TEIs), Commission on Higher Education (CHED) and the government as it plays a big role to make the Department of Education a well off of supply of effective educational researches. The stand alone scenario should be ended in order to level off to the demands of globalization or else this scenario can lead us to nowhere in the global ranking of educational system.

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II. Theoretical Framework

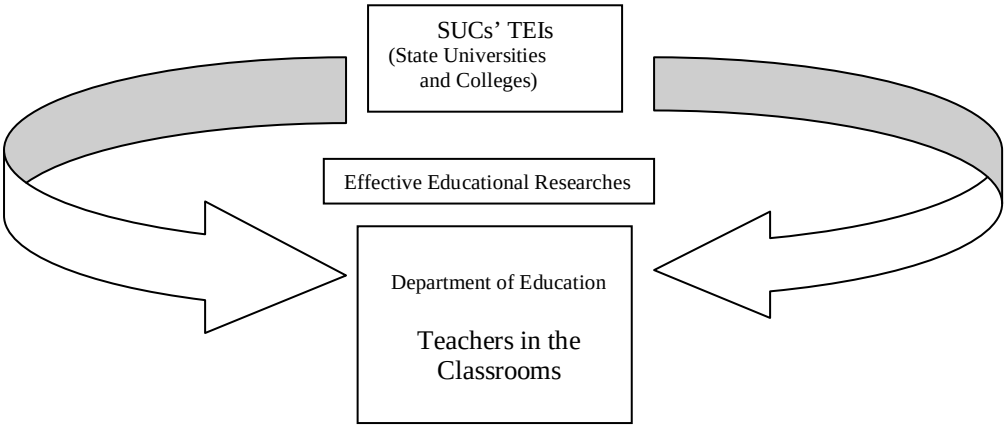

Figure 1: Theoretical Framework SUC-TEIs. Adapted from the Philippine Educational Structure of the Department of Education 1998-2002

III. Objectives of the Study

This study investigated the delivery of effective educational researches of TEIs to Department of Education. To examined based on the perceptions of how capable are the educators of TEIs to do effective educational researches and to make a prognostic stand of comparison of the production of effective educational researches before ICT[1] integration and now with the ICT integration in tertiary education, however, on the UNESCO ICT data source (2010) the Philippines has not been able to comply so it is rightful to presumed that ICT master plan and practices are existing but has not been institutionalized in the Philippines as the of the To determine how the government funds for SUCs researches are being used up to produce more effective educational researches..

IV. Literature Review

a) Teacher Education Institutions of State Universities and Colleges

Taylor (2003) cited that higher education institutions nowadays in many parts of the world frayed by too much demands on its services yet with the minimal resources can torn them to the end of the line. In this scenario they have to strengthen their quality service and always put to the test for assessment of quality. With this in mind the Teacher Education Institutions too are not an exemption not to bend to this kind of run. More so with being in state universities and colleges as fund with a large scale outcome as expected in the future. If futility of the government is not foreseen in the future, however, if not bound to the structure and do otherwise then it is seen to be incompetent in the near future is seen. More is expected with minimal resources, then many can have more reasons or excuses of not doing well in the field or position, but as to be vigilant to every peso shed to the people's money then everyone in the higher education is duty bound to do their excellent job in the government service.

b) Functions of TEIs SUCs

Tan (2005) remarked that the higher education plays the central role in the national life and the other sectors of the economy. Thus, this becomes very integral task for the Teacher Education Institutions of state universities and colleges (SUCs) to do. They have to function with the four fold tasks: *instruct, research, extend and publish*. They have to instruct the pre-service teachers with utmost knowledge, skills, attitudes and values of becoming a good model to the new generations. They have to do their researches so that the educational field will have full of resources that is responsive, dynamic and relevant to the growing changing issues of the modern society. They have to extend their expertise to the outside community for having a lot of findings and new discoveries because the community owes to be shared as it is the very essence of the purpose of their structure. This sharing is a function that creates the corporate obligation of the TEIs or the SUCs itself to the community globally.

c) Triangulation of Accountability

The triangulation of accountability is shared by all the stakeholders in the educational system. The SUCs who has the highest remark being the prime innovator of changes in the system might as well as the prime source of deficiency and dysfunctionality. Tan (2005) recounted that higher education has produced low quality graduates and the underdevelopment of an innovation system have lowered the productivity of the country's labor force and inhibited technological progress. Padua (2003) cited that the funding for state universities and colleges characterized as a negotiated funding scheme and not based on consideration of

[1] See Appendix A for ICT Table of Compliance Checklist from UNESCO (2010)

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quality outcome. These two thoughts give us a sense that there has been a deficiency or lack of quality delivery which can happen in the walls in between the SUCs. This can be also an alarming reason to believe that futility can exist in the guise of a name of state university and colleges that for almost a long run has not been uncovered and unfolded. The search for quality is becoming more and more a distance star. The feature of SUCs can become multiform and their range can be too far from each other. This will defy the standard set for the SUCs in the country. In this growing modern society SUCs specially the TEIs will not just going to meet the standards of quality but has to innovative programs and studies that can be so dynamic, responsive and updated with the changing issues here in our country and may be can contribute to stir innovations with the countries. One of which is on how to manage quality large classes which are very evident in our basic education. That numbers can grow from 60 to 99 students in the class as per estimated number. The selection of appropriate technology that can answer the demanding numbers in the classroom: large number of students, least number of teachers, the congested competencies in the curriculum, least number of technology and educational resources.

d) Quantity in policy but not quality in policy

This is clear manifestation of not having quality but quantity policy matters in resolving most issues and concerns. This is not questions where are the great minds of the Philippines but where they able to function well? Were they able to have luminous freedom to say what is ought to be done in our system? Or the system is manned by the popularity demand like 'as it was true in the other countries like the mighty name US have then' so as it can be installed in the Philippines? Well, at the end where are the men who will man the need of the growing result of inferiority. This could be answered with eyes open wide and learn from our past that it is us who will man our own inferiority in the name of quality for our people sake. Lopez[2] (2013) mentioned that SUCs annual budget may increased incrementally but with little or no consideration of seeing if there were no impact of their activities on attaining the sectoral and societal outcomes. These societal outcomes are the major final outcomes that the SUCs should or must deliver. These are the innovative changes beaming from the works and activities propelled by SUCs. This resounded that there is a real difficulty to curve the picture of SUCs because of its low outcomes although has more annual outputs but these are raw materials to produce the dreamed out comes. So many SUCs are evading this pathway and contented to be labeled as an extension of basic education not a higher education with its full essence.

e) Publication of research outputs is a must for HEIs faculty

The Commission on Higher Education (2012) reiterated that 'publication of research outputs of faculty members of colleges and universities in referred journals has become a universal requirement for tenure in higher education institutions. It is further reiterated by CHED that in order to encourage and support HEIs they are giving guidelines for CHED Accreditation of Research Journals and providing incentives thereof for the purpose of promoting or enhancing the research productivity of HEIs. It is further assumed by the Commission that research outputs will be peer-reviewed or refereed by journals of research publications of high quality, credibility and integrity. However, there is a huge variance in the quality of journals of research published by colleges and universities in the country. Thus the Commission on Higher Education is prioritizing the rationalization of higher education institutions of the country by putting them on the priority list: HEIs development and implementation of topology or mapping of HEIs programs, restructuring of HEIs, having a regional university system and specialized institutions; Adopting quality assurance: by revising new policies, standards and guidelines, intensive monitoring of programs; capacity building of institutions and their faculty; and industry-academe partnership and internationalization of Philippine HEIs. These are the initiatives of the Commission to ignite the flames of the SUCs to perform their tasks and function.

f) Faculty Development in Higher Education

The faculty development is the marked and eyed aspect of the Commission on Higher Education that can supplement that strength of the pillar of HEIs. CHED (2009) provided the guidelines on faculty development program in the Philippines. Faculty development is seen as the critical factor towards building a strong foundation of educational institutions to ensure quality education. It has always been the priority concern of the Commission for a long. It sees that the country cannot compete with its neighboring countries which are now moving towards offering cutting-edge programs and technologies if the faculty are left in the milestone of development. So the training of faculty in-service has been the rope to lead them to train others. There training should give more outcomes as they will be considered the critical minds and mass to train and equip others like their students for significant and promising careers in the global market.'

g) Rare View Seen by the Business Education

The partnership of industries and academe is not new to Philippine HEIs but what seems difficult to understand is that there is a continuing complaint on the

[2] Dr. Marcelo T. Lopez, RN, Ed. D, DPA SUC President of Cebu Normal University, This is a version of his message in Lopez, M. (2013). *State of the University Portfolio 2012-2013.* Cebu City Philippines.

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side of the industries' sector when it comes to competencies of the graduates of HEIs. Del Rosario[3] (2011), reiterated that 'they are continuously confronted with declining quality of graduates from higher education institutions'. This is an onset of declining the structural staff of the educational industry as to view from the onlookers side but the question is who do not see the effects and who could not feel the effects when it has gone massive and the business industries are now filling in the gaps caused by the insufficiencies of the competencies of the graduates from the higher education. Some would ask, "Is Philippine Education System too blind to see and too deaf to hear the cries of the other industries?" Would they care to answer the gap of their deficiency? Do they do their research work and answer the massive damage they cost? Are they willing to be help or they are comfortable to be with their status of deficiency? These are the common rare views seen by the business education sector that have been so alarming to everyone in the country so as to our global community. Our graduates need to really proved and worked on their unlearned competencies as they are now servicing in industries. Likewise, the business industries took the initiatives to do the retraining of the newly hired graduates as they to make them fully equipped with the lacking competencies from colleges or universities.

V. Theory

a) SUCs TEIs- An Intricate Particle

Teacher Education Institutions are the SUCs training institutions for excellent pre-service teachers and is the main source of effective educational researches. The educators in SUCs-TEIs are capable of doing effective educational researches because they ready and trained. The onset ICT and state funds make the production of EERs faster and advance. The pre-service teachers trained in SUCs TEIs are good outcomes from effective educational researchers and trainer educators. The pre-service teachers then are good inputs in the Department of Education to become classroom teachers. Therefore, the Department of Education's main source of effective educational researches is the SUCs TEIs and relies mostly from their output and effective outcome.

b) Research Design and Methodology

This was a deductive theory development design used as an approach to study the large scale data of countries for the year 2010 from UNESCO on ICT integration in basic and higher education institutions, using the national data from the Commission on Higher Education (CHED) and Philippine GAA budget share of education sector agency of the state colleges and universities-Teacher Education Institutions (SUCs-TEIs). A frequency tables were used to formulate findings and analysis. The effects of ICT integration on the conduct of effective educational researches on each TEIs of the country were also asked to the respondents. Then the researcher analyzed the responses of the one hundred sixty-three classroom teachers and with the use of pre-coded researcher made questionnaires. These empirical data were used as basis for the hypothesis testing. The respondents were random sampled from the classrooms of Department of Education Cebu City teachers. They had been notified to respond on the preferences on a seven-point scale where they will completely agree, highly agree, moderately agree, neither agree nor disagree, moderately disagree, highly disagree and completely disagree but prior request and permission letter had been approved by the Division Superintendent of Cebu City. A frequency analysis of the variables of: Teaching-Resources, Perception on SUC-TEIs, Collaboration on Dissemination and Delivery of Effective Educational Researches, Perceptions on Teachers of SUC-TEIs, Graduates of SUC-TEIs, ICT-Integration in Education and Effective Educational Researches Issues and Concerns Survey Preferences were responded and focus group discussions were also conducted to evaluate the validity of their responses. International data from UNESCO on ICT Compliance Data Checklist were also used to sense the presence of ICT in the school.

c) Findings

Figure 2 shows the budget sharing of the components of the Philippine Department of Education: Department of Education, Commission on Higher Education, TESDA and SUCs. The Department of Education has the highest sharing among the four components with 82.25% of the budget sharing while the state universities and colleges (SUCs) have 14.16%.

[3] Manny Del Rosario the chairman of the Philippine Business for Education (2011)

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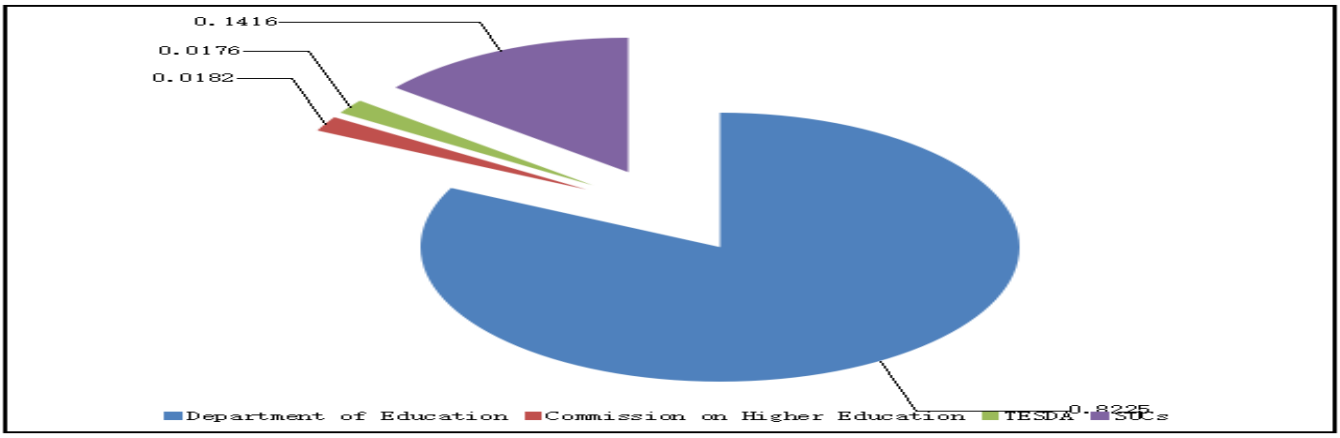

Figure 2: Philippine GAA Budget for Education Sector

Note: Data from the Philippine GAA Budget Share of Education Sector Agency (1998-2002)

Figure 3 shows that most of the center of excellence and center of development comes from the SUCs. There are 9 regions (regions I, IVA, IVB, V, VI, VIII, IX, XII and NCR) of the country which have SUC-TEIs bear region the compared to private universities which were leading in 7 regions (regions II, VII, X, XI, CAR, ARMM, CARAGA). This shows directly that most SUC-TEIs have excellent pre-service trainings.

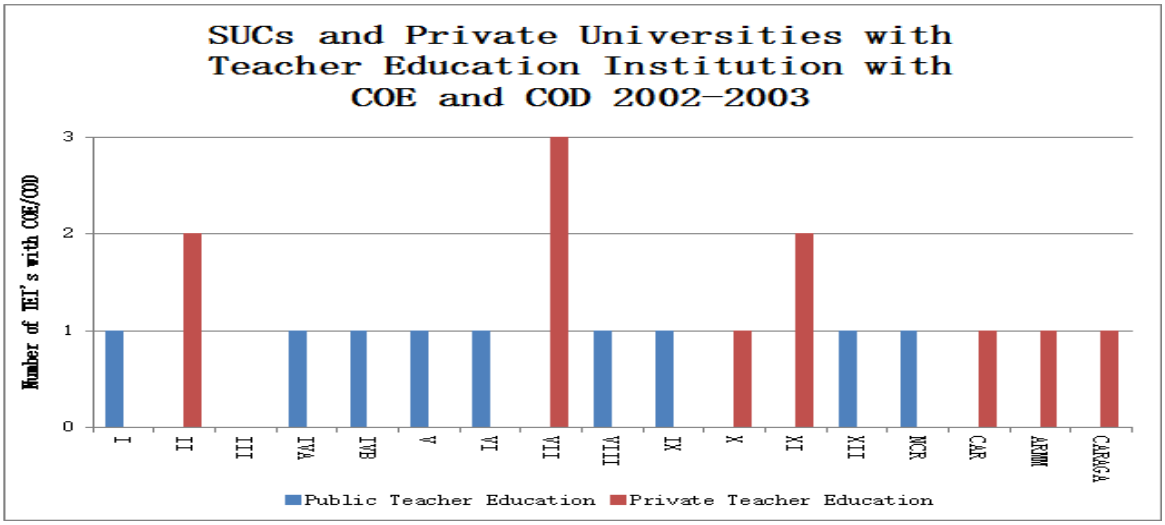

Figure 3: SUCs & Private Universities with Teacher Education Institution with COE & COD

Table 1 shows the gross response rate of classroom teachers regarding their used of teaching resources. They are responsive to what is the new trend in the TEIs as revealed on their answers. Their responses are ranging mostly from completely agree to moderately agree. There are very little undecided answers and moderately disagree and very minimal responded on the completely disagree.

Table 1: Gross Response Rate of Philippine Basic Education (2013)

Teaching Resources (Counts)	CA	HA	MA	NA/ND	MD	HD	CD
I resolve classroom issues by referring to what I have read from educational journals.	30	70	52		4	7	
I modify my assessment tool every year.	22	80	48	13			
I update my teaching resources because of the new and relevant finding from educational researches.	43	81	35				
I adopt strategies and techniques based on the new trends of the TEIs research findings as disseminated during local, national research conferences.	32	92	25	7	7		
We have local, national, international educational research journals are available in the school library.	28	36	64	35			

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We have updated subscription of local, national and international subscription of e-journals.	7	33	59	50	7	7	
I read local, national and international journal in the school library.	18	4	76	37	14		
I often browse and read e-journal in the internet at home or on my vacant time in school.	11	7	123	15	7		
The school curriculum is often revised to incorporate new results or findings from EER.	11	78	51	16	7		
I keep track of new learning pedagogies and technological knowledge to substantiate my content (subject matter) knowledge.	14	79	64	6			
Teachers can access more effective educational researches to solve their student and classroom issues even from the Harvard University.	7	50	79	27			
Effective educational researches abound in the local arena: state universities and private universities in the Philippines are just one hand away from the classroom teachers.	7	43	85	21	7		
Most of the theories and principles used by teachers in the basic education classroom are based on the obsolete international western philosophers.	7	15	81	36	13	4	7
The Department of Education is providing educational researches outputs from SUC-TEIs for the teachers to consume and apply in their classrooms.	18	71	61	13			

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 2 shows the perceptions of the 163 classroom teachers about SUC-TEIs. They revealed their responses on the highly positive responses. There were never a negative response so as to presumed that they have a very high regards on state universities and colleges that these are having excellent training of pre-service teachers and sources of new and relevant effective educational researches among the country.

Table 2: Gross Response Rate of Philippine Basic Education (2013)

Perception of State Colleges and Universities-Teacher Education Institutions	CA	HA	MA	NA/ND	MD	HD	CD
SUC-Teacher Education Institutions (TEI's) are the higher education institutions that train excellent pre-service teachers.	25	76	32	23	7		
Many teachers who are from the private schools are envy of the products of SUC-TEIs.	18	22	42	67		7	7
Many teachers in the Department of Education would want their sons or daughter to study Education in the SUC-TEIs.	10	60	58	14	14	7	
SUC-TEIs have a lot of new and innovative methods and techniques in handling and teaching children in the Department of Education.	18	83	34	14	7	7	
SUC-TEIs new methods and techniques in teaching school children are based on the output of their researches.	11	75	46	24		7	
SUC-TEIs have rigid training among its pre-service-teachers.	4	71	75	13			
TEIs generation of new knowledge are not felt by the teachers in the basic education classrooms.	11	4	89	22	19	11	7
The SUC-TEIs are the best institutions to conduct and deliver research outputs in behalf of the Department of Education.	11	85	64	3			
More and more teachers in TEIs are encouraged to do effective educational researches because the state provides funds for their research.	11	64	75	6			7
TEI are dying institutions if not delivering effective educational researches.	26	25	71	24	17		

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

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Table 3 shows the perceptions of the teachers on the graduates of SUC-TEIs. Most of their of their responses are favorable and confirmatory that most of the graduates of SUC-TEIs are excelling in their field, however there are some but very minimal who were not agreeing on these statements. This is also an affirmation that in the country the massive teacher education excellence and center of development are come SUC-TEIs.

Table 3: Gross Response Rate of Philippine Basic Education (2013)

Graduates of State Universities and Colleges-Teacher Education Institutions (SUCs-TEIs)	CA	HA	MA	NA/ND	MD	HD	CD
Most graduates in TEIs are functional computer literate to advance computer literate.	27	68	58	10			
Most of the pre-service teachers from SUC-TEIs are very competent: content, pedagogy and technology knowledge.	14	57	65	20	7		
Every year the pre-service teachers are getting better than last year.	11	47	81	17	7		
With the onset of ICT in TEIs, there are more highly competent pre-service teachers entering the Department of Education.	28	67	58	10			
Teachers who are from state universities and colleges are doing exemplary contributions in teaching children and managing offices and classrooms in the Department of Education.	30	54	51	10	11		7
SUC-TEI's new graduates are equipped and trained with new pedagogies, methods and techniques in teaching school children.	19	71	63	3	7		

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 4 shows that the collaboration of basic education and higher education institutions TEIs. They have completely agreed to moderately agree and never a show of disagreement. They unanimously agree that there is a dynamic collaboration, healthy exchange of knowledge during seminars and trainings conducted by TEIs.

Table 4: Gross Response Rate of Philippine Basic Education (2013)

Collaboration of Research Outputs	CA	HA	MA	NA/ND	MD	HD	CD
Teachers from the higher education institutions disseminate research outputs to the classroom teachers in the Department of Education.	15	46	81	21			
There is a dynamic collaboration of teachers in the TEIs and teachers from the Department of Education like new trend and new ways of handling the digital natives are shared.	18	78	54	13			
Constant feedbacks are evident among TEI's and teachers in the Department of Education.	15	84	44	20			
If there was a strong collaboration with SUC-TEIs and classrooms of Department of Education, with integration of ICT in the TEIs then the stronger the bond between the two.	33	63	53	14			
There is more access of research outputs to the classroom teachers in the Department of Education from the TEIs with the integration of ICT in TEIs.	14	79	45	25			
Minimal classroom issues are no microscopic lens among the collaboration of TEIs and Department of Education. Everything is being discussed under the sun to arrive at the best solution as based on the action research or other effective educational researches conducted by TEIs.	11	39	85	28			
There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches.	8	27	79	42	7		
The Department of Education relies mostly on the SUC-TEIs of the outcome –based plan, implementation and evaluation of	7	33	76	40	7		

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effective educational researches.							
TEIs generation of new knowledge are not felt by the teachers in the basic education classrooms.	11	4	89	22	19	11	7
If there is a strong bond effective educational researches with the TEIs to the basic education classrooms will be a transformed benefit to the Department of Education from the TEIs.	21	80	38	17		7	

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 5 reveals the perceptions of the classroom teachers on their counterpart teachers in the TEIs. Most of them have rated positively the preferential characteristics of SUC-TEIs teachers but only one statement that they have not perfectly agreed with 7 completely disagree but the rest of the preferences they confirmed that were true.

Table 5: Gross Response Rate of Philippine Basic Education (2013)

Teachers in State Colleges and Universities-Teacher Education Institutions (SUC-TEIs)	CA	HA	MA	NA/ND	MD	HD	CD
All the teachers in the SUC-TEIs are competent to do research.	18	46	65	34			
Before a teacher can be hired in the SUC-TEIs he or she has a background in handling school children from the Department of Education.	16	84	36	20			7
SUC-TEIs teachers are grounded on research in solving problematic classrooms.	14	43	74	32			
The more the literate the teachers in computer the better they can do effective educational research for their classes.	26	91	36	3	7		
Many teachers of TEIs are doing effective educational researches because in order to develop better pre-service trainings or just comply the academic requirements then no more.	11	72	60	20			
Many teachers in TEIs are taking part of doing effective educational researches.	8	76	52	20	7		

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 6 shows the perceptions of classroom teachers on the rising issues and concerns of effective educational researches. This revealed that they are one in unison that they all need EER in their classes so to handle large classes. The divergence of students in the classrooms is one of the concerns of effective educational researches. Most of them agree that they seek research outputs from the local and national papers and new and emerging philosophies.

Table 6: Gross Response Rate of Philippine Basic Education (2013)

Effective Educational Researches Concerns and Issues	CA	HA	MA	NA/ND	MD	HD	CD
Handling large classes in the Department of Education is one of the concerns the output of effective educational researches.	21	40	75	27			
There is scarcity of effective educational researches that can respond to local issues and concerns in the basic education classrooms because there are very few teachers in the TEIs conduct effective educational researches.	7	36	56	32	18	7	7
There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches.	8	27	79	42	7		
If there is a strong bond effective educational researches with the TEIs to the basic education classrooms will be a transformed benefit to the Department of Education from the TEIs.	21	80	38	17	7		

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

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Table 7 shows the preferred research outputs of the classroom teachers from the TEIs. They were in need of new strategies, pedagogies in teaching and learning for large classes (95.7%), teaching children with special needs (91.4%), ICT in the classrooms (89%), absenteeism and motivation 89%) ,classroom management (67.5%), parenting (54.6%) and factors that affect reading comprehension (30.7%). The most sought is the strategies and teaching disable learners with 95.7% and 91.4%.

Table 7: Gross Research Outputs Needed by Philippine Basic Educator (2013)

No.	Research Outputs Preferred and Needed by Classroom Teachers (%)	Frequency	Percentage
1	Strategies and pedagogies in teaching and learning in the big class	156	95.7
2	Teaching children with learning disability, multiple intelligences	149	91.4
3	ICT in the classroom, making technology as natural extension of the teachers in the classroom	145	89
4	Case studies on absenteeism and motivation among pupils	145	89
5	Classroom management in the large class, rural areas, remote areas	110	67.5
6	Parenting, teachers as second parents for young learners	89	54.6
7	Factors affecting levels of reading comprehension among pupils	50	30.7

Source: Computed based on primary field data

VI. Discussion of Findings

a) Philippine Basic Education Respondents

The study has the 163 respondents who are in the positions Teacher I (31 respondents), Teacher II (38 respondents), Teacher III (87 respondents), and with Master Teacher (7 respondents) of the Department of Education. Most of them are specializing Mathematics with 28% followed by English specialists with 27% and Science specializations with 19%. The other respondents are Home Economics and Livelihood Education 16%, Special Education 4.9% and Filipino 4.3%. The different grade level were moderately represented grade one 18%, grade two 11%, grade three 19%, grade four 18%, grade five 11%, grade six 15% and Special Teacher 7%. They are on the age between 24 to 59 years old. The most frequent age is at 39 years old or on the age bracket of above 35 years old but less than 50 years old with 72.4%. Most of these teachers are 149 female or 91.4%. They extremely choose teaching career because of salary with 58.3%, secondly that teaching is a career challenge with 24.5%, related to special skills 11%, and other reasons consist of passion to teach, the career liked and wanted by their parents with 6.1% and highly most of them were able to find their jobs as walk-in applicant with 46%, followed by response to advertisement 25.8%, thirdly is information from friends 12.9%, arrange by school's job placement 12.9% and the least is recommended by someone with 2.5%. Their monthly income ranges from P4, 000.00 to P31, 693.00 Philippine pesos. Most of the respondents are 16 to 20 years in the service with 23.9% and less than 3 years in the service 23.3%

b) Teaching Resources in the Philippine Classrooms

The teaching resources in the Philippine classrooms are moderately updated through the initiatives of the local government, national government, parents' associations and other stakeholders are one in their goal to promote what is the needed technology for the students in the classroom. Teachers' response to *'I resolve classroom issues by referring to what I have read from educational journals'* has been on the highest counts of highly agree with 70 counts. This is manifestation that teachers are doing their work as a collaborator of new knowledge that can be bring in inside the classroom. Being aware of the recent findings on how to resolve issues and conflicts that can originate in the classrooms between parents, teachers, students and other community stakeholders which can be easily put off by the cool management of the practicing teachers in the field with his or her knowledge as he is reading social sciences journals and other content journals that can make up his or her mind with the new trends in education. The shifting of the teacher-centered curriculum to students-centered curriculum was a heated debate among educators but to see the realm in the typical classrooms then the harmony circulating the unison of passion and interest to study by the students and the teacher is felt because of initiatives done on the side of the teacher. They respondent *'I modify my assessment tool every year'* affirmation 80 counts highly agree as the highest counts. This is another initiative done is to modify assessment tools that can be fitting to serve her or his purpose in evaluating her pupils. Though many of them are saying that 'they wanted to have a new uniform, just, fair assessment tool' but on their common experience in the classroom as they interact with their students they felt that real assessment comes deep-within the heart of an educator. Being passionate to teach can go beyond standards. So when they modify their assessment tools they always consider that it has to be student-centered or favorable to the students. They also respondent on positive stand on the

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statement, *'I update my teaching resources because of the new and relevant finding from educational researches'* with the highest counts of 81 highly agrees and '*I adopt strategies and techniques based on the new trends of the TEIs research findings as disseminated during local, national research conferences' w*ith 92 counts highly agree. Educational researches have been the look-upon by most of the teachers in the field. They become envy of the new trends that they have read, heard and talk about in the international scene, national or even in the local scenes. They said that 'they are constant imitator of what is new and relevant in the market. They would do this because they sensed the need to update their teaching resources or else their students will not become attentive and they would have more problem of absenteeism and other results of non-motivation of their classes. The dynamic interaction of their class's everyday gives them also the hints that they need to change or update their resources. They are moved by the passion of their students as they are so transparent of their on what they need and like to have in their classroom. They responded positively also on the statement that, '*we have local, national, international educational research journals are available in the school library.*' with moderately agree counts of 64 as the highest preferred respondent. Though some teachers said that it is not evident in their library but on their e-books and other portable document format (pdf) file of educational researches. They said that teaching resources now is easier to access compare to some other years ago wherein they have really the hunger and thirst for such documents. Right now they can click Google and other internet browsers they said they can be helped so they have this resources, however, they commercial journals that can only be available through payment this time is not so many because they have to have a good structure in the office but they can financed so as they would want it. Another statement which is moderately preferred by the teachers is '*We have updated subscription of local, national and international subscription of e-journals.'* with only 59 counts as the highest preferred because they structuring of their library to become digital has to be finish first so these are work on progress and they are open to this are they said strongly for they need to upgrade their reading status and other personal and professional knowledge. So as to this statement, *'I read local, national and international journal in the school library.'* with 76 counts moderately agree. They said that they have find these journal so interesting but often what gives them conflict is they are pre-occupied with their work in the classroom and often they cannot go to the libraries to read instead they would prefer to read at home during their leisure time. On this statement, '*I often browse and read e-journal in the internet at home or on my vacant time in school'* most of thema count of 123 moderately agree surpassing other options that they do read and browse e-journals at home or on their vacant times. This is surprising to know that in spite of their busy schedule they never forget to develop themselves as they said 'they have learned it when they were still in college.' It is runs counter to the belief that most basic education teachers do not read intellectual and educational related journals because they are so busy and their work is not as challenging as they are teachers on higher education institutions. Another preference is, *'The school curriculum is often revised to incorporate new results or findings from effective educational researches (EER)'* has 78 highly agree counts. '*I keep track of new learning pedagogies and technological knowledge to substantiate my content (subject matter) knowledge'* with 79 highly agree and 64 moderately agree counts. *'The Department of Education provides educational research outputs from SUC-TEIs for the teachers to consume and apply in their classrooms'* has 71 highly agree and 61 counts moderately agree.

c) Perceptions on SUC-TEIs

Most of the teachers in the basic education believed that '*SUC-Teacher Education Institutions (TEI's) are the higher education institutions that train excellent pre-service teachers' w*ith 76 highly agree counts. They do believe that only students who are cut-above from the regulars can get in and study in state universities and colleges of the Philippines. They will be trained to become future educators with massive trainings in SUCs can equip them with the necessary knowledge, attitudes, skills and values of an educator. '*Many teachers who are from the private schools are envy of the products of SUC-TEIs,'* on this statement they have moderately agreed with 42 counts as the highest number. They do believe that there is an on-going comparison of private universities and colleges, which proliferates an idea that 'SUCs are far better than private colleges and universities'. On this statement, '*Many teachers in the Department of Education would want their sons or daughter to study Education in the SUC-TEIs' w*ith 60 counts highly agree and 58 counts moderately agree. This is a landslide of idea that they said, it is high quality and very affordable tuition fees.' They outstandingly affirmed that '*SUC-TEIs have a lot of new and innovative methods and techniques in handling and teaching children in the Department of Education'* with 83 counts highly agree. They do believe that new and innovative methods and techniques come from state universities and colleges in terms on how to handle children. Another statement is '*SUC-TEIs new methods and techniques in teaching school children are based on the output of their researches' w*ith 75 highly agree and 46 counts moderately agree. They do pronounced that *'SUC-TEIs have rigid training among its pre-service-teachers'* with 71 counts highly agree and 75 counts moderately agree, however, they do not discount also the existence of the thought that '*TEIs generation of new knowledge are not felt by the teachers in the basic*

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education classrooms' with 89 counts moderately agree. They said that there are many teachers in the SUCs but very few excels often if there are seminars and trainings conducted by SUCs they have the same speakers so what about the others who are excelling on some areas. This is a wonder 'why' question of supply and demand of speakers from the HEIs. They also said that it is true *'SUC-TEIs are the best institutions to conduct and deliver research outputs in behalf of the Department of Education'* with 85 counts highly agree and 64 counts of moderately agree. SUC-TEIs are the institutions that can enrich the Department of Education of new research findings and outputs that can be of service or relief to the present situation of the class rooms. They also confirmed, *'More and more teachers in TEIs are encouraged to do effective educational researches because the state provides funds for their research'* with 64 counts highly agree and 75 counts moderately agree that more and more teachers are now engaging in researches. Some are jokingly commenting that is because of the policy of the present administration of PNOy that 'no incentives to those who are not functioning in the academe.' They said that if HEIs teachers are not doing their effective educational researches which are researches that can augment the status of any aspect of the education then they ought not to be given any incentive. They firmly believed that, *'TEIs are dying institutions if they do not deliver effective educational researches'* with 71 counts moderately agree, 26 counts completely agree and 25 counts highly agree. That this is particularly true they said that TEIs function as the training ground of the pre-service teachers who will be ready to deploy in the field within four to five years of hurdling the challenges in the tertiary life.

d) Graduates of SUC-TEIs

They have also a very good response on, *'Most graduates in TEIs are functional computer literate to advance computer literate'* with 68 counts highly agree and 58 counts moderately agree. They do acknowledge that graduates of SUC-TEIs have good training in ICT which is very much important in dealing with the new trends of technology. New teachers are expected to be good in technology (Corpuz et al. 2008) on how to use, manipulate, select and make them as natural extension of the teachers in the classroom. They moderately agree that *'Most of the pre-service teachers from SUC-TEIs are very competent: content, pedagogy and technology knowledge'* with 14 counts completely agree, 57 counts highly agree and 65 counts moderately agree. They said that most top rankers in the Philippine Licensure Examination for Teachers (LET) come from SUC-TEIs. They acceded also that *'Every year the pre-service teachers are getting better than last year'* with 81 counts moderately agree and 47 counts highly agree. They also supported this statement that *'With the onset of ICT in TEIs, there are more highly competent pre-service teachers entering the Department of Education'* with 28 counts completely agree, 67 counts highly agree and 58 counts moderately agree. They confirmed that in this 21st century era the educators should know the basic knowledge and skills of information and communication technology (ICT)[4], as an utmost priority before teaching in the Department of Education. They felt the significance of the ICT background as integral in the classroom. Another statement that they supported very well is '*SUC-TEI's new graduates are equipped and trained with new pedagogies, methods and techniques in teaching school children'* with 19 counts completely agree, 71 counts highly agree and 63 moderately agree. Lastly, *'Teachers who are from state universities and colleges are doing exemplary contributions in teaching children and managing offices and classrooms in the Department of Education'* with 30 counts completely agree, 54 counts highly agree and 51 counts moderately agree.

e) Collaboration of SUC-TEIs and Basic Education

They declared positively that *'Teachers from the higher education institutions disseminated research outputs to the classroom teachers in the Department of Education'* with 81 moderately agree and 46 counts highly agree. They said that higher education teachers disseminated their research outputs to the classroom teachers during seminars and trainings. They also acknowledged that '*There is a dynamic collaboration of teachers in the TEIs and teachers from the Department of Education like new trend and new ways of handling the digital natives are shared'* with 78 counts highly agree and 54 moderately agree. This means that students nowadays are called by most researchers in technology as digital natives. These types of children have different ways on handling often they would get bored on classroom set ups which are so traditional. They wanted to manipulate and do activity based strategies of teaching. They also spoke that *'Constant feedbacks are evident among TEI's and teachers in the Department of Education'* with 15 counts completely agree, 84 counts highly agree and 44 counts moderately agree. They said that if there are issues concerning the classroom teachers they will share and collaborate with the teachers in the HEIs. They communicated what are latest developments in the classroom brought about by new methods, activities or any techniques applied in the classroom. They highly confirmed also that *'If there was a strong collaboration with SUC-TEIs and classrooms of Department of Education, with integration of ICT in the TEIs then the stronger the bond between the two'* with 33 counts completely agree, 53 counts highly agree and 83 counts moderately agree that there is a strong bond or

[4] See Appendix A for Table of Compliance Checklist from UNESCO (2010)

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ties between the two entities of the Department of Education. They stated that there is a closer relationship this time due to integration of ICT that creates borderless and seamless space. It will now be easy to chat, text, send pictures or upload educational videos fro and to like the social media of Facebook, Twitter and electronic mails. So the bond of the two becomes more feasible can ground due to constant feedbacks and relaying good communications. So as *'There is more access of research outputs to the classroom teachers in the Department of Education from the TEIs with the integration of ICT in TEIs'* with 14 counts completely agree, 79 counts highly agree and 45 counts moderately agree. They said that 'this makes the exchange of teaching tools, recommendation of educational websites and other educational software easy and fast. There will come a time that most of the teachers in the Philippines are not left behind with new technologies because of great collaboration of TEIs and basic education teachers. Even the *'minimal classroom issues are no microscopic lens among the collaboration of TEIs and Department of Education. Everything is being discussed under the sun to arrive at the best solution as based on the action research or other effective educational researches conducted by TEIs'* has resounding confirmation with 11 counts completely agree, 39 counts highly agree and 85 counts moderately agree and 0 who disagrees. This is a clear manifestation of openness and healthy exchange of views and issues are laid to the table for proper discussions. Angles of situations are scrutinized so as not to miss any point of view. Due to many concerns of large classes they also that there is some, *'There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches'* with 8 counts completely agree, 27 counts highly agree and 79 counts moderately agree. They rationalized this situation as part of the growing demand of every life and not so sophisticated bond which is not yet institutionalized as a policy. So they have to prioritized their main concern on everyday dealings rather than updating, communicating and relaying new educational tools, new strategies, educational websites and educational software that come from supra natural organizations like UNESCO, SEAMEO and AusAID and USAID and many others. So some teachers may feel that they are off from the circle of collaboration but they feel that it is not true so they presence of weak bond is caused by non-priority option of this collaboration. However, they sensationally feel that, '*The Department of Education relies mostly on the SUC-TEIs of the outcome –based plan, implementation and evaluation of effective educational researches'* with 7 completely agree, 33 counts highly agree and 76 counts moderately agree. They believed that the SUC-TEIs are far better on these tasks. The handling of seminars and training they are believers that outcome based, implementation and evaluation of good practices from many school or countries the SUC-TEIs can give them and that they will deliver to them. However, sometimes they said that *'TEIs generation of new knowledge are not felt by the teachers in the basic education classrooms'* with 11 counts completely agree, 4 counts highly agree and 89 counts moderately agree. This is again caused by the non-institutionalization of this collaboration that there is no uniform and nationwide implementing rules on this matter. Only very few SUC-TEIs made this as a must or an extension of service where in fact they are commissioned by the general framework of Philippine Educational System due to absence of basic guidelines may create a vacuum of isolation and collaboration of parts are far or weak relationship is evident. Non-priority could come in and lodge as a law and fact. This can destroy innate intention of the intricate part of SUC-TEIs in building new and revitalized practicing teachers in the field. So *'If there is a strong bond of effective educational researches with the TEIs with the basic education classroom teachers will be a transformed benefit to the Department of Education from the TEIs'* has a celebrated response with 21 counts completely agree, 80 counts highly agree and 38 counts moderately agree. This is reshaping the Department of Education once again as it was one before but this time of focused and intricate parts are sensing their significance can create a more positive and collaborative work that is what is lacking in our country. A simple collaboration that is institutionalized and internalized by all parts is a start of new beginning of a good educational system for the country.

f) Teachers in State Colleges and Universities-Teacher Education Institutions

This statement, '*All the teachers in the SUC-TEIs are competent to do research'* has received a moderately agree response from the teachers in the basic education with 65 counts and 46 counts highly agree. They have explained this that 'some faculty in the higher education institutions do not function or do not do their tasks.' They said that some are part of the culture that they were hired because of their kin in the government service. Some faculty members were not hired based on their educational qualification but because of closeness and relationship. This may be true so some extent but has not been so popular this time due to rationalization of higher education that those in the service has to be grilled with trainings and capacity buildings so as to evade the negative effects of such dealings. On this statement, *'Before a teacher can be hired in the SUC-TEIs he or she has a background in handling school children from the Department of Education'* with 16 counts completely agree, 84 counts highly agree and 36 counts moderately agree. Most of them believed that teachers who can teach in the TEIs are better positioned if they have a background teaching

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in the basic education. They are more acquainted and oriented in the field where they will inspire others to become educators. While again on this statement, '*SUC-TEIs teachers are grounded on research in solving problematic classrooms'* has been responded with positive confirmation with 14 counts completely agree, 43 counts highly agree and 74 counts moderately agree. This is a task that is not so directed with the basic education teachers in the Philippines but with the HEIs. They have to conduct research in order to contribute to the positive changes in the world of educators. To generate more knowledge, good practice as to create more and massive options for the practitioners. The wider the scope of pedagogies, content and technology knowledge can be options to the growing and diverging cultures of our students. With these in mind the HEIs should be in better position to become trouble shooters in problematic classrooms because of their wide knowledge, experiences and application of technology that could mean new philosophies, principles, materials (hardware and software), and educational strategies. With the onset of ICT in TEIs, they responded positively that, '*the more the literate the teachers in computer the better they can do effective educational research for their classes'* with 26 counts completely agree, 91 counts highly agree and 36 counts moderately agree. They explained that they believed that computers can do the tasks faster and accurate. So if the HEI teacher is computer literate, he or she can do more effective educational researches. He or she is more capable to do multi-tasking work because of added knowledge of technology to content and pedagogical knowledge. Many teachers are persuaded that *'Many teachers of TEIs are doing effective educational researches because in order to develop better pre-service trainings or just comply the academic requirements then no more'* with 11 counts completely agree, 72 counts highly agree and 60 counts moderately agree. They are persuaded that teachers of TEIs are doing researches to make their training more effective and can produce more outputs to better arrive with more outcomes in the indicators set for HEIs. So as this *'Many teachers in TEIs are taking part of doing effective educational researches'* has the 8 counts completely agree, 76 counts highly agree and 52 counts moderately agree. HEIs teachers are having team researchers with two faculty or more than two, inter-university collaboration in doing a project, project funded by the university or external institution with a contract to be signed into by two parties, the sponsor and the proponents on exact duration of length of the project to be finished. So teachers in HEIs-TEIs are now fully aware that they need to collaborate because of everyday busy schedule they cannot do the processing of research alone so they need to collaborate and many are now on this kind of research. However for some it is still much better to do the study alone so as not to depend on other's time and priorities. Some also make their own studies in TEIs.

g) Effective Educational Researches Concerns and Issues

The main concern and issues that effective educational researches would like to remedy or give some resolutions are '*handling large classes in the Department of Education is one of the concerns the output of effective educational researches'* with 21 counts completely agree, 40 counts highly agree and 75 counts moderately agree. They explained that handling large classes in the public schools is due to flocking of children from the private school when the policy of tuition fee is deregulated by the Department of Education. Most of the parents can no longer afford the expense so they opted to transfer most children in the public schools. They would just afford shadow tutoring after class. So with the minimum of 50 to 70 students in the classroom many distracters can interfere in the learning of children. They said that they are fully aware of this but in reading literatures they can find very few and not even tackling on the strategies and other means of assessments of these children in the large group. They are having difficulty how to maximize their time and effort and not to be able to affect quality of learning. They are very much concern on this and so they are searching for effective educational researches that can fully enlightened them on how to strategize the classroom activities in a more precise and standardized manner. They wanted that no student or pupil be left behind because they consider that in principle that a 'teacher factor.' They wanted to help their classes but they said they are helpless in doing so. On this statement the respondents moderately agree that, '*There is scarcity of effective educational researches that can respond to local issues and concerns in the basic education classrooms because there are very few teachers in the TEIs conduct effective educational researches'* with 7 counts completely agree, 36 counts highly agree, 56 counts moderately agree. They explained that is scarcity of effective educational researches because others are finishing their projects not on time, some are not finishing their studies at all and others are depended on the existing issues and concerns tackled already by most western researchers and philosophers. Most Filipino faculty researchers are too firm not to tackle common issues nowadays. They want to be on the main stream of studies but since it has been observed that outliers of the studies are the main concern now of recent educators like special educators and abnormal psychologist and other neuroscientist. They see the vague word 'abnormal' should now be the focus of many of the studies nowadays more so with the TEIs. They should focus on the unexplored and unsupported in the literatures because everyone in the classroom are talking about these and no way they can

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remedy these in a more professional way and in the local ways and means because not so many faculty researchers are studying these. So in this manner they said that, *'There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches'* with 8 counts completely agree, 27 counts highly agree and 79 counts moderately agree. They sensed that TEIs are not so much of a supplier of this kind of studies which is based on the local classroom environment and the rising main concern of most public schools. It could be in the urban or on the remote areas of the country. Effective classroom strategies, classroom activities and student assessment that can singly give parents and teachers as the immediate stakeholders the alarm report so assistance can be given to the child having that special need or assistance. This time the relevance and effective in the classroom of TEIs researches are not particularly exact and chewable by the classroom teachers. So on this statement they commented with highly agree as the highest that, *'If there is a strong bond of TEIs and DepEd basic education classrooms on delivery of effective educational researches then it will be a transformed benefit to the Department of Education'* with 21 counts completely agree, 80 counts highly agree and 38 counts moderately agree. They noted that if there is a strong collaboration and exchange or delivery of effective educational researches from TEIs to the classrooms of basic education then there are more benefits of this educational system or cycle could have. They sensed that collaborating with needs and supplies is very much on demand. The greater the delivery the more supply of updated, responsive and dynamic strategies, tools, activities and student reports and assessments. They are prognostic that they can help more these children in the large group to learn far better than usual day to day struggle of classes.

VII. Conclusion and Limitation

The limitation of this study is the respondents are only 163 teachers in the Department of Education of Cebu City. This study can be distributed and be conducted incorporating other stakeholders in the basic education curriculum and TEIs but on this study the researcher is more keen to magnify the effects of the delivery of effective educational researches to the typical classroom teachers in the Department of Education. So the results of this study is on the lens seen by the classroom teachers. How do they see the SUC-TEIs do their function and how do they disseminate the new generated knowledge.

This study sees a positive and open environment healthy for collaboration. Both ends have their supplies needed by the other end: teaching resources in the basic education have been to obsolete and new teaching resources are now at the pillars of TEIs waiting to be delivered to the classroom for complete utilization but there are deficiencies that can divert the delivery into some non-prioritized concern. This creates realm of isolation between the two aspect of one Department that one has and other's does not have is an ownership of folly. These teaching resources should be made available to every teacher in the classroom to make her or him fully equipped and nourished with new trends on ICT and skills needed of an educator of the 21st century. Effective collaboration should start with a strong initiative and strengthen it with continuous communication, cooperation and real assessment for honest evaluation. This collaboration should therefore be functional and can deliver for it widens access of educational strategies and assessment for the center of the curriculum who are the individual student in the large group in the classroom.

SUC-TEIs is an intricate particle among the components in the Department of Education because without it there can be no generation and delivery of effective educational researches as the other parts depend on them. There will be no fresh, dynamic and responsive studies that can make the whole circle be complete as it gives a spinning motion as it revolves or rotates in its axis of development in the global economy. They are the front liners of the delivery of effective educational researches: pedagogical, content and technology knowledge. SUC-TEIs have sensed its role as significant and integral for its essence to be called a university. An entity that can deliver effective educational researches that can be felt by the growing demand of large classes and diverging needs of students. The faculty of TEIs should make collaboration with teachers in the basic education so as to have an honest and efficient study that is not just in compliance of the Commission on Higher Education but also creating positive and healthy exchange of knowledge. The training of SUC-TEIs of pre-service teachers equipping them of new trends and tools in teaching, they should not forget of their other obligation to assist their counterpart teachers in the classroom who were formerly pre-service teachers whom they trained in TEIs. This is a cycle that can be strengthen and widen as years will go by and the fermentation of collaboration of delivery and intake would give a taste of new society of educators who are equipped and ready to handle whatever size of classes. Producing excellent pre-service teachers means no excellence at all when these teachers are left alone in the basic education. Cutting off from the TEIs can be a big left alone scenario that is now mostly happening in the Department of Education. Many teachers claimed that they would like to study back their principles of teaching and learning for they seemed to have an empty or vacuum of knowledge that cannot connect to some or many students in the large classes. They said that there seemed a feeling of guilt not to be responsive and dynamic with the immediate

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concern in the class but all along this is not true on one side because on the other side TEIs would want to deliver their generate teaching resources but can no way be able to tap some colleagues in the basic education to collaborate. If these scenario would continue then it can left the Department of Education on the lesser benefit and has given costly resources and budget and at the end no return of real investments.

ICT integration in education can give wider access and collaboration. This can generate more access to resources, connection with classroom teachers with TEIs, more excellent trainings for pre-service teachers and more delivery of effective educational researches. One basic example of collaboration and communication is through social media and internet mails. These can give more chances to send communication to those teachers assigned to remote areas. Collaboration of faculty in real time does not have to eat so much time by leaving the classrooms and be caught on physical distracters like traffic situations that can later on die out the highly motivated classroom teacher but with ICT and good collaboration of SUC-TEIs is a environment that is superficially existing. If this environment can exist and become a policy, then more and more benefits can be experienced by the both the basic education and TEIs in the future. Massive outcomes for TEIs and more supplies on the basic education can be generative with this healthy and focus collaboration how to end a local and emerging educational issues and concern. So enhancement of the strategic plan and master plan of ICT is a need of times since it can be a very good tool to achieve collaboration and cooperation of intricate particle in the change of classroom settings. The TEIs major role is to encourage relevant and more comprehensive strategies on the use of ICT in a more collaborative ways so as the government is now propelled in its ICT projects then full swing of advances and benefits flow freely from one end to end of the components of the Department of Education.

VIII. Policy Implication

This study can enlighten the policy makers and stakeholders to consider the emerging and the long laying situation of helplessness in both TEIs and basic education teachers. The need of the classroom teachers of new generated research outputs and ICT enhancement based on UNESCO Compliance Checklist for Country or Territory to Report (2010) as bases for directed and visionary effort for plans of progress in country which eventually can augment the status of teachers and students in their classes from planned, with ultimate direction and focus research studies to be conducted of the counterpart faculty of TEIs. The target goals of the country can be put into place for strategic planning and better implementation if there will be policy governing such matter: *strategies to promote integration of ICT and research collaboration and delivery outputs in education, national plan, regulatory provision(s), regulatory institution, and "national policy for the use of open educational resources.* Existing policies of collaboration can be reassessed on how to incorporate changes surfacing these later times. The new policy can envision more collaboration and productive environment in doing effective educational researches and outputs for the main and center clientele who are the students in the large classes. This policy that generate more exchange and access of educational tools, strategies and more cooperation of the members of the Department of Education which was considered one before the institutionalization of the Commission on Higher Education. The delivery of TEIs of effective educational researches can be more defined and more felt. ICT integration in education can be the tool to have more cooperation and collaboration that can change the face of basic education. Institutionalizing or initializing an ICT policy and master plan for the Philippines can give a wider and structural direction for all components in the Philippine Educational System. On the SUC-TEI part is they can function of what is mandated to them: instruction, research, publication and extension services that the state is now closely monitoring them. -

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APPENDIX A

UNESCO ICT Compliance Checklist Report for Country or Territory (2010)

TABLE 1. Primary Education | ISCED 1 | ICT infrastructure in educational institutions | 2010	"Educational institutions with television-assisted instruction (RAI)	Level of Learners/Content Subjects
	"Educational institutions with computer-assisted instruction (CAI)	
	Educational institutions with computer laboratories	
	Educational institutions with access to the Internet	
	Educational institutions with ICT support services (IAI)	
	Educational institutions with a website	
	Educational institutions with a telephone communication facility	
	"Educational institutions with a Local Area Network (LAN)	
	Educational institutions with fixed broadband Internet access	
	"Educational institutions with open educational resources (OER)	
TABLE 2. Secondary Education | ISCED 2 and 3 | ICT	"Educational institutions with television-assisted instruction (RAI)	
	"Educational institutions with computer-assisted instruction (CAI)	
	Educational institutions with computer laboratories	

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infrastructure in educational institutions | 2010	Educational institutions with access to the Internet	
	Educational institutions with ICT support services (IAI)	
	Educational institutions with a website	
	Educational institutions with a telephone communication facility	
	"Educational institutions with a Local Area Network (LAN)	
	Educational institutions with fixed broadband Internet access	
	"Educational institutions with open educational resources (OER)	
TABLE 3. Curriculum and ICT in Education | ISCED 1, 2 and 3 |2009-2010	Strategies to promote integration of ICT in education	Primary
	Curriculum includes specific objectives or a subject on basic computer skill(or computing)	Lower Secondary
		Upper Secondary
	Curriculum includes recommendations for ICT-assiste instruction to form part of subject delivery in the following subjects	Mathematics
		Science
TABLE 4. Computers | ISCED 1, 2 and 3 | 2010		Basic Computer Skills (BCS)
		Written communication (language)
	"Proportion of all computers available for pedagogical use	Primary
	"Learners-to-computer ratio	Lower Secondary
	"Learners to computer ratio	Upper Secondary
TABLE 5. Enrolment in Programmes using CTs in education | ISCED 1 | 2010	Enrolment in programmes having access to electricity	
	"Enrolment in programmes offering television-assisted instruction	
	"Enrolment in programmes offering computer-assisted instruction	
	"Enrolment in programmes offering internet-assisted instruction	
	Enrolment in programmes offering open educational resources (OER)	
	"Enrolment in programmes offering radio-assisted instruction	
TABLE 6. Teacher training on ICTs and Current Practice | ISCED 1, 2 and 3 | 2010	ICT-qualified teachers (basic computer skills (or computing), BCS)	Primary (Male/Female)
		Secondary (Male/Female)
	Teachers currently teaching basic computer skills or computing	Primary (Male/Female)
		Secondary (Male/Female)
	Teachers trained to teach subject(s) using ICT facilities	Primary (Male/Female)
		Secondary (Male/Female)
	Teachers currently teaching subject(s) using ICT facilities	Primary (Male/Female)
		Secondary (Male/Female)
Table 7. Political Commitment	Strategies to promote integration of ICT in education	Primary
		Lower Secondary
		Upper Secondary
	National Plan	Primary
		Lower Secondary
		Upper Secondary
	Regulatory Provision(s)	Primary
		Lower Secondary
		Upper Secondary
	Regulatory Institution	Primary
		Lower Secondary
		Upper Secondary
	"National Policy for the use of Open Educational Resources	Primary
		Lower Secondary
		Upper Secondary

Source: UNESCO Website (http://www.uis.unesco.org)
Note. Data from UNESCO ICT Report 2010

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Learning and Teaching Vocabulary Acquisition: Analysing One Unit of a Textbook on the Saudi Arabian Context

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Abstract- Saudi Arabian Ministry of Education is seeking for the best English language textbook to be taught in schools to develop the education in the future. To choose the most beneficial one, frameworks were designed to evaluate a unit of a textbook in Saudi Arabia based on two standard criteria: frequency and learnability of vocabulary and the four strands in teaching and learning vocabulary. This paper is built on two important concepts: Nation's four strands through pedagogical approaches and vocabulary learnability and Lewis' theories in lexical approach and syllabus design. The results were the vocabulary is infrequent but learnable, two of the four strands have heavily activities whereas other two strands have few activities, and no consistency to recycle all vocabulary.

Keywords: vocabulary; second language acquisition; textbook; lexical approach; lexical syllabus; noticing hypothesis; pedagogy; syllabus design; learnability; frequency.

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Keywords: vocabulary; second language acquisition; textbook; lexical approach; lexical syllabus; noticing hypothesis; pedagogy; syllabus design; learnability; frequency.

I. Introduction

English is considered an important language for the global communication and Saudi Arabia shows much care for developing its educational system generally, and for teaching the English language in particular. Currently, the Saudi government is concerned with identifying English textbooks with the potential to support new and developed strategies and methods for language teaching and learning. In order to follow up on that goal, the policy of the Ministry of Education in Saudi Arabia is to distribute different textbooks that are from various companies from Europe and North America to schools in (Saudi Arabia Ministry of Education, Taif, n.d.). Afterwards, EFL (English as a Foreign language) teachers will fill out questionnaires and express their points of view toward these textbooks: that is, whether a particular textbook is valuable and worthwhile to teach to students. The purpose of this step is to compare all the textbooks, which have been adopted from various foreign companies, and to decide on which of the textbook(s) should be the primary one(s) in schools. This step will take several years to accomplish. In this regard, I have selected one unit of a particular textbook. I have noticed that the unit is heavily focused on new vocabulary items and contains activities and exercises to learn this vocabulary. Researchers in the vocabulary area have developed new strategies for teaching and learning vocabulary through designing various activities to make words easier to learn and remember. Major thinkers, such as Nation and Lewis, have made great contributions in the field of teaching vocabulary, proposing different perspectives and methodologies to enhance second language acquisition.

II. Choosing Between the Perspectives of Nation and Lewis

For the purpose of my major research project, it is important to separate Nation's from Lewis's perspective, since Nation's framework is more appropriate to rely on in this project. However, presenting Lewis' contributions is significant because they have been influential in a number of ways. First, Lewis's recommendation is to teach vocabulary by using the co-text, which means relying on a linguistic situation that occurs regularly. If there is a group of vocabulary items that associate with a particular topic, new words should be learned through combining those vocabulary items with particular verbs that come up in that context in order to teach students L2 (second language)use (Lewis, 1993). Generally, Lewis (1993) considers lexis to be a focal point in the syllabus, so as to deal with vocabulary as a way into the language system. Feng-Xia (2009) supports Lewis' lexical approach and believes that it can be an ideal strategy for giving students a large group of useful words, especially institutional utterances and sentence heads. According to Lewis, some of the main components of the lexical syllabus are (Lewis, 1993):

1. Increased attention to the base form of lexical verbs: The lexical approach highly recommends teaching the base form of verbs and then focusing on frequently used simple present tense forms.
2. Collocations: Important collocations are commonly occurring sets of nouns, verbs, and adjectives that form comprehensible collocations.
3. Institutional utterances: The old method was to give students a sample to follow and produce the exact sentences. However, Lewis's alternative method is to provide a group of sentences for comprehension and reflection. This method is intended to help

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students build a basis for understanding the patterns of the sentences.

Furthermore, Lewis (1993) provides some key points to make learning vocabulary more effective and to avoid confusion in vocabulary learning. He advises that when teachers introduce new words to students, they should combine learning words with exploring the grammar that is associated with those words, so collocations need attention in order to learn them. Also, Lewis stresses that learning vocabulary should be taught with verbs, especially the irregular ones. In the lexical approach, seeing how verbs collocate with nouns is a way to enhance learning these words quickly and to increase attention, which promotes acquisition of vocabulary. Finally, teaching the time of day to students is a method of learning time expressions along with the verbs and the tenses that are required. Generally speaking, Lewis has been influential in showing the importance of lexis in the syllabus and how to analyze word patterns linguistically in terms of using grammar and collocations. Thus, in a general way Lewis's work lies behind much of what I will discuss in this essay. However, this major research paper has a special focus of analyzing how a textbook may teach vocabulary. Therefore, it is more beneficial to adopt Nation's structure for teaching and learning vocabulary because it is less theoretical and seems more concerned with classroom routines and therefore better suited to my task.

Nation (2007), with his more pedagogical approach, incorporates different points of view as follows:

A. He concentrates on a more pedagogical orientation and recommends learning activities and new strategies to teach vocabulary throughout what he calls *the four strands*. By the four strands, Nation means meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
B. The concept of the four strands integrates many theories and concepts that are involved under these strands. For example, the *noticing hypothesis* plays a key role in the four strands by transforming comprehensible input to intake. The role of noticing is also to enhance the output by focusing students' attention on their linguistic gap. Thus, vocabulary items should be learnable to maximize language learning and second language acquisition, and to facilitate memorization of new words.
C. Based on the four strands, Nation's structure for a vocabulary course achieves recycling learnable words by having them recur throughout the four strands in a textbook or a course.

It is reasonable to note that Nation is extremely interested in classroom strategies, methods, and pedagogical matters, but he seems less centrally interested in theoretical psycholinguistic and syllabus issues. In the case of Lewis, his lexical approach concentrates on the theories of vocabulary and syllabus design, and he demonstrates how to structure the whole syllabus around lexis. His emphasis on linguistic and psycholinguistic issues is not uninteresting, but he does not stress the kind of specific teaching and learning strategies and methodology that are so clear in the work of Nation.

III. The Purpose of the Research

In this project, I plan to undertake two purposes; the first is to devise frameworks or tools for analyzing textbooks that have good scholarly justifications, and the second is to justify these frameworks in a limited way by looking at a sample unit from a textbook. The reason for having two purposes is because Saudi Arabia has a policy to set up some frameworks to justify which textbooks are the most valuable (Ministry of Education, n.d.). Therefore, these frameworks should be worthy and beneficial as a guide to analyzing and evaluating the textbooks.

Consequently, I will argue that in order to design a vocabulary course, two basic principles should be taken into account, based on Nation's (2007) concepts:

1. The primary focus should be on selecting vocabulary that is learnable and frequent; and
2. Additionally, it is essential to integrate all skills– reading, writing, listening, and speaking--in the process of implementing the four strands.

It is essential to link these two concepts to have the best possible vocabulary course. For instance, if a textbook reflects some of the strands, but not all of them, it is not a very sufficient textbook, even if it includes a list of suitably frequent and learnable words. The presence of the four strands is necessary in order for the list of words to become as learnable as possible, so that the effort will be worthwhile for L2 (second language) learners because the words will be maximally easy to memorize and remember.

First Principle: Well-Reasoned Vocabulary Selection Criteria for a Syllabus

Learnability

Nation (2001) pays tribute to various researchers, such as Anderson and Jordan (1928), Henning (1973), Higa (1963), Stoddard (1929), and White (1988) who have made contributions to the development of methodology for learning vocabulary. Generally, two themes have emerged from their work. The first is research into teaching vocabulary on the basis of first language (L1) and second language (L2) similarities. This theme deserves brief attention because it is so prominent although, in the specific case of

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learners whose L1 is Arabic, many of the recommendations are in fact not applicable. For instance, White (1988) presents a factor that facilitates learning vocabulary items, in that it can be helping to perceiving the similarity between L1 and L2 words. For example, "the English word *class* is *classe* in French, and the English word *school* is *Schule in* German"(p. 50). In Addition, Anderson and Jordan (1928, p. 486-487) compare three types of Latin-English word pairs based on differences in learning and retention. The first type is *identical words* that have a very high similarity in meaning and form such as *mater-mother, victoria-victory*. The second type is *association words*, that is, English words that have derivations that are very close to Latin words with related meaning such as *lingua /language /lingo* (slang for language). The third type is *non-association words* that have no similarity in their meaning, sounds, and derivation and, therefore, words that require students to learn them through rote memory. The results show that identical words are easier to learn and retain than association and non-association words; so, the ranking among the three types, based on how fast one can learn and memorize words, places identical words first, association words second, and non-association words last. Consequently, the research results of White, as well as Anderson and Jordan, highlight the potential logic of using cognates and paying attention to derivations to teach vocabulary to L2 learners, due to their value for retention. This is interesting in so far as it highlights the general idea that careful attention to vocabulary selection can often be useful. However, comparing L1 and L2 will not be a useful strategy when the L1 and L2 are unrelated. For example, the Arabic language has distinct features that are totally different from the English language, so that this approach would not be very helpful for Saudi students learning English vocabulary.

The second theme is more relevant to my research and seems to present the best methodology for teaching vocabulary to learners whose first language may well be totally different from the target language. For example, White (1988) outlines some teaching strategies to assist learners in memorizing vocabulary. The first strategy hinges on demonstrability; that is, it is easier to present concrete words, such as *car, money,* or *sunglasses*, than abstract terms such as, *freedom, transport,* or *motivation*. The second strategy is brevity; that is, short words are easier to learn than long ones, such as, *automobile* is more difficult to learn than *car*. Thirdly, White notes that regularity of form can be important: for instance, verbs with regular forms are easier to learn and retain than irregular forms; thus, for instance, *drive-drove-driven* is more difficult to learn than *walk-walked-walked*. White's point is that some new words are compounds, within which L2 learners may already have learnt the component parts, such as *handbag* or *blackboard.* As a result, such compound nouns can be very easy to learn because of L2 learners' previous knowledge of terms. The fifth aspect is opportunism: for example, teachers may teach certain terms which are available within a particular situation, or teachers may think that learning specific vocabulary will be very useful for their students. Examples would include, for instance, vocabulary related to the classroom: *pen, pencil, blackboard, chair, desk*. Finally, white suggests that arranging vocabulary around centers of interest can assist L2 learners to cover many areas, such as food, transport, clothing, or travelling. Teachers are advised to survey the learners and then organize lesson plans or a whole syllabus to teach vocabulary selected in that interest-centred way.

Another strategy to make words more learnable is by taking account of the frequency and the frequency rank of words. In order to present a detailed picture, Nation (2001) differentiates among four types of vocabulary: high-frequency words; academic words; technical words; and low-frequency words. For the purpose of this paper, high-frequency and low-frequency words are the major category of words for textbook analysis. According to Nation and Hwang (1995), modern lists of high-frequency words are largely the same as the old General Service List that was created by West (1953) in which he arranged the most frequent 2000 words based on the rank of their frequency of occurrence. Although West's list wasquite limited and is no longer up-to-date, it remains important for students to gain knowledge of the most frequent 2000 words because such a basic list will cover many of the most useful words. Table 1 shows that there are various methods to teach high-frequency words, which teachers can employ in order to devote adequate time to teaching these words, such as: direct teaching; direct learning; incidental learning; and planned encounters (Nation, 2001, p. 16).

Table 1: The various methods to teach and learn high-frequency vocabulary.

Direct Teaching
Teacher explanation
Peer teaching
Direct Learning
Study from word cards
Dictionary use
Incidental Learning
Guessing from context in extensive reading
Use in communication activities
Planned Encounters
Graded reading
Vocabulary exercises

Moreover, some strategies have been suggested by Nation (2001) in which students can

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recognize the meaning of low-frequency words through guessing based on the context, using word cards and word parts to remember words, and using dictionaries. This practice does not mean that learning low-frequency words is in itself a successful way to master a language well, but continuing to learn such words can help learners to increase their vocabulary knowledge. In addition, language users probably need to know 15,000 to 20,000 words to decrease disturbance during reading text (Nation, 2001). According to Nation, word frequency lists show slight disagreement about the frequency rank order of specific words, yet 80% of the word lists have quite close agreement, particularly about high-frequency words. Thus, Nation emphasizes reliance on both rank and frequency when selecting a list of words for teaching because frequent words are likely to be not only learnable but also worth learning (2001). Nation (2001) also recommends teaching and learning high-frequency vocabulary because it can assist L2 learners to manage the four strands of a course. On the other hand, it is important for students to learn low-frequency words in contexts that are rich in high-frequency words, because high-frequency words help learners discover the meaning of low-frequency words through various contexts of use. Learning such low-frequency words can give learners opportunities to expand and refine their vocabulary learning.

Higa (1963) has proposed yet another way to teach words. He experimented with a control list consisting of individual words, compared with experimental lists, consisting of four associative strength lists and two semantic distance lists. There weresix types of the experimental paired word lists are: (1) antonyms such as *dark/light*; (2) coordinates such as *apple/pear*; (3) synonyms such as *fast/rapid*; (4) connotations such as *home/family*; (5) strong associates in free association such as *bed/sleep*; and (6) not strong associates but words with a common response in free association such as *man/girl*. The findings reveal that,among the four associative strength lists, the strong associate and the antonym lists are more challenging to learn than the control list, and also, among the two semantic lists, the synonym list is more difficult to learn than the control list. Consequently, Higa highly recommends that teachers would be better to teach individual lists rather than the six types of paired words to facilitate learning vocabulary items.

In addition, Stoddard (1929) points out the importance of the distinction between learning vocabulary, either receptively or productively, as a factor in understanding how new words may best be learned. Likewise, Nation (1982) also differentiates between productive learning and receptive learning: productive learning is students' ability to perform L2 words through speaking and writing, whereas receptive learning pushes L2 learners to translate L2 words when they read them or listen to them. Stoddard (1929) compared the effect of two types of learning: English translation /French word, or French word /English translation. There were two groups of French as second language (FSL) students in the experiment: one group learnt French/English pairs, and the other group learnt English/French pairs. The students were not given along time to study the lists, and they were given 15 minutes to do a test in which two types of word lists were administered. The first test required the students to see the English translation and write the French word; and the second required the students to see the French word and write the English translation. The findings revealed that the students who learnt French-English pairs outperformed in the French-English part of the test as compared to the other part. Similarly, the students who learnt English/French pairs did better on the English/French part of the test than on the other part of the test. As a result, we may infer that the direction of learning word pairs seems to be a crucial factor that can affect vocabulary recall. Furthermore, there are implications for differing learning goals; that is, if students need to learn vocabulary to read, the best way to learn words would be through L2/L1pairs, whereas if they need to learn vocabulary to write, it is recommended to learn vocabulary from L1/L2 pairs.

The last strategy for facilitating learning and retention of vocabulary is to determine the level of L2 students' overall language proficiency. Henning (1973) points out that L2 learners who are in the beginning stage of learning English store words based on sound, which can be inferred from their tendency to confuse between words that have the same sounds, such as *there* and *their*. Consequently, beginners are liable to encounter interference between such words because of the similar sounds if teachers teach their students these words at an early stage. However, advanced students tend to store words based on the meaning of the vocabulary, such as *eat* and *food,* because words and their meaning associate together in memory at that proficiency level. Thus, Henning suggests that teachers should not teach homophones to beginners in order to avoid confusion, but if they do, the best way for beginners to learn homophones is through the written form so as to notice the differences between the words.

Second Principles: Syllabus Design Based on the Four Strands, and Inclusion of Effective Activities

In order to design a vocabulary course, Nation (2011) states that a wider set of principles for organizing the course as a whole is required, namely, the four strands, as referred to earlier. He proposes the four stands because they may be considered to provide a good balance of learning opportunities throughout a vocabulary course. The four strands include the concept of comprehensible input, which as hypothesized by Krashen, plays an essential role throughout the

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meaning-focused input in listening and reading (Krashen, 1985). Thus, learners should be familiar with approximately 98% of vocabulary in order to be able to listen and read. In addition to the significance of input, output–which is supported by Swain (1995 &2005)—supports the importance of output as a way to encourage learners to speak or write because output demonstrates learners' ability to understand the language and to use it in speaking and writing which also fits within the four strands. Finally, providing activities that require different rates of speed leads to enhancing L2 learners' fluency in all four skills: reading, writing, listening, and speaking. To implement the four strands, Schmidt suggests the noticing hypothesis, which is considered to be a guide for learners to promote their understanding, performance, and proficiency of language learning (1990 & 2001).

IV. The Role of the Noticing Hypothesis in the Four Strands

Nassaji and Fotos (2011) declare that noticing is a complex process that facilitates acquisition; therefore, some researchers agree with the importance of noticing to enhance acquisition but may still disagree with its definition and operationalization. According to Schmidt (1990 & 2001), when L2 learners notice input, intake helps to become a part of their developing language system. Noticing requires L2 learners' full attention to and awareness of intake. In fact, Izumi (2002) and Nassaji and Fotos (2011) argue that attentional processes include diverse elements: such as*alertness*, *orientation*, and *detection*, and each of which functions in different ways. *Alertness* has to do with the learner's readiness to receive stimuli; *orientation* concerns directing attention to focus on a specific input and to neglect other input; and *detection* is responsible for the selection and registration of stimuli in the memory. The most effective of these three processes is detection because it is crucial for learning, and the two others assist detection to promote learning. Additionally, information that has been detected becomes ready for learning through other cognitive processes, such as hypothesis testing, and the detection process leads to intake and can occur without conscious awareness. Thus, although noticing certainly is important, the process may actually be more complicated than Schmidt first suggested.

Recently, second language acquisition researchers have investigated how the attentional processes of L2 learners can affect interlanguage development. Thus, Izumi (2002) points out that some pedagogical approaches are key to promoting noticing by L2 learners; he centers on the impact of visual input enhancement and of output production. Visual input enhancement can guide attention through such external means such as bolding, highlighting, or underlining, while output production can promote attention through the production process and through learners' coping with problematic issues when they produce output. To summarize, visual input enhancement is an *external* attentional means whereas output is an *internal* attentional resource.

Strand One: Meaning-Focused Input; Learning Vocabulary through Listening and Reading Receptively

The meaning-focused input strand encompasses language learning through listening and reading. Nation and Newton (2009) explain that "meaning-focused" refers to drawing students' attention to focus on understanding, and maximizing their knowledge or enjoyment through listening and reading. Nation and Newton mention that Hinkel (2006) suggests some activities for developing this strand such as extensive reading, shared reading, reading newspapers and magazines, listening to stories, watching television and movies, or listening to conversations. With regard to input itself, Nassaji and Fotos (2011) observe that input may occur when L2 learners are exposed to what they hear and see in the target language and then attempt to figure out the meaning of that input. Input can be oral,—for instance, through listening to the radio or written—for example, through reading a newspaper. Nation (2007) presents Krashen's claim that comprehensible input plays an essential role in facilitating learning the language through meaning-focused input in listening and reading (Krashen, 1985). Comprehensible input is also a significant way for learners to acquire an L2 when learners encounter a large volume of input throughout this strand.

Nation and Newton (2009) and Nation (2007) demonstrate the most essential conditions for achieving the full value of the meaning-focused input strand:

1. What L2 learners listen to or read should be familiar to them.
2. The input should be meaningful, interesting to the learners and easy to comprehend.
3. L2 learners need to be exposed to large quantities of input.
4. The knowledge that will be gained through listening and reading should be surrounded with meaningful contexts, cues, and background knowledge.
5. Regarding the size of vocabulary, Hu and Nation (2000) confirm that 95% to 98% of the vocabulary should already be known by learners; so, no more than five per one hundred words should be unfamiliar to them.

If any one of these conditions is not met, it is not possible to claim that the meaning-focused input strand is fully present in a course because learners gain a small portion of vocabulary from each encounter with a word. Also, learning does not occur until learners are provided with good reading and listening skills to help them

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acquire vocabulary items. As a result, learners have to be exposed to large amounts of input to apply this strand.

a. *Listening and Vocabulary*

Nation (2011) mentions two effective methods of learning vocabulary in the listening class. The first is through negotiation, as supported by Ellis, Tanaka, and Yamazaki (1994); that is, negotiation allows students to recognize the meaning of new words and obtain a full explanation through discussion in the classroom. Negotiation should be around interesting topics, with a lot of repetition in generative situations so as to use the new words with deliberative attention. The second possibility for learning vocabulary in the listening classis through listening to stories. Elley (1989) and Nation and Newton (2009) agree that the best methodology for learning vocabulary through listening to stories is by providing interesting, comprehensible stories that entail a good amount of repetition. The teacher should choose the right level of graded reader, which means that the story contains a controlled number of unknown words. The teacher has to read the story slowly, checking students' understanding from time to time. If the teacher finds a new word, he or she should stop and give a quick definition or translation by writing on the board. Writing on the board is an important step because, in this way, students will become able to recognize all new and repeated words in a particular story, according to Nation and Newton (2009). To increase listening fluency, there should be no unknown vocabulary, but there shouldthen be pressure to perform faster. A good strategy is to repeat the opportunity to listen to the same story several times at different rates of speed.

b. *Reading and Vocabulary*

The best methodology for gaining access to voluminous language input is through reading extensively. Nation and Wang (1999) calculated that L2 learners need to read one graded reader every two weeks. The reason is to give students opportunities for repeated encounters with the same words through reading various stories, as that leads to maximizing incidental learning of new words. Nation (2005) distinguishes between intensive reading and extensive reading. From the perspective of vocabulary, extensive reading is the best way to gain new vocabulary and knowledge while also developing fluency and enriching students' knowledge. However, extensive reading requires that students already recognize around 95% to 98% of the words. Moreover, extensive reading belongs in the meaning-focused input strand because students are exposed to large quantities of input. In contrast to extensive reading, intensive reading deals with a heavier load of new vocabulary; learners can be successful if they know less than 95% of running words in an intensive reading text (Nation, 2004). Vocabulary learning in intensive reading is in the language-focused learning strand. The most effective activities that related to intensive reading, from Nation's perspective, are matching words with definitions, and word-part building and analysis (Nation, 2001 & Nation, 2005).

Strand Two: Meaning-Focused Output; Learning Vocabulary through Speaking and Writing Productively

The meaning-focused output strand includes language learning through writing and speaking. Nation and Newton (2009) single out some popular activities to promote this strand; for instance, giving a speech, writing a letter, or taking part in conversations. Similar to the conditions for meaning-focused input, the meaning focused output strand has conditions to make it effective:

1. Familiarity of the topics allows L2 learners to write and talk more freely.
2. Conveying a comprehensible message is the main purpose during speaking and writing.
3. To fill in their linguistic gaps, learners have to use their previous knowledge, dictionaries or communicative strategies to reach a satisfying level of learning.
4. L2 learners have to exploit opportunities to produce as much output as they can.
5. A small portion of the language required for meaning-focused output may be new, and learners need to learn it.

At this point, Nation and Newton (2009) support the role of output in second language acquisition by mentioning Swain. According to Swain (1995), output pushes learners to process language more deeply than input and learners have a degree of control over ways of learning to produce output, such as identifying their own linguistic limitations and determining how to internalize language knowledge to fill the gaps. Discovering linguistic gaps can be achieved throughout noticing/triggering, which is considered a major function to acquire and facilitate producing modified output (Swain, 2005). To demonstrate the value of output, Nation (2007 & 2009) refers to the two types of learning: productive and receptive. Productive learning gives learners opportunities to look for and produce words as a way of gaining knowledge. By contrast, receptive learning assists learners to recognize the meaning of words. In addition, Nation relates the issue of receptive learning to Joe (1998), who stresses the importance of generative use that involves using previously learned language in new ways, so that students gain access to deeper learning. Swain (1995) disputes Krashen's input hypothesis in the sense that, although comprehensible input is an essential part of learning in L2, it is not sufficient to cause L2 acquisition. Consequently, L2 learners should be exposed to many situations in order to push them to produce written or oral communication.

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Furthermore, through output, L2 learners are able to move from the semantic level of comprehension to the syntactic level as required for production. In de Bot's (1996) research, output also has other roles to maximize acquisition, such as promoting fluency and providing different types of feedback. Furthermore, communication strategies assist learners to cultivate their ability to produce output through conversational discourse. Participating in conversation helps L2 learners shift from declarative knowledge to procedural knowledge.

c. *Speaking and Vocabulary*

The number of words required in listening and speaking is smaller than in reading and writing. Nation and Crabbe (1991 & 2011) recommend that the teacher gives learners a manageable list of vocabulary at the early stage, so that it can be learned quickly and can lead to increased fluency at the same time. Nation and Crabbe offer a list of 120 words that they term "survival vocabulary". This survival vocabulary list consists of greetings, numbers, ways of requesting food, politeness formulas, and ways to seek help and directions. Additionally, listening and speaking tend to involve colloquial language; that is, they tend to use mainly the 2000 most frequent words in English (Nation, 2005). In order to design activities based on the most important spoken words, the teacher can have the students listen to a story and ask them to write down the words that are repeated and how they are used in a particular context. After that, the teacher may design speaking activities based on the selected words. Thus, written input of those words can lead to using the same input in oral negotiation (Newton, 1995). One of the most effective activities that helps promote fluency in such speaking activities is the 4/3/2 technique, in which students are asked to retell the same story to different listeners three times, 4 minutes, 3 minutes, and 2 minutes respectively. Nation (1989), Arevart and Nation (1991), and Jong and Perfetti (2011) all report the importance of this activity to maximize fluency in speaking, as well as grammatical accuracy and complexity.

d. *Writing and vocabulary*

According to Nation (2005), there is a strong relationship between vocabulary knowledge, students' level of proficiency, and the quality of students' writing. Along with Nation, Corson (1997) states that vocabulary that is taught receptively can generally become available for production in writing. Nation (2005) agrees with Corson's perspectives and points out the importance of integrating words that students have already learned receptively, in order to recycle them during writing. This can be achieved through linked skills activities, that is, activities that combine three skills, such as reading, listening, and writing; or listening and speaking, and writing; with writing always coming at the end of the sequence. For example, reading, speaking, and writing can be linked together in one activity as follows: first, the students are asked to read a passage on a specific topic; second the students are to discuss the same topic with their peers based on questions prepared by a teacher, and third, they step write about what they have read and discussed. Similarly, Wajnryb (1988) suggests another linked skills activity, the dictogloss activity, in which L2 students take notes while they listen to a passage; then, with their peers, they discuss what they have written in order to reconstruct the text; and finally they compare their own writing with the original text.

Strand Three: Language-focused learning

This strand involves concentrating on language features such as grammar, spelling, pronunciation, vocabulary, and discourse. According to Nation and Newton (2009), the broad goal of language-focused learning is to deal with meanings, and more specifically, the goal is to learn language features. Some common activities that are valuable in this strand include: learning vocabulary from cards, intensive reading, receiving feedback about writing, guessing meanings of words from the context, pronunciation, and translation. Although such activities have a major impact on learning and language use, this strand—like each of the others—should occupy only approximately one-quarter of the whole course (Nation, 2007). Some conditions that are important for complete realization of this strand are:

1. This strand promotes attention to vocabulary and language features.
2. L2 learners have deep and thoughtful ways of processing the language feature.
3. This strand provides opportunities for repeated attention to familiar language features.
4. These features should be simple and not focus on developmental knowledge that students do not yethave.
5. Features that are practiced in language-focused learning should also appear in the other three strands.

Moreover, Nation and Newton (2009) argue that the presence of this strand has four effects. First, it can add to implicit knowledge. Second, it draws students' attention methodically to learning a language. Third, it concentrates on learning systemic language features. Fourth, it can contribute to promoting strategies for language learning.

Based on Nation (2011), two of these strategies for language-focused learning deserve more detailed discussion: learning by using cards, and learning by engaging in intensive reading. First, both Nation (2001) and Milton (2009) agree with the importance of learning from word cards because it highlights the association between a word in the foreign language and its meaning in the first language. A simple way to apply this strategy is to ask L2 students to write down the foreign words to be learnt on one side of the card, and write down the

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meaning of these words in their first language on the other side of the same card. Students can then look at the L2 words and try to remember the meaning; if they cannot remember, they can turn their card over and see the meaning.

Second, according to Nation (2009), intensive reading is beneficial in raising students' attention to language features within the context of use. Some principles that can assist instructors in teaching vocabulary through intensive reading are: (1) teaching high-frequency words from the first 2000 words and the Academic Word List; (2) avoiding low-frequency words or being careful not to go through the list too quickly; and (3) implementing strategies to retain and memorize vocabulary, such as guessing based on the context, analyzing words, and using a dictionary.

Strand Four: Fluency development

According to Nation (2007 & 2011), this strand involves all of the four skills, listening; speaking, reading, and writing. This strand aims to help L2 students use what they have learnt to be fluent and the students' goal is to receive and convey comprehensible messages. Some activities to enhance fluency are: skimming and scanning; the 4/3/2 technique; ten-minute writing; and listening to stories. As with the other strands, Nation (2007) and Nation and Newton (2009) demonstrate the conditions for fluency development to implement this strand:

1. No new language features should be encountered when students practice all the four skills and the content should be familiar to students;
2. The main goal for students is to receive and convey comprehensible messages;
3. Pressure and encouragement are important in developing fluency; and
4. Students should be exposed to and also produce large quantities of input and output.

Two major categories of activities to increase fluency through repetitive reception or production within this strand are: (1) repeated reading and the 4/3/2 technique; and (2) extensive reading and listening.

e. *Balancing and integrating the four strands*

In order to achieve an appropriate distribution among the four strands, receptive and productive skills can be approximately balanced whether inside or outside the classroom. The teachers' task is to ensure that they are balancing the teaching of each of the four strands after two weeks or one month by checking whether each in-class or out-of-class activity has a place under each of the four strands, as well as how much time is devoted to each of them (Nation & Newton, 2009). Ellis (2005), who is referred to by Nation and Newton (2009) outlines some justifications for dividing the time roughly among the four strands. He includes principles of instructed language learning as follows: (1) instruction needs to focus on meaning, but (2) instruction also needs to focus on form. Three of the strands: meaning-focused input, meaning-focused output, and fluency development, consist of activities that concentrate on conveying or receiving messages, so each one of them should occupy one-quarter of the total time because all three of these strands focus heavily on the meaning, which is one part of the learning process. However, the language-focused learning strand focuses on form, so it should also occupy approximately one-quarter of the time. Furthermore, Ellis (2002) suggests a different approaches for balancing the four stands according to the teacher's judgement, in this case based on students' level of proficiency. Beginners need more meaning-focused learning and less fluency development, whereas advanced students benefit from more fluency development and less meaning-focused learning. Apart from balancing the time devoted to each of the four strands, integrating them into an associated overall syllabus is important as well. For instance, speaking classes typically involve meaning-focused input and output activities, with fluency exercises adding a small portion of language-focused learning activities. In addition, a content-based course could incorporate language-focused learning that leads to meaning-focused input and output activities along with fluency activities. Giving appropriate time for each strand depends on many factors, such as the teacher's skills and preferences, the learners' expectations, the school's expectations, and the beliefs about language teaching and learning.

f. *Selecting a Sample Unit of the Textbook that is Used for Analysis*

As noted above, the Ministry of Education in Saudi Arabia recently signed contracts with different companies in Europe and North America to obtain English language textbooks with new strategies and methods in teaching and learning English (Saudi Arabian Ministry of Education, Taif, n.d.). The procedure that the Ministry of Education follows is designed to enhance education. Each high school has a different textbook from a specific company, and after completing one semester or one year of teaching the text edition, English teachers will start evaluating the materials and send their evaluations to the Ministry of Education. Afterwards, members of the Ministry of Education will start looking at all of the teachers' concerns and ideas, and choose the best textbook or textbooks to be authorized as the primary textbooks to be used in Saudi Arabia. This process will take several years to reach a final decision on selecting textbooks.

Education First: High School English in Saudi Arabia (2012) is a textbook being distributed in high school for boys in Taif, Saudi Arabia. This particular textbook was chosen for analysis because it has been distributed in Taif, where I live, and thus it has special importance for

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me. It contains eight units and each unit has four lessons. After examining the textbook, I saw that some lessons have one or two lists of vocabulary, and others have none. Regarding the four skills, all units contain the four skills in varying concentrations. For instance, Unit 7(Going to the doctor) focuses more on reading and writing skills than other skills. In contrast, Unit6 (Meetings) neglects the writing skill and concentrates mostly on listening and speaking skills. For the purpose of this paper, I will thoroughly analyze Unit 3 (Animal tails). I selected this Unit because it includes 60new words and is the most heavy-vocabulary Unit in the textbook, so it seems especially appropriate for analysis of vocabulary- teaching strategies. My discussion will focus on both strengths and weaknesses of this unit as they relate to the framework of learn ability and the four strands of vocabulary teaching and learning.

Overall, although some strengths are demonstrated, it is clear that there are also weaknesses in this Unit as well. For example, Unit 3 (Animal tails)mentions some of the 60new words only one time in one lesson with a few exercises; however, the next lesson of the same Unit has another group of new words provided with a few activities to learn these new words. Thus, there seems to be very limited opportunities to recycle the new words and to reinforce them in the students' memory across the four strands. So, I decided to take this particular Unit as an example not only to evaluate the effectiveness of the textbook, but also to illustrate the way the framework I have presented above may function when used for such an evaluation based on vocabulary learn ability and the four strands. The following discussion will provide further detail regarding the analysis of the chosen Unit of the textbook.

g. *Description of Unit 3 of the textbook*

In order to provide a background for the more detailed discussion that follows, it is necessary to give an overview of Unit 3. This Unit talks about different types of animals, and the grammar focuses on comparisons among the animals using *(as…as/than).* There are 60new words in this Unit: 36names of animals and their categories; 22 adjectives that can be applied to animals; and two verbs that can have animals as their subjects. The first lesson has a warm-up discussion for students to work with classmates; then, the next task involves matching the adjectives with characteristics of the animals, for instance, *as quiet as a mouse*. The second lesson involves listening to a lecture and is divided into two activities: first, after students listen to the lecture, they match adjectives with their definition (new vocabulary); and second, students listen to the same lecture again and try to put a tick beside the right description of each animal. The same lesson also has a grammar section about comparisons between animals using *(as…as/than)*, such as *snakes are as quiet as turtles.* The third lesson has very short paragraphs for students to read, which present new vocabulary about major animal groups. The second part of the third lesson is about listening; it is made up of two activities: (1) listening to three stories and answering questions; and (2) listening to the same stories and writing different types of comparison using *(as...as/than).* The fourth and final lesson has two main activities: (1) reading a passage and answering questions related to it; and (2) writing a story by selecting one or more animals and describing them by using some adjectives that students have learned while studying this Unit.

Consideration of the Unit in Terms of the Vocabulary Included and the Teaching Strategies for Learnable Vocabulary

The below table shows techniques forselection oflearnable vocabulary and for making words readily learnable, as discussed previously in the beginning part of this project, and showswhether each is exemplified in this Unitor not (✓ means present; × means absent). The table will then be explained in more detail.

Table 2: Teaching Methods of Learnable Vocabulary

Strategies	Researcher	Leson 1	Lesson 2	Lesson 3	Lesson 4
Demonstrability	White (1988)				
Brevity					
Individual word list	Higa (1963)				
Students' Level of Proficiency	Henning (1973)				
Centres of Interest	White (1988)				
Frequency	Nation (2001)	Most of the words are not high-frequency words			
The similaritiy between L1 & L2 words	Anderson and Jordan (1928) & White (1988)				
Regularity	White (1988)				
Compound Nouns					

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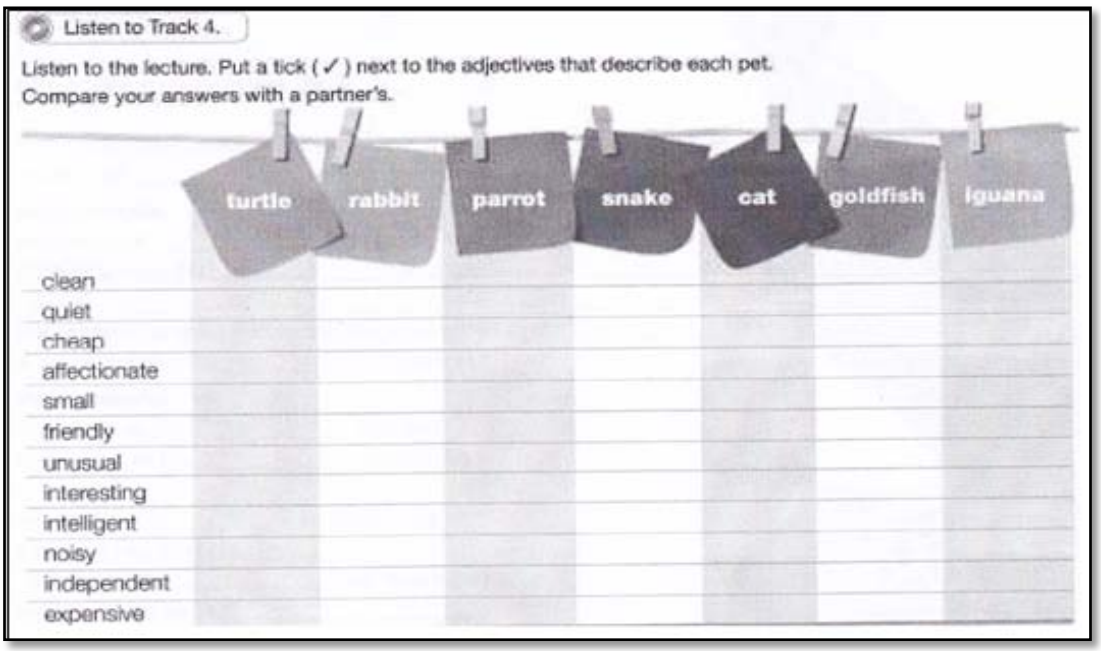
Opportunism					
Receptive and Productive Learning through Translation	Stoddard (1929)				

As indicated in the table above, White (1988) identified demonstrability as a key strategy for selecting learnable vocabularycan be found in this Unit. Unit3 talks about describing pets and wild animals; so,the textbook uses animals as concrete nouns. Thus, this Unit follows exactly what White (1988) recommends with respect to teaching concrete words rather than abstract ones. Second, White's (1988) suggestion was to teach shorter words rather than the longer ones; while this is generally the case here, for instance *quiet, clean,* and*strong*, this Unit does also include a few longer words like *independent, affectionate,* and *expensive*. Third, Higa (1963) declares that teaching individual words is better than associating words; so,this Unit follows Higa's advice andhas two individual lists: the firstlist is the names of animals associated with the second list, which isanimals' features. As shown below in Graphic 1, the activity applies this strategy by having students listen to the lecture and match the name of an animal with its feature(s). Fourth, Henning's (1973) perspectiveis to avoid teaching homophones at the beginner level to prevent the confusion of learning such words, and it can be seen that this Unit avoids teaching homophones and draws associations between the name of ananimal and its description. This will help beginner-level students store the meaning in their memory. Finally, exploiting centers of interest is one techniquethat White (1988) mentions as a way to make words more learnable. Although the vocabulary items in this Unit mainly are not very high-frequency words, the topic itself would properly be intereting to learners; one can expect that students may enjoy learning words related to animals. Moreover, the activities in this Unit are presented in a way that attracts students toknow more about animals of the world at the same time as learning new words.



Graphic 1: This activity associates animals' names with their features.

V. Actual Frequency of the New Vocabulary

In order to recognize whether the vocabulary items in the textbook are high-frequency or low-frequency words, the new words have been analyzed by usingCorpus of Contemporary American English COCA corpus (2012), to which the website *Word and Phrase .Info*relates. Earlier in this paper, I mentioned that Nation (2001) refers to West's General Service List as a primary printed list giving the frequency of occurrence and the rank of the first 2,000 words; however, I will avoid using it here because it has become dated and it looks at only printed texts. Although Bauman and Culligan (1995)

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added 248 words to West's list by working from the newer*Brown Corpus*, *the Brown Corpus*has not been updated. On contrast, the COCA list is regularly updated, with 450 million words from 1990 to 2012, allowing *Word and Phrase .Info*to provide detailed and current information on the most frequent 60,000 words,i ncluding items from spoken as well as print sources. In fact, COCA is based on various types of texts, such as spoken and written including magazine, news, and academic texts.

By examining the nouns in Table 1using the tool provided by *Word and Phrase .Info*, we can see that the new nouns in the Unit under analysis can be placed at a frequency rank of around 1,100 to 19,000. Indeed, the word *ox* is such a very low-frequency word that it does not appear anywhere amongthe 60,000 lemmas accessed by *Word and Phrase .Info*. The reason for not considering most of these words to be high-frequency words is because Nation (2001) advises that the list of themost frequent 2000 words is considered the most suitable list for high-frequency words and is a good initial foundation for students planning to go on to further work in the academic field. Additionally, in *Word and Phrase .Info*, the most extremely frequent words are identified as thoseunder the 1,000 rank, such words as *small* and *strong*. The frequency range of the adjectives in this Unit is about the 1,000 to 12,000 rank among 60,000 lemmas, which also is not considered to be very high-frequency. Finally, the frequency rank of the verbs is between 4,000 to 6,000 frequent words according to *Word and Phrase .Info*. The following tables 3, 4, and 5 present new vocabulary from the Unit, categorized by word type and listed in order of frequency rank.

Table 3: Nouns by Frequency Rank

Noun	Frequency Rank
Bird	948
Fish	1,123
Horse	1,283
Cat	1,785
Mouse	3,326
Insect	3,428
Snake	3,504
Bat	3,720
Bee	4,283
Lion	4,343
Elephant	4,394
Rabbit	4,412
Shark	4,478
Frog	5,430
Owl	6,031
Amphibian	6,228
Turtle	6,583
Tiger	6,863
Fox	7,586
Dolphin	8,287
Gorilla	9,570
Alligator	9,742
Parrot	10,220
Crocodile	10,412
Mammal	10,789
Toad	12,784
Eel	13,592
Zebra	14,397
Panda	15,238
Peacock	16,024
Giraffe	16,035
Kangaroo	16,356
Goldfish	17,036
Reptile	17,162
Iguana	19,894
Ox	Beyond 60,000

Table 4: Adjectives by Frequency Rank

Adjective	Frequency Rank
Small	203
Strong	458
Interesting	1,073
Independent	1,269
Quiet	1,439
Clean	1,519
Expensive	1,670
Busy	1,934
Cheap	1,940
Proud	1,993
Unusual	2,048
Blind	2,733
Friendly	2,777
Wise	3,255
Intelligent	3,737
Brave	4,901
Noisy	6,660
Slippery	7,843
Sly	9,917
Hairy	9,926
Moody	12,129
Affectionate	12,454

Table 5: Verb by Frequency Rank

Verb	Frequency Rank
Scratch	4,688
Lick	6,014

This analysis shows that, in terms of English as a whole, most of the names of animals are not very high-frequency words based on their rank in the COCA corpus.However, although most of these words are relatively low-frequency, which arguably might cause difficulty in learning them,including them in the Unit may well be reasonable because students would be interested in learning new words especially about animals, even if they are infrequent in terms of the

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English language as a whole. This interesting result highlights a potentially important aspect of the set of criteria outlined in the earlier part of this essay: frequency in itself may not be a clear-cut determiner of which words should or should not be included. Also, as noted earlier, unfamiliar words can be reasonably learnable if presented in the context of other words that are more frequent and familiar. Certainly, in the case of this Unit, it can be shown that the infrequent animal-related vocabulary is contextualized by many much more frequent and familiar words in the same Unit, as illustrated in the table 6 below:

Table 6: Illustrative Table of Familiar Words by Frequency Rank

Word	Frequent Rank
The	1
Be	2
And	3
Of	4
A	5
In	6
To	7
Have	8
To	9
It	10
I	11
That	12
For	13
You	14
He	15
with	16
On	17
Do	18
Say	19
this	20

a) Summary of Factors Relating to Inclusion and Teaching of New Words

Considering the above overall factors related to vocabulary choice in the Unit, it can be noted that, although most of the new words are not high frequency, other factors compensate for that to quite an extent. For example, the factors of demonstrability, brevity and interest have been demonstrated in the Unit. Individual word lists areavailable in Unit 3: the first is animals' names, and the second list is adjectives. The goal of these two lists is to match each animal with its feature(s).Finally, attention to learners' level of proficiency is found in this Unit because the two lists do not have homophones and the students are beginner level in this Unit; sostudentswill be able to store words in their memory easily based on sounds because the words do not have similar sounds. However, the factor of L1/L2 similarity, as already explained, is not relevant in this case. Along with L1/L2 similarity, the concept of receptive and productive learning words through translation is not found in the Unit as well. As the table indicates, other potential factors are also absent from this unit that it does not include regularity of verbs and compound nouns. In addition, opportunism makes it difficult to decide whether English teachers are going to add new vocabulary to the main list. To consider this issue, it is important to use the focus group technique for the teachers and to interview the students to see if they are interested into adding new words, besides the main list of vocabulary in a particular lesson, to allow the students to express their opinions and concerns on this issue. With respect to the absence of these factors, we should note that it is important to add the missing factors because of their role in helping the students enhance their vocabulary knowledge and to explore a large variety of words.

Consideration of the Unit in Terms of Implementation of the Four Strands,Including Effective Strategies to Embody Each Strand

Basically, Unit 3reflects each ofthe four skills, but not with equal focus. It has many receptive learning activitiesbutfewer productive learningones; that is, the Unit concentrates more strongly on meaning-focused input than on meaning-focued output. For instance, parts of lessons 3 and 4 are mainly reading-based; similarly, listening is the focus of lessons 2 and 3, that is, the students have an opportunity to listen twice and to answer two exercises per lesson. By contrast, meaning-focused output does not playa largerole inthe exercises,based on speaking and writing to learn the vocabulary: the only speaking activities in this Unit are thewarm-upactivities in lessons 1 and 2, and writing a paragraph in lesson 4. To analyze the Unit more thoroughly, the following table shows the ways in which frequent and learnable vocabularyis associated with the four stands in Unit 3.Note that *Yes*indicates that the Unit has at least some activities ina particular strand to learn and retain the frequent and learnable vocabulary items, whereas *No* indicates that there are no activities to enhance frequent and learnable words in this specific strand. Finally, *Some what* suggests that there are activities in a particular strand, butthat–as explained below –the yare not sufficient to learn and acquire the new words.

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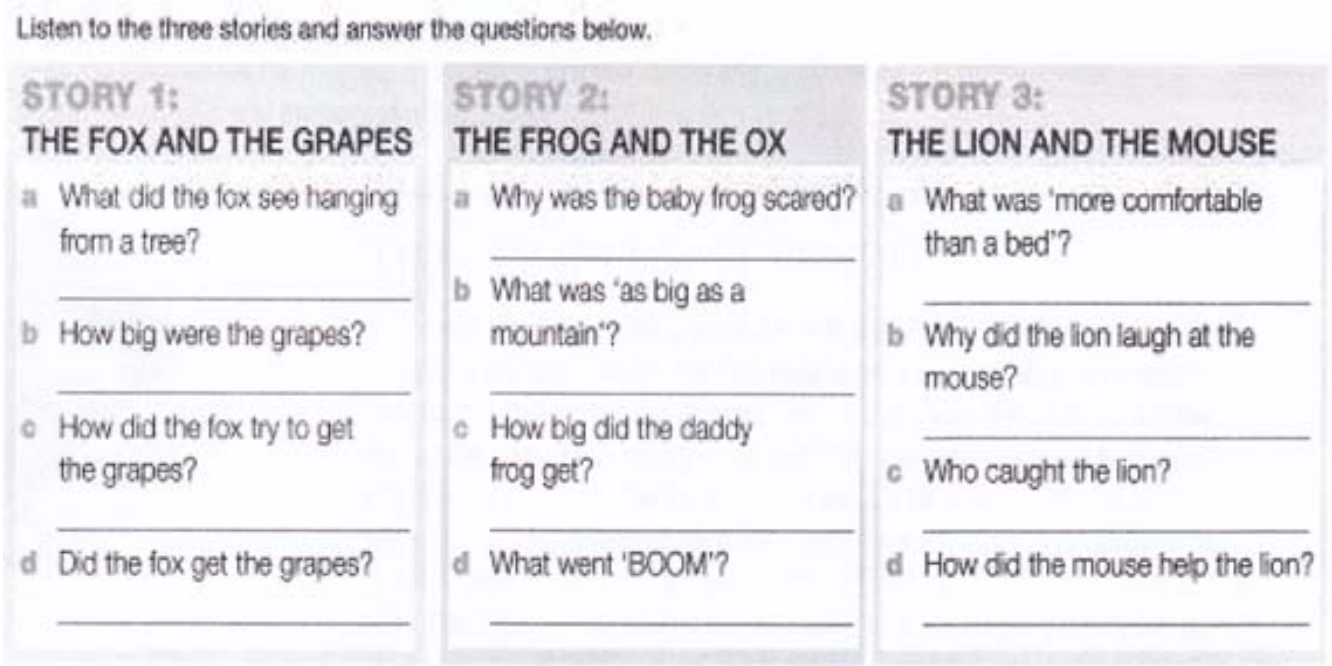
Table 7: Representation of frequent and learnable vocabulary across the four strands

Strand / Criteria	Meaning-focused input	Meaning-focused output	Language-focused learning	Fluency development
Learnable word	Yes	No	Yes	No
Frequent word	Yes	No	Yes	No
Repeated word	Some what	No	Some what	No

As shown in Table 7, all 60new animal-related words including the nouns, adjectives, and verbs, which are mainlyinfrequent but potentially learnablewords, are presented under the meaning-focused input strand within activities to promote students' skills in reading and listening. The Unit has provided good activities to achieve the conditions of this strand; yet, they are not ideally sufficient to memorize the words because students will tend to forgetthe items from one lesson of the Unit when they encounter other new words in the next lessons of the same Unit. According to Nation (2001), one encounter with vocabulary items is inadequate to transfer the input to intake. Anderson and Jordan (1928) report thatmost forgetting of words occurs immediately after initial learning; so, it is essential to do some repetition immediately after students learn new words. Lessons 2 and 3 have listening activities that should be repeated two to three times to answer the questions, as appears in Graphic 2.


Listen to the three stories and answer the questions below.

STORY 1:
THE FOX AND THE GRAPES
a What did the fox see hanging from a tree?
b How big were the grapes?
c How did the fox try to get the grapes?
d Did the fox get the grapes?

STORY 2:
THE FROG AND THE OX
a Why was the baby frog scared?
b What was 'as big as a mountain'?
c How big did the daddy frog get?
d What went 'BOOM'?

STORY 3:
THE LION AND THE MOUSE
a What was 'more comfortable than a bed'?
b Why did the lion laugh at the mouse?
c Who caught the lion?
d How did the mouse help the lion?

Graphic 2: Listening to three stories about animals

As shown in Graphic 3, there are two reading exercises in lessons 3 and 4 in which students read small paragraphs and then answer questions. Thus, there is at leastsome repetition of new words in the Unit, but there are inadequate exercises to help L2 learners absorb and strengthen their recall of the new words after they finish this Unit.

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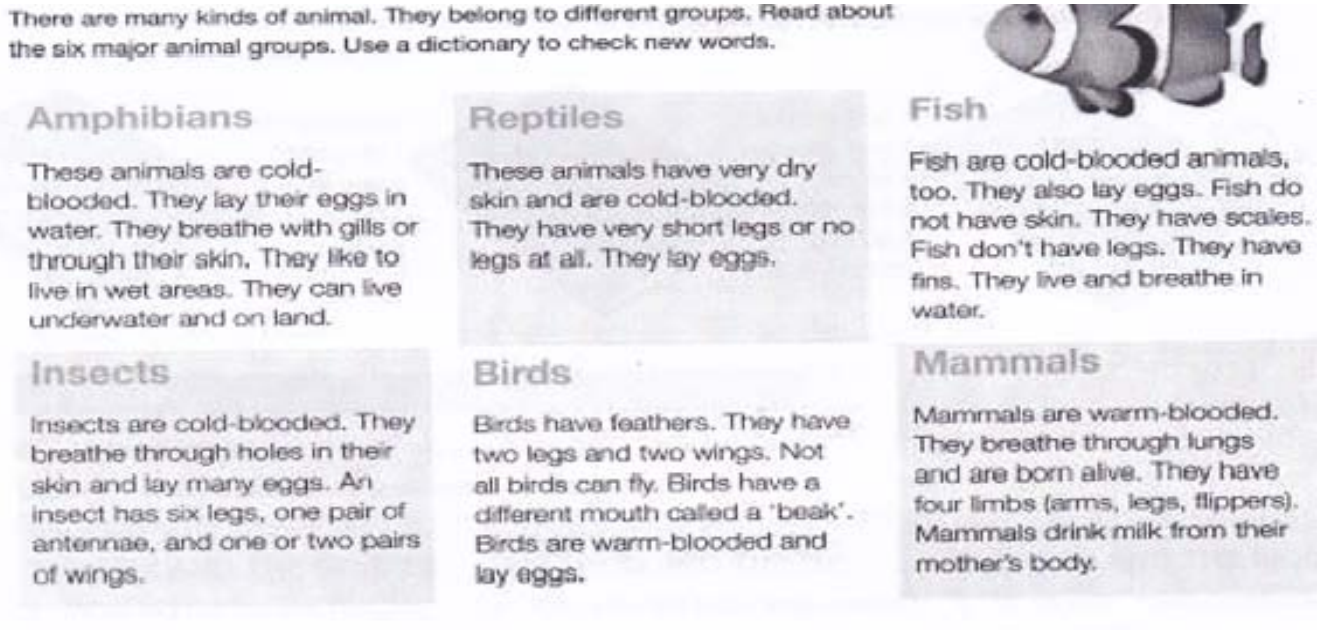


There are many kinds of animal. They belong to different groups. Read about the six major animal groups. Use a dictionary to check new words.

Amphibians

These animals are cold-blooded. They lay their eggs in water. They breathe with gills or through their skin. They like to live in wet areas. They can live underwater and on land.

Reptiles

These animals have very dry skin and are cold-blooded. They have very short legs or no legs at all. They lay eggs.

Fish

Fish are cold-blooded animals, too. They also lay eggs. Fish do not have skin. They have scales. Fish don't have legs. They have fins. They live and breathe in water.

Insects

Insects are cold-blooded. They breathe through holes in their skin and lay many eggs. An insect has six legs, one pair of antennae, and one or two pairs of wings.

Birds

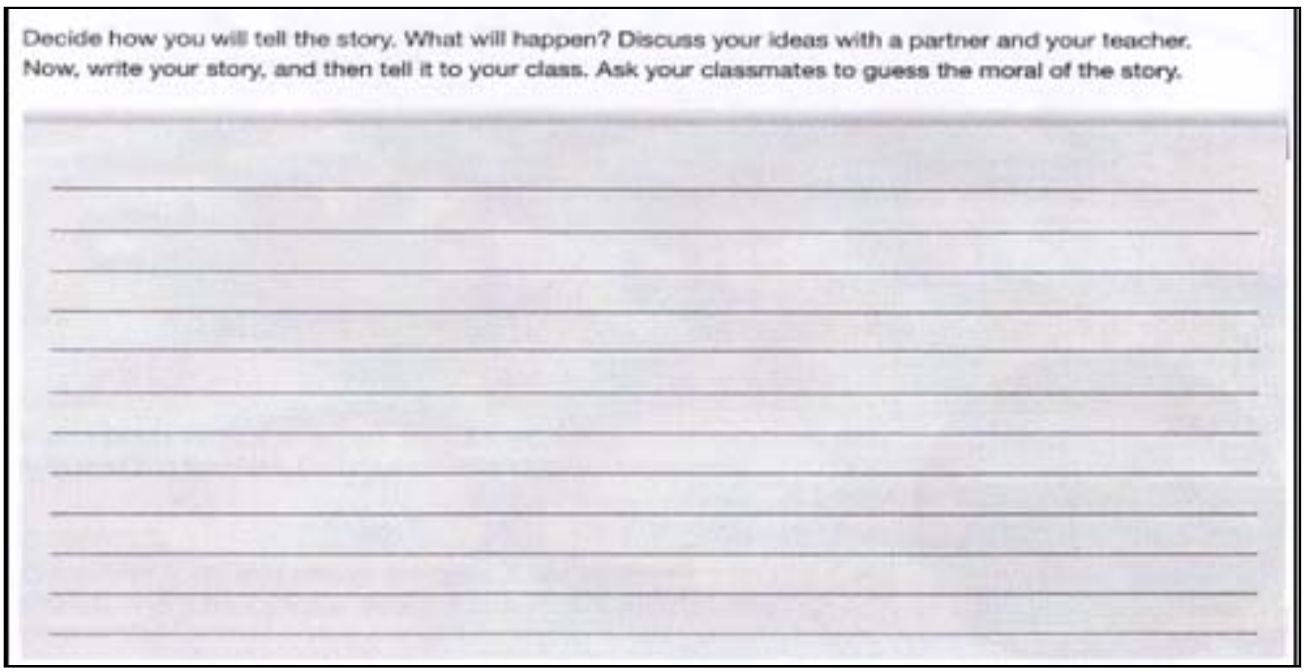
Birds have feathers. They have two legs and two wings. Not all birds can fly. Birds have a different mouth called a 'beak'. Birds are warm-blooded and lay eggs.

Mammals

Mammals are warm-blooded. They breathe through lungs and are born alive. They have four limbs (arms, legs, flippers). Mammals drink milk from their mother's body.

Graphic 3: Reading small paragprahs about six types of animals

Unlike the meaning-focused input strand, there are few activities in this Unit which address the meaning-focused output strand. This Unit does not meet the conditions, as outlined earlier in this essay, that students should produce language as much as they can whether in writing or speaking. In lesson 4, there is only one activity to write a small paragraph about retelling a story about animals, as illustrated in Graphic 4. Only a few discussion exercises are presented as warm-up activities in this Unit as well as shown in Graphic 5. Thus, students have very limited chances to practise and strengthen their abilities to transfer input to output through speaking and writing. On top of that, no repeated exercises are available for new vocabularythatlearners have learned through studying this Unit; each of the three lessons involves new words with very few activities to practise speaking and writing.



Decide how you will tell the story. What will happen? Discuss your ideas with a partner and your teacher. Now, write your story, and then tell it to your class. Ask your classmates to guess the moral of the story.

Graphic 4: Writing activity about retelling a story

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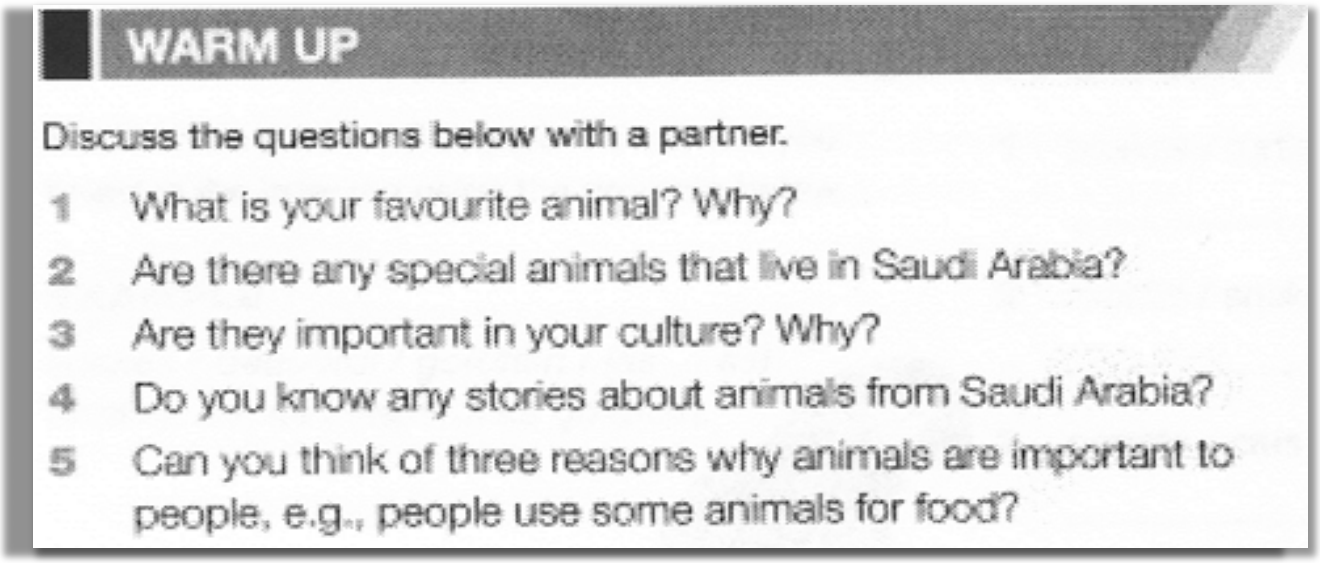


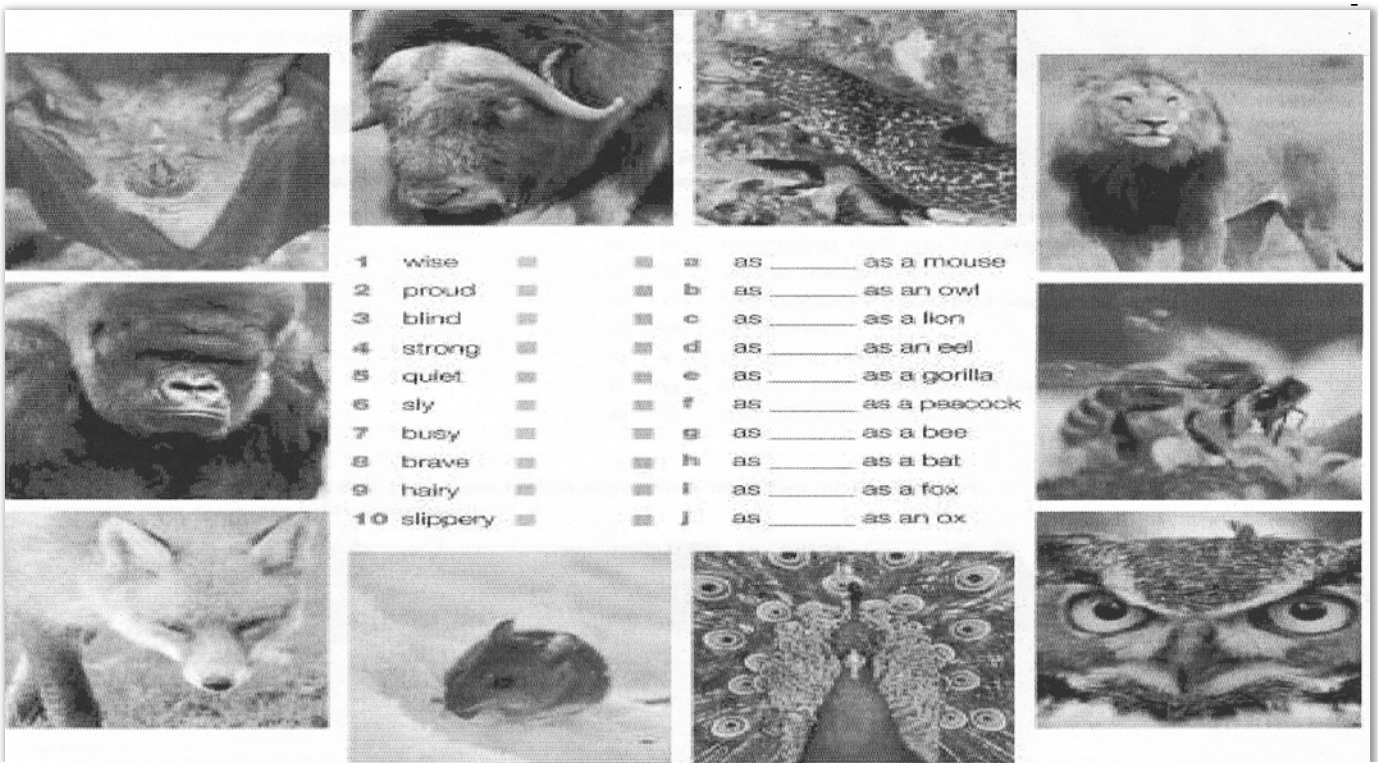
WARM UP

Discuss the questions below with a partner.

1 What is your favourite animal? Why?
2 Are there any special animals that live in Saudi Arabia?
3 Are they important in your culture? Why?
4 Do you know any stories about animals from Saudi Arabia?
5 Can you think of three reasons why animals are important to people, e.g., people use some animals for food?

Graphic 5: Discussing questions as a warm-up activity

Regarding the language-focused learning strand, the Unit offers vocabulary and grammar in keeping with the conditions for this strand that were mentioned earlier.This Unit focuses on comparisons among animals,as illustrated in Graphic 6 and Graphic 7.



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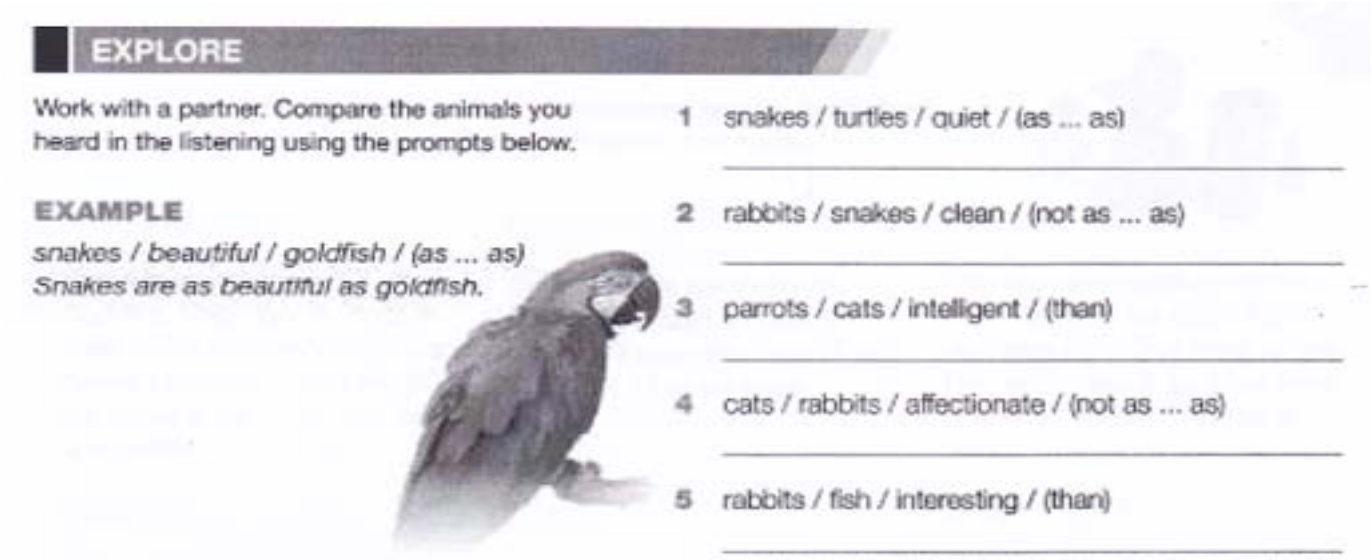

Graphic 6 & 7: Some grammar activities in comparison

Some activities draw the student's attention to learning and retaining a certain group of vocabulary through a certain degree of repetition and recycling. By contrast, there are no activities in this Unit to enhance the fluency development strand: it is clear that the unit has not applied the conditions of this stand because there is a new list of words in each of the three lessons, with just some basic activities, and there are no activities to enhance fluency. Regarding the conditions of this strand, the students are exposed to and apparently expected to produce a large amount of input and output equally; yet, this Unit does not give them anopportunity to learn the skills neededin order to do so.

VI. Conclusion

After analyzing the Unit of the textbook, the first outcome reveals that the Unit has infrequent but learnable new words which contribute effectively to increase the acquisition of vocabulary knowledge and to make the language easy to learn and retain. However, the activities provided do not assist L2 learners in retaining these words for the long term due to inadequate presence of the four strands that support learnable words. On that basis, the second outcome is that this Unithasat best only partially applied the four strandsby providing a significant number of activities for two strands –meaning-focused input and language-focused learning, but few activities for the other two – meaning-focused output and fluency development. Additionally, although some activities do recycle the same vocabulary, not all new vocabulary receives this attention. Thus, there is no consistent recycling of vocabulary to reinforce retaining new words and their meanings.

The tools that have been used to analyze and evaluate this Unit of the textbook are (1) factors related to vocabulary frequency and learnability, and (2) Nation's four strands, namely: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. As demonstrated, these tools were able to highlight some strengths and weaknesses in the textbook Unit that was analyzed, but they should be considered as only provisional. The toolshave quite clear limitations, such as the challenge of determining how best to deal with the criterion of frequency, which was noted in the previous discussion. Therefore, I may not use exactly the same tools in the future when different textbooks will be analyzedand evaluated. As afuture extensionof this kind of textbook study, the presentframeworks or tools should be expanded and developed in order to coverthe whole textbook, and other vocabulary-related criteria should be added in addition to the major ones already proposed, in order to have a full analysis based on developing new tools.

Furthermore, there are limitations to the effectiveness of examining only the textbook content itself. There is also a need to observe EFL(English as a Foreign Language)teachers during the class for one or more terms, in order to see how they follow the instructions of the materials provided,andif they neglect some activities that can help students understand the lessons–perhaps because of time limits or other issues in the classroom–and also whether they in fact find ways to enhance or extent the textbook material in such a way as to improve on the book. In addition, I strongly recommend interviewing students who have studied the same materials, so asto allow them to express their perspectives. Similarly, using afocus group technique could beagood way to allow EFL teachers to freely discuss their points of view toward the value of keeping the same material for future classes. Applying these two methods–the interview and focus group–can be considered good steps to gain valid and reliable information from teachers and students, and these

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steps would facilitate teachers' and students' voicesto reach the Ministry of Education. This could ,in turn, assist the Ministry in advising textbook publishers to some necessary steps to make their titles appealing and effecting Saudi learners and teachers. This is important because enhancing the teaching and learning of the English language in Saudi Arabia is a governmental priority. By taking EFL teachers' perspectives seriously, textbook publishing companies will be able to devote their efforts to improving the materials to become as beneficial and valuable as possible for students whose goal is to acquire the language easily and effectively.

VII. Acknowledgments

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A Case Study Primer: Origins and basic Principles

By Chris Sclafani
Hofstra University

Abstract- Case studies are a highly utilized methodology in the field of qualitative research. The case study approach is appealing to researchers across the continuum from beginners to experts. Unlike quantitative data that focuses upon numerical implications and statistics, case studies allow the researcher to use various observational tools to collect indepth data about a given research inquiry. This data collection tends to focus on a single case or group, and often includes a more human or behavioral sense of direction within the confines of the research setting. Case study practitioners also wish to see the interaction of subjects within this research setting, as opposed to treating these subjects as wholly individualized entities.

Keywords: *case study, qualitative research, researcher, case study basics, case study origins.*

GJHSS-G Classification: *FOR Code: 139999*



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A Case Study Primer: Origins and basic Principles

Chris Sclafani

Abstract- Case studies are a highly utilized methodology in the field of qualitative research. The case study approach is appealing to researchers across the continuum from beginners to experts. Unlike quantitative data that focuses upon numerical implications and statistics, case studies allow the researcher to use various observational tools to collect in-depth data about a given research inquiry. This data collection tends to focus on a single case or group, and often includes a more human or behavioral sense of direction within the confines of the research setting. Case study practitioners also wish to see the interaction of subjects within this research setting, as opposed to treating these subjects as wholly individualized entities.

Keywords: case study, qualitative research, researcher, case study basics, case study origins.

I. Introduction

There will be times when the numbers are unable to tell the whole story. It is true that statistical methods can provide high quality data in a multitude of areas, but many times there is far more to research than that which can be deemed "statistically significant". Thus, one must turn to qualitative research in instances where numerical work would not be suitable. Often, qualitative methods fulfill the need for a more in-depth introspective related to the topic of choice. Within this world of qualitative research, there is the case study. "Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake, 1995, p.xi). The strength of this type of research is its ability to provide detailed and extensive observational data and analysis that is both focused and understandable in relation to the stated or potentially constructed goals of the researcher. The case study eschews breadth in the name of providing depth. "The researcher who embarks on case study research is usually interested in a specific phenomenon and wishes to understand it completely, not by controlling variables but rather by observing all of the variables and their interacting relationships" (Dooley, 2002, p.336). Dooley (2002) highlights some key concepts when he acknowledges that there are specific differences in the way a given variable is approached and viewed when compared to quantitative methods, and also in his identification of a "complete" comprehension of a given situation or setting by case studies.

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II. Origins

Many current writers postulate that the case study is among the first methodologies to find traction in the community of qualitative authorship. "Arguably the case study was the first method of social science. Depending upon one's understanding of the method, it may extend back to the earliest historical accounts or to mythic accounts of past events" (Gerring, 2007, p. x). The previous quote not only discusses the birth of the case study, but it also hints at the ideology that these studies have an instinctive and natural quality about them. If one does not accept the notion that case studies date back to early points in written human history, there are more recent scholars that must be noted. "The case study has a long and neglected history, starting with Frederic LePlay (1806-1882), and the so-called Chicago school in the United States, including such luminaries as Herbert Blumer, Ernest W. Burgess, Everett C. Hughes, George Herbert Mead, Robert Park, Robert Redfield, William I. Thomas, Louis Wirth, and Florian Znaniecki" (Gerring, 2007, p. x). It must be added that although the Chicago school played an important role in the proliferation of case studies, their work came after the work of France's Frederic Le Play, who is often given credit for the introduction of this method during the 1800's. Tellis (1997) makes further distinctions of the origins of case study research.

> "The earliest use of this form of research can be traced to Europe, predominantly to France. The methodology in the United States was most closely associated with The University of Chicago Department of Sociology. From the early 1900's until 1935, The Chicago School was preeminent in the field and the source of a great deal of the literature." (p. 2)

Here, it can be inferred that Tellis' reference to France is likely directly pointing to the work of Le Play, who Gerring (2007) also credits with being the pioneer of case study methodology. Although LePlay primarily researched items in the financial realm, case studies are used in a wide range of fields. "Case studies are a standard method of empirical study in various 'soft sciences' such as sociology, medicine, and psychology" (Kitchenham, Pickard, & Pfleeger, 1995, p.52). Clearly, the diversity of acceptable usage areas for a case study is another strength of this research method.

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III. Data Collection Methods

Those who select to perform case studies will have a wide array of data collection modalities that could be potentially utilized. There are no strict limitations upon exactly how these studies must be done, but rather the user is offered a looser framework that honors diverse forms of data beyond simple field notes (though field notes are certainly acceptable). Rossman and Rallis (2011) touch upon the data recording process.

> Case studies may use questionnaires, archival records, or psychological testing in addition to interviewing, observing, and analyzing documents. Just as with ethnographies, case studies are methodologically eclectic. Whatever his choice of techniques, the researcher immerses himself in the case setting or individual of interest. (p.118)

One can see how a case study format is ideal for researchers ranging from beginning or intermediate researchers to high level professionals with very detailed goals. For those newer to data collection methods, the aforementioned variety of approaches allow for experimentation with different techniques, and is therefore more forgiving to this form of risk-taking. Conversely, experts are then able to play to the data collection methods that they have mastered, all while taking the opportunity to potentially hone in on any method in need of some additional work. Flyvberg (2006) actually makes the assertion that case studies lead to one becoming an expert in a given topic matter. "It is only because of experience with cases that one can at all move from being a beginner to being an expert." (Flyvberg, 2006, p.224). The argument is furthered when Flyvberg (2006) discusses the idea that case studies place a research question or phenomenon in the proper context, whereas basic research often points repeatedly to numbers or other people's work to make its points. Thus, contextualized understandings allow for the opportunity to see the idea or phenomenon "at work" in the most naturally achieved researchable state, leading to inferences and theories that would not be otherwise present in studies of another type. "Hence, a case study will never provide conclusions with statistical significance. On the contrary, many different kinds of evidence, figures, statements, documents, are linked together to support a strong and relevant conclusion" (Runeson & Host, 2009, p.7). Here it is abundantly clear that there is a high level of validity to claims and postulations made by properly conducted case studies regardless of the lack of "hard numbers" to support them.

IV. Cross-Case Study

It has been established that qualitative studies do not need to be readily generalized to the larger population, or determine predictability to be considered a success. "Qualitative research is fundamentally interpretive. In contrast with quantitative approaches, which attempt to control and predict, qualitative research focuses on descriptive analysis and interpretation" (Rossman & Rallis, 2011, p.27). These points do not mean that pertinent theory cannot be constructed from case study methods. Kathleen Eisenhardt (1989) advocates that cross-case study observations are one possible way in which theory can be confirmed or uncovered by researchers.

> Overall, the idea behind cross-case searching tactics is to force investigators to go beyond initial impressions, especially through the use of structured and diverse lenses on the data. These tactics improve the likelihood of accurate and reliable theory, that is, a theory with a close fit to the data. Also, cross-case searching tactics enhance the probability that the investigators will capture the novel findings which may exist in the data. (p.541)

It is important to note that this author initially advocates utilizing multiple case studies to provide evidence for theory. Additionally, in the latter portion of the quote, Eisenhardt (1989) makes another important strength of cross-case searching. There will be items that might not occur across all studies, and these could also be potential points of analysis for the researchers (p.541). These "red herrings" are frequently causes for additional study and analysis. These could be critical incidents that call for further review regarding the circumstances and conditions that led to this occurrence. McGuiggan and Lee (2008) support this idea as well. "A general analytic strategy identifies important differences in the patterns observed as a way to develop a theoretically significant explanation for the different outcomes" (McGuiggan & Lee, 2008, p.2). Once more, it is not only the consistencies between studies, but the inconsistencies that must be brought to light. The collection of data from multiple case studies carried out by a researcher or group of researchers appears to lend strength to the claims and implications that are listed in that study. Less common items appear to be even rarer due to the glut of data, and repeated themes are more pervasive throughout the fibers of many different sources of data. Using cross-case analysis allows the study to have some manner of breadth in the context of a research methodology that typically aims primarily towards depth.

While these cross-case methods have their defined merits, it should not wholly supplant the usage of a single, deep case study. Yin (1981) argues against forcing a cross-case study. "The number of case studies must be large enough to warrant cross-case tabulations" (p.62). There will be times when it is perhaps more appropriate to look deeply at a singular case that is clearly representative of that which the study demands

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than to pull in voluminous cases. Also, there is high potential for relevant information and important findings in lone studies, due to both the flexibility in the ways that data is gathered, and the very nature of the inward-looking perspectives given by case studies. A single study could serve as the launching pad for future research.

V. Conclusion

It is crucial to note that cross-case or singular case studies are both important methods, and that the researcher must decide which is a better fit for the given study, as one is not inherently and independently better than the other. However, it is the research context that dictates what one would select for a given pursuit. Regardless of these nuances. the case study is a flexible, informative, and powerful weapon in the arsenal of any qualitative researcher. Researchers are empowered to look with the depth required to answer their research inquiries, and to see far beyond the surface of a given scenario.

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The United Nations Sustainable Development Goals (Sdgs): What Role for Nigerian and African Literature?

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Abstract- Could literature be relevant to the Sustainable Development Goals (SDGs) in this giant stride by the UN to make this world a better place to live in? Does Nigerian or African literature have any precedential capacity that can accord it some vital roles to play in a virtually virgin field like the SDGs? This paper provides plausible answers to these questions. It endeavours to coin out a synergy between literature and the SDGs. It forays into the inner recesses of the three genres in search of existing structures into which the objectives of this vision could conveniently fit. The paper argues that such structures exist prior to the launch of the Millennium Development Goals (MDGs) in 2000 and its relaunch in 2015 as Sustainable Development Goals (SDGs). The structures comprise feminist criticism, eco-criticism or environmental literature, utopian literature etc. The paper is of the view that the SDGs literary criticism emanate from the post-independence disillusionment literary criticism to the extent that the latter is the forerunner of the former.

Keywords: post-independence disillusionment literary criticism, sustainable development goals (SDGS), environmental literature or eco-criticism, feminist criticism utopian literature etc.

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Abstract - Could literature be relevant to the Sustainable Development Goals (SDGs) in this giant stride by the UN to make this world a better place to live in? Does Nigerian or African literature have any precedential capacity that can accord it some vital roles to play in a virtually virgin field like the SDGs? This paper provides plausible answers to these questions. It endeavours to coin out a synergy between literature and the SDGs. It forays into the inner recesses of the three genres in search of existing structures into which the objectives of this vision could conveniently fit. The paper argues that such structures exist prior to the launch of the Millennium Development Goals (MDGs) in 2000 and its re-launch in 2015 as Sustainable Development Goals (SDGs). The structures comprise feminist criticism, eco-criticism or environmental literature, utopian literature etc. The paper is of the view that the SDGs literary criticism emanate from the post-independence disillusionment literary criticism to the extent that the latter is the forerunner of the former. Through criticism of governments, policies and politicians, literature helps to entrench good governance which is a way of eradicating poverty and providing Education for Sustainable Development (ESD), better healthcare and remedies to diseases. Again feminist criticism in Nigerian and African literature has got the capacity to sensitise society on gender equality and present highly educated and empowered women as characters in literary works to serve as models. Eco-criticism alerts us on the danger of environmental degradation while utopian literature has the sheer force of lifting us out of the present anomy so that we can embrace an ethereal world where we will forget historical accidents and misfortunes and give a breaststroke to the future. The paper concludes with this information—the SDGs literary criticism has a tinge of partisanship in it as most writers deploy it to the protest of perceived marginalisation of personal, regional or ethnic interests. Literature, naturally, is not apolitical, after all.

Keywords: post-independence disillusionment literary criticism, sustainable development goals (sdgs), environmental literature or eco-criticism, feminist criticism utopian literature etc.

Introduction

The Sustainable Development Goals (SDGs) were set up in September 2000 as Millennium Development Goals (MDGs) by the United Nations to achieve certain objectives that could optimally raise the standard of human existence on planet earth and thereby enhance the dignity of the human race. These Goals were to be achieved within a decade, commencing from 2005 through 2015, although it became impossible to achieve this dream within this specific period. Darah (2012:33) sums up the cardinal points of this global agenda:

Eradicating extreme poverty and hunger
Promoting gender equality and empowering women
Reducing child mortality rates
Improving material health
Combating HIV/AIDS, malaria and other diseases
Ensuring environmental sustainability
Developing a global partnership for development.

However, this vision is pivoted on education as the only reliable and viable instrument of social change and welfare in the course of history of societies. In line with the aims of this programme, the Sustainable Development Goals (SDGs) are billed to beget a new system of education known as Education for Sustainable Development (ESD) and again the Universal Basic Education (UBE). It is hoped that these well tailored functional educational policies should be capable of transforming the face of humanity. Nzeneri (2010:52-53) in reaction to the SDGs acknowledges the aspirations of the Adult Education Department (AED) of the University of Port Harcourt in the ensuing ESD blue print:

> The Adult Education Department of this University has been fully committed to teaching and research in environmental adult education and environmental literacy to ensure that people are well informed about their attitudes and behaviour that guarantee environmental safety and sustainability which are important issues in the Millennium Development Goals (MDGs).

To ensure that the aim of the international community in SDGs, as lofty as it is, is realised, efforts have been geared towards organising various awareness campaigns both at national and international levels, which have given a boost to this noble vision. On the global arena, ever since the inception, such conferences as "World Summit on Sustainable Development held in Johannesburg in 2002" (Nwamuo:2010:7) and some others are meant to help

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the programme succeed. And 'The 1992 United Nations Conference on Environment in Rio de Janeiro, Brazil" (Eheazu: 2011:42), as well as the "Kyoto Protocol" in 1997 on Greenhouse Effects (Eheazu: 2011: 45) were all prelude.

At this juncture, pertinent questions we should ask are: what are the roles of Nigerian or African literature can play in the dawn of the SDGs? Through which perspective could such roles achieve enough visibility and/or perceptibility in the eyes of readers? However, this paper has sufficiently demonstrated that the SDGs literary criticism is an off-shoot of the post-independence disillusionment literary criticism which will be discussed in details hereafter. By and large, a brief definition of literature in the offing is quite necessary to help us relate literature to the laudable enterprise of SDGs. Charles Nnolim (2009:2) defines literature as:

> …that writing we regard as 'verbal works of art', that writing that is remarked by its fictionality and imaginative import; that writing in which ideas are wrapped up in symbols, images, concepts; that writing which normally catapults us into another world of appearance and reality through the powers of the imagination.

Abrams (2005:152) notes that literature "designates fictional and imaginative writing – poetry, prose fiction and drama". To support that literature is a complex phenomenon, he adds that it could expand its frontiers to philosophical, historical and scientific writings addressed to a wide audience. It is this wide purview of literature that makes it possible for it to embrace other fields of knowledge and have vital roles to play there. So, this relationship between literature and other human endeavours is a creed that has made Nigerian and African literature very relevant par rapport the SDGs. Having said that, let us examine the SDGs literary criticism in the prism of political disillusionment in African literary discourse.

II. Political Disillusionment in African Literature and SDGs

To state that African literature is proactively bearing criticisms in favour of the SDGs in the larger spectrum of political disillusionment polemics, which dates back to the early sixties and seventies after rounds of independence celebrations across the continent, is to say the least. To call such criticism the SDGs literary criticism is another truth. The SDGs literary criticism, now a modulated version of post-independence disillusionment literary criticism, therefore was pre-existent as violent diatribes, admonitions, reprehensions and vituperations that hit so hard on governments of nations at the wake of African independence. Such governments perceived as erring regimes were led by voluntarist nationalists and patriots bearing in their spleen anti-colonial angst before independence and who immediately after turned to be the first generation politicians and leaders in the post-independence era. Unarguably, their governments were characterized by sheer contrast leading to proverbial and outrageous breach of contract between the rulers and the ruled emerging from gruelling colonial experiences only to have their hopes and aspirations crushed further by corrupt and dictatorial autochthonous regimes. Rousseau (Perry et al 1985:407) argues that "Man is born free, and everywhere he is in chains". This statement is a good match for the African situation as people thought that by emerging from the colonial shackles liberty had been won for keep, but they were proved wrong by history. The highhandedness of African leaders choked them with oppressive powers. This ironical paradox further exploits the fate of a race betrayed by her own sons who took over the mantle of leadership from her former colonial masters and made life most unbearable for the people, sowing away to the wide winds that dream of terrestrial paradise, that egalitarian society and that vision of promise land that were by the corner at the eve of *uhuru*.

Prior to the SDGs literary criticism, post-independence disillusionment critique has engaged African writers in a dramatic turn from the antagonistic criticism of the colonial era to the post-independence search for meaning in the ensuing prodigal political jamboree noticed after independence. Self-criticism and self-appraisal which became the order of the day in literary circles were meant to assess the rulers saddled with the onerous duty of reconstruction, renovation and rehabilitation of the image and psyche of the African. Young (1973:30) makes reference to these fast waning colonial diatribes:

> But didacticism and propaganda have become decreasingly outwardly directed and Achebe's projection of his image of the Ibo past towards Ibos and such internally preoccupying political concepts as Pan-Africanism in such novels as William Conton's *The African* (1960) and Cyprian Ekwensi's *Beautiful Feathers* (1963) have begun to replace the inevitably out-ward directed propaganda of anti-colonialism.

Political disillusionment in African literature, meant to show that the hope of El Dorado is totally elusive, appears so often in works of literature authored by both Africans and non Africans. Some of them are *The Interpreters*, *A Man of the People*, *Anthills of the Savannah, The Devil on the Cross, A kind of Fool*, *The New Man*, *Return to the Shadows*, *La Vie et Demie, Les Coupeurs des Têtes*, *Il n'y aura pas de paradis*, *Le Vieux Gagne la Belle* and including *Animal Farm* which is a proactive fabulous and satirical tale of all struggling colonies all over the world that eventually won their independence and had to feverishly manage their domestic imbecilities. Other works of independence disillusionment in African literature include a floodgate of critical commentaries, thesis and dissertations. The

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issue of independence remains a complex one for the fact that even before its great betrayal by African leaders some Africans according to Kenny (1969:185) worked against total decolonisation. Thus, he writes that South Africa for having been threatened by the unfolding process led the effort:

> Il s'agit d'une organisation financée par les Sud-Africains pour défendre les Blancs en Afrique centrale et en Afrique australe …W.W. signifie White Wall, c'est-à-dire Mur Blanc. Mais le paradoxe, c'est que cette organisation n'est pas composée uniquement de Blancs; elle comprend également de très nombreux notables noirs qui luttent maintenant, par une alliance avec les Blancs de l'union Sud-Africaine, de la Rhodésie et du Portugal, pour que ceux-ci puissent rester en Afrique.
>
> (It is an organisation financed by South Africans for the defense of Whites in central and south Africa …W.W.W. which means White wall. But the paradox is that this organisation is not made up of only Whites ; it equally includes a large number of Blacks, who now fight in alliance with Whites from South African union, from Rhodesia and Portugal, in order that these ones could remain in Africa).

The failure of African leaders to deliver the promise made to the people has doused enthusiasm across the land and the ovation that greeted the liberation from the yoke of colonialism has also suffered similar fate leaving in its trail sober silence and lethargic shock on one hand and violent reactions on the other. Ohaegbu (2000: 171) aptly recognizes this fact:

> The narrator in Le *Pleurer-Rire* laments that 'since independence nothing has changed"; Wali, the heroine in *La Nouvelle Romance* calls independence 'colonization readjusted' where "a handful of the privileged' rely on ancient and out-moulded customs and practice to exploit their people, especially women.

And the predicament arising from the disenchantment continues to stoke caustic criticism underpinning the general ineptitude of the political class and the absurd neglect of the masses. African critics and writers, in their works, ask questions if Africa has truly gained independence. Adejir (2000:117) insists that although a change of guard has taken place, the woes persist:

> The African writer has always been forced by circumstances of the political and social situation around him to be combatant. The problems against which he fought during the colonial time have with the coming of independence, simply changed the people creating them and not their nature.

Kapuścińki (2003:155) supports the view of the critics while analyzing Africa's crises after independence. He doubts the ability of African politicians to lead their countries out of the stalemate and conduct the affairs of the states with the expected seriousness and vision. So he confirms the fears of African writers when he recalls the inexperience of the leaders at independence:

> Cette politique chaotique est l'œuvre d'hommes sans expérience qui ne sont pas encore en mesure de prévoir les conséquences de leurs décisions, qui ne sont pas imprégnés du sérieux et de la prudence des vieux baroudeurs de la politique.
>
> (This chaotic politics is the work of men without experience who are not yet in a position to foresee the consequences of their decisions, who are not serious and do not have the intelligence of the old political bigwigs).

No doubt the African novelist has an axe to grind with the political elite–setting the people free from their grip through killer novels, novels that shoot guns, novels that wrestle cops into alleys and take their weapons, leaving them dead, to paraphrase Amiri Baraka. Echenim (2010:4) in his own contribution posits that this freedom is an imperative:

> Le problème de la liberté est devenu plus aigu après l'acquisition de l'indépendance politique. Ainsi la littérature africaine post-coloniale est-elle caractérisée par une double tendance qui traduit à la fois la frustration et l'espoir des nouvelles données socio-politiques et économiques.
>
> (The problem of freedom has become more serious after the acquisition of political independence. Thus post-colonial African literature is characterized by a double tendency which at the same time represents frustration and the hope of new socio-political and economic indices).

Having taken a critical look at the situation in Africa with the conclusion that African leaders are responsible for the political and economic crimes against the people, Koné (1997:58) wishes the stubborn greenhorns and tyrants in firm control of governance should change their mind to embrace democracy:

> Il nous faut la rigueur démocratique si les puissants n'ont plus peur de Dieu. Il faut les amener à craindre les institutions. Il faut que les puissants aient peur de piétiner les faibles parce que ceux–ci seront effectivement protégés par les institutions. Quand les hommes politiques, et autres potentats sauront que le moindre abus, la moindre faute, mensonge, mot mal placé peut leur coûter leur place, ils compteront alors avec la population qui les aura mis à la place qu'ils occupent et la démocratie se conquiert.
>
> (We need democratic rigours if the powerful have no more fear of God. It necessary to make them fear the institutions. It is necessary for the powerful to be afraid of trampling upon the weak because they

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should be effectively protected by the institutions. When politicians and other power brokers know that the least abuse, the least mistake, lie, wrongly used word can cost them their position, they can therefore count on the population that put them in the position they occupy and democracy wins).

As a point of duty, African writers form a united front to tackle the problem of selfish and visionless leadership of the political class. Serumaga's (1969:142) interrogative character, Moses reflects on this problem: 'who talked about suffering? I'm talking about solution. What are we to do to solve this endemic political mess?' So, the African novelist has penchant for speaking out rather than remain mute in the face of abrasive annihilation of our collective heritage and destiny. Just like Camara Laye was profusely upbraided by Mongo Beti for silence over colonialism in *The African Child*, contemporary critics have spoken against the danger of mutism and passive posture in the current political anomy that besieges African society. One of them is Jinadu (2007:14), who warns:

> It is this cowardly attitude of keeping quiet, refusing to raise an alarm that encourages impunity, not only among armed robbers and petty criminals but also, and more dangerously for our collective security and our fledgling democracy, among our public functionaries.

Armah approaches the topical issue of political disillusionment in post-colonial Africa with all seriousness. For him, it is life commitment and ideological pessimism (cynicism) caused by utter distaste for political hypocrisy in governance. He protests against the rot and decay and deception of the people as opposed to the positive wind of change they hoped for. The author denounces massive penury which is quite contrastive to the ostentatious living and stupendous wealth of the leaders, the flamboyant life-style of their relations and allies. Sister Maanam complains in *The Beautyful Ones:* "They have mixed it all together! Everything! They have mixed everything. And how can I find it when they have mixed it all with so many other things?" (Armah, 1968:180) This frustration is coming on the heels of woeful failure of Osageyefo's (Nkrumah's) government to deliver the gains of independence. The same fate befalls Baako in *Fragments,* who fails to bring economic salvation to his people after his sojourn abroad for further educational studies and training. On his return, he faces crap poverty-driven materialism that chokes his very being. The greed that affects all strata of society is yet to dawn on him. In this novel Armah presents lust as the safety valve for warped corruption in society (Armah 1969:41-71). One critical question he poses in *Why Are We So Blest* is the essence of leadership without the people being carried along. In the case of Africa the people are left behind and this is done in the interests of the West which are uppermost in the policies and priorities of African governments. Modin (Armah 1972:221), states:

> The main political characteristics of African leadership since the European invasion is its inability and unwillingness to connect organically with the African people because it always wants first of all to connect with Europe and Europeans.

Kourouma also levels unmitigated criticism against selfish and corrupt clique of professional thieves who run the affairs of governance in Africa with sheer impudence and unconscionable spirit. The kleptomaniacs have bungled the future of the continent and dashed the hope of the living. This potent danger threatens the survival of the race. In *Les Soleils des indépendances* (1970:25), he highlights the absence of infrastructures that make life meaningful:

> Sans égouts, parce que les indépendances ici aussi ont trahi, elles n'ont pas creusé les égouts promis et elles ne le feront jamais; des lacs d'eau continueront de croupir comme toujours et les nègres colonisés ou indépendants y pataugeront tant qu'Allah ne décollera pas la damnation qui pousse aux fesses du nègre (*Les Soleils des indépendances* (1970:25-26).
>
> (Without gutters because the leaders here have also betrayed us, they have not dug the gutters they promised and they will never do it ; pools of water will continue to gather as always and the colonized or independent negroes will flounder through them as much as God will not dispell the curse that puffs on the buttocks of the negro).

Kourouma condemns the breach of confidence between the leaders and the people who turned to be their victims. This happens as a result of the spate of dictatorship and life presidents that litter the continent. Ilagha (2009:141) calls for the heads of the corrupt leaders:

> The dilemma couldn't have been better expressed, and yet the solutionis clear. What Africa requires is that corrupt leaders in the mould of Maduabebe and Obasanjo should be hanged on the taut ropes of greed. Let the mind of God take over from there.

Even without proposing outright execution, Kourouma's arguments are full of vigour and violence amid satire and humour; he raises alarm over the height of political deception, disorder, repression and woeful failure of the machinery of governance right from the dawn of independence. The leaders have shown their malicious intention to do the people in in this bargain. This anger is not peculiar to Ilagha. *Les Soleils des indépendances* marshals out a set of premonitions that will likely set off social unrest in the fictitious Ebony Republic and, by implication, in all the independent African countries if things fail to improve in the

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calculation of the ordinary man. This fact is highlighted by Britwum (1979:160):

> Fama's failure to heed the warning signals of imminent danger is anallegory of what will befall the rulers of the Ebony Coast if they fail to heed the omens of future political upheavals. Thus, Kourouma expects the reader to draw implicit parallels between the omens of Fama's approaching fate and the signs of political unrest in the Ebony Coast Moreover, in the same way the oracular pronouncements and omens of disasters are always proved right in the novel, Kourouma insinuates that future political upheavals in the Ebony Coast are inevitable precisely because, unlike traditional Africans, 'the Republics of Independent Africa haven't set up institutions like the fetish or oracles to deal with disasters.'

This chaotic state of government policies and activities which was generally observed among many newly independent African states led to outbreak of civil wars and the emergence of war lords. The main objective of the war lords, contrary to national stability, is the takeover of power to be able to command allegiance and control national resources for self-aggrandizement. Birahima (*Allah n'est pas Obligé* 2000:51) sums it up: 'Quand on dit qu'il y a guerre dans un pays, ça signifie que des bandits de grand chemin se sont partagé le pays. Ils se sont partagé la richesse; ils se sont partagé le territoire; ils se sont partagé les hommes'. (When we say there is war in a country , it means that high way robbers have shared the wealth among themselves; they have shared the territory among themselves; they have shared the men among themselves), Given the Liberian and Sierra Leonean tribal wars in the novel, synonymous with display of brazen, brutal and bestial animalism, Kourouma surmises that God is not obliged to bar men from extreme and uncanny brutality, but has given them the freedom and conscience to act with discretion or perish. In the same manner, they could manage their affairs in this world with humanistic tenets or alter them with utter inhumanity. *Allah n'est pas Obligé* hence cautions erring African leaders not to wait for divine or Western intervention in cases within their control such as the necessary mechanisms that should be put in place to stem this tinderbox of reckless blood-letting and self-extirpation. They should take on the challenge of curtailing the tide of ethnic strife, pogrom, genocide and political treachery that is the root of Africa's failures. *En Attendant le Vote des Bêtes Sauvages* (Kourouma1998:52-100) reveals in a weird title the bestiality of African leaders and their bastardization and dehumanization of the Africans especially during elections. The novel portrays Africa as the den of all manner of horrible dictators and despots. It specifically treats the rise of President Koyaga of the Golfe Republic to an absolutist Machiavellian ruler through the barrel of the gun. As it has become the norm, he joins the notorious clique of old reprobates of the continent dissimulated in fictional anonymity like Emperor Boussouma of Pays aux Deux Fleuves, Tiécoura of la République du Grand Fleuve, Tiékoroni of la Répulique d'Ebènes and Nkoutigui of la République des Monts and a host of others. These older political dragons tutor and initiate the relatively younger and inexperienced impish dictators into their cult and club. *En Attendant le Vote des Bêtes Sauvages* (1998:183) rather compares their fraternity or the African political arena with the traditional world of hunters where the more experienced train the less experienced in an adventure of life or death:

> La politique est comme la chasse, on entre en politique comme on entre dans l'association des chasseurs. La grande brousse où opère le chasseur est vaste, inhumaine et impitoyable comme l'espace, le monde politique. Le chasseur novice avant de fréquenter la brousse va à l'école des maîtres Chasseurs.
>
> (politics is like hunting, one enters into politics like into the association of hunters. The big forest where hunters operate is vaste, inhuman and unkind like space, the world of politics. The amateur hunter before entering into the forest goes to the school of the master hunters).

Indeed, the SDGs literary criticism is an essential part of the post-independence disillusionment critque, a cell of interwoven body of mega-criticism and a part giving anciliary support to the whole. At the waning of post-independence disillusionment literary criticism the SDGs literary criticism takes over the relay baton, firmly positioning itself in a moderate tone by shrinking from the hysteria and tension associated with its source, but sustained the truly lofty culture of its practiced role as the attorney of the African masses.

III. Post-Independence Disillusionment Criticism Now Vehicle of the SDGs

The SDGs could conveniently rely on the success of post-independence disillusionment literary criticism to make a political statement on the need for African leadership to provide enabling environment for the success of their programmes. Total political goodwill at national and international levels is what is needed for success in this direction. Literary gurus especially in Africa through their writings remind governments that allegiance to the UN amounts to nothing, unless they oblige to good governance in order to make the noble objectives of the SDGs triumph. Literature has been there proactively with political disillusionment criticism and mention must be made of pioneer writers like Achebe, Soyinka, Wa Thiong'o, Armah, Jared Angira, Mongo Béti, Odia Ofeimum,

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Sembène Ousmane, J.P. Clark and a host of others. These critics have played the intervention role of the arbiter between the people and their leaders for good governance and common welfare. In the dawn of the SDGs, the criticism is unabated. Wa Thiong'o (2007) in *Wizard of the Crow* slams dictatorship or leadership that appears insensitive to the plight of the masses. The fictitious country of Aburĩria where it thrives is naturally plagued by unemployment. The 'Ruler' is seen plying the ego trip and strategising on firm hold on power. Wa Thiong'o's major character, Kamĩtĩ contemplates his parents in the midst of his travails in the city: "Write to them stories of the number of times he had been thrown out of offices like a stray dog? Tell them that those degrees for which they had paid with years of toil and frugal living could not secure him even bus fare? Oh why didn't he allow the garbage collectors to bury his body?' (Wa Thiong'o 2007:61). Adichie in *Half of a Yellow Sun* writes that sustainable development cannot be realised in crisis-ridden civil war situation, a lesson for Nigeria and a country that might not repeat a mistake in history if it were to face better time in the new millennium. Okediran in *Tenants of the House* reminds politicians that power is transient and leaders who lack decorum and fight like touts in supposedly hallowed chambers of the National Assembly and before the prying lens of press cameras will never command the people's respect. Amaraegbu (2009:132) decries the rate of poverty in the country in 'Victim of Poverty':

> Now I recall his handsome face/Endowed with prowess
> Physically empowered and enabled/He was a victim of poverty
> Like a tramp he wandered about/A stranger in the capital
> His dream of abundance/ Was besieged and blocked.

The persona above is struck with the same fate Kamĩtĩ faces. So it is an indication that both disillusionment poets and novelists are united in this fight against man-made hunger and impoverishment in the land, hence advancing SDGs' view of poverty as a disease and supporting the programme for its eradication. Gomba uses poetic rhythms from the Niger-Delta to condemn the pauperisation of the people of the area by political leaders and oil companies. He submits that robbery, looting and pillaging are taking place; and as far as that trend continues unabated, poverty must be the lots of the land. In *The Ascent Stone*, Gomba (2014:179) accuses the international community of conspiracy of silence in the face of harsh conditions and pain the Ogoni and the Niger-Deltans live in while oil wealth is being carted away from their domain:

> The world dances on our skulls/ Foul is fair in the politics of oil I weep for the children of Oloibiri and Ogoni/They eat dust the children eat dust/But up there in Abuja and Lagos/ Their oil oils sex and power But faraway in London and Washington/Their oil lubricates power and Sex/ I weep for the children of the Niger Delta/They are the children of the ravaged nations/The world has cotton in its eyes/The world applauds the trophies of robbery/ Soldiers and hangmen are sent to calm us The world has cotton in its ears/The blood of my people keeps record The blood of my people bears witness

Gomba (2014:128) joins the militants with the culprits claiming they compound the people's woes under the pretext of fighting for their freedom and welfare while they steal the oil themselves for selfish ends:

> We collude with those who pillage the land./We collude with those who who murder us./It is time to purge this house of thieves. Amongst our loudest guns, where is the border/ Between militants and miscreants?/It is time to clean the house. There is a problem With us, more with us, perhaps much more.

At this juncture, Gomba's poetic invocation, as powerful as it is, becomes admonition to whoever goes to the house of equity that must come with clean hands. This is the evidence of his fairness in judgement and clarity of vision. And this stealing motif pervades the length and breadth of his poetic universe.

IV. Specific Literary Structures for the SDGs Campaign

Without a modicum of doubt we reiterate the fact that literature in general and the post-independence disillusionment literary criticism in particular are at the service of the SDGs. Among such structures they provide for this special UN programme are eco-criticism, feminist criticism, utopian literature and literature of social awareness etc. The SDGs may have become contingent for poor countries at the turn of the millennium, yet they remain basic infrastructures and features existing in advanced societies. African literature has continued to beckon on governments across the continent to come up with programmes that will improve the lot of their people. This clarion call comes in specific forms of literary criticism. Let us examine them in turn and see how they relate to the SDGs.

a) SDGs and Eco-criticism

All modern literary criticism in Africa based on material or ecological welfare which we know as eco-criticism emanates from post-independence disillusionment criticism. Eco-criticism has emerged as a new trend in literary criticism in Nigeria and Africa, especially in the Niger-Delta to support the clamour for better economic and environmental conditions of living for people in coastal regions. Besides, it inadvertently fits into the master plan of the SDGs for sustainable

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environment. Eco-criticism cuts across the traditional genres of prose, drama and poetry. Nwamuo (2010:9) buttresses this point:

> Environmental sustainability is of course very topical in contemporary literature owing to its support to animate an inanimate species. This realisation has in fact led to the development of the concept of eco-cri-ticism which deals with the relationship between literature and the physical environment.

Okpewho (1993:18) criticises the environmental degradation in the Niger Delta as he deplores the exploration activities of oil giants which have left the area devastated and the people in hardship since their agrarian and marine life has been truncated. Tonwe, one of the characters of his epistolary novel, *Tides* writes that an activist, "Bickerbug had begun to show pictures of the devastation done to the Niger Delta environment by oil exploration, deforestation of on-shore sites, desecration of traditional shrines, evacuation and tearing up of whole villages and farmlands, vast area of oil spillage and great quantities of aquatic life destroyed in the wake…"

Agary (2006) makes a huge contribution to environmental literature and the creation of its awareness. The eponymous heroine is a cultural hybrid born of a Greek sailor and an Ijaw lover. Her complexion has blended with the environment that is rapidly losing its lush greenness and turning yellow due to soil degradation resulting from oil exploration and the accidents of spillage and gas flaring. In *Yellow-Yellow*, Agary conceives of ubiquitous phenomenon of one colour which characterises Ijawland and the entire Niger-Delta ecosystem. The narrator of the novel, Zilayefa, a.k.a. Yellow-Yellow, describes one of these disasters:

> During my second to last year in secondary school, one of the crude oil pipes that ran through my village broke and spilled oil over several hectares of land, my mother's farm included…"Zilayefa, bring me my bathing soap and sponge."…"What happened?" I asked."And bring my towel too," she said, ignoring my question. "What happened?"…"Oil, Zilayefa, she said, and turned away from me, walking toward the river…A group of people, painted in the same black as my mother covered from head to toe, was marching to see the Amananaowei, the head of the village. I joined them to find out what had happened. It turned out some of them had also lost their farmland that day (Agary:2006:1-2).

Agary treats environmental degradation as a real menace to life and a source of despair and worry to the victims. The people the work presents here are such that their destiny is tied to the environment that sustains their numerous aspirations. But the destruction means cutting them off from the umbilical cord that links them to that life. To this extent, Yellow-Yellow informs her audience that

> The day my mother's farmland was overrun by crude oil was the day her dream for me started to wither, but she carried on watering it with hope. The black oil that spilled that day swallowed my mother's crops and unravelled the thread that held together her fantasies for me. She was able to find new farmland in another village, but it was not the same (Agary: 2006:10).

The fact that this new farmland is not the same with the destroyed one indicates that there is alteration in its natural chemistry and in the owner's hope and aspirations toward it and which has come to stay; this definitely has damaging consequences. It is the destiny of nature itself that man through his economic activities has changed, which echoes in the ecological and biological systems. It also suggests that humans who are meant to survive in these systems have been alienated from them. As the chances for the sustenance of the environment slip, the survival of human beings in it dims:

> Farming and fishing, the occupation that had sustained my mother, her mother, and her mother's mother no longer provided gain., I had witnessed lands claimed by massive floods during the rainy season, the earth slowly melting into the rivers. Women rowed their canoes farther and farther away to find land for farming (Agary: 2006: 39)

Akpan (2009) pays his dues to environmental literature by dedicating "Luxurious Hearses" largely to eco-criticism. He goes on first announcing the rapid encroachment of desertification to the southern coastal region of Nigeria by capturing the movement of cattle rustlers southward in search of water and green vegetation which is indicative of this fact:" Shehu, was a cowherd who had migrated with his cattle from Khamfi in the north, away from the widening Sahara, to the rain forest of the delta" (Akpan:2009:211). From that springboard, Akpan (2009:213) launches himself into the heart of his criticism: "But these were hard times. Due to decades of oil drilling, the soil was losing its fertility. Rivers no longer had fish, and, worse still, repeated oil fires annihilated hundreds of people each time". In the dialogue between two passengers of the bus in the story, Akpan (2009:285). recounts various activities of the major oil companies that negate the sanctity of the ecosystem:

> "I am going back home to farm as my ancestors did before oil was discovered in my village!" "which farm?" Monica said. Farmland no dey for delta o! Mobil, Shell, Exxon, Elf……All of dem done pollute every grain of sand." "I will fish, then." "Fish *ke*? Dem done destroy the river…no fish".

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I fowodo has also made a long standing contribution to eco-criticism and the damage done to the Niger Delta area by reckless destruction of amphibious and agrarian life in that part of the world. In 'Homeland', he writes:

> What are the things that grow here?/Those that grow from stone, lacking Life and root, flesh and water/Things cut as caps/For the baldness of Stone/ And what are the harvests here?/Of corn crippled before teething Of tuber poorer than the planted head…(Otiono and Okenyodo 2006:159-160)

Osundare is a pro-earth poet and crusader. He is one of the trail blazers among the younger generation of writers; he joins political and eco-criticism in this poem entitled 'They too are the Earth':

> They too are the earth/the swansongs of beggars sprawled out in brimming gutters/ they are the earth/under snakeskin shoes and mercedes tyres/ the sweat and grime of/millions hewing wood and hurling water/they are the earth/moody every pore like naked moles (Orji:2003:51).

Osundare criticises extreme poverty and indirectly calls the attention of the leaders to the woes of the down-trodden in society. At the same time, he makes reference to the earth as a sign of his concern on the environment. However, environmental literature in Nigeria could not be justifiably discussed outside the works of Ojaide, who has, by all standards, proved to be one of the greatest and most insightful writers of this field. However, it could rightly be said, without any fear of contradiction, that he like Osundare is a leading light among artists and critics with keen interest in the quest for awareness on environmental degradation and the search for permanent solutions. His poetry has gone a long way in highlighting these problems and raising concern about their ugly consequences. "The Community development officer" decries the use of indigenous elements by the so-called Multi-national companies to frustrate the yearnings of the host communities to obtain justice after outright destruction of both terrestrial and aquatic lives:

> I met one community liaison officer/transformed from a stick into a fat neck/ & when there was an oil slick/ it didn't matter to him/there was a gas explosion/it didn't matter to him/his people died the death of grasshoppers/it didn't matter since death is their portion/for as long as he sat in a big chair of/ the air-conditioned office with a fat salary (Ojaide:2006:29-38).

It is plain to perceive a cry against, first, betrayal, then, calamity behind the major concern which is environmental disaster. And guided by a special technique of irony, the poet trains his tone to the climactic device, within which he demonstrates how the community development officer could sacrifice the entire community and its ecosystem for self-indulgence, symbolised herein by his haunch stature and fat salary. "The Activist" also highlights the theme of betrayal. Here the villain is Professor Ede, a native of Roko and a consultant to Bell Oil Company. Fire has gutted the community as a result of the exploration activities of this firm. Having been commissioned to enquire into the cause of the accident, he ends up with the following report:

> The villagers set their village on fire because they wanted to extort money from Bell Oil Company. People have become lazy and want an easy way to make money. None of those villagers has a farm as they used to; none of them carrys (sic) out fishing in waters proverbially rich with all kinds of fresh and salt water fisher. The villagers only sit at home drinking illegal gin and playing both drafts and *eko* games (Okoroegbe: 2012: 187).

In 'At the Kaiama Bridge', Ojaide further laments the adverse effects of exploration activities on not only the physical environment, but also on the people's culture and tradition, their belief system and superstition. All the people get in return are poverty, disease, poor infrastructures as shown by 'the wobbling Kaiama Bridge' in line 48 and the frustration of helplessly seeing resources being taken away from their land. So he writes:

> Oil spillage has fuelled water hyacinths/ to multiply astronomically across rivers/Refuge gods are taking the last route/before the entire waterway is clogged. /Neighbours are surrendering their homes/to destruction by the fires from above./Others have the soil burning underfoot,/their shield of green mere ashes (Ojaide: 2007:25-32).

Drama is not left out in the eco-criticism. Mbajiorgu (2011) has left a print in the sand of time with an exhilarating piece on climate change entitled: *Wake up Everyone,* set at the fictitious Ndoli L.G.A. located in a coastal region under the menace of environmental disaster arising from unprecedented flooding. Like Osundare, Mbajiorgu integrates political criticism into eco-criticism. He flares the multi-national oil companies for politicising their atrocities against host communities by sponsoring candidates that will protect their interest in elections while human lives and the entire ecosystem perish. In a similar way, they are behind the election victory of the chairman of Ndoli who is an ex-militant. Apart from paying him three hundred million Naira for his father's death in a case of oil spillage, they bankroll his campaign to the office in order to help them defeat other victims clamouring for justice. Chairman Ochonkeya is there for his pocket as his name signifies and for those of his former colleagues in the creek who come from where they hide to join him to loot the treasury, For this reason, he feels very reluctant to sponsor an environmental protection project spearheaded by a round character, Prof. Aladinma, an

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agriculturist and theatre artist who uses the stage to sensitive people on the hazardous effects of climate change. The Professor highlights the problems facing Ndoli.

> Chairman: How, for instance?
> Prof, Aladinma: Good, that is why I am here. You see, as it concerns this area, Ndoli land, which is under your care, I foresee flood because of the likely overflow of the river. Already the farmers are complaining that their farmlands have become unproductive, and the fishermen say fishes have disappeared from the rivers and streams (Mbajiorgu: 2011:14).

However, it is worthy of note to state that this drama is well sketched and the theme will never be boring; and the characters are named in a bid to reflect whatever values they stand for. Looking at it critically, one observes that the SDGs especially ESD as well as sustainable environment are well spelt out in its themes.

b) The SDGs and Feminist Criticism

Many literary works are replete with the SDGs ideals for gender equality. Most writers have taken the lead in the emancipation of women by creating virtuous female characters that are imbued with the qualities that exceed those of men. As we have earlier noted that there are already existing structures into which the SDGs can fall, one is reminded of the awareness created by feminist works of pioneer African authors in this field. Their imagination brings about female characters that refuse to be gagged by tradition owing to their education. Some of these women are Juliette in Guillaume Oyônô Mbia's *Trois Prétendants…un mari* (1964), Wanja and Nyakinyua in Wa Thiong'o's *Petals of Blood*, Wali in Lopes's *La Nouvelle Romance*, Aïssatou in Mariama Bâ's *So Long a Letter*. Feminist writers especially in Nigeria include Flora Nwapa *(Efuru*:1966) , Buchi Emecheta (*Second Class Citizens*:1975; *The Bride Price:*1976), Phanuel Egejuru (*The Seed Yams Have Been Eaten*), Ifeoma Okoye (*Behind the Clouds*:1982; *Chimere*:1992), Zainab Alkali (*Stillborn*); other female critics are Helen Chukwuma, Akachi Ezeigbo, Molara Ogundipe-Leslie, Rose Acholonu, Chioma Opara, Chinelo Ojukwu and Margaret Fafa Nutsukpo. Moreover, some feminist writers no longer create women characters who bemoan their fate in fiction, but those whose capacity is enhanced, so that they can compete with men. Achebe could now be counted among such writers despite his antecedents in *Things Fall Apart* (1958) and *Arrow of God* (1960). In *Anthills of the Savannah* (1988), there is a new vision and laudable female characters with laurels abound such as Beatrice, who obtains a first class Honours in English from the University College, London. She has a good job, a car, a flat and a maid to tender her domestic chores. Comfort has got her flat where she accommodates her fiancé and is able to push him out when she discovers that he is not intelligent enough to be addressed as her man. Elewa, a lady of a low estate is able to find her way into the love world of Ikem, a renowned poet and editor of the National Gazette (Achebe:1988:78). All these give the women in the novel prime status. Moreover, the main female character in the novel, Beatrice is portrayed not only as a modern educated lady, but one who is wise and knows her rights. Chris, her fiancé could not get away with his disposition to silence and indifference in the wake of Beatrice's unanticipated invitation by Sam, the de facto ruler of Kangan. Chris receives a thumping rebuke for this behaviour when the fate of her girl friend hangs in the balance and for waiting for the worst to happen to her before he reacts. Beatrice is able to notice that Chris is simply and most cowardly encysting himself from danger and by so doing he exposes a woman he claims to have loved to risk:

> 'BB, you never told me it was to Abichi.' 'Please, let me finish. I am carried off to this strange place and my future husband retires to his bed, sleeps well, wakes up and listens to the BBC at seven, has his bath, eats his breakfast and sits down afterwards to read the papers. Perhaps even take a walk in the garden. And then, finally at midday you remember the girl you asked to keep all the options open. You pick up the phone and tell her oh, you're back!'(Achebe: 1988: 112).

By attacking male chauvinism, Achebe drives home the objective of the SDGs on gender equality and women empowerment.

Nwachukwu–Agbada is another feminist writer by virtue of his avowed criticism of patriarchy. His novel, *God's Big Toe* is a harsh admonishment of traditional adherents who place too much emphasis on the male child with a resultant slight on the female child. He lays bare the ugly consequences of relying on the male child since in most cases it turns out to be an illusion. This is the case of Azu Anuka, who pampers Onwubiko for being an only son. The author berates the gender imbalance depicted in Azu Anuka's neurotic behaviour—equating his eight daughters and even his wife to nothing, ready to sacrifice them for the hedonist joy, life and survival of Onwubiko. He attacks further the bestial act of always getting a woman pregnant and dragging her to the theatre more often than necessary in search of one or more male children. Thus, he decries Azu Anuka's reaction each time he is repelled by fate:

> The first issue was a female. The second was also female. Third, the fourth. The fifth. All girls. On each day of delivery, Azu Anuka's face was as long as a fiddle. Nobody questioned his reaction. It was normal to be sad at the arrival of a female issue. When the sixth child came, it was a boy, Azu went into his bedroom, brought out his double barreled gun and shot several times into the air (Arungwa:2008:103).

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In one of her essays, Helen Chukwuma argues that men and women are of course different but complementary. Therefore the striving of one to be like the other is no doubt defeatist and irrelevant. And capping one superior or inferior can apply to any sex depending on the circumstance. Therefore eliminating these complementarities creates this futile notion of superiority and inferiority (Chukwuma: 2007: 144). In sum, all these feminist apologists automatically provide very vital avenues for gender equality.

c) The SDGs and Utopian Literature

When too much had been probably written on political disillusionment in African literature and there were calls for a truce in order to avoid boredom, a strand of it branched off to become utopian literature. Utopian literature came as psychological therapy to cushion the effects of monotonous repetitions and make Africans forget the enormity of the present and look up to the future for its promise. In the era of the SDGS literary criticism, utopian literary criticism has become another facility literature offers them in their drive to change the world for a better place. It is a special project for the future also known as literature of escape. For instance, in Africa, and because of the ugly historical experiences, especially since independence, many a critic has canvassed for the use of utopian literature to soothe the pain of Africans by luring them to the world of El Dorado. Nnolim (2009:101) calls for a change in vision by African writers owing to his belief 'That African literature in the 20th century was not a happy one: it was lachrymal: it was a literature of lamentation, a weeping literature following Africa's unhappy experience with slavery and colonialism'. Osundare supports Nnolim when he writes that "the cry is deeper than the wound"(Uwatt:2005:378). According to Nwamuo (2010:11-12), to concentrate themes of the corpus of writings on novelties like the domains of film and video studies, performance art, detective fictions, children's literature and Sustainable goals is how to tune in to utopian literature. He agrees with Nnolim that the millennium literature should be forward-looking and able to redefine the African personality in the 21st century and give it a new image, so that we will no longer busy ourselves talking about where the rain started beating us by harping on the twin evils. As part of *retour aux sources* (Back-to-Africa movement), Nnolim (2009:21) argues that it is likely to impede African and world development plans and directly the success of the SDGs.

d) The SDGs and Literature of Social Awareness.

This is a new approach to literary criticism that appears beneficial to the SDGs. It sensitizes the public especially on current issues pertaining modern life and which affect society. Beatrice in *Anthills of the Savannah* rebukes Chris for trying to have sex without condom. Similarly, Wa Thiong'o latest novel, *Wizard of the Crow* could easily be so classified for its campaign against HIV/AIDS virus, the search for whose solution is one of the Sustainable Goals. Kamĩtĩ also receives a stern rebuke from Nyawĩra for thinking of love-making without adequate protection. In the novel, we see a kind of feminism typical of Wa Thiong'o (2007:91):

> Don't you know about the virus? Pregnancy is life. The virus is death.' 'I don't have the virus.'
> How do you know? And if you know about yourself, how do you know that I am not carrying AIDS, Syphilis, gonorrhea (sic) or any other STD?

The author here targets perhaps a local population in Kenya and East Africa where there are reports of endemic incidence of AIDS virus.

V. Conclusion

It is very clear that just as literature has social functions it has important roles to play in the realisation of the SDGs especially in Africa. By playing the role of a watch-dog to governments, political leaders and democratic institutions, under the auspices of the post-independence disillusionment and the SDGs literary criticisms, literature contributes to change that goes a long way in improving the welfare of society and mankind. Such change has multiplying effects that could go around the SDGs. For instance, good governance no doubt means improved health conditions and social infrastructures; it has to do with eradication of diseases, reduction of maternal and infant mortality rates. Literature, writers and literary critics should not waiver in this great onus and so should governments of nations, the UN and its Agencies as well as international organisations indicate willingness to be partners in progress in the efforts to achieve the Sustainable Development Goals (SDGs).

However, literature, by virtue of its nature and function, plays a vital role as an umpire, urging African leaders and their people to recognise their respective and mutual obligations in the contract. Nevertheless, African literature has displayed its capacity to toe ethnic lines. In other words, partisanship manifests in literary productions as most writers utilize the medium of SDGs literary criticism to defend and protect either personal or regional interests and/or bring to the fore group protests and recriminations. The gamut of literary works from the Niger-Delta area of Nigeria has conferred on itself a peculiar identity in this regard. Almost all critics of eco-criticism cited above, namely: Okpewho, Ojaide, Ifowode, Akpan, Agary, Gomba and Ilagha; including those without mention, like Ikiriko and Saro-Wiwa, the forerunner are indigenes of the area. What we have noticed over the years is that a large number of works and writers have sprung from there using literature and the SDGs literary criticism as instrument of combat and echo chamber for what they perceive as ignominious

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government's neglect of the goose that lays the golden egg. The Niger-Delta example shows that literature can easily be put to the service of militant ethnic nationalism and by so doing it assumes a political posture. This could give readers clues on why Achebe should write *Anthills of the Savannah* to correct his former records flawed by gender stereotype and publish his swan-song, *There was a Country* before he died to gallantly registers his conviction of and appertaining to Biafra. In the same vein, we see the reason female writers all over the world always incline to feminism. They are peculiar cases anyway. Literature is not all about partisanship or sectionalism. Pioneer writers like Gabriel Okara and J. P. Clark are of the Niger-Delta extraction, but not eco-critics. All the same, there are enough proofs that literature itself, disillusionment criticism or the SDGs literary criticism could not in any way be apolitical, especially in the Nigerian and African set-up.

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Teachers' Questioning Patterns Versus Learners' Responses

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Abstract- Questioning had occupied an inseparable place in teaching-learning since many years. The current study was initiated to explore what were the questioning patterns in Bangladeshi English language classrooms and how did the learners responded towards those patterns of questioning. Using the mixed methodology of educational research data were collected from learners and teachers of five secondary schools. Video 0bservation, taking field note, interview and focus group discussion were the data collection methods. Though findings revealed classroom questioning as a common tradition, a number of limitations existed there. Most of the questions were closed and yes-no type questions which did not challenge learners to explain analyze or describe phenomenon. More than ninety percent of the questions were asked from the knowledge subdomain of Bloom taxonomy. The learners thus hardly got any scope to analyze or synthesize. Moreover the asked questions were mostly known to the learners as these were selected from textbook. Such sorts of questions could not touch the line of critical or analytical thinking. Learners' responses for open, analytical or thought provoking questions were not satisfactory.

Keywords: classroom, questioning, questioning patterns, response, english lessons.

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Teachers' Questioning Patterns Versus Learners' Responses

Rasel Babu [α] & Shamnaz Arifin Mim [σ]

Abstract- Questioning had occupied an inseparable place in teaching-learning since many years. The current study was initiated to explore what were the questioning patterns in Bangladeshi English language classrooms and how did the learners responded towards those patterns of questioning. Using the mixed methodology of educational research data were collected from learners and teachers of five secondary schools. Video 0bservation, taking field note, interview and focus group discussion were the data collection methods. Though findings revealed classroom questioning as a common tradition, a number of limitations existed there. Most of the questions were closed and yes-no type questions which did not challenge learners to explain analyze or describe phenomenon. More than ninety percent of the questions were asked from the knowledge subdomain of Bloom taxonomy. The learners thus hardly got any scope to analyze or synthesize. Moreover the asked questions were mostly known to the learners as these were selected from textbook. Such sorts of questions could not touch the line of critical or analytical thinking. Learners' responses for open, analytical or thought provoking questions were not satisfactory. In this reality the suggestions from the study was to improve teachers' skills of asking effective questions through the teacher development projects.

Keywords: classroom, questioning, questioning patterns, response, english lessons.

I. Background: Framing the Research Stage

Asking questions in classrooms is a common tradition (Klein, Peterson & Simington, 1991). It is mostly used in teaching-learning strategies and is one of the bases of effective and outstanding teaching practices (Callahan & Clark, 1982; Frazee & Rudnitski, 1995; Freiberg & Driscoll, 1996; Hamilton & Brady, 1991; Nunan & Lamb, 1996). Even the use of questioning as an assessment strategy is widely found from many years (Gall, 1970; Koechlin & Zwaan, 2014). In a classroom, teachers design such questions to involve the learners in thinking, to challenge their own assumptions, to engage, and to join larger dialogues which can be practiced as a critical way of examining the content at hand (Yang, 2010). According to Tienken, Goldberg & Dirocco (2009), Socrates introduced question-answer method of teaching-learning in pedagogical process. The earliest evidence of using questions in education was found in the time of Socrates as well. He used searching questions to teach his students and his aim was to make them think, understand and justify their assertions (Newton, 2002; Harrop & Swinson, 2003). Questioning as a teaching method is, therefore, crucial to develop learning and understanding (Myhill & Dunkin, 2005).

Over the years the scholars had explored different patterns of questions that exhibit various dimensions. Some of the scholars classified questions as open and closed questions (Koechlin & Zwaan, 2014). Some others, on the other hand, categorized questions in simply yes-no patterns (Tausi, 1985). Sometimes scholars also differentiate questions as factual, conceptual and provocative questions (Erickson, 2007). Researchers from different geographical locations have shown that, classroom questioning played a vital role in classroom practices. Majorities of such kinds of researches are found to be conducted in the developed countries mainly. The importance of such researches in developing countries like Bangladesh is also in demand since both the teachers and students face several problems in daily classroom interactions (Babu & Mim, 2013). Research on the patterns of questioning can possibly provide a space to think about the ways of reducing the existing barriers in classroom interaction and also will allow to understand the classroom practices in ensuring quality education.

This paper thus aims to investigate the patterns of questioning practiced in Bangladeshi schools by focusing on how the learners response towards those patterns of questioning. It is expected that the study findings would help the associated stakeholders to improve their classroom practices since this study has adopted questioning as a teaching and assessment approach in a classroom setting. It is worth mentioning that, this particular study will not limit its scope within investigating question types only rather the analysis will contribute in opening windows to understand the relationship of learning with the different patterns of the questioning practices e.g. types, cognitive dimensions and sources of the questions. The findings of this study will therefore help the practitioners to use questions in classrooms more effectively.

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II. Research Objectives and Questions

The objective of this empirical study was to understand teachers' questioning pattern and its role in shaping grade VI-VIII learners' response in Bangladesh.

To achieve this objective, two research questions have been investigated:

a) What are the different patterns of questioning practiced in classrooms?
b) How do the learners' responses vary according to the daily practiced questioning patterns in classrooms?

III. Methodology

Many studies had shown that questioning is such a phenomenon that requires both qualitative and quantitative investigation to be explored in a holistic manner (Creswell, 2011). Hence qualitative and quantitative data were collected simultaneously providing equal importance which can ensure a concurrent triangulation approach of mixed method research (Creswell, 2009). For collecting data five secondary schools from a semi urban sub-district of Bangladesh were selected using typical sampling strategy of purposive sampling process to secure the maximum accessibility (Creswell, 2011; Kvale, 1996). Such sampling process allowed us to analyze the classroom practices of those schools which had typical/representative school characteristics in Bangladesh context. The reason behind such small number of schools was that the issues of classroom questioning demand in-depth exploration, the sample size of five schools allowed us to collect data from the actors such as students, teachers and from classroom observation in a manageable way (Atkinson & Hammersley, 2007).

Since classroom questioning serves as one of the purposes of classroom interaction, we purposively selected English classrooms where communicative language teaching approaches were used according to the national curriculum (NCTB, 2012). Concentrating only on English classrooms thus provided us better scope than other subjects to understand the questioning patterns. Two English teachers were found in each of the schools who participated willingly in this study. To satisfy the conditions of data triangulation (Creswell, 2011) we collected data from multi groups of respondents as questioning was experienced by all of them.

To explore the salient features of questioning pattern and its impact on learners' responses, data were collected using different methods as well which served the purpose of methodological triangulation (Creswell, 2011; Guion, Diehl & McDonald, 2011). Of the methods, video observation was used to capture the holistic scenario of the classroom teaching-learning process. It is noteworthy that, two English lessons from each grade were videoed. For observation we did not video the lessons only rather we took detail notes on the overall activities of the classrooms. In a school we observed six lessons (2*3grades) and the number was 30 for five schools. From each lesson on an average 10 questions were obtained that served academic purposes. Therefore total 300 questions were selected for analyzing.

Focus Group Discussion (FGD) was also organized to investigate on learners' views, perception and opinion regarding the central issues; questioning. In total, ten FGDs were conducted in five schools. Of them three were with grade VI, three with grade VIII and four FGDs were conducted with grade VII learners. All the mandatory issues of FGD were strictly followed while conducting the FGDs. Intensive interviews were carried out with each of the English teachers to learn their opinion regarding various issues of questioning (Yin, 2014).

To analyze the data, we used both qualitative and quantitative ways. Around three hundred questions from the 30 lessons were categorized according to the types, sources and learning domains. Quantitative analysis, more specifically descriptive statistics was used in this section. The qualitative narratives generated from observation, FGDs and interviews were analyzed through the proper process that included transcribing, translating, organizing, coding, identifying the themes and triangulating (Creswell 2011). Finally the train - gulated findings had been presented under different themes based on the research questions and emerged from the data.

IV. Teachers' Questioning Pattern in Shaping Learners' Response: Results and Discussion

a) *Types of the Questions Asked*

Teachers were observed to ask three types of questions inside the classrooms; open, closed and yes-no questions. The current questioning practice revealed that more than half (55%) of the questions were closed whereas 40% of them were yes-no questions. Percentages of asked open questions were only about 5%. The detailed analysis with an extensive use of primary data and narratives followed by the illustration of numerical data in Figure 1 are presented below.

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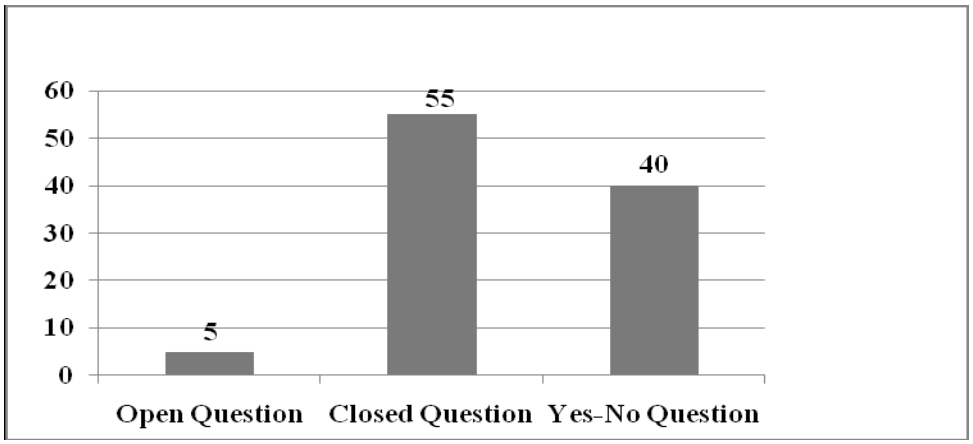

Figure1: Percentage distribution of different types of classroom question

i. *Open Questions*

Open questions refer to such questions where the learners are expected to reply elaborately by not fixing themselves to answer in one or two words (Koechlin & Zwaan, 2014). Findings from classroom observation revealed that teachers hardly asked such sort of questions which could encourage learners to response in an elaborative way. In a classroom where a teacher took lesson on 'National Memorial' was observed to ask two open questions;

"What you feel about the National Memorial?"

"*The National Memorial is built with brick but created with blood.*" -*What do you understand by this statement?*

The following open question was asked by a teacher in another lesson called 'A Village Fair': *"Suppose you want to arrange a fair in your school. How will you arrange that?* In FGDs, the learners gave some examples of open questions asked by their teachers which they termed as 'Narrative Questions'. For instance, *how will you take preparation for the upcoming annual exam?*

Although the data depicted that very few questions of such kind were exercised in the class, these questions could not enthuse the learners to response properly. They could hardly produce two-three words which did not complete the answer. This observation was supported by data from interviews with teachers who affirmed that they usually did not expect from all levels of learners to response towards open questions whereas they asked these questions to some selective and/or meritorious learners. According to one of the teachers' words, *"....the meritorious students, who can form sentences, feel comfortable to answer the narrative questions. So I ask narrative questions to the meritorious students."* Such data also revealed teachers' perception on students' ability to response open questions. This inability in responding towards open questions had marked by the teachers as a strong reason to exercise fewer amounts of open questions inside classrooms. On the other hand, learners affirmed in the FGD that they liked open questions despite being unable to properly response against it because such questions foster them to think critically. Our argument here is consistent with Essenburg's (2006) who noted the importance of questions in learners' creative thinking and analysis skills. Practicing such questions thus can be taken as an opportunity for the teachers to nurture the learners' intellectual development by creating a space for them to response elaborately.

ii. *Closed Question*

The teachers were mostly found to ask questions that usually had a fix answer. These types of questions are called closed questions which is consistent with Koechlin & Zwaan (2014). The teachers usually asked word meaning, definition and specific information and grammatical solution through the closed questions. It was observed that the learners tended to reply those questions in one to three words, in some cases they formed maximum a sentence. According to the learners, multiple choice questions, word meaning, filling the blanks and knowledge checking questions were those closed questions which were frequently exercised in the classrooms. This pattern of questions mentioned by both teachers and learners were also supported by the observation data, for instance:

Teacher: What is the Bangla meaning of garden?

Student: Bagan (asking word meaning)

Teacher: What is called article?

Student: a, an and the (asking definition)

Teacher: What does Sabina's father do?

Student: Farmer (asking specific information)

Teacher: "Teacher gave him a book" Which tense it is?

Student: Past Indefinite (grammatical solution)

The aforementioned question types were termed as "Easy Questions" by the learners. Both teachers and learners affirmed some of the benefits of those questions. Learners believed that their confidence in responding towards teachers' questions increases if the teacher starts with an easy one which gradually allows them to response towards the difficult questions as well. This opinion by the learners is consistent with the teachers'. The teachers also mentioned that, since

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most of the learners felt comfortable and encouraged in responding towards closed questions, the regular classroom practice of this can at least help them in developing their speaking and communicating ability. Although the teachers believed that exercising open questions could lead to ensure proper learning, closed or short questions provided with the possibility to ask more questions by checking learners understanding within the short period of class time. The importance of such question has revealed in Hussin's (2006) study as well who showed that since the learners need to answer a number of closed questions in exam, practicing those as a part of exam preparation is crucial. By drawing on Yang's (2010) concept on assessment in this study, the data indicated that both the teachers and learners were highly enthused in exercising more closed questions which not only motivated learners to response simultaneously but also ensure a way of good assessment technique.

iii. *Yes-No Questions*

The questions that only have either yes or no in the answers were asked by the teachers widely in the classrooms which is consistent with Tausi (1985). This was also supported by the data from FGDs with learners who talked about their comforts in responding through yes/no answers which was one of the dominating patterns in evaluating learners on their daily lessons. Such domination of yes-no question patterns is not very uncommon in global context as well (Tausi, 1985; Hussin, 2006). It was also observed that those questions basically consisted with information where the learners just need to say yes or no in response. For example, one of the teachers asked some yes-no questions on a paragraph called "A Village Fair" like the following way:

Teacher: kokhono gramer melay geso tomra? (Have you ever been to a village fair?)

Ss: Ji sir (Yes, sir.)

Teacher: Onek moja hoisilo taina? (You enjoyed a lot, isn't it?)

Ss: Ji sir (Yes, sir.)

Teacher: Mitu, tumi bolo, melay ki anondo lage? (Mitu tell me, did you enjoy the fair?)

Mitu: Ji sir. (Yes, sir)

Though it was an English classroom, the teacher was found to ask questions in Bangla for the learners' better understanding on the lesson. Sometimes teachers engaged all learners together to provide feedback to any specific individual learner which also provided a space to exercise yes-no questions. By this way teachers often helped learners to learn how to form a question. Following is an example of such on a grammar lesson:

Teacher: Look at the sentence with the underlined mark. "Once there lived a clever fox". For which question the answer will be a clever fox? (Asked to a girl)

Girl: Who lived there once?

Teacher: Do all of you have the same answer?

Ss: Yes, sir.

Teacher: Do all of you agree that her answer is okay?

Ss: Yes, sir.

The data revealed the ways in which yes-no questions were used by the teachers but it did not encourage the learners to be analytical. The reason behind this was, the maximum number of questions did not touch the upper level domain of Bloom (1956) taxonomy.

b) *Domain of the Questions*

The exercised questions provided the space to analyze how the learners responded towards different domains of knowledge by categorizing those questions according to Bloom's taxonomy of educational objectives (1956). Interview data revealed that the teachers did not have any idea about the learning domain, not even about the taxonomy of educational objectives. According to them, questions can only be categorized in easy questions, difficult questions, multiple choice questions and descriptive questions. Data depicted that all the questions asked by the teachers were under the Cognitive domain of Bloom's taxonomy covering the sub-domains of knowledge, comprehension and analysis. Figure 2 below is showing the percentage of domains from which the questions were asked in the classrooms.

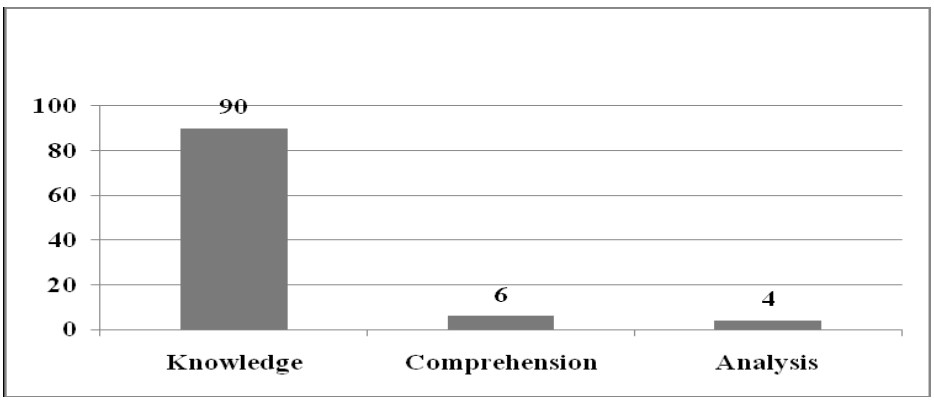

Figure2: Percentage distribution of learning domain in classroom questioning

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Maximum (90%) number of questions was asked from the knowledge area which can also be found in other classroom based studies (Ahsan, 2009; Yang, 2010; Babu, 2015). The percentage of questions from comprehension and analysis zone was 6% and 4% respectively. The following analysis will shed light on the examples of such domain and questions.

i. *Knowledge Sub-domain*

Data depicted that the teachers asked for various kinds of information from the learners through knowledge based questions mainly. It was found as the dominant type of exercised question in the classrooms. Examples of some of those questions are as follows,

- *Asking word meaning: What is the meaning of 'solvent'? (Grade VI)*
- *Asking definition: What is called article? (Grade VIII)*
- *Asking specific information: What is Sabina's father? (Grade VII)*
- *Grammatical questions: What is present indefinite tense? (Grade VIII)*
- *Closed Questions: What is the name of your school? (Grade VI)*
- *Yes-no question: Do you have ever been to a blacksmith shop? (Grade VII)*
- *Multiple choice question: Choose the best answers from the alternatives*
- *What is the national animal of Bangladesh?(Grade VI)*
- *(a)Lion (b) Tiger (c) Deer*
- *Filling the Blanks: Dhaka is the ..... city of Bangladesh.(Grade VII)*

These knowledge-based questions demanded very low thinking effort to response. The importance of such questions particularly lies when teachers want their learners to focus on specific data, to gauge learners' knowledge of basic information already covered for a given topic (Orlich et al., 1994; Myhill & Dunkin, 2005). The learners were observed to response using one or two words which was echoed by most of the learners during FGD as well. Our argument here is consistent with Myhill & Dunkin's (2005) idea of questioning where the data indicated that being dominating in number; this pattern of questions mainly requires memorization skill to respond. But Orlich et al. (1994) provided us with the notion that such questions bear the possibility in progressing to higher level thinking

ii. *Comprehension Sub-domain*

Teachers asked very few questions (6%) from the comprehension area of cognitive domain by which learners had to construct a level of understanding to rightly respond. Data depicted that such questions basically engaged learners to identify any grammatical features or to bring any grammatical changes according to the rules and to find out some inner meaning of given statements. For instance:

- *Identifying grammatical feature: "Honey tastes sweet". What kind of voice is it?*
- *Making Questions: "Suddenly he fell in a trap". For what question the answer will be a trap?*
- *Grammatical transformation: Change the sentence into passive form "Don't laugh at the poor".*

At a glance such questions might seem to belong from the comprehension sub-domain but as the questions were available in the textbooks it had the possibility to provide a space to the learners to memorize the answers. Thus if the learners memorize the answers before responding to the teachers in classroom, this will certainly not serve the purpose of asking a comprehension based question which helps to stimulate critical thinking according to Essenburg (2006). If we particularly analyze the third example above, it clearly demonstrates the scope to think from a comprehensive level because a learner would require applying a rule to solve this. Since the learners were found to memorize the answers given in the textbook, the questions might appear as knowledge based questions to them. Therefore, the nature of learners' response basically determined whether those questions were under the comprehension sub-domain, even though the questions' structure told that those were.

iii. *Analysis Sub-domain*

Although the least number (4%) of questions were asked from analysis sub-domain, it was observed as the uppermost hierarchical domain in the class-rooms. Such questions are basically characterized to claim for critically explained answers (Essenburg, 2006). The teachers were found to ask these sorts of open and analytical questions focusing on any event. For instance, while conducting a lesson on "A Village Fair" for grade seven, a teacher asked relevant questions to the learners demanding narrative explanation about a village fair. The question-answer discourse was as follows.

Teacher: (asked in Bangla) Tumi ki melay geso? (Have you ever been to a village fair?) (To a particular learner)

Student: (replied in Bangla) Ji sir (Yes, sir.)

Teacher: (asked in Bangla) Gramer jei mela hoy tar boishishto gulu bekkha kore bolte parba? (Can you explain the features of a village fair?) (Analytical question)

Student: (replied in Bangla) onek manus ase. Onek khelna... (Many people came there and there were a lot of toys.

Teacher: Suppose, you want to arrange a fair in your school. Can you describe what kinds of work you need to do?

Student: Yes.. I have to... (could not complete)

The aforementioned last two examples showed that the learners left their responses incomplete. Such observation was supported by data from interviews with teachers who mentioned that students felt uncomfortable while responding to analytical questions which led the teachers to avoid exercising those

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questions in the classroom. But such question can create scope for the learners to think about a variety of upper level responses (Essenburg, 2006). The necessity of analytical questions even for weak learners have clearly been mentioned by Kauchak and Eggen (1998), who depicted that such questions provide the learners with exposure to higher level thinking and to stimulate development of their thinking skills.

One interesting feature of the questions revealed that the percentage of questions decreases very rapidly with the increase of domain's order, the higher the domain, the lower the number of questions. Here we assume that teachers' lack of knowledge regarding taxonomies lead to practice less questions from higher level which is consistent with Hussin (2006). Simultaneously, ability and quality of students' response decreased when the learning domain shifted to higher one like analysis sub-domain.

c) Sources of the Questions

The teachers were observed to ask questions to the learners from three sources; like,

i) exercise of textbook,
ii) content of textbook; and
iii) from connection between content and real life

This was supported by the data collected from teachers' interview and students' FGD. Figure 3 illustrates the percentage of questions asked from the aforementioned sources where most of the questions were from textbook's exercise (45%) and the least were asked from the real life context of the students (15%).

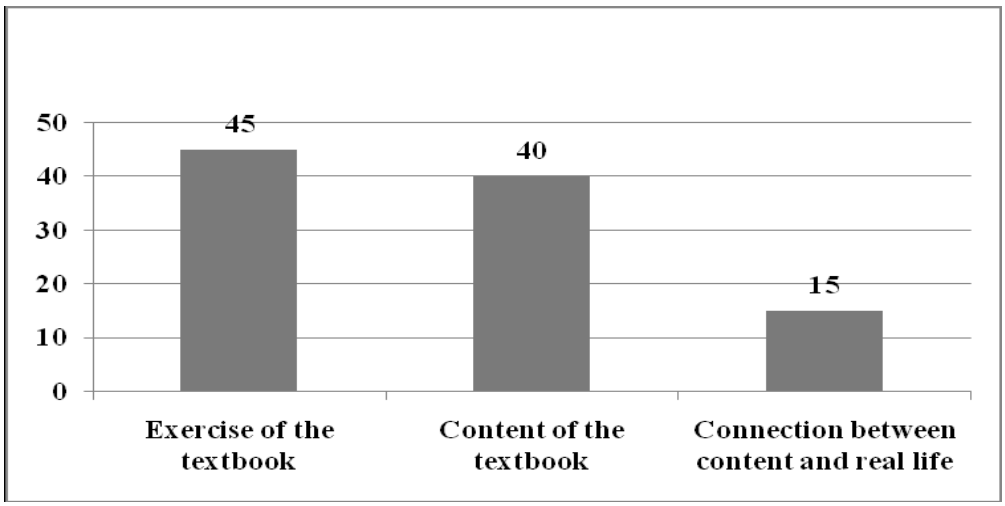

Figure3: Percent distribution of sources of classroom question

i. *Exercise of Textbook*

In the classes, majority (45%) of the questions were asked from the exercises given on the textbook. It is noteworthy to mention some of the examples of such questions. For instance, while conducting a class on the lesson named "The Diary of Anne Frank" from English textbook, the teachers asked the following questions from the exercise part of that lesson. *Who is Anne Frank and why is Mrs. Brown looking sad?*

Apart from such pattern of questions, teachers were observed to assess the learners by asking if a statement is true or false. In case of false statements, learners were instructed to provide the correct statements. Some of the learners in FGDs reported that they liked responding towards those questions asked from the textbook's exercises in the classroom. However, some of the teachers shared that they mostly experienced the weak learners to like those questions asked from the textbook's exercises where the answers could be memorized beforehand. Relating the issue with a grammar lesson one of the teachers opined that, *"The dull students who have less grammatical knowledge tend to like the bookish questions and they try to memorize those questions"*. The students in general were observed to memorize the answers of the questions provided in the textbooks and were found to willingly respond those questions in the classroom. In contrary, studies also revealed that asking questions from the textbook can be boring for the learners which fostered the teachers to be creative in questioning (Hussin, 2006).

ii. *Content of textbook*

About 40% of the total number of questions was exercised from the contents of the textbook. The teachers were found to ask those content specific questions when they delivered any lesson. For instance, while a teacher conducted a lesson on "Sabina's Family" from grade six English textbook, s/he was observed to translate the passages in Bangla for students' better understanding of the content and asked the following questions from a specific passage.

Teacher: Who digs the soil?
Student: Sabina's father digs the soil.
Teacher: Thank you.

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This finding was strengthened by data from interviews with teachers who affirmed that they asked such kinds of content related questions to understand whether the students were listening to them or not. Asking such kinds of questions, therefore, allowed the teachers to comprehend students' attentiveness and learning from the content which is consistent with Myhill & Dunkin (2005). According to the students, such instant questions from the texts helped them to keep engaged with the lessons.

iii. *From connection between content and real life*

The teachers were found to less emphasize on students real life. The results revealed teachers' consideration of textbook as the prime sources of the exercised questions, where in total about 85% of the questions were from the content and exercises of the textbook. Only about 15% of the questions were asked from out of textbook which they formed by linking the content with the real life of the learners. For example, conversation between teacher and student of grade eight is given below where the teacher was conducting an English lesson on accident.

Teacher: did you see any accident?
Student: yes sir
Teacher: where?
Student: in the main road beside our home

According to the teachers, the learners liked responding to such questions where they can relate their own lives rather studying books. This data lead us to draw on Essenburg's (2006) argument that those questions relating to real life experiences provide learners the space to stimulate critical thinking from a practical level. The findings also revealed that such real life based questions potentially can promote the learners to get more engaged in classroom activities by understating the pedagogical content which is consistent with Christenbury & Kelly (1983).

V. Learners' Overall Performance

Observation data revealed that the learners could respond to more than half (67%) of the questions, though majority of the questions were asked from the lower level of knowledge which led them to respond without thinking much. About 55% of the questions were being responded correctly by the learners whereas 20% of the responses were partially correct which is illustrated below in figure 4.

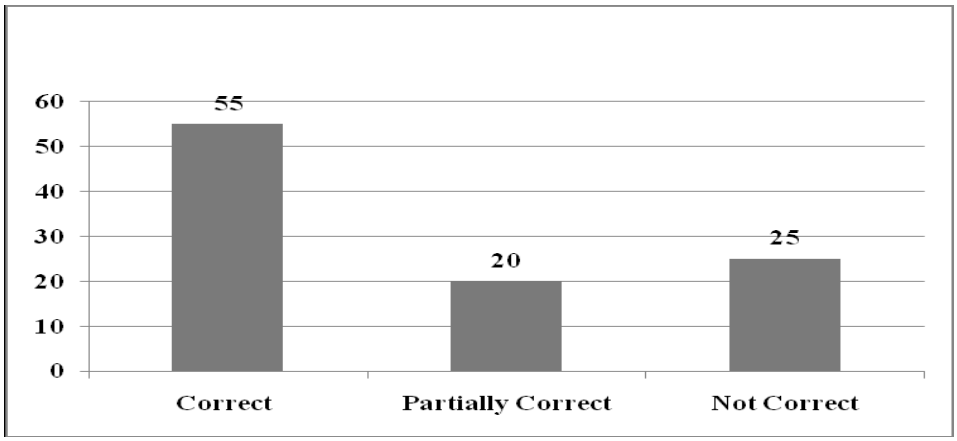

Figure4: Percentage disturibution of correctness of learner's reply

Learners were found to answer confidently against 65% of the questions in the classroom though some of the learners (37%) experienced problems in understanding the questions asked by the teachers. In spite of the difficulties in understanding the questions, the learners were not observed to interact with the teachers for the clarification. Our idea here is consistent with Gall (1984) and Dillon (1990) who argued that, learners can feel awkward about seeking explanation from the teachers because it might be misconstrued as a criticism of the teacher. Gall (1984) and Dillon (1990) also affirmed that due to Asian culture and upbringing, the learners participated less in questioning process where it has been believed that even logical arguments can be considered as disrespectful to their teachers. However, majority of the learners in this study could reply to most of the questions whereas those questions did not demand for much intellectual effort rather memorizing which ultimately could not provide a space to the learners to become rational. Apart from the statistical findings, some FGD data revealed what types of questions were difficult according to the learners' experience. For example,

What is the English of "guri guri brishti hocche"?
What is your aim in life?

For the first question, learners affirmed that the English term of "*guri guri*" was unknown to them that is why it was difficult. For the second one, learners mentioned that they still had not determined their aim in life which made the question difficult. Thus the learners' overall performance in responding towards the questions asked by the teachers not only depended on the levels of questions but also on their prior knowledge

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regarding vocabulary and life interests. Apart from that, since a clear downward difference on learners' performances was found while the pattern of questions shifted from knowledge to analysis sub-domain, their ability to answer questions of more advance learning domains like synthesis, evaluation or creation could be assumed. Most of the teachers possessed the idea that the questions mentioned in the textbook were already difficult for the learners from semi-urban context since they were not enough advanced like the urban students. Here our argument is supported by Klinzing & Klinzing-Eurich (1987) and Sahin et al. (2002) who opined that sometimes teachers do not practice what they know; rather they practice what they believe they know pertaining to questioning. More often than not, those believes led the teachers of this study to ask simple textbook based questions but whenever they realized that the learners got a clear understanding about the content, they increased the difficulty level of questions for the meritorious learners mainly.

VI. Ending Remark

Results and discussion in this paper have revealed that questioning lies in the heart of teaching-learning process which is why it is difficult to carry on classroom pedagogy keeping questioning behind. Questioning at a time enhances classroom interaction and helped the learners to think critically and express their thoughts logically. A good question determines what sort of communication culture would grow in a classroom. The study illustrated that, classroom questioning was leaded by the teachers and their questions most of the time could not stimulate the students to think critically rather these inspired for rote memorization because most of the questions were asked from the text and exercises of the textbook. As students knew the answers they did not face any challenges that required higher order thinking to overcome. Additionally, these questions hardly touched the upper level domains of knowledge. Being closed in nature such questions produced a very little amount of words from the learners. The scenario clearly showing that questioning in Bangladeshi classrooms was not meeting the expected standard. In turn, a generation of learners are passing the examinations but not growing up as creative and critical thinker. As learners of Bangladesh still depend mainly on classroom teaching-learning for their education, the practice of questioning should be improved as early as possible. Teachers should master the art of asking thought provoking questions, so that their questions could inspire and encourage the learners to analyze the facts and then to answer. Apart from that, the association of students' real life and the questions they response is crucial; otherwise classroom questioning would not bring any effective change in students' sustainable learning. This study had shown that learners responded from the surface level of knowledge as the questions were taken from the lowest level of knowledge. When the questions were open or from the upper level of knowledge they could not response those. Learners are not responsible for their failure rather its teachers' limitations that they could not make the learners habituated in responding to such questions. Immediate steps thus need to be taken in improving our teachers' question-asking skill in more effective way. The trainers and policy makers should keep in mind that when the teachers would create scope for upper order learning the learners will adjust their thinking level with that as well. Questioning in this regard can serve greatly to enter the world of higher order learning. Therefore teacher development projects should focus on enhancing teachers' capacity to ask questions.

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A Comparative Study of Early Maladaptive Schemas, Behavioral Problems and Self-Esteem between Single Parent and Two Parent Female Adolescents

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Abstract- The present study aimed to investigate early maladaptive schemas, behavioral difficulties and self-esteem among female adolescents with single and two parent status in Bonab city. In this causalcomparative study, 52 students with single parent and 52 with two parent status were selected. In order to gather the data, Achenbach Youth Self-Report (YSR), Short Form of Young Schema Questionnaire (YSQSF), and Cooper Smith (CSE) Self Esteem scale were administered. Analysis of variance and t-test for independent groups were used for analyzing the data. The results showed that there was significant difference in terms of social isolation/alienation, failure, dependence/incompetence, vulnerability to harm or illness, subjugation and self-sacrifice schemas between the two groups. Additionally, the results revealed that there was a significant difference in subscales of anxious/depressed, withdrawn/depressed, social problems, attention problems, and aggressive behavior between the two groups.

Keywords: single parent, two parent, early maladaptive schema, self-esteem, behavioral difficulties and adolescents.

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A Comparative Study of Early Maladaptive Schemas, Behavioral Problems and Self-Esteem between Single Parent and Two Parent Female Adolescents

Zoleykha Abedini [α], Mirmahmoud Mirnasab [σ] & Eskander Fathi Azar [ρ]

Abstract- The present study aimed to investigate early maladaptive schemas, behavioral difficulties and self-esteem among female adolescents with single and two parent status in Bonab city. In this causal- comparative study, 52 students with single parent and 52 with two parent status were selected. In order to gather the data, Achenbach Youth Self-Report (YSR), Short Form of Young Schema Questionnaire (YSQSF), and Cooper Smith (CSE) Self Esteem scale were administered. Analysis of variance and t-test for independent groups were used for analyzing the data. The results showed that there was significant difference in terms of social isolation/alienation, failure, dependence/incompetence, vulnerability to harm or illness, subjugation and self-sacrifice schemas between the two groups. Additionally, the results revealed that there was a significant difference in subscales of anxious/depressed, withdrawn/depressed, social problems, attention problems, and aggressive behavior between the two groups. Finally, the findings showed that there was a significant difference between the two groups in terms of social self-esteem. This research has some implications for future studies on investigating the role of family structure on psychological status of adolescents.

Keywords: single parent, two parent, early maladaptive schema, self-esteem, behavioral difficulties and adolescents.

I. Introduction

Family is a basic unit of society that has evolved along with changes in the needs and demands of the individuals and society (Kozlowska & Hanney, 2002). Single-parent family is a kind of family in which either the father or mother is absent because of divorce, marital separation, out of –wedlock pregnancy, or death (Greenberg, 2002). Single parent status affects children mentally, emotionally and psychologically (Singh & Kiran, 2012). Several recent studies confirm that the change in family structure might increase problems in children and adolescents. These children are at higher risk of health problems (Scharte & Bolte, 2013; Nunes-Costa, Lamella & Figueiredo, 2009), mental health problems (Shenoy, lee & trieu, 2016; Luecken & Roubinov, 2012), psychological problems (Falana, Olatunji Bada& Ayodele, 2 012; Shenoy, Lee & Trieu, 2016), problems in social relationship (Hatherington, Cox& Cox, 2010; F alana, Olatunji Bada& Ayodele, 2012), low educational perform ance (Lange, Dronkers & Wolbers, 2013; Park, 2008), and more behavioral problems (Ryan, Claessens & Markowitz, 2015; Kerami, Bolhari& Asgharnejad, 2007).

Family structure is an important factor in the development of behavioral problems in children (Ryan, Claessens & Markowiz,2015).Studies revealed that children in single-parent families showed more behavioral problems than children of two parent families (Srivastava, 2005; Seifollah Poor- Bonab & Keshavarzy –Arshady, 2015). Children and adolescents of single parent families exhibited more problems in terms of depression (Larson & Halfon, 2013), anxiety (Fagan and Churchill, 2012), aggression (Usakli, 2013), somatization symptoms and conduct disorder (Seifollah Poor- Bonab & Keshavarzy –Arshady, 2015), withdrawal (Liu, Guo, Okawa, Zhai, Uchiyama, Neiderhiser & Kurita, 2000), antisocial behavior and hyperactivity (Strohschein, 2012) in comparison with those of intact families. On the other hand, some studies indicated no serious behavioral problems in children of single-parent families compared with children of two-parent families (Hakim Shooshtray, Panaghy & Hajebi, 2008). There is an important research gap based on the contradictory findings obtained from studying behavioral problems in single-parent and two-parent adolescents. Several factors affect behavioral problems, including parental behaviors, family interactions, socio-economic factors (Slobodska, 2015),stress and identity status (Burt& Paysnick, 2014), objective quality of life (Shek, 2005), and early maladaptive schemas (Demehri, Movallai & Ahmadi, 2015). Yong (1999) alsoemphasized the relationship between behavioral problems and early maladaptive schemas.

Early maladaptive schemas are formed in early childhood based on early experiences derived mainly from the parental or the caregiver's environment (Young, Klosko & Weishaar, 2010; Hoffart, Sexton, Hedley, Wang

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& Holthe, 2005). These Schemas arise in childhood or adolescence as a result of interaction between the child's emotional mood and terrible events (Young, Klosko & Weishaar, 2003). Parental origins of schemas are important because they indicate that family schemas have developed (Jalili, Zargar, Salavati& Kakavand, 2011). Studies showed that the fatherless adolescent schemas were very inconsistent (Khdabkhshy-Kolaee, Alizadeh, Mansoor, Pour-Ebrahim, & Falsafinejad, 2015). There were differences in dysfunctional schemas based on adolescent's gender and age. Thus, adolescents experienced a greater degree of maladaptive schemas (Zafiropoulou,Avagianou & Vassiliadou, 2014). Some other researches showed that there were meaningful relationships between items of early maladaptive schemas and symptom somatization (shahamat, 2011), eating disorders (Cooper, 1997), substance use disorders (Ball & Cecero, 2001), depression (Renner, Lobbestael, Peeters, Arntz & Huibers, 2012), anxiety (Ghamkhar Fard, Schneider, Hudson, Habibi, Pooravari & hjii heidari, 2014), and self-esteem (Kirsch, 2009; Quoted from Mojallal, Khosrojavid, Pakzad,& Ghanbari ,2014).

In addition to behavioral problems and early maladaptive schemas, it seems that adolescents of single-parent and two-parent families are different in terms of self-esteem. Self-esteem is a psychological term which refers to a person's overall evaluation or appraisal of his or her own worth (Kiran, 2003).Many factors affect children's self-esteem. Sock and Shin (2010) compared the factors influencing children's self-esteem in two parent families and single parent families. The results showed that internal control, problematic behavior, school record, and parent-child comm.-. unication significantly predicted the level of self-esteem in two parent families. On the other hand, social support, family hardiness, internal control, problematic behavior, school record, and parent-child communication significantly predicted the level of self-esteem in single parent families. Researchers examined self-esteem in children of single-parent families. Whereas some researches showed that the children from single parent families had lower self-esteem compared with peers from two parent families (Kevorkian, 2010; Glennon, 2002; Wineburgh, 2000; Mandara& Murray, 2000), some other researches indicated that there was no statistically significant difference in the level of self-esteem among students from single parent families and those from two parent families (Kinga, Kimani & Muriithi, 2014).

Due to the contradictory findings in self-esteem and behavioral problems in single parent children and lack of enough research about early maladaptive schemas in this group, a comparison between the early maladaptive schemas, behavioral problems and self-esteem in single-parent and two-parent adolescents seems to be essential to address the research gaps. Identification of the factors related to single-parent status and the underlying differences in single-parent and two-parent adolescents can be helpful in creating suitable conditions for education. Therefore, this study attempts to examine this question: "*Is there a significant difference in early maladaptive schemas, behavioral problems and self-esteem between single-parent and two-parent adolescents?*".

II. Method

The study employed a causal comparative research (ex post facto) design, in which the population was composed of all female high school students in the second semester of 2015-2016 school year in Bonab city. The sample, including 52 female students, consisted of single-parent students who were identified by the screening method and selected using the convenience sampling method. The screening tests performed on the single-parent students were used to randomly select the same number of two-parent students from the same school and the same classroom (both groups were thus matched in terms of early maladaptive schemas, behavioral problems and self-esteem). Therefore, a total of 104 single-parent or two-parent students were studied (52 in each group).

III. Procedure

After preparing the required instruments (including *Youth Self-Report Scale* (YRS), *Short form of young Schema Questionnaire*(YSQSF) and *Self Esteem scale from Cooper Smith* (CSE)), the researcher personally attended the girls' schools to identify the single-parent adolescents with the help of school officials, once permission was obtained from Bonab's Department of Education. Then, the same number of two-parent students were randomly selected from the same school and classroom. After providing relevant descriptions, we distributed the questionnaires, which after being completed, were collected from the students on the next day.

IV. Research Instruments

The following questionnaires were used in this study:

i. *Young Schema Questionnaire - Short form (YSQSF):* The scale is a 75-item questionnaire evaluating 15 schemas in five domains, including disconnection/ rejection (which includes abandonment/instability, mistrust/abuse, emotional Deprivation, Defective-ness/Shame, Social Isolation/Alienation schemas); impaired autonomy and performance (which includes dependence/incompetence, vulnerability to harm or illness, enmeshment/undeveloped self, failure schemas); impaired limits (which includes entitlement/grandiosity, insufficient self-control and/ or self-discipline schemas); other-directedness

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(which includes subjugation, self-sacrifice schema); over vigilance and inhibition (which includes emotional inhibition, unrelenting standards/hyper criticalness schemas). Each question is graded on a scale of 6 degrees (1= completely false, 2= false, 3= more true than false, 4= somewhat true, 5= true, 6= completely true). Various studies have supported YSQ-SF's validity and reliability in Iranian samples (Ahi, Mohammadi Far & Besharat, 2007). In the current study, Cronbach's alpha for each schema was obtained. It was 0.72 for emotional deprivation, 0.82 for abandonment/instability, 0.71 for mistrust/abuse, 0.76 for social isolation/ alienation, 0.76 for defectiveness/shame, 0.78 for failure to achieve, 0.77 for dependence/ incompetence, 0.69 for vulnerability to harm of illness, 0.49 for enmeshment/undeveloped self, 0.69 for subjugation, 0.69 for self-sacrifice, 0.71 for emotional inhibition, 0.67 for unrelenting standards, 0.75 for entitlement/grandiosity, and 0.70 for insufficient self-control.

ii. *Cooper Smith Self Esteem Inventory (CSE):* The scale has 58 items. 50 items of this scale are related to four sub-scales (public, family, education and social self-esteems) and 8 items are related to the question of lie detector .Self-esteem of participants is determined based on yes/no answers. In the current study, Cronbach's alpha was obtained for each of the subscales. It was 0.84 for public self-esteem, 0.76 for family self-esteem, 0.71 for education self-esteem, 0.69 for social self-esteem, and also 0.72 for total self-esteem.

iii. *Youth Self-Report Scale (YSR)*: The scale, developed by Achenbach, is a self-report scale for ages 11 to 18, consisting of Competencies and Symptoms sections. The Symptoms section of the questionnaire, containing 113 three-option items (0 = false, 1 = somewhat or sometimes true, and 2 = completely or often true) was completed in this study by the adolescents on the basis of their status during the last six months. Total scores for these 113 questions is reported as the overall behavior problems (Achenbach and Rescorla, 2001). This questionnaire has been normalized by Minaei for Iranian society. Construct validity of this scale in Iran was examined using factor analysis and the 8-factor structure of the scale was confirmed. The convergent validity of the scale with the Junior Eysenck personality questionnaire (J-EPQ) and Rutter behavior problems scale was satisfactory. The validity of the YSR was obtained for the boys and girls using Cronbach's alpha (0.89 and 0.94) and using the split-half method (0.84 and 0.87). The subscales of anxious/depressed, withdrawn/ depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, aggressive behavior, and general problems had Cronbach's alpha reliability coefficient of 0.83, 0.85, 0.78, 0.79, 0.66, 0.78, 0.64, 0.87 and 0.79, respectively, and split-half reliability coefficients of 0.77, 0.71, 0.68, 0.86, 0.67, 0.87, 0.69, 0.86 and 0.83, respectively (Minaei, 2005). In this study Cronbach's alpha was also calculated for the subscales of anxious/depressed (0.79), withdrawn/ depressed (0.71), somatic complaints (0.64), social problems (0.64), thought problems (0.68), attention problems (0.59), rule-breaking behavior (0.51), aggressive behavior (0.73), and other problems (0.58).

V. Results

The average performance of the single-parent and two-parent adolescents and the standard deviations of scores on each of the variables, for both groups are presented in Table 1.

Table 1: Means and standard deviations for female adolescents with single parents and two parent status.

	Single-parent female adolescent		two-parent female adolescent	
	mean	std. deviation	mean	std. deviation
age	16.35	0.98	16.31	0.91
emotional deprivation	12.55	6.30	13.41	5.95
abandonment/instability	15.03	7.77	15.51	7.12
mistrust/abuse	12.68	5.95	11.17	4.68
social isolation/alienation	12.33	6.12	9.56	4.40
defectiveness/shame	10.13	5.04	9.52	4.94
failure to achieve	10.59	5.20	8.61	3.76
dependence/incompetence	10.86	4.94	8.48	3.42
vulnerability to harm of illness	11.65	5.64	9.60	4.17
enmeshment/undeveloped self	12.14	5.34	10.49	3.81
subjugation	13.41	6.40	10.80	3.80
self-sacrifice	18.22	5.80	16.09	3.66
emotional inhibition	13.93	7.59	12.38	5.22

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unrelenting standards	18.28	5.64	19.43	5.32
hypocriticalness	16.97	6.72	17.84	6.08
entitlement/grandiosity	14.96	5.71	14.00	4.77
insufficient self-control self-discipline	3.42	1.22	3.70	1.00
public self-esteem	12.90	2.10	12.84	2.12
family self-esteem	4.78	1.34	4.77	1.24
education self-esteem	4.79	0.89	5.41	0.89
social self-esteem	3.38	1.09	3.44	1.12
total self-esteem	25.86	2.79	26.48	2.86
anxious/depressed	9.22	5.21	6.74	4.03
withdrawn/depressed	5.92	3.48	4.50	3.00
somatic complaints	5.06	4.43	4.60	4.01
social problems	5.75	3.53	4.26	2.65
thought problems	8.65	4.41	7.83	3.42
attention problems	7.03	3.19	5.70	2.69
rule-breaking behavior	5.99	3.55	5.12	2.01
aggressive behavior	8.77	4.54	7.07	4.40
other behavioral problems	12.47	4.19	12.48	3.92

In order to examine differences in Early Maladaptive Schemas between two groups, multivariate analysis of variance (MANOVA) was used by taking other assumptions of MANOVA into account (Table 2).

Table 2: Results of multivariate analysis of variance (MANOVA) for Early Maladaptive Schemas in female adolescents with single parent and two parent families

effect	Value	F	Hypothesis df	Error df	sig
Pillai's Trace	0.29	2.39^b	15.00	88.00	0.006
Willis' Lambda	0.71	2.39^b	15.00	88.00	0.006
Hoteling's Trace	0.40	2.39^b	15.00	88.00	0.006
Roy's Largest Root	0.40	2.39^b	15.00	88.00	0.006

MANOVA showed that there is a significant difference between female adolescent with single-parent and two parent in Early Maladaptive Schemas (Wilks' lambda=0.71, F=2.39, P=0.006) (Table 2).

Table 3: Results of multivariate analysis of variance (MANOVA) for Early Maladaptive Schemas in female adolescent from single parents and two parent families

	Sum of squares	Df	Mean square	F	sig
emotional deprivation	19.12	1	19.12	0.50	0.478
abandonment/instability	5.95	1	5.95	0.10	0.744
mistrust/abuse	59.36	1	59.36	2.07	0.153
social isolation/alienation	200.32	1	200.32	7.03	0.009
defectiveness/shame	9.76	1	9.76	0.39	0.533
failure to achieve	101.85	1	101.85	4.93	0.029
dependence/incompetence	146.83	1	146.83	8.11	0.005
vulnerability to harm of illness	109.12	1	109.12	4.43	0.038
enmeshment/undeveloped self	70.94	1	70.94	3.28	0.073
subjugation	176.68	1	176.68	6.36	0.013
self-sacrifice	118.20	1	118.20	5.02	0.027
emotional inhibition	62.65	1	62.65	1.47	0.227
unrelenting standards hypocriticalness	34.75	1	34.75	1.15	0.285
entitlement/grandiosity	19.63	1	19.63	0.47	0.491
insufficient self-control self-discipline	23.96	1	23.96	0.86	0.355

The results (Table 3) showed that schemas of social isolation/alienation (F= 7.03, DF= 1, 102, P= 0.009), failure (F= 4.93, DF= 1, 102; P= 0.029), dependence/incompetence (F= 8.11; DF= 1, 102; P= 0.005), vulnerability to harm or illness (F= 4.43, DF= 1, 102, P= 0.038), subjugation (F= 6.36; DF= 1, 102, P= 0.013) and self-sacrifice (F= 5.02, DF= 1, 102; P= 0.02) schemas were higher in single parent female adolescent. Compered with two parents female adolescent.

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In order to examine differences in behavioral problems between two groups, the multivariate analysis of variance was used, given the normal distribution of data and other assumptions of variance analysis (Table 4).

Table 4: The results of multivariate analysis of variance (MANOVA) for behavioral problems in female adolescents with single parents and two parent families

effect	Value	F	Hypothesis df	sig
Pillai's Trace	0.12	0.69^b	9.00	0.048
Willis' Lambda	0.87	0.69^b	9.00	0.048
Hoteling's Trace	0.14	0.69^b	9.00	0.048
Roy's Largest Root	0.14	0.69^b	9.00	0.048

MANOVA showed that two groups had a significant difference in the behavioral problems (p=0.048, F= 1.69, Lambda Wilks=0.48).

Table 5: Results of multivariate analysis of variance (MANOVA) for behavioral problems domains in female dolescents with single parents and two parent families

	Sum of squares	Df	Mean square	F	sig
Anxious/depressed	180.66	1	180.66	8.30	0.005
Withdrawn/depressed	59.11	1	59.11	5.59	0.020
Somatic complaints	6.29	1	6.29	0.35	0.554
Social problems	65.12	1	65.12	6.66	0.011
Thought problems	19.83	1	19.83	1.26	0.262
Attention problems	52.11	1	52.11	5.96	0.016
Rule-breaking behavior	21.94	1	21.94	2.62	0.108
Aggressive behavior	85.47	1	85.47	4.26	0.041
Other problems	0.004	1	0.004	0.00	0.988

The results showed that Anxious/depressed (F= 8.30, DF= 1, 102; P= 0.005),withdrawn/depressed (F= 5.59, DF= 1, 102; P=0.02),social problems (F= 6.66, DF= 1, 102; P= 0.011), attention problems (F= 5.96, DF= 1, 102; P= 0.016), and aggressive behavior(F= 4.26, DF= 1, 102; P= 0.041) are signify-cantly different between female adolescents in single parent families and two parents families (table 5). In other words, female adolescents from single parent families obtained significantly higher scores than female adolescents with two parent status in these domains.

In order to examine differences in self-esteem between two groups, an independent samples t-test was conducted (Table 6).

Table 6: The results of t-test for self-esteem in female adolescents from single parents and two parent status

	Levene's test for equality of variances		t-test for equality of means		
	F	sig	T	df	sig
Self-esteem Equal variances assumed	0.03	0.84	-1.10	102	0.270
Equal variances not assumed			-1.10	101.94	0.270

Given a violation of Levene's test for homogeneity of variances, F (1,102) =0.03, p = 0.84, a t-test assuming homogeneous variances was calculated. The average score on total self-esteem in the single-parent adolescents (SD = 2.79 and M = 28.86) was compared, using the independent groups t-test, with two-parent adolescents (SD = 2.86 and M = 26.48). The comparison showed no significant difference between the single-parent and two-parent adolescents (p< 0.270 and t (192) = -1.10).

The results of MANOVA for self-esteem's domains in single parent and two parent female adolescents are displyed in table 7 & 8.

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Table 7: The results of multivariate analysis of variance (MANOVA) for self-esteem domains in female adolescents from single parents and two parent families

effect	Value	F	Hypothesis df	Error df	sig
Pillai's Trace	0.11	3.25^b	4.00	99.00	0.015
Willis' Lambda	0.88	3.25^b	4.00	99.00	0.015
Hoteling's Trace	0.13	3.25^b	4.00	99.00	0.015
Roy's Largest Root	0.13	3.25^b	4.00	99.00	0.015

The results of Wilks Lambda test ($p < 0.015$ and F (3.25 and 4) = 0.88) show a significant difference between the two groups in at least one of the subscales of self-esteem domains (public self-esteem, family self-esteem, education self-esteem, and social self-esteem) (Table7).

Table 8: Results of multivariate analysis of variance (MANOVA) for self-esteem domains in female adolescent from single parents and two parent families

	Sum of squares	Df	Mean square	F	sig
public self-esteem	0.089	1	0.089	0.020	0.888
family self-esteem	0.009	1	0.009	0.005	0.943
social self-esteem	10.293	1	10.293	12.83	0.001
education self-esteem	0.104	1	0.104	0.085	0.772

The results showed that Social self-esteem (F=12.83; df=1,102; P=0.001) is significantly different between female adolescents in single parent families and two parents families (table 8).In other words, from single parent families obtained significantly lower scores on Social self-esteem subscale than female adolescents from two-parent families.

VI. Discussion

The aim of this study was to compare maladaptive schemes, behavioral problems and self-esteem in female adolescents with single-parent and two parent status. The results indicated that female adolescents with single parent condition obtained higher scores in social isolation/alienation, failure, dependence/ incompetence, vulnerability to harm or illness, subjugation and self-sacrifice schemas compared to female adolescents from two parent families. The results are in line wish the findings of Khodabkhshy Kolaee et al. (2015). According to Young et al. (2003), early maladaptive schemas are formed as a result of interaction between children's emotional mood and terrible events in childhood or adolescence. One of the toughest life events for children was separation or divorce of parents, as well as the death of father or mother (Neuman and Romanowski, 1999). Therefore, obviously, schemas of single-parent female adolescents were more maladaptive than those of two parent female adolescents.

According to the findings, single parent adolescents obtained higher scores in scales of anxious/depressed, withdrawn/depressed, social problems, attention problems, and aggressive behavior compared with two parent ones. These results were consistent with the findings of Kerami, Bolhari, & Asgharnejad, (2007), Ryan, Claessens & Markowitz, (2015). Maginnis, (1997) and Liu, X. Guo, Ch. Okawa, Zhai, Uchiyama, Neiderhiser & Kurita, (2000). These results were in contrastwith the findings of researchers such as Hakim Shooshtray, Panaghy & Hajebi (2008). In Coleman's theory (1980), each of youth issues in a particular chronological age reaches its maximum or peak tension in a particular chronological. This age varies according to different people and different issues of adolescence. Adolescents have difficulties when they are at the age of peak tension. In a situation like this, more behavioral problems arise in adolescents. The co-occurrence of these tensions with problems and tensions associated with single parent status causes more behavior problems in adolescents from single parent families than in adolescents from two parent families.

The results indicated that female adolescents from single parent families had lower social self-esteem compared to female adolescents from two-parent families. The results are consistent with the findings of Atindanbila & Winifred (2012), Kevorkian (2010), Glennon (2002), Wineburgh (2000), Mandara & Murray (2000), and these results were in contrast with the findings of researchers such as Kinga, Kimani and Muriithi (2014). According to Coopersmith(1968), childhood events affect a person's self-esteem. According toBean, Clark, Clemes (1929), solidarity is one of the four conditions of self-esteem. The feeling of solidarity occurs when the adolescent is satisfied with the links that are important to him and approved by others. So it is not surprising that a female who experiences a parent's absencehas lower self-esteem.

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The limitations of this study should be taken into accounts the researcher was unable to identify all adolescents with single parent status in Bonab city, and also the population of adolescents was limited only to Bonab city. According to the findings, it is suggested that single-parent families should be provided with counseling services. In addition, education should take action to identify single parent students and provide this vulnerable group with consulting and training service. Moreover, cultural and educational centers should hold training session for head parent of household to train them to deal with single parent adolescents. Future studies can use single parent adolescents who are not enrolled as students as their subjects. In future research, these variables can be examined on children and the young from single parent families.

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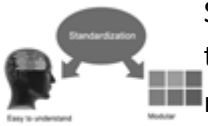

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4. Manuscript's Category,

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- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

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Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

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The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
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- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

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- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
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Approach

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- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
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- Try to present substitute explanations if sensible alternatives be present.
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- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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