

# **HISTORY OF ENGLISH LANGUAGE TEACHING IN INDIA**

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## **Introduction:**

India is a land of multiple languages, with various dialects and varieties. If one takes a trip across the length and breadth of the country, you are sure to be mesmerized with the vast data base of languages in India.

When the British came to India, it was not just trade but also to colonize, to build their empire, to discover new opportunities for growth, for progress, for development of the mother country, England. With this arose the need for employment. Initially people from England were brought in as employees, but slowly this turned out to be a very expensive and an impractical affair. It was decided that, English education be imparted to the people of India. This would solve their problem, and make the country 'progressive'.

## **Colonial Era**

In 1835 T.B. Macaulay, for the first time, formally introduced the teaching of English language in the South Asian subcontinent. He stated the importance of the language and how the education through this medium would help the natives. It was meant to serve in the administrative services and to also create people who would have the 'English' way of life, which would help the British to further their agenda. Prominent universities were set up in Mumbai (Bombay), Kolkata (Calcutta), and Chennai (Madras).

English was the language of the ruling class and the elites. It was very formal. Any Indian who learnt this language was given the 'Godly'

status in his community. The study was mainly based on grammar and literature. It was demanded that the sentence be grammatically correct and worded properly. Thus, the seed of the English language was sown in India.

The language was used as a weapon by our Indian freedom fighters and revolutionaries to echo their vision of an independent India.

## **Post-Colonial Era**

English is a way of life in India. The approach towards the language has changed drastically. Over the years the language has managed to adopt so many words from Indian languages like, *bazaar*, *coolie*, *chutney karma*, *curry* and so many more words have made their way to the English language. The language has found its home but in a very unique manner. Indian English is the new English of India. It is not uncommon to hear someone speak in English with a taste of their mother tongue. The manner in which a person speaks English it is more or less possible to identify their origin.

English is the official language of India, and has been accepted for the purpose of administration and official communication, and is one of the most commonly used languages in India.

It is taught as a subject in schools across India, alongside the mother tongue. From a young age, it has been introduced right from the nursery section. The alphabets, words, sentences are very crucial to form

a firm base. This is important as the higher education is available in the English language. There are so many career opportunities available with the knowledge of the English language. One can become a teacher, a government official or choose any professional career. There are so many opportunities available in foreign countries, who want nationals from other countries to teach in their country and help the students learn. Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and tests of similar nature are available which can help one to settle abroad and make a life for oneself, and also provides a very good opportunity to travel the world.

With the advancement of technology, the learning of English language has taken a new boost. In the comfort of one's home, it is possible to

learn so much about the language. There is no age bar to learning. So many tutorials, games and interactive platforms are available for the purpose of learning.

A language needs speakers to carry it forward, and English surely is one advancing language.

### **Conclusion**

English is a major foreign language in India, which is one of the most important one. Though it came from the British, today it holds a very important place in our lives. It is widely used in schools, colleges, higher education, for communication and for the purpose of administration. Each day more and more speakers are added to the language, this only signifies, growth and progress of the language.

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# **Students' Collaborative Practices in Minecraft in the Teaching of 21st Century**

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Since its release in 2009, Minecraft has sold more than 100 million copies worldwide (Huddleston, 2016). Students and educators are taking notice and looking for ways to incorporate Minecraft into their classrooms (Timoner, 2014. Craft, 2016; Hill, 2015 and Short, 2012 stated, Minecraft is being utilized in the classroom to teach subjects and skills like physics, arithmetic, computational thinking, creativity, art, history, digital citizenship, and teamwork There is even a Minecraft: Education Edition for teachers who want to use the game with kids. Minecraft camps and workshops are becoming increasingly popular in non-school settings, such as libraries Cilauro, (2015). Minecraft's popularity among teachers is part of a growing trend in which students study through interactive video games. Learners actively generate knowledge through open-ended tasks such as problem solving, decision-making and following one's own interests in these endeavors by Plass, Homer, & Kinzer, (2015).

Teaching and learning can benefit from the use of information and communication technology (ICT). As a result, integration might be difficult and time-consuming. Repurposing a virtual world platform to produce simulation-based training is a unique strategy we offer for improving teaching and learning in a simple, pleasant, and effective manner. Research on Minecraft Education by Bourdeau, S., Coulon, T., & Petit, M. C. (2021) the findings has tended and teach agile project management, a virtual world platform, Minecraft Education, was employed. The Scrum framework has been used by 153 university students so far to implement a simulated project in Minecraft Education. Students reported that their educational experience was stimulating and difficult, according to the results of the study. As a guide for instructors and practitioners who want to use "readymade" virtual world platforms in their classrooms, these recommendations have been put together.

Games, as a generic phrase, are so wide that they are of little use when they are addressed without further clarification. This complicates a discussion of games and learning and an assessment of their influence. There are a wide variety of game genres to choose from, including everything from casual games to first-person shooters to massively multiplayer online games (MMOs) to role-playing games and everything in between. As you can see, each of the previous genres connects to and influences the others. One consequence of this is that one can't presume that research results gleaned from the study of a particular genre can be easily applicable to another. Badges in an MMO may be valuable in guiding learners toward specific learning- related tasks, but when they are integrated into a casual game, they may detract from learning.

Play has long been recognized as an important part of cognitive growth and learning by psychologists. When it comes to the development of children's cognitive abilities, Piaget (1962)

emphasized the importance of play. A child's play gets increasingly abstract, symbolic and social as they grow older, according to Piaget. As part of their cognitive development, young children's schemas are activated in ways that allow them to transcend their immediate surroundings. According to DeLoache, (1987), When a child pretends that an eraser is a car, he or she knows that the eraser isn't actually a car. In order for children to acquire symbolic thinking one of the most important developments of early childhood, they must be able to keep in their minds several representations of the same thing. Having the

ability to hold in memory several, even contradicting, representations of reality is a foundation for further advancements. Play has long been recognized as an important part of cognitive growth and learning by psychologists. For example, Piaget (1962) stated that play is a fundamental part of children's cognitive development.

Piaget believes that children's play gets increasingly abstract, symbolic, and social as they progress through different developmental stages. Activating children's schemas is one way that play is considered as helping to their cognitive development in a way that allows them to transcend their immediate reality. When a child pretends that an eraser is a car, he or she knows that the eraser isn't a car. One of the most significant processes in early childhood is the formation of symbolic thinking, which requires the ability to retain in mind several representations of the same thing (DeLoache, 1987). Key later advancements are underpinned by the ability to maintain in mind numerous, perhaps contradictory, representations of reality.

There are a variety of reasons why games can be beneficial in the classroom. Some of these claims lack empirical evidence, while others are based on extensive research and theory. The most frequently recognized attribute of games is their ability to motivate players. Games for entertainment have been shown to drive learners to stay engaged for long periods of time through a series of elements that are of a motivational character, according to this viewpoint. A variety of game mechanics and activities that learners enjoy or find interesting Rotgans & Schmidt, (2011) are included in these features. These include incentive structures, such as star points, points on the leaderboard, badges, and trophies. However, there is no empirical evidence to support the theory that game elements can "improve" mechanics that are otherwise dull; rather, it's preferable if mechanics themselves are made fascinating.

There are a variety of ways to engage learners in digital games, which is one of the most commonly mentioned reasons for using them in education. The sort of engagement that is used relies on the individual learning goal, learner characteristics, and the situation in which it is being used. The INTERACT model of Domagk, Schwartz, & Plass, (2010) distinguishes between cognitive and affective engagement (i.e. mental processing and metacognition) as well as behavioral engagement (i.e. gestures, embodied actions, and movement) in light of the lack of clarity surrounding the term "engagement".

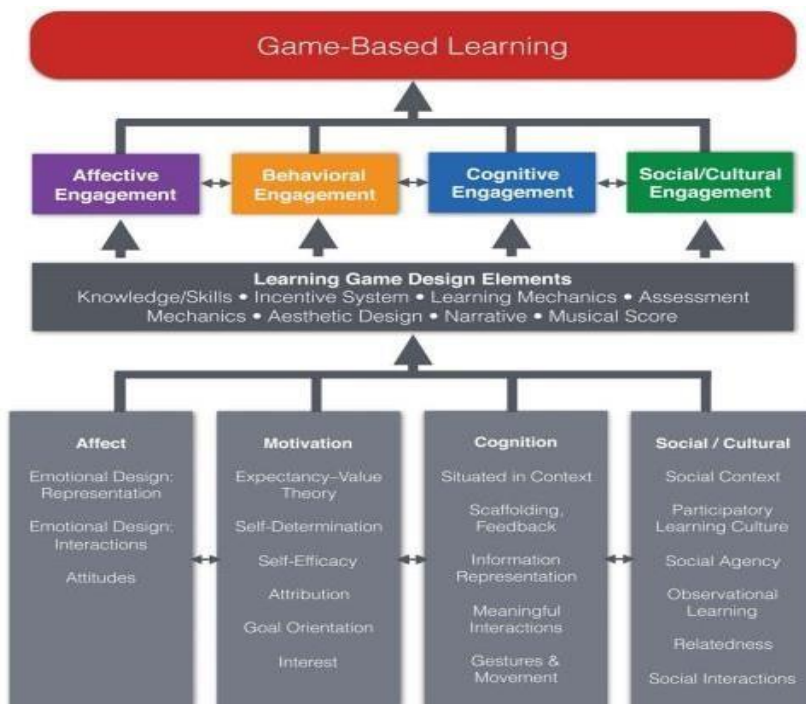


Figure 1. The framework of Game- Based and Playful Learning Studies of informal collaborative processes in games have

found success (Gee, 2008) in the setting of games. Playing games with others can be a great way to build community and achieve a common objective (Plass et al. 2015). It is not uncommon for video game players to engage in conflict resolution, explanation and persuasion, as well as collaborating with other players. Experts and beginners help each other in a community of practice where everyone gathers around a similar. When it comes to encouraging teamwork among players, multiplayer video games excel Plass et al., (2015). Many of these games have gameplay mechanisms (such as quests) that require players to work together to accomplish certain goals within the game.

In addition, the user-generated information, such as cheatsheets, online discussion boards, and footage of participants' gaming, further facilitates collaborative activities among players (Plass et al., 2015). According to Steinkuehler (2012), a cognitive ethnography of the MMOG Lineage describes how new players learn the discourses of the game by participating in a community of practice. During this apprenticeship, students were paired with more experienced players to practice their skills. Through the use of social practice and coordinated action, Steinkuehler demonstrated how learning occurs in the game.

According to Wernholm&Vigmo, (2015) Minecraft is a multiplayer game that has the ability to encourage pupils to work together. Lego-like blocks make up the virtual terrain in Minecraft. Blocks can be moved about and used to construct structures, fight creatures, and gather resources in order to stay alive in the environment. The game can be played alone or as part of a larger social activity. Public or private servers are the most common means of connecting with others. Player-created content outside of Minecraft, including as modifications (mods), custom maps, tutorials, and videos of people playing the game, is also available to players. There are numerous ways for players to work together in Minecraft.

A wide range of areas, from physics and math to literature and art and history and foreign

languages, are being explored as methods to introduce Minecraft into the classroom. Craft, (2016). The findings from the current study provide needed insight into the nature of more and less effective collaborations in gaming environments as multiplayer video games continue to gain popularity among young people and educators seeking to engage their students and promote twenty-first century skills. Extends the body of research that has explored collaborative processes in face-to-face and organized learning situations (e.g. Barron, 2003), as well as multiplayer games Rogat&Linnenbrink-Garcia,(2011). Ballagas et al., (2013). According to this research, the ability to create and retain joint attention emerged as a key aspect of successful collaboration in Minecraft. This approach to learning is a game- based one that is both fun and educational. Through the use of online multiplayer games, the usage of Minecraft as a means of encouraging students to work together in the teaching of 21st century skills is linked.

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# **Examining the Model of Mobile- Assisted Mind Mapping Technique on Speaking Ability**

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## **Mind Mapping in Learning Model**

Farrand, P. (2002) stated that mind mapping, a technique for visualizing links between concepts, is a reflecting tool that allows students to experiment with colors and draw drawings on mapping material. According to Davies, M. (2011), Leopold, C., & Leutner, D. (2012), mind mapping is structured drawings and diagrams that are simpler to grasp than words and may convey difficult concepts, allowing students to focus on selecting the important ideas required to successfully summarize the course. Masnaini, Copriady, J., & Osman, K. (2018) define mind mapping as organizing a large amount of information into colorful, regular, and easy-to-remember diagrams. Colors and pictures in mind maps make learning more enjoyable, make it simpler to organize thoughts, comprehend concepts, inspire brainstorming, increase memory, and facilitate understanding, resulting in more meaningful learning. Dhindsa, H.S., Kasim, M., and Anderson, O.R. (2010).

Hariyadi, S., Corebima, A.D., Zubaidah, S., & Ibrohim (2018) said reading from numerous sources is the first step in creating a mental map. Then, students identify the core concepts and sub-concepts, which are referred to as branches of the main concepts. Mind mapping is more successful when paired with other approaches such as graphics employing color and line play, because the combination helps create mental processes and can boost cognitive memory by up to 32%. Holliday,

W.G. (2000). An excellent mind map might take the shape of drawings on paper and pencil, created by student engagement in the

processing of material information in depth, thus adding to the learning experience, understanding of the subject, and as an attempt to enhance the student's knowledge itself. Ainsworth, S., Prain, V., & Tytler, R. 2011. In addition, Edwards, S., & Cooper, N. (2010) stated that mind mapping may be used by instructors to map instructional resources in order to plan and monitor lectures [41]. According to the findings, mind mapping is a creative approach to guiding and directing students in learning to retain important concepts and construct a learning environment to aid in information processing. Mason, L., Lowe, R., & Tornatora, M. C. (2013).

## **Mobile-assisted Mind Mapping Relationship on Students' Speaking Abilities**

Improvements in teaching and learning programs are being spurred on by the Industry 4.0 era, which is now number one in ICT- related specialist training. ICT advancements have had a significant influence on teaching and learning, and people have been more interested in the use of learning programs. These intriguing events will have a significant impact on them.

Education has a significant impact on these students, and they should be encouraged to participate in the 4.0 program. Be prepared to take on new tasks and possibilities that may arise from these new occurrences. It's essential to have expertise in education 4.0 to cultivate students who are more future-focused and with better mental faculties and a rationale for doing so. The students, when they've finished their official schooling, must be self-motivated and flexible in their approach to a real way of disrupting. Some of them would be willing to collaborate with each other while working both with people and machines. It would be much more straightforward. Better collaboration is more important now than ever before.



Efforts must be coordinated. At a time of tremendous change, students and recent graduates who want to avoid interruptions should work on developing the skills and knowledge necessary to make improvements that are self-directed, as well as students who need to become proficient in a variety of non-cognitive abilities. Critical thinking, for example, is one of the talents that context problem solving and cognitive flexibility are essential for creative thinking to

succeed in Industry 4.0. Furthermore, mobile technologies have emerged as one of the brighter talents riding the wave of this influx of new talent. As the modern age has progressed, numerous technologies, software, and apps have been widely available, making it easier for people to access educational activities planned by teachers (A. H. M. Adnan, 2020).

A good teaching and learning strategy, on the other hand, is essential to helping students do well in their classes. Today, as technology progresses, a variety of instructional methods are available when it comes to learning about and implementing new ways of education. A growing number of people are attending mobile conference teaching approaches, particularly in higher education and other learning environments. This report summarizes the results of an investigation into mobile devices. Mind mapping applications for teaching and learning improve the quality of one's writing. To put it another way, it's essential to figure out what's going on.

Mobile-assisted Mind Mapping Relationship on Students' Speaking Abilities as Measured by the MAMMLT technique. A MAMMLT is defined in this study as a method that uses mind mapping and mobile-assisted language learning apps to encourage students to participate in their own education and learn more about self-motivation and speaking ability. For this project, a conceptual model framework known as the "Mobile-assisted Mind Mapping Technique Model (MMMTM)" was developed and recommended for the speaking abilities of students. The conceptual framework of this paper analyzes the students' backgrounds in speaking abilities, mobile technology application backdrops, and mind mapping app backgrounds. It demonstrates the learners' backgrounds in this environment. Their speaking performance is influenced by their knowledge and attitudes when using mobile technology applications and mind-mapping applications.

Learners' attitudes are comprised of the following elements under this framework: students' perspectives about the employment of mobile-assisted mind mapping approach that might impact their speaking performance, while learners' baseline information consists of the understanding of writing skills, knowledge of mobile learning use and understanding of mind mapping software (mind mister application). According to Venkatesh (2003), four essential and primary paradigms are presented:

Expectancy of performance, enabling conditions, and effort, in addition to the social impact. These are the direct manifestations of the factors that influence behavioral intentions and, ultimately, behavior. Furthermore, learners' prior knowledge, which includes the knowledge of writing, mobile learning, and mind mapping, can also have a good impact on the writing abilities of students in the long term. The lecturer's knowledge is stored in the term "memory." The subject, composition method, and target are all rotated in the information group, as are broad goals and strategies for carrying out the task that needs to be completed to supplement students. These students must have access to resources that will help them improve their speaking performance. The implementation of the recommended framework Hopefully, this foundation will be able to help improve their speaking abilities.

Moving towards Industry 4.0 necessitates changing curricular policies and solutions in accordance with current developments in order to match the increase in expertise in the field. According to this report, the usage of mobile devices is best suited in conjunction with the use of Because mobile usage is so simple and adaptable, mind maps are becoming increasingly popular. Students can study successfully since they are available anywhere. R. A. Karim (2018) and R. A. Karim, A. G. Abu (2018). On the basis of empirical evidence, innovative mobile apps to supplement positive reinforcement might help to improve speaking abilities by replying based on the students' English speaking skills. The program's background information on mobile technology, apps, and mind mapping Furthermore, the

use of devices may foster their abilities and improve their speaking performance. Speaking achievement will improve as the structure created is optimized to act as a guideline for education 4.0.

Education system administrators and stakeholders, together with on-the-ground educators, should support and offer platforms and facilities to aid in its implementation frameworks, such as advanced information and communication technology (ICT) and smart technology in higher education institutes. This structure has the

possibility to go a long way toward assisting students in becoming graduates who are knowledgeable about the Industry 4.0 era and to improve the utilization of 21st century learning abilities through analysts and instructors who must strive for adaptable innovation.

Use mobile learning technology to help children study more effectively. R. A. Karim, et al. (2019). Use of mobile devices as part of advanced education 4.0 innovations should be fostered. It opens up new avenues for the growth of our education. Adnan, A. H. M., (2019). Delivery systems Last but not least, more research should be carried out in order to generate additional understanding about the spread of the existing inquiry in order to accelerate it swiftly. Industrial learning behaviors of university students' preparedness for revolution 4.0

### **How Does Mind Mapping Help Students Speak?**

According to H. M. Adnan, et.al (2020) Mind maps can be useful in a variety of situations. They are as follows:

1. a. planning b. communication
2. More inventive
3. Time for efficiency
4. Solving problems
5. Concentrate on the attention.
6. Arrange and describe the mind.
7. So, think about it.
8. A quick and efficient study
9. Examine "the entire picture"

According to Tee and his colleagues (2014), there are certain benefits and drawbacks to mind mapping, which are as follows:

#### **The Advantages of Mind Mapping**

- 1) Organizing textbook notes
- 2) The Buzan mind map ideas are easy to implement and enjoyable to use.
- 3) It is one of the most basic and well-known thinking tools.
- 4) Students can memorize more effectively.
- 5) Students can organize their daily routine using a mind map.
- 6) The revision process is both quick and efficient.
- 7) Students will place a high value on their own work (mind map).

8) Parents and instructors can keep track of their students' progress.

Mind map disadvantages:

- 1) It can only be saved digitally as a scanned document.
- 2) The map's size is restricted.
- 3) User preference for the advantages of mind-mapping software

They will be able to collaborate with their friends and colleagues if they openly propose their ideas. Notes are more focused on the material subject, and they assist the mind in organizing. Remember, comparing and forming associations in order to obtain the new information, as well as mind mapping, which allows users the freedom to look for and learn resources, and they are not reliant on the teacher, resulting in more active students and innovative in the learning process While the benefits of mind mapping are numerous, only engaged students are involved. Several types of mind mapping make it harder for teachers to provide adjustments.

The capacity to use language, words, and sounds to convey ideas in the form of views, wants, emotions, or feelings to a speaking partner is known as a speaking skill. "Speaking" is a mechanism that employs a variety of muscles in the human body to transfer thoughts to suit the necessities of human life. Learning strategies are specific steps or procedures that students have taken to facilitate the acquisition and use of information to make learning easier, faster, more enjoyable, and more effective and to take students to a new atmosphere as they involve mental and communication procedures for learning the language and using it in the context of promoting language acquisition and mastery.

Many students thought it was difficult to learn a foreign language. A stimulus is needed to make it simpler for students to grasp this information. Things are much simpler to learn and comprehend when broken down into smaller, more manageable chunks for a child's age. Students will struggle to comprehend anything that is overly detailed. In addition, students need to strengthen their focus in order to retain the information they are given with during the learning process. As a result, students will benefit from adopting the mind mapping approach because they will search for concepts that may be combined to form a new concept. Prosody awareness, phonological awareness, and auditory processing all play diverse roles in L1 and L2 readings, reflecting the various prosodic and segmental patterns of the two languages (Chung, Jarmulowicz, & Bidelman, 2017).

There are a number of things to keep in mind when it comes to the attention process, including the ability to direct one's thoughts and focus. As we grow older, our ability to pay attention (and have perseverance) increases. For example, a simple object is more interesting to a child than a complicated one; c) students' hobbies also play a role (adaptability). It is necessary to screen for relevant information, even though irrelevant material frequently creates a scenario of "incidental learning"; c) planning (plan-fullness). Filtering out extraneous information can be improved by using a systematic and planned planning technique; d) adapting attention with age. As they get older, youngsters become more adept at using increasingly sophisticated information processing systems and are better able to round out their attention spans by drawing on previously learned material. The ability of students to change their attention methods improves as they mature. A lack of systematic thinking and full focus while studying is common among Islamic junior school students with mental health issues. Children are encouraged to begin receiving words and then taught to think methodically through the action of creating sentences and organizing them into a paragraph as part of the mind mapping work process. Students learn to talk to each other more effectively when they go through this procedure.

Mind mapping can help students improve their memory, reasoning, and organizational abilities, as well as their capacity to control the information that is being sent to them from within their own heads. Students' interest in learning is piqued by the use of mind mapping. It is also possible to employ mind mapping as a way of gauging how well students are grasping concepts during the course of instruction. Additionally, mind mapping has the unique ability to help students arrange their thoughts.

It has been shown that students, educators, and researchers may all benefit from a mind- mapping approach that can be successfully applied in the language learning classroom. Buran and Filyukov (2015) cite this study. Using mind mapping in the classroom shifts the focus from the instructor to the student, allowing the teacher to just serve as a facilitator.

Some research suggests that students may struggle in class if their notes don't reflect their preferred learning method. Students can use words, arrows, and abbreviations to connect new ideas via mind mapping. Mind maps with images, borders, and colors may be used as study aids for a variety of classes (Fun & Maskat, 2010). When given a prompt by the teacher, students in this study independently formulate a statement that is then presented verbally.

A strong graphic style, according to Buzan (2009), is the key to unlocking the human brain's full potential so that it may employ all the talents present in both hemispheres, such as words and images, numbers, logic, rhythm, and color in a unique way. He makes this claim in his book. As one of the most efficient ways to insert and remove information from the brain, mind mapping is a great option.

It is argued that mind mapping can assist students in learning how to organize their information organically by making it simple to find what they are looking for. Because of their many advantages, mind maps are expected to make it simpler for students to compose essays in a methodical manner. The teacher's role is to act as a catalyst for students to put their newly acquired knowledge into action. Both these things work together to provide a learning outcome that is in line with the goal. so that students are able to express themselves through their speaking skills in a way that is ordered and produces quality sentences. As a bonus, this idea map should be used in conjunction with a group game.

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# **DICTIONARY USAGE TO MAKE ENGLISH LEARNING EASY**

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## **INTRODUCTION**

English being the second language learnt in our country many learners find it difficult to cope up with . For the students in school it is difficult to understand this language due to which learning other text books printed in English also becomes tedious for them. India's majority of the parents aren't literate and don't know the proper usage of this language due to which they are not in a position to help their wards. This ultimately leaves the child to lose interest in study and with no other option than to drop out of school. To counter this we as English language teachers should help our learners in learning in the right way, for this to be done we have to introduce them to usage of dictionaries.

Dictionary is a reference source in print or electronic form containing words usually alphabetically arranged along with information about their forms, pronunciation, functions, etymologies, meanings and syntactic and idiomatic uses. For learners belonging to the age group of 5 to 13 years dictionaries showing English words meanings or translation and pronunciation in mother tongue or in Hindi language should be used, such dictionaries are referred to as Bilingual dictionaries. The advent of information and communication technology, has led to the use of many online dictionaries helping English language learners (E.L.L) at the click of the button but most of the elementary learners are not in a position to use it due to their less technological know how . The usage of free online dictionaries and printed dictionaries by students helps them if they comprehend its use .

Many research papers have been conducted on the usage of different types of dictionary , comparing surveys show that when selecting their dictionaries, learners tend to rely on the recommendations of their teachers, who more often recommend monolingual English learners dictionaries (MELDs) (for example Béjoint 1981; Ryu 2006). As practicing lexicographers Robert Lew and Arleta Adamska-Salaciak , state that on the whole, teachers of English tend to promote MELDs, believing them to be the best reference tool for their students. The persistence of this belief may be due, at least in part, to a simple lack of awareness that good bilingual alternatives exist, alternatives which are more helpful in both reception and production to learners at all proficiency levels except the highly advanced (and occasionally to the latter as well) , but, as they try to show, there are important respects in which even the best monolingual dictionary cannot assist a foreign language learner. They also explain why

Bilingualism dictionaries (adaptations of MELDs) are not a viable alternative to custom designed bilingual learners' dictionaries when it comes to helping students speak or write in English. In the book written by Robert Lew (2004), copies of different works concluded that the study investigated receptive dictionary use; no direct claim can be made regarding production in the foreign language with the use of a dictionary. Also the study did not address any long term learning or retention effects that may follow receptive dictionary use , and which are theoretically and practically distinct (Scholfield 1999:30) from the more immediate goals of getting lexical support from dictionary consultation while engaged in lexical problem solving. According to early surveys, the use of bilingual dictionaries has shown only an effect in learning a second language that is English.

Here we shall focus on the usage of a bilingual dictionary in printed form and in on-line form for a period of two years for specific students of sixth standard and try to observe the same learners progress not only in English but also in other subjects having English medium as instruction as they reach the next class .

## **MATERIALS AND METHODS**

This study investigates a specific group of 50 mix level learners of class six, by teaching them how to refer a printed bi- lingual dictionary “Bhargava’s Dictionary English - Hindi” , this was suggested by the instructor keeping in mind the mother tongue , the language easily comprehended by the student’s and the dictionary available in the local market . So that all students shall refer to the same dictionary to refer to words and find out their meaning in an English class and then to observe them use the same dictionary in other subjects too. They were also taught to use Information communication technology during the language laboratory period of English to refer to online dictionaries which are also available offline. Even in the Computer period, their Computer instructor taught them how to refer to Google for online dictionaries.

The student’s progress in academic subjects is observed continuously from class six to class seven. Permission was obtained from the school head. Research and observation was carried out by the same English language teacher for two years teaching the same class in sixth and seventh standard.

Activities are conducted to check the progress so that it contributes to overall development. Questionnaire is set with few English words used in daily classes, their answer is to be searched within a certain time limit and a sentence framed according to its meaning understood. Other subject teachers were also asked to set a minimum of ten important words related to their learning outcome which could be found easily in the dictionary, so that students answer it in a similar manner as they answer for English.

## **RESULTS AND DISCUSSION**

First, students are made to understand the preface of the dictionary and the abbreviations used in the dictionary. Later they are taught how to search for a word alphabetically, read its pronunciation written in Hindi, understand the words meaning in English and Hindi and then frame a sentence in English using that word. After each lesson taught in English , students using the bilingual dictionary were first asked to answer the meaning of ten words framed keeping in mind the lessons goals or objective and interconnectivity with other subjects if any. A rubric is prepared with the help of other teachers for each assessment level depending on the needs of learners and the initial learning outcome. At the end of the month data is collected to check the performance level. All subject teachers teaching in one class have to co-operate in this process.

Table No.1

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	20	15	30

Students in the beginning were slow in their performance for the first three months. Only 20 students were able to find or retrieve the meaning of words asked, whereas from these 20 students only 15 students were able to apply the meaning they found and frame a sentence or put that word in use or explain it in their own words . Majority of them found it difficult to search the word so couldn't comprehend the word. Depending on this observation, the rubric is now formulated by individual teachers keeping in mind which area needs more stress and improvement. The teaching process was further brought to ground level so as to increase the English language learners’ progress by inculcating innovative strategies such as how to search words alphabetically, read its pronunciation written in Hindi,

understand the words meaning in English and Hindi and then frame a sentence using that word. Activities were conducted such as quiz, group activities, spellathon, appraisals etc. As days went on the learners were able to answer the questions set not only in English but also in other subjects. The teachers observed the student's understanding, pronunciation, applicability skills improved not only in English but in other subjects too.

For example: In Mathematics they were able to interpret word problems similarly in Science they were able to understand scientific terminologies, etc. Different subject teachers for the next six months maintained a journal to track record of student behaviour, their achievement, and their drawback.

Accordingly, the English teacher was informed about the learners who faced challenges in learning which they came across during the teaching process of different subjects by the subject teacher respectively. Those challenges were rectified by the English teacher, that is by re-teaching those students how to use a dictionary and they were assigned peer help during that particular subject in which they faced issues. As at times practicality and peer learning helps in comprehending better.

Table No. 2

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	45	30	05

In the next six months the result was that the number of students who could retrieve information increased from 20 to 45, but only 30 students were able to apply knowledge .Whereas 15 students could not relate the word in real life or apply knowledge obtained to explain. Only 5 students were still struggling in the retrieval and application of knowledge. So extra care and attention was given to the students who were still lagging behind, through remedial classes.

TableNo.3

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	20	18	30

Using the online mode of dictionaries was difficult for students and teachers due to erratic power supply, network connectivity and shortage of Information communication technology devices.

Although the students tried learning but found it difficult to put it into practice. As they reached seventh standard, a minority of them were able to use the online mode dictionaries to a limited extent. We can see that after observing for a year, as students reached seventh standard, the number of students who could retrieve information using Online mode of dictionaries was only 20 , among them only 18 students were able to apply knowledge and to use the Online mode dictionaries to a limited extent . About 30 students could not type the words because they found it difficult while typing the word as they couldn't



spell it right or got confused in differentiating words applicabilty.

Table No. 4

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	50	49	Nil

After one and half year, the maximum number of students in the seventh standard in the final term was found to be able to retrieve information and apply it in their course of study. Only one student could not apply the knowledge, as the student was autistic. Due care was taken by the teacher, resource room teacher and parent to help the autistic child in using the dictionary and resolving challenges faced by him or her , it required one more year of time for building up this skill. At the end of eight standards the autistic child was able to retrieve and apply knowledge.

The data collected from classroom observation in elementary school, different levels of learners from class sixth to class seventh. At each level the teacher needs to keep a check on the rubrics formed by him or her according to the needs and interests of the learner and bring variations in his or her teaching and learning methodology. While carrying out this research, it is found that students enjoy the learning method, they learn a mode of self study and cooperate with one another. They showed improvement not only in academics but also in co-curricular activities. Students found Bi- lingual dictionaries with Hindi to English more helpful than Oxford or any other dictionary written in English to English. This helps in building a lifelong learning process in students and teachers. As teachers to learn new concepts or methodologies from their colleagues and from students too.

## CONCLUSION

Learners who find difficulty in learning the foreign language that is the second language English and feel isolated from the school environment. By this approach I have started to comprehend the words to get the meaning of the sentence. Bilingual dictionaries from one’s own mother tongue to English and vice versa have turned beneficial. This is done by the appropriate usage of a dictionary which is vital, unless the usage of the dictionary is learnt it is difficult to create progress in making teaching and learning an easy and fun process. In learning and teaching usage of dictionaries, not only in printed but also in online mode, that is using Information communication technology has also been taught, still it creates confusion for the English language learners. Based on continuously monitoring the results of classroom observation of different levels of learners from elementary school, for a period of two years, they have shown slow and steady development while using the printed form of a Bilingual dictionary. Its merits are seen in learning not only English but also other subjects easily, as students are able to comprehend and put the words into use or apply their knowledge in further solving any problem given or they come across. The demerits are found in the use of Information communication technology devices, that due to erratic power supply, network connectivity, shortage of such devices, also the students could not type the words as they found it difficult to spell it correctly or got confused in differentiating words. Less number of computers and computer periods in timetable can cause hindrance for some, as merging computer and English period, both the teachers should be able to do .

Learners feel enthusiastic and fun in upgrading their knowledge, being able to express their thoughts, easily cooperating with one another as they all use a similar type of dictionary and are able to do self

study. This shall help in instilling in students or learners not only learning a second language but also the cognitive factor of learning and understanding other subjects with the help of a Bi lingual dictionary. Understanding how to use a Dictionary, it shall help in retaining knowledge and putting that knowledge in practicality too.

There are certain limitations in this research as the success of this is valid depending upon the teachers or instructors capabilities, potentials, patience, continuous self learning, adaptive and using variant teaching methodology depending upon the learner need as the teacher to student ratio is 1:50. Even teacher's coordination and cooperation with their peer teachers, colleagues, learner's parents and learners should be amicable. Less number of computers and computer periods in timetable can cause hindrance for some.

Bilingual dictionaries were found useful for students as it removes fear of the second language English thereby increasing attendance, increasing school retention and learning of other subjects which have English as medium. This shall help in instilling in students or learners not only learning a second language but also the cognitive factor of learning and understanding other subjects with the help of a Bilingual dictionary. As students reach higher studies they will be able to answer open book examinations, conduct self study, refer books etc. This creates in students the autonomous lifelong learning process, leading to an overall holistic development in students. Further work can be carried out to check how online mode dictionaries can be used in students in elementary school with ease.

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# **DISTANCE LEARNING DURING COVID 19 PANDEMIC:**

## **Preview of theoretical concepts in pedagogical paradigm**

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The Indonesian government's policy regarding the implementation of distance Learning or also known as online learning is considered quite effective, efficient and safe to be applied today at various educational strata ranging from elementary, middle and higher education. Although there are still pros and cons to the success of this method. Apart from that there is still an important debate; it is also underlined that there are safety and health factors for various diseases that are currently being pandemic, namely Covid 19 (Corona Virus Disease) 19, which has no signs of ending. With Distance Learning, it is possible for students not to meet each other and gather in large numbers so that health protocols can be applied to anticipate the spread of the virus.

Distance learning becomes very important and appropriate to be applied when face-to-face (classical) learning has not been or cannot be implemented. Because the teaching and learning process must continue, sustainable and continuous and should not stop. Adaptation and innovation in learning must be developed in accordance with current conditions and situations. Obstacles in the field of course arise from various sides so that this requires real efforts from students, lecturers and parents. Distance Learning requires independence and extra hard effort from students who are directly involved in the teaching and learning process because lecturers cannot directly supervise students' teaching and learning activities as usual. This independence will be the capital for students to stay motivated and survive the various problems that arise in the teaching and learning process. The role of lecturers and parents is only as a motivator while students are at the forefront to achieve the expected learning goals. Changes in mental attitude, behavior and mindset are a necessity (Hadi and Sovitriana, 2019).

The independence of students in receiving and digesting the material provided by the teacher using distance learning media with various application features is a challenge in itself. Students are required to be independent which means not depending on others and able to do learning tasks with high responsibility. However, the field portrait depicts a fairly complex problem ranging from the difficulty of buying internet quota because not all students have adequate income, internet network that is not smooth due to the geographical location of the area which is far and hilly, the inability to buy a cellular phone / cell Independence is a word that is easy to say but very difficult to apply.

Independence requires support in the form of readiness, both soft skills and hard skills in the form of using Information Technology (IT), internet networks (Wifi, Quotas and Hotspots) and HP/Laptops that support the applications used. Besides that, what is also important is the mindset of students and parents towards the education of their children. Apart from the importance of this distance learning system, the question that arises then is how ready are students in Bengkulu Province to respond to the use of information technology to facilitate the teaching and learning process? Is the technology used by students and lecturers able to accommodate the substantial interests of the learning objectives and what about the level of student satisfaction with the system used? From the initial search, the research shows that the implementation of distance Learning at IAIN in Bengkulu Province using an online system faces various obstacles, both in terms of software and hardware. phone especially Laptops and low skills of students because they are not used to learning how to operate the technological apparatus.

Other problems also arise in the form of technical obstacles such as the lack of literacy of the

teaching staff on information technology because some of the teachers who teach are senior senior lecturers who have difficulty adapting to technology and other problems related to attitudes/behaviors, mindsets and attitudes. student learning motivation.

Previous research This study of self-reliance in relation to distance Learning has been discussed by previous researchers, including by Dedyerianto (2019) which was published in the journal AL-TA'DIB with the title "the influence of the internet and social media on independent learning and student learning outcomes". This study involved 332 students of science class XI in four high schools in Kendari city with a quantitative method with saturated sampling. The results of the study stated that the internet had a significant effect on students' independence and learning outcomes. While social media has no significant effect on independence but has a significant effect on student learning outcomes. The results of a survey conducted by Public Relations and Research and Development of MAN 21 Jakarta on March 22, 2020 using an online survey (google form) of 307 students. The results of the questionnaire showed that 67.10% wanted face-to-face learning (classical) for various reasons. In essence, students are not ready to adapt to new patterns of using information technology. Besides, the survey results also show that it is difficult for teachers to adapt to various online learning applications. Research conducted by Hadi and Sovitriana (2020) on 136 students of class XI Madrasah Aliyah Negeri 9 Jakarta about the model of student independence in MAN 9 Jakarta using the bivariate correlation technique analysis shows that there is a significant correlation between student independence and parental social support. In line with the research above, Sari (2019) conducted a study on the analysis of the level of student learning independence in Physical subjects for class XII MIA MAN 1 Batang Hari. The results of the study illustrate that the average level of student independence is in the good category. Some students are still in the poor category. The data in this study were collected using a questionnaire (likert scale). Departing from the search for previous studies, it is illustrated that in general online learning makes a positive contribution to student independence. However, in some cases students tend to be unprepared for online learning.

The concept of independence Independence comes from the word independent which means to stand on one's own feet and not depend on others. Independence itself comes from the basic word self plus the prefix to and the suffix kan is a condition where a person is able to act freely, correctly, usefully and is responsible for the decisions taken. Independence is a state of self-determination expressed in the form of a person's actions and behavior that can be assessed (Setiyawan, 2007). This is in line with the opinion of Tahar and Enceng (2006) that independence is a person's ability to carry out his own desires without depending on others.

Parker (2006) states that independent people tend to be active, creative and adapt quickly in solving their own problems. Independence is a mental attitude, the behavior of someone who is responsible, correct and useful and does not depend on others. The level of independence is an individual's internal strength obtained through the individuation process, namely the process of self-realization and the process towards perfection (Ali and Asrori, 2011). From the above opinion it can be concluded that independence is the attitude (behavior) of a person who is able to stand on his own feet, creative, innovative, responsible for all actions taken. The actions taken are of course beneficial because they are based on noble behavior. According to Ali and Asrori (2011) in a book entitled Adolescent Psychology and Student Development. Independence is divided into 6 levels: the first is impulsive and self-protective or zero sum game, the second is conformistic/sterotype, the third is self-aware/logical thinking, the fourth is conscientious, the fifth is individualistic and the sixth is independent/objective and realistic thinking. These levels of independence are influenced by various factors, both internal and external, such as social, economic, parental education and the environment in which they live and the school environment as well as internal factors such as student interests, talents and motivations. b. Independent Learning Independent learning is needed when teachers cannot directly accompany students in class as usual. So that students who are not used to being independent will face various obstacles in learning let alone learning online. Loose supervision at home will have an impact on student

discipline in learning, especially when parents cannot provide sufficient assistance to their children. Responsibility accompanied by a willingness to learn is a very essential factor in this distance learning.

According to Tahar and Enceng (2006) that independence is a person's ability to do what he wants without depending on others. Parker (2006) states that independent people tend to be active, creative and adapt quickly in solving their own problems. Independence is a mental attitude, the behavior of someone who is responsible, correct

and useful and does not depend on others. The level of independence is an individual's internal strength obtained through the individuation process, namely the process of self-realization and the process towards perfection (Ali and Asrori, 2011). From the above opinion it can be concluded that independence is the attitude (behavior) of a person who is able to stand on his own feet, creative, innovative, responsible for all actions taken. The actions taken are of course beneficial because they are based on noble behavior.

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This is in line with the opinion of Fatimah (2010) and that the results in the form of competence in learning depend on the learner's personality.

There are several factors that influence student learning independence according to Ali and Asrori (2011) 1. Gene or heredity. Usually, independent parents will pass it down to their children. 2. Parenting parents. Democratic parents help the psychological development of children. 3. The education system in schools. Schools

provide space for children to discuss argumentatively and logically. 4. The system of life in society. A comfortable living environment, mutual respect for one another contributes positively to the child's character. In essence, the independence of students in learning departs from various factors both from outside and from within students so that it creates active, creative, honest and responsible behavior in carrying out learning tasks.

Adaptation of new normal due to pandemic is highly required to every individual, student, educator and parents. The COVID 19 pandemic teaches us many valuable lessons especially in terms of academic technology.

# **Ethics in the Teaching Profession: The Finnish Model**

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## ***Introduction***

Advancement and any kind of fundamental changes in a society necessitate a modification of educational system in that society, and the main component of advances in any educational system relies on the quality of teachers' performance. Being the most prominent element of education in developing students' educational, theological, emotional, ethical, political, and social dimensions, teachers may directly exert influence by playing a crucial role in educating the human resources needed for the society (Mirheydari, 2008).

This paper presents the Finnish model of Ethics in the profession of education. The reason I focused on Finland's vision is that the Finnish educational system tops the list of the best educational achievement in the world. In this paper, Professional Ethics is defined, followed by the Oath for teachers, and a brief description of the Teacher education in Finland and what makes it different from American and European systems. The Ethics that underline the Finnish teaching profession is highlighted and the status of values and religion is presented. Finally, reasons for Finland's top place in Civics are explained. The

## ➤ ***What Professional Ethics Mean***

*Professional ethics* encompass the personal, and corporate standards of behavior expected by professionals. Professionals and those working in acknowledged professions exercise specialist knowledge and skill. How the use of this knowledge should be governed when

providing a service to the public can be considered a moral issue and is termed professional ethics.

To be a professional involves the acceptance of responsibility to the public. The Institutes Rules of Conduct as set forth in Section 1, are minimum levels of acceptable conduct and are mandatory and enforceable. It is in our best interests, however, to strive for conduct beyond that merely indicated by prohibitions. Ethical conduct is more than merely abiding by the letter of explicit prohibition. Rather, it requires unswerving commitment to honorable behavior, even at the sacrifice of personal advantage. The conduct toward which educators should strive is embodied in six broad concepts: Integrity, Objectivity, Competence, Privacy and Confidentiality, Fairness and Justice.

*Professional ethics helps us to define our roles and responsibilities* — both to ourselves and to our various constituencies. In our work, professional ethics means:

- upholding both the letter and the spirit of the principles, rules and guidelines applicable to all profession members;
- fostering accountability;
- eliminating unfair and disrespectful treatment of others;
- asking questions when we are confronted with ethical issues;
- encouraging open dialogue and discussion;

- candidly acknowledging, and learning from, our mistakes;
- feeling proud of what we have achieved and how we have achieved it; and
- being humble in considering what we can improve and how we can do it.

➤ ***Why a Code of Professional Ethics?***

The Code is intended to serve as a user-friendly guide for educators to use in day-to-day interactions and decision-making, consistent with our Mission, Guiding Principles, and Core Values. It does not purport to contain all the answers and does not address every ethical issue that staff may face. Rather, it serves as a bridge between our aspirations and operational realities and speaks to the spirit of our commitment to our Mission.

Among the main aims of ethics and value education are the following: to stimulate ethical reflection, awareness, responsibility, and compassion in children, provide children with insight into important ethical principles and values, equip them with intellectual capacities (critical thinking and evaluation, reflection, discovery, understanding, decision-making, non-cognitive abilities like compassion) for responsible moral judgment, to develop approaches to build a classroom or school environment as an ethical community, and to reflectively situate individuals into other local and global communities with a mission to contribute to the common good.(Curko,2015)

An all-encompassing nature of ethical reflection and awareness calls for an integrative approach, in which ethical topics would be addressed in most if not all the subjects in school and in school life as a whole.

➤ ***Moral education***

*Morality* is defined as conformance to a recognized code, doctrine, or religion, or system of rules of what is right or wrong and to behave accordingly. No system of morality is accepted as universal. What is moral and what is not moral differs sharply from place to place, group to group, and time to time.

Morals or moral values are generally associated with personal view of values. Which reflect beliefs relating to sex, drinking, gambling, etc. They can reflect the influence of religion, culture, family and friends. Ethics is concerned with how a moral person should behave. Ethical values are beliefs concerning what is morally right and proper as opposed to what is simply correct or effective.

The term moral education is most often used quite narrowly to refer to those parts of educational process, which are structured within one or more school subjects, dedicated specifically to ethics. It is also often connected with religious education and comprises a single school subject, which enables children to learn about world religions and supports the development of beliefs and values. Moral education is often focused on learning about belief systems, value systems and practices of other traditions and viewpoints, to explore them and develop understanding and respect of them, particularly from the perspective of how they affect action and how they can peacefully coexist. Nord and Haynes (2015) stated that moral education encompasses two major aspects. The first is “moral socialization”, which means training and nurturing in children key norms, values and virtues, which are dominantly recognized in the society as enabling flourishing and good life. The second aspect concerns developing intellectual resources, skills and competencies, which enable for well informed and responsible moral judgments, decisions and actions.

➤ ***Teaching ethics***

*Ethics* are typically defined as the rules or standards governing the conduct of a person or the

members of a profession. The basic concepts and fundamental principles of right human conduct. It includes study of universal values such as the essential equality of all men and women, human or natural rights, obedience to the law of land, concern for health and safety and, increasingly, also for the natural environment. Ethical Standards are principles that when followed, promote values such as trust, good behavior, fairness, and/or kindness. Ethical standards are not always easily enforceable, as they are frequently vaguely defined and somewhat open to interpretation (i.e., treat the client with respect and kindness). Others can be more specific (i.e., do not share confidential information).

Teaching ethics refers primarily to a set of principles, rules, values and ideals of teachers and educators' profession. It is therefore a type of professional ethics, which is developed for specific professional community of teachers and other educators. There are various views and approaches to teaching ethics (its teaching and implementation), encompassing both a narrower field of professional codes of ethics of teachers and educators as well as more broadly, application of ethical theories to teaching practice and discussion and analysis of specific ethical challenges that teachers encounter in their domain of work (cf. Warnick & Silverman 2011). In teaching ethics teachers and educators strive to achieve the highest ideals of their professional service. It refers to teacher's and educator's basic professional responsibilities (individual, collective, institutional) towards their profession, their academic discipline, their educational institution and to society as a whole.

#### ➤ *Moral Versus Ethics*

Chowdhury (2016) differentiated between morality and ethics. He believes that morality and ethics are part of a way of life and cannot be separated from all other aspects of life experiences. Moral education aims at promoting students' moral development and character formation. The theoretical framework of moral education is supported by moral philosophy, moral psychology and moral educational practices (Han, 2014). Beyond the scope of promoting rational pro- social skills or virtues, moral education of real human value should cultivate the meaningful and personally formative knowledge that significantly transcend or avoid natural and/or social scientific understanding and explanation (Carr, 2014).

Moral education is about an inner change, which is a spiritual matter and comes through the internalization of universal religious values (Islamic or Christian for example) (Halstead, 2007). Ethics is the branch of philosophy which tries to probe the reasoning behind our moral life. The critical examination and analysis through the concepts and principles of ethics help to justify our moral choices and actions (Reiss, 1999). In real-life situation 'ethics' is frequently used as a more consensual word than 'morals' which is less favored. Many students and professionals cannot find the sharp distinction between

these two terms (McGavin, 2013). Recently moral thinking and moral action were explored using a Deweyan framework, and it was concluded that moral thinking or reasoning exists as social capital, and it is not a guide to moral action (Kang & Glassman, 2010). The key philosophical question for the study and promotion of moral education relies on the epistemic status of moral reflection or understanding and moral agency (Carr, 2014).

Ethics sometimes override personal morals. That is the case when you believe that according to your morals you should do something but ethically you cannot. For example, consider a criminal defense lawyer. Though the lawyer's personal moral code likely finds murder immoral and reprehensible, ethics demand the accused client be defended as vigorously as possible, even when the lawyer knows the party is guilty and that a freed defendant would potentially lead to more crime. Legal ethics must override personal morals for the greater good of upholding a justice system in which the accused are given a fair trial and the prosecution must prove guilt beyond a reasonable doubt.

#### *Finland: new oath for teachers introduced by union*



### ❖ *The Comenius' Oath*

All Finnish teachers present at the annual OAJ Educa Fair, held in Helsinki, from January 27-28, took this teachers' oath:

*"As a teacher, I am committed to educating the next generation, which is one of the most important human tasks. My aim in this will be to renew and pass on existing human knowledge, culture and skills.*

*"I shall act with justice and fairness in everything that I do, and promote my students' development, so that each individual may grow up as a whole human being according to his or her own aptitudes and talents. I shall also strive to assist parents, guardians and other responsible people working with children and young people in their educational functions.*

*"I shall not reveal information that is communicated to me confidentially and shall respect the privacy of children and young people. I shall also protect their physical and psychological integrity.*

*"I shall endeavor to shield the children and young people under my care from political and economic exploitation and defend the rights of every individual to develop his or her own religious and political beliefs.*

*"I shall make continuous efforts to maintain and develop my professional skills, committing myself to my profession's common goals and support my colleagues in their work. I shall act in the best interests of the community at large and strive to strengthen the respect in which the teaching profession is held."*

### ❖ *The Finnish Teacher Education*

Finland is winning in global education because of the principles and components of its teacher education program.

#### ***Teachers Trained to Model Character***

Paksuniemi (2013) stated that the purpose of teacher training was to educate model citizens who would teach and civilize the Finnish people and strengthen the young country's national identity. In practice, this meant that teaching should encourage interest in various activities that would develop citizens' diligence and excite students to adopt hobbies and develop strong character. Another common goal was to arouse regionalism that would invoke a love of country among pupils. Religion, literature and history were mainstays of the classroom. Together, these subjects formed the cultural-historical foundation on which teaching was progressively built. The aim of instruction was to improve citizens' morality and Christianity. A teacher was clearly the head of the classroom, and his or her role as a model citizen was important. Teachers were also expected to act as model citizens during their free time. The teacher's participation in the local spiritual occasions, temperance and juvenile work, and economic hobbies offers, in many ways, the best chance to create connection of appreciation and sympathy between the home and school.

#### ***Rigorous Entrance Requirements and Codes of Conduct***

Individuals seeking to study at the teacher training colleges in Finland participated in an entrance test that lasted several days. Only the finest candidates were selected as prospective teachers. The test included medical examinations, interviews and exams on teaching. Teacher colleges' selection methods were under constant review in order to find the best among excellent applicants.

After acceptance into the teaching college, students were allowed to carry on with their studies only if they maintained successful study habits and acted irreproachably. Students' behavior was carefully monitored, not only at the college but also during free time. For example, going to a dance club or smoking was strongly forbidden for these prospective model citizens. Likewise, students were expected to adopt discreet clothing styles and follow strict dating rules. Anyone not meeting those requirements was expelled.

While the code of conduct is not as strict today, only one in ten of all applicants are selected for teacher training. Their demanding training is practical as well as research-based, and requires that talent, engagement and multiple skills must be demonstrated by both teacher educators and student teachers. Student teachers graduate as Masters of Education.

Partly because of these rigorous expectations, the teaching profession is still universally respected in Finland, and a teaching position is a desirable career, because classroom professionals are acknowledged as a force of enlightenment for the whole nation.

Through our review of the evidence base, and through speaking with a wide range of stakeholders in Finland, we conclude that teacher status in Finland is underpinned by three pillars:

- ✓ The respect afforded to teachers due to their historic standing within Finnish culture but also the rigorous selection process and training undertaken, as well as the way in which teachers conduct them in and out of the classroom.
- ✓ The autonomy that teachers have to teach in ways that fit with the core curriculum but that play to their strengths, the strengths of their students and the needs of their local context. This autonomy results from the trust placed in educators, itself influenced by the quality and standing of teachers.
- ✓ A national core curriculum which is grounded in principles of equality, citizenship and patriotism, and which fosters a degree of self-reliance, creativity and moral conduct – all key qualities of a teacher.

❖ ***Finland is famous for its education system. What makes it different?***

Faridi (2014) reports a visit to schools in Finland “Our group had the chance to visit several innovative schools. While I can’t say that I uncovered some mysterious holy grail of education, I did discover something that I had never considered before: the importance of happy teaching and happy learning.”

The teachers and students that I observed were happy, and students seemed to actually be enjoying their learning experience. Teachers appeared satisfied and valued. It made me wonder: “What makes school in Finland such an enjoyable experience for students and teachers?”

For as small and homogeneous as Finland may be, its repeated success in national education rankings means there are at least a few lessons all nations can learn. For one, the tiny Nordic country places considerable weight on early education. Before Finnish kids learn their times tables, they learn simply how to be kids — how to play with one another, how to mend emotional wounds.

*Here are some of the biggest ways Finland is winning in global education according to Weller (2017):*

***1. Competition isn't as important as cooperation.***

Finland has figured out that competition between schools doesn't get kids as far as cooperation between those schools. One reason for that is Finland has no private schools. Every academic institution in the country is funded through public dollars.

**2. *Teaching is one of the most-respected professions.***

Teachers aren't underpaid in Finland like they are in the US. In fact, they're valued a lot since Finland puts a lot of stock in childhood as the foundation for lifelong development. To become a teacher in Finland, candidates must have first received at least their master's degree. Student teachers often teach at affiliate elementary schools that adjoin a university.

The result: Teachers can be counted on to know the best pedagogical research on education that's out there.

**3. *Finland listens to the research.***

In Finland, the government makes its education policy decisions based almost solely on effectiveness — if the data show improvements, the federal Ministry of Education and Culture will give it a shot.

**4. *Finland isn't afraid to experiment.***

One big benefit of listening to the research is you're not beholden to outside forces, like money and political clout. Finland's teachers are encouraged to create their own mini-laboratories for teaching styles, keeping what works and scrapping what doesn't. An experimental mindset at the top can lead teachers to think outside the box.

**5. *Playtime is sacred.***

Finnish law requires teachers to give students 15 minutes of play for every 45 minutes of instruction. The policy stems from Finland's deep, almost storybook belief that kids ought to stay kids for as long as possible. It's not their job to grow up quickly and become memorizers and test-takers.

The results speak for themselves: Study after study has found that students given at least one daily recess for 15 minutes or more behave better in school and do better on assignments. Finnish law mandates that for every 45 minutes of instruction, students must get 15 minutes to play. Finns place a lot of value on free time and play.

**6. *Kids have very little homework.***

For all the things Finnish schools offer kids, what they seem to lack is homework. Many kids receive only a small amount of it each night.

The philosophy stems from a mutual level of trust shared by the schools, teachers, and parents. Finnish students spend 2.8 hours a week on homework. This contrasts noticeably from the 6.1 hours American students spend per week. Parents assume teachers have covered most of what they need in the confines of the school day, and schools assume the same. Extra work is often deemed unnecessary by everyone involved. Time spent at home is reserved for family, where the only lessons kids learn are about life.

**7. *Preschool is high-quality and universal.***

In Finland, parents are guaranteed everything. Preschool and daycare are both universal until age 7, and more than 97% of 3- to 6-year-olds take advantage of at least one. More than that, though, the preschools are good. They align their curricula with one another and prepare kids along similar tracks. By the time kids start getting actual work, parents can rest assured the same lessons are getting elsewhere taught across town.

**8. *Better standardized tests***

Finnish students only take one standardized test during their entire primary and secondary schooling. By contrast, the US, driven by No Child Left Behind and Common Core mandates, requires students in third through eighth grade to take annual standardized tests to track their performance. Critics claim constant testing doesn't make students any smarter but instead creates a "teaching to the test" environment in schools.

**9. *College is free***

In Finland, not only are bachelor degree programs completely free of tuition fees, so are master and doctoral programs. Students pursue higher education goals without the mountains of student loan debt that many American students face. And the same goes for foreign students. Tuition is free for any student accepted into a college or graduate program in Finland.

**10. *Elevated teaching profession***

In Finland, teaching is one of the most revered professions with a relatively high barrier to entry. Only one in 10 students who apply to teacher education programs are admitted, according to the Center on International Education Benchmarking (CIEB). Teachers in Finland are treated like professors at universities, and they teach fewer hours during the day than US teachers, with more time devoted to lesson planning.

**11. *Trust***

This was perhaps the greatest difference I observed. The Finnish government trusts their municipalities, the municipalities trust school administrators, administrators trust teachers, teachers trust students, and in return, parents and families trust teachers. There is no formal teacher evaluation system. Teachers, similar to doctors in the U.S., are trusted professionals.

**12. *Less is more***

Students do not start school until the age of seven. School days are also shorter. Most elementary students only attend school for four to five hours per day. High school students, similar to college students, only attend the classes that are required of them. So, while one student might have an 8:00 a.m. Swedish class, another might not start school until 10:00 a.m.

**13. *National standards are valued***

Finland uses a national set of standards that are similar to the Common Core State Standards. Teachers have complete autonomy over curriculum and how the standards are implemented.

#### ***14. Grades are not given until fourth grade***

Evaluation of early learners focuses on metacognition and learning how to learn.

#### ***15. Ethics is taught in the primary grades***

While many students learn their ethics curriculum through religion class, even non-denominational or non-religious students are required to take ethics courses.

In Finland, teachers are trusted, appreciated and educated in advanced degree programs. Becoming and being a teacher starts with earning a placement at one of the country's highly selective teacher education programs. For decades, Finnish teachers have been required to obtain a master's degree. Our teacher education is research-based, meaning the programs involve an integration of educational theories, research methodologies and practice – building an understanding of how teaching and learning are related to each other.

*“It was harder to gain entry to the University of Helsinki’s teacher education program (6.8 percent acceptance rate) than the law program (8.3% acceptance rate) or the medical program (7.3 percent acceptance rate) in 2016.”*

Studies to achieve a master's degree in education included lectures, demonstrations, reading, school visits and practical skills. Studies also included inspiring practice periods.

With such selective admissions and rigorous preparation, one might expect Finland to suffer teacher shortages not unlike those seen

in the many countries. But this is not the case. A major reason for this is that teaching profession is seen as desirable. Teachers are trusted and appreciated. They have the freedom to choose among a wide range of high-quality learning materials, their salaries are competitive and the work calendar is attractive. Teachers are not subject to accountability systems based on student test scores but instead they are encouraged to develop their work and collaborate with others.

Teaching is viewed as a demanding job that requires expertise, professional ethics and a strong set of values. Our national core curriculum emphasizes democratic participation and only sets foundational goals; teachers are trusted to exercise their professional knowledge to choose their methods, materials and practices. Teachers enjoy great autonomy and agency in their work which encourages the creation of new and innovative teaching practice and student engagement.

Finally, and perhaps most importantly, ensuring that teachers are viewed as professionals who are valued and listened to by policy makers and society as a whole is absolutely essential to the health of the profession and the schools and children it supports.

#### ***➤ Religious Education in schools***

Religious Education is a compulsory subject both in comprehensive schools (7 – 16 years) and in senior / upper secondary schools (16 – 18 / 19 years). Pupils who do not belong to any religious group can choose between Religious Education or secular Ethics.

- Religious Education in schools is non-confessional, informative education offered by the society, the objectives and contents of which differ clearly from the religious education offered by religious communities.
- The objective of Religious Education in schools is to obtain a broad and diverse general education

regarding religions and world

views.

- The objective is accomplished through getting familiar with one's own cultural heritage and other world views and by developing an ethically responsible attitude in life.
- Religious Education helps understand the meaning of religion to an individual, and to understand effects of religion in local, national and global communities.
- Living and working in a multicultural society requires knowledge of one's own context and of the diverse cultures and religions that coexist in the society. Religious Education provides the information and skills necessary for interreligious dialogue and understanding.
- According to studies, Finnish people appreciate unbiased Religious Education.

➤ *Religious Education in accordance with one's own religion*

Religious Education (RE) in Finland is non-confessional. Pupils and students receive RE according to their own religion, if the denomination is registered in Finland. (A 15-year-old child can decide his or her own religion / denomination with the permission of parents.) It means that the contents of RE in each religion are based on that particular religion, but other religions and world views are studied as well. Teachers do not have to belong to any denomination and teacher education takes place in universities. In Finland 74% of the population are members of the Evangelical Lutheran Church ([www.evl.fi](http://www.evl.fi)). Education in other religions is organized when there is a minimum of three pupils who belong to that specific denomination.

- ✓ A child's right to religious education is stated in many international declarations.
- ✓ The objectives and contents of teaching RE are described at national level in the National Core Curriculum for Basic Education and the National Core Curriculum for Upper Secondary Schools.

➤ *New vision of Ethics and Morals*

Chair of the parliamentary committee on constitutional law MP Johannes Koskinen says Finland should consider changing religious instruction in schools to more closely resemble ethics courses in future, so representatives of various religions can all participate in the same instruction. The proposal also finds support in Helsinki's Muslim community, as some Muslims already conduct their own religious tuition in mosques.

"In the future, we should open up the instruction of religion to encompass a more general understanding of ethics and religion, so all members of different faiths can participate in the same class," says Koskinen.

➤ *Finland also tops in Civics*

It's no accident that Finland, a habitual overachiever in international educational achievement evaluations, is also tops in the area of civic education.

The results of the International Association for the Evaluation of Educational Achievement's (IEA) "2009 International Civic and Citizenship Education Study" (ICCS), measuring the civic and citizenship knowledge of eighth grade students, were released last year, and once again Finland and Denmark scored tops in the world.

The strange thing is, in the elementary, junior high or high school curriculum syllabi published by the Finnish National Education Commission, the words "civics classes" are nowhere to be found.

So how does Finland, with no formal civics classes, score top honors in international civic and citizenship education evaluations? How do teachers turn out such highly achieving Finnish citizens?

Rather than teaching civic education perse, Finland in fact offers a variety of classes that comprise a system of holistic education.

Taiwanese author Yolanda Chen, a resident of Finland for six years, says Finnish civic education begins in the first year of primary school and continues for 12 years, with students required to choose each year between either ethics or religion classes. Students only start taking social studies courses upon entering junior high school. Beginning their freshman year of high school (10th grade), they are required to take additional courses in psychology and philosophy to mold Finnish citizens through the principle of a well-rounded education.

➤ *Values First, Citizenship Second*

Finland's approach of civic education centered on ethics and religion classes differs from the approach emphasizing patriotism favored in the United States and many Asian nations.

"Finns believe education should begin with teaching universal values, like human rights and respect, rather than absolutist doctrine, because doctrine can change over time

What do Finnish elementary school students learn in their ethics classes? According to the curriculum syllabus, Finnish students in grades one through five focusses on four core content areas, the first being "human relations and ethical growth." Teachers lead students in discussing what empathy means, how to differentiate right from wrong, what friendship means, how to realize justice in daily life, whether wealth or poverty influences one's judgment of what is just, what the meaning of freedom of thought is, what religious freedom means, how to practice tolerance and how to refrain from discrimination.

The second core content area is "self-identity and cultural identity." Here, teachers prompt students to ask themselves who they are, what they are capable of, who close to them comes from a different cultural or life background, what the characteristics of Finnish culture are, what the characteristics of the world's remaining ancient civilizations are, and what different beliefs and life philosophies are extant in various countries throughout the world.

Finnish ethics classes also seek to imbue elementary school students with "concepts of human rights and a sense of community."

Elementary school students must be capable of comprehending the true meaning of living together. Living together requires abiding by certain rules, an awareness of how to reach agreements with others and the golden rules of fairness, trustworthiness and keeping promises made in dealings with others. How does one reconcile rights and privileges with obligations? What are children's rights? What indeed are human rights? What will the future impact of peace, equality and democracy be on the world?

The final core area of content involves an exploration of the relationship between "the individual and the world." This includes the natural environment, human evolution, the earth and the cosmos, sustainable development and other topics.

"What Finland teaches is not a narrowly defined religious dogma but is rather an attempt to seek out and ponder the questions for which all religions seek answers,".

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