Message from the Editor-in-Chief

The Online Journal of New Horizon in Education (TOJNED) welcomes you. TOJNED also thanks all researchers, practitioners, administrators, educators, teachers, parents, and students from all around the world for visiting the volume7 and issue 2. TOJNED has diffused successfully innovation on new development in teacher education around the World.

TOJNED is a quarterly journal (January, April, July and October). This online periodical is devoted to the issues and applications of education. Reviewed by leaders in the field, this publication is designed to provide a multi-disciplinary forum to present and discuss all aspects of education.

TOJNED provides new development in education forum and focal point for readers to share and exchange their experiences and knowledge each other to create better research experiences on education.   The main purpose of this sharing and exchange should result in the growth of ideas and practical solutions that can contribute toward the improvement of education.

TOJNED records its appreciation of the voluntary work by the following persons, who have acted as reviewers for one or more submissions to TOJNED for v7i3. The reviewers of this issue are drawn quite widely from education field. Reviewers' interests and experiences match with the reviewed articles.

I am always honored to be the editor-in-chief of TOJNED. Many persons gave their valuable contributions for this issue. I would like to thank the editorial board of this issue.

TOJNED will organize International New Horizons In Education in Berlin, Germany (INTE-2017 – www.int-e.net) and International Teacher Education Conference in Harvard University, Boston, USA (ITEC-2017 – www.ite-c.net).

TOJNED invites article contributions. Submitted articles should be about all aspects of education science.   The articles should also discuss the perspectives of students, teachers, school administrators and communities. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJNED.

For any suggestions and comments on the international online journal TOJNED, please do not hesitate to contact with us.

Prof. Dr. Aytekin İŞMAN
Editor-in-Chief
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Editorial Board

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A VISITING SCHOLAR'S PERSPECTIVES ON TEACHING READING IN CHINA: LESSONS LEARNED FROM OBSERVING HOW TO TEACH READING IN THE UNITED STATES

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ABSTRACT

In this descriptive qualitative study, the authors are two literacy professors at two different universities, one in the United States and the other in China. Author 2 came to the United States as a visiting scholar and observed and studied in author 1's courses about reading instruction in English in the United States. Positioned within the intercultural learning theory (Immetman & Schneider, 1998), transformative learning theory (Mezirow, 1991) as well as Schön (1983, 1987)'s notion of reflective practitioners, the study reported author 2, the visiting professor's developing thoughts and perspectives on literacy instruction in China based on her observation and collaboration with author 1.

INTRODUCTION

Being one of the fastest developing countries, China's growth and development are not only reflected in areas of economic and military power, but also the globalization and internationalization of its higher education. An important result of globalization in education is the exchange programs, which refers to the study-abroad opportunities as well as the transfer of programs and teachers to other countries. According to the Ministry of Education data, there were a total of 399,600 Chinese people who studied abroad in 2012 and China has become the country with the largest studying abroad population (MOE, 2013). In addition to the students who study in foreign countries for a degree, many are visiting scholars, which refer to,

> Scientists and professors who attend universities in other countries to engage temporarily in research or teaching, while also maintaining their affiliation and position at their home universities and returning after their visiting period ends. They usually have doctoral degrees or are professionally trained (Shimmi, 2014, p. 9).

Different from international students, visiting scholars usually have more free time and are more willing and better prepared to be involved in conducting research collaboratively or independently.

A literature search on visiting scholars' experience in foreign countries conducted using two reputable educational databases ERIC via EBSCO in the United States (US) and CNKI in China revealed limited results. While there are some publications about visiting scholars' experience of learning in a university in another country, none of those are empirical studies. These authors all had the visiting scholar experiences and generally discussed their understanding of tertiary education in the US, the evaluation procedures and standards in the educational programs in the US, the workload and the hiring procedures of the professorship, and how they adapted themselves to the foreign living and studying atmosphere (Du & Sun, 2013; Li & Zhang, 1997; Song, 2012; Yang, 2014, Zhang, 2005; Zhang & Yang, 2013; Zhou, 2013). Among all the studies, Yang, Wang, and Zhang (2013) talked about the necessity and importance for English-teaching professors to be visiting scholars in English-speaking countries, and viewed this experience as a way to receive trainings on teaching pedagogy, self-reflection, and interaction and collaboration with foreign professors. All these reports and studies revealed these Chinese visiting scholars' general impression about higher education, teaching foci and teachers' pedagogical approach in the US. However, none of these scholars reported their academic growth during their visiting period and how this experience influenced their teaching and research practice in their home countries. For this very aim, this study endeavored to investigate how a visiting scholar (author 2) collaborated with a professor (author 1) in the local institution in the US to develop new professional knowledge on the teaching and learning of literacy.

Education in China and the US is different in many ways, as the two countries have different mainstream ideologies and cultural values. According to Hofstede's cultural dimensions (2001), collectivism and individualism are important cultural values to understand the education in eastern and western countries. The

Chinese society promotes collectivism and the collectivist classrooms emphasize on discipline and conformity. Teachers expect students to accept the knowledge they deliver, inherit good cultural traditions, and become citizens with good qualities such as righteous, hard-working, and following the authorities to maintain social harmony (Smith & Smith, 1989; Ames & Rosemont, 1998). Western individualism, on the other hand, values the growth of individuals, promotes social justice, and strengthens the democratic way of life (Danforth, 2008; Galbraith, 1998; Kellner, n.d.). As John Dewey said, "Education is not preparation for life; education is life itself." Hence, students are expected to interact with society and find ways to make it better (Dewey, 1916, 1938; Boyles, 2006).

The authors in this study are two university professors of literacy at two different countries; however, they share some similar cultural background. Author 1 is an associate professor in a literacy program at a southeastern university in the US. As a Chinese native, author 1 completed her K-12 as well as undergraduate education in Beijing China and became a high school English reading teacher after graduation. Interested in learning how English was taught as a native language, author 1 came to the US to complete her graduate degree majoring in Reading Education. After obtaining her terminal degree in literacy, she worked in this university preparing pre-service and in-service teachers how to teach reading in K-12 classrooms. Author 2, once a middle school Chinese teacher, is an associate professor of Chinese teacher education in a normal university in Beijing China. Author 2 has her terminal degree in Chinese educational history and has worked in this normal university for 9 years preparing pre-service and in-service teachers of Chinese in public schools. As one of the top scholars in the field of Chinese literacy education, she was selected by Beijing Municipal Commission of Education to come to author 1's university as a visiting scholar for one year.

Both authors are Chinese natives, and had similar schooling experience learning how to read and write in Chinese. Additionally, they both teach similar college level reading method courses to pre-service teachers. Because of the common background and experiences, the two authors have many conversations about their instructional practice, and found the conversations informative and beneficial to broaden their perspectives on literacy instruction. The authors believe that this study was unique in the way that they compared and contrasted literacy instruction in Chinese and English from the native language teaching perspective and were inspired by each other in terms of improving their own literacy instruction.

THEORETICAL FRAMEWORK
Intercultural learning theory (Immetman & Schneider, 1998), transformative learning theory (Mezirow, 1991) as well as Schön (1983, 1987)'s notion of reflective practitioners provide a conceptual framework for this study. Immetman and Schneider (1998) assessed students' learning in study-abroad programs and suggested that intercultural learning occurs in cognitive (knowledge acquisition), behavioral (skill acquisition), affective (attitudinal development), and social (interpersonal development) domains. Particularly, knowledge acquisition in the cognitive domain includes both subject matter knowledge learning and intercultural knowledge learning. The intercultural knowledge learning can be further supported by Mezirow (1991)'s transformative learning theories, which argue that learners become more aware of the constraints of their existing perspectives in an intercultural environment and tend to develop "a more inclusive, discriminating, and integrative perspective" (p. 167). As learning is a social process, Mezirow (1994) also argues that meaningful learning occurs through reflection, which is what Schön (1987) referred as knowing-in-action. Through reflection, learners develop understandings and create new knowledge to guide action.

Based upon these three interrelated theoretical perspectives, the authors conceptualized the experiences of Author 2's as an intercultural and transformative learning process. During the study period, both authors reflected upon their teaching and author 2, in particular, reflected not only what she learned through observation of author 1's courses but also the changes that she planed to carry out in her own teaching of Chinese reading. The authors believe that author 2's experience as a learner in author 1's literacy courses allowed her to rethink and reflect about literacy instruction in China. Furthermore, through the collaboration with each other, both authors have developed deeper understanding about literacy instruction in one's native language.

READING INSTRUCTION IN AUTHOR 1'S LITERACY COURSES IN THE US
Literacy instruction is said to be the cornerstone in the elementary education curriculum and reading, as is known to all, is one of the most essential and important life skills, which opens the door of understanding in all content areas. For years, educators and teachers have been researching and debating about the most efficient way to help children learn to read and write. And to date, the discussion has led to the call for a complete and balanced approach to literacy instruction (Bingham & Hall-Kenyon, 2013).

Author 1 designed her reading courses under the balanced approach to literacy instruction. The first course, titled *Reading Instruction in the Intermediate Grades*, is an undergraduate course offered two times a week on campus focusing on reading instruction and assessment at elementary school from third to fifth grade. And it has the following six objectives: 1) identify and articulate the developmental characteristics of intermediate readers; 2) demonstrate an understanding of a balanced literacy approach and describe the role of each component in supporting the development of proficient, motivated readers and writers in the intermediate grades; 3) apply knowledge of reading assessments and describe their role in informing instructional design in the intermediate grades; 4) recognize and evaluate appropriate methods and materials used in the teaching of reading in the intermediate grades; 5) design reading instruction to meet the individual needs of intermediate grade students, including advanced and struggling readers; 6) examine the roles of critical thinking, communication skills, digital literacy, global awareness, and technology in a reading program in the intermediate grades.

The second course, titled *Teaching Reading in the Junior/Senior High School*, is an undergraduate and graduate combined course offered online focusing on teaching content area literacy to junior high and secondary teachers. In this course, students will develop an understanding of the role of disciplinary literacy in fostering students' literacy development; explore literacy strategies for ensuring all learners read, write and think effectively; select, evaluate and apply appropriate disciplinary literacy strategies to aid with text comprehension, study skills, and vocabulary development; explore how communication within disciplines and communication across disciplines is influenced by specialized contexts; examine the role of standards, assessments and high stakes testing within the context of content area literacy.

The third course, titled *Remediation of Reading Difficulties*, is a graduate course offered online requiring each graduate student to work with one struggling reader across the entire semester to identify and assess the struggling reader's reading needs, and design and provide appropriate instruction.

One of the common instructional foci in all these three courses was reading strategies. Author 1 introduced and modeled different reading strategies for different purposes, with different groups of students, and under different settings. Students also had opportunities to practice using different reading strategies to work with individual or groups of school children either during their practicum experience, or in their own classrooms.

READING INSTRUCTION IN CHINA AND IN AUTHOR 2'S LITERACY COURSES
In the US, students learn literacy skills in Language Arts. In China, a similar class that helps students develop their literacy skills is called 语文 in Chinese. In this article, the authors translated this term into *Chinese literacy*. The authors used *Chinese literacy* rather than *Chinese* because one of the goals of Chinese literacy class (语文课) is to teach students read and write in Chinese. China adopts a unified curriculum across country and Chinese literacy is one of the core subjects at all school levels. According to the 2011 Chinese literacy curriculum standard, Chinese literacy education should cover three aspects: 1) literacy skills learning (proficiency in speaking Mandarin and using PinYin and dictionary to be able to read and write in Chinese), 2) literature learning (understand and appreciate selected Chinese as well as foreign literatures), and 3) traditional Chinese cultural appreciation (MOE, 2011). China also requires a unified textbook to be used in all public schools across the country. These textbooks are similar to the basal reading books in the US in which a collection of texts in different genres and from different periods and different countries were selected.

In terms of the instructional approach, ever since the adoption of the "Honglingjin" method from the Soviet Union about 50 years ago, it has been the dominant approach of literacy instruction in China (Author 2, 2007). Classroom instruction follows the 3-step teaching approach: 1) introduce key vocabulary words, author's background and writing period, 2) analyze text by summarizing each paragraph and explaining key sentences, and 3) synthesize the text to find the main idea and the central theme (Zheng, 2014).

In recent years, more and more Chinese literacy scholars realized the importance of reading in literacy education and the absence of strategy instruction in the teaching of reading in Chinese (Fan, 2003, Guo, 2014). The revised 2011 Chinese literacy syllabi (MOE, 2011) emphasized that different reading strategies should be taught when reading texts in different styles. For informational texts, selecting important information, summarizing and reasoning are important strategies of instruction. And for narrative texts and classic literatures, "审题辩体 (read the title to understand the writing style)、梳理文脉 (analyze contexts)、辨词析句 (scrutinize key sentences and vocabularies to read between the lines)、分析特色 (summarize characteristics of the main character or writing styles)、多元评赏 (allow multiple perspectives in understanding)" (MOE, 2011, p.13) are important reading strategies.

Author 2 offers two courses to pre-service teachers at her institution - *Chinese Literacy Education History* and *Chinese Literacy Education Pedagogy*. The history class introduces not only Chinese literacy history, learning and teaching theories, but also the nation's political standpoint toward Chinese literacy learning, such as cultivating students' patriotism and developing good citizenship through Chinese literacy learning.

The pedagogy class aims at giving students an overview about literacy education and instructional methods in public schools in China. The course content is closely aligned with the public school literacy curriculum. Author 2's classroom instruction usually involves the following steps: 1) introducing the text (selected examples from public school textbooks), including author background, writing period, genre, writing characteristics, etc., 2) showing instructional videos from exemplar teachers, 3) students' discussion and reflection. At the end of the semester, author 2's students are expected to be able to independently design and conduct literacy instruction.

METHOD

The authors have adopted the basic qualitative design as the method for this study, for the primary purpose of basic qualitative research is to generate knowledge for the sake of knowledge, and such knowledge may subsequently inform action (Patton, 2001). The study reported author 2, the visiting professor's developing thoughts and perspectives on literacy instruction based on her observation and collaboration with author 1 in a university in the US. The major research questions are - what are author 2's new perspectives on teaching literacy in China and the changes she plans to make in her teaching?

Data Collection and Analysis

The data sources in this study included observation notes, collaborative session transcriptions and reflection journals/reports. Author 2 observed and participated fully in Author 1's courses throughout the spring and fall semesters. Activities include whole class or small group discussions about the required reading materials, providing feedback about reading assessments and videos, and participating different course projects. Author 2 took detailed notes for each class, and then the authors held collaborative sessions for one hour after each class to discuss class content and exchange thoughts. All these meetings were digitally recorded and later transcribed by author 2 as one data source. In addition to the class observation and collaborative meeting notes and transcriptions, author 2 also wrote journals each week to reflect on her experience and share thoughts about the US. Finally, author 2 was required by her home institution to write study reports every three months to reflect on her learning in the US. These journals and reports were also used as parts of the data for this study.

Analysis of the data began while the authors were reviewing the observation notes and the collaborative meeting transcriptions. Data were analyzed inductively (Patton, 2001, p. 453). Instead of having predetermined categories, each author first open coded all the data individually and then met to discuss and compare each other's codes for agreement. Guided by the research questions, these codes were put into the following four categories: need for strategy-based literacy instruction in Chinese, importance of the practicum experience in literacy instruction, readers' freedom of interpretation, and different views on the ultimate goal of literacy education. During the data analysis period, the authors met constantly to make sure that their findings possessed a measure of authenticity by being reflexive, respecting each other's perspectives and including original quotations.

FINDINGS

The author's' thoughts and reflections were categorized into four big themes, which were 1) the need for strategy-based literacy instruction in Chinese, 2) the importance of practicum in literacy instruction, 3) transaction with texts: reader's freedom of interpretation, and 4) and different views on the ultimate goal of literacy education.

The need for strategy-based literacy instruction in Chinese

In two of the courses author 2 observed, author 1 taught specific reading comprehension strategies, such as setting background knowledge, monitoring comprehension, visualization, making inference, etc. In teaching each strategy, author 1 provided explicit instruction on how to teach each strategy, why teaching a particular strategy, and then modeled how to teach each strategy during reading aloud.

Author 2 was most impressed with author 1's modeling of each reading strategy. As a professor who prepares pre-service teachers in teaching literacy in China, she indicated that the modeling and demonstration of how to teach is what students need the most; however, it has been absent from the current Chinese curriculum. While the curriculum stated the importance of reading strategies, it failed to give teachers directions in terms of how to teach reading strategies. Strategy knowledge became teachers' tacit knowledge and individual teachers had to make their own decision regarding whether or not to teach reading strategies, and how to teach them.

Author 2 stated that the teaching of reading in China still followed a three-step straightforward traditional model: 1) teachers providing background information about the author and his/her writing period, 2) teaching of the genre knowledge (argumentation, classical, essay, narratives, prose, poetry), 3) summarizing main idea from the texts. Due to the absence of strategy instruction, Chinese teachers were left to figure out how to teach students to comprehend Chinese texts. Author 2 said:

> In my observations of many Chinese teachers, those experienced ones have learned from their experiences what strategies to teach, how to teach them, and how to get students focused and interested in the text. So they do a good job helping students make meaning from readings. The novice teachers, however, have nothing to consult but to follow the teacher's manual. (Transcription 1, March 6, 2015. Original transcription in Chinese and translation provided by author 1.)

Example One - background knowledge and visualization. Author 2 used a famous Chinese essay which was in the 7th grade Chinese textbook, *Spring*, written by Ziqing Zhu (Appendix A), as an example to reflect on how the strategies, activating students' background knowledge and visualization, could be used to facilitate comprehension. Author 2 described a lesson taught by an exemplar Chinese teacher. First, the teacher started by asking her students to think about what their school looked like in spring. Then, she asked her students to write down the beautiful words, sentences, and poems they have learned that described this season. And finally, she asked students to visualize a picture of spring in their mind. After these three steps, this teacher finally asked students to open their textbook and read the essay, *Spring*, by Ziqing Zhu. Author 2 said:

> This is an exemplar lesson and has been video recorded to show my pre-service teachers. In my class, we talked about how good this teacher was and what she did in this lesson. However, the professors in my university and myself included, we never explicitly told our students that this teacher explicitly activated students' background knowledge and used visualization as reading strategies. In fact, we did not even know that these are reading comprehension strategies.

Example Two - think aloud. Author 2 was most interested in learning the importance of think-aloud during reading instruction. After discussing with author 1 and seeing how author 1 demonstrated think-aloud in class, author 2 was inspired. She reflected on how think-aloud could be used in teaching a fifth grade narrative text - 月光曲 (The Moonlight) (Appendix B). Author 2 suggested that teachers should use think-aloud to demonstrate how readers form questions in their minds during reading the section about why Beethoven was willing to perform this piece of music to the blind girl. Author 2 reflected, "Teachers using think-aloud to show students the reading-while-thinking process is so much clearer, more detailed and persuasive. And it also encourages conversations between teachers and students" (Reflection, 11/6/2015). Author 2 also explained that many teachers were not aware that think-aloud could be used as a way to help students form the habit of thinking while reading. Due to the pressure of high-stake testing in the Chinese curriculum, teachers spent more time teaching students reading for the correct answer rather than thinking freely to interpret the texts.

An important change Author 2 plans to propose is to add reading strategy instruction to her teaching and provide professional training workshops to in-service teachers on reading strategy instruction. She planned to explicitly introduce reading strategies, teach how to use different strategies when reading different texts under different contexts, and help both teachers and students develop the thinking-while-reading habit.

The importance of the practicum experience in literacy instruction
Both authors agreed on the importance of having practicum experiences for students to practice teaching literacy in classrooms. Comparing and contrasting their students' practicum experiences, they found merits from each other's instructional practice.

In author 1's undergraduate Reading course, each student was required to complete 5 hours of practicum in a 3 to 5 grade level classroom observing and teaching reading. They were required to do three projects: an Assessment project, an Interactive Read Aloud project, and a Guided Reading project. Before students went to the elementary classrooms to conduct these projects, author 1 gave detailed instruction on what and how to complete each project; provided practice opportunities (i.e. assessed a sample child's reading of wordlists and passages to decide his/her reading level; carried out reading interest inventories in pairs); modeled how to teach in small group and whole class by herself or through watching videos. After practicum, author 1 asked students to write reflections about their teaching experience.

Author 2 praised highly about this type of practicum-in-the-course experience. She said: "the combination of class instruction and practicum give students immediate opportunities to try what they have learned in class and in particular, give them room and time for reflection and improvement" (Transcription 4, 3/31/15). Furthermore,

author 2 also adored the assessment project in the practicum. She said: "It is great to start with the assessment project. It helps the pre-service teacher develop the concept that teachers need to know each student's level in order to provide individualized instruction" (Transcription, 3/31/15).

Compared with the practicum-in-the-course experience, students in China only have a six-week practicum experience in their last year. Due to limited resources and partnership programs with local schools in China, Chinese students did not have many opportunities to have individual practicum experiences to practice what they have learned in a particular course. Author 2 mentioned that students get "practical" experience in her class by watching instructional videos from the exemplar teachers. And then author 2 explained the good teaching points to students and involved students into discussions about those exemplar instructional practice.

In order to help students obtain more opportunities of teaching, Author 2 tried to provide a platform in her classroom. Based on the topics of instruction, for example, poetry, author 2 put students into groups of four to five and asked them to select different poems and design a lesson plan with all the required teaching points (i.e. author's background, cultural and historical background during the writing period, key vocabulary and its meaning during the special poetry context, aesthetic reading of the poem). Finally, each group was asked to teach the lesson they designed to the whole class. The other students as well as author 2 herself served as the audience, the observers, and the evaluators during the group presentation. Even though having limited practicum experience in the course was a deficit in the Chinese context, author 1 believed that author 2 provided her students a powerful platform to perform as teachers and learn by observing and evaluating each other as teachers. She said,

> I really like this activity. Students practiced teaching, although not in the real classroom, but in the meantime, they were being observed and they can learn so much from observing others. I think you provided a mirror for your students to see themselves and to reflect on their teaching. This is really something that I would like to spend more time in my classroom too. I feel like reading their work on paper to evaluate their teaching is still very different from being there to see how the lesson went (Transcription, 3/31/15).

After knowing how the practicum structure worked in author 1's classes, author 2 also planned to suggest some changes to her institution. First, she plans to get the administrative approval to obtain separate practicum by lessons. Similar to author 1's course requirements that every student should get 5 hours of practicum, author 2 was going to recommend to her institution that students should get separate practicums in addition to the 6-week long whole day practicum in their last year. For separate practicums, students should not be required to be at the school an entire day. Instead, students and teachers can negotiate their schedules to find a time that works for both. Students should be asked to mainly observe, but teach if possible, different lessons on different topics. For examples, observing lessons on teaching poetry, classic essay (文言文), contemporary literature, and foreign literature.

What is more, author 2 also plans to suggest students seeking practice opportunities themselves. For examples, students can try to find practicum placements themselves or tutoring opportunities. Many students have home or friend connections that can help them get into a classroom to observe a few lessons. Even though students will not be able to teach in this type of practicum, they still can see classroom teaching at least. And finally, tutoring is another great way to obtain hand-on experience for students.

Transaction with text: reader's freedom of interpretation
In author 1's courses, she introduced Rosenblatt's (1978) reader transaction theory and emphasized the importance of reader's active role in trying to interpret texts. Repeatedly, author 1 explained to her students how different readers with different cultural backgrounds, family situations, and life experiences could have different interpretations reading the same piece of text. Even though author 2 agreed on and valued the importance of respecting each reader's interpretation of text, she indicated that the applicability of this type of instruction was limited in Chinese classrooms.

Contrary to the freedom of interpretation of texts, author 2 offered an example to show how the teaching of Chinese reading was limited to only one understanding. In the 8th grade Chinese textbooks, there is a famous prose, *Peach Colony*, also titled *Peach Blossom Spring* (Appendix C), written by a poet, Tao Yuanming, in the Dongji period (year 352 - 427). The story describes how a fisherman haphazardly sailed into a river in a forest and discovered a beautiful land entirely covered by peach petals. The villagers lived there were very friendly, but surprised to see him. They explained that their ancestors escaped to this place during the civil unrest of the Qin Dynasty and they themselves had lived in this place ever after. They lived in great harmony with nature and were unaware of the outside world for centuries. After the fisherman left the village, he told others about his

experience and wanted to find this place again. However, his repeated effort of searching was in vain. After Tao's story, the Chinese expression 世外桃源 (the Peach Spring beyond this world) was formed, meaning an unexpectedly fantastic place full of joy, peace, and happiness. And the Peach Blossom Spring also becomes the standard Chinese term for utopia.

Author 2 well understood that different people with different experience and background may have different interpretations in reading this prose; however, in the 8th grade classrooms, Chinese teachers were required to lead students to the only accurate interpretation that the current Socialism Chinese society under the leadership of the Communist Party was the only utopia for Chinese people. In one of the collaborative sessions, the two authors had the following conversation:

> Author 1: This is a great example that you shared. I remember learning it myself in middle school and I remembered that yes, as a student no matter how we think, we do have to praise our Socialism country and the Communist Party at the end. I even remember that as long as we mention these points in exams, we will get points anyway when answering questions related to the Peach Blossom Spring.
> Author 2: Yes, you are right. Because of this limitation, I really dare not to teach my students to have their own interpretation of many texts. They have to come back to the major point. This is the reality.
> Author 1: I can understand it as I experienced it when I was young. I am just really surprised to see that teachers still have to teach in this way TODAY. (Transcription, 5/6/15)

Author 2 explained the two reasons for the limited understanding of texts. First of all, the national exam requires a standard answer. In order to get a good score in the exams, teachers have to train students to form their understanding close to the correct theme. Hence, the freedom of interpretation toward texts was not recognized or promoted in Chinese classrooms. Secondly, similar to the schooling experience of both authors, the current classroom teachers learned how to comprehend the text from their teachers in the same way. They have gotten used to comprehending texts in only one way and were not capable to enlighten their students to think creatively or differently.

Author 2 believed that even though she might not be able to change the status quo of the testing-centered literacy instruction in China, she should at least make her students, also future teachers, aware of the concepts that active readers construct meaning with texts and different readers may have different understandings reading the same piece of texts. Author 2 believed that these concepts would broaden the perspectives from both teachers and students.

Different views on the ultimate goal of literacy education
One of the topics author 1 covered in class was reading for social justice. Author 1 discussed the ultimate goal of literacy with her students and asked students to reflect on how teachers can empower students through literacy skills. Students were required to read Lynn Gatto (2013)'s article, *Lunch Is Gross*, and then author 1 also showed the *Lunch Is Gross* documentary in class. In this *Lunch Is Gross* critical literacy project, the elementary school students identified an issue (the gross lunch provided in their school), questioned the powers behind the issue (write emails to the principal, posted blogs online, get connected with the public through a newspaper blog and speaking in public meetings), and acted upon the existing power structure for social justice. After in-depth reading of the article and the viewing of the documentary, author 1's whole class discussed 1) what are powerful and critical literacies, 2) the literacy skills that were involved in the *Lunch is Gross* project, and 3) how the teacher empowered her students to be lifelong learners.

Author 2 expressed that this lesson shed light to her mind and was a wonderful approach to show students the power of literacy. She said,

> It is promising to see that the students found out the problem from life and worked hard to change the status quo through their efforts. After all, there are all kinds of problems in reality, and we can either accept or change. Obviously, this teacher and her students chose not to accept the reality and worked hard to change it. I do think students learned a lot from this experience - they must have been more confident about themselves and their literacy skills are also improved (Reflection, 11/12/15).

Author 2 planed to introduce this case to her colleagues and students, as she believed that it offered a different perspective about teaching literacy. However, she also ruled out the possibility of Chinese teachers encouraging similar actions in their classrooms. Author 2 explained that being critical and acting to change were never the concepts of teaching in the Chinese setting. She stated:

> In China, literacy teachers believe that their major responsibility is to help students develop their character, knowledge and morality. Due to the long history of our country, we have lots of valuable cultural and moral concepts that teachers want students to inherit, rather than to be critical or to change.

What is more, the reality does not allow teachers and students to report these types of problems or to find out who is responsible. That is not their job. They will be criticized if they address these types of problems in class (Reflection, 11/12/15).

The authors had discussions about the power of literacy and the ultimate goal of literacy education. Because both of them share a similar cultural background, they held similar perspectives and opinions. In the US, literacy education endows individuals with not only the ability to read and write, but also the capacity to put those skills to work in shaping the course of one's life. Hence, a literate person has the responsibility and capability to attend to the reality, be critical, and find ways to change for better. In China, hierarchy is more evidently shown in society and people are asked to be responsible for their own matter. In other words, literacy teachers are expected to teach students how to read and write in Chinese. Students are expected to master those skills to inherit Chinese culture as their tasks. Challenging the authority and changing the reality are not considered as the job of teachers and students.

CONCLUSION AND DISCUSSION

During the study period, author 2 audited three literacy courses taught by author 1 in two semesters. Through course observations, participation, and the collaborative sessions with author 1, author 2 developed new perspectives about literacy instruction. She realized the need for explicit strategy instruction in teaching reading, re-ensured the importance of practicum experience, developed an awareness about readers' freedom in interpreting different texts, and gained a deeper understanding about the goal of literacy education in China and the US. Author 2 also planned to propose changes in her teaching. She planned to bring reading strategy instruction into focus in the current literacy curriculum in China and suggest a three-step teaching model: direct teaching of reading strategies, teacher modeling of reading strategies, and student practice teaching strategies in reading.

Author 2 praised the value of having separate practicum opportunities for different courses in the US curriculum and planned to try it in her institution. However, there were also some limitations that should be considered. Firstly, due to the testing requirements, Chinese teachers have tight schedules and are struggling with finding enough time to cover the required testing content. Even though teachers understand the importance for students to practice teaching in real classrooms, they are hesitant to accept student teachers because of the testing pressure. Many classroom teachers reported that they would have to repeat the teaching after student teachers have taught it. Secondly, different from the elementary schools in the US that one teacher is in charge of one class teaching all the subjects, schools in China have different subject area teachers. Subject teachers, except literacy teachers, are only responsible for particular subjects. Chinese literacy teachers, however, are usually assigned as homeroom teachers with the most demanding responsibilities including not only teaching the subject, but also managing the whole class. Therefore, practicum for Chinese literacy pre-service teachers includes literacy teaching as well as learning the tasks and responsibilities involved in being homeroom teachers. Having a Chinese pre-service teacher in a classroom means adding another job to the homeroom teacher; therefore, most schools are hesitant to accept literacy interns. Hence, the practicum for Chinese literacy pre-service teachers is usually hard to obtain.

In terms of the limited understanding of text, author 2 raised a point that many teachers were not capable to help students get different understandings of the text because they were trained in the same way by their teachers to have the only one correct understanding of the text. Obviously, this status quo revealed the need for Chinese literacy teachers to improve their pedagogical knowledge. But more importantly, it also suggested the complexity and difficulty of the content of Chinese literacy. It is known to all that China has a long history and experienced many different dynasties and periods. The writing styles and literatures in each period differ. The current textbooks include selected writings from ancient literature and contemporary literature in both ancient Chinese language and contemporary language. Evidently, it requires professionals who have a great amount of knowledge on both Chinese literature and education pedagogy to be literacy teachers. However, the fact is that Chinese literature majors are not in the teacher preparation programs, and the education majors also have inadequate knowledge about Chinese literature. Therefore, it calls for interdisciplinary professionals who are equipped with pedagogical knowledge as well as literature knowledge to join the literacy teaching force.

The different views on the goals of literacy education in China and the US reflected the different education philosophies between these two countries. More precisely, these are the differences between eastern collectivism and western individualism, discipline/conformity emphasized education versus the naturalistic and practical approach to learning (Hu & Smith, 2011; Smith & Hu, 2013).

These differences between the education philosophies of the two countries explained the different foci of instruction in the literacy classrooms. It was not the intention of the authors to judge which view is superior to the other; however, author 2 felt the need for literacy professors in China to realize these differences in order to better understand the reading strategies introduced and used in classrooms in the US.

LIMITATION, SIGNIFICANCE, AND RECOMMENDATION

In this study, author 2, a Chinese literacy professor, came to author 1's university as a visiting scholar and collaborated with author 1, a Chinese professor in the English literacy education program, to study about literacy education in the US. Through course observations and the collaborative meetings with author 1, author 2 has not only gained knowledge about literacy education in the US, but more importantly, she broadened her perspectives on literacy instruction in China and planned to propose changes in her own practice. It is worthy of mentioning that the goal of this study is not to compare and contrast whether the Chinese or Western practice is more effective and enlightening. Instead, the authors aim to report author 2's professional growth through the visiting scholar experience, and contribute to the literature on this topic. The authors realized that the current study design might lead readers to think that Author 1's literacy teacher education was superior to Author 2's, and that learning was entirely a one-way transmission from Author 1 to Author 2. The authors acknowledge that this is a limitation of the study, as the study focused on author 2's learning experience from author 1's courses. Both authors believe that there are merits in the literacy education programs in both universities and there is mutual learning between the authors through this one-year long exchange experience. If author 1 could have the opportunity to visit author 2's university and audit courses, she would learn just as much as author 2. And in fact, this is the next step of their collaboration.

The study brought up some meaningful questions for literacy researchers, professors, and curriculum designers in China to ponder and suggested directions for future research. For instance, the curriculum standard in the US is created based on scientific research results, and is comprehensive, which gives teachers specific directions on what and how to teach. The curriculum in China, however, is general, with overarching goals but missing detailed directions to inform teachers what and how to teach in order to meet those goals. While the US curriculum can be scripted somehow (Commeyras, 2007), the Chinese curriculum lacks details to guide the instructional practice of novice teachers. Therefore, it is important for educators and teachers to realize the inadequacies in the curricula of these countries and develop a comprehensive and unbiased picture about the education in China and the US.

Author 2 has gained professional growth through the collaboration with author 1 during the visiting experience, which suggests that the visiting scholar program can be an important means of faculty development. Different from the view that the visiting experience is a type of training to improve one's teaching pedagogy (Yang, Wang, & Zhang, 2013), the authors believe that it is an opportunity for exchanging ideas and broadening one's educational belief. Through the opportunity to experience and learn about the education in a different country, scholars reflect and re-examine their pedagogy and instructional practice, realize the merits and inadequacies of their practice, and foster changes to become better teachers. The authors recommend to educators across all disciplines in different continents to seek this type of educational exchange opportunities. They believe that teachers at tertiary level need to first develop global perspectives on teaching and learning, so they can instill a sense of cultural awareness and broad-mindedness to their students to promote the internationalization of education in their country.

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APPENDIX A

春 (作者：朱自清)

Retrieved from http://www.zybang.com/question/668a6949c971af1f7d5cbe2d1af2f100.html, January 26, 2016.

盼望着，盼望着，东风来了，春天的脚步近了。

一切都像刚睡醒的样子，欣欣然张开了眼。山朗润起来了，水长起来了，太阳的脸红起来了。

小草偷偷地从土里钻出来，嫩嫩的，绿绿的。园子里，田野里，瞧去，一大片一大片满是的。坐着，躺着，打两个滚，踢几脚球，赛几趟跑，捉几回迷藏。风轻悄悄的，草绵软软的。

桃树、杏树、梨树，你不让我，我不让你，都开满了花赶趟儿。红的像火，粉的像霞，白的像雪。花里带着甜味，闭了眼，树上仿佛已经满是桃儿、杏儿、梨 儿！花下成千成百的蜜蜂嗡嗡地闹着，大小的蝴蝶飞来飞去。野花遍地是：杂样儿，有名字的，没名字的，散在草丛里，像眼睛，像星星，还眨呀眨的。

"吹面不寒杨柳风"，不错的，像母亲的手抚摸着你。风里带来些新翻的泥土的气息，混着青草味，还有各种花的香，都在微微润湿的空气里酝酿。鸟儿将窠巢 安在繁花嫩叶当中，高兴起来了，呼朋引伴地卖弄清脆的喉咙，唱出宛转的曲子，与轻风流水应和着。牛背上牧童的短笛，这时候也成天在嘹亮地响。

雨是最寻常的，一下就是三两天。可别恼，看，像牛毛，像花针，像细丝，密密地斜织着，人家屋顶上全笼着一层薄烟。树叶子却绿得发亮，小草也青得逼你的 眼。傍晚时候，上灯了，一点点黄晕的光，烘托出一片安静而和平的夜。乡下去，小路上，石桥边，撑起伞慢慢走着的人；还有地里工作的农夫，披着蓑，戴着笠 的。他们的草屋，稀稀疏疏的在雨里静默着。

天上风筝渐渐多了，地上孩子也多了。城里乡下，家家户户，老老小小，他们也赶趟儿似的，一个个都出来了。舒活舒活筋骨，抖擞抖擞精神，各做各的一份事去。"一年之计在于春"；刚起头儿，有的是工夫，有的是希望。

春天像刚落地的娃娃，从头到脚都是新的，它生长着。

春天像小姑娘，花枝招展的，笑着，走着。

春天像健壮的青年，有铁一般的胳膊和腰脚，他领着我们上前去。

SPRING by Ziqing Zhu

Translation retrieved from http://www.zybang.com/question/668a6949c971af1f7d5cbe2d1af2f100.html, January 26, 2016, but modified by Author 1.

Waiting and waiting, east wind comes and Spring is coming.

It seems that everything just awoke after a long sleep, and their eyes still sleepy. Mountains and hills turn more luxuriant, rivers and lakes become fuller and clearer, and the sun face gets red.

The new grass, tender and greenish, sneaked out of the ground without anybody knowing when. The gardens, fields, everywhere you go, you see tracts after tracts of greenness. You may like to sit down, or lie down, or roll

yourself over on the grass; and you may feel like playing footfall or doing several rounds of running or even playing hide-and-seek on the grass. The breeze was simply so gentle and the grass so tender.

The peach trees, apricot trees, and pear trees seem to compete against each other in blossoming. The red resembles fire, the pink clouds, and the white snow, giving off a sweet fragrance. With your eyes closed, you could almost see peaches, apricots and pears on these trees. And swarms of bees are buzzing among the flowers, together with butterflies, large and small, busy flying to and from. Wild flowers are seen here and there: a miscellany with or without a name each, dotting the grass like eyes, or stars that blink from time to time.

"Blowing into your face without making you feel cold is the spring breeze." True, it was just like a mother's hand fondling you. The smell of the newly cultivated land carried by the wind to you, mixed with that of the grass as well as fragrance of various kinds of flowers, was brewing in the slightly moistened air. Now that the nestle had been completed among luxuriant flowers and tender leaves, the birds grew happy, singing proudly to call their friends as well as mates with their notes in perfect harmony with the gentle breeze and gurgling water. And the cowboys on the buffalo back can be heard blowing their flute so resonantly these days.

Rain is nothing unusual now, and often lasts two to three days. Never get annoyed! Look, could it be ox hair, or needles, or thin threads instead? Those thin threads simply weave sideways, so densely that a thin mist pervades over all the housetops. The tree leaves are, however, dazzlingly green, so is the grass with its luxuriance. When the dusk sets in and lights are on, the pool of dim light suggests a night of peace and quiet. In the countryside, on the trails and beside the stone bridges, there are people strolling leisurely, holding an umbrella, and there are also farmers working in the fields, wearing a straw-cloak and a bamboo-hat. Their houses, sparsely located, stand still in the weaving rain.

Gradually, there are more and more kites in the sky and the number of children on the ground grows, too. In cities as well as in the countryside, people from every household, young and old, are all pouring out of their homes one after another to stretch their limbs and, with their spirits aroused, go about their own business. "The whole year's plan is made in Spring," the saying goes. A year has just started, so there is still much time and one can have as many hopes.

Spring comes as a newly born baby, new from head to toe, who grows.

Spring comes as a charming girl, dressed in her best clothes, who laughs as she walks.

Spring comes as a robust youth with strong arms, waist and feet, who leads us forward.

APPENDIX B

月光曲

两百多年前，德国有个音乐家叫贝多芬，他谱写了很多著名的曲子。其中有一首著名的钢琴曲叫《月光曲》，传说是这样谱写成的。

有一年秋天，贝多芬去各地旅行演出，来到莱茵河边的一个小镇上。一天夜晚，他在幽静的小路上散步，听到断断续续的钢琴声从一所茅屋里传出来，弹的正是他的曲子。

贝多芬走近茅屋，琴声突然停了，屋子里有人在谈话。一个姑娘说："这首曲子多难弹啊！我只听别人弹过几遍，总是记不住该怎样弹，要是能听一听贝多芬自己是怎样弹的，那有多好啊！"一个男的说："是啊，可是音乐会的入场券太贵了，咱们又太穷。"姑娘说："哥哥，你别难过，我不过随便说说罢了。"

贝多芬听到这里，推开门，轻轻地走了进去。茅屋里点着一支蜡烛。在微弱的烛光下，男的正在做皮鞋。窗前有架旧钢琴，前面坐着个十六七岁的姑娘，脸很清秀，可是眼睛失明了。

皮鞋匠看见进来个陌生人，站起来问："先生，您找谁？走错门了吧？"贝多芬说："不，我是来弹一首曲子给这位姑娘听的。"

姑娘连忙站起来让座。贝多芬坐在钢琴前面，弹起盲姑娘钢才弹的那首曲子。盲姑娘听得入了神，一曲弹完，她激动地说："弹得多纯熟啊！感情多深哪！您，您就是贝多芬先生吧？"

贝多芬没有回答，他问盲姑娘："您爱听吗？我再给您弹一首吧。"

一阵风把蜡烛吹灭了。月光照进窗子来，茅屋里的一切好像披上了银纱，显得格外清幽。贝多芬望了望站在他身旁的兄妹俩，借着清幽的月光，按起了琴键。

皮鞋匠静静地听着。他好像面对着大海，月亮正从水天相接的地方升起来。微波粼粼的海面上，霎时间洒满了银光。月亮越升越高，穿过一缕一缕轻纱似的微云。忽然，海面上刮起了大风，卷起了巨浪。被月光照得雪亮的浪花，一个连一个朝着岸边涌过来……皮鞋匠看看妹妹，月光正照在她那恬静的脸上，照着她睁得大大的眼睛，她仿佛也看到了，看到了她从来没有看到过的景象，月光照耀下的波涛汹涌的大海。

兄妹俩被美妙的琴声陶醉了。等他们苏醒过来，贝多芬早已离开了茅屋。他飞奔回客店，花了一夜工夫，把刚才弹的曲子——《月光曲》记录了下来。

Moonlight Sonata (Translated by Author 1)

More than two hundred years ago, there was a famous German musician named Beethoven. He composed many beautiful music pieces. Among them, there was a famous piano song, named Moonlight Sonata. Here is the legend about how Beethoven composed it.

One year in the fall, Beethoven went on a trip and came to a small town on the side of the Rhine River. One night, he was walking on a quiet road and heard the sound of piano, on and off, coming from a very shabby hut, playing his music.

Beethoven walked closer to the hut, the music suddenly stopped, and he heard someone talking in the room. A girl said: "This song is too hard! I only heard other people playing a few times, but I can never remember. It would be great if I could hear how Beethoven plays it!" Then a man said: "That is true. But the ticket for the concert is too expensive and we are too poor." The girl then replied, "Oh, bother, don't be sad. I am just joking."

After hearing this, Beethoven pushed the door and walked inside their hut. In the dim light of a candle, the man was making leather shoes. There was an old piano in the corner and a girl, about 16 or 17 years old, sitting in the front. She was pretty, but blind.

The shoemaker saw a stranger coming to their hut, stood up and asked: "who are you looking for, Sir? You must have come to a wrong place." Beethoven replied, "No, I am here to play a song for this young lady."

The girl immediately stood up and offered Beethoven her seat. Beethoven played the music the girl just practiced. The blind girl listened to it so carefully and once Beethoven was done, she said: "how good you played, so skillful and with all that emotion! You, you are Mr. Beethoven, right?"

Beethoven did not answer, but asked, "Do you like it? How about I play another one for you?"

A gust of wind blew out the candle, and the moonlight shone into the window. The hut was covered with silver yarn, appeared to be quiet. Beethoven looked at the brother and sister by his side. Accompanied by the quiet moonlight, he started to play.

The shoemaker listened very carefully. He seemed to be facing the sea, the moon rose from the horizon where the sky touches the water. The silver moonlight suddenly spread across the sparkling sea. The moon rose higher, through a gauzy cloud. Suddenly, it became windy and the waves rolled up. The waves were lightened by the moonlight; travelling one by one toward the shore...The shoemaker looked at his sister, moonlight shines on her beautiful and quiet face. She opened her eyes so big and seemed to see the scene that she has never seen before - the moonlight shining on the rough sea.

The siblings lost themselves in the beautiful music. When they woke up, Beethoven had already left their hut. He rushed back to his hotel, spending the whole night, recorded the song he just played - Moonlight Sonata.

APPENDIX C

桃花源记 (作者：陶渊明)

Retrieved from http://www.hjenglish.com/new/p517109/, September 19, 2015

晋太元中，武陵人捕鱼为业，缘溪行，忘路之远近。忽逢桃花林，夹岸数百步，中无杂树，芳草鲜美，落英缤纷；渔人甚异之。复前行，欲穷其林。

林尽水源，便得一山。山有小口，仿佛若有光，便舍船，从口入。初极狭，才通人；复行数十步，豁然开朗。土地平旷，屋舍俨然。有良田美池，桑竹之属，阡陌交通，鸡犬相闻。其中往来种作，男女衣着，悉如外人；黄发垂髫，并怡然自乐。

见渔人，乃大惊，问所从来；具答之。便要还家，设酒杀鸡作食。村中闻有此人，咸来问讯。自云：先世避秦时乱，率妻子邑人来此绝境，不复出焉；遂与外人间隔。问今是何世？乃不知有汉，无论魏晋！此人一一为具言所闻，皆叹惋。余人各复延至其家，皆出酒食，停数日，辞去。此中人语云："不足为外人道也。"

既出，得其船，便扶向路，处处志之。及郡下，诣太守，说如此。太守即遣人随其往，寻向所志，遂迷不复得路。南阳刘子骥，高尚士也，闻之，欣然规往，未果，寻病终。后遂无问津者。

The Peach Colony by Yuanming Tao

Translation by Yutang Lin, retrieved from http://www.hjenglish.com/new/p517109/, September 19, 2015.

During the reign of Taiyuan of Chin, there was a fisherman of Wuling. One day he was walking along a bank. After having gone a certain distance, he suddenly came upon a peach grove which extended along the bank for about a hundred yards. He noticed with surprise that the grove had a magic effect, so singularly free from the usual mingling of brushwood, while the beautifully grassy ground was covered with its rose petals. He went further to explore, and when he came to the end of the grove, he saw a spring which came from a cave in the hill, Having noticed that there seemed to be a weak light in the cave, he tied up his boat and decided to go in and explore. At first the opening was very narrow, barely wide enough for one person to go in. After a dozen steps, it opened into a flood of light. He saw before his eyes a wide, level valley, with houses and fields and farms. There were bamboos and mulberries; farmers were working and dogs and chickens were running about. The dresses of the men and women were like those of the outside world, and the old men and children appeared very happy and contented. They were greatly astonished to see the fisherman and asked him where he had come from. The fisherman told them and was invited to their homes, where wine was served and chicken was killed for dinner to entertain him. The villagers hearing of his coming all came to see him and to talk. They said that their ancestors had come here as refugees to escape from the tyranny of Tsin Shih-huang (builder of Great Wall) some six hundred years ago, and they had never left it. They were thus completely cut off from the world, and asked what was the ruling dynasty now. They had not even heard of the Han Dynasty (two centuries before to two centuries after Christ), not to speak of the Wei (third century A.D.) and the Chin (third and fourth centuries). The fisherman told them, which they heard with great amazement. Many of the other villagers then began to invite him to their homes by turn and feed him dinner and wine. After a few days, he took leave of them and left. The villagers begged him not to tell the people outside about their colony.

The man found his boat and came back, marking with signs the route he had followed. He went to the magistrate's office and told the magistrate about it. The latter sent someone to go with him and find the place. They looked for the signs but got lost and could never find it again. Liu Tsechi of Nanyang was a great idealist. He heard of this story, and planned to go and find it, but was taken ill and died before he could fulfill his wish. Since then, no one has gone in search of this place.

CHARACTERISTICS OF THE MODEL OF METHODOLOGICAL TRAINING OF A TEACHER FOR WORKING IN THE CONDITIONS OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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ABSTRACT
The structural model of methodological training of a teacher for working in the conditions of an inclusive educational environment was reviewed, the conditions for its effective implementation were presented in details and substantiated. We paid a particular attention to the basis of the methodological research strategy. Based on the analysis of psychological and pedagogical literature, the authors revealed the content and structural components of methodological training of a teacher for working in the conditions of an inclusive educational environment.
The objective: examination of the process, mechanism and conditions for effective methodological training of a teacher for working in the conditions of an inclusive educational environment.
Method or methodology of work: pedagogical modeling.
The results: the creation of structural model of methodological training of a teacher for working in the conditions of an inclusive educational environment and conditions for its effective implementation.
Application results: the pedagogical process in the educational institutions of research and educational cluster.
Keywords: a model; an inclusive educational environment; a methodological training of a teacher.

INTRODUCTION
Today the inclusion of children with special educational needs in the educational process is dictated not only by various normative documents, but also by the social order to implement inclusive education. We need to create the most accessible and effective educational environment, organized with regard to the individual characteristics of students. The teacher, undoubtedly, becomes a key figure that can create and support an inclusive process. The teacher's professionalism in the conditions of an inclusive educational environment consist of the ability to perceive, hear and listen to the children themselves, as well as the ability to interact with colleagues, work in a team. According to the results of our survey among the teachers of Surgut, only 13% of teachers are willing to organize joint education of children with special educational needs and typical children (Fig. 2). That is why the effectiveness of inclusion in education depends greatly on the specific training skills of teachers.

In our opinion, the result of such training should be methical readiness of teachers in the field of inclusive education. Theoretical analysis of the scientific literature suggests that there are no scientific studies to develop methodological approaches to the management of methodological work in institutions of higher education [4] .
Among the theorists there is no consensus on the substance of teaching concepts, there is no tradition of interpretation of methodological competence of the teacher as a pedagogical category (Solovova, 2011).

However, the modernization of education demands from a modern teacher willingness to solve innovative methodological problems, which involves the formation of the valuable relation to the methodical work, interest in the methodical literature; abilities to model the information in different pedagogical conditions, conduct and analyze the pedagogical experiment on the basis of special methodological knowledge (Kosenok, Rasskazov 2012).

THE STUDY
Based on the literature review we clarified the definition of methodological willingness of the teacher which is the process and the result of mastering the system of methodological knowledge, abilities, skills, representing a willingness to solve problems of innovative methodological problems based on the achievements of pedagogical science, advanced pedagogical experience and analysis of existing innovative pedagogical processes. In the course of summarizing the results of our research, we have developed a structural model of a methodological training of a teacher for working the conditions of an inclusive educational environment.

The advantage of the structural model of methodological training of teachers are that the methodological approaches which are its foundation, structure and informative content of the components contains mechanisms, ways of children's adaptation with special educational needs and their parents to the educational environment conditions enable multi-level support for the student with special educational needs at any educational level, it can be seen in the methodological support of teachers, student leaders of educational institutions during child's inclusion with special educational needs in the educational process along with ordinary children. The use of modern methodological foundations allows us to make adjustments to the process of creating an inclusive educational environment on the basis of scientific analysis, taking into account the synergetic concept.

The methodological research strategy. The implementation of the model is based on a methodological strategy research, in which we have identified the systematic, person-oriented, cluster approaches.

The systematic approach used for the implementation of the structural model helps us to understand the essence of the educational process in terms of inclusion, to reveal the relationship of all the components of an inclusive educational environment. There is a possibility of modeling of pedagogical process in a structured way, in conjunction with the cultural environment in accordance with the innovative requirements. Consequently, not only the model is created in accordance with the requirements of the environment, but also the existing environment requires an innovative model. Systematic approach gives the opportunity to understand mechanisms of the activities of subjects of scientific and educational cluster, understanding the pedagogical conditions and risks developing during the course of innovative activity of educational institutions.

Person-oriented approach in the framework of an inclusive environment allows us to consider the problems of students' inclusion in the educational environment, integrating the following areas: a development of the personality in society, pedagogical educational impact on the social environment, the interaction of personality and environment (Rasskazov, Rotova, 2016).

For the implementation of the model we require the cluster approach as an effective tool for the creation and development of an inclusive educational environment in the conditions of the northern city (Muller, Rasskazov, Rotova, 2016). Consequently, teacher needs to understand the general mechanism of the scientific and educational cluster and, accordingly, to the stages of methodological training for working in the conditions of inclusion taking into account the cluster approach:

1. The methodological training and support of teachers who have already been working at various levels of education (Kindergarten - School -SSEI - HEI) in a modular program by establishing creative teams, groups of teachers for the development of main competencies in the Center of inclusive education on the basis of Surgut State University (Kuzmina, 2015). According to the results of our study, 21% of Surgut teachers believe that a support of learning process and education of children with special educational needs is an important direction in the establishment of an inclusive educational environment.

2. Networking of educational institutions with regard to their single specialization-one type of activity-educational and multi-directional activities of the institutions, that is, they are sports and medical organizations, associations of additional social and psychological support (Figure 1.).
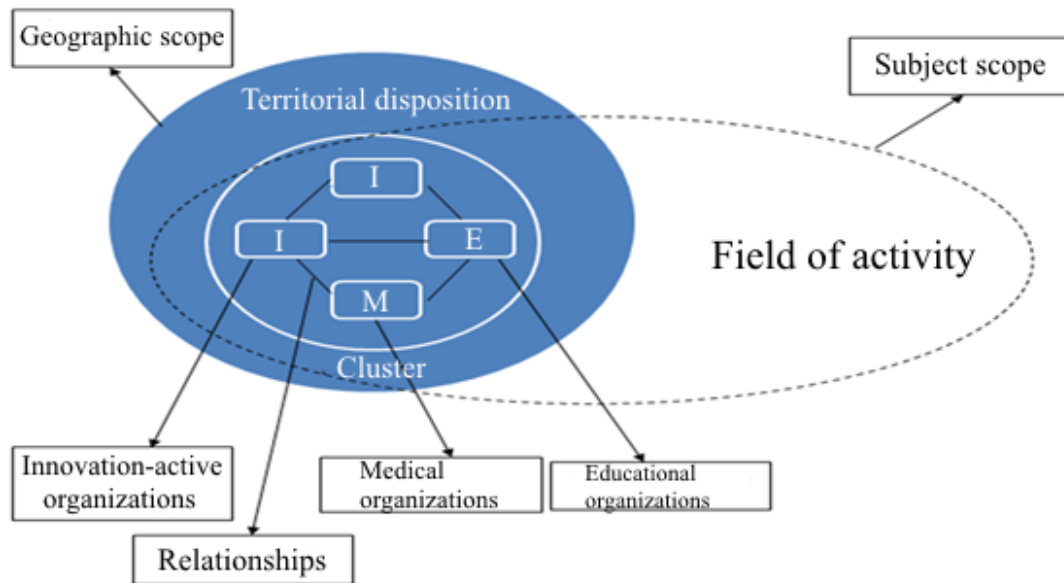
Fig.1 The main features of the scientific and educational cluster

Due to the internal coherence of the cluster subjects we need the mobility of its education workers, the creation and implementation of joint projects with the aim of further development of the cluster (Artamonova, Khrustaleva, 2013). The results of the survey conducted among the city's teachers, indicate that 23% of teachers see as a result of the development of an inclusive educational environment the social partnership development as intersubjective interaction (Fig. 2).

Fig.2 Priority directions in the development of
inclusive educational environment

The external links of scientific and educational cluster is determined by the level of impact of the results of the educational activities of the organizations, members of the cluster, on the regional results. Achieving the ultimate goal - personal development and social adaptation of persons with special educational needs can be traced, for example, through joint projects, one of which can be called the annual regional competition held by the Department of Labor and Employment of KhMAO-Ugra, socially significant programs of disability organizations, including the creation of working places and ensuring the jobs' availability for disabled people.

The results of a survey conducted among the teachers of educational institutions, showed that 27% of them think the main result of the development of an inclusive educational environment is the involvement in the lives of

children with SEN(special educational needs) through education, training, socialization, ensuring optimal conditions for the individual's development (Fig. 2) (Lopuga, 2013).

3. Co-operation as the main type of interaction between all educational organizations that are part of the cluster.

4. The high level of an innovative activity involves representatives of the academic community in the educational institutions' activities that is the coordinating role of the Centre of inclusive education on the basis of Surgut State University.

It is important to take into account such aspects of competence-based approach, as the focus on the practical result and on the development of both a child and a teacher in the process of activity for high quality implementation of structural model of teachers' training to work in the conditions of an inclusive educational environment (Fig. 3).

The main teachers' competencies of educational institutions, the development of which is carried out by a modular educational program:
- The positive attitude of the teacher to the students with special educational needs, internal willingness to work in an inclusive educational environment;
-The knowledge and work skills in a creative teachers' team;
-The communicative teachers' competence in working with children with special educational needs and their parents;
- The ability to develop a training program for students with special educational needs;
- Possession of such technologies and methods of work with children with special educational needs, which do not require special hardware.

The components of methodological teacher's training for working in the conditions of inclusive education.
Based on the analysis of foreign and Russian characteristics of the content of teacher's competencies in conditions of inclusive education we revealed the essence of methodological training of a teacher for working in the conditions of inclusive education and its components are defined as follows: motivational and evaluative, cognitive, organizational and practical evaluation. The essence of methodological training of a teacher for working in the conditions of inclusive education consists of systematic changes of teacher's knowledge and skills, aimed at finding the most effective ways of development and socialization of students with special educational needs (Muller, Rasskazov, Rotova, 2016).

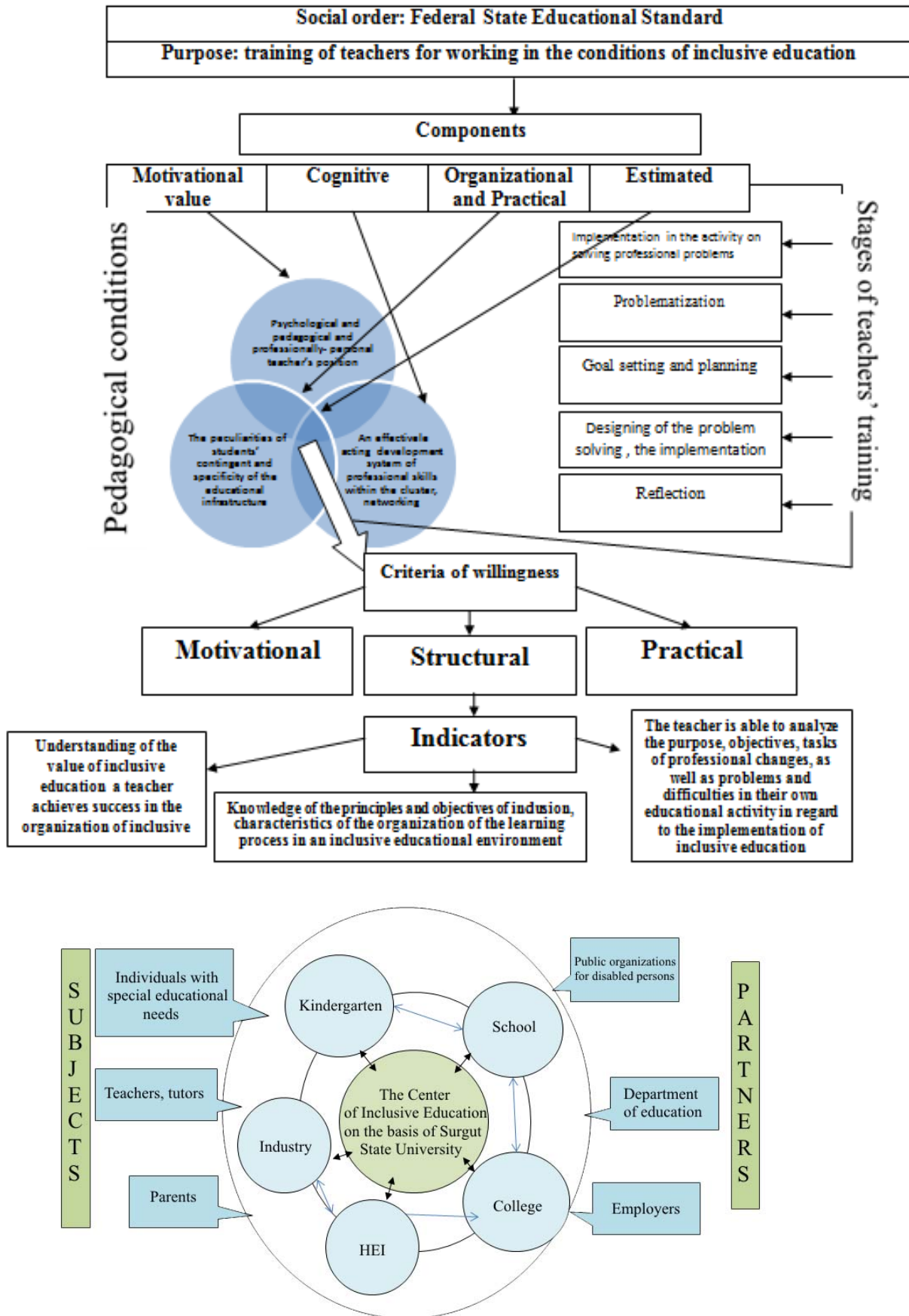**Fig. 3 Structural model of training of a teacher for working in the conditions of inclusive education**

Each of these model components of methodological training is presented by a teacher's training technology and includes the following stages: an immersion in a solution of professional tasks; a problematization; a goal-setting and planning; designing solutions of professional tasks and its implementation; a reflection activity.

Motivational value component:
-Understanding the value of inclusive education;
-Empathy, willingness to competent resolution of various kinds of difficulties both as with the other children and as with their parents in the process of inclusion during the academic and extracurricular activities.

Cognitive:
-Basic knowledge of didactics of special education;
-Knowledge of the basic principles of psychological and pedagogical study of children with developmental disabilities;
- Knowledge of integration models of children with disabilities;
- Knowledge of the design features of individual educational programs and activities for disabled persons in conditions of inclusive education;
- Knowledge of interactive educational methods and technologies.

Organizational and practical component:
- The ability to organize the necessary teaching style of relationships in the collective as with students with special educational needs, as well as with other children during the learning process;
- The ability to respond promptly to the specific educational needs of atypical children, to find alternative forms of communication with atypical children for the purpose of their socialization in the educational process;
- The willingness and ability of the teacher to define certain priorities in academic and extracurricular activities for each student with special educational needs, in accordance with the educational process.

Evaluative:
-In conditions of inclusive educational environment- the ability to self- evaluation of ways of solving methodological problems;
- The ability to assess the quality of methodological support;
- The ability to assess the quality of the methodological support of educational programs.

FINDINGS
Pedagogical conditions of effective work of the teacher in an inclusive educational environment:
1. Psychological and pedagogical, professionally personal teacher's position.

Reflection of the teacher's own communicative and methodological activity. Organization of the educational process in accordance with the FSES requirements at each educational level.

Professional and personal teacher's position - is a combination of personal qualities of the teacher and the development of professional and pedagogical orientation for the effective coordination of professional activities in an inclusive educational environment. In order to implement the organizational and practical skills of a teacher, the essence of which was mentioned above, a skillful combination of his professional and personal characteristics in the communication process, an internal willingness to work with children with special educational needs are in great demand. The characteristics of a teacher in the inclusion, his distinctive features are as follows: the personality of the teacher's position, his "self-concept" defines the selecting of professional content by himself, as well as psychological and pedagogical knowledge and skills (Muller, Rasskazov, 2015).
This is largely due to the fact that at the Center of Inclusive Education we work with teachers who have already had a work experience in an inclusive environment, and, nevertheless, it is very important to define and rank the components that determine the psychological and pedagogical, professional and personal teacher's position. You need to consider the position of the teacher to establish a dialogue with the students' social contacts with special educational needs, which is very important in the organization of person-oriented approach in training and education. Reliance on the family as the leading subject of student's socialization with special educational needs allows us to define the reserves of his development, taking into account the existing potential.

2. An effective system of professional skills' development among teachers of educational institutions, members of the scientific and educational cluster. Networking.

In order to create an effective system of professional skills' development we analyzed the feasibility of using the cluster approach in education to create an inclusive learning environment in a northern city.

As a result of the theoretical analysis of the literature we have clarified the definition of a cluster. Cluster is a large group of institutions of scientific and educational nature, complementing each other, constantly improving their own advantages, which are linked both vertically and horizontally, with special conditions for the quality provision of educational services to persons with special educational needs (Artamonova, Khrustaleva, 2013).

The cluster approach requires a flexible network structures. The implementing of FSES EGE of disabled students allows to use the network form to achieve the objectives during the academic and extracurricular activities. Networking, in its turn, manifests through:
- Partnerships between higher educational institutions of the northern city, institutions of culture, sport and health, children's associations of additional education implementing the educational programs helping to meet the special educational needs of students due to disabilities;
- Development, testing, presentation to the pedagogical community of various models of realization of educational content;
- Presentation of the work results of educational institutions, which are experimental platforms.

The resource availability of each participant and a comprehensive work on their quality increase is a necessary condition for an effective networking. The results of our conducted survey showed that 16% of teachers believe that the increase of their educational potential through the coursework training, self-education, practical activities is the result of the development of an inclusive educational environment (Muller, Rasskazov, Rotova, 2016). Thus, the professional development of the teacher is a continuous process, its effectiveness depends primarily on the teacher. The professional skills development system may develop and coordinate the cognitive activity of the teacher. It can be said that teacher's participation in professional development concerns the whole of life (Muller, Rasskazov, 2015).

On the one hand, the essence of a cluster requires an innovation active organizations which are parts of it, focused on technological or organizational innovations. In our scientific and educational cluster the Center of Inclusive Education on the basis of Surgut State University is an innovative organization. The peculiarity of the coordinating activities of the Centre is that its effective implementation will be possible with the assumption of the cooperation of educational institutions (kindergarten - school – specialized secondary educational institutions- high school). When you create a continuous educational vertical, these institutions are able to implement a systematic approach to the problem of inclusion of children with special educational needs in society.

This approach is possible through the establishment of teams of specialists and teachers of every educational institution, who are ready to work in the unified manner of integrative education. On the other hand, fulfillment of the requirements of the Federal Law "On Education in the Russian Federation" (On Education in the Russian Federation, 2012), the effective provision of educational services stimulates the search for different forms of cooperation with the scientific community, implementation of innovations. A high level of innovative activity involves representatives of the academic community in the activities of educational institutions.

The part of the teachers' educational needs is implemented by the teachers of a municipal education system. The activity of methodological services of educational organizations, members of the scientific and educational cluster aims:
- to study and intensify the educational needs of teachers, organize an interaction with educational institutions, institutions of additional education;
- to support teachers during the courses at the Centre of Inclusive Education on the basis of Surgut State University, suggesting a differentiated work for improving the pedagogical skills.

It is necessary to consider a professional pedagogical personality of the teacher, which is based on the conscious teacher's attitude to professional work and reflects the obvious commitment to self-improvement in developing a teacher's professional competence. As a result of observations carried out during the implementation of competence-based approach in the networking of educational institutions, members of the scientific and educational cluster, we have identified the following pattern: it is necessary to update theoretical knowledge, practical pedagogical skills on the basis of teacher motivation and the further development of professional skills. So, one of the necessary pedagogical conditions of teacher's training for working in the conditions of inclusive education is the development of professional skills and culture, and updating theoretical knowledge and practical skills of specialists of the education system in accordance with modern requirements to the level of qualification and the need to develop innovative methods for solving pedagogical problems. The realization of a pedagogical condition is possible during the implementation of modern educational technologies (seminars, workshops,

business games, project and research activities) during the methodological work in each educational institution as a member of the cluster (Muller, Rasskazov, Rotova, 2016).

The individual development teacher's plan is created in the framework of a person-oriented approach, taking into account the psychological and pedagogical data, including the level of value-semantic motivation; the activity level and the zone of proximal development, the training level.

3. The peculiarities of the students' contingent and the specificity of educational infrastructure: special conditions for children with special educational needs (skilled experts, educational – methodological materials, social partnership with museums, theaters, historic and cultural centers).

The peculiarities of the students' contingent at any educational level will be taken into account in the process of the teacher's training according to:
- Knowledge of the curriculum structure of the academic and extracurricular activities in order to provide students with special educational needs additional reserve time for the effective implementation of educational tasks or public orders where appropriate;
- A comprehensive assessment system of students' results with special educational needs in the academic and extracurricular activities, for this purpose the teacher should have a willingness and ability to define certain priorities in academic and extracurricular activities for each student with special educational needs, in accordance with which there is the creating of learning educational process;
- Deliberate creation of such situations for students with special educational needs in the educational process, when all students have the opportunity to exchange roles, and each student may temporarily test a new social role;
- The ability to identify the immediate and long-term educational and social prospects of students with special educational needs;
- The ability of the teacher to predict educational outcomes through the social environment, taking into account the special educational needs of students, to base on the strengths of the individual during the development of the educational plan, to see its reserves for compensating the gaps in knowledge.

CONCLUSIONS
Thus, the teacher's training is a system consisting of the environmental influence and the individual personality of teacher's characteristics. The whole model, presented as a set of teacher's characteristics in inclusive educational environment demonstrates ways of solving the main problem - the creation of an inclusive educational environment at different levels of education with the purpose of the fullest inclusion of students with special educational needs in a group, an educational process, in the society.

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ETHIOPIAN PUPILS: CHARACTERISTICS OF SCHOOL BELONGING AND SOCIAL ENGAGEMENT – A CASE STUDY

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ABSTRACT
This study examines changes in feelings of school belonging and social engagement of Israeli-Ethiopian pupils, linking them to achievement and inclusive-supportive school environment. The study brings forward the pupils' voice, the home class teacher's assessment and the school's head master conceptions, on inclusion and support in one elementary school in Israel. The school's environment is focused on social-emotional support, aiming to promote achievement, by enhancing feelings of school belonging and social engagement.

INTRODUCTION

 The study was part of a longitudinal intervention, aimed to assess a support program, PACT+. PACT (Parents and Children Together) is a program for Ethiopian-Israeli pre-school children and their parents aimed to advance successful integration in the education system and Israeli society. The program was implemented in the end of the nineties, addressing the language and cultural gaps which led to considerable differences between the achievement performance of the Ethiopian-Israeli children and their non-Ethiopian counterpart. In 2002/3, PACT+, was added, providing additional support to Ethiopian-Israeli children in elementary schools (Habib,Ben-Rabi, Somekh, Konstantinov, Angel, 2013). This study focused on the impact of PACT+ in one elementary school, in a southern city in Israel.

Feelings of belonging and social engagement at school

Student engagement is defined by Willms (2003) as "a disposition towards learning, working with others, and functioning in a social institution" (p.8). It includes pupils' sense of school belonging, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement are classified as social, institutional, and intellectual engagement. Engagement and learning are linked, and are part of processes that begin in early childhood and continue through life. Therefore, engagement is an important school component, alongside academic achievement (Willms, 2014; Fredricks, Blumenfeld, & Paris, 2004). Pupils' school engagement is seen as a multidimensional construct, including three components: behavioral, emotional, and cognitive.

Pupils who are actively involved in their own education, understand its importance to their future, and manage to create   positive relations at school, are more likely to do well academically (Motti-Stefanidi, Masten,&Asendorpf,2011). These conditions require an inclusive and shared learning experience environment, involving teaching staff and school climate (Willms, Friesen & Milton, 2009). Willms (2011) found that schools vary in their levels of engagement, partly due to variations in "drivers of student outcomes" that include: quality instruction, teacher-student relations, classroom learning climate, expectations for success, and student advocacy.

Integration of the Israeli Ethiopian's in the Israeli society
At the end of 2015 the Israeli Ethiopian population in Israel was around 138.2 thousand born in Ethiopia , 49.6 thousand born in Israel (The Israeli Central Bureau of Statistics ,[CBS], 2015). Data shows significant gaps between learning performance of the Ethiopian-Israeli children and their peers. The gaps were most evident in the low percentages of Ethiopian-Israeli pupils who received   matriculation certificate, and in the low rate of Ethiopian-Israeli university pupils (Weisblai, 2010; Ben- Rabi et al.,2011). According to the Central Bureau of Statistics (CBS) data, in 1998, 30% of Ethiopian-Israeli pupils received   a matriculation certificate, vs. 52% of the rest of the pupils (CBS, 2009). Ministry of Education tests for 2013 indicated that the

scholastic performance of 75% of the Ethiopian-Israeli pupils in fifth and eighth grades that year were lower than the national average in English, science, mathematics and Hebrew but there was a clear tendency of improvement (Dayan, 2014). It seems that the gaps between the Israeli-Ethiopian pupils and other pupils in mathematics and language are still significant , but there is an improvement (Dayan, 2014; CBS & Ministry of Education, 2013).

Partly explanations to these gaps are the challenges that the Israeli-Ethiopian families have to cope with, such as: language difficulties for both children and parents, the inability of many parents to read and write, even in their mother tongue (Amharic or Tigrinya), and the transition from what was, in most cases, an illiterate environment to one that places great importance on literacy. In addition, lack of knowledge and use of written language, little awareness how to utilize public services such as family health clinics, afterschool activities and public libraries and difficulty accessing them. Also, the inability to afford early childhood educational frameworks and little knowledge of the advantages they offer, cultural differences in the perception of the parents' and teachers' role, difficulties to access employment, and financial difficulties.

These challenges are reflected in the absence of stimulation and enrichment aids that are normally found in Western homes, such as books and games (King et al., 2003). PACT+ tries to offer support to the Israeli-Ethiopian children at school, since it seemed that the parents possibilities to help their children at home were partial at best, in most cases. The support focused on creating academic and inclusive opportunities at school, promoting feelings of belonging and social engagement .

This study focuses on identifying and analyzing feelings of school belonging and social engagement of Israeli-Ethiopian pupils in one elementary school and their links to academic performance. Accordingly, this study asked two questions:
1. What are the characteristics of feelings of school belonging and social engagement (in their home class and at school) of Israeli-Ethiopian pupils?
2. What characterizes the social-emotional school environment in the participating school?

METHODOLOGY

The study was mostly qualitative, based on a phenomenological paradigm assuming there are essences of shared experiences, and striving to reveal them (van Manen, 2007). Quantitative analysis was performed on two main concepts: statements expressing high feelings of belonging /lack of belonging to school and statements expressing high social involvement/ social alienation. Accordingly, the study brought forward pupils' experiences, from their point of view (Patton, 2015), while adding to their descriptions the home class teachers' report (assessment of social engagement and achievement) and the head master's description of school activities (aimed to enhance feelings of belonging and social engagement in pupils and teaching staff). These additional voices served as a counterbalance to the pupils' experiences, enlarging and hopefully strengthening the picture.

Research tools

Trying to capture both the essence of the individual and collective experience, three interviews were built:

a) Pupils interview referred to their feelings at school, social relations with their class members and other children at school, included 10 questions (Appendix A).
b) Home class teachers' interview presented the social activities and the class' social characteristics. The teachers were also asked to classify their pupils social engagement in two points of time, present and past-a year ago, using a five scale measure (Appendix B,D).
c) The schools' head master interview referred to school social policy and its social input (appendix, C).
   The interviews were performed individually, in the second semester (March-June) after obtaining agreement from all participants. All interviews were recorded and later typed. Three researchers performed the interviews, two of them had no former acquaintance with the school, the third researcher worked in the PACT+ project and initiated the research.

Participants
Pupils - 27 pupils (Israeli-Ethiopian) were interviewed, 16 boys and 11 girls. The pupils were from third fourth and fifth grade: 11 pupils from third grade, 9 pupils from fourth grade and 7 from fifth grade.
Teachers -7 home class teachers (the interviewed pupils studied in their home class) were interviewed ,4 veteran and 3 un-experienced teachers.

The head master - The School head master was interviewed at the end of the year.

Data Analysis

Four questions (4/10) in the pupils' interviews gave information about feelings of belonging, such as "do you feel good at school?" "what makes you feel so?". Data about social involvement was obtained from 6 questions. Deductive content analysis (Mayring, 2014) of the interviews with the pupils and quantitative analysis focused on two main concepts: statements expressing high feelings of belonging/lack of belonging to school and statements expressing high social involvement /social alienation.

Data analysis process identified three levels, based on the following indicators: positive statements expressing persistence and/or enthusiasm, and/or many details- were graded as high level, as opposed to very short positive statements that did not express enthusiasm and did not mention persistence- were graded medium level and negative statements that were graded low level. Reliability examinations (using triangulation techniques) were performed between the analysts (Patton, 2015). Feelings of belonging and social involvement of pupils were calculated by using the mean grade of all the interviews questions relevant to both issues.

In addition to the interviews, teachers filled up a questionnaire with a five level scale (on achievement and social involvement, Appendix, D). The data was analyzed by frequency tests. Class social and emotional climate and the head master interview were analyzed by qualitative methods using deductive content analysis techniques (Flick, 2009). School analysis as a social–emotional environment was performed by using open coding, bottom up (inductive), identifying content categories. Following primary analysis, charting analysis was performed linking categories and derive overall meaning (Mayring, 2014).

FINDINGS

The finding will be presented by the two research questions, regarding pupils', teachers' and headmaster's point of view.

First research question- What are the characteristics of feelings of school belonging and social engagement (in their home class and at school) of Israeli-Ethiopian pupils?
Pupils-report-Feelings of belonging
Question: "Do you feel good at school?"
Most pupils answered they feel good at school, when asked if something bothers them at school, most answered that nothing bothers them. Classifying the belonging feeling, 18 pupils were graded high (10 boys and 8 girls). Many expressed feelings of belonging to their class, school, friends and teachers. Such as: Do you feel good in your class?
"Yes, I have many friends that help and support me"
What makes you feel good at school?
"Support, friends that help…if I fall they help, they do not abandon me" (pupil/girl, interview no.7). Boys referred more to friends and games and girls to mutual help, support from friends and teacher contribution. Feelings of belonging of both boys and girls were based on social relationships and less on the educational/achievement aspect.

When asked what bothers them at school, more than half of them answered "nothing". Pupils that mentioned bothering issues reported mainly social aspects and when asked what makes them feel good mentioned social and educational aspects. We found no pupil who said that he/she doesn't feel well at school because of low achievement. High achievement was mentioned in context of good feelings.

Expressions that hint on internalization of values of consideration were found at about a quarter of the pupils, such as:"I saw a girl that was not playing with anyone… everyone ridiculed her… I saw her and spoke to her and then my friends came too… I'm always good with people, I always want to help everyone and if I do so, people will help me too… (pupil/girl ,interview no.1).

Social involvement
The pupils reported on social involvement at school, on excursions, shows and ceremonies, and in tasks they perform. Pupils seemed to love extracurricular activity that school initiated. They talked about these activities in detail, with enthusiasm and reported persistence. 11 boys and 8 girls were graded by the researchers as high in social involvement.

Teachers reports on social involvement

The teachers described most pupils as actively involved in social activities in class and in school. 33% of the pupils participated in school activities according to teachers' report. 22% participated and were active on class level, 30% participated in social activities but did not initiate them and 15% participated in social activities in small social groups. Since 20/27 of the pupils were in the third-fourth grade, their involvement in a small group seems to be a normal developmental phase. No pupil was graded "does not participate". Teachers reported high involvement of boys 11/16 (69%) and of girls 4/11 (36%). It seems that teachers evaluated boys as more involved in school activities. Some differences were found between teachers' and pupils reports.

Teachers described Ethiopian pupils as part of the class variance. One teacher said:"They are well integrated in all areas, social, learning, excellency. I see them as part of the class, there is no special Ethiopian group" (Teacher no.2).

Teachers' achievement reports of Ethiopian pupils

Teachers reported that 55% of pupils were high achievers in all subjects. 15% were characterized as medium achievers and 30% low. Regarding the 27 pupils that participated, 13 significantly improved, only 2 pupils were reported as low achievers that did not improve.

Second research question- What characterizes the social-emotional school environment in the participating school?
The school's emotional- social environment- What promotes pupils' best development ?

Data referring to school showed evidence of pupils' social - emotional support: "First I'm in love , I am very connected to them, their homes, parents… it's hard work, but it's done with love. Without love there is no gain…(Teacher, no.4). Two themes were identified in school analysis as an educational-emotional environment: a system that emphasizes excellency and support in pupil's wellbeing.

System focus on excellency

In the studied school there is an ongoing experiment emphasizing excellency as a leading ideology. There are signs of systemic work consisting of shared goals and values. It can be seen in the doings and synergy in the systems' circles: management, teachers, pupils, community/parents. It can also be detected in the schools language. Values of cooperation, team work, consideration and tolerance are emphasized. Teachers express belief in their doings with pupils. Interview analysis identified systemic work:

The school has a conceptual ideology as a leading axis

Characteristics of environment that supports excellency were identified. Excellency is seen as a shared property for all pupils, in complex and diverse developmental routes, as a process that enables continuous improvement, through clear developmental structures. Competitiveness, is emphasized as a mean for personal development and not as social comparison. There is a shared language between the different partners referring to school values. As one of the teachers said: "we drip it and we see it work…"(Teacher no.3). The headmaster said: "The experiment plan leans on two conceptions: excellency, especially academic, and the wellbeing of the pupil." One of the teachers said: "There is a good ambience in the school, not only in my class. This experiment united the school, we feel it, it elevated the children's motivation to succeed, we talked to them continuously about persistence, determination, how it leads to achievement and success. When there are failures we encouraged them , personal talks…" (Teacher, no.3). A pupil said: "I love school very much, especially my home class teacher and I have a lot of friends. I love my class were everyone supports me… "(Pupil, no. 1)

The headmaster presents a linking conception (synergy) between different aspects of school life, that influences and projects on each other: " The experiment leans on two layers: learning and wellbeing. Care that focuses on the social fosters wellbeing, … we foster the will to contribute to others, to be involved, to respect…"

 Conception of multi culture and community A multi-cultural conception was apparent, as the head master said: "We bring them a lot to school, we mention their holidays, at the beginning of month Nissan we have a food exhibition. We have an inter-generation program, connecting grand- parents… the school is highly respected in the community…" The school initiates diverse activities with parents, such as class leadership, ceremonies and parents cooperation.

 The Ethiopian pupils are seen by the   school's headmaster as part of the school's growing narrative , and as a motivational resource to the change process that has taken place during the years, as the head master said:

"maybe some of them were the trigger of the excellency matter, because when we began to think about the experiment five years ago the difficulty was to see the ethnic group with such low self- image…" School began the experiment with a sport group of pupils with behavior difficulties "They improved…. from there we went to the excellency program…"

The headmaster concludes: "The Ethiopian pupils are part of school, part of all that happens at school. They do not fall behind compared to others and their achievements are similar to other parts in the population normal curve."

Support given to the school teachers to develop and realize their uniqueness

School was characterized also by supporting teachers' uniqueness, identifying interest and power areas and giving them possibilities to implement their resources. The head master: " I go from class to class and I see how much each home class teacher devotes to Lag Baomer (a Jewish holiday), to the bonfire, it's important to them, they care… I let each team, each teacher soar whichever directions she chooses… each activity is boundless, the sky is the limit…"

Wellbeing support

School believes that Excellency needs an environment that supports it. Interviews analysis identified three aspects of wellbeing support: processes that strengthen feelings of belonging, consideration and feeling protected, supporting autonomy and capability. The headmaster and the teachers emphasize actions that created a social-emotional wellbeing climate in class. They mentioned support in belonging, consideration and mutual help, as an integral part of their work. "The social aspect is central in school and is implemented in the various actions that we initiate. It begins with social leadership, giving each pupil a function, trying to maximize individual potential in social relations. These can be seen in the house of justice, pupils' council, trusteeship in classes, various tutoring…" (Headmaster).

Diverse activities that support pupil's feelings of belonging, consideration and feeling protected: skill development of team work and cooperation, encouraging sharing and helping each other, creating opportunities to express feelings and solve personal problems, preventing injuries, solitude /social rejection. There was notable work on defining boundaries and restraining violence. School maintained a complex system of children tutoring, that supported each other such as sports games and celebrating birthdays. Teachers implemented programs such as Life skills and Key of heart (educational programs in use in the Israeli educational system). Teachers initiated activities that consolidated the class and encouraged tolerance "it's endless… the system focuses on social activities…" (Headmaster)

Autonomy Support and Empowerment

School emphasized the uniqueness in each child. Each child had an area that he/she excels or he/she aspires to excel, each child has an assignment in class and each class has a duty to perform. School supported processes of choice and initiative - the children planned programs and activities. There was emphasis on creating an environment that enabled pupils to get acquainted with their strengths and uniqueness.

Capability Support

We also found school supported pupils ability feelings and success. Learning programs were adapted, and there was support in home work. Excellence areas enabled support in child's abilities, and there was support for pupils that aspired to excel in defined areas. The children experienced success in school and outside it. There was a strong belief of the teachers in the children's abilities and the potential for change in social and academic areas. These beliefs were expressed in the teachers talk about most children. There was a tendency to look at the children's strengths. Teachers described strength points for 20 children (75% of pupils participants). The strength areas were described mostly by the excellency subjects, such as dance, English, house of justice or through the social channel (responsibility in class games, pupil council), or by personality traits such as social sensitivity, willingness to give ("he is a boy with a great soul, helps, notices things around him…." (Teacher no, 4).

CONCLUSIONS

It seemed, based on teachers' report, that the Israeli-Ethiopian pupils performed in the medium high level of achievements comparing to other pupils in school. Internal estimation processes of P.A.C.T program also indicated a positive picture regarding achievement.The social picture showed involvement and participation of

most pupils in school life. These pupils also reported feelings of belonging to school and class. We found expressions that hint towards internalization of consideration values. What enabled this? Remembering that this population was characterized as under achievers and feelings of alienation and lack of belonging (Haviv, et.al., 2013).

Research indicates that school environment that supports pupils psychological needs leads to positive outcomes and enables optimal development, intrinsic motivation, investment, wellbeing, social adaptation and learning achievements (Baumeister & Leary, 1995; MacDonald & Leary, 2005; Motti-Stefanidi, et.al, 2011). Our data analysis characterized the school as a supporting environment in four basic needs: belonging , relations, capability and autonomy. By the self-determined theory (Bergin & Bergin, 2009), children need to experience feelings of belonging to their environment, enabling them to maintain close, safe and rewarding relationships with various persons, and be part of a community (Mind Matters, 2014).

Children need to experience feeling of efficiency, to be able to implement plans, goals and aspirations that are not always easy to fulfill (feeling of capability). They need an environment that enables them to express themselves authentically, meaningful, independence and freedom of choice (need for autonomy). In this school the environment supported these needs (Willms, 2003; Roeser et. al.,1996; Drolet & Arcand, 2013; Noble & McGrath, 2016).

School analysis indicated a multi-cultural environment that emphasized excellency development. We identified synergy learning, educational, emotional-social and community processes. It seems that this climate created conditions for wellbeing for all pupils, including Israeli-Ethiopian pupils. Autonomic motivation was found positively connected to feelings of self-fulfillment and significantly negative to emotional erosion in teachers (Roth et al., 2007).

The headmaster supported teachers uniqueness and initiatives, and school functioned as a wellbeing environment for teaching too. The organizational characteristics identified in this paper appear in former research as characteristics of successful schools, led by headmasters with vision (such as Mulford & Silins, 2003). Fisher & Hayman (2008) indicated four aspects that test schools excellency and success: organizational excellency (headmasters' leadership, sharing decision making with team, clear organizational goals, ability to cope with problems, team involvement with organization), social excellency (social activities quality), community excellence (seeing parents as a community and cooperating with them), and pedagogic excellency (innovations of curriculum and achievements). These aspects were identifies in the school. The study's results were presented to the school staff and it strengthened the staff's conception about the importance of pupils emotional-social support, in addition to insights gained during the received feedback. Example of such an insight was the staff's understanding the need to promote girls' social involvement. The school staff also gave positive feedback to the college staff on their professional doing for the Israeli-Ethiopian pupils.

An important and unsettling issue that needs further research refers to the future achievements of these pupil, since data (Habib et.al., 2013; Weisblai, 2010;CBS, 2015) indicated that these achievements diminishes as the Israeli Ethiopian pupils progress to higher grades and the gap between them and other groups in Israeli education system widens. Does it mean that they need an ongoing supportive environment in order to maintain their school performance? Or maybe an intervention that emphasizes/encourages inner strength and less dependency on external factors? Dayan (2014) reported improvement in the mentioned above areas, is this improvement linked to the educational system?

This study also demonstrated cooperation between school and an academic College. The schools' agreement to participate in the research can be seen as an expression of a growing evaluation culture and feelings of trust , seeing the College team as a partner .

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APPENDIX A- PUPIL INTERVIEW
1. Who is your best friend?
2. With whom would you like to be friends? Why? Do you think you can be his/her friend? What can you do to be his/her friend?
3. Do you attend any social activity in the afternoon? Which one?
4. Do you visit friends in the afternoon? What do you do together?
5. Are you a member in the class/school committee? If you are, what is your assignment? Were you a member last year too?
6. Did you participate in a school performance, tell about it. Did you participated last year too?
7. Do you go out with your class to excursions? Did you go out last year too?
8. Do you do your homework with friends from your class? With whom? And why with them?
9. Do you feel good in class? Why?
10. Do you have this year more friends than last year?

APPENDIX B- TEACHER INTERVIEW

Ask the teacher details about her educational experience and ask her to bring list of home-class pupils.

1. Describe your class socially, friends, groups, conflicts, arguments…
2. Tell about your pupils behavior during breaks
3. Is there class activity in the afternoon? If so, tell about it
4. What social activities take place in your class, such as birthdays, evening gatherings, holiday parties, contest- tell about them
5. Who are involved in these activities?
6. Are your pupils members in a youth organization? Tell me about it
7. Who are the class leaders, tell me about them
8. Do you report to any one in school about the class' social activity?

APPENDIX C- HEAD MASTER INTERVIEW

1. Tell me about the social activities that are initiated by the school
2. Who participates in these activities? Pupils, teachers, parents, others?
3. What would you want to promote in this subject?
4. Are you content with the existing social activity?

APPENDIX D- TEACHER QUESTIONNAIRE

Classify the pupils in the below table by their achievements: If there are significant differences, please tell about them in reference to the mentioned pupil

Please sort the following pupils by their social involvement in class and at school. If there are significant changes, please explain them

Participated in social activity in class last year (high involvement/mediocre/ low) please write down details 1 2 3 4 5	Participates in social activities in class and at school (high involvement/ mediocre/low) Please mention activities that the pupil is involved more and which one less 1 2 3 4 5	Pupils' name

EXPRESSING FUTURITY IN THE PHILIPPINE ACADEMIC ANNOUNCEMENTS

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ABSTRACT
The present investigation draws inspiration from the research conducted by Gerald Nelson in 2005 on the expression of futurity in Philippine English. In addition, this study aimed to provide insights on the dominant characteristic of expressing future time in Philippine English. This variety of English was defined by Bautista (2000), based on the term provided by Llamson in 1969, as "the variety of English spoken by educated Filipinos and is acceptable within their group." This English variety is now claimed as legitimate, institutionalized, and standardized variety as expressed by Bautista. Moreover, Philippine English has produced its own features unique from any other varieties of English which are products of innovation, deviation, and error. This research centered only on the three (3) markers which are always treated as expressions of future actions in the English language: *will, shall, and be+going to*. The author chose to concentrate on the forms the same as those used by Nelson to provide valid comparisons in the results. The study made use of the future expressions as reflected on the online announcements from the official websites of the five academic institutions and organizations in the Philippines. The researcher identified these elite institutions and organizations as the source of data since they uphold academic excellence in the country, thus reflect the current status of English language in the country. In addition, it is believed that they mirror the features of the standard Philippine English variety. This study concludes that the preference of the Filipinos, generally, has not changed since the work of Nelson. Similar to the previous study, there is a strong preference in the use of *will* in expressing future time while the use of *shall* was also found to be rare or almost completely absent from the data reviewed.

INTRODUCTION
The study on the expressions of futurity in English has attracted scholars and researchers in the field of English language teaching and research because the topic provides varieties of aspects which can be explored. Most of the inquiries dealing with futurity have concentrated on the existence of future tense, the development of future construction, and the meanings of the different future expressions.

This research paper, however, does not offer discussion on the evidences to prove the existence of future tense, nor the development and the meaning of future constructions and expressions. This investigation focuses only on the expressions of futurity in Philippine English as communicated by elite academic institutions and organizations in the country.

According to Mohammed in 2013, the future is the period of indefinite time. The presence of time and the theories of physics make the arrival of the future unavoidable. Mohammed added that all that exists and will exist can be considered as permanent or temporary brought by the laws of reality, and of the certainty of the future. It cannot be denied that there have been a number of concepts from various authorities with regard to the different forms of expressing futurity in contemporary English that deserve recognition.

As mentioned earlier, expressing future time has generated a lot of studies because of the two major realizations in the field of teaching and learning in English as a second language. First, the English language has utilized different means of expressing future time which cannot be overlooked, and which cannot be denied, as really important. And second, it has become an appealing topic since its grammatical constructions vary from one context to another.

The English language has provided at least five different ways of articulating future time: *will/shall, be going to, be to*, the use of simple present tense and the present progressive tense (Bergs, 2010). According to Palka in 2015, who cited the work of Quirk et al. in 1985, the *will/shall/'ll* are the frequently used expressions of futurity in the English language. It was further asserted that *shall* is limited to the first person pronoun subject of futurity, and this is more popular in the British English southern standard. Though *shall* and *will* are assumed to be markers of future actions, they can also provide meanings such as prediction or volition to name a few. This simply means that they cannot be taken as plainly markers of future actions because they also possess certain degree of modality. It was added that the

use of *be going to* + infinitive is also frequently used especially in informal speeches. This construction can express fulfillment in the future of the intention, and the cause of the present. The use of present progressive tense expresses actions which are expected to happen, while simple present tense communicates certainty or definiteness of the action to happen in the future. According to Bergs (2010), specific and complex co- and contextual configurations characterize all of these in which future expressions occur.

The work of Dekeyser and Colen in 1979 on the expressions of future time in the field of language was also discussed by Palka. Dekeyser and Colen described *will/shall,* future progressive *(will/shall+ing),* future perfect *(will/shall have+PP), be going to*, simple present tense, and present progressive as construction markers considered as foundations of expressing futurity.

As stated, the inquiries on the expressions of futurity in English fascinate researchers because of the varying grammatical constructions from one context to another. The traditional grammar provided that most American English writings use *will* followed by the base form of the verb to form future tense whether the subject is singular or plural. On the other hand, to produce highly formal tone especially in England or in any British Commonwealth country, British English uses *shall* to form the future tense ("Future Tense-How to form"). This grammatical difference between the American and the British English is supported by Maxwell and Clandfield (n.d.) in their article who claimed that in using auxiliaries, American English prefers the use of *will* while British English usually use the auxiliary *shall*.

A similar tone was provided by Lid (2010), who cited the work of Hasselgard et al. in 1998, that the use of *will* is held as the most common and neutral way of referring future events in English. The use of *will* expresses either prediction or volition. According to Lid, *will* and *shall* have been traditionally claimed to have equal meanings, and the type of subject determines the choice. The traditional grammar maintains that *shall* is used for the first person, while *will* is for the second and third person. If interchanged, it means declaration of intent instead of conveying future tense.

These different forms of expressing future time and their context-varying constructions stimulated the interest of the researcher to further explore the world of futurity. The investigation concentrates on the different forms of expressing futurity in the Philippine academic context, and to discover if there are variations from one institution or organization to another. And as a limitation of this study, it does not include discussions on the meaning/s of the choice of expression/s and the development of grammatical constructions.

This paper draws inspiration from the research conducted by Gerald Nelson in 2005 on the expression of futurity in Philippine English. The investigation of Nelson found that there is an over-observance of prescriptive grammar rules in expressing future time in the Philippine English, and the results suggest the strong influence of the Americans based on the overwhelming frequency of *will* as the most preferred way of articulating futurity.

In addition, this investigation provides insights on the dominant characteristic of expressing future time in Philippine English. This variety of English was defined by Bautista (2000), based on the term provided by Llamson in 1969, as "the variety of English spoken by educated Filipinos and is acceptable within their group." This English variety is now claimed as legitimate, institutionalized, and standardized variety as expressed by Bautista. Moreover, Philippine English has produced its own features unique from any other varieties of English which are products of innovation, deviation, and error.

The present study centered only on the three (3) markers which are always treated as expressions of future actions in the English language: *will, shall, and be+going to*. The author chose to concentrate on the forms the same as those used by Nelson to provide valid comparisons in the results. The study made use of the future expressions as reflected on the online announcements from the official websites of the Commission on Higher Education (CHED), University of the Philippines (UP)-Diliman, University of Santo Tomas (UST), De La Salle University (DLSU)-Manila and the Philippine-based international academic organizations. The researcher identified these elite institutions and organizations as the source of data since they uphold academic excellence in the country, thus reflect the current status of English language in the country. In addition, it is believed that they mirror the features of the standard Philippine English variety.

This replication was conducted to examine if there are changes in the frequently used expression of future actions in the Philippine context in this highly-advanced digital age as compared to the findings provided by Nelson in 2005. Specifically, the study answers the following questions:

1. What is/are the expression/s of futurity found in the announcements of the elite academic institutions and organizations in the Philippines?
2. What is the most preferred way of expressing futurity in all academic domains included in the study?
3. What are the implications that can be derived from the results of the study in the following contexts:
    a. Previous study of Nelson in 2005;
    b. English language teaching in the Philippines; and
    c. Philippine English?

This study is anchored on the Construction Grammar Framework which argued that there are five basic forms in expressing futurity. These forms are *shall/will, be going to, be to,* the simple present tense and the present progressive. The framework provides a method in structuring and providing meaning, and considers the relationship between lexical meaning and grammatical patterning. The framework has the assumption that language has a complex range of patterns-the constructions-that provide form and meaning in conventionalized and non-compositional ways. The construction includes: 1. Form, which refers to any combination of syntactic, morphological, or prosodic patterns; and 2. Meaning, which is perceived in a wider sense as lexical semantics, pragmatics, and discourse structure. Mirjam Fried (n.d.) of Czech Academy of Sciences in Prague explained that "grammar in this view consists of intricate networks of overlapping and complementary patterns that serve as blueprints for encoding and decoding linguistic expressions of all types." It was further explained that the construction grammar "treats all types of expressions as equally central to capture grammatical patterning, and in view that all dimensions of language as equal contributors of shaping linguistic expressions."

The framework, as discussed in the study of Bergs (2010), maintained that "all expressions of futurity in English can be described as an independent construction, but that these constructions belong to a constructional language family which is united by a common function, namely, the expression of futurity." It is a grammatical approach which is non-modular, non-derivational, generative, monostratal and unification-based. It aims to include all the linguistic facts within and beyond the language being studied. The central assumption of this theory linguistic knowledge is not about items and rules but rather of constructions. This construction is considered as conventional form-meaning pairings both in abstraction and complexity levels.

In 2014, Li Xiao-Hua explained that the primary principle of the grammar construction theory is that the basic units of language representation are constructions. And these constructions are the learned pairings of forms. The meanings of the construction, however, are independent of the words the construction consists.

Additionally, the framework provided by Geoffrey Leech in 1987 in expressing futurity in English language is found very relevant to this study. According to Leech, as discussed by Lid (2010), there are five constructions of verb-phrase which express future meanings in English. These constructions include *will/shall/'ll, be going to*, present progressive, simple present, *will/shall* +progressive infinitive. As explained by Lid, there is a decline of the use of *shall* in expressing future time and it is restricted in a very few linguistic contexts as elucidated by Leech. The usual use of *shall* is only to combine with the first person subject to find a formal equivalent of *will* in expressing prediction. The construction of *be going to* is used to express future time which have two related meanings. First, it can mean as the fulfillment of the present, and second, as the future culmination of present cause.

Charles Fries (n.d.) of the University of Michigan made an excellent discussion on the expression of the future in English language. Fries conveyed that in many languages, if not all, the notion of the relationship between time and action is articulated through verbal forms. The English language has already imbedded in the minds of the people that actions must be perceived according to the three standard times namely, the past, the present and the future. Among these three time references, the mechanism for the expression of the future has received the slightest attention from the grammarians.

The grammar in the modern English has provided the device of expressing future time by using the pattern *shall* and *will* followed by the infinitive form of the verb and label it as future tense. Other sources provided two categories of

the future tense. First, for simple futurity, and determination is the second. It was further explained that the use of *will* and *shall* to express futurity is just one of the many ways of expressing the future. Therefore, there are many ways of expressing actions of the future time in English language. There are even words like desire, expect or intend which can also mean to the future because of their meanings.

For Fries, the future is commonly determined through the grounds of desire, hope, intention, resolve, determination, compulsion, necessity or possibility. Any words or phrases which articulate any of those notions mentioned in relation to future can be considered as a sign of the future tense. And in the process of development, these words are bound to lose their full meanings and are also destined to lose the limitations of the particular meanings based on their origin. Those words become inclined to be signs of the future tense which range from almost pure future sense to distinctly modal ideas.

There have been a lot of studies conducted which investigated the constructions and expressions of futurity in the different context. Some of these studies yielded similar findings, while others discovered different preference of expression.

The study of Nelson in 2005, where this present study is patterned, took inspiration from the earlier investigation conducted by Yla Berglund in 1997 in expressing futurity. Berglund's study was a corpus-based examination on the expressions of future in present-day English which included American English, British English, and Indian English. The study aimed to investigate the use of certain future expressions in the contemporary context, and to examine the use of electronic for a linguistic study. The research focused on five auxiliary and semi-auxiliary verb phrase which signal future expressions in English: *will, 'll, shall, going to, and gonna.* She made use of the future expressions in the context of various linguistic and non-linguistic influences such as medium, text category, speaker characteristics, region, and time. It was found that the use of *will* is the most frequently used expression of futurity in all the varieties explored. Among the different English varieties reviewed, Berglund found that Indian English has the highest frequency percentage of using *will* to mean future time. It was also revealed in her study that there was a decrease in the use of *shall* to express future actions.

From that work of Berglund, Gerald Nelson in 2005 conducted a similar investigation in the Philippine context. The study was conducted to discover the expression of futurity in Philippine English. The study focused on the Philippine English's grammatical expressions of future actions which include *will, shall* and *be+going to*. And for the purpose of comparison, it also included the different ways of expressing futurity in other countries such as India, Singapore and Great Britain. The research was corpus-based using the respective International Corpus of English (ICE) as datasets. It was found that the use of *will* to express futurity was very frequent in the Philippine English. The same conclusion was found in the corpus of the other varieties of English such as in Indian English, Singapore English and British English. It also showed that the in the Philippine corpus, the use of *shall* was very limited to formal contexts both in conversation and in written texts. It was concluded that the influence of American English is very evident in the Philippine English where the use of *will* is very frequent and the use of *shall* is very rare. Moreover, Nelson found that Filipinos tend to over-observe the prescriptive rules of English grammar which was felt to be a reflection of their linguistic or stylistic insecurity.

The researcher had to highlight these two investigations as these are the basic foundations of this present paper. In addition to these two studies, there have been a number of studies around the globe which are relevant and provide insights to the present investigation.

One of the most recent studies conducted in the field of future expressions was that of Saadat Nuriyeva in 2016 in Azerbaijani. The study aimed to address the problem of the learners in Azerbaijani in the different ways of expressing futurity in English as a second language. It investigated the future tense in English based on quantitative typology. Since both languages differ in all aspects, the method of using quantitative typology examined the expression of futurity both in English and in Azerbaijani languages. Furthermore, it meant to discover the grammatical ways of expressing future actions in present-day English and to discover if there are similarities or differences in the ways of expressing it in both languages. The study found that English expression of futurity used present and future tenses including all the aspects of these tenses, while in Azerbaijani language, futurity is expressed through adding grammatical inflections to the root of the verb.

Another research was explored by Harlig in 2015 who examined the use of lexical features to express futurity in English as second language. The investigation focused on the four concerns and the use of lexical aspect which influence the future citations namely, the rate of use, range of expression, timing and order of emergence. It was found that the use of *will* to express future time ranked first, followed by the use of lexical futures which ranked second. The frequently used lexical features *want to* garnered 70% in the over-all result of the lexical features examined. It was followed by *have to* which was said to express obligation which got 14%. Finally, the expression of desire and intention were reflected in the future expressions.

The study of Fernebring (2014) also yielded favorable result on the use of *will* in expressing futurity among Swedes. The study investigated on how individuals whose first language is Swedish use *will, shall, and be going* to express future time. It was a corpus-based study which used Swedish newspapers which were written in English. It also made use of blog materials written by Swedes in English language. The study found that the modal *will* is the most frequently used expression to indicate future time in the over-all corpora reviewed. The use of *shall* was found to be evident in Swedes English newspapers while the use of *be going to* was evident in the English blogs written by Swedes.

In addition, Gustilo in 2011 looked into the modal auxiliaries in the Philippine English newspapers which aimed to describe the semantic functions of the nine models under investigation. Additionally, the author tried to find if there are features in the use of modals in the Philippine context which do not conform on the American and British usage. The study discovered that *will* was the most frequently occurring modal in the linguistic text. The researcher also expressed that the modal *shall* was not a popular choice based on the results offered.

Another investigation was conducted by Alexander Bergs in 2010 on the use of construction grammar perspective in expressing future actions in contemporary English. The study described and analyzed the different means of expressing futurity in English namely, *shall/will, be going to, be to,* the simple present and the present progressive tense using the framework of Construction Grammar. The preliminary result of the study revealed that the construction in expressing futurity belonged to the constructional language family, and that expressing future actions are independent constructions.

Moreover, Kristian Lid (2010) investigated on the future-referring expressions in English and in Norwegian which aimed to discover the systematic correlations of the expressions of future-referring verb in both languages. It was a computer-based corpus inquiry in order to make comparisons, or in other words, to explore horizontal dimensions. The study found that there was a frequent occurrence of the expression *will* both in English and Norwegian languages to express futurity. The study concluded that there was no one-to-one relationship between future reference of English and Norwegian as the expressions occur in everything that corresponds with everything.

The study of Ilse Wischer (2006) has further provided understanding on the use of *will* and *shall* as markers of futurity in old English and its grammaticalization. The study found that even if the use of *will* and *shall* are becoming popular as future markers, the modern English still frequently use the simple present tense to express futurity.

Cacoullos and Walker (n.d.) also looked into the grammatical variations and collocations in the discourse of the present of the English future. The study utilized the variationist method to reveal the expression of future time in English, and investigated the grammatical construct of *will and going to* in the same domain. It was found that the use of patterns to express futurity is not determined by proximity, certainty, willingness, or intention. But instead, the choice of expression is determined by lexical, syntactic, and pragmatic context. It was concluded that collocations add to the choice of grammatical construction variations.

Another interesting finding was made by Facchinetti (n.d.) who investigated on the expressions of futurity British Caribbean creole. It was a corpus-based study on the future constructions used by acrolectal, biselectal, and mesolectal groups. It was found that among the acrolects, the use of *will* was the most preferred way of expressing futurity. On the other hand, the use of *be going to* was found to be frequent among the mesolects. And for the basilects, the use of simple present tense to express future actions was noticeable. In addition to the forms, it was also found that *shall* was seen to be used on the formal context and in exclusively archaic biblical value.

Based on the related studies provided, though not all studies yielded the same results, it appears that the use of *will* is very conspicuous as the most preferred expression of futurity in the different contexts and countries.

METHODOLOGY

The researcher gathered samples from the elite academic institutions and organizations in the Philippines which are believed to reflect the standard variety of Philippine English. The study made use of ten (10) announcements from each of the identified subject, with the total of fifty (50) samples, which were posted on the subjects' respective official websites. The choice was based on the criteria provided by Bautista (2000) that the standard variety of Philippine English is determined by the elite people who use it, and the elite institutions which use it. The universities included were chosen since they have been judged as best universities in the country and even made it to the lists of top universities in Asia, based on the recent QS University Rankings in ASIA 2016 posted in the Rappler Philippines on June 14, 2016. While the international academic institutions based in the Philippines are considered as elite members in the academic society and they reflect the standard variety of English as they operate in the international academic context.

The researcher made use of ten (10) sample announcements from each of the identified institutions posted from January to August of 2016. After collecting the data, the researcher thoroughly reviewed the samples to determine the expressions of futurity guided by the grammatical construction framework, and the construction of futurity as provided by Leech. After identifying the future expressions, the researcher made a frequency count to determine the number of instances that a certain expression occurred, and the equivalent percentage. The result of the frequency count lead to the identification of the most preferred expression of future time by adding the frequency of occurrence of each expression from all institutions and organizations included in this study.

RESULTS

The data for this inquiry on the expression of futurity in the Philippine academic context were gathered and after thorough examination of the samples, the researcher was able to discover the different expressions of futurity and the frequently used form. The institutions are labelled as A, B, C, D and E.

Table 1. Expressing futurity in the different institutions and organizations

EXPRESSION	A	B	C	D	E
Will	25	22	23	21	17
won't (will not)	1	0	0	0	0
'll	0	0	0	0	0
Shall	0	2	0	1	0
Shan't	0	0	0	0	0
be + going to	0	0	0	0	0
Gonna	0	0	0	0	0
TOTAL	**26**	**24**	**23**	**22**	**17**

The data found in table 1 shows the strong presence of *will* in expressing future time. It is very noticeable that in all the sample announcements under reviewed, the use of *will* dominated. Out of ten (10) sample announcements from each of the identified source of data, the use of *will* appeared in the institution A in 25 instances, followed by institutions B, C, D and E.

In the institution A, all its announcements used *will* to denote future time. The data gathered from this government agency suggested that it does not consider any other form of futurity except for *will*. The following examples reflect the use of *will* in their announcements.

> "These *will be attended* by interested individuals from higher education institutions."

> "Officials and employees of State and Local Universities and Colleges (SUCs and LUCs) who *will participate* in this activity should obtain prior approval from the President/Head of their respective

institutions and are hereby reminded to observe proper use of government funds in accordance with the Department of Budget and Management (DBM) National Budget Circular No. 486 and Administrative Order No. 103."

"This activity *will be participated* in by faculty and students from higher education institutions."
"This activity will be attended by teachers, experts, and researchers from higher education institutions."
"OPRKM *will do* the data harmonization and filtering prior to posting website."
There was an instance in which the negative variant *will not* was used in the CHED announcement.

"Furthermore, the CHDS are also reminded that OPRKM-KMD *will not be accepting* submissions which do not follow the prescribed format."

Although, this negative form of expressing futurity cited in the institution A announcement is still a variant and belongs to the family of *will* grammatical construction.

The data gathered from institution B somehow appeared to be slightly different as compared to the results revealed from institution A since the majority of the announcements made use of the *will* to express future time. The following are the sample statements from their announcements.

"Successful applicant *will be* notified on July 8, 2016."

"The Philippine Journal of Social Development (PJSD), a national refereed journal published by the College of Social Work and Community Development (CSWCD), *will be releasing* two (2) issues: one in April 2016, and another in August 2016."

"For 2016, the twelfth U.P. Gawad Plaridel *will be given* to an outstanding radio practitioner."

"UP, in partnership with CNN, *will hold* two Town Hall meetings at Cine Adarna of the UP Film Institute in UP Diliman on February 18, 2016 featuring the tandem of Mayor Rodrigo Duterte and Senator Alan Cayetano, and on March 10, 2016 featuring the tandem of Vice-President Jejomar Binay and Senator Gringo Honasan."

"The Asia Pacific Pathways to Progress Foundation, Incorporated in partnership with the Asian Center, University of the Philippines Diliman, *will be holding* a symposium, "In Search of a China Strategy: Unpacking the Bilateral and Regional Dynamics of Philippines-China Relations" on August 17-18, 2016."

The results show that even the premier state university in the country prefers the use *will* in expressing futurity. However, there were presence of *shall* in the samples reviewed. The use of *shall* occurred twice in the context of calling for nominations for deanship in the College of Engineering (COE), and in the School of Labor and Industrial Relations (SOLAIR). The announcements were written as follows:

"Nominations shall be received on weekdays from 8:00 am of 26 April 2016 to Monday 5:00pm of 5 May 2016. " (College of Engineering)

"The Search committee for the Deanship of SOLAIR shall receive nominations from 1:00pm of June 3, 2016 to 12:00 noon of June 17, 2016. " (SOLAIR)

Moving on to the other academic institution, institution C purely used *will* to express futurity. There was no other form of future expression found in the samples which were analyzed.

"The Lasallian community the Lasallian Pastoral Office *will sponsor* the 4th Day of the Novena Mass at Our Lady of the Assumption Parish on August 9, 2016."

"The elevator *will not be* operational from 10:00am. to 10pm."

"The Campus Sustainability Office *will be closed* from 08 to 09 August 2016 (Monday and Tuesday), to give way to their Lasallian Faith Formation Session at GK Enchanted Farm in Bulacan."

"The research fellows, director, research assistants and staff of the DLSU Social Development Research Center *will be attending* a Writeshop on Manual Field Research Operations from August 5-6, 2016."

"The Center will be closed on these days and regular operations *will resume* on Monday, August 8, 2016."

In a similar academic environment, institution D was found to have a strong presence of *will* in their announcements. Examples of these future expressions are the following:

"The application for academic year 2017-2018 *will officially start* on June 28, 2016."

"The Office for Admissions *will be closed* on June 23, 2016."

"Work *will resume* on May 30, 2016."

"USTET Results *will be released* online on January 28, 2017."

"In the event that work is cancelled on your scheduled appointment, a new date *will be posted* on the "Announcement" portion of this page."

Although, there was an instance where *shall* occurred in the institution D announcement. The context was on the admission policies of the university. The announcement went this way:

"Once we receive your documents, you *shall receive* a notification after five (5) days regarding the status of your application."

In the context of Philippine-based international academic organizations, the samples were taken from their announcements in calling for submission of research paper either for national or international presentations. And as observed, all the announcements reviewed made use of the expression *will* to signal future action. Some of the announcements made were written as follows:

The International Research Enthusiast Society Incorporated:
"The 2nd ISEARCHED *will serve* as a platform for international exchange of experience, ideas, opinions, collaborations and cooperation among academicians, educators, industry researchers, and other practitioners from South East Asia (http://www.isearched.webs.com)."

Communication Research Department, UP:
"The 2016 CRIC *will accept* studies on voices and noises with regard to ASEAN integration at the local, national, regional, and global levels (http://cric.ph)."

The Philippine eLearning Society:
"The proceedings of the 13th National eLearning Conference *will be compiled* electronically in the conference proceedings under ISSN No. 2094-5485 and qualified papers *will be invited* for publication at PeLS Online Journal (http://elearning.ph)."

UP Open University:

"The conference *will be* a venue to share experiences in open education and critical reflections on the region's contribution to the achievement of "a world of open, flexible and effective education for all" (http://aaou2016.upou.edu.ph)."

Communication Research Department, UP:
"Communication and Integration within and across ASEAN Communities is the theme of a 2-day international conference which *will be held* 22-23 September 2016 at the College of Mass Communication, UP Diliman, Philippines (http://cric.ph)."

The results suggest that there is a strong preference in the use of *will* in expressing futurity in the academic institutions and organizations in the country. It is also interesting to note in all the announcements reviewed to identify future expressions, the auxiliary *shall* was almost completely absent. It only appeared thrice (3) out of one-hundred eleven (111) occurrences of futurity in the fifty (50) announcements.

Table 2. Combined variant forms of future expressions and frequencies in percentage

EXPRESSIONS	A	B	C	D	E
Will+won't+'ll	26 (100%)	22 (91.7%)	23 (100%)	21 (95.5%)	17 (100%)
shall +shan't	0	2 (8.3%)	0	1 (4.5%)	0
Be going to +gonna	0	0	0	0	0
TOTAL	**26 (100%)**	**24 (100%)**	**23 (100%)**	**22 (100%)**	**17 (100%)**

The results show that the use of *will* is the most preferred way of expressing futurity in the Philippine academic contexts. It was very evident as illustrated by the frequencies and the equivalent percentage presented on table 2. These results strongly sustain the findings provided by Nelson in 2005 that the use of *will* is the most preferred way of expressing future time in Philippine English. The present study has shown the same situation when it comes to the preference of expressing futurity in the Philippine academic context. It confirms that *will* is the most preferred expression of futurity, and the use of *shall* and its variants are noticeably almost absent in the investigation conducted. The rare presence of *shall* was also stressed by Nelson in 2005.

Moreover, the dominance of *will* as the most preferred expression of futurity validated the claims provided by Hasselard et al., discussed by Lid, as the frequent way of expressing futurity in English. This analysis also affirms the argument provided by Berglund (1997) who found the strong presence of *will* in expressing futurity in Indian English, American English and British English. The results also support the numerous related studies discussed in this investigation which found *will* the most frequently used form in expressing future time.

Furthermore, this study discovered that there were only three (3) instances where *shall* was used in the fifty (50) samples utilized for this investigation. In the sample sentences from the announcements provided, it was revealed that the use of *shall* was confined in the most formal context. It is very interesting to discover that *shall* was chosen in the announcements in calling for nominations for deanship in the two colleges of the institution B, while the rest of their announcements used *will*. The researcher believes that this substantiates the assertion of Nelson that *shall* is highly restricted to the most formal categories or situations. The call for deanship is highly formal since this involves high-achieving academic personalities, and the selection considers those who have the ability to perform administrative and academic functions. Being the dean is an honored position which is occupied by someone who has advanced degrees, someone who has progressed within the ranks of the faculty, someone who has published nationally and internationally, and someone who has gained respect in the field of specialization. The researcher

thinks that the choice of *shall* was influenced by the traditional notion that associates this expression to communicate formality and to convey a serious tone.

In addition, the sample collected from institution D reflected the use of *shall* to express futurity was found in the announcement of the university's admission process and policy.

These categories where *shall* appeared in the institutions B and D were also identified by Nelson in his study when he claimed that the use of *shall* was evident in the administrative/instructional and academic writing. The use of *shall* is manifested on the situation/s perceived by the writer as highly formal, and it seems that *shall* appears in a more specialized genres and even in specific text. This explains the occurrence of *shall* in the announcements which were administrative and instructional by nature.

The results uncovered by this present investigation are very good additions to further establish the strong preference of *will* in expressing future time in English language. Additionally, the results indicated that there was a great decrease, if not absence, in the use of *shall* to express futurity in the Philippine English variety, and even around the world. This observation was also noticed by Berglund (n.d.) in her case study concerning expressions of future. She argued that there is an evident decrease in the use of *shall* in expressing futurity which has become apparent in the later part of the 20th century. She further stated that the use of *shall* continuously decreased from 1961 to 1991. Furthermore, the result reinforces the observation made by Leech, which was discussed in the study of Lid, that there is a decline of the use of *shall* in expressing future time and it is restricted in a very few linguistic contexts. This idea is also supported by the claim provided by Partridge (1995) who commented that *will* has rapidly supplanted *shall* in all cases.

In the context of the Philippines, the frequent use of *will* is founded on the influence of the American English in all spheres of language, education, and teaching. Just like the Philippine English, the American English is characterized by the strong presence of *will* and the almost complete absence of *shall* in expressing futurity.

The decrease of the use of *shall* is based on its association to an old variety of English, to its formality, and to its leaning toward legalistic statements. In the contemporary ultra-modern world, such connotations are not seen as relevant and appropriate anymore. The present generation has successfully broken formality in any form of communication through social media and the internet. People nowadays favor spontaneity of interpersonal communications and discussions. The use of language in this digital-age is expected to be natural and relaxed. Most of the people do not even bother whether their statements are grammatically correct or whether their pronunciations are accurate or not. These linguistic awareness was reflected by Godine (2005) when he reminded everyone not to use *shall* if the speaker tries to be natural. It was added that *shall* should not be used just to sound elegant because the speaker might get a negative response.

Indeed, the results of this study reflect the theory provided by grammatical construction that the expression of futurity in English is an independent construction. Though, the choice of construction is influenced by lexical, syntactic, and pragmatic context. In the data presented, the use of *will* and *shall* was pragmatically determined as explained previously with regard to the context of use of both future expressions. But still, these constructions belong to a constructional language family which is united by a common function, namely, the expression of futurity.

CONCLUSIONS

This study concludes that the preference of the Filipinos, generally, has not changed since the work of Nelson. Similar to the previous study, the use of *shall* was also found to be rare or almost completely absent from the data reviewed. And since this research endeavor yielded the same results with that of Nelson's, the researcher believes that this study substantiates his argument that the unusual distribution of *shall* is a result of the "over-observance" of the prescriptive rules in English grammar. He also added that such adherence to what is prescribed is a reflection of the "stylistic insecurity" of the Filipinos.

The preference of using *will* in the Philippine English variety is perceived as the influence of the Americans who has not actually left the Filipinos. The Americans, who once colonized the Philippines, have continued to influence the everyday lives of the Filipinos in various ways especially in language. It is not surprising that the variety of English language that Filipinos speak until today is the same as the American English which was used to teach the colonized

"little brown American" by the American teachers. Although Americans have granted the freedom of the Philippines, their presence is still felt through mass media, education, and politics. Filipinos have adopted the American culture and its language which, the researcher believes, is already difficult to change. Furthermore, it seems that it is already difficult to erase the colonial influence imbedded in the minds and in the hearts of the Filipinos especially the language being modeled.

The researcher asserts that Americans have already shaped the language and the culture of the Filipinos. Looking back on the Philippine history, it was the teachers from the United States who first introduced education in the country using the only language they knew, the American English. Since then, American English has become the language of education and of the different domains including mass media and literary writing. It is not surprising that even McGeown (2012) found Filipinos speak with a clear American accent. And she believes that the kind of English that the Philippines has is brought by the United States that ruled the country in the past. Kirkpatrick (2007) added that the colonial and the linguistic history of the Philippines give enlightening example of the development of a new variety of English.

Additionally, the researcher believes that the findings of the study reflect the status of English language teaching in the Philippines. She thinks that both the results provided by Nelson and of the present study mirror the model of language teaching in the different educational institutions in the country. There is no doubt that Filipinos construct sentences and express things like Americans do. This implies that Filipinos are conforming to the native standard and prescriptive rules of the American English language. The textbooks used in the Philippines are mostly imported from the United States, including the strategies and the approaches on how it has to be taught. And since teachers in the Philippines, generally, are not trained to become English as Second Language (ESL) teachers, the inclination to just follow what Americans do is great.

But the researcher also feels that, in addition to the fixed model generally followed in English language teaching and learning in the Philippines, conforming to the traditional grammar is influenced by the limited resources that our educational institutions have. This inadequacy has made teachers utilize on what is only readily available. Most teachers, especially in public schools and state universities, resort to old traditional books which have been used decades ago as the primary source for language learning because these are the only books available in the library or the one prescribed by the agencies because of the meager budget provided to the education sector. Most of these books as reference in teaching English language in the local context are based on traditional grammar which provides century-old concepts. This results to over-dependence to prescriptive teaching of the target language in the classroom.

Furthermore, as shown by the educated Filipinos and the elite organizations and institutions in the country, the frequently occurring *will* as expression of futurity reflects the characteristics of Philippine English and its relationship to other varieties of English. Its connection to other varieties refers to the manner in which this expression conforms to the norm-providing native English variety-the American English. The preference of *will* in expressing future time is considered as a feature of Philippine English. The strong presence of *will* and the absence of *shall* encourage the idea that these are the unique characteristics of Filipino English. And again, as a general conclusion, the use of *will* is the preferred expression of futurity in Philippine English.

Finally, the researcher recommends that it is time for Filipinos to revolutionize the English language learning and teaching in the present situation. The world has changed and so are the concepts in English language. The concepts of world Englishes (WE), English as lingua franca (ELF), and English as an international language (EIL) must be introduced to the learners, teachers and curriculum planners. In this way, the Filipinos can produce new breed of English language users who can explore different ways of expressing things and not only limited to what the norm provides. And if the strong presence of *will* still rules in spite of introducing these different movements, it can strongly establish such choice of future expression as feature of Philippine English.

The findings generated in this paper are insights for learners, teachers, and researchers which recommend further inquiry in expressing futurity in the different genres of writing and in the different linguistic situations.

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PROBLEMS AND PROSPECTS OF TEACHERS' RECRUITMENT AND SELECTION IN AZAD JAMMU & KASHMIR (AJK)

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ABSTRACT
Teaching workforce plays a dynamic role in transforming societies but if recruited through inappropriate mechanism it generates low quality education. Present research attempted to analyze existing system of recruitment and selection in public sector schools of Azad Jammu & Kashmir, Pakistan. Qualitative data of various researches and selection practices of the world were analyzed. Two major policy documents were also analyzed in view of quality and transparency. Findings revealed that there were many hindrances in fair and meritorious selection of teachers. Ongoing selection was lacking proper policy, educational training, accreditation, bias free selection, districts support, proper recruitment methodologies and effective selection practices. Recommendations were proposed for establishment of separate human resource department with its full infrastructure and autonomy within the region.

INTRODUCTION
In 21st century a teacher is not limited only to the process of teaching, teacher in this technological age has to interact with many challenges both in and outside of school. Therefore teacher must be equipped with diverse qualities for a teaching profession. A teacher in today's cultural change must possess the knowledge about teaching planning, teaching practice, technology education, distance education, peace education and gender education. (Karacaoglu, 2008). In recent hi-tech revolution selection process of teachers is important to be analyzed on a systematic policy. A lot of decisions are taken by the educational organizations in hiring process of teachers. The prime objective is to get pertinent information about better human skills and performance for quality teaching. Therefore selection process takes place to search best talent keeping in view financial and physical resources of the organizations. (Wilk & capelli, 2003).

There's an imbalance in demand and supply of public school teachers. This disequilibrium persists due to attrition and population increase and it stands increasing day by day. It also results in improper selection and poor teaching in view of economic outcomes. There is a need of long term planning to fill such teaching positions with the help of school management. (Lee, Peng & Hsion, 2009). Hammond (2003) described that although teacher attrition is a major issue in proper supply of teachers in schools, but despite of this issue preparation of teachers for teaching profession is very important. Because of less teacher preparation most of financial resources are utilized on hiring and mentoring. Hence system of hiring is needed to be reviewed to make it profitable and less cost effective for educational sector.

UNESCO Institute of Statistics (2012) described that there is a severe shortage in primary school teachers in all over the world and nearly 1.7 million new teachers are required to be enrolled in 114 countries of the world. South and west Asia has a large amount of these teachers to be hired. As a result number of pupil-teacher and pupil-class ratio is increasing and quality of public schools is deteriorating.

Concept of migration, relocation and cultural change has enhanced teaching needs in different corners of the world. On the other side trade and technology too has changed the fabric of school culture. Therefore in such environment an ordinary teacher would never be successful. Cross cultural needs have emphasized for more talented teaching force therefore hiring of such teachers needs a keen judgment and overview of system. (Teachers preparation for global age, nd). Recruitment at the credit of state is an important source of income but flow of teachers in public sector schools is not up to the mark therefore quality of education is being seen in peril. Competition of labor market has decreased contribution of labor market from these public schools. (Green, Machins, Murphy and Zhu, 2007).

The territory of Azad Jammu & Kashmir (AJ&K) comprised ten school districts which had more than 680 public sector schools. The education system was controlled by the Directorate of Education in the capital of state. The schools were distributed geographically in mountainous locations and a decentralized system of

selection for the teachers was adopted. The selection process comprised two major stages as initial selection and final interview. Jurisdiction of selection for various cadres and posts were categorized differently by the school districts. (www. ajk.gov.pk). The major purposes of the study were to:-

1. Analyze the existing selection process of teachers in view of quality and international practices in AJK.

2. Propose succinct guidelines to region to establish a fair and transparent system of selection.

METHOD & PROCEDURE OF STUDY

In view of nature of research problem an extensive review of related researches and analysis of qualitative data was carried for recruitment and selection of public sector teachers in AJK, Pakistan. The existing policy of recruitment and selection was also examined in view of existing needs and international trends. In view of geographical relevance study was delimited to region of Azad Jammu & Kashmir (AJK) in Pakistan which comprised ten school districts. The study involved analysis of existing two major policy documents for teachers' selection one of which was about required general and professional qualification for various cadres while the other was about tests and interviews. Because study was confidential in nature therefore permission was acquired from Secretary Education (Schools) Government of Azad Jammu & Kashmir for access of policy documents on an authority letter. Prior to conduct the research Department of Education National University of Modern Languages (NUML), Islamabad and Institute of Education & Research (IER) Peshawar were consulted for study guidelines. Qualitative data was carefully examined to analyze procedures and to devise categorical framework of solution of the problem understudy. The discrepancies in view of quality management and transparent procedures were also noted after a complete analysis of policy documents. Pre selection, selection and post selection strategies were proposed for a successful selection. After an analysis of consulted qualitative data of extensive review and policy documents shortcomings were noted on the way to meritorious and transparent selection of teachers. Figure 1 is the description for method and procedure of study.

ONGOING SELECTION TRENDS AND PERSISTANT SHORTCOMINGS IN THE SYSTEM

In view of analysis of qualitative data and policy papers following latest trends and issues were explored and shortcomings were examined in recent selection mechanism in AJK.

Lack of human resource planning

Recruitment and selection involves two different stages of hiring which takes place one after the other. Dessler & Varkkey (2009) described that forecasting human resource plan for recruitment means to find or attract different applicants to fill employer's open positions. According to Wilk & Capelli (2003) selection decisions about employees are central and result oriented for individual and society. A sole purpose of selection is to collect important information about applicants so that the best of them may be differentiated to offer a job.

Change in physical environment

Despite of growing needs of competent teacher, their selection procedures are still lacking from first to the last stage. Change in physical environment of institutions and social culture has demanded effective and competent hiring panel to recruit new teachers. Changes of political climate, cultural needs, system of policy making and accountability all has influenced fair selection. On the other side feudalism, tribalism and cultural biases are prominent barriers in translucent selection of teachers. (Iqbal et al, 2013).

Lack of teachers' qualification and self-interests

Memon (2007) described that some of prominent problems diagnosed in fair selection of teachers are lack of qualification at the time of entry, lack of professional training and issues in accreditation of teacher certification. There are also other problems in fair selection like pressure of regional and political groups which also intrude selection system. Likewise excessive self-interests in the profession of teaching are alarming to acquire goal of quality education.

Political pressure and cultural issues

Quality of teaching is also decreasing with respect to pupil-teacher ratio. Zakar (2013) denoted that pupil-teacher and pupil-class ratio is among increasing factors due to rapid augment in enrollment of schools. These problems arise because of less professional training, political influence and poor coordination in teaching which also downgrades quality. Hameed & Waheed (2011) described that shortage of female teachers is also a crucial indicator because of various gender discriminations prevailing especially in less developed countries. Gender discrimination and disparity of class and color may need to be addressed to provide equal chances of entry in teaching profession. Political influence has drawn back the quality of teacher in less developed countries. This

practice is rapidly increasing to build up vote bank for politics instead of teaching progress; hence teachers instead of taking part in professionalism take part in personal and political matters. (Punab & Jamil, nd).

Lack of selection mechanism and policy

Vazir & Retallic (2007) stated that mechanism and proper methodology of selection of teachers is a problems in many parts of the world. Similarly if such mechanism or methodology persists there is no authority for its proper implementation and accreditation. The majority of problems in teachers' selection are seen at the level of management of selection. Such problems come as a result of poor policy, unsuitable executive procedures and their implementation. These problems also consist in the form of lack of transparency in documentation, testing, check and balance, trained human resource, poor coding, confidentiality, inappropriate test administration, accreditation of teachers' certification issues, favoritism and personal interests. Resultantly a bad teaching force occupies these public schools which become a blockade in national progress. (Atashak, 2011).

Job satisfaction and insecurity

Teachers' job satisfaction and security is another arising issue. Most of teachers leave their jobs because they think it less attractive and insecure or environment provided to them is not peaceful. These incidents are seen in contract selection which sluggish morale of teaching force. These dangerous issues also result in slow quality enhancement. Most of teachers show lack of interest and motivation in their profession. (Ministry of Education, 2004).

Unhealthy role of districts and local bodies

Role of districts or their local bodies cannot be ignored because these bodies determine feasibility of teaching force in view of infrastructural needs. Jerome (2012) highlighted that in process of selection districts have a greater role and schools too have to play a prominent part because education is a labor intensive endeavor. But unfortunately role of districts in meeting all these needs have not yet been made up to the national demands.

Selection strategies for future teachers

In view of analysis of related research, policy documents and open ended views of teachers' suitable suggestions were incorporated by respondents which were finally included. In a nutshell, for an organized and progressive system of selection following important steps are required to be followed in three different spans of selection for future teachers in public sector school of Pakistan.

Proposed Selection Mechanism for Teachers Selection

On the basis of diagnosed issues from consulted literature and review of selection policy of Azad Jammu & Kashmir. Following other findings for pre selection, selection and post selection phases of recruitment and selection of teachers were examined from various advance research studies:-

Pre-selection phase

In all circumstances teaching may be seen only as a high quality profession. Institutional mission, goals, objectives, outreach marketing needs and policy developments are important steps in teachers' selection. Districts should play a keen role in making essential decision for demand and supply of teachers. (Vidak, 2008). In order to seek an effective teaching force in view of demand and supply, policy makers should determine their line of action to meet their educational targets. District and school management both have to develop a framework of fair recruitment and selection. (Guarino et al, 2006). Streamlined policies will also provide a good direction of selection to fill vacant posts. Both centralized and decentralized policies are adopted to meet demands of teachers' recruitment. Local needs determine rural or urban background and positions of placement of teachers. (Hobson et al, 2010). A clearly documented quality policy for selection of teachers should be framed as teaching has become `a part of community. Recruitment on the basis of academic marks or degrees cannot examine the capabilities therefore a well directed policy will lead the selectors. (Kayuni & Tambulasi, 2007).

Lack of advance certification is also a problem in fair selection. Certification from standardized and accredited institutions helps to hire competent teachers. Different criterions are developed by various countries. Both pre and in service programs are launched but they must be accredited by some quality assessment board or institution. (Wang, Coleman, Coley & Phelps). Professional standards of country designed for quality of teachers must also be kept in mind while selection of real educational professionals. These standards serve as pathways to find skillful teachers. Knowledge, skills and professional disposition all may be examined while hiring of teachers. (National Council for Accreditation of Teacher Education, 2008). Certification and licensing enhances quality education so different countries adopt different procedures for licensing and certification of

new teachers. Both formal and advanced certification is asked by various countries. Criteria of certification must be higher in view of quality management process. (Ruth & Sawali, 2000 ; Levin, 2006).

For quality recruitment and selection responsibilities at the level of management of selection should be keenly reviewed. Screening and reference check, training of selection panels, participation of sufficient staff, prevention of administrative problems and use of proper selection tools with practical applications may be made mandatory. (Chao et al, 2012). Local schools needs in their cultural context and conformity to environment should also be reviewed by local selection boards and member of district committees. (Clifford, 2012). In advanced countries other conditions despite of testing and interviewing are also asked from teachers. Levine (2006) stated that Criminal background check and child abuse clearance are the conditions necessary for a teacher to qualify for award of initial teacher certification and it stands valid for two years only. These conditions also apply for renewal of certificate in few countries. The advanced teacher certification is awarded by the National Board of Professional Teaching Standards (NBPTS) in USA.

Post & Hammond (2000) suggested that two major aspects, subject knowledge and professional knowledge are dominant as overall quality of teaching profession. These competencies serve as basic skills for teacher's success in profession. Studies revealed that technology mediated recruitment and selection activities are replacing the formal methods of recruitment and selection. Recruitment only through newspapers, job fairs, college recruitment, bulletin boards and notices is no more followed. Recruitment and selection through online and internet supported techniques helps to provide an extended talent from a wide range of population across a large geographical area. (Balter & Duncombe, 2005). System of technology has rapidly changed the system of recruitment and selection. Chapman & Lievans (2009) highlighted some innovative approaches of selection in the light of environmental and technological changes in which induction ways are changing into online and audio-video based testing. These measures are less cost effective and also time saving. Schools are also adopting these new ways of selection in those countries which are comparatively better in their technology.

Needs of millions of schools especially in primary education may be analyzed to uplift and develop teaching through proper assessment, teacher's support and monitoring of teaching standards. Therefore complete system may be reviewed step by step in view of persistent hindrances. (National Education Policy, 2009).

Selection phase
In selection process assessment of teaching competencies is very important. Teacher must be with the ability to understand rights, entitlements and privileges about the profession and also legal, sociological and philosophical concepts of teaching. (Competence profile, 2010).Teaching competencies are needed to be explored from all candidates. There are a lot of indicators for teaching competencies of teachers. Berk (2005) stated that peer evaluation, self-evaluation, videos, interviews, rating scales and student's achievements are famous measures to explore teaching competencies. In this view these methods could be used if a teacher is needed to be examined for appointment of a teaching post.

Iqbal & Qadir (2013) highlighted that inner zeal and missionary spirit of a teacher are two major forces which renovate learning of early classes. Interest and motivation of a teacher other than missionary spirit are forces which mend students' abilities in early classes and these may be explored while selection. Qualities of a teacher are explained differently by different experts. Haberman (1995) stated the qualities of teacher by highlighting as "star teacher" for a successful profession. He described that selection panel should explore a star teacher having qualities of affection, human relations, organizational ability, emotional stability, style of teaching, exploring and conveying success factors and motivation. A star teacher also accepts mistakes and believes that every one learns from mistakes. Mulkeen, Chapman, Dejaeghere and Leu (1999) stated that motivation is an enlightening force in view of inner spirit and it must be explored by selection panels. Females can also be examined in view of inner motivation to choose field of teaching because in early childhood education female teachers can become beneficial guides.

According to Florida Department of Education (2011) skills required in early classes include knowledge of growth and development, language and physical development, theories of learning, cognitive development, research standards, current issues, technology, community and family, program development, curriculum, guidance and counseling. Hindsman & Strong (2006) described that there are many pre-requisites for personal and professional knowledge which are a part of teacher quality index while selection. Verbal ability, content and teaching knowledge, experience, motivation, class management, assessment, teaching strategies, monitoring and evaluation are very famous.

Personality of a teacher is a dominant factor in teaching and influencing learning. Teacher stands as a role model and personality of a teacher moulds personality of a student. Composition of a balanced personality of a teacher with good traits changes personality of a child. Personality of teacher is examined by different methods. Most of schools examine five factors of personality through Big five personality inventory. Therefore both hidden and obvious traits of personality may be examined by selectors. (Kneipp et al, 2010). Culture and family background influence personality of a teacher, however most important trait of personality for teaching are agreeableness, respectfulness, enthusiasm, honesty, adaptability, responsibility, expectation, and friendliness. (Gao & Leu, 1999). There are different controversies about previous teaching experience that either during selection it may be given precedence or not, but mostly a minimum experience or licensing has been strongly supported. (Ahmed, 2013).

Clement,(nd) stated that while selection Behavior Based Interview (BBI) is a borrowed technique from business world. It is an enforcing element of teachers' selection. This technique is supportive to know performance skills needed for a particular job. Despite formal questioning administrators and panels must formalize a new system of BBI techniques. Teachers' selection is a comprehensive and disciplined process which must be organized under a planned activity. Interviewing and testing tools must be made valid and reliable by experts. Vitale (2009) described that online versions of tests have been very famous which are easily to be administered and scored. These tests have also a high level of validity and reliability. They cover a specific time and aspects of teaching which are needed to be examined. These include Gallup Teacher Perceiver Interview (GPTI), Teacher Insight Interview (TII), Interactive Computer Interview System (ICIS), Star Teacher Interview and Urban Teacher Selection Interview (UTSI). There are other tests like Teacher Quality Index (TQI) and five factor personality tests to measures teacher effectiveness.

In order to make process of selection fair and free, agenda and methodology of interview should be uniform both for internal and external candidates. All discrimination should be kept aside and tests should be validated. Sometimes pre-employment background checks and the choice of salary is a part of selection in addition before sending a final offer of appointment. (Klug, 2011). Autonomy and independence of selection panel and power of decision making must be taken into consideration to avoid any external pressure. In this way autonomy of selected teachers will increase too and they will become better decision makers. (Bracy & Moinar, 2003).

Post-selection phase
Discrepancies in test making, test taking and result declaration about actual scores or merit listing produce a prolonged decision instead of timely and fair selection. It creates a psychological stress for a job success. (Memon, 2010). After conduct of tests, interviews and other needed criteria of selection confidentiality and preservation of test results is important. Proper documentation, preservation and recording of data in whole selection process is very essential. In the similar fashion all followed steps in process of recruitment and selection like advertisement, screening, test taking, interviews, scoring, reference check, background check and mental and physical fitness are essential to be followed. At the end complete activities may be re-analyzed in the light of fair and meritorious selection. Process flow chart in Figure "2" highlights sequential steps of recruitment and selection of future teachers in the light of existing shortcomings.

CONCLUSION
Recruitment and selection of public sector school teachers have been an alarming issue for the last many decades. There is an acute shortage of public school teachers due to rapid population increase and high attrition rate in Pakistan. The empirical data and policy documents reflect that there is no clear and well directed agenda of top management to ensure transparency and merit policy. Existing system was observed very weak in its professional spirit and competency of selection. An urgent need was that an independent, autonomous and qualified selection body may be designed. Situation is going worse because of changes in physical, technological, political, cultural, racial and managerial scenarios. Politicization of selection, cultural biases, racism, inadequate qualification, lack of selection policies, poor mechanism, lack of districts support, improper conduct of selection and lack of training of selection panels are major problems. Criteria of age gender and qualification are also necessary to be established for selection.

There is an essential need of time to devise comprehensive selection strategies by taking steps of de-politicization of recruitment and selection, well directed policies, proper mechanism of selection activities, job security, validity and reliability of tests, technology mediated selection activities, autonomy, accreditation, impartiality of selection panel and training of selectors. Teachers' competency according to academic and professional skills, personality traits and experience is required to be analyzed thoroughly. Preservation of test records and related documentation is necessary for future reference and fairness. Physical fitness, background

check of references, verification of degrees and experience is to be carried out prior to placement of a teacher to make existing system transparent and affluent.

RECOMMENDATIONS

In view of in depth analysis of extensive literature, policy documents and study conclusion author recommends following measures for territory of AJK for future selection process of teachers:-

1. The existing selection system must be continuously reviewed and all hindrances and flaws be noted to carry an effective recruitment and selection.

2. A documented quality policy and procedure of selection may be designed with experts for latest educational needs.

3. A separate human resource (HR) department may be established for selection with a clear code of conduct and monitoring.

4. Professional knowledge, subject knowledge and personality tests may be carried out with validity, reliability and scoring procedures. Medical fitness and documents verification may also be carried.

5. System of documentation, recording and preservation may be updated and all types of discriminations and biases be avoided in all process.

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Figure 1: Procedure of study

Figure 2: Proposed Process of recruitment and selection for future teachers in AJ&K
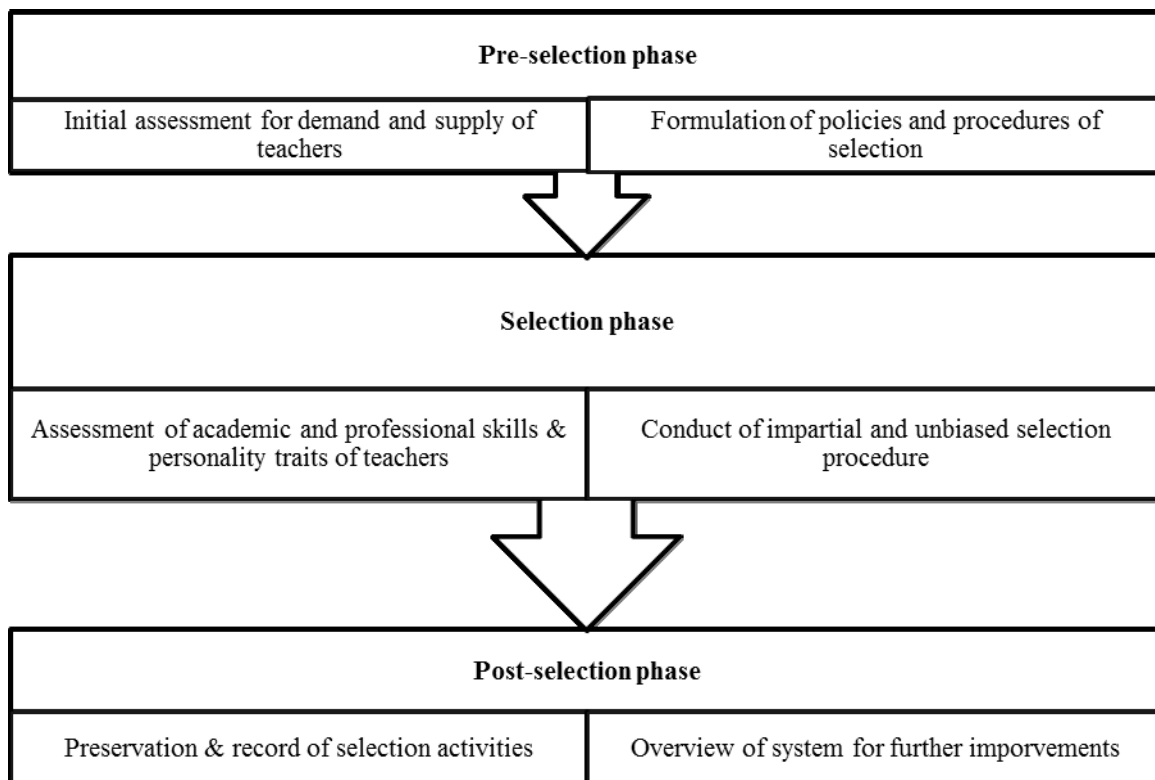
SELF- EFFICACY AMONG HIGHER SECONDARY SCHOOL TEACHERS: AN EMPIRICAL STUDY

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ABSTRACT
The purpose of this study was to measure the self-efficacy among government higher secondary school teachers in Jammu Division. It consisted of a sample of 300 teachers. For data-collection, self-efficacy scale by Arun Kumar Singh & Shruti Narain was used. Multistage probability sampling technique was also used. The main findings of the study showed that there was a significant difference among male and female teachers. Moreover the results also showed that there was no significant difference among teachers in relation to their teaching subject, qualification and teaching experience.
Keywords: Self-efficacy, Teachers

INTRODUCTION
"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence" (**Helen Keller**)

Peoples level of motivation, affective states, and actions are based more on what they believe in than on what is objectively the case **.**The term self-efficacy is used in psychology, roughly corresponding to a person's belief in his/her own competence. Self-efficacy has been defined as the belief or faith that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life. The concept of self-efficacy lies at the centre of psychologist Albert Bandura's social cognitive theory. Bandura's theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. Self-efficacy generally corresponds to the level of competence an individual feels. Competence can vary from one situation to another.

SELF-EFFICACY
Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (**Bandura, 1994**). In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. **Lent (1996)** states that self-efficacy actually refers to people's judgment of their capabilities to organize and execute courses of action required in attaining designated types of performance. Self-efficacy helps individuals to decide how much effort they will spend on a task, how long they will persist when experiencing difficulties, and how resilient they will appear in detrimental situations (**Dinther, 2011).**

PURPOSE OF THE STUDY
The purpose of this study was to examine the deference of self-efficacy (Dependent variable) with gender, qualification, teaching subject and teaching experience (Independent variables) among higher secondary school teachers in Jammu division of J&K state.

RESEARCH QUESTION
Do the demographic factors (gender, qualification, teaching subject and teaching experience) explain the differences in self-efficacy of higher secondary school teachers?

OBJECTIVE OF THE STUDY
To study the differences in self-efficacy among government higher secondary school teachers belonging to different gender, teaching subjects, qualification and teaching experience.

HYPOTHESIS OF THE STUDY
Hypothesis 1: There will be no significant gender difference in self-efficacy among government higher secondary school teachers.
Hypothesis 2: There will be no significant difference in self-efficacy among government higher secondary school teachers with respect to their teaching subject.
Hypothesis 3: There will be no significant difference in self-efficacy among government higher secondary school teachers with respect to their qualification
Hypothesis 4: There will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience.

METHODOLOGY
In the present study, the descriptive survey method was used to collect the data. The sample consisted of the 300 government higher secondary school teachers having 146 male teachers and 154 female teachers. Multistage probability sampling technique was used to conduct the present study.

TOOL USED
To collect the data for present study self-efficacy scale developed by **Arun Kumar Singh & Dr. Shruti Narain** was used. The scale has 20 items; each item has five possible alternative responses. The items were scored as Strongly Disagree = 5, Disagree = 4, Undecided = 3, Agree = 2, Strongly Agree = 1 and reverse procedure was followed in case of negative items given in the scale.

ANALYSIS AND INTERPRETATION OF THE DATA
The collected data were analysed with the help of Mean, SD & C.R.
Hypothesis 1: There will be no significant gender difference in self-efficacy among government higher secondary school teachers.

Table 1: Values of Mean, S.D., SE$_{DM}$ and CR for self-efficacy among male and female government higher secondary school teachers

Gender	N	Mean	SD	SE$_{DM}$	CR	Significance level
Male	146	76.86	7.03	0.916	*2.42	Significant at 0.05 level
Female	154	74.64	8.88			

**Significant at 0.01 level of Significance   * Significant at 0.05 level of Significance

Review of **Table 1** shows that the computed value of critical ratio for self- efficacy among male and female government higher secondary school teachers is 2.42 which was significant at .05 level. It can therefore, be inferred that there were significant gender differences in self-efficacy among government higher secondary school teachers. Moreover, the mean value of self-efficacy among male teachers (76.86) was more than that of female teachers (74.64). Therefore, it can be concluded that male teachers have low self-efficacy than their counterparts. Hence, the **Hypothesis No.1**, that there will be no significant gender differences in self-efficacy among government higher secondary school teachers was not accepted**.**

Hypothesis 2: There will be no significant difference in self-efficacy among government higher secondary school teachers with respect to their teaching subject.

Table 2: Values Of Mean, S.D., SE$_{DM}$ and CR for Self-Efficacy mong Government Higher Secondary School Teachers having Science and Arts as their Teaching Subject

Teaching Subject	N	Mean	SD	SE$_{DM}$	CR	Significance level
Science	130	76.18	7.91	0.937	**0.864**	**Not Significant**
Arts	170	75.37	8.24			

Review of **Table 2** shows that the computed value of critical ratio for self-efficacy among government higher secondary school teachers having arts and science as their teaching subject is 0.864 which was not significant at .05 level. It can therefore, be inferred that there were no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching subject. Hence, the **Hypothesis No.2,** that there will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching subject was accepted**.**

Hypothesis 3: There will be no significant difference in self-efficacy among government higher secondary school teachers with respect to their qualification

Table 3: Values of Mean, S.D., SE$_{DM}$ and CR for Self-Efficacy among Government Higher Secondary School Teachers Having PG and Above PG Qualification

Qualification	N	Mean	SD	SE$_{DM}$	CR	Significance
PG	173	75.51	8.09	0.946	**0.517**	**Not Significant**
Above PG	127	76	8.12			

Review of **Table 3** shows that the computed value of critical ratio for self-efficacy among government higher secondary school teachers having PG and Above PG as their qualification is 0.517 which was not significant at .05 level. It can therefore, be inferred that there was no significant difference in self-efficacy among government higher secondary school teachers with respect to their qualification. Moreover, the mean value of self-efficacy among teachers having PG or above PG as their qualification was almost same. Therefore, it can be concluded that there was no significant differences in self-efficacy among government higher secondary school teachers with respect to their qualification. Hence, the **Hypothesis No.3**, that there will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their qualification was accepted**.**

Hypothesis 4: There will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience.

Table 4: Values of Mean, S.D., SE$_{DM}$ and CR for Self-Efficacy among Government Higher Secondary School Teachers having below 10 years and above 10 Years' Teaching Experience

Experience	N	Mean	SD	SE$_{DM}$	C.R.	Significance
Above 10	156	76.43	7.71	0.935	**1.58**	**Not Significant**
Below 10	144	74.95	8.45			

Review of **Table 4** shows that the computed value of critical ratio for self-efficacy among government higher secondary school teachers having above 10 and below 10 years teaching experience is 1.58 which was not significant at .05 level. It can therefore, be inferred that there was no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience. Moreover, the mean value of self-efficacy among teachers having above 10 years as teaching experience (76.43) was almost same as that of teachers having below 10 years as their teaching experience (74.95). Therefore, it can be concluded that there were no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience. Hence, the **Hypothesis No.4**, that there will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience was accepted**.**

DISCUSSION

Self-efficacy refers to individual's belief on his or her abilities to execute behaviours necessary to produce specific performance attainments **(Bandura, 1977, 1986, 1997).** Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. Individuals own self-evaluations not only influence his or her goals for which he or she strives, but also effect the amount of effort used toward the attainment of a goal. In the present study, significant gender differences have been found in the self-efficacy among male and female teachers. The findings were contradictory to the findings of **(Ghaith and Shaaban, 1999; Selaledid, 2008; Kumar and Papaiah, 2009 and Nneji, 2013).** Male teachers possessed better self-efficacy than their counterparts. The finding was contradictory to the findings of **(Dehghani, Sani, Pakmehr and Malekzadeh, 2011)** in which girls were found to have higher self-efficacy than boys. The reason for this difference may be that male teachers were showing stronger beliefs in self-efficacy like failure made them try harder, when they decided to do something in their lives, they started working on it and kept trying until they achieved their goals. The findings also indicated that no significant differences have been found in self-efficacy among government higher secondary school teachers with respect to their teaching subject, qualification and teaching experience. These findings were in line with the findings of **(Kaur, 2013)** which concluded that there was no difference in self-efficacy of secondary school teachers on the basis of their teaching experience.

FINDINGS

On the basis of analysis, interpretation and discussion of the results, the main findings have been drawn and are reported as under:

　　　1. There were significant gender differences in the self-efficacy among government higher secondary school teachers. Moreover, the mean score of male government higher secondary school teachers came to be more than female teachers which indicates that male teachers have high self-efficacy than female teachers.

　　　2. There were no significant differences in the self-efficacy among government higher secondary school teachers with respect to their teaching subject, qualification and teaching experience.

EDUCATIONAL IMPLICATIONS

Teaching is the most crucial and challenging profession in the world. Teachers are the builders of the nation. For facilitating teaching learning process and in making teaching more successive, effective and efficient teachers play a very important and central role. It is the teacher who holds the key role to success of any education system and teachers are accountable for successful human development of the nation and for preparing the foundation for social, political and economic development. The present study has accessed the self-efficacy among government higher secondary school teachers.

Self-efficacy of both male and female government higher secondary school teachers needs to be enhanced by building up their self-esteem and boosting their confidence.

It is important for the administrators to take care of the personal problems of the teachers and see that they develop good and active inter-personal relations.

The administrators must ensure good organizational climate and effective working conditions for teaching. They should strive towards providing a clean and efficient administration.

 It is important to develop efficacy for optimum utilization of school recourses, efficacy in decision-making and ultimately creating a positive school climate.

Teacher education programmes must be redesigned and enriched accordingly. These programs can empower teachers with high self-efficacy beliefs and self-regulation of learning.

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THE EFFECT OF NATIONAL EXAMINATION'S POLICY ON READINESS, MOTIVATION, SCHOOL TEST SCORE, AND NATIONAL EXAMINATION SCORE

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ABSTRACT
The aims of this study were to describe the number of students' responses who agreed and disagreed with score of national examination as one of graduation requirement, the existence of readiness, motivation, score of school test, and score of mathematics national examination diversity simultaneously or for each variables, and which group of students that has better readiness, motivation, school test score, and national examination score from two groups. The method of this research is survey. Analysis technique in this study was using MANOVA and independent samples t-test. The result of this study shows that there are 20.88% students with disagree response and 79.12% students agree with policy that national examination score is not one of graduation requirement. There were differences between readiness, motivation, school test score, and national examination score simultaneously among two groups. Students with disagree response has better motivation and national examination score, but they have lower score in school examination than agreed student.

INTRODUCTION
Education has a very important role in the process of improving the quality of human resources. In improving the quality of education, the government had sought to make it happen through various efforts such as improving facilities and infrastructure, developing and provisioning teaching materials, training for teachers and education personnel and the most important thing is improving curricula and evaluation system. According to Kemendikbud No. 66 (2013) assessment of students' learning outcomes in primary and secondary school was held based on national standard of educational assessment . In this case, national examination was a form of students' outcomes assessment. National Exam (UN) was a final students' evaluation tool. According to Kemendikbud No. 5 (2015), score of national examination was used to map the quality of educational programs, one of requirement of higher education selection, and to consider in giving the assistance to the education units to improve their quality.

According to Mustofik (2011, p.3), the national examination played a strategic role in the educational management. The final examination was a strategy to improve the quality of education of developing whose limited resources. Examination will give information that encourages and improves quality of education continuously. Apart from that fact that national examination was important, the society debate and criticize it. As we know, multiple choices were a form of national exam. It assesses students' achievement effectively because it has wide scope of learning topics (Aziz & Sugiman, 2015, p.163). Therefore, despite of many pros and cons about national exam, the government still held it.

Government had a policy to change the standard of student's graduation annually. It has a purpose to make human resources more qualified. Furthermore, graduation criterion increases for national examination in 2013–2014. Certainly, the higher criterion make students more motivated and readily. As it was before 2015, the national examination is one of requisite of student's graduation.

To face national exam, students must prepare themselves, both material and psychological readiness. One thing that should be considered was student's readiness to learn mathematics. It is because if students have learned, they will get better results. However, almost all of students have learning obstacles. Because national examination would not be held soon, so readiness of 12th grade students became less. In learning activities in the classroom, students faced many obstacles due to the lack of readiness in learning. According to Baden and Major (2004, p.27) "Piaget believed that the activities learners could complete matched views their cognitive stage or readiness". This means that Piaget believes that the activities of learners can be related to cognitive aspects and their readiness. So their readiness will certainly affect the cognitive aspects, such as national examination scores.

Seeing how important the role of national examination in determining students' graduation, they should prepare before the day of national examination. Students need to be strengthened their understanding of the learning materials. Beside of that, teacher should concern students' psychological condition. The effect of policy, the scores of national examination was not the only one graduation requirement, was the average score of the national examination of high school students in Ngawi decrease and lower than the national average. In the year of 2014, the score of national examination still determined students' graduation. But, in 2015 the government changed the rules against its previous policy that the national examination score did not determine the graduation. In 2015, the score of national examination of senior high school students in Ngawi decreased. In 2014, the average score of national examination was 65.80 and in 2015, the average score was 61.96. Thus the average score of the national examination in Ngawi decreased to be 3.84, while overall the average scores of its test increased by 0.29. It can be seen that the score of national examination of high school students in Ngawi decreased, while overall nationally increased.

It happened because of the students' readiness in national examination is low. Readiness was close to the students' knowledge, and their knowledge affected their readiness. According to Morrison & Fletcher (2002, p. I-3), cognitive readiness is a mental preparation (including the skills, knowledge, abilities, motivations, and personal dispositions) that individual needs to establish and sustain a competent performance in the complex and unpredictable environment. So beside cognitive readiness, mental and psychological readiness was needed. Lack of subject mastery lead to students' anxiety to face national examination which determining students' graduation and vice versa. It means students' understanding also has impact to their anxiety and confidence. On the other side, their anxiety was useful because they can find out the cause and how to overcome it. When students were faced with a problem, the main action was comparing their skill to the problems. So, the students can find out whether they able to solve the problems encountered or not.

Beside their readiness, students should have high motivation to learn to take the national exam. Their high motivation will improve their interest, willingness and enthusiasm to learn (Trisnawati & Wutsqa, 2015, p.299). Learning motivation was one of the characteristics influencing affective aspect. Motivation has positive impact upon learning; stimulates, sustains and give directions to an activity. Highly motivated students often require little guidance from the teachers and are capable of doing many higher degree of complicated work independently (Mubeen, Saeed, & Arif, 2013, p.81). The meaning of that argument is the motivation has positive impact on learning. Students who have high motivation can do a lot of complex issues independently with few teacher's guidance. Motivation is one's internal and external encouragement (Elliot, 2000, Evans, 1999), spirit, effort, and persistence of behavior to hold a change to achieve certain goals (Schunk, Pintrich, & Meece 2010, Woolfolk, 2007, Santrock, 2014, Elliot, 2005, Ormrod, 2003).

Motivation includes intrinsic and extrinsic motivation. Intrinsic motivation comes from someone's interest or his pleasure naturally (Wolkfolk & Margetts, 2007, p.391; Miller, 2009, p.104). Meanwhile, extrinsic motivation comes from environment effect such teaching style, group learning influence, fun and innovative learning, and reward or punishment (Wolkfolk, 2007, Santrock , 2014, Amri &Abadi, 2013, p.56; Farhan &Retnawati, 2014, p.230). According to Santrock (2014) intrinsic motivation has positive correlation with a value. Therefore, motivation is very important to achieve the learning objectives. There significant correlation between achievement and motivation (Sikhawari, 2012, p.19; Widyastuti, 2010, p.13).Related to government policy changes about the graduation requirement, teachers in low level school were easier affected by policy changes in preparing students to face national exam than teachers in high level school (Saukah & Cahyono, 2015, p. 243). The test has had negative effect on the curriculum implementation. National exam played central role in school program and affect every activity in school. Because of stress due to exams, the teachers cannot implement all teaching and learning methods to improve students' interest. Teaching and learning method used by teachers wasn't considering students understanding. Its test also make teachers must be selective in learning content. Integration of life skills in different subjects are also ignored (Boit, Njoki, & Chang'ach, 2012, p.182).

METHODS
This research was ex-post facto research. It is because of subjects in this study were not given treatment or manipulation to variables. This research was conducted by survey method. The research question about the percentage of students who agree and disagree with the policy of the national exam related to the graduation references that influence of readiness, motivation, and math score of national test in high school students in Ngawi was answered by quantitative descriptive.

The population of this research was all class XII high school students in Ngawi. There were 2637 students from 13 high schools and 6 Islamic schools. The sample of this research was some high school students in Ngawi as

many as 364 students from six schools. This study was conducted from March – May, 2016. The sampling technique was stratified random sampling to categorize the schools based on mathematics national examination scores in 2014/2015. There are six schools were chosen twelve classes using cluster random sampling technique. There are two classes in each school.

Variables in this study were readiness, motivation, school test score, and mathematics national examination scores. Readiness was a condition influenced by the level of maturity, knowledge, and skills to achieve the students' expectations to learn something. In this study, students' readiness defined as students condition related to their knowledge as a form of their maturity in national examination. Motivation was students' internal and external encouragement, enthusiasm, effort, and persistence to change their behavior to achieve certain goals. School test score were combined among the student's average score in third to fifth semester. The percentage of student's report score was 30% to 70%, while for the national exam was 30% to 50%. The percentage of school test score was 100%. The national examination score of mathematics was a pure score obtained learners in national exam. National test scores were secondary data.

Instruments in this research were test of student's readiness that consists of 40 questions multiple-choice test for science and social class and motivation questionnaire. Data of student's readiness were obtained using test. Motivation questionnaire consisted of 25 items statements. Data of school test score and mathematics national examination is gotten from the school directly.

Content validity was used in this study to prove the validity of the readiness test and motivation questionnaire based on experts judgments. Construct validity was used to prove the validity of the questionnaires. Based on the construct validity exploratory concluded that motivation questionnaire was valid. By using SPSS 20.0, the reliability coefficient was 0.80. Due to the reliability coefficient of readiness test and motivation questionnaire more than 0.6, it could be said that those tests were reliable.

The data analysis technique was used to analyze the data of readiness, motivation, and school test score, and mathematics national examination score. Beside that, it is also used to test the hypotheses of this study. Before testing the hypothesis, firstly need to test the assumption of normality and homogeneity test (multivariate and univariat).

Hypothesis test was used to determine whether there are differences in readiness, motivation, score of school and national test in group of agree and disagree response about national test scores become the only one graduation requirements. Hypothesis was testes by using MANOVA to see Hotteling's Trace significant value with the following formula:

$$T^2 = \frac{n_1 \cdot n_2}{n_1 + n_2}(\overline{y_1} - \overline{y_2})'S^{-1}(\overline{y_1} - \overline{y_2})$$

(Huberty, 2006)

with:
T^2 = *Hotelling's Trace*
n_1 = number of sample I
n_2 = number of sample II
$(\overline{y_1} - \overline{y_2})$ = average vector
S^{-1} = invers covariance matrix.

After obtaining Hotelling's T^2 value, then its value was transformed to get value of distribution F with the following formula:

$$F = \frac{n_1 + n_2 - p - 1}{(n_1 + n_2 - 2)p}T^2$$

(Steven, 2009)

P was the number of dependent variables. The criterion of the test was H$_o$ was rejected if the significance value is less than 0.05.

Hypotheses were used to determine whether there are differences in readiness, motivation, score of school and national test in the agreed and disagreed group about national test scores as the only one graduation requirements as follows:

Ho: There is no difference in readiness, motivation, and mathematics national examination scores between agreed and disagreed groups.

H$_1$: There is difference in readiness, motivation, and mathematics national examination scores between agreed and disagreed groups.

After using MANOVA and there is difference, then it was followed by independent samples t-test to determine which variable that has differences. Before testing by independent test, it should be formulated hypotheses. Hypotheses used to determine whether each variable has a difference or not as follows:

1) H$_0$: $\mu_{R,S} = \mu_{R,T}$ (there is no difference between readiness of the students' group who agree and disagree with the policy that the score of national examination as determinant of graduation).

   H$_1$: $\mu_{R,S} \neq \mu_{R,T}$ (there are differences between readiness of students' group who agree and disagree with the policy that the score of national examination as determinant of graduation).

2) H$_0$: $\mu_{M,S} = \mu_{M,T}$ (there is no difference between motivations of students' group who agree and disagree with the policy that the score of national examination as determinant of graduation).

   H$_1$: $\mu_{M,S} \neq \mu_{M,T}$ (there are differences between motivations of students group who agree and disagree with the policy that the score of national examination as determinant of graduation).

3) H$_0$: $\mu_{NS,S} = \mu_{NS,T}$ (there is no difference between the score of mathematics school test of students' group who agree and disagree with the policy that the score of national examination as determinant of graduation).

   H$_1$: $\mu_{NS,S} \neq \mu_{NS,T}$ (there are differences between the score of mathematics school test of students' group who agree and disagree with the policy that the score of national examination as determinant of graduation).

4) H$_0$: $\mu_{NUN,S} - \mu_{NUN,T}$ (there is no difference between score of mathematics national examination of students' groups who agree and disagree with the policy that the score of national examination as determinant of graduation).

   H$_1$: $\mu_{NUN,S} \neq \mu_{T}$ (There are differences between score of mathematics national examination of students' groups who agree and disagree with the policy that the score of national examination as determinant of graduation).

The test statistic that be used to test these hypotheses by using independents sample t-test with the following formula:

$$t = \frac{\bar{y_1} - \bar{y_2}}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(Stevens, 2009)

$\bar{y_1}$ = average value of sample I

$\bar{y_2}$ = average value of sample II

S_1^2 = variance of sample I

S_2^2 = variance of sample I

n_1 = the number of samples I

n_2 = the number of sample II

The decision criterion of the test was Ho is rejected if the value of $|t|_{hit} > t_{\frac{\alpha}{p}(n_1 + n_2 - 2)}$ with p is the number of dependent variables.

After knowing which variables are having differences, to determine which group has readiness, motivation, school test score, and national test. The hypotheses are follows:

1) H$_0$: $\mu_{S,R} \leq \mu_{T,R}$

   H$_1$: $\mu_{S,R} > \mu_{T,R}$

2) H$_0$: $\mu_{S,M} \leq \mu_{T,M}$

   H$_1$: $\mu_{S,M} > \mu_{T,M}$

3) H$_0$: $\mu_{S,NS} \leq \mu_{T,NS}$

   H$_1$: $\mu_{S,NS} > \mu_{T,NS}$

4) H$_0$: $\mu_{S,NUN} \leq \mu_{T,NUN}$

H₁: $\mu_{S,NUN} > \mu_{T,NUN}$

The first hypothesis state that the disagreed group has better readiness than the agreed group. The second hypothesis state that the disagreed group has better motivation than the agreed group. The third hypothesis states that the disagreed group has better school test score than the agreed group. The fourth hypothesis states that the disagreed group has better score of national examination than the agreed group. Statistical test that used to test those hypotheses was univariate (t) by using Bonferroni criterion with the formulas such as when using independents sample t-test. Testing criterion for Bonferroni test is Ho will be rejected if t-test is greater than t-value.

RESULTS AND DISCUSSION
Readiness test results can be seen in Table 1.

Table 1. Readiness Test Results

	Disagree	Agree	Total
Average	46.55	45.44	45.67
Standard Deviation	15.42	14.46	14.65
Maximum Score	77.50	82.50	8250
Minimum Score	15.00	10.00	10.00

Based on Table 1, it can be seen that the average of readiness test of disagreed group is greater than agreed group. But standard deviation of agreed group is lower than disagreed group. Based on maximum score, disagreed group has lower score than agreed group. But, based on minimum score, disagreed group has higher score than agreed group.

Motivation questionnaire result can be seen in the Table 2.

Table 2. Motivation Questionnaire Results

Description	Disagree	Agree	Total
Average	96.79	94.23	94.77
Standard Deviation	8.47	7.66	7.89
Maximum Score	113	114	114
Minimum Score	76	74	74

Based on Table 2, it can be seen that the average of motivation of the disagreed group students is higher than agreed group students. But, standard deviation of the disagreed group is higher than the agreed group. It means that data dissemination of disagreed group is more extensive than agreed group. Based on maximum score, disagreed group has lower score than agreed group. But, based on minimum score, disagreed group has higher score than group that agree with the policy. Score of school test result can be seen in Table 3.

Table 3. Score of School Test Result

Description	Disagree	Agree	Total
Average	77.95	89.20	86.85
Standard Deviation	3.80	4.49	5.80
Maximum Score	89.12	97.20	97.2
Minimum Score	70.56	70.43	70.4

Based on Table 3, it can be seen that the average of disagreed group is larger than agreed group. But, based on standard deviation score, disagreed group is lower than agreed group. It means data dissemination of disagreed group is more convergent than agreed group. Based on maximum score, agreed group has higher score than disagreed group. But the minimum score of disagreed group is higher than agreed group.

National examination results can be seen in Table 4.

Table 4. National Examination Result

Description	Disagree	Agree	Total
Average	53.68	46.08	47.67
Standard Deviation	18.29	17.88	18.20
Maximum Score	87.50	87.50	87.5
Minimum Score	17.50	2.50	2.5

Based on Table 4, it can be seen that the average of disagreed group is higher than agreed group. But, disagreed group has lower standard deviation than agreed group. It means that data dissemination of disagreed group is more convergent than agreed group. Based on maximum score, disagreed group has same score with agreed group. But, based on minimum score, disagreed group is higher than agreed group.

Based on the data, it continued with hypothesis test to determine whether or not differences in readiness, motivation, school test score, and national examination test scores. Hypothesis test used MANOVA test. Using SPSS 20.0 was obtained the result in Table 5.

Table 5. MANOVA test

Test	F	Sig
Hoteling's Trace	152.282	0.0000

Based on Table 5, it can be seen that F- value is less than 0.05. It is 0.000. It means that there are differences in readiness, motivation, school test score, and national examination test between agreed group and disagreed group. Furthermore, it continued by testing the data to determine which one of the variable that has differences. The test used independent samples t-test. The result is in Table 6.

Table 6. Results of Independent Samples T-test

Aspects	$|t|_{test}$	$t_{\frac{0.05}{4}(1.862)}$	Specification
Readiness	0.59	2.51	H_0 accepted
Motivation	2.53	2.51	H_0 rejected
School test score	24.50	2.51	H_0 rejected
National Examination Score	3.28	2.51	H_0 rejected

Based on Table 6, it can be seen that readiness result is 0.59. It is greater than 2.51. Because of t-test is greater than t-value, it can be concluded that the Ho accepted. It means that there is no difference between both of groups. Meanwhile, the t-test result of motivation variable, school test score, and national examination score are greater than t-value. It can be concluded that there are differences for each variable motivation, school test score, and national examination scores significantly between the disagreed groups and agreed group.

Based on the average of readiness variable, the both of two groups have little difference average. It is 1.11. It is caused the lack of difference readiness between disagreed groups and agreed group. The conclusion, there is no significant differences in readiness between the both of two groups. Another fact is the average score of the both of groups readiness is relatively low. It is less than 55.

Based on the data, there are different of motivations, school test score, and mathematics national examination scores. It was continued by using t-test Bonferroni. Using SPSS 20.0 was obtained the results in Table 7.

Table 7. Results of t-test Bonferroni

Variable	*t-Bonferroni*	t_{table}	Decision
Motivation	2.50	2.41	H_0 rejected
School test score	-24.50	2.41	
			H_0 accepted
National Examination Score	3.28	2.41	H_0 rejected

Based on Table 7, it can be seen that the result of t-test for motivation variable is greater than t-value. It is conclude that Ho is rejected. It means that disagreed group has better motivation than the agreed group. Based on t-test result of school test score, it is less than t-value. It can be concluded that the Ho is accepted. It means that school test score of agreed group is better than disagreed group. Meanwhile, the t-test result of national examination scores variable is greater than t-value. It can be concluded that disagreed group has better score than agreed group.

Based on motivation data, disagreed group has higher score than agreed group. Disagreed group is more dominated by high school category. Disagreed group average is 96.70. It is greater than agreed group that is 92.65. The standard deviation of disagreed group is lower than agreed group. Students' learning motivations can be seen from the cognitive aspect (Elliot, 2000). One of cognitive aspect is students' effort. It is also supported by Ormrod (2003), one of the effects of motivation is increasing effort and energy. In the case of national policies that related to the graduation of examination, disagreed group tend to have a high effort in school test

and national examination scores. The disagreed group tries to get better score than agreed group. The difference of their motivation is caused by agreed students want to get better score than disagreed students although national examination score is not as graduation reference. But, they think that the national examinations results can be used as an consideration to get higher level education.

Based on Bonferroni t-test of school test score, it is concluded that the school test score of agreed group is better than disagreed group. In theory, school test score should be proportional with students' motivation. But the fact, it showed different things. School test score of agreed group is better than disagreed group. It is because of the differences in percentage of report score and schools test score standard in each of school. According to Permendikbud No. 5 (2015), the percentage of report score is 50% -70% while for school test score is 30% - 50%. The total of them is 100%. For example, the proportion of Senior High School 1 of Kwadungan is 50:50. The formula used to determine school test score is 50% of three until five semester average score that is added with 50% of school test score. It is different with MAN Ngawi's formula. MAN Ngawi use the proportion of 60:40. Meanwhile, the Ngawi's official gives bigger proportion to Islamic school (madrasah). It indicated school test score of agreed group is better than disagreed group.

Based on national examination score, disagreed group is better than agreed group. It is like the hypothesis. It is because of the motivation of disagreed group is also better than agreed group. The national examination score is got by students' effort doing national examination. In line with these results, Dai and Sternberg (2004) states that the students' intellectual is not only based on the logic or structure of the recognition but also the motivation to success. The other studies are also conclude that there is a positive correlation between motivation and achievement (Awan, Noureen,& Naz, 2011; Jonah & Zah, 2009; Sikhawari, 2014; Widyastuti, 2010). It shows that students who have higher learning motivation, they will get better learning achievements, and vice versa. Students who have lower learning motivation , they will have lower learning achievement.

Another fact can be seen in Figure 1. It is frequency polygon. Based on national examination scores, the maximum score and average of the both of groups are 0-55. It indicates that the national examination scores in both of groups are in less category. Overall, the category of national examination scores of senior high school/Islamic senior high school students in Ngawi is less. Although the agreed group has national examination score better than disagreed group, but the category of the both of them is still less. The detail of frequency of national examination score is showed at the figure 1.
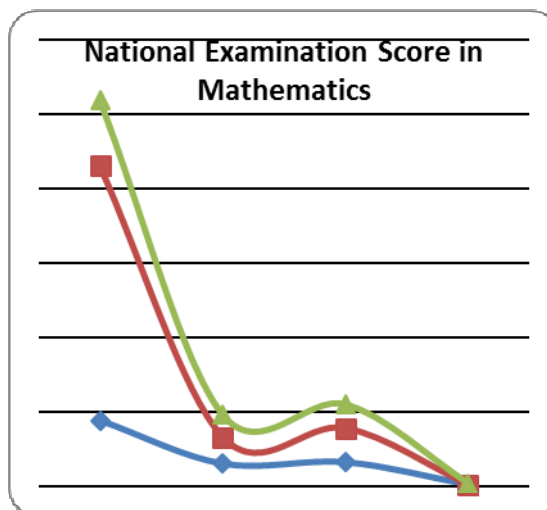
Figure 1: Frequency of National Examination Score

Information:

: Disagreed group of the policy that national examination scores is not become one of the graduation requirements.

: Agreed group of the policy that national examination scores is not become one of the graduation requirements.

: The combined of agreed and disagreed group.

Based on Figure 1, interval of the maximum score and the average of combined of the groups are at intervals of 0-55. It indicates that the category of national examination scores in both groups are less. Overall, the category

of national test scores of senior high school / Islamic high school students in Ngawi are in the less. Although the agreed group has national examination score better than disagreed group, but their category are still less.

In this study, researcher is also focus on the correlation between the school test score and national examination score. It is because the results show that the school test score of disagreed group is better than agreed group agreed. Besides that, the national examination score of agreed group is better than disagreed group. The result if correlation analysis shows that correlation coefficient between school test score and national examination scores is -0.175. Based on the result, it means that there is not a high correlation between school test score and national examination score. It indicates that the difference in school test score and national examination score are not based on the classification of students who agree and disagree about the policy. The differences can be caused by internal factors that influence achievement, such as interests, independent learning, self-efficacy, curiosity, the ability to think critically or creativity. As for external factors that influence the differences between school test score and national examination score are students' condition in each schools. It also causes the difference between school test score and national examination score. Based on the data, it can be concluded that the category of national examination scores of high school students/Islamic high school students in Ngawi are less. Based on the fact, the results of national examination of high school students/Islamic high school students in Ngawi declined nationally. But, national examination score increased. It can be said that the category of input or students'' condition of high school students/Islamic high school in Ngawi is less.

CONCLUSIONS
Students who disagreed with national examination score do not become one of the graduation requirements is 76 students, or 20.88%. Students' who agreed is 288 students or 79.12%. There is a difference (simultaneously) between readiness, motivation, school test score, and mathematics national examination scores of students who agree and disagree with national test scores do not become one of the graduation requirements. Besides that, there is no difference readiness of agreed and disagreed students. But, there are differences in motivation, school test score, and mathematics national examination scores of agreed and disagreed students. Next analysis concluded that motivation and national examination scores of disagreed group is better than agreed group. School test score of agreed group is better than disagreed group.

SUGGESTIONS
Based on data, the readiness score of the groups is under 55. It is suggested to the school that should apply methods that can trigger students' reasoning. Students are not only given the exercise in understanding and application level, but also reasoning abilities level. It is also recommend that students should have good readiness although the national examination is not as a graduation reference. The impact is they will get good score in national examination scores. It is because the national examination scores can be used for mapping the quality of programs and / or the education unit, consideration of selection to get next education level, consideration in the development and delivery of aid education to improve the quality of education. In the next study, it is should made a case study of students who has highest and lowest readiness, motivation, school test score, and national examination scores in mathematics. The aim is to dig directly the unique things that may be used as research findings. Another suggestion is to enlarge the population that is residency of Madiun in order to see a larger influence of the policy that related to the graduation reference. It will become an evaluation for the authorities to determine the national examination policy.

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