

FACTORS AFFECTING ENGLISH LITERATURE READING VALUES: A CASE STUDY AT TWO UNIVERSITIES IN THAILAND

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ABSTRACT

This study focuses on the factors that affect literature reading values. The research problem investigated were as follows: First, what factors best predict reading value? Second, what are the relationship among factors such as reading purpose, school experience, family support, positive experience, and negative experience, demographics and reading value of English literature? The basic design of the study was quantitative cross sectional survey research. Convenient sampling was used for data collection. The data was analyzed using SPSS, and multiple regression stepwise was used to extract the predictors of reading value. Pearson correlation was used to measure the strength of relationship between variables. The major findings of the result of the analysis show that two factors best predict reading value: The reading purpose and the positive experience. In addition, other secondary factors that affected reading value were school experience and family resources. We can conclude that students will value reading English literature if the reading purpose is understood and clear, and they have a positive enjoyable experience. Students will value reading English literature and find it a pleasure and delight rather than a burden if their reading purpose meets their needs and the reading classroom experience is a positive one.

Keywords: Reading values, reading English literature.

Introduction

Rosenblatt (1988, p. 5) describes reading as a transaction: “Every reading act is an event, a transaction involving a particular reader and a particular configuration of marks on a page, and occurring at a particular time and in a particular context.” She describes the selective stance a reader makes between aesthetic and efferent reading. The student chooses a purpose in reading. If the student wants to take away something after reading, the student may probably use the efferent stance. Some examples of efferent reading include reading newspapers, textbooks, legal document where information is retained and used or acted on after reading. On the other hand, the aesthetic stance focuses on the lived experiences. The reader is aware of images, feelings, sensations, sound, and rhythm. The focus is on the evocation and not so much on the text. Rosenblatt states the most important step in reading is to discover where to begin in the continuum between efferent and aesthetic stance. Some reading may fall on either extremes or some in the centre. Finding value in reading literature begins with an understanding of the purpose of reading.

Many students in university are required to read literature as part of their general education program or part of their professional or major courses. Understanding the value of reading literature by students influence to a certain degree their success in school (Lazarus & Callahan, 2010). Various factors can affect the value of reading and the attitude of students reading English literature in the classroom. First, reading of good quality English literature (or Thai literature translated in English) can be an opportunity to integrate morality and ethics into teaching and learning process. The national report “Education in Thailand” (2017) by the Office of the Education Council of the Ministry of Education, Kingdom of Thailand states that there are 12 core values integrated in the curriculum. Some of the values include honesty, integrity, respect, gratitude etc. In addition, one of the indicators for Quality Assessment by Higher Education Standards for the quality of graduates is to produce graduates with high moral values and principles. Reading of good literature provides opportunities to inculcate moral values in the students. However, the choice of literature read must be done with caution because of the powerful way the experiences of life can be shared and interpreted (Young, 2017).

Secondly, there are various challenges students face in reading especially in Thailand not only at the secondary education but even at the tertiary education. The Pisa (Programme for International Student Assessment) results for 2015 ranked Thailand at 57th in reading, a sharp decrease from 2012. Thailand may even boycott the 2018 Pisa due in August due to issues related with incorrect translation of document an article in the *Bangkok Post* asserted (Mala, 2018).

Thirdly, according to Ngamwittayaphong, reading seems to be a “minority interest and a social challenge” for many Thai people (T.K. park, n.d.). In his article “Factors Affecting the Promotion of a Reading Culture in Thailand,” he advocates the promotion of a reading culture and reading for pleasure and not just reading for exam. The National Statistical Office (NSO) and TK (Thailand Knowledge) park together conducted

a survey on the reading of Thai population. They discovered that on an average Thais spent about 66 minutes to read online newspapers (67.3 percent) and online media messages (51.6 percent). Since reading English literature and just reading in general can be difficult for many readers, discovering what factors can contribute to a positive reading environment can be helpful for teachers in curriculum management and planning.

Several studies have been done on the reading attitudes of students, but very few articles are written on the factors affecting the value of reading English literature especially in Thailand.

This study will advance new knowledge and new understanding in the way literature is taught in the EFL context as well as enhance factors that contribute to a positive attitude to reading literature. This research paper presents the objectives, literature review, methods, and result and discussion of the factors affecting the attitudes of students reading English literature.

Objectives

There are two objectives of this study. They are as follows:

1. To explore important factors that affect the value of reading English literature
2. To study the relationship among factors such as family support, reading purpose, positive experience, negative experience, and demographics; and value of reading English literature.

Literature Review

English literature has long been part of the English pedagogy curriculum in the past. Romero (2016) describes the function of literature study as a way to improve speaking proficiency in English, to increase cultural awareness of English speaking countries, and to develop skills in critical and creative thinking.

There are several factors that affect the reading values and attitude of students reading literature. To begin with, students find reading English literature of value if the reading is meaningful, inspiring, and interesting. A study done by Hodges (2010) interviewed young students on their experience in reading literature. They indicated that reading literature fired the imagination and emotions making them feel grief, pain, sadness or joy that characters felt. It helped them to understand their lives. In some cases the literary text had power to linger in the minds of the readers triggering thoughts about moral, spiritual and social issues.

Having a clear sense of purpose for the reading of literature gives direction to students reading and a reason why they should be reading. Some of the purpose for reading literature for students is not only to comply with the reading list a teacher may give, but also as a way to improve their language, learn a new culture, and prepare themselves for future careers and jobs. In many instances, the purpose of reading literature in the classroom is not for pleasure. Because students are not encouraged to read for pleasure but for instruction, assessment, and comprehension; they do not enjoy reading literature.

School experiences also shape reading value and attitudes of students. Teachers who read less and are not interested in literature can hardly inspire students to read and enhance their reading experience. But teachers in school who encourage reading and not just textbook reading, but independent reading and reading for pleasure, create a generation of readers. Cremin et al. (2009) in their article "Teachers as Readers: Building Communities of Readers" point out two very important aspects of teaching reading. First, the teachers must be encouraged to read more widely and get familiar with literature the students might enjoy. Teachers could read sometimes even out of their comfort zone which would allow them to know various genres and have more open ended discussions with students. They could recommend books to the students and discuss passionately about them thus inspiring them to read and understand the value of reading. Secondly, schools could offer time to students for sustained independent reading. In their research, Cremin et al. (2009) pointed out, the reading teachers understood the value of independent reading over guided reading as an occasion for learning and teaching. Teachers discovered that students read more for pleasure if reading was not so much focused on task (reading comprehension) but made attractive and interesting by having discussion with the students on the reading and recommending books that the students would like.

In addition to school experience, family support in reading from an early age fosters reading value and a positive attitude. Monobe, Bintz, & McTeer (2017), state that sometimes the focus on teaching reading overshadows the emphasis on motivation and confidence. Teachers who include parents, grandparents in reading activities and build the confidence of the students to practice reading at home as well as "whole class repeated reading" can engage students and build confidence. Irwin (2003) in his article, "Personal Constructs and the Enhancement of Adolescent Engagement in Reading" suggests self-concepts shape reading attitudes which may be positive or negative. The personal construct theory by George Kelley states that individuals construct alternatives to understand reality. Kelley uses the metaphor of individuals as scientists who create and confirm theories. In other words, individuals examine the world through transparent patterns and try to fit it over their lives to make sense of the world. These patterns are called constructs by Kelley because they construe the world through the constructs that shape the behavior of a person. A student's attitude either positive or negative toward

reading may be shaped by one such pattern. For example, a student may form a personal construct of herself as a non-reader because she could not read at the age of 3 and felt keenly the disappointment of her parents. Thus, family influences can shape the perception of reading values of readers.

Bokhorst-Heng & Pereira's (2008) research revealed that non-at-risk secondary school students developed a negative attitude toward reading during the school year. This was surprising, but various reasons contributed to the negative attitude. Fewer opportunities existed to read for pleasure, pressure of exams or assignments left little time to read for pleasure, low motivation or satisfaction on the choice of reading materials led to frustration and dissatisfaction. Brooks-Yip and Koonce (2010), describe the struggling student's attitude to reading on the other spectrum who "hide" their reading problems. Some teachers who are not trained to meet their needs can do little to help them. Because their culture or experiences are so different from the text, these struggling adolescents develop an aversion for reading as they have difficulty comprehending and connecting to the literature and find no value or practical purpose in their reading.

Not all experience of students reading literature is negative. One research showed the positive experience for gifted students. Biakolo & Afemikhe (2002) suggest, "Literature based reading has an effect on the performance vector of attitude, creativity, and reading skills... Literature-based reading can be a catalyst in the attempt to raise attitude toward reading." Not only gifted students can have a positive experience, but research by Merga (2018) shows that silent reading of books for pleasure and discussion of self-selected books emphasizes the importance of community and expression of new ideas. Merga further states that ignoring the importance of letting students choose their reading can lead to students' disengagement. Reading attitudes can be positively encouraged by changing negative self-constructs states (Irwin, 2003). Students need to change their self-construct by viewing themselves as readers and perceiving reading as a worthwhile and valuable activity. The negative constructs need to be changed and new constructs formed early in a students' literacy experience if they face difficulties in reading to avoid hardening of negative constructs. Reading teachers can engage students in dialog to form positive reading constructs. Students' choice for voluntary reading must be respected and dealt with sensitively to form an ambience conducive to reading and remedying negative self-concepts.

Elaine Millard (as cited in Irwin, 2003), in her research with gender and reading identified gender constructs in reading. Her research showed a decline in voluntary reading among boys due to the idea that reading is more of an activity pursued by girls rather than by boys. Thus, girls value reading more than boys in most cases.

This research aims to find answers to the following questions:

1. What factors affect English literature reading values?
2. What is the relationship between the reading value and the other independent variables?

The hypothesis is as follows:

1. There is no correlation between reading value and reading purpose.
2. There is no correlation between reading value and positive experience.
3. There is no correlation between reading value and school experience.
4. There is no correlation between reading value and negative experience.
5. There is no correlation between reading value and family resources.

Methods

The research design for this paper is a quantitative cross-sectional survey using convenient sampling. Research tools were developed and tested over a period of time. A survey on factors affecting the attitude of students toward reading English literature was constructed and adapted from the Denver Reading Attitude Scale and some literature review.

The content validity was evaluated by three experts in the field of curriculum and instruction and English language teaching. The content validity index was calculated and the overall average was of 0.9. Items in the survey were deleted that were not relevant to the objectives and content being measured. The survey was also given for approval to the Institutional Review Board (IRB) for Research Proposals Involving Human Subjects at the university.

A pilot survey was done with a smaller sample of 30 students to test the survey and minor problems were corrected. Cronbach's alpha was run on the 30 surveys that used multiple Likert questions to determine if the scale was reliable and to measure internal consistency. Questions that would improve Cronbach's alpha if item was deleted were omitted to ensure a reliable instrument. There are eight sections in the constructed instrument. The following are the categories and their respective Cronbach's alpha: Reading value: .743; Negative experience: .702; Reading purpose: .764; Family and social support: .666; School experience: .692; Positive experience: .799; Reading attitude: .703.

Surveys were distributed in two universities (one private and one national) to collect data [n=204].

Convenient sampling was used over several semester and both online surveys as well as paper surveys were used. Data was collected from students studying in two universities in Thailand across discipline who had taken some literature courses as part of their university curriculum. The survey investigated the factors affecting attitude of students toward reading English literature. Students were asked to select their level of agreement in Likert scale type of strongly agree, Agree, Disagree, Strongly disagree. The four scales were analyzed by SPSS using descriptive statistics using correlation and regression.

Data was analyzed using SPSS and multiple regression stepwise was used to extract the predictors of reading value. Pearson correlation was used to measure the strength of relationship between variables.

Results and Discussion

The results to the question what factors affect English literature reading values and the relationship of the dependent variable (values in reading English literature) with the independent variables (reading purpose, family support, school experience and positive and negative experiences and attitude of students) are shown in Table 1 “Correlation Between Reading Value and Five Variables” and Table 2 “Beta Coefficient of Reading Purpose and Positive Experience.”

Table 1: Correlation Between Reading Value and Five Variables

Reading Value	Reading purpose	Positive Experience	School Experience	Negative Experience	Family Resources
Pearson Correlation	.476	.433	.239	-.198	.154
p-value	.000	.000	.002	.008	.041

Table 1 indicates the correlation between reading value and reading purpose, positive experience, school experience, negative experience and family resources. There is 47.6% correlation between reading value and reading purpose. There is 43.3 % correlation between reading value and positive school experience. Thus reading purpose and positive experience are important to increase reading value. School experience and family resources also contribute to reading value at 23.9% and 15.4 % respectively. There is a 19.8% correlation between reading value and negative experience. The more negative experience in reading the respondents have, the lesser they value reading.

Table 2: Beta Coefficients^a Of Reading Purpose and Positive Experience

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	14.247	1.110	12.840	.000
	ReadingPurpose	.552	.082	.466	.000
2	(Constant)	10.633	1.373	7.745	.000
	ReadingPurpose	.389	.087	.328	.000
	PositiveExp	.272	.066	.305	.000

a. Dependent Variable: Readingvalue

As shown in Table 2, the Beta coefficients for reading purpose is .466 and for the positive experience is .305. For one unit increase in reading purpose, there will be .466 increase in reading value. For one unit increase in positive experience, there will be .305 increase in reading value. These results show that having a clear reading purpose and a positive reading experience predict the respondent’s reading value.

The results of the research show that the factors that best predict the reading value of English literature are reading purpose and positive experience. This result is supported by research. Chomchaiya and Dunworth (2008) interviewed Thai undergraduate students’ experience of the reading class. The students were motivated to read when they understood the value of reading in English and what it would entail. Their purpose to read was to improve their English skills as English was the language used in computers and instructions in the mobile

phones. Another student commented that her goal to be an ambassador in the future motivated her to read in English. Thus a clear understanding of the reading purpose greatly enhanced reading value.

Keskin (2013) pointed out that a change in the reading environment and increasing the volume of reading helped students have a positive experience. He further suggested that students who used reading metacognitive strategies developed positive attitude toward reading. These strategies are based on planning, arrangement and evaluation before, during and after reading tasks. Chomchaiya and Dunworth (2008) rightly reveal that visual presentation of the reading material contributes to a positive reading experience. Today's media savvy students are drawn to colorful images, illustrated pictures, and attractive layout and design of reading material. Greater the positive experience students have, greater is the reading value they hold.

Studies also reveals that a good school experience can contribute to greater reading value. Sometimes reading material in a classroom is fixed and does not appeal to student interests, or offer them choices to read to meet the needs of advanced readers. A study by Little, McCoach, & Reis (2014) showed that changing the approach to reading by giving choice, using differentiated instruction, and by allowing supported independent reading motivated advanced readers. Students involved in independent reading based on selecting books of personal interest showed motivation and engagement leading to greater reading value.

The Department of Education (as cited in Manuel & Carter, 2015) reveals there is increasing evidence from recent international research on the correlation between reading for pleasure and many education, social and personal benefits. Schools can promote reading for pleasure in their curriculum thus increasing school performance, better skills in reading and writing, growing self-confidence, wide range of vocabulary, and greater awareness of cultures.

Finally another research finding supports the view that greater the negative attitude, lesser the reading value of the students. Negative attitudes to reading can result with unfamiliar context and new or unfamiliar vocabulary in the reading passage, use of idioms not understood, or reading materials used in the classroom which was too high for them to comprehend (Chomchaiya and Dunworth, 2008). Roberts and Wilson (2006) confirm this idea stating that poor readers have more negative attitudes than better readers. Siansbury (as cited in Roberts and Wilson, 2006) revealed that girls liked reading better than boys and while girls liked reading stories, poems and magazines, boys preferred comic, newspapers, sports news, and information books.

Conclusions

This study endeavored to investigate the factors affecting literature reading values. The key findings from the result indicate that two factors that best predict reading values are reading purpose and positive experience. There are also definite correlation between reading value and school experience, family resources and negative experience. This study has larger significance in Thailand and abroad where reading in general and reading literature is declining. Creating a positive experience for readers and building an awareness for valid reading purpose can create a community of readers reading for pleasure. This study fills the gap in identifying factors affecting the value of reading English literature especially in the context of the reading culture in Thailand. This research finding is significant as it can enable teachers teaching reading and literature to find ways to create a positive environment in the classroom and redefine reading purposes for increased engagement. For example several steps can be taken to improve reading value and promote reading culture:

First, students prefer interactive literature lessons as they are challenging and interesting over traditional approach of teaching literature (Presadã, 2013).

Second, teachers using "researched based strategies, and genre-specific strategies" can effectively improve the students reading level and positive attitude toward reading literature. Results in a study showed that the students not only had a positive attitude to reading but also performed better in their standardized tests.

Third, as Burbules states, dialogic teaching helps "teachers and students act as coinquirers, collaboratively engaging in a generation and evaluation of new interpretations of texts in order to "gain a fuller appreciation of the world, [them]selves, and one another" (as cited in Reznitskaya 2012). Students are focused not on getting fixed answers or facts, but develop higher order thinking. Using dialogic discussions in teaching literature can have the following advantage: improved critical thinking and reasoning, more student talk, greater text comprehension, and also improved literal or inferential understanding (Murphy, Soter, Wilkinson, Hennessey, & Alexander, 2009).

Fourth, research shows using flipped learning, a pedagogical approach, where the classroom instruction using the traditional method of teaching and homework is flipped and part of the learning occurs online with students taking responsibility to read or learn information via online and prior to coming to the classroom. Learning becomes more transformative than traditional lecture method passive learning. Giving students autonomy over their learning encourages critical thinking. Lakmal Abeysekera and Phillip Dawson (Cited in Evans 2018) define the flipped classroom saying teachers "move most information-transmission teaching out of class 2) use class time for learning activities that are active and social, and 3) require students to complete pre-and/or post-class activities to fully benefit from in-class work." However, flipped classroom works best with

upper level students.

Furthermore, Maloney (2017) points out a “major key to fostering a love of reading is choices. Readers at every level—both age and comprehension—need a range of books that will engage them, educate them, and excite them.” Choices matter in reading literature to foster positive attitudes. Choice may be made in spite of budget cuts and limited funds or else students risk being disinterested or lose their pleasure for reading. Reading list for young adults should be chosen with care according to the values the curriculum promotes.

Finally, Sussman (2017) suggests literature can be taught using problem-based learning method. Just as a math teacher solves a problem in class, similarly a literature teacher can follow the three steps: first, give students time to work on their own before sharing their answers. Second, ask students to present their answers on the white board and not from their speaking briefly from their seats. This enables them to organize their thoughts and arguments with supporting evidence. Finally, work with a genre like a poem that has a problem to be solved and a question that has a right answer. Literature can be taught in a cutting edge way. Future research in this field can be done on using reading strategies and genre specific strategies in the reading classroom.

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IS BOREOUT THE NEW BURNOUT? REFLECTIONS ON A NEW WORK RELATED WELL-BEING INDICATOR

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ABSTRACT

While many modern societies are discussing and acknowledging burnout as a serious problem in the work environment, little is known about boreout, a condition with similar symptoms but contrary causes. Boreout is among others caused by a long period of under stimulation in a working environment. In our fast living and hectic times, a concept like boreout seems somewhat paradox and yet many employees are not burned out but boreout. In the field of work engagement, the concept of boreout has been neglected so far and that even so an engaged workforce is considered to be a key element of sustaining a competitive advantage for any organization. This article aims to have a closer look on the concept of boreout and its impact on work engagement.

Key words: boredom, burnout, human resources, innovative work behavior, work meaningfulness, job satisfaction, leadership style, motivation, transformational leadership, turnover rate, work engagement.

1. What is Boreout?

As an employee or manager have you ever felt bored or disengaged? Has your job ever been monotone or meaningless for a long time? Have you ever observed yourself using strategies pretending to work hard and being engaged with your job even so this was not true at all? We know some of these are symptoms from burnout but the employees I'm talking about in this article suffer from boreout and not burnout. Burnout is considered as a consequence of over demanding work conditions that cause chronic stress. As such burnout is well known in modern societies and is well researched. It is a recognized disease and strategies to reduce the feeling of burnout are well documented (Maslach et al., 2001; Shirom and Melamed, 2006; Toker and Biron, 2012; Toker et al., 2012). Boreout, in contrast, is a result of an under demanding work environment (Rothlin and Werder, 2014). Theoretical disciplines like psychology, philosophy and sociology mainly link boredom as a result to conducting monotonous and repetitive tasks. In organizational research and management literature there is not much written about the phenomenon of boredom also named as under stimulation (Game, 2007, Harju, 2014, Van Hooff and van Hooff, 2014; Harju and Hakanen, 2016a). According to Loukidou, boredom at work refers to a "passive, unchallenging and unpleasant job" (Loukidou et al., 2009). For Reijseger, boredom is an experience of low arousal, unchallenging and dissatisfying work (Reijseger, 2013; Van Hooff and van Hooff, 2014). There is growing interest for many years of emotions in the workplace and a long history of research on emotions at work. In this context concepts about motivation, job satisfaction and stress receive a lot of attention in research and media (Loukido et al., 2009). In 2007 Rothlin and Werder, two German-Swiss economists, came up with the term boreout in the working environment. This term goes beyond the meaning of boredom. According to Rothlin and Werder, boredom is not enough to describe the complexity of under challenging work conditions that employees and also a leader can be suffering from nowadays. They define boreout as a combination of boredom, being under challenged and disinterested combined with coping strategies to hide these conditions in a working environment. Feeling under challenged, according to Rothlin and Werder, means that employees feel they could do more than they are asked for whilst "no interest" is defined as no identification with the work and company. To apply the diagnosis of boreout they make it a precondition that the combination of all these factors like boredom, under demanding work, no job interest and strategies to hide these conditions must be given (Rothlin and Werder, 2014). Ruth Maria Stock defines boreout in a similar meaning like that of Rothlin and Werder. According to her boreout is a negative psychological state of low arousal that is manifested in three forms: an employee experiences a crisis of meaning at work, job boredom, and a crisis of growth. A crisis of meaning at work is referring to employees who consider their tasks as unimportant and meaningless. Job boredom means low challenges and low stimuli, both creating a feeling of boredom. Crisis of growth is referring to the experience that the working place does not offer a chance to develop task related and personal skills (Stock, 2014; Harju et al., 2014; Harju, 2016a). This article will follow the definition of Rothlin and Werder (2014). Every employee can feel bored at work once in a while or can question the meaning of his job without causing a huge impact on work engagement overall. These factors alone are not enough to explain a lack of work engagement. When coping strategies come into place and an employee starts to use purposeful mechanisms over a longer period to hide the fact of being bored and unchallenged then there is a high chance that there is a pattern developed and the employee is suffering from boreout. Why should we be interested in boreout as a newly acknowledged concept in any work environment? Burnout and boreout are different in terms of causes but they can be similar in their symptoms and both diseases

have a negative impact on work engagement (Rothlin and Werder, 2014). Work engagement is considered as energy, involvement and self-efficacy (Taris et al., 2009). Engaged employees love their job and bring a high level of identification to their work (Bakker et. al, 2008). Burnout is considered as the opposite of work engagement and defined as exhaustion, cynicism and lack of efficacy (Schaufeli et al., 2002; Schaufeli et al., 2006; Bakker and Leiter, 2010). Boreout on the other hand is a consequence of a lack of work engagement with criteria like boredom, not being challenged and uninterested in the job (Rothlin and Werder, 2008; Hirschi, 2012, Rothlin and Werder, 2014). The key word in this context is under stimulation. Burnout and Boreout are both antipodes to work engagement (see also figure 1.). A work environment with a strong lack of work engagement can not only be an indicator of burnout but also of boreout conditions (Hirschi, 2012; Rothlin and Werder, 2014). Research shows that the consequences for any organization of the appearance of boreout are destructive and disastrous (Rothlin and Werder, 2014):



❖ Salary.com and AOL have calculated that the US is paying more than 750 billion of dollars per year or more than 5000 USD per employee per year as a result of boreout.
❖ Werder and Rothlin assume that boreout cost more than 250 billion of Euros for the German market.
❖ Work-to-rule only
❖ Decrease of job performance caused by being under challenged at work.
❖ Causes bad job attitude (rude behavior, accidents, day dreaming at work)



Having all of these costs and consequences in mind, it seems surprising that organizations are not paying enough attention to boreout and do not take boreout and its criteria into account as an additional, distinct type of work-related well-being indicator like burnout.

2. The Impact of Boreout on Work Engagement

Boreout is an important indicator to the business as it shows if your organization is at risk in terms of growth and innovation. The strongest factors that differentiate boreout from burnout are related to stress and work conditions. The first factor is that people suffering from boreout have no job where they can burn oneself. Either they have nothing to do or not enough tasks to do or do not know what to do. Secondly, boreout concerned employees are forced to pretend being busy or working. In many cases they cannot risk losing their job. The results of boreout and burnout concerned employees can have similar effects on work engagement: low performance, low productivity, low involvement and low identification with their organization (see figure 1).

Table 1: Boreout and Burnout and their Impact on Work Engagement

Under stimulation				Overstimulation
Boreout		Work Engagement		Burnout
No stress		Low energy		Constant stress work environment
Fake Work: No tasks or non-demanding job or don't know what to do leads to the need to pretend being working; being busy		Lack of concentration/accidents/mistakes		Real job requirements: Too many tasks, projects to do
Feeling bored and unappreciated		Low involvement		Feeling bored and unappreciated
No or low challenges as a result of being under challenged		Inefficacy		Exhaustion as a result of prolonged stress or frustration
Lack of enthusiasm		Lower Performance		Lack of enthusiasm
Low demands leading to lack of respect and identification with		Cynicism		Excessive demands leading to lack of respect and identification with

Under stimulation				Overstimulation
Boreout		Work Engagement		Burnout
employer or supervisor, colleagues				employer or supervisor, colleagues

Done by Dr. Klaudia Schmidt

In 2015 Gallup Institute conducted telephone interviews in the US, asking 80,844 adults working for an employer how "engaged" they were at their workplace. Engagement is defined by Gallup Institute through elements such as having an opportunity to do what they do best each day or having someone at work that encourages their development and believing their opinions count at work (Adkins, 2015). Engaged employees are not suffering from burnout. They don't feel physically or emotionally exhausted nor depressed caused by too much workload. There are no demanding work circumstances producing mental tension for these employees either. They would rather feel thrilled and excited with their job. In contrast to the concept of boreout, engaged employees have tasks to do, and not only that, they even enjoy their work. Hence these employees do not suffer from boreout because they have a job that offers a positive level of mental or physical strain caused by an interesting and challenging job and an environment with a supervisor and colleagues that provides positive feedback on their efforts and nurtures acknowledgement in their employees. Engaged employees are involved in their work. They are enthusiastic about and committed to their work. These people do not suffer from boreout nor burnout. Gallup's extensive research shows that employee engagement is strongly connected to business outcomes essential to an organization's financial success, such as productivity, profitability and customer engagement. Engaged employees support innovation, growth and revenue that their companies need. Spreitzer and Porath (2012) also came to the conclusion that engaged employees feel more dedicated to their company and demonstrate this by better performance. The percentage of U.S. workers in 2015 who Gallup considered engaged in their jobs averaged 32%. The majority (50.8%) of employees were "not engaged," while another 17.2% were "actively disengaged." The result of 2015 reflects little improvement in employee engagement since 2014. Most U.S. workers continue to fall into the "not engaged" category. "These employees are not hostile or disruptive. They show up and kill time, doing the minimum required with little extra effort to go out of their way for customers. They are less vigilant, more likely to miss work and change jobs when new opportunities arise" (Adkins, 2016). These employees are busy planning their next lunch or next break. "Not engaged employees are either "checked out" or attempting to get their job done with little or no management support" (Adkins, 2015). There is a high chance that this group of "not engaged" employees falls under the category of boreout employees. Their job seems not to be challenging as it can be done with less management support. A lot of time they have nothing to do except being physically present and what they have to do they do with the minimum effort necessary. Being burnout is difficult to pretend as employees predominantly are obviously suffering from physical consequences such as colds, headaches, chronic exhaustion. Employees suffering burnout are so overwhelmed with tasks that they have no time left to "kill time" at work nor time to be busy planning their next lunch. They are in fact caught up with too much work. It is more indicative that behind the behavior of unengaged employees are symptoms of boreout. In Gallup's 15-year history of measuring and tracking the metric employee engagement has consistently averaged less than 33% (Harter and Adkins, 2015). The result shows that "the majority of employees are indifferent, sleepwalking through their workday without regard for their performance or their organization's performance" (Harter and Adkins, 2015). Employees with burnout symptoms suffer usually from difficult and demanding work conditions that don't allow them to sleepwalk through their work day nor to act indifferent towards their performance. Boreout on the other hand describes indeed the hidden ignorance employees are feeling and showing towards their job tasks and the company in general. They don't feel connected with their job nor their task. The symptom of sleepwalking can indicate the feeling of depression at work. There is no enthusiasm felt in doing this job. It is the opposite of being engaged, they feel disengaged at work (Rothlin and Werder, 2014). Growth and Innovation are hard to establish when the majority of a workforce is not engaged. These results reflect the same conclusion of the worldwide 142 country engagement study done by Gallup-on the State of the Global Workplace in 2013. Only 13% of employees worldwide are engaged at work, roughly 180 million employees in the countries studied -- are psychologically committed to their jobs and likely to be making positive contributions to their organizations (Crabtree, 2013). Innovative work behavior has a direct link to the state of engagement by employees. The fact that a majority of employees in Western societies such as the US and Germany do not feel engaged with their workplace can be an indication that the majority suffers from boreout. In this context innovative work behavior and as a result innovative products or processes; are impossible to expect (De Jong and Kemp, 2003). As many companies see innovation as their lifeblood they should have a general interest in engaged and innovative employees contributing their ideas to their organization (Stock, 2014). Low job dissatisfaction, counterproductive work behavior, absence, staff turnover, work related injuries, accidents and low job performance can all be results of boreout and produce more costs and additional time efforts for any company.

Research shows that the more bored employees feel, the less satisfied with their job and the less committed to the organization they are. All of these can lead to high turnover intentions as there is a strong link between boredom and the turnover rate of a company (Reijseger et al., 2013). Reijseger et al. state in their article when boredom is a strong fact in an organization then there is a high intention to leave the company. It seems that boreout is an important work related indicator that can give necessary information to the management and leadership regarding well-being, motivation and job performance of employees.

3. Trigger Factors of Boreout

3.1 Company level

On a company level influencing factors are referring to the job design of a work place. The arrangement of a job situation in terms of outlining tasks, responsibilities, qualifications, methods and relationships can either cause job satisfaction or job dissatisfaction. The objective of a job design is to arrange the work in such a manner that boredom and overall dissatisfaction among the employees is rarely existing. If a job is mainly drafted on very monotonous and repetitive work tasks, there is a higher risk for boreout. Stimuli might lack to keep an employee interested and concentrated (Loukidou et al., 2009). A lack of demands evoked by a certain job design paired with a lack of resources can also cause the complex phenomenon of boreout. Overall a work environment that provides little activity and challenge can elicit boreout. Coworkers belonging to the work environment can support boreout as well due to certain behavior being uncommunicative or unfriendly for example. (Parasuraman and Purohit, 2000). Leaders are in charge to provide direction and work towards a joint and meaningful goal. The management of employees is largely dependent on the quality of leadership style (Bushra et al., 2011). As leaders they have strong influence on the feeling of power and self-efficacy employees experience during their work. One major task for the position of leaders and managers is that they need to be able to delegate workload so that their employees have enough tasks to do. Related to this competence is the understanding that leaders see their employees as human beings with different talents and needs. In that sense, delegation does not only mean to distribute work. It also means to distribute the right work to the right employees; the ones who are competent and interested enough to fulfill this task (Hall et al., 2008). In this context it fits to mention Dewhurst et al. who highlight that job descriptions should be set up in a realistic way and should only describe and promise what the job is about (Dewhurst et al., 2013). A big problem causing the development of boreout is that many leaders only see the work that must be done but not the person (Rothlin and Werder, 2014). This can lead to the consequence that the wrong employee gets the wrong tasks. Furthermore leaders often lack the necessity to explain to their employees why job tasks are important even so they might be occasionally boring. An explanation would be an opportunity to give meaning to any task an employee is asked to do, no matter if one is boring. Managers who are able to communicate the context of tasks can support their employees in developing meaning in what they are doing (Rothlin and Werder, 2014). Other leaders think that they do not only have to lead but they must be an expert in certain fields as well. They think they have to do everything by themselves. Other leaders want to be more of a specialist than a leader, so they can't delegate because they can't let go from tasks (Rothlin and Werder, 2014). All of these critical points can be breeding ground for boreout. Companies have the duty to treat their employees well and to support them in their individual responsibility. Competent managers who are aware of these possible issues are key to this.

• Job design
• Work environment: colleagues, Organizational culture
• Leadership style
• Communication

3.2 Personal Level

As people are very different in terms of attitude, behavior, talents and education, the perception of work can be very individual and in that way different from each other. Causes that can create boreout for one person might not have the same effect on another person. Furthermore, the development of boreout depends on what a person expects from a job and what meaning and goals this person strives for (Loukidou et al., 2009). All of this can have an impact on the development of boreout. A job mismatch can create boreout when employees have to work on tasks that do not challenge them enough. Boreout affected employees can be very ambitious, hard-working and talented however, being in a wrong job either because they have chosen the wrong education or wrong company or the other way around their company is not supporting their talents and interests, can cause boreout (Wallace et al., 2003). Both parties' leaders and employees have to check very carefully in the recruitment process before working together that ideas and expectations regarding a position are matching so that boreout is not caused by promises and ideas that cannot be fulfilled (Rojewski, 2005; Baruch, 2006). As emotions are contagious, colleagues and bosses have also a key role in the boreout discussion (Sutton, 2017). Employees that feel well at

work with the people they work with have a better foundation for high performance and as a result no risk for boreout symptoms (Rich, F., 2016; Sutton, 2017). Furthermore, it is also the responsibility of an employee to talk to their managers, letting them know that they need their support in getting a more interesting and challenging job task. Personal responsibility is the main solution to avoid boreout according to Hirschi, Rothlin and Werder (Hirschi, 2012; Rothlin and Werder, 2014). Boreout employees are in charge to actively search for better job tasks. They have to be proactive and talk to their managers or the HR department to change their work conditions (Hirschi, 2012; Rothlin and Werder, 2014). As Herzberg already pointed out in his research done in the 1950s, job motivation based on motivators like achievement, recognition, personal growth and advancement is not influenced by money. Money can, according to Herzberg, not generate any internal desire to do a job task well. The solution for boreout is dependent on the ability to actively seek tasks or a profession that really creates content and interest to a person.

• Job mismatch
• Unrealistic job expectation
• Self-motivation
• Solution orientation

3.3 Macro Level

In modern societies, all kind of education experiences a higher level and standard over the last twenty years. This is not only applicable for blue-collar jobs but also for white-collar positions. This development comes along with better technology that makes certain tasks faster or even dispensable (Mann, 2007). Furthermore, we have much more complex job profiles and a broader range of job descriptions. All of this is part of the process of industrialization, globalization and the emergence of the service enterprise. However, Uduji has a valid argument by pointing out that some industries are much more prone to boreout than others. Desk jobs for example are more endangered in causing boreout than jobs that require clear measurable results (Skaer, 2006; Uduji, 2009). Within the whole health care industry for example, doctors, nurses and social workers whose jobs are directly linked to contact with patients are more likely becoming victim of burnout than boreout. The direct contact with patients makes it impossible to come up with strategies to pretend or to avoid work (Baker, 1992; Rothlin and Werder 2008). Another job profile are entrepreneurs. Entrepreneurs can't afford to become boreout because their whole existence and survival is depending on their own efforts. Globalization and the service industry accelerated the phenomena of estrangement within the workforce what was originally brought up by Karl Marx when industrialization happened and workers lost their independence to a company by selling their manpower to a capitalist (Tolor, 1989). Williams argues that societies nowadays reached a level of specialization and division of labor that jobs lack challenges or are too repetitive (Williams, 2009). Job enrichment like Herzberg already claimed in 1968 as a solution against boredom and feeling under demanded seems to be a promising technique to prevent boreout by employees (Herzberg, 1968; Harju et al., 2016b). Broadlbride et al. indicate that the new generation change the whole meaning of work. For the Generation Y, also known as Generation Millennium (those born after 1980), being intrinsic motivated is more important than for any other generation before. For organizations and managers that means that this workforce is more motivated by recognition and importance (Broadlbride et al., 2007). Job interviews with this generation especially should make clear and be sincere about it that any offered position is important for the whole organization (Gursoy et al., 2013). Furthermore, employees need the freedom to organize their work by themselves so the possibility to work from home is highly appreciated by them (Crumpacker and Crumpacker, 2007).

• Better education system
• Advanced technology
• Complex job profiles
• High level of job specialization
• Motivation
• Job enrichment

4. Conclusion and further research

Even though research on boreout tends to be at this stage anecdotal and descriptive in nature, the appearance of boreout in organizations cannot be ignored anymore. Organizations should actively investigate if certain

symptoms and problems such as monotonous and repetitive work, lack of challenges or job mismatch within their workforce might trigger a lack of work engagement caused by boreout. A high turnover rate or a high number of staff ill could be indicators for boreout. Another indicator could be the lack of an innovative culture in an organization and as part of it the absence of innovative products or services. So far, working on boreout lacks precise theoretical contributions and empirical evidence of the subject hence a lot of research is necessary to flesh out boreout with data. Therefore, the link between turnover rate, status of employee's illness and boreout should be further examined.

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MOTIVATING STUDENTS TO WRITE PUBLICATIONS TO LAUNCH AN EVENT THROUGH PROJECT-BASED LEARNING

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ABSTRACT

This study aimed to investigate how Project-based Learning motivated students write contents in a 'Launch Event'. The subjects were thirty-four, second year, Thai undergraduate students who enrolled in an Effective Writing Skills class. Data were analyzed from open-ended questionnaires, observations, and project work that revealed the perception of students towards PBL and the effect of implementing PBL in the English classroom. The findings reveal that (1) students were motivated as it was fun and relevant to real life; (2) PBL promoted learners' English skills incorporated with accountability skills; PBL enhanced learners' multi sub-skills: collaborative, leadership, problem-solving and rational skills. Also, the data disclosed some challenges to PBL implementation.

Keywords: project-based learning, motivation, writing skills, collaborative skills, accountability

Introduction

English writing is one of the important language skills essential for either academic or professional requirements. Effective writing is a component of good communication skills and proficient language skills. The psycholinguist, Eric Lenneberg (1967) defines writing skills as culturally specific, learned behaviors. We learn to write because we are required to write (Brown, 2001). Brown (2001) points out when it comes to writing even in one's native language, it could be difficult (Brown, 2001). Not to mention writing in a foreign language, especially for Thai students who do not have many opportunities to compose a piece of written English. They have to expand a lot of effort because it is not only about how to put together ideas and knowledge cogently, but also how to use the correct forms of grammar, punctuation, spelling, and choose the best words. Writing English instruction in Thai classrooms is challenged by these requirements. How do we motivate students to write? How can they improve their writing ability? How can they build a positive attitude toward writing? How can we make writing an enjoyable activity?

The constructivism theory assumes that learners construct knowledge by doing and by actively engaging in tasks that promote their motivation (Bilsborough, 2014; Blumenfeld et al, 2011). 'Active Classroom' pedagogical approaches including task-based instruction and project-based learning provides meaningful opportunities for learning, not only language skills, but also sub-skills such as collaborative learning and problem-solving skills (Blumenfeld et al, 2011). In this study, project-based learning (PBL) was incorporated in an 'Effective Writing Skills' course to investigate whether this active learning promotes learners' writing skills and learners' willingness to write.

Objectives

The objectives of this research are the following:

- 1) To determine the perception of students towards PBL.
- 2) To examine whether PBL promotes learning motivation.
- 3) To investigate how students learn under PBL.

Review of Related Literature

Theoretical Background

The Pedagogy of Projects was initiated by John Dewey, an influential educator in the early twentieth century. He and other representatives advocated the concept of 'Active Pedagogy' or 'Learning by Doing' that has highly influenced the educational structure of the United States ever since. Dewey (2000) stated that "education is a process of life and the school should represent the present life as real and vital to the student as he lives at home, in the neighborhood or on the patio" (Sá-Oliveira et al, 2017). The theory of constructivism was later evolved by the influence of 'Doing Project' ideas. Three prominent constructivists: Jean Piaget, Lev Vygotsky and Jerome Bruner whose theories became the foundations of constructivism explain how learners learn by constructing their own understanding. Piaget (1967), the Swiss Psychologist, suggests that learners obtain knowledge and skills by doing, seeing, investigating, and interacting with other people. They construct meaning

based on their experience (Jumaat et al, 2017). Lev Vygotsky (1896-1934), the late Russian constructivist developed the theory of Zone of Proximal Development (ZPD) to explain how learners learn. The ZPD is the gap between a learner's ability to perform a task with additional advice by the teacher or peer's assistance and the learner's inherent ability. He encouraged teachers to facilitate social interaction environment that will help learners construct the meaning as reviewed in David (2015). Smith (2002) adds to the scholarly work of Bruner (1966), the American constructivist, that his PBL studies involved exploratory and discovery learning suggesting that learners become active and develop their learning from problem-solving through searching and discovering answers. In addition, he suggests that instructional tasks and materials should be well-designed to get maximum participation and interaction. His works appear to highlight the theory of 'Learning by Doing'.

Learner-centered Instructional Method

Project-based learning (PBL) is a learner-centered instructional method. The approach has many aspects in common with Task-based Learning (TBL). They both view language as a tool for learners to communicate as they attempt to complete a task. Learners are allowed to use all their language resources to construct the meaning in real communicative situations. During task completion, learners recognize their language abilities and limitations – what they know, what they don't know, and what is in between. That helps learners to take the further step of learning responsibility. PBL and TBL settings are practical for a mixed ability classroom. A group-assigned task can be accomplished by either weaker or stronger students in the meaning focus of language production. TBL task and PBL are different in the period of intervention. TBL mainly originates from a lesson while PBL takes learner-centeredness to a higher level as the project often takes a longer period and possibly the whole semester or academic year (Bilsborough, 2014).

In brief, PBL, a 'Learning by Doing Project' is a teaching approach that promotes expected learning outcomes and important skills, as well as professional readiness through engaging project-tasks in which learners work collaboratively to apply their knowledge and skills over a period of time for task completion.

Enhancing Readiness for Professional

Buck Institute for Education, (2019) indicates results from research studies from schools across the United States confirming how PBL enhances readiness for professional. PBL transforms learners' learning experiences as they have to apply their content knowledge in interdependent real-world situations. Learners become more engaged as it is relevant to their needs. Hence, as they actively engage in project tasks, they learn more deeply and enhance life skills such as interpersonal, problem solving, collaborative and communication skills. The following excerpt is from their website.

"Project Based Learning (PBL) prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit".

Similarly, DefinedSTEM, a PBL Supporter Webpage states that

"Research on PBL supports an increase in student engagement and achievement, and helps students develop the 21st-century skills they need to succeed in their future careers".

Promoting Collaborative Learning, Motivation and Multi Sub-Skills

A number of studies revealed the positive results of the PBL approach. For instance, the evaluation of using project-based learning in an undergraduate "Learning Media" classroom of mathematics students in Indonesia, the findings reported an improvement of students' creativity in PBL measured from the design of the instructional media (Ummah et al, 2019). Project-Based learning in Malaysia reported that PBL is significantly more effective than the traditional approach as it promoted collaborative learning, effective communication, supervisory skills, as well as critical thinking and problem-solving skills (Sadrina, Mustapha, Ichsan, 2018). A PBL study in a Jordanian university suggested the effects of PBL in terms of increasing student and teacher self-efficacy and achievement (Mahasneh & Alwan, 2018). Nada et al (2018) facilitated a PBL study in the school of Electrical Engineering and Computing of the University of Newcastle, Australia. The study also reported that PBL created a collaborative learning environment. Likewise, a study of using PBL for application of research methodology skills in India reported that students were motivated in a collaborative environment that led to increased confidence, knowledge advancement on the concerned topic, communication and presentation skills improvement, group dynamics, and team building (Tiwari et al, 2017). Reid-Brown (2017) conducted a study to investigate the effect of implementing PBL among urban Jamaican eighth-grade students within a science class context. The study reported that PBL intervention was effective in terms of improving self-directed learning readiness skills and content knowledge retention.

Challenges in Using PBL

Nevertheless, previous studies identified some challenges in using PBL. It was suggested by Nada et al (2018) the importance of PBL instructor support since a good instructional-design of PBL consumes time. The

effect of the intervention could be minimized by time constraints and the heavy workload of the instructor. Another aspect is that mutual collaborative work among group members could be a big challenge to PBL (Nada et al, 2018). Blumenfeld et al (2011) suggest that learners required sufficient knowledge and skills to achieve the project goals. Subject matter content could enhance motivation as it is something of interest, and worth working on. However, students' motivation might decrease when tasks are beyond their capability and require extended time. To promote student efforts and persistence over a lengthy time, the teacher should set project goals, provide consistent feedbacks and build rapport and collaborative atmosphere among group members. Another important thing to be considered, students should have freedom to think, choose, design, and produce their products. The evaluation should not be based on the final product but the overall work of the project (Blumenfeld et al, 2011).

Conceptual Framework of Research

The conceptual framework of this study was designed with the perspective of "Learning by Doing" which is supported by second language acquisition research. Learning a second language is like learning to ride a bicycle or learning to play a musical instrument (Stryker & Leaver, 1997). Based on this principle, therefore, it is crucial that learners have opportunities to 'practice' or 'use the language' while they are developing their language skills. Lightbown & Spada (2013) cite that natural language is acquired where learners try to construct the meaning. Hence, students should learn best in content-based instruction (CBI) which provides a relevant context for meaningful communication. Alan & Stoller (2005) suggests how to maximize the potential benefits of project work. First, the project work should focus on real-world subject matter. Second, project tasks should require group members to work collaboratively and independently. Third, students should use form and other aspects of language to achieve project goal. Finally, the project should be process and product oriented, which students apply integrated skills and reflect their thought at the end. I, the researcher of this study designed the project tasks based on academic background knowledge of my students with the view of providing them with the best opportunities to integrate their content knowledge into English language writing skills.

The project of writing publications to launch events was assigned in a classroom of thirty-four, second year, Thai undergraduate students who enrolled in Effective Writing Skills course. The subjects were majoring in Communication Brand Management. Students worked in groups of four, each taking part in different roles in the project i.e. PR manager, secretary, management, event manager. The project's main tasks included writing a press release, an email enquiry, an email invitation, a keynote speech for an event and PR event on Facebook blog. The launch event was set as the content theme in the project work. Students would demonstrate the launch event in the final presentation. A 6-step procedure, modified from Alan & Stoller (2005), is developed as the work plan, follow-up and assessment of the students' project work, which can be grouped into 3 stages of preparation, project work and performance evaluation.

1. Preparation

Initially, it was crucial to build rapport and raise student awareness. Hence, project goals and the scope of the project work were described in detail. Students should clearly understand 'what' they are going to do and 'how' to achieve them.

Step 1 Set the goal: Teacher set the goal and informed students about the expected learning outcomes of the project work. By the end of the project, students should be able to write an action plan, business emails, and a press release, and apply their content skills in organizing a 'Product Launch' Event.

Step 2 Briefing: Teacher described project tasks and students were assigned to work in a group of four to organize a 'Product Launch' event. Students had freedom of choice of the product. Project tasks including writing a press release, a PR post on Facebook blog, an invitation letter (e-card and e-mail), and a venue inquiry email, a keynote speech for the event was explained. Other props using for the launch activities such as e-card, logo, packaging and so on were freely designed and created.

Step 3 Skill Training: Writing lessons and workshops were facilitated, as well as the guideline of each genre writing, formats, examples, useful vocabulary and phrases were provided. Students practiced writing in each genre. A grammar program was introduced to students to check for grammatical errors in their writing.

2. Project Work

During project design and project task completion, students established individual accountability as they assigned and agreed on and commit to their role as a team member. Students set team meeting schedules to follow up project progress and review their writing. Feedback and suggestions are provided to ensure students have sufficient scaffolders to complete the project tasks.

Step 4 Project Design: At the planning stage, students complete an action plan for the Launch Event when they were brainstorming to answer the questions: What? Why? How? When? and Who? An action plan of the project modified from PR Plan of Yaverbaum et al (2006) was used as a project guide. Students had to discuss, fill up, and present group action plan and get feedback from the teacher prior to starting the project. This would help them generate their ideas about the project. They set objectives, strategies, and work schedules,

and assigned each group member a specific role. Students' understanding of project work was examined, as well as feedback on group action plans and advice was provided.

Table 1: Action Plan of PR Writing (modified from PR Plan of Yaverbaum et al (2006).

1. Product What product are you going to launch?	
2. Objectives What do you want to achieve?	
3. Strategies How to achieve your goal?	
4. Target Audiences What types of people you want to reach?	
5. Key Target Media Specify the target media	
6. Recommendations Gimmicks/props/activities	
7. Next Steps An action plan for who does what and when	

Step 5 Group Work: Throughout the project work, students held group meetings from time to time to share their ideas of how they envisaged their project. They assembled and shared essential information with one another. Recommendations from each member were discussed. They did a survey to gather the necessary information and it was shared in the meeting. Regarding the writing process, students got feedback from their peers and teacher from the first drafts to the final ones. Beside face-to-face advice, students could reach the teacher anytime they had questions or needed further advice. A LINE group enabled fast and convenient communication between teacher and students.

3. Performance Evaluation

The final stage was to evaluate the group's work performance.

Step 6 Final Products: Students submitted their first and final drafts of writing and gave a presentation of their product launch event. The event presentation would reflect how effectively they worked as a team, how they improved their learning skills and how they learned from the project tasks. The students' writing progress would be evaluated from their group writing materials.

Table 2: 6-step of 3P, the PBL Framework of this study

Preparation (Week 1-4)	Step 1: Set the Goal	○ Expected learning outcome	➤ Building Rapport ➤ Providing Scaffolders
	Step 2: Briefing	○ Project tasks ○ Q & A	
	Step 3: Skill Training	○ Writing guidelines and Workshop	
Project Work (Week 5-8)	Step 4: Project Design	○ Action/group work plan ○ Assign roles	➤ Establishing Individual Accountability ➤ Creating Collaborative Learning
	Step 5: Group Work	○ Group meeting ○ Writing process ○ Peer-review ○ Feedback from the teacher	
Performance Evaluation (Week 9-10)	Step 6: Final Products	○ Presentation of product launch event ○ Gimmicks/event props (logo design, backdrop, packaging design, etc.) ○ Writing tasks: action plan, press release, Facebook blog, email invitation and email enquiry.	➤ Evaluating the group's overall performance

		○ Reflection on PBL (what I have learned from the project assignment and what I contributed to my team)	
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Research Methods

Qualitative data analysis was used as the research tool of this study and data collection included:

- 1) An Open-ended questionnaire to examine student perceptions towards PBL and whether PBL promotes learning motivation.
- 2) Group Performance including final presentation and writing materials of project work, as well as learning reflection to investigate how students learn under PBL.

Research Findings and Discussions

1. Students' Perception toward PBL

The findings from verbatim analysis revealed three positive results and some issues in implementing PBL in the English classroom. First, learners enhanced motivation as they reflected a positive attitude towards PBL. Second, PBL promoted learners' English skills incorporated with accountability skills. Third, students improved multi sub-skills such as collaborative, leadership, rational and problem-solving skills. Fourth, however, the findings revealed some constraints occurred during the PBL intervention.

First, the findings affirm the result of previous studies (Ummah et al, 2019; Sadrina, Mustapha, Ichsan, 2018; Nada et al, 2018; Tiwari et al, 2017) that learners had a high motivation. Students perceived the 'Project Launch' event as a fun activity and they had opportunities to work with their peers. They were satisfied and proud of their final products. Another reason students stated was that PBL provided opportunities to use creative thinking as they worked together to generate new ideas. In addition, PBL enabled learners to apply what they have learned in real life context such as business emails and it helped them understand more about the content as one learner mentioned:

"It let me use authentic English for career and the activity provided me with more chance to practice English".

Another group member revealed:

"It was very useful for us, the Communication Arts students"

Whereas other group members reported that the project enabled them to learn and understand in many aspects.

"We created a new product, shower gel. When I designed the logo to be used in marketing activities, I had to be creative and considered many things like the meaning of colors used in our product design. It's kind of interesting even though it's not the real event. I talked and worked with new friends and finally, I was able to blend with new people".

Second, the findings revealed the results in accordance with Reid-Brown (2017) that PBL improved learner's self-directed learning readiness and content knowledge retention. PBL promoted learners' English skills incorporated with accountability skills. Students developed their reading, writing, and speaking skills in PBL. They had to do extra reading when seeking additional information to complete their project tasks. Students also practiced various forms of writing such as emails, a keynote speech, a press release from the planning stage to the final draft. As students were committed in different roles and responsibilities, they put their efforts to maximize their work. Learners developed their English skills incorporated with accountability skills as they worked and learned from one another in collaborative group work. For instance, one student reported that

"I took the role of MC, and I was responsible for running the event from the beginning to the end. I had to write my own scripts. Besides the MC's script, I also wrote the event schedule, designed a gimmick in the event such as a gift voucher. I also helped my friend write a press release. It was not only my writing skills which improved, but also my speaking skills".

Another student revealed that

"Even though writing letters are not my responsibility, I have learned how to write a business letter from my group as we helped review each writing piece together. At the first hand, I didn't know anything about English letters".

Another group reflected that

"In spite of the event project being difficult, it makes us learn to work as a team and improved our writing skills in many aspects. I'm glad I have been able to do this project".

Third, students improved multi sub-skills: collaborative, leadership and problem-solving skills and became more rational. Students viewed PBL as a good activity that helps improve collaboration skills among group members. For instance, one student reported: "It was good. Because group work enables us to know the strength of one another as we develop our collaboration for the best result of our work. I had a chance to work with new people". In the beginning, some students thought that pre-project or planning stage took a considerable time. But later, they realized that it provided them with a more solid ground of understanding. Students also stated that PBL had built unity among group members as they exchanged their knowledge and opinions and learned how to solve encountered problems in organizing the event. Not only collaboration among group members was essential, the rapport between teacher and learners also underpinned the success of PBL. This was in line with Ummah et al (2019); Reid-Brown (2017); and Blumenfeld et al (2011).

Fourth, some issues occurred during the intervention. The learners revealed that they should have had more time for project tasks as they were also very busy with assignments from other subjects. Less time given could minimize the quality of the production. For example, one learner mentioned: "I wish I could have more time to work on this project". Another cited: "We had lots of work to do for every subject. The assigned project was a good one, but with time constraints, our work was not as good as expected".

Likewise, another student stated: "We are enrolled in many subjects this semester so it was difficult for us to manage our time as we had a lot of assignments". Another student mentioned: "It was time-consuming assignments, though they are in line with what we have learned in this course either email writing or press release". Another issue was non-cooperation as one reported that "Some group members were frequently lukewarm and put off their work that caused the delay of our job progress and led to minimizing the quality of our work". Another group reported "Our group work was rather poor because of insufficient discussion time. The group presentation was also not precise. It was hard for me to minimize the scale of the event". Similarly, another group revealed: "Group work was not clear due to lack of communication. We did not have frequent meetings as we lived far from one another".

2. Group Performances

The evaluation of the final products and presentation of seven groups, as well as the teacher's observations revealed the results as follows:

Table 1: The Results of Project Work

Group	Results
Flower Bloom	Excellent
PPMK	Good
S & B	Good
KPG	Fairly good
Bokehmon	Fairly good
Smootto	Moderate
Tadee	Poor

As shown in Table 1, the results of group performance, Flower Bloom's project work was outstanding and showed great progress. The final writing tasks were excellent especially the press release and Facebook blog. The design of logo and packaging was impressive and professional as shown in figure 3-5. The group presentation reflected good preparation and a fruitful collaboration among group members. One group member's learning reflection showed an exceptionally high contribution to the project work. Two groups, PPMK, and S&B showed some good progress between the first draft and final products. Props and event activities were appropriate. The overall project work of KPG and Bokehmon were fairly good. However, both did not show much progress and creativity. Smootto final products were slightly developed, but the presentation did not prove proficient teamwork. They did not meet their group meeting schedule. Some of their team members misunderstood their tasks. Tadee showed slight work progress. It seemed that they had some limitations in English background use. The individual learning reflection demonstrated a low level of participation to the team.

Figure 3-5 presents some of Flower Bloom's artifacts. Figure 3 shows their Fanpage's post. The Logo design appeared on their profile cover and the invitation card are shown in figure 4 and figure 5.

Figure 3: Flower Bloom's Fanpage's Post

🌸 The end of waiting! 🌸

With the new leader in bath products from the beauty of Thai girl. "Flower Bloom" bath with features of a pink rose to make. Relaxation, combined with Argen Oil and Moisturizer to add moisture to the skin.

Change your bathing as a delightful experience As in the Rose Garden Pink. 🌸



Figure 4: Logo Design and Profile Cover



Figure 5: Invitation Card



Conclusions

The objectives of this study were to determine the perception of students towards PBL, to examine whether PBL promotes learning motivation and to investigate how students learn under PBL. The findings reveal that (1) students were motivated as the content theme project was fun, interesting and relevant to real life. (2) PBL promoted learners' English skills incorporated with accountability skills. Students developed their reading, writing, and speaking skills as they completing the assigned tasks in PBL. (3) PBL enhanced learners' multi sub-skills. Students enhanced their collaborative skills from group work. Some team members also improved their leadership and problem-solving skills. Students also became more reasoned as they tried to keep up with their work schedule and solved problems.

Although learners were highly motivated in PBL, there were some aspects to be considered during project design. The common scaffolders might not be sufficient for limited English background students. They need extra treatment. If tasks were far beyond their ability, students would not try further or put any effort to achieve their objective. It would help lessen frustration and improve learner motivation and confidence if they were equipped with sufficient knowledge, and necessary skills. That would enable them to effectively use cognitive and metacognitive skills to generate ideas as suggested by Blumenfeld et al. (2011). Likewise, the recommendations in many studies, PBL required considerable effort; therefore, suitable scaffolders should be constantly provided. Group work progress should be closely monitored to check if there are any difficulties in task completion or group conflicts. Another key factor would be students' time management. The success of PBL implementation did not rely only on the project design itself, but also on how PBL could be well incorporated into the curriculum. This is in line with what has been reported by Ummah et al (2019); Nada et al (2018); and Blumenfeld et al (2011).

One key point that I would note for further study is that skill training in the preparation stage should be carefully designed and training time should be extended as long as students are really capable and ready for project tasks.

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NEEDS AND PROBLEMS IN ENGLISH LISTENING AND SPEAKING SKILLS: A CASE STUDY OF THE METROPOLITAN POLICE OFFICERS AT COUNTER SERVICE OF CHANA SONGKRAM POLICE STATION

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ABSTRACT

This study explored needs and problems in English listening and speaking skills of the Metropolitan Police Officers (MPOs) working at counter service of Chana Songkram Police Station. The instruments used in this study were a questionnaire and an interview form. The participants were 30 metropolitan police officers. The findings revealed that:

1. The MPOs needed to improve their English listening and speaking skills in main functions as follows: 1) greeting and offering help, 2) asking for personal details and problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving directions, and 5) giving advice and instructions on safety, travel, and shopping. As for English training course, most MPOs needed to have a good command of English listening and speaking skills, especially in basic English conversation. The MPOs needed to learn via English textbooks and dialogue practice. The MPOs suggested that English training course should be conducted on Saturday and Sunday, lasting 1.30 hours per day, for 3 months. The trainers should be both Thai teachers and native English speakers.

2. Regarding listening and speaking problems of MPOs, the main listening problems were a variety of English accents, being unable to catch the main idea, and to listen to basic expressions. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

Key words: English language needs, Listening and speaking problems, Metropolitan police officer, Counter service of Chana Songkram Police Station

Introduction

Tourism industry plays a crucial role in Thailand's economy. To facilitate all foreign tourists with convenience during their stay, Thai Tourist Police Division, Tourist Information Call Centers, Tourist Information Services, and BTS Tourist Information Centers have been set up. Among these, the metropolitan police counter service at Chana Songkram Police Station has been initiated to assist foreign tourists.

In fact, the focal criteria of selecting the metropolitan police officers (MPOs) at counter service at Chana Songkram Police Station are general police skills in information technology, interpersonal skills and service mind sets. Their English proficiency becomes a secondary concern.. In this regard, fluent and effective English communication is hardly met.

In the areas of tourism, numerous studies have been done on needs and problems in English especially in English listening and speaking skills. Based on the work of Choaptham (1987), Promrat (1998), Khumchu (1999), Pornpetcharat (2001), and Meemark (2002), they conducted surveys of needs and problems of English for tourist police officers. The results showed that the tourist police strongly needed foreign language training and listening and speaking were the most important skill. In addition, Tansrisawat (1991), Kethaw (1997), Keyoonwong (1998), Boonyawattana (1999), Aunreun (2005), and Tangniam (2006) investigated needs and problems of English for tourism agents. The results showed that listening and speaking skills were important and necessary for their jobs. English training courses on listening and speaking skills should be emphasized in order to enhance communication ability with the foreign tourists.

This study focused on the needs and problems in listening and speaking of the metropolitan police officers (MPOs) at counter service of Chana Songkram Police Station. In addition, the results of this study provide the information for the course designers and teachers of English training courses to lay out the effective training programs for developing the MPOs' abilities to communicate in English language.

Objectives of the Study

The objectives of this study are to identify English language needs in listening and speaking skills, and to explore the listening and speaking problems of the metropolitan police officers at the counter service of Chana Songkram Police Station.

Research Questions

1. What are the needs in English listening and speaking skills of the metropolitan police officers?
2. What are the problems in English listening and speaking of the metropolitan police officers?

Literature Review

1. The Metropolitan Police Counter Service

The Metropolitan Police Bureau sets up many projects in accordance with the Royal Thai Police policies to provide services for the public. One of the projects was the metropolitan police counter service at Chana Songkram Police Station located near Khwaosan Road. The aim of the establishment is to promote a long-term relationship between the metropolitan police officers and the public.

2. English Language Needs Analysis

The first two types of needs taken into account for needs analysis of ESP course design are target needs and learning needs (Hutchinson & Waters, 1987).

1. *Target needs* refers to what the learner needs to do in the target situation. Hutchinson and Waters describe the target needs in terms of necessities, lacks and wants. Necessities are what the learner has to know in order to perform effectively in the target situation. Lacks are what the learners already know that are the gaps between the target proficiency and the existing proficiency of the learners. Wants can be considered to be the perception of the needs of the learners.

2. *Learning needs* can be considered as what the learner needs to do in order to learn. Learning needs covers all of the factors connected with the process of learning, such as attitudes, motivation and awareness, personality, learning styles and strategies and social background.

Both target situation needs and learning needs are important to ESP course design. They can guide the direction of ESP course design to meet the learners' needs since they have influence on the nature of the syllabus, materials, methodology, and evaluation procedures.

3. English Problems in Listening and Speaking Skills for the Metropolitan Police Officers

Richards (2000) stated that there are one hundred and seventy-five functional categories. Referring to the functions of the MPOs, the main related functional categories which the MPOs require in their real situations are generally shown based on the needs and problems of the MPOs as follows:

- | | |
|-----------------------------------|-------------------------------------|
| 1. Greeting and Offering Help | 2. Asking for Information |
| 3. Describing Problems | 4. Complaining and Showing Sympathy |
| 5. Giving Advice and Instructions | 6. Giving Directions |
| 7. Explaining the Situations | 8. Describing People |

Methodology

1. Data Source

There were 30 Thai Metropolitan Police Officers (MPOs) worked in-shift at the metropolitan police counter service of Chana Songkram Police Station located near Khwaosan Road.

2. Instruments for Collecting Data

The instruments for collecting data in this study were a questionnaire and an interview form which were constructed based on need analysis (Hutchinson & Waters, 1987) for a survey of English use and problems. The questionnaires were given to the MPOs at the counter service. The questionnaire consists of two types of questions: closed questions and open-ended questions. It is divided into four parts.

Part I – Questions on general information of the MPOs: age, educational background, current position, and length of working

Part II – The needs in English listening and speaking skills

Part III – The problems in English listening and speaking skills

Part IV – Suggestions

The interview form consists of four questions, asking the MPOs' opinion regarding the importance of English and the general information of English training program (see Appendix 2).

3. Data Analysis

The results of the questionnaire were interpreted, categorized and tabulated on computer sheets and were calculated into the statistical values as follows:

(a) The data concerning the general background and the opinions of English training courses was presented in *Percentage*.

(b) A *five-point Likert scale* was used to score the levels of the English needs and problems of listening and speaking of the Metropolitan Police Officers (MPOs). It is a scale used in questionnaires to specify the level of agreement or disagreement based on the following the criteria of Rensis Likert (1932):

Scale	Need	Problem	Mean Range
5	Most Important	Always (81-100%)	4.50 - 5.00
4	Important	Usually (51-80%)	3.50 - 4.49
3	Moderate	Often (21-50%)	2.50 - 3.49
2	Slightly Important	Seldom (1-20%)	1.50 - 2.49
1	Least Important	Never (0%)	1.00 - 1.49

(c) \bar{X} was used to interpret the average level of English, level of English skill needs, English uses, and problems of the MPOs based on the criteria of John W. Best (1970). The higher mean score (\bar{X}) of each activity indicates higher needs, uses, and problems in English of the MPOs in executing the said activity. On the other hand, the lower mean score (\bar{X}) indicates less needs, uses, and problems in performing the same activity.

The oral interview questions and the observation were discussed and analyzed to support the results of the questionnaire.

Findings and Discussion

1. General Information

The results were shown based on the questionnaire and interview data as follows:

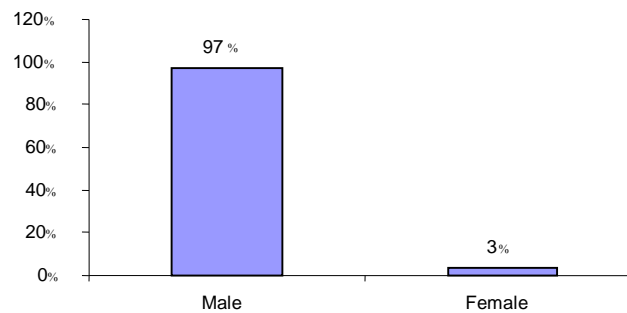


Figure 1 Gender

As shown in Figure 1, the majority of the MPOs (97%) working at Chana Songkram Police Station were males, while 3% of them were females. The number of males was larger than that of females; this could be because the Metropolitan Police Bureau requires male police officers in most job operations, especially working outside the police station, such as individual cases, fines, safekeeping of homes while most female police officers were responsible for clerical works inside the police station such as legal documents, law consultation.

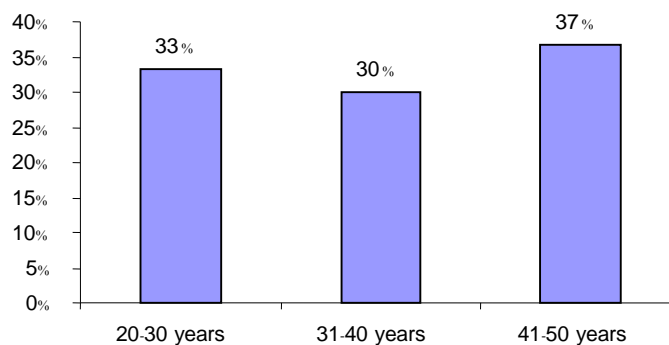


Figure 2 Range of Age

Figure 2 shows the age range of the MPOs working at Chana Songkram Police Station was from 41-50 years old, accounting for 37%. Based on the interview data, the MPOs hardly rotate their job to other police stations because the MPOs expect to get promoted in their career. In addition, the MPOs are satisfied with their social status and fringe benefits.

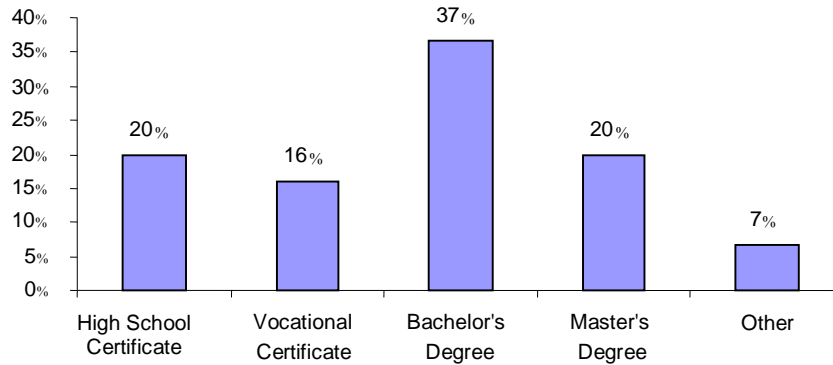


Figure 3 Educational Level

Figure 3 shows that the majority of the MPOs (37%) working at Chana Songkram Police Station graduated with a Bachelor's degree. This could be because the focal criteria of selecting the MPOs required that the MPOs must be those who were bachelor's degree graduates.

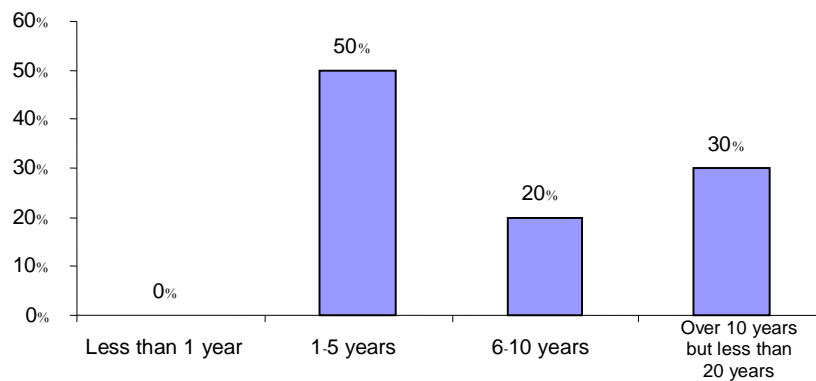


Figure 4 Duration of Work

In Figure 4, the majority of the MPOs (50%) working at Chana Songkram Police Station have been working as the MPOs for 1-5 years, while 20% of them have been working for 6-10 years. The finding also revealed that 30% of the MPOs had been working for more than 10 years but less than 20 years. It could be concluded that the MPOs were familiar with their job operations. So, the MPOs can exactly identify their needs and problems in English listening and speaking skills

To investigate whether the MPOs' English knowledge is sufficient for their work or not, the question ***“Is your English knowledge sufficient for your work?”*** was raised.

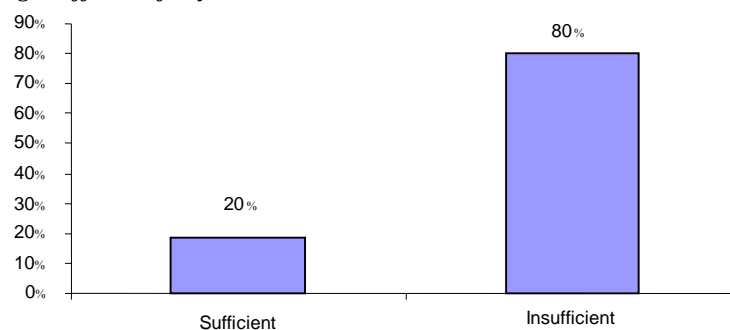


Figure 5 English Proficiency

According to Figure 5, the results based on the interview data showed that most of the MPOs (80%) thought that their English is insufficient for their work because they have no Basic English background. Therefore, they themselves cannot communicate with the foreign tourists fluently.

Moreover, in order to investigate the importance of English and how to practice English, the questions “How does English play important roles in your current job?” and “How do you practice English in your daily life?” were raised.

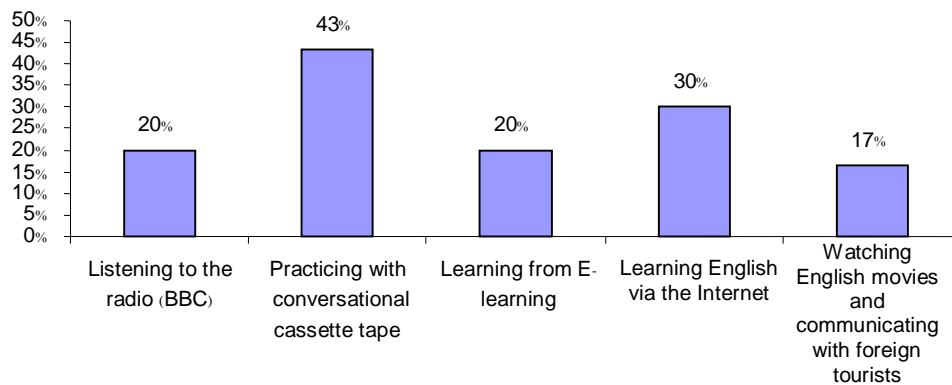


Figure 6 Ways to Practice English

Based on the interview data, the results showed that the MPOs believed English is an important aspect in their current job operations. Figure 6 reveals that in order to improve their English knowledge, 43% of them preferred to practice with conversational cassette tape. This could be because the MPOs easily buy the conversational cassette tape at the bookstore. Learning English via the Internet (30%), listening to the radio (BBC) (20%), and learning from E-learning (20%) were considered to be the suitable ways to practise English in daily life. Besides, 17% of them practiced by watching English movies and communicated with foreign tourists.

2. The Needs in English Listening and Speaking Skills

As for listening and speaking skills, various functions were considered important because Chana Songkram Police Station is located near Khwao-San Road, which is the popular place among foreign tourists (www.thai.tourismthailand.org). Therefore, the MPOs needed to improve their English proficiency in order to efficiently contact the foreign tourists. The results based on the questionnaire data were shown as follows:

Table 1: The Needs in English Listening and Speaking Skills

Topics	Functions	\bar{x}	Mean Range
1. Greeting and Offering Help	- Greeting	4.10	Important
	- Introducing yourself	2.96	Moderate
	- Introducing other people	3.13	Moderate
	- Offering help	3.93	Important
2. Asking Information	- Personal details	4.03	Important
	- Problems and wants	4.00	Important
3. Giving Information	- Accommodation information	4.43	Important
	- Tourist information	4.16	Important
	- Transportation	4.03	Important
	- Customs and immigration information	3.30	Moderate
	- Currency and banking	3.16	Moderate
	- Public phone, international call and cell phone access	3.23	Moderate
	-Emergency calls	3.80	Important
4. Giving Directions	- Explaining directions	4.16	Important
	- Taking a bus	4.03	Important
	- Describing landmarks	3.83	Important
	- Explaining location	3.73	Important
	- Safety	3.70	Important

Topics	Functions	\bar{x}	Mean Range
5. Giving Advice and Instruction	- Travel	3.63	Important
	- Shopping	3.63	Important
	- Entertainment	3.13	Moderate
6. Describing People	- Physical characteristics	3.13	Moderate
	- Appearance	2.73	Moderate
	- Clothing	2.90	Moderate
	- Special peculiarities	2.70	Moderate

The results were presented in the average number based on the criteria of Rensis Likert (1932) as follows:
• Greeting and Offering Help, the average number is important in greeting (4.10) and offering help (3.93). The average number is moderate in introducing yourself (2.96) and introducing other people (3.13).

• Asking Information, the overall need of the MPOs is important in all aspects - asking personal details (4.03) and problems and wants (4.00).

• Giving Information, the average number is important in accommodation (4.43), tourist information (4.16), transportation (4.03), and emergency calls (3.80). The average number is moderate in customs and immigration (3.30), currency and banking (3.16), and public phone, international call and cell phone access (3.23).

• Giving Direction, the overall need of the MPOs is important in all aspects - explaining directions (4.16), taking a bus (4.03), describing landmarks (3.83), and explaining location (3.73).

• Giving Advice and Instruction, the average number is important in safety (3.70), travel (3.63), and shopping (3.63). The average number is moderate in entertainment (3.13).

On the contrary, Describing People, the overall need of the MPOs is moderate in all aspects: physical characteristics (3.13), appearance (2.73), clothing (2.90), and special peculiarities (2.70). This might be because foreign tourists prepare themselves well and know how to keep themselves away from the dangerous situations. Therefore, they do not have to involve in legal matters.

The MPOs strongly needed to improve their English listening and speaking skills in functions. It is essential for the course planners to set up the appropriate English training courses that support the MPOs' English need.

3. The Problems in English Listening and Speaking Skills

This part presents the problems of the MPOs in English listening and speaking skills based on the questionnaire data:

Table 2: The Problems in English Listening and Speaking Skills

Topics	Functions	\bar{x}	Mean Range
1. Listening Skill	- Listening to basic expressions	3.00	Often
	- Perceiving various foreign accents	3.10	Often
	- Comprehending some unknown vocabulary	2.90	Often
	- Comprehending the technical terms	2.96	Often
	- Understanding linking sounds	2.73	Often
	- Understanding final sounds	2.76	Often
	- Understanding some English idioms	2.80	Often
	- Being unable to catch the words when the foreign tourists speak too fast	3.03	Often
2. Speaking Skill	- Saying basic expressions	3.26	Often
	- Pronouncing English consonant sounds	2.76	Often
	- Pronouncing English vowel sounds	2.83	Often
	- Speaking according to grammatical rules	2.63	Often
	- Speaking in complete sentences	2.93	Often
	- Speaking English with appropriate word stress	2.80	Often
	- Speaking English with appropriate sentence intonation	2.80	Often
	- Being shy to speak English in front of the foreign tourists	2.63	Often

Table 2 shows that the MPOs often confronted with the listening problems in all functions. The main listening functions that the MPOs found to be the important problems were a variety of English accents (3.10), being unable to catch the main idea (3.03), and listening to basic expressions (3.00) respectively. Also, the MPOs often encountered problems when speaking in all functions. The main speaking functions that the MPOs found to be the important problems were saying basic expressions (3.26), speaking in complete sentences (2.93), and pronouncing English vowel sounds (2.83).

In order to find out how the MPOs solve the English listening and speaking skills, the question: *“How do you handle with the English listening and speaking problems when communicating with the foreign tourists?”* was raised. The results based on the interview data showed that the MPOs solved the problems by asking some helps from their boss or colleagues who can speak English fluently. To improve their English proficiency, some MPOs suggested that learning English via the internet for further interaction could boost their English ability.

4. Suggestions

The results of this part based on the questionnaire and interview data were shown as follows:

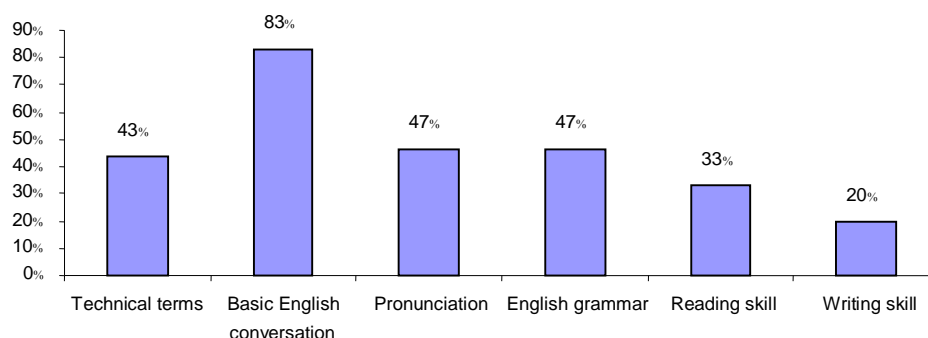


Figure 7 Topics of Further English Training Course

Figure 7 shows that the basic English conversation (83%) should be strongly emphasized in the further English training courses. This could be because the MPOs can apply the basic English conversational patterns in providing services to foreign tourists as Nunan (1999) stated that learners needed samples (language data) of listening and speaking language. Furthermore, pronunciation (47%), English grammar (47%), and technical terms (43%) were also considered to be important for the training courses.

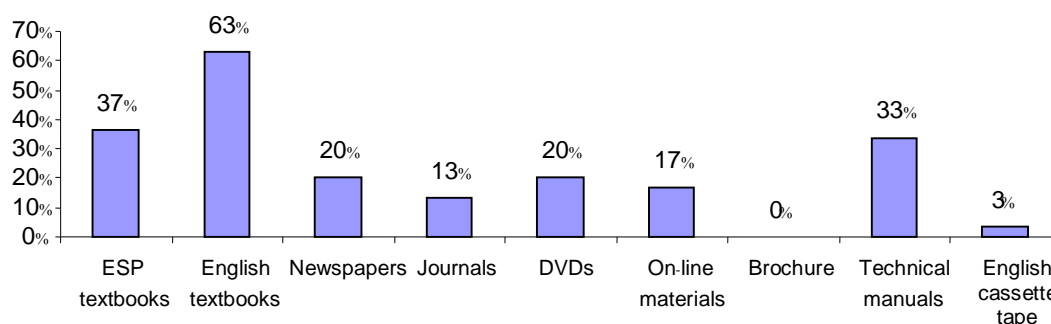


Figure 8 Teaching Materials for English Training Course

From Figure 8, the majority of MPOs (63%) preferred English textbooks in the training course. This could be because the MPOs can review the English knowledge as much as they need and can simply carry them around in order to look up some basic English conversational examples as Canale and Swain (1980) state that learners must have the knowledge of words and sentences (grammatical competence) in order to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency. Furthermore, ESP textbooks (37%) and technical manuals (33%) were also considered to be recommended as important materials for the training courses. Moreover, some MPOs (3%) suggested that English cassette tape should be used in the training course.

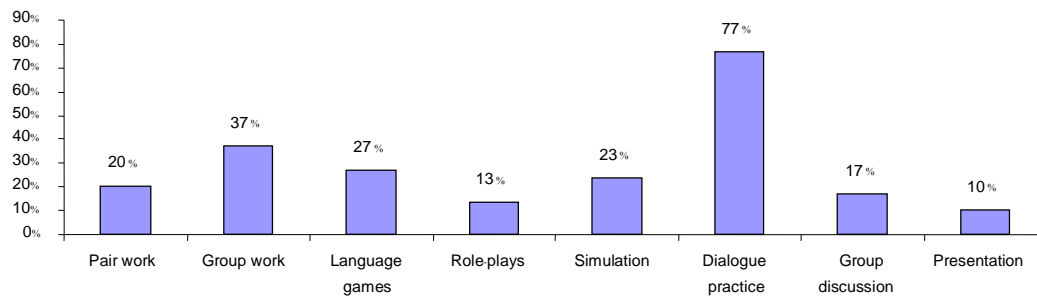


Figure 9 Learning Activities

Figure 9 shows that the dialogue practice (77%) was highly applicable in the training course. This might be because the MPOs can raise the specific topics which occurred and discuss in the training course before using in the daily situations. Furthermore, group work (37%) and language game (27%) were respectively considered to be important for the training courses.

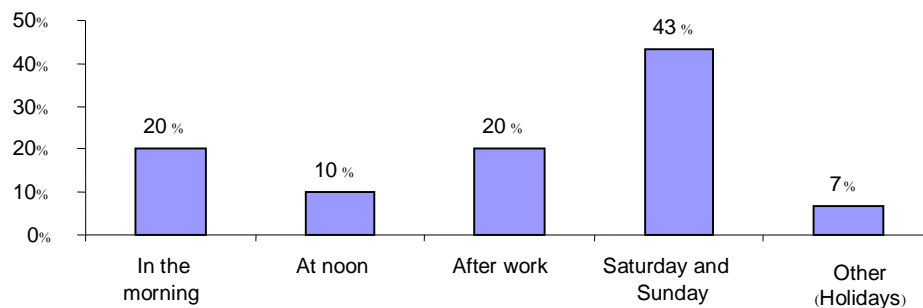


Figure 10 Preferred Time Arrangement for the English Training Course

Figure 10 shows that Saturday and Sunday (43%) was the preferred time arrangement for the English training course. Based on the interview data, most MPOs do not go for work and have much time for learning at weekend. In the morning and after work (20%) were also considered to be preferred time arrangement for the training course. This might be because most MPOs work in-shift. In addition, some MPOs (7%) suggested that a whole day during holidays was suitable.

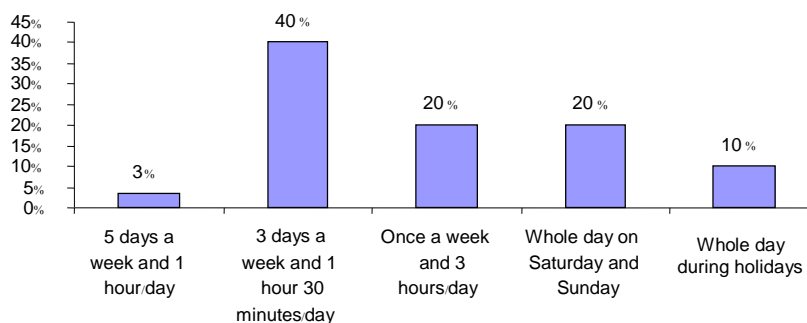


Figure 11 Learning Schedule

Figure 11 shows that studying for 3 days a week and 1 hour 30 minutes/day (40%) was the appropriate learning schedule. Based on the interview data, 1 hour 30 minutes is not too long for learning and they will not feel bored. Also, studying once a week and 3 hours/day (20%) and whole day on Saturday and Sunday (20%) were considered to be the proper learning schedule for the training course. In addition, some MPOs suggested that a whole day during holidays (10%) was suitable.

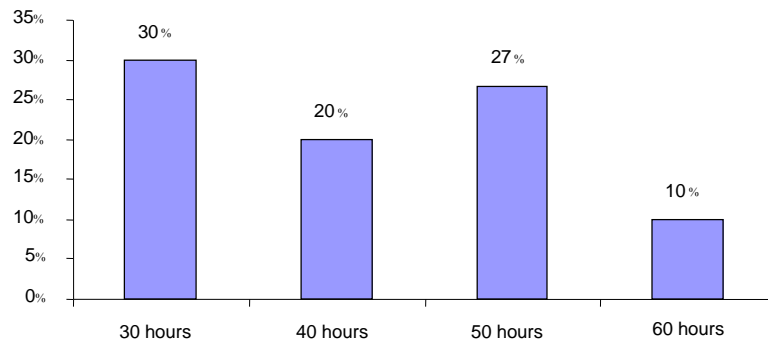


Figure 12 Total Number of Hours of the Training Course

Figure 12 indicates that studying for 30 hours in the training course (30%) was appropriate. This might be because the period of time is suitable for teachers to evaluate the MPOs' learning development and find out the solutions if the learning problems occurred. Studying for 50 hours (27%) and 40 hours (20%) were considered to be appropriate for the training course. In addition, some MPOs agreed that studying for 60 hours (10%) for each training course was suitable.

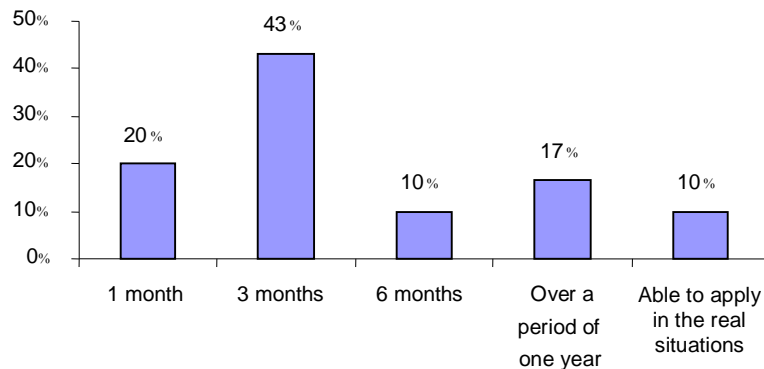


Figure 13 Duration of the Training Course

Figure 13 shows that studying for 3 months (43%) in the training course was appropriate. Studying for one month (20%) and over a period of one year (17%) were respectively considered to be proper for the training course. In addition, some MPOs (10%) suggested that the training course should be continued until they can communicate with the foreign tourists well in their jobs.

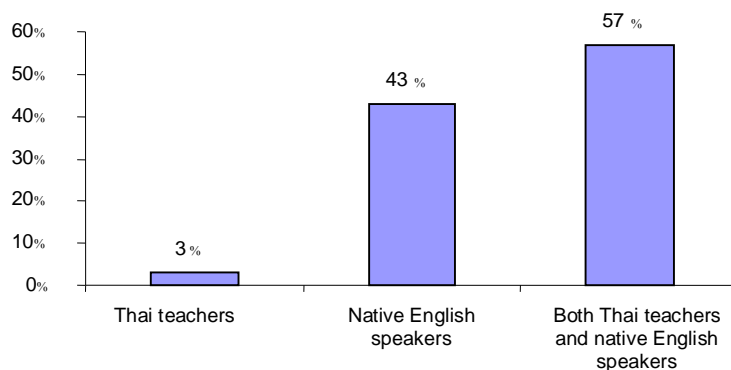


Figure 14 Trainer

Figure 14 shows that the MPOs greatly needed to learn with both Thai teachers and native English speakers (57%). Based on the interview data, they can learn accents, pronunciation, grammatical rules from the native English speakers and if the MPOs have any problems with the lesson during or after their training course, they can ask some helps from Thai teachers. In addition, some MPOs (43%) needed to learn with native English speakers.

Conclusion

1. Conclusion of Major Findings

1.1 General Information of the MPOs

The proportion of the participants in terms of gender shows 97% of MPOs were male; whereas 3% of MPOs were female. The majority of MPOs' age (37%) were ranging from 41-50 years old. Most of them graduated with a Bachelor's degree (37%) and have been working as MPOs for 1-5 years (50%).

1.2 Needs in English Listening and Speaking Skills

The overall need of MPOs in listening and speaking skills is important. The MPOs need to use English in various functions – (1) greeting and offering help, (2) asking personal details and problems and wants, (3) giving information about accommodation, tourist information, transportation, and emergency calls, (4) giving directions, and (5) giving advice and instruction about safety, travel, and shopping.

1.3 Problems in English Listening and Speaking Skills

The study shows that listening skill is regarded as the problem that often occurred. The major problems are perceiving various accents of tourists from different nationalities, being unable to catch the words when the tourists speak too fast, and listening to basic expressions. In addition, speaking skill is also regarded as the problems that often occurred. The major problems are saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

2. Implication of the Study for English Training Course

Based on the findings, English training course for the MPOs should be organized in accordance with the actual needs of the MPOs who need to use English in their line of duty and communicate with foreign tourists who seek assistance from them.

2.1 Topics of Further Training Course

All MPOs really need to practice their listening and speaking skills in the following functions: 1) greeting and offering help, 2) asking personal details, problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving direction, and 5) giving advice and instruction about safety, travel, and shopping.

Some MPOs suggested that the content of basic English conversation should be intensive, beginning with easy topics and gradually increasing the level of difficulty, and based on the real cases which had occurred in the past in order to improve their English fluency. Moreover, English grammar, synonyms, slang, idioms, and technical terms should be included because the MPOs can apply their knowledge to carry on conversations with foreign tourists.

2.2 Teaching Materials

The majority of MPOs need to improve their listening and speaking skills by using English textbooks and English for Specific Purposes textbooks because they can enhance their knowledge as much as they need.

2.3 Learning Activities

Dialogue practice, group work, and language games give learners an opportunity to draw all the bits of language they have learned and to practice using them in the kind of situations they are likely to encounter outside the classroom. Moreover, some activities should be included in order to give learners more chance to speak up and to express their opinion e.g. simulation, group discussion, and pair work.

2.4 Training Course

The English training course should be conducted for 3 months or until all MPOs will be able to communicate fluently. The total number of hours of the English training course should be 30 hours. The training course should be held for whole day on Saturday and Sunday or after work 3 days a week and 1 hour 30 minutes/day. A small group of learners is most suitable for each class. One class should consist of no more than 20 learners. Before the class begins, the learners should be classified into groups according to their level of proficiency: beginning, intermediate, and advanced.

2.5 Trainer

The trainer should be both Thai teachers and native speakers because the learners can boost their confidence when communicating with the foreign tourists. In addition, the native speakers should also understand some Thai language so that they can explain and ensure the learners' understanding of each lesson. Moreover, the trainers should have knowledge concerning the MPOs' tasks.

Recommendations for Further Studies

Based on the findings of the study, it will be useful for the curriculum planners or teachers in designing a training course to respond to the learners' needs. There are many stages in designing the teaching course and the results can provide a useful guideline for both course designers and teachers of English course as follows:

1. Further studies may explore needs and problems in English listening and speaking skills of MPOs, by using other data gathering techniques such as focus group, observation and surveys which help to gain more accurate and detailed information about MPO's needs.

2. It can be seen that needs analysis is likely to be influenced not only by the needs of the learners themselves, but also by the language teaching trainer and language institution. Therefore, further studies should gather information from these sources as well.

Final Conclusion

This study was carried out in order to provide some insights into the needs and problems in English listening and speaking skills of MPOs. It is hoped to provide a mechanism for obtaining a wider range of input into contents, English training course design, and the implementation of a language program by involving such people as learners, trainers, administrators, and employers in the planning process. Although the data source of this present study do not represent all MPOs working in other counter services, the researcher hopes that the sampling might give a relatively presentation of MPOs working in the big city. Needs analysis is part of curriculum development and is normally required before a syllabus can be developed for language teaching. It is anticipated that the conclusion of the present study might be useful to those responsible for policy and planning of English training course as well as related organizations.

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RELATIONSHIP BETWEEN INTERPERSONAL MOTIVATIONS AND OCCUPATIONAL CHOICES OF CHINESE LANGUAGE MAJOR GRADUATED STUDENTS, THAILAND

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ABSTRACT

This article aims to explore the relationship between interpersonal motivation factors and occupational choices of the graduated, and to study motivation factors in aspects of interpersonal to find which and how the factors due to the final occupational choice of the Liberal Arts Faculty graduated students in Huachiew Chalermprakiet University, Thailand. The article was conducted using quantitative method. There were used 184 graduated students of the Liberal Arts Faculty in Huachiew Chalermprakiet University as the population, and through the calculated by Taro Yamane's formula with 0.05 sampling error, 126 graduated students would be the simple size whom were selected by stratified random sampling method. Questionnaire would be used as a data collection instrument. All collected data were electronically processed and analyzed by using computer application software. Multiple Regression Analysis was used to predict motivation factors on career choices. In this article, the authors suggested the universities could be improved in both educational and practical environment for undergraduate students. There would also be better occupational guidance at university. Parenting and peering education must be expanded and given due recognition as well.

Keywords: Occupational choices, Interpersonal motivation, graduated students

Introduction

Unreasonable integration of working market resources due to rising unemployment among graduates. Faced to the pressures of the society and the graduated' current employment situation. This study sought to investigate the relationship between interpersonal motivation and occupational choices and to predict the occupational choice by interpersonal motivation factors of the Liberal Arts Faculty graduated students in Huachiew Chalermprakiet University, Thailand. The purpose of this study was identified how interpersonal influenced Chinese language major graduated students' occupational choices to find out the factors lead to the graduated make their final occupational choice.

This research was conducted by using quantitative method, for which data was collected through questionnaires. The research population in this study consisted of 184 Chinese major graduated students in the Faculty of Liberal Arts in Huachiew Chalermprakiet University of Thailand, and based on the formula by Taro Yamane (1967), the calculated total sample size for this study consisted of 126 graduates. The data was processed electronically using computer application. Multiple Regress Analysis was analyzed prediction of interpersonal motivation factors on occupational choice.

The finding of this research described the relationship between interpersonal motivation factors and occupational choices of the graduated students; identified the influences in aspects of interpersonal factors of occupational choice scopes; enriched research in Thailand graduates' occupational choice areas; provided one reference of the field of choosing occupation. This research can be used as a resource for future study as well.

Objectives

1. To identify interpersonal motivation factors' level influenced occupational choice of the Liberal Arts Faculty graduated students in Huachiew Chalermprakiet University, Thailand.
2. To explore the relationship between the interpersonal motivation factors and occupational choices of the Liberal Arts Faculty undergraduate students in Huachiew Chalermprakiet University, Thailand.
3. To predict the occupational choice by interpersonal motivation of the Liberal Arts Faculty graduated students in Huachiew Chalermprakiet University, Thailand.

Literature Review

Concepts and definitions of occupational Choice

Occupational is defined as a developmental process that covers all the roles before, during and after the profession (Yazici, 2009), and consists of all the work done during an employee's working life (Ozgen, 2005). According to Bourdieu (1994), occupational fields can be seen as social grounds in which an occupational takes place. Within this view, occupational choice can be regarded as a struggle for a sequence of positions in social fields. Occupational is seen as a series of individual perceived attitudes and behaviors and integrated work-related activities during the life experience of a person. Each individual either a babysitter or a physicist or an academician or a manager automatically has an occupational. However, the individual must interpret his/her occupational in a meaningful way (Bingol, 2006). Occupational choice presents an individual's orientation toward a particular occupational goals and also will cause an individual closely consider decisions regarding schooling and future (Gottfredson & Becker, 1981).

Another definition by Lounsbury (2009) stated "Occupational choice is process of choosing occupational path which can involve choices regarding education and training for a given occupational". While Olamide and Olawaiye (2013) introduce "Occupational choice is a process that includes experimentation, trial and error, decision-making and eventual judgement". Occupational choice is a key predictor of occupational success that is comprised of both intrinsic and extrinsic components, and is therefore measured by using both subjective and objective indicators (Sorensen, & Feldman, 2005). There also is a need to explore the possible influence of personal factors (e.g., relationships) and contextual factors (industry salary) in occupational research (Sullivan & Baruch, 2009).

Concepts and Definitions of Motivation and Motivational Factors

Cofer & Appley (1984) defined that motivation as a complicated group of concepts that explained a practitioner's purposeful aspects of behavior. As similar as Vroom (1964), the word "motivation" was derived from the Latin word mover, which means "to move". Motivation is an internal force, dependent on the needs that drive a person to achieve. While, Steyn (2002) described motivation as a complex forces, incentives, needs, tensions and other mechanisms which energize and sustain human behavior to carry out a particular action. Motivation was a complex concept but it the driving force behind each teachers' professional commitment and level of achievement (Klang, 2006).

In the other side, Lai (2011) referred motivation as a behavior characterized by willingness and volition. Broussard & Garrison (2004) broadly defined motivation as the attribute that moves us to do or not to do something.

According to Carpenter and Foster (1977) and Beyon (1998), the occupational choice is dependent of three categories of factors: extrinsic, intrinsic and interpersonal. Motivation is two-dimensional: either categorized as hygiene factors, where individuals' behaviors produced satisfaction un-reliant on an external reward system (Klyczek & Gordon, 1988). Furthermore, Tureckiova (2009) defined incentives as factors which influence motives directly and hence increase motivators, moreover, it influence motives indirectly and thus increase hygiene factors.

The relations of both classes of motives to basic human needs for autonomy, competence and relatedness are discussed. Many needs theorists emphasized the importance of managing both intrinsic and extrinsic factors of work (McClelland, 1961; Vroom, 1964). Deci & Ryan (1985) distinguished between different types of motivation based on the different reasons or goals that give rise to an action.

Research in interpersonal motivational factors influencing occupational choice

According to Carpenter and Foster (1977), Interpersonal Factors is connected to the influence of others such as family, friends, and teachers. Veronica (2007) studied that the influences of parents, teachers, peers and other factors on students' motivation in music. The study identified the interpersonal factors that might contribute to shaping students' interest and persistence in music over time, and explored the nature of the relationships among these factors. It was found that students whose parents were involved in music and supportive of their children' musical participation developed better self-concepts.

Jakub & Krzysztof (2014) studied that motivation towards medical occupational choice and occupational plans of Polish medical students to investigate Polish medical students' occupational choice motivation, factors influencing specialty choices. It was found that family reason was the main motives for choosing a medical occupational. The motives remained stable over time. The effect of interpersonal motivation was stronger at the end of the study, with females' rating higher. Nopparat (1997) studied the relationship between personal factors, motivation, with work satisfaction of department chief, health promotion of community hospital. It was found those personal factors: ages, education, work experience, rank, and salary were not directly related to work satisfaction. On the other hand, motivation that could forecast the work satisfaction was motivation in work accomplishment, getting a respect from colleague, duty assignment, responsibility, welfare, extra payment, communication system and stress from working.

Willis (2009) concluded that occupational choice decision is the result of a combination of factors and values located in personal experience. Willis (2009) regrouped these factors and values under 4 categories: personal identity (gender, ethnicity), social (family, professional status, occupational myths), instrumental (financial security, job security, flexibility, autonomy, vocational training) and personal experience related factors. In this frame of study, the authors investigate the graduated students' occupational choice from that interpersonal motivation factors. The revision of the studies above found interpersonal motivation factors of family and peers influence of these groups significantly related with occupational choice. On the other hand, the personal factors of age, marriage status, work duration did not directly relate to occupational choice for the graduated student. From those reasons, the hypothesis of this study is that interpersonal motivation factors are influence to occupational choices among the graduated students.

Interpersonal dimension is referred to the influence of many factors such as family, colleagues and peers (Carpenter and Foster, 1977). The similar concept was put by Gokuladas (2010) and Bossman (2014) that interpersonal factors covered the activities of socialization in one's life and these include the influence of family members and peers. Guan (2015) pointed that interpersonal factors include parental support, family cohesion, peer influence. The graduated students would like to depend on and believe in those people who are willing to support and compromise their personal interests. The opinions and suggestions of family members and key related relations are highly influenced the choices of student by highly valued interpersonal motivations.

Influence of Family

Agarwala suggested the father was seen as the most significant individual influencing the career choice of Indian management students (Agarwala, 2008). This could be understood in the context of a reasonably patriarchal society. According to the study, most of the participants' fathers were mainly professionals, which may have motivated their occupation selection. While, in another study, over half of data showed mothers as the most significant family member that impacted positively on students' occupational choice (Bojuwoye and Mbanjwa, 2006). Besides, fathers were occupied the second most significant influenced states of individual, followed by siblings or guardians (Bojuwoye and Mbanjwa, 2006).

Good rapport among family members culminating in an effective communication within the family set up is crucial for laying sound foundation for occupational choice making. Higher occupational congruence with family also increased occupational confidence and self-efficacy (Sawitri, 2014, 2015; Sawitri and Creed, 2015, 2017; Kim, 2016). Furthermore, family's profession influences occupational choice as children from agricultural backgrounds tend to take on their parents' job, while those from industrialized settings have more autonomy and occupation decidedness (Howard, 2009).

The occupational choice of Indian management students' study by Agarwala (2008) pointed that the senior person in the family was more likely to have the most significant individual influencing on the new generations' occupation choice making. It would be comprehended the context of a reasonably patriarchal society. According to Agarwala's study, most of the new generations' fathers are the mainly professionals who have motivated their generations. While, in another study of Bojuwoye and Mbanjwa (2006), the analysis data presented that mothers as the most significant family member that impacted positively on students' occupational choice. fathers just occupied the second most significant family members that influenced states of individual, then followed by siblings or guardians. Howard (2009) concluded that family profession influenced the occupational choices as a child from scientific family backgrounds, more likely tend to take on their family's work as a scientist, those from industrialized settings have more autonomy and occupational decidedness. Furthermore, a harmonious relationship among family members culminating in an effective communication set up is also crucial for laying sound foundation for making occupational choices. A high occupational congruence of family could increase the confidence of occupation and personal self-efficacy showed by Sawitri (2014) and Kim (2016).

Polenova (2018) presented that parental opinions sometimes highlighted specific occupations, and some participants highlighted that they were not forced but "strongly encouraged". According to the results of qualitative research, family factors on occupational choices often include parental values, parental stress, cultural capital, and family obligations. Cheung (2014) showed that peers are crucial factors in the process of students' occupational choices. Howard and Cheung (2013) presented that in specific environment, peers are seen as significant factors who are groups of development and could have influence on students' occupational choice making. There was a strong student dependence on peers followed by parents (Cheung & Arnold, 2014). Moreover, Cheung (2013) also indicated that because of lower level of parental education, students in Hong Kong realized function of peers higher than parents.

Influence of Peers

There are many people in a student's life who can influence their occupational choice. Mostly, peers and friends play a large role, peer and friends are important aspect of socialization process and their influence and pressure has also received wide acknowledgement in shaping and molding the course of an individual life.

According to Howard and Cheung (2009, 2013), Two studies implemented in both cultural settings showed peer factors as a kind of potent force (after family) that can significantly impact on the occupational

choices of youth, especially girls. Other studies presented that peers are a branch of the significant others and as social agents, they influence their kinds through social comparisons and acceptance (Cheung and Arnold, 2014). Kim (2016) indicated that interpersonal factors are the activities of agents of socialization in one's life, such as parental support, family cohesion, status, as well as interaction with peer influence.

Peer support and peer tutoring may help students feel more comfortable in a classroom, and thus motivate them to actively engage in music making and performance (Burnard, 2002; Hall, 2005). Conversely, peers' refusal or failure to appreciate and recognize each other's accomplishments may create discomfort and hinder students' success in the classroom (Howe & Sloboda, 1992). Finnas' study (1989) revealed that both actual and perceived peer pressure may change students' behavior so that to change the career decision.

However, the pressure from the peers have been found to have a powerful impact on students' occupational aspirations and occupational choice. The literature reveals that beliefs about self are influenced by the messages conveyed by others (Bandura, 1997). Moreover, Baker and Leary (1995) showed that when girls have a friend that is studying in science, they become more positive and hold less stereotyped views of science and science-related careers. Stake (2005) also presented that girls do not feel appreciated and accepted when they have few positive science experiences with their peers and this makes them think that science will not be rewarding as a future career for their life.

Methods

Research design

This study was used quantitative approach to study the relationship between interpersonal motivation factors and occupational choices of the graduated students in Huachiew Chalermprakiet University (HCU) in Thailand. Questionnaire would be used as a tool in collecting data.

Population and Sample

The population in this study are 184 graduated students of the Faculty of Liberal Arts in Huachiew Chalermprakiet University who completed their university education in 2017. The total sample would be calculated by Taro Yamane's formula at 0.05 sampling error. The sample size for this study consisted of 126 graduated.

Research instrument

The data collection instrument for this research was questionnaires which consisted of three parts. The questionnaires were distributed by Wenjuan Xing application version 1.0.

Part A

This part consists of personal information of the sample such as age, gender, educational level, major and working experience.

Part B

This section is intended to obtain interpersonal motivation factors of graduated students in the Faculty of Liberal Arts in HCU such as family, peers factors. Motivation Questionnaire (MQ) covered key areas in motivation frameworks based on the dimensional model of interpersonal factors from Willis (2009).

There are two interpersonal factors. Each factor comprises four questions total of eight questions. The total of eight items were used for measuring the influence of interpersonal motivation factors and evaluating the extent to which the individual's current job matches their motivation needs and preferences.

Part C

The Occupational choice scale questionnaire which is about the graduated students' occupational choice that the students held their major to be an occupation or work in other area. There are 15 items were constructed for measuring and interpreting of graduates' occupational choice that the students took their major to be an occupational or translated to work in other areas, which identified different levels of occupational choice .

Each of the items uses a 5-point Likert Scale that measures the degree of agreement with the statement. Each item is scored from 1 to 5 as the followings: 1–Strong disagree; 2–Disagree; 3–Neutral; 4–Agree; 5–Strongly agree.

Data collection

The questionnaires were distributed by Wenjuan Xing application version 1.0.

The questionnaires were collected from the graduated after two weeks from the date of questionnaires' distribution.

The data collected by the questionnaires was then analyzed and processed.

Data analysis

All the data collected from the respondents was checked out, grouped and tabulated to facilitate the analysis process. The data was electronically be processed and analyzed by using computer application software. The prediction of interpersonal motivation factors on graduated students' occupational choice was analyzed by Multiple Regress Analysis (MRA).

This section of the research will be present the statistical analysis of the data in this study. Descriptive statistics will be presented for the scales used in this study as well as for the demographic information. The analyses are based upon the graduated students of the Faculty of Liberal Arts in Huachiew Chalermprakiet University who graduated their university education in 2017 (n=126).

To evaluate the hypotheses of this study, correlation analysis were used to identify relationship between each of the hypothesized constructs and hierarchical regression analyses was used to identify predictive relationships and moderation effects between constructs. For the analyze to test each hypothesis such as interpersonal factors of motivation correlate with Occupational choices, the statistics that would be presented in the part of Motivation Factors Affecting Occupational Choices.

Results and Discussion

The research findings were discussed in this section from two aspects. First, this research studied the level of motivation factors and occupational choice of the Liberal Arts Faculty graduated students. Second, this research examined the relationship between motivation factors and occupational choices, and finally, predicting the occupational choice by motivation factors of the Liberal Arts Faculty graduated students in Huachiew Chalermprakiet University, Thailand. The finding results in this study were discussed as following:

Occupational Choice

According to data analysis of the study, 23.8 percent (n=30) of the respondents were at the highest level in choosing their major to be their occupational. 61.9 percent (n=78) of respondents were in high level in choosing their major to be their occupational, while 10.3 percent (n=13) of respondents were in moderate level in choosing the major to be future occupational. 4.0 percent (n=5) of respondents were in low level in choosing the major to be their occupational. It obvious got that over 80 percent of respondents were prefer to choose their major to their occupational choice. So that it was found that interpersonal factors of motivation had a statistically significant influence on the graduated students' occupational choices.

The possible reason for the graduated students in the Faculty of Liberal Arts of Huachiew Chalermprakiet would be due to personal desires. From the background of the study, as Thailand's tourism industry expanding, the scale of Chinese education is following expanding. Moreover, the growing number of Chinese tourists has also led to the 'Chinese fever' in Thailand. Chinese learning in Thailand is more and more upsurge. Qualified Chinese language teaching resources in the economic market is extremely urgent. Thus, present graduated or graduating students always become more realistic when they select their majors to fit their jobs. According to Bourdieu (1994), social markets likes a big background that occupational would take place. According to the view of Bourdieu, occupational choice would be considered as a power of positions' sequence within social environment. It was supported by Gottfredson and Becker (1981), they pointed that occupational choice revealed the orientation of the goals to the individuals. Thus, nowadays' graduated and graduating students always pursuit their dreaming job, their occupational choice is in a small scale as their sense of the realistic workforce markets provided. They will realized what they are really "accurate" in their occupational choice following with ages' growth.

Factors influence occupational choice

There total two variables of independence are analyzed, and was measured whether or not interpersonal motivation factors have a significantly influence on the graduated students' occupational choices in HCU. The two interpersonal factors which was family and peers. The calculated results of this analysis revealed that several factors such as achievement, social status, stimulation, working environment, peers and family had the most significant influencing relationship with graduated students' occupational choice. According to this result, it was given evidences for proving the hypothesis of the study that interpersonal motivation factors correlate with occupational choices of the Liberal Arts Faculty graduated students. The discussion would be presented in the following.

The interpersonal motivation theory by Carpenter and Foster (1977) and Beyon (1998), postulated work, the challenge of work, the progress of work and responsibility of work and believe that good result, product from work would lead to individual make and keep such behavior or choice. From the interpersonal motivation theory, the occupational choice is dependent of category of interpersonal.

For occupational choices, this study also presented that **family** significantly influenced on graduated students' occupational choice, which was getting agreement with an attachment study by Bowl (1982), he held a view of religion, faith rules of family and possible boundaries to explore the individuals' occupational choice' affects. The finding of Bowlby (1982) showed that family systems' affection was generally change the thinking way of the individuals, and further it would affected to individuals' life occupational plan. This was augmented by the study finding of Dei Ridder (1990) and Fouad (2010). Dei Ridder (1990) found that family in the aspects of performance, response and communication ways had a big influence in the development of children' working experience and the things of learning. These aspects had a long-term power in the newer generation's occupational choice, working attitude, aspirations and future plans. Fouad (2010) supplemented that family influence always

occupied the supporting scope of emotion, information and finance. Thus, for new generations' occupational choices, it also learns the opinions from the expectation of family. For the support, it could be concluded that the graduated students in this study relied on family supports, emotional encouragement and the influences of family very much that deeply affected their occupational choice.

It was similarity with the motivational factors that indicated with **peers** influence. Peers was a factors which was strongly influencing on graduated students' occupational choice with a score (Mean=4.12). Peers and friends play a large role in part of life, companion and peers is one of the significant aspect of socialization process. Their impacts or pressure which are the process of modifying and shaping individuals life courses. In this study, peers was identified as one of the strongest affect to decision-making of occupational. That means the participants of the study heavily dependent on friends or peers' encourage to select the occupational. For instance, items 2 under the variable of peers, which states that "*My friends will support me to choose a occupational I plan to follow them*" was rated high (Mean=4.16), most of the undergraduates have abilities to recognized their peers supports which was related to their future occupational choices. "*I will discuss with my friends about my occupations*", the item 4 of the variable of peers was also found to be rated one of the most highest by the participants. It strongly supported that peers were in the company of individuals' acknowledgment and an individual life.

The findings were in line with the research of Burnard (2002) and Hall (2005), which was presented that the encouragement from their peers would make the students more confident to their behaviors so that more motivated to plan to their occupational choice and occupational plans. Occupational choice is a lifelong process, peers in this process would have helped or supported so that to change the mind of the individuals. It was also consistent with the study of Finnas (1989), in Finnas' study, it presented the pressure both of internal and external of their peers would make a different in performance of students so that to change the occupational decision.

However, this research statistic results did not support Howe's and Sloboda's (1992) study findings that recognized peers' failures and rejection could hindered the talent of the students' achievement in their life. For example, Stake (2005) in his study mentioned that if the girl have a few or not experience in science with her friends and peers, this feeling of un-appreciated and rejection would not bring a success to science area as a occupational for her future life. This study finding that peers influence would help the internship undergraduate students make a clear occupational choice, no results refers to the negative influence on the students' occupational choice. While, undergraduates' occupational choice and aspiration were found that they had a strongly affected to the pressure from their peers and components. Bandura (1997) also supported that messages from the person whom closed to would have more unbelievable influences than the others. Baker and Leary (1995) found that girls were more easier affected than boys, they would more focused and positive do the things they never done if their friends studying or doing in one thing. Thus, it could be summarized that peers or friends' supports or encouragements can help the students confirm their goals or occupations, even aspire them to clear and get the occupation. It had a significantly influence on graduated students' occupational choice.

The quantitative responses results of interpersonal motivation factors and the occupational choice level of the graduated students would be discussed and revealed in a related section. The specified reference to the past researches and theories were also discussed. The findings indicated that level of interpersonal motivation factors of occupational choice were at high levels. Meanwhile, the indications from subjective part and objective part had been measured. Jakub and Krzysz (2014) studied that the motivation to choose occupational and the professional occupational plans, motivation made deeply influence working expectation, occupational choice and plans. It was found interpersonal factor was important motivational factor of occupational choice. Thus, in this study is that interpersonal motivation factors were significantly influence on occupational choice among the graduated students.

Table 1: Number and percentage of participants.

Socio-Demographic Characteristics	Number	Percentage
Age 23 years old 24 years old 25 years old 26 years old Min=20; Max=23; M=21; S.D.=0.743	7 57 49 13	6.40 44.90 38.70 10.00
Gender Male Female	30 96	23.90 76.10
Educational Level Bachelor	126	100.00
Major Chinese Chinese Language Culture English-Chinese International Program	45 39 42	34.90 31.30 33.80
Year of Graduation 2017	126	100.00

Table 2: Number and percentage of family level.

Scale	Number	Percentage
Lowest	0	0.0
Low	5	4.0
Moderate	13	10.3
High	78	61.9
Highest	30	23.8
Total	126	100.0

Table 3: Mean, standard deviations and level of family.

Items	Mean	S.D.	Level
1. I decide by myself to take future occupation up.	4.06	0.575	High
2. My future occupation will think of my parents' choice.	4.25	0.598	Highest
3. My family are committed to accomplish my goals.	4.23	0.654	Highest
4. My parents' occupations are listenability.	3.98	0.578	High
Average	4.13	0.601	High

Table 4: Number and percentage of peers level.

Scale	Number	Percentage
Lowest	0	0.0
Low	5	3.5
Moderate	11	9.0
High	78	62.2
Highest	32	25.3
Total	126	100.0

Table 5: Mean, standard deviations and level of peers.

Items	Mean	S.D.	Level
1. I have acknowledgment by peers of efforts, skills.	4.00	0.815	High
2. I will discuss with my friends about my future careers	4.28	0.642	Highest
3. My friends can help decide about my future career with careful consideration .	4.04	0.702	High
4. My friends will support me to choose the career that I am planning to follow.	4.16	0.561	High
Average	4.12	0.68	High

Table 6: Multiple regression analysis of stepwise to independent variables that affected internship undergraduate students' career choice

Independent Variables		B	Standardized Coefficients(Beta)	t	Sig.
Interpersonal Factors	Family(X14)	.473	.296	2.299	.023
	Peers(X15)	.399	.244	2.854	.005
N = 201; R ² = .632; Adjusted R ² = .621; F = 22.605; Sig. F ≤ 0.001					

Conclusions

Finding of this study were discussed in terms of the interpersonal motivation factors affecting graduated occupation choices. The authors would utilize questionnaire as an instrument. Population of this study were 184 the graduated students of the Faculty of Liberal Arts in the year of 2017, and 126 graduated was chosen to the samples. Interpersonal motivation factors level and career choices were analyzed by descriptive statistical analysis in standard deviation and mean. The prediction of motivation factors on graduates' occupational choices were used by multiple regress analysis. Inferential statistics were used to study the factors affecting future career choice of graduated students of the Faculty of Liberal Arts.

Level of occupational choice of the participants

Research results indicated that the level of occupational choice related to graduates' major in the Liberal Arts Faculty in Huachiew Chalermprakiet University. Overall average components presented high level to the highest level. 23.8 percent (n=30) of the respondents were at the highest level in choosing their major to be their occupation. Most of the respondents (61.9 percent) were in high level in choosing their major to be their occupation, while 10.3 percent (n=13) of respondents were in moderate level in choosing the major to be future Occupation. The results indicated that the over half of the respondents at high level of occupational choice to work in their major or major areas.

Interpersonal motivation factors influence on occupational choice

According to this study's result, advance knowledge regarding the influence that peers and family influence of motivation have on the occupational choice of graduated students. It's concluded that there have not only one interpersonal motivation factor that can independently influence on graduated students' occupation

choice. Moreover, high level of occupation choice to work in their major or major areas from the respondents indicated family and peers of interpersonal motivation are implied to the significantly influenced on graduates' occupational choices which were related to their majors.

While, there were considered several potential limitations from the results of this study. First of all, one of the possible limitation of this investigation is that, because of this study was a case study, a group of individuals who would like reveal this results. So that caution must be exercised in generalization in this study.

In addition, the questionnaires were distributed to the electric applicant. Since the results of the respondents which reflected the reality opinions of themselves at a single moment. Moreover, the study was revealed that motivations in the work raise from variety of different factors, and the same factors would not be opposing reaction. Thus, it had evident that individuals will tend to select their occupation based on how they would get from the responds or resulted under the influence of variety of factors and not just by a kind motivational factor. Thus, the study provided a reference in the area of the relationship between motivation and occupational choice. For the further study, it could explore the other aspects of motivation, to fill the blank of graduated students' occupation choice.

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我国职业学校音乐教育教学管理研究——以铜仁市碧江区中等职业学校为例

RESEARCH ON MUSIC EDUCATION AND TEACHING MANAGEMENT OF VOCATIONAL SCHOOLS IN CHINA-A CASE STUDY OF SECONDARY VOCATIONAL SCHOOLS IN BIJIANG DISTRICT, TONGREN CITY

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摘要

音乐教育教学作为职业教育中的重要组成部分, 是一项有助于培养青少年正确审美价值观以及健全人格的重要学科。而本文将以铜仁市碧江区中等职业学校为例, 对中职学校的音乐教育教学管理进行相关的研究和论述, 从学校实施音乐教育教学管理现状调查入手, 分析各方面因素对铜仁市碧江区中等职业学校音乐教育教学管理所产生的影响, 并对其所存在的问题进行分析与研究, 针对问题提出一系列有效音乐教育教学管理的实施改革建议, 期望能够探索出一条符合铜仁市碧江区中等职业学校实际情况的特色音乐教育教学管理之路, 对中等职业学校音乐教育实践起到一定的促进作用。

关键词: 职业学校 音乐教育教学 管理

ABSTRACT

Music education and teaching, as an important part of vocational education, is an important subject that helps to cultivate teenagers' correct aesthetic values and sound personality. This paper will take the secondary vocational school in bijiang district of tongren city as an example, Of secondary vocational school music education teaching management related research and discuss, attempt to carry out from the school music education teaching management present situation investigation, this paper analysis the factors of including blue river area secondary vocational school music education teaching

management, the influence of and the analysis of existing problems and research, in view of the problems put forward a series of effective music education teaching management of the implementation of the reform proposals, expect to find a conform to the actual situation including green river area secondary vocational school characteristic of music education teaching management, the secondary vocational school music education practice plays a certain role in promoting.

Keywords: vocational school music education teaching management

引言

我国教育部发布实施的《面向21世纪深化职业教育教学改革的原则意见》中提到，中等职业学校作为我国青少年教学培养体系中一种不可或缺的教育方式，既是青少年学习专业知识的重要途径，亦是青少年思想品德教育的重要途径。随着我国教育事业的改革以及素质教育进一步推动发展，青少年自身综合素质的发展也越来越受到重视，并成为了青少年教育的重要内容。董玉春在《浅析职业中专音乐教育教学管理模式》一文中指出，音乐教育教学作为职业教育中的重要组成部分，是一项有助于培养青少年正确审美价值观以及健全人格的重要学科。近年来，许多中等职业学校在教育改革的过程中也对音乐教育教学的管理工作进行了各种各样探索，并从中获取了一定的经验。但中职学校的音乐教育工作还没有较为成熟的体系出现，同时还存在着诸多细节问题。作为中职音乐教育教学管理工作的研究者，在查阅大量文献资料基础上结合自身实际教学，我们发现，现今多数青少年学生的音乐素养普遍偏低，这也使得音乐教育想要融入到现有的中职教育之中变得更加困难。

研究目的

本文以铜仁市碧江区中等职业学校为例，对现今中等职业学校音乐教育教学管理工作的方式进行了研究和探讨，旨在可以促进我国中等职业学校音乐教育的进一步发展。

文献综述

郝颖在《浅析中等职业学校音乐教育现状及改革措施》一文中指出，随着中职教育改革的不断深化和发展，中等职业学校越来越认识到音乐教育在提高学生素质教育中的重要性。大部分的中职学生毕业就意味着要就业或创业。要想在就业或创业的竞争中脱颖而出，赢得一席之地，一定有过硬的综合素质。而作为德育重要载体的音乐教育，则完全可以使“有志者”破茧而出，为自己增加筹码。中职学校的音乐教学还有待更多的有识之士多多献言，加入探讨之列，使中职音乐教育在学校德育工程中彰显应有的力量。

韩孟桐在《中等职业学校音乐教育教学管理模式》一文中指出，在中等职业学校中，音乐教学是不可缺少的。为此，教师有必要在具体的音乐教学中不断改进教学方法，及时发现教学中存在的问题，针对学生的学习特点因材施教，为提升教学质量作出更多努力。

刘怡慧在《普通中等职业学校音乐教育的现状及对策分析》一文中指出，现阶段我国对音乐教学的重视点主要集中在中小学，呈不断加大趋势，在新课程中也对其进行了明确指出，但是却在很大程度上忽视了中职学校的音乐教育教学，导致中职学校的音乐教育教学进度缓慢，这对中职学校及学生两者的长远发展均是非常不利的。这种现象必须引起相关教育部门的重视，并不断加强中职学校音乐教育教学的管理力度，让问题得到有效性的解决。

综上所述，相关学者均对音乐教学在中职学校教育工作中的重要性给予了充分肯定，但是同时也指出了中职学校音乐教学教育管理过程中出现的问题，并由此提出了一系列音乐教学教育方法及发展对策，因此，结合前人研究经验，本文以“我国职业学校音乐教育教学管理研究——以铜仁市碧江区中等职业学校为例”为主题，为不断完善中职学校音乐教学教育管理水平和提供一定参考。

研究方法

在本文中，以我国职业学校音乐教育教学管理研究——以铜仁市碧江区中等职业学校为研究对象；

运用文献资料法，在确定了论文题目之后，以“职业学校”和“音乐教育教学管理”为关键词，通过学校图书馆的整理阅读以及在中国知网等学术网站上的搜索，对大量的资料进行归纳和分析后，更完整的认识了当前相关的研究内容和研究成果；

运用问卷调查法，由于本论文的研究需要以及对研究成果提供真实可靠的数据，通过设计调查问卷并对铜仁市碧江区中职学校的学生进行问卷调查，以了解音乐教育教学管理状况。在本文对学生进行问卷调查时，采取随机抽取的方法，发放700份调查问卷。有效避免了由于指定选取方式造成的问卷调查结果不真实的情况出现。在调查问卷完成之后，采用现场回收的方式，将发放的所有调查问卷进行现场回收，并进行详细的整理，对填写不完整、乱填写调查内容的问卷予以剔除，保证有效问卷调查的结果满足本次研究的数据需要，为本研究提供真实有效的数据支撑。

运用访谈法，对铜仁市碧江区中等职业学校相关领导及音乐教师，对学校音乐教育教学管理现状及存在问题进行访谈，获得第一手资料；

运用数理统计法，对所获得的数据进行数据处理和分析，探索数据之间的内在联系。

运用逻辑分析法，对访谈过程中得出的访谈结果进行分析，做出相应结论，并根据此结论对中职学校音乐教育教学管理提出建议。

研究结果

1 中等职业学校音乐教育教学管理的相关概念

1.1 教育教学管理的概念

教育作为一种能够对人的身心发展造成影响的社会活动。而要想实现教育教学的目标就需要通过管理的方式，来对教育活动中的每一处细节进行规划、组织、创新以及领导。由此来看，教育教学管理的相关含义主要由以下三点组成：

1.2 教育教学管理需要遵循教育规律以及管理规律

教育教学管理是由教育和管理两部分组成，因此，在发展的过程中既需要遵循管理上的规律避免进入以教育为主的教育误区，又需要保证教育本身的规律，以此来保证教育秩序和质量。

1.3 教育教学管理的最终目的就为了要实现预定的目标

为了要达到这一目标就要求我们要尽可能地去利用和配置有限的教育资源，去改变现有的教学条件，提高教育质量，改善教学环境，以此来促进教育教学发展。使学生获得更好的教育机会。

1.4 教育教学的管理对象是教育活动中的首要因素

教育教学的管理对象主要由教育者、受教育者、教育内容和教育物资共同组成。其中教育者主要指的是教师以及教育管理人员。而受教育者的主体则是以在校学生为代表的有着学习责任和资格的人。其次则是教育内容，教育内容主要是指在教育活动中教育者与受教育者都需要掌握的东西。而就教育内容本身来讲，其可以是任何人类已知的事物；同时，由于教育本身所具有的多样性的特质以及教育教学目标的不同，教育内容也会出现有着不同形式的组合。最后则是教育物资。所谓教育物资就是指在教育活动中的一切物质资源，其中包括了教育活动需要的场所、设施、媒体以及相关辅助手段。这些教育物资所具有的功能和性质虽然各有不同，但都是相对独立且又服务于教育活动之中的，教育物资的多少则要受到社会发展水平的影响。教育活动本身是离不开教育物资的，同时教育活动所需教育物资的最低限额则是由当时的时代水平以及国家经济水平所共同决定的。

2. 中等职业学校音乐教育教学管理的范围

2.1 中等职业学校音乐教育教学的教师建设

吴思穆在《中职音乐教育管理的发展对策研究》一文中指出，现如今我国中等职业学校的音乐教师队伍普遍存在着教师水平不高、教学质量偏低的现象。导致这些现象的原因是由于中职院校音乐教育的师资力量不足以及缺乏科学的教学评价体系，中职院校要想在音乐教育教学管理上有所改善，就必须对以上原因予以重视，并采取相应的解决措施。

2.2中等职业学校音乐教育教学的课程设置

根据相关文献资料显示，聂子明在《加强中等职业学校教育教学管理实效性的途径探索》一文中指出，音乐课程作为中等职业学校众多课程中不可或缺的一部分，长久以来始终处于被忽视的状态。随着我国教育的改革，音乐课程的设置也逐渐的被重视了起来，有越来越多的中职学校提高了每周音乐课的节数；并针对原有音乐课程的教学内容较差的问题进行了改善。由此我们也能看出我国中职学校的音乐教育正朝着正确的方向发展。但由于师资问题和教育物资的匮乏导致了中职学校音乐教学并没有形成具有中职教育特色的教学模式，只能是依照相关教学大纲来进行教学。

2.3中等职业学校音乐教育的教学方法和教学形式

中职学校音乐教育教学最终还是以提高中职学生音乐水平以及鉴赏能力为目的。程燕在《普通中等职业学校音乐教育存在的问题及对策》一文中提出，现如今多数中职院校的音乐教学方法还是沿用以往老旧的单向教学方法，主要是以教师的示范演唱和学生集体演唱方法为主；另外在教学形式上也主要以课堂教学和为数不多的合唱比赛为主。这种单一陈旧教学方法和教学形式十分不利于培养中职学生主动学习音乐知识的意识以及创新精神。

3. 铜仁市碧江区中等职业学校音乐教育教学管理的现状

根据作者相关调查和了解，大体上能够将铜仁市碧江区中等职业学校的音乐教育教学管理现状分为学校层面和学生层面两个方面。从学校层面上来说，音乐的教育教学过程实质上是一种循序渐进、潜移默化的学习过程，同时也是精神层面的情感交流，不论是从形式还是内容上，音乐教育教学管理均存在较强的不确定性和多样性，这就要求音乐教育教学的组织形式及方法都要具备强大的灵活性和针对性，来不断提高学生音乐知识学习及掌握能力。从学生层面上来说，由于学生个体之间存在差异，在音乐教育教学上提倡多元化。

3.1学校层面

表1 铜仁市碧江区中职学校对音乐课重视程度（N=20）

	非常重视	很重视	一般	不重视	很不重视
人数	0	0	3	13	4
比例	0	0	15%	65%	20%

通过对铜仁市碧江区中职学校音乐教师访谈，如上表所示可以看出学校对音乐课重视程度情况，大对数音乐教师表示学校对音乐课不重视，占比65%，其次是很不重视，占比

20%，同时还有15%的教师表示一般重视。结合数据结果综合来看，铜仁市碧江区中职学校对音乐课重视程度不高。

由于中职学校的主要教学目的是为了培养学生掌握一定的专业技能，因此在教学观念上可能会有所偏差，过度的重视专业课程的设置，将专业课程以及专业教育看作是学校的全部，从而致使专业课程设置比例远远高于其他素质教育的课程设置，而这其中就包括中职学校的音乐课程。由于学校在教育观念上的偏差，从而导致学校对于音乐教育课程不够重视，音乐课程的开设效果并不理想。根据相关调查显示，铜仁市碧江区中等职业学校现如今的音乐教育课程的设置主要由负责学校总体教学工作的教导处来制定，而非专业的音乐教师。除此之外，学校对于职业技能教育课程的重视程度依旧要高于音乐教育课程等素质教育。同时，为了更好的备战各种职业技能大赛而将职业技能课程的安排尽可能地增加，从而导致学校音乐教育课程进一步被压缩，形同虚设。

表2 铜仁市碧江区中职学校音乐教学设施完善程度（N=20）

	非常完善	很完善	一般	不完善	很不完善
人数	0	0	6	9	5
比例	0	0	30%	45%	25%

通过对铜仁市碧江区中职学校音乐教师访谈，如上表所示可以看出音乐教学设施完善程度情况，大对数音乐教师表示音乐教学设施不完善，占比45%，其次是一般，占比30%，同时还有25%的教师表示音乐教学设施很不完善。结合数据结果综合来看，铜仁市碧江区中职学校音乐教学设施完善程度不高，对音乐教育教学管理造成了不利影响。

另外，教学设施的缺乏也使得音乐教育课程缺乏表现力。中职学校音乐教育的教学设施不完善是多数学校都切实存在的问题之一，具体的表现是多数的中职学校没有固定的音乐教室，就连教学所需的乐器也十分匮乏。这就导致了中职学校的音乐教师的教学工作无法正常地开展，只能是采用传统的单向教学法来对学生进行音乐教学，使得教学效果也无法得到应有的保障。教学设施的缺乏也成为了制约中职学校音乐教学的重要因素。通过对铜仁市碧江区中等职业学校音乐教师访谈结果得知，学校也存在着教学设施不完善的现象，究其原因在于中职学校主要还是以专业技能教学为主，因此在教学设施的建设上也更加偏向于各个专业所需的教学设施，对于音乐教学所需教学设施的改善可谓是无暇顾及。只能是依靠学校音乐教师个人的教学能力来维持现状。

表3 铜仁市碧江区中职学校音乐教师专职情况（N=20）

	专职	兼职	外聘
人数	4	5	11
比例	20%	25%	55%

现如今有许多中职学校的音乐教师都是以外聘或是兼职的形式为主，因此音乐教师不仅要负责中职学校各个专业的音乐教学任务，还有着除中职学校音乐教学之外的任务，无法做到对中职学校音乐教学的完全兼顾。另外，由于各个专业音乐教育课程设置的不同，使得音乐教师在教学进度上很难做到统一。繁重的教学任务也使得音乐教师很难有充足的时间去来进行业务水平的提高。

通过对铜仁市碧江区中职学校音乐教师访谈，如上表所示可以看出音乐教师专职情况，大对数音乐教师为外聘，占比55%，其次是兼职，占比25%，同时还有20%的教师是专职。结合数据结果综合来看，铜仁市碧江区中职学校音乐教师多为外聘，音乐教师师资力量存在着严重的不足，教师本身除了要承担学校的各个专业的音乐教学之外，多数还在其他地方有着别的教学任务；由于学校对于专业技能的重视程度更高，以至于学校的音乐教学时常会出现缺课和断课的现象，致使铜仁市碧江区中等职业学校的音乐教育管理始终处于停滞不前的状态，比如，音乐课堂效率低、学生掌握音乐知识不牢靠等。

3.2学生层面

表4 铜仁市碧江区中职学校学生喜欢音乐程度（N=700）

	非常喜欢	很喜欢	一般	很不喜欢	非常不喜欢
人数	122	478	56	44	0
比例	17.4%	68.2%	8%	6.2%	0

通过对铜仁市碧江区中职学校学生调查，如上表所示可以看出学生喜欢音乐程度情况，大多数学生表示很喜欢音乐，占比68.2%，其次是非常喜欢，占比17.4%。结合数据结果综合来看，铜仁市碧江区中职学校学生对音乐的喜欢程度比较高。

表5铜仁市碧江区中职学校学生喜欢音乐课程度（N=700）

	非常喜欢	很喜欢	一般	很不喜欢	非常不喜欢
人数	0	69	114	420	97
比例	0	9.8%	16.2%	60%	13.8%

通过对铜仁市碧江区中职学校学生调查，如上表所示可以看出学生喜欢音乐课程度情况，大多数学生表示很不喜欢音乐课，占比60%，其次是一般，占比16.2%。结合数据结果综合来看，铜仁市碧江区中职学校学生对音乐课的喜欢程度比较低。

据对铜仁市碧江区中等职业学校学生的调查显示，有很多学生都表示自己喜欢音乐，但对于音乐课却不感兴趣。究其原因，中职院校的学生多为15-18岁的青少年，正处于青春年少的时候，对于音乐的欣赏程度和品味也多以引领时尚潮流的流行歌曲为主，在曲风上也多以流行、嘻哈或是古风为主，对于传统音乐教学中的古典音乐并不感冒。与其说中职学生讨厌的是音乐课，倒不如说他们是讨厌音乐课中所学的内容和音乐的表现形式。根据对相关文献资料的整理来看，中职学生对于音乐教育课程不感兴趣的原因主要有以下三点。

首先，中职学校的音乐教育与高中学校的音乐教育在教材和内容上相差无几。在教学的内容上也主要以音乐的发展历史为主，欣赏的音乐也多是以音乐大家贝多芬、莫扎特的交响乐曲为主；除此之外就是国内的经典红歌，这使得音乐基础本就薄弱，不懂乐理的中职学生更加丧失对于音乐课的兴趣。

其次，由于铜仁市碧江区中等职业学校的音乐教学设施的缺乏，以及音乐教师自身授课方式的问题，致使中职学生认为音乐课的课程设计缺乏一定的新意，教学方法也多以单向教学为主，使得原本应该活泼欢快的音乐课堂成为了死气沉沉的合唱课。

最后也是最重要的，由于现如今的信息传播速度的不断加快，铜仁市碧江区中等职业学校学生对于音乐的追求多偏向于流行音乐，他们对于音乐的理解只在乎音乐的表现形式，而不在乎音乐本身的内涵。对于音乐的理解也是只是流于表面，未曾深究，甚至对于最基本的音符和简谱也只知之甚少。

除此之外，铜仁市碧江区中等职业学校、学校的音乐教师以及学生家长也缺乏对于学生在音乐欣赏方面的正确引导。随着信息化和网络化的发展，现如今中职学生获取信息的渠道也越来越宽。铜仁市碧江区中等职业学校的学生由于受到年龄和生理特点的限制，很难对音乐教育以及获取到的音乐信息进行做出正确的判断，接受到的内容也是五花八门、良莠不齐。结合铜仁市碧江区中等职业学校音乐教师访谈结果，音乐教师表示，由于学校、老师以及家长

等多方面对于学生音乐欣赏方面的忽视，致使现今铜仁市碧江区中等职业学校的没有形成正确的音乐欣赏观念。

4. 铜仁市碧江区中等职业学校音乐教育教学管理存在的问题

4.1 音乐教育教学管理机构不完善

音乐教育是老师和学生一起参与进行的，以音乐艺术为载体，以审美为核心的一种教育活动，对于中职学校来说，音乐是重要组成部分，而音乐作为艺术教育，属于审美教育范畴。学生在音乐学习过程中，通过接受音乐知识和技能来不断提升自身对音乐的欣赏能力。根据相关调查和文献的整理来看，铜仁市碧江区中等职业学校的校领导还没有真正理解中职音乐教育的重要性，没有理解培养中职学生正确欣赏能力的重要性。同时，铜仁市碧江区中等职业学校教学管理部门在教育思想观念、态度，实施方式、方法以及投入力度方面都有着一定程度上的欠缺，这些也都是制约铜仁市碧江区中等职业学校音乐教育教学开展的重要问题。除此之外，铜仁市碧江区中等职业学校并没有设立艺术教研室，而艺术教研室作为促进中职院校音乐教育教学开展的重要教学组织，是音乐教育教学开展的重要保证。现今情况下，虽然国家正在不遗余力地推动教育体制的改革，但铜仁市碧江区中等职业学校的音乐教育教学机构仍旧不完善，这也是阻碍该校音乐教育教学正常发展的问题之一。

4.2 师资力量的欠缺，音乐教师队伍的建设仍有待完善

随着我国经济的发展，在一定程度上也促进了我国的教育事业的发展，而最明显的表现就是学校数量的增加，以及各个学校的扩招，这其中也包括了铜仁市碧江区中等职业学校。然而，随着学生数量的增长，原有的教师数量很难满足现在的教学需求；同时，原有外聘制和兼职制的音乐教师也很难再满足扩招后铜仁市碧江区中等职业学校的音乐教学，需要学校不断完善音乐教师队伍的建设。根据相关调查和文献统计来看，由于铜仁市碧江区中等职业学校在音乐教师队伍的建设上多以外聘制和兼职制为主，因此，音乐教师教学水平偏低的问题时常出现。这一问题又可以具体分为两个方面，首先是音乐教师的教学水平偏低，表现在很多音乐教师甚至都没有接受过专业的音乐教育，在教学方法上也缺乏创新，对于音乐的认识更是不够充分，其次，则是由于音乐课在学校中并不受重视，时常出现缺课断课的现象，致使铜仁市碧江区中等职业学校的音乐教学水平降低。

4.3 课程设置不合理

虽然音乐课是素质教育中必不可少的一项，但不同的学校对于音乐课程的重视也各有不同，有因为重视素质教育而对于音乐课程十分重视学校，也有因为教学方向不同而忽视音乐课程的学校。根据相关调查能够了解到铜仁市碧江区中等职业学校对于音乐课程并没有显现出足够重视程度。而音乐课作为副课，开设的节数也多为周一节或是两周节，这种课程设置也极大地阻碍了音乐课程在铜仁市碧江区中等职业学校之中的发展。教学质量的高低受到课

程设置合理与否的直接影响，同时教学质量的好坏则也是衡量一个教师工作态度的主要依据，有好的工作态度就会有好的教学质量，进而课程设置也会更加的科学合理。铜仁市碧江区中等职业学校的音乐教师因为学校对于音乐课程的重视程度不够高以及自身的工作性质的原因使其对于教学的积极性也不够充沛。

4.4教材内容过于老旧，缺乏时代性和民族特色

现如今铜仁市碧江区中等职业学校在音乐教育课程上所用的教材在教学内容上主要以音乐的发展历史为主，其中的乐理知识、曲谱对于音乐知识薄弱的中职学生来说可谓晦涩难懂；同时随着时代的发展，这些老旧的内容对于中职学生来说可谓毫无吸引力。除此之外，铜仁市作为一个以少数民族为主的城市，其本身以土家族为主的歌曲文化本就是一笔宝贵的财富，而铜仁市碧江区中等职业学校的学生也多是来自农村地区，多数学生对于音乐教中的五线谱、简谱都缺乏一定的认识，他们日常哼唱的歌曲多是来自市面上的流行歌曲，但由于少数民族能歌善舞的优良传统，使得许多中职学生在学习歌曲方面有着得天独厚的优势。然而，铜仁市碧江区中等职业学校并没有在其音乐教育课程的教学上很好地利用这一点，并以此来带动当地民族歌曲的发展。综上所述，铜仁市碧江区中等职业学校的音乐教材过于老旧，从而导致教学内容缺乏时代性，而得天独厚的民族歌曲文化也没有得到利用，致使音乐教育教学缺乏民族特色。

4.5教学方式方法过于单一，缺乏创新性

更具相关调查结果显示虽然铜仁市碧江区中等职业学校除了固定的音乐教育课程的设置之外，每年都会组织合唱活动，但合唱活动对于现如今的中职学生来说并没太大的新意，也无法彰显其独特的个性，因此多数中职学生对于音乐课和合唱活动的兴趣并不高。除此之外，铜仁市碧江区中等职业学校的音乐课程在教学方法上也有待改进，由于教学设施的缺乏，多数时候音乐教师只能采用单向教学的模式，学生对于声乐知识和乐理知识的了解也都是通过教师的试唱以及合唱练习等方式进行。这种缺乏创新性的教学方式，既不利于提高学生主动学习音乐知识的兴趣，也不利于培养学生的创新精神。这种教学模式不仅是一种十分被动的教学模式，教学效果也十分低效。在学生学习成果的评价中，铜仁市碧江区中等职业学校也主要以选唱的方式为主，缺乏系统的评价方法，不利于提高中职学生的学习积极性。

5. 铜仁市碧江区中等职业学校优化音乐教育教学管理的建议

5.1明确中职学校音乐教育的目标

我国的艺术教育历史悠久，自春秋时期开始，就有“六艺”为代表的艺术教育内容，其中便有有关音乐的教育内容。我国也在新中国成立后，确立了“德、智、体”全面发展的教育方针，并在改革开放之后将“美育”作为相对独立的教学内容纳入到教育方针之中。艺术教育是实施美育的重要手段，而音乐教育又是艺术教育的重要组成部分，其最终目标是更好地对人进行

美育教育。对于中职院校来说学校的音乐教育主要以全面推进素质教育作为目标，并以此来更新中职教育的思想观和教育观，对教学的内容和教学的方法进行改变，使学生在艺术基础知识和技能的同时，提高自身的创新能力和实践能力，以及树立正确审美观和文化素养，并以此来保证自身综合素质的不断提高。中职院校音乐教育是以青少年学生作为主要对象的，而青少年学生的心理状态正处于叛逆阶段，是形成健康人格的关键时期。这时的音乐教育教学应主要以培养学生养成一个正确的审美观念和价值观念为主，让学生能够拥有对音乐学习的正确判断能力。

5.2完善中职学校音乐教学的管理机构设置

建立健全管理体制是铜仁市碧江区中等职业学校音乐教育教学能够得到真正的落实以及发展机会的重要前提，而要解决铜仁市碧江区中等职业学校对于音乐教育课程不够重视的问题，首先要做的就是积极响应国家的教育改革的号召，推动学校教育理念的转变，针对具体的教学体系标准，制定并完善与之相对应的教学管理体系。作为中职学生美育教学中的重要组成部分，音乐教学有着不可替代的作用，而只有对音乐教育课程有着足够的重视，才能够更好的建立健全音乐教育教学的管理机构，以及促进中职学生音乐素养的提高。除此之外，加大对音乐教学设施的投入，改善以往因教学设备以及场地缺乏而导致的教学手段匮乏等问题。音乐教学设施缺乏这一问题也应得到校领导的广泛重视，给予音乐教学设施的改善相应的改善资金，以此来为学校的音乐教师创造良好的音乐教育教学条件，以及为学生创造更好的音乐知识学习环境提供便利。

5.3完善教师队伍的建设和专业素质的提高

要想完善中职学校音乐教师队伍的建设就必须先从聘用制度和教师的薪资待遇上入手，通过公开招聘的方式，为具有优秀教学能力的音乐教师提供正式的教师岗位，保证教师的工资待遇，并以此来作为中职学校音乐教育教学的基础。其次，制定相关管理规定，确保正式的音乐教师与兼职和外聘教师之间能够形成一种良好的竞争机制，以此来保证中职学校音乐教育教学的质量。最后，定期组织正式的音乐教师进行培训，以此来保证他们在教学方式方法上能够不断地得到提高。除此之外，提高中职学校音乐教师的科研能力，以此来促进其专业素质的提高。而所谓的教育科研能力是一种高级的，来源于教学实践中的能力，这种能力来源于实践且又超越和升华了创新能力，使其成为了一种有意识的学习能力。因此，加强中职学校音乐教师的教学科研能力，不仅是对音乐教师本身的一种提高，更是对中职学校音乐教育教学的一种提高。

5.4丰富以及创新中职学校音乐教学方法

对于铜仁市碧江区中等职业学校的音乐教育教学来说，教学质量的提高离不开教学方法的丰富，在音乐教学中，多样化的教学方法能够有效地提高学生的学习积极性，并激发学

生的学习兴趣，而这对于中职学校的音乐教育教学来说有着极大的帮助。由此来看，铜仁市碧江区中等职业学校要想提高现有音乐教育教学的质量就必须一改以往单一的单向教学方法，不断丰富和创新教学方法。而要做到这一点要从以下两个方面出发。首先是在不断地学习以及对教学经验进行总结；其次则是做到因材施教。只有这样才能更好地对教学方法进行创新，并促进中职院校的音乐教学的不断发展。

5.5加强中职学校文化建设为音乐教育教学创造更好地环境

对于中职院校的学生来说，首要任务一定是要对所学的专业知识进行掌握，是自己拥有一技之长。除此之外，中职院校的学生还应该注重自身综合素质的提高，培养自身在音乐等多方面的兴趣爱好，让自己成为一名能够适应时代发展的复合型人才。对于铜仁市碧江区中等职业学校来说，则应该利用好学校这个平台，为具有才艺的学生提供发挥的舞台，在不耽误专业技能学习的情况下鼓励学生发展自身的兴趣爱好，帮助他们树立起对于兴趣爱好的自信心，引导他们向正确的方向健康发展。

5.6健全中职学校音乐课程体系的建立

课程是为了更好的实现学校的教育目标而规定的教学科目及其目的、内容、范围、分进程的总合，是指导学生获得全部教育性经验的计划。中职学校的音乐课程并不是为了培养音乐人才而设立得，而是为了秉承“以人为本”的教学目标，旨在帮助中职学生树立正确的音乐审美标准，从而到达对音乐有着一定鉴赏能力的目的。铜仁市碧江区中等职业学校位于少数民族聚集的贵州省，这里有着良好的少数民族的音乐文化基础；同时，铜仁市碧江区中等职业学校中的多数学生是少数民族，来自农村，他们对于音乐有着而良好的学习能力，但对于音乐教育中最基础的五线谱和曲谱的认识和了解程度并不高。如果能在中职学校的音乐教学中融入一些民族元素，让这些中职学生去通过学习民歌来提高自身的音乐知识储备，增加对于家乡、对于民族的了解和认识，这不仅可以促进铜仁市碧江区中等职业学校音乐教育教学的发展和进步，也可以促进当地民族文化的发展。

总结与讨论

在铜仁市碧江区中职院校的教学中，音乐教育教学作为不可或缺的一项，应该在我国教育改革的大潮下，顺应时代的发展，改变和创新现有的教学方法，做到因材施教，提升教学质量。另外，铜仁市碧江区中职学校的音乐教育教学管理在一定程度上还是一块有待开发的“菜地”，我们应该结合前人的研究成果，并结合自身发展的特点，去制定相应的管理和发展方向，制定科学的评价标准以及体系，通过合理的评价方法，来改善现有的中职院校音乐教育教学管理的环境。综上所述，音乐教育教学对于中职学生来说不仅是一门学科，更是提高自身综合素质和竞争力的重要表现形式。

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中国昆舞的发展与推广

THE DEVELOPMENT AND PROMOTION OF KUN-DANCE

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摘要

中国昆舞艺术创立已有16年,但近些年的发展脚步较慢。对此,笔者怀着对昆舞艺术的热情和对昆舞发展前景的期待,调查了昆舞艺术创立的过程,分析了作为中国古典舞蹈四大流派之一的昆舞之主要艺术特点,和其他舞蹈流派的基本区别,分析了昆舞产生的渊源和其主要的创新的特征,分析了产生昆舞的时代背景和在舞蹈界的地位与影响,初步划分了昆舞发展的几个明细阶段,找出了昆舞艺术推广中目前存在的主要问题和基本原因,在此基础上笔者提出昆舞艺术发展和推广的若干意见。

关键词: 昆舞艺术 发展与推广

ABSTRACT

China Kun Dance art has been established for 16 years, but its development in recent years has been slow. In this regard, with the enthusiasm for Kunqu art and the expectation of Kun dance development, the author investigates the process of Kunqu art creation and analyzes the main artistic features of Kun Dance, one of the four major schools of Chinese classical dance. The basic differences between other dance genres analyzed the origins of Kun Dance and the characteristics of its main innovations, analyzed the background of the Kun Dance and its status and influence in the dance world, and initially divided the detailed stages of the development of Kun Dance. The main problems and basic reasons existing in the promotion of Kun dance art were found out. On this basis, the author put forward some opinions on the development and promotion of Kun Dance art.

Keywords: Kun Dance Art, Development and Promotion

引言

二十一世纪初昆舞艺术诞生初期，舞蹈业界对于昆舞艺术高度评价，好评如潮：“昆舞——这种统合古今，思接千载的艺术成果，自有期其存在与中兴、发达的价值。”（《中国古典舞的新实验——关于昆舞意义的断想》《艺术学研究2011年00期，罗斌，408-409页》）十几年过去了，昆舞在光辉灿烂地诞生之后，却未如业界专家预测的那样生气勃勃的大踏步发展，在中国甚至在其发源地江苏也未得到广泛普及，社会影响力、辨识度不高，市场推广更是艰难，远逊于西方芭蕾舞和广场舞。问题究竟在哪里？

研究目的

1. 通过回顾昆舞的创立和发展，了解昆舞传承了什么，发展了什么，形成了什么样式的崭新艺术形式，综合业界学者专家评价综述昆舞艺术的特点，在当前中国舞蹈界的地位、作用与影响。
2. 既通过供给侧回顾分析昆舞的创立与发展，也通过需求侧探寻昆舞的社会影响，从中找出当前推广和发展昆舞面临的主要问题。
3. 分析主要问题产生的原因和其根源，提出相应的应对策略，促进中国昆舞艺术大踏步发展。既要有宏观应对之策，也要有微观改进之策；既要提出供给侧的大力改进，也要拟划需求侧的扶持、推广政策。

文献综述

在漫长的中国舞蹈发展历史长河中，昆舞有着极其重要的艺术价值和文化价值，它既是一代代中国舞者智慧及努力的成果，也是表现中华优秀传统文化的形式之一。改革开放以来，继承发扬中华优秀传统文化逐步成为全社会共识。收集综合以往的研究和报道评价，本研究主要参考了以下文献：

1. 昆舞艺术的主要特点类文献，昆舞艺术的产生是时代的需要，它独特的舞蹈表现形式，创新和发扬中国传统艺术以及非遗文化。昆舞理性的将这些历史埋藏的隐性遗迹纷纷采集，并幻化于舞蹈的一颦一笑，一张一弛之中（艺术鉴赏，音乐舞蹈，《试论昆舞艺术的孕育生长与教育传承》2016年11月15日，张森；郭雲喆99-100页。）

2. 昆舞艺术来源与创新类文献，昆舞是从中国传统乐舞文化根基上生发、衍伸出来的一枝新秀，是当今历史条件下中国古典舞发展、创新的生动实践。是中国传统文化在象征意义层面的一种延续和回归，这种回归不是历史的简单重复，而是在更高层次上的综合、浓缩和提炼。就真正意义上的、传承与发展了的历史文化而言，有望成为一种能为当代人所审美鉴赏的中国古典舞范式之一，同时也为文化的多样性保护和发展提供了可资借鉴的参考。（中国艺

术报,《昆舞:“昆”的活化与舞的新生——写在中国舞蹈家协会昆舞专家委员会成立之际》2017年7月19日,第003版。)昆舞是当下的创作,是对传统的再造,更是“古今合一”的思辨结果。它充满当代思考,是今人对中国传统舞蹈文化的大胆想象与合理发挥的结果。当21世纪的人类文化方式开始步入新的“文艺复兴”轨道时,昆舞——这种统合古今、思接千载的思维成果,自有其存在与中兴、发达的价值。(《中国古典舞的新实验——关于“昆舞”意义的断想》,艺术学研究,艺术门类专题研究(舞蹈学),2011年00期,罗斌,408-409页。)

3.昆舞艺术的意义与作用类文献,昆舞的出现,有赖于中国古典舞这一文化平台的存在,而系统构成的基本规律也制约了昆舞构建的基本思路。(艺术学研究(舞蹈学),《中国古典舞的新实验——关于“昆舞”意义的断想》2011年6月30日,罗斌,405-409页。)当代人对具有深厚古典文化内涵又体现了东方艺术审美特征,更加贴近时代审美需求的舞蹈,是中国古典舞新的舞蹈体系。(《昆韵流芳——中国昆舞学术论文集》,上海文化出版社,2013年12月第一版,马家钦、谢建平,36-37页。)

4.有关数量型研究文献:(1)昆舞主要创立人采访;(2)江苏省国民经济统计表(收入类);(3)昆舞2018年演出业务表;(4)昆舞2018年培训情况统计表;(5)昆舞社会辨识度随机抽查表。



图1为:昆舞作品《雪梅》剧照 此图出自中国网<https://www.dance365.com/detail/photo?momentId=ec5a3fd79bc943e3a2dc9b5830e0017>



图2为：昆舞作品《昆扇》剧照 此图出自江油论坛，摄影之家，[人像摄影] 舞台摄影——《昆舞》

<https://www.sc518.com/thread-271694-1-1.html>

笔者在整理大量文献资料以及对昆舞相关信息的调查、搜索后认为通过此图片可以让我们更进一步的从视觉上了解昆舞，了解昆舞的舞台形象、舞台特征，以及昆舞独具的舞蹈肢体动作，此舞剧作品的编排采用的是女子群舞的表演形式，配合戏曲的装扮（包括发饰、服装、妆容等），通过舞剧的形式更有利于大众了解和熟悉昆舞这门由戏曲与舞蹈相结合的艺术产物。

与此同时，笔者在研究中国知网上约60篇的文献以及国内外关于舞蹈当面的文章中发现，现阶段中国或者其他国家的昆舞专业学者，他们的研究思路 and 方向基本一致，都是将很多的研究精力放在了对昆舞专业性分析上，或者回顾昆舞一路走来发展过程，对于推广性方向的研究几乎没有，因此在对推广性方向的文献收集上有很大的难度，也正是因为这一原因，笔者认为本文会在研究昆舞过去、当下和未来的发展前提下，加入一些对昆舞艺术推广的相关建议，从另一个角度去研究昆舞今后的发展，从而也能弥补中国昆舞艺术在推广上的空白。

研究方法

本研究主要采用定性分析和定量分析相结合的研究方法。昆舞艺术创立和发展、主要艺术表现特征描述和分析部分，主要采用定性分析方法；关于昆舞艺术的社会影响和作用方面，采用定量和定性相结合的研究方法。

限于时间和个人能力，有些研究和调查还没有完全展开或没有完全研究到位。

研究结果

1.关于昆舞的创立和发展历程（含历史背景）

二十一世纪初，南京艺术学院舞蹈系主任马家欣女士，率领一批醉心于舞蹈改革和创新的业内人士，在几十年潜心钻研昆曲舞蹈的基础上，结合现代舞蹈发展，逐步形成了源于昆曲舞，又新于昆曲舞的一种新型舞蹈。2004年在南京艺术学院礼堂公演后，被业内专家肯定为“昆舞”，从此中华大地上出现了一个崭新的舞蹈流派。

昆舞的发展大体上分为这样几个阶段。2001至2004年大致为创立阶段。2005年至2011年为流派确立阶段，其代表着为《五指莲荷兰》和《风雪行人》。这一时期优秀作品纷呈，昆舞开始确立在业界的地位，并开始走向社会。2012年以后为平稳发展阶段，昆舞进入发展瓶颈。

所谓“一方水土养育一方子民，孕育一方文化”，吴地文化作为汉文明的重要构成，经周代萌生，春秋战国洗礼，秦汉魏晋的生长，在随唐宋元时自成一派，并为天下文人雅士所称道。吴地的雅士文化由来已久，适度的生态环境与生活气氛，使古往今来不计其数的文人墨客深深眷恋。春秋战国时的纷争，东汉时的书卷气息，东晋时的文采飞扬。这片土地上自古以来就从不缺少雅士与佳作，更在佛家与道家的文化熏陶中塑造出清新脱俗，自得其乐的审美品格。（艺术鉴赏，《试论昆舞艺术的孕育生长与教育传承》2016年11月15日，张森;郭雲喆99-100页。）

昆舞的生成有其必然条件，它得益于中国古典舞这个“不定空间”的体系。中国古典舞是一个完全开放的学科系统，它既需要纵向挖掘与提炼，也需要横向考量与拓新，更不避讳“流派”或“风格”的多样与文化涵义的发现。在历史的维度上，它允许多视角、多侧面探究，以利于“小中见大”、“以点带面”，最后实现整体性把握；在现实的维度上，它允许“家族”有大规模的新形态出现，涉及种类与风格、色彩等诸方面。这两个因素，直接结构了昆舞的生成。（艺术学研究，《中国古典舞的新实验——关于“昆舞”意义的断想》2011年6月30日，罗斌，405-409页。）

2.关于昆舞艺术的主要特征

昆舞诞生短短10几年，就能够立足于中国民族舞蹈四大流派之一，是与昆舞自身基因特征分不开的。通过对有关文献的整理和学习，发现昆舞第一特征是意念引领舞蹈。很多专家都对昆舞将“意念”作为核心元素表示认可，“意念”也是我国艺术发展中普遍存在的，之所以能够形成昆舞的特征，就是“意念”的指引，赋予了舞蹈元素的生命力，因此昆舞有了这个核心的元素，所以才能呈现出如此美感、意蕴的作品。昆舞在这16年的发展过程中也创造出了很多优秀的舞蹈昆舞作品：《昆丑争艳》、《干将与莫邪》、《担鲜藕》、《昆韵》、《风雪行人》、《虞美人》、《子夜吴歌》，《花梦》、《吴越木履舞》、《游园》、《五指莲花兰》、《

鬼妹》、《稻草人》、《绣娘》等等，这些作品都从不同的角度呈现出了鲜明的地域文化，舞剧设计上极具艺术感染力，很好的展示和反映了吴地区的文化特色，这些作品大多都曾获得过国家级的奖项，是江苏地区的一张文化名片。其次昆舞来源于昆曲舞姿又结合现代舞蹈发展创新许多舞蹈语言。昆舞的表演主要在昆舞的形态特征、韵律特征、风格特点上，分别通过含、沉、顺、连、圆、曲、倾这7字体现昆舞的形态特征；用上、下、平、日、推、拉、延这7个字来表演昆舞的韵律特征，运用雅、纯、松、飘、轻、柔、美这7个字来表现昆舞的风格特点，通过这21字口诀来总结昆舞的特点特征，同时加上“意韵”的贯穿，更加深入的展示了昆舞艺术的独有特点。（可参考下方图片）



此图为昆舞基本形态日常训练image.baidu.com/search/index?tn=baiduimage&ps=1&ct=201326592&lm=-1&cl=2&nc=1&ie=utf-8&word=%E6%98%86%E8%88%9E%E5%9B%BE%E7%89%87

昆舞的形成对推动及传播我国的传统艺术有着新的突破和新的贡献，对我国“非遗”文化的传承给予了新的启示，新的思路。通过对中国传统戏曲和中国古典舞的创新研究，这一举动也符合当下人的审美需求，所以得到不同年龄层的爱好者们的关注和喜爱。另一方面昆舞属于专家创立型，起点高，舞蹈表现难度大，表现形式复杂，欣赏难度高，普及起来有难度。

3.昆舞艺术在中国舞蹈界的地位作用

中国古典舞有着各种派别，最为人知的就是原先的三大流派：身韵流派、汉唐流派、敦煌流派，而昆舞则是在原有的三大流派的基础上融入了新鲜血液，成为了中国古典舞的第四大流派。舞蹈的文化元素很多，这是从历史，生活等方面提炼形成的，艺术来源于生活，又高于生活，昆舞则是从昆曲中加以提炼，加入了新的创新元素，再和舞蹈肢体语言相互结合，昆舞的出现让慢慢远离我们视线的戏曲艺术又一次以新的形式展现给大众，并得到业界的认可和赞许，昆舞巧妙的将“非遗”文化昆曲中的昆元素与创新的舞蹈肢体语言相结合，给人一种耳目

一新的感觉，昆舞的出现打破了原有创作的思路，用具有特色、新颖的创作视角形成了昆舞表演，

昆舞是当代人对具有深厚古典文化内涵、体现、东方艺术的一种审美特征，更加贴近时代审美需求的舞蹈，是中国古典舞新的舞蹈体系。（《昆韵流芳——中国昆舞学术论文集》，上海文化出版社，2013年12月第一版，马家钦、谢建平，36-37页）。

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通过舞蹈的形式来打动人心，用昆舞的独有的表演方式突显我国的文化品质和文化精神。进入新世纪以来，党和国家关注对国家传统文化的保护及弘扬，希望通过传统文化的传播与创新，能让更多的国际友人了解中国的历史文化，了解中国这个民族，树立中国在其他国家中的形象，由此可见，昆舞在此时的出现顺应了我们当前时代的发展趋势，顺应了国家的政策导向。

4当前昆舞发展与普及面临的问题及后果

（1）昆舞艺术在社会上的知名度和辨识度不高。通过对昆舞相关资料的收集发现，现阶段文献资料的研究方向主要集中在专业艺术领域，对昆舞市场及未来发展、推广等方面的相关文献资料几乎没有；其次在各大网站上有关昆舞方面可利用的有价值资料极其稀缺。通过社会随机抽查发现，社会居民普遍不了解昆舞，甚至没听说过昆舞，很少有居民说出什么是昆舞。

（2）昆舞传承人才匮乏。通过走访南京的4所艺术高校，发现仅仅只有南京艺术学院一所院校设有昆舞专业课程，昆舞教师约5-6名（其中一名为昆舞创始人马家钦教授），每年昆舞专业招生人数约在25人左右；

招生年份	招生人数（人）
2014年	30
2015年	23
2016年	23
2017年	23
2018年	22
2019年	22

图表为 2014-2019年南京艺术学院昆舞专业招生人数（数据参考南京艺术舞蹈学院内部存档的历年招生明细表，提供人：张国庆老师）

通过上面的图表资料可以反映出近5年来，南京艺术学院作为目前我国唯一一所设立昆舞专业的综合性院校，由昆舞创始人著名的舞蹈艺术家马家钦教授亲自任教，从数据上显示，昆舞专业性人才的招收人数近几年来相对平稳，平均每年招收约20几名专业舞蹈演员进行昆舞学习，笔者通过之前对马教授的走访也得知，此院校招收的专业性昆舞表演学生也是昆舞学习的主要生源，目前除了南京艺术学院舞蹈学院外，暂时没有其他机构有昆舞的教学，也正因为如此，昆舞由于从创立到发展16年，南京艺术学院昆舞专业设立招生到目前为止第11年，十多年也仅培养了200多名昆舞专业人员，其中还有部分人员毕业后因种种原因转业就业，实际开展昆舞专业的人数更少。而且人员主要在江苏地区，还没有真正走向全国，更没有走向世界。这是昆舞发展传播和推广相对缓慢的原因。

（3）没有形成完整的经济文化产业链是导致昆舞艺术发展缓慢的重要原因。笔者在本文中认为昆舞市场发展和推广应首先了解昆舞历史起源、昆舞的发展过程以及传承与推广的方式，其次通过艺术院校开设昆舞的相应课程，从而选取和培养昆舞的教师及传承人，再结合政府对昆舞艺术的发展和政策支持，不但要将艺术引进来还要将昆舞艺术推出去，与此同时还要在民间艺术机构中增设昆舞教学课程，最后通过昆舞和大众群体的紧密联系，使其更具市场的传播性和普及性。笔者希望通过此次研究能让世界各国和更多的社会群体，个人等真正的了解中国传统文化艺术，使中国传统文化能长久的发展下去，尽可能通过本次研究能去改善和弥补昆舞在市场和推广方面研究的空白，为昆舞艺术在未来的国内和国际发展过程中提供一些有价值性，有意义性的参考。

市场调研发现，现在的市场规模仅限于苏州昆舞研究基地和南京艺术学院2所院校进行昆舞推广，民间的舞蹈培训机构鲜有昆舞培训，当地的中小学院校也并未开展昆舞相应的专业和选修课程，也没有专业的昆舞教师；

（4）主管当局对于文化建设中昆舞地位与作用认识不足，缺乏坚持不断的形式多样的宣传引导，大众对于昆舞的文化认知，昆舞价值意义的意识都很缺乏，从收集到的相关信息可以发现，昆舞目前已经有不少较为成熟的舞蹈作品出现，并且每一部作品都反映了不同的历史故事背景，编导运用昆舞的肢体元素，结合昆曲的装扮、将一个个生动唯美的舞蹈作品呈现在

舞台上，但是这些作品的演出机会很少，目前笔者得知的信息只有在南京艺术学院舞蹈学院昆舞专场演出中以及在昆舞的两次国际会议中有限机会展示给观众，其余的场合演出也是基本没有，现阶段只有专业的舞蹈演员和对艺术喜好的部分小众群体外，更多的人对昆舞没有什么了解与认知，甚至通过研究调查发现还有部分的群众都没有听过“昆舞”二字，现阶段昆舞发展主要还是集中在对专业人才的培养上，没有相应的学习途径，阻碍了昆舞的传播和推广。

政府主管官员个人喜好和关注度变化等也影响昆舞发展。这说明昆舞艺术还没有作为区域优秀公共文化形式，得到法律法规的保护，还停留在主管当局的兴趣爱好层面，对于昆舞市场的推行和传播具有负面影响。

(5) 初创艺术长期停滞，难以普及，就会走向消亡。初创艺术形式不开展普及运动，就缺乏艺术发展沃土，缺乏市场规模，增加创新、立新的成本。昆舞来源于昆曲。昆曲是中国戏剧的瑰宝。其中的戏曲表演形式是昆舞形成的来源和基础。但是在当今时代看，昆曲里的表演存在很多的局限，节奏慢、程式化、肢体语言单调，舞动区域小，舞蹈变化少。部分肢体表现受到严重限制，肢体动作过于内敛，打开幅度小，缺乏表达广阔题材和深刻内涵的表现形式和方法，难以形成鸿篇巨制和经典的舞蹈巨作，造成群众基础薄弱。据统计2018年昆曲演出场次（含折子戏）**场，受众**人次（因文化主管部门缺乏专门统计该数据还没有计算出来），占当年江苏地区人口总数的*%过低，显然市场规模过小。

总结与讨论

1. 认识和意义。作为民族舞蹈奇葩的昆舞是中国改革开放浪潮下文化建设的重大成果，必须加以保护、发展和推广。昆舞继承了传统昆曲艺术的舞蹈理念，承袭其表达人物思想和情绪常用的舞蹈形式，又结合现代舞节奏律动感强，舞蹈动作开合大，动作变化多，舞步区域开阔等特点，增强了昆舞在柔美、内敛基础上的律动、阳刚和变化，有力地增强了昆舞表现题材的领域，有力迎合了当代青年审美观，有效地提高了舞者的表演力。是新的历史时期文化建设的重大成果，是反映新时代生活时尚艺术形式，也将成为人民群众喜闻乐见的休闲娱乐活动。推广和普及昆舞对于弘扬优秀传统文化，对于树立新时代中国人形象，对于提高人民群众审美情趣，对于凝聚新时代文化建设力量都有着不可忽视的作用和意义。

民族复兴时期文化素养的提高与经济转型。一国经济在生存需求阶段，其对文化和艺术的需求总量是有限的，层次也多是初级产品。随着国民经济迈向中高收入阶段，居民文化艺术需求呈现总量大幅增加，层次分化清晰，高雅艺术更多地为文艺爱好者所追求。经济学原理是随国民收入水上升而恩格尔系数下降。说明人们收入水平上升后，一般地把发展作为投入内容，提高美学素质包括提高下一代儿童的美学素质是相当多数人的追求。进一步说，人们有经济来源支撑对某一艺术持续不断学习和练习，这就是物质基础。联合国把恩格尔系数作为衡量

国家社会贫富的主要指标。高于59%的属于绝对贫困，50-59%为温饱型社会，40-49%为小康社会；30-39%为富裕社会。中国从上世纪八十年代以来恩格尔系数持续下降。2017年城镇居民家庭恩格尔系数为30.1%，挤入富裕社会的行列（转引自《散步运动》）。

其次推广昆舞是继承优良传统和推陈出新的需要。昆舞是中华民族复兴时期中华舞蹈的代表性发展，在舞蹈形式上与其他民族舞流派确有明显区别，原来的舞蹈流派准则也概括不好昆舞的基本特质，只有在民族舞的大概念下独树一帜才能将昆舞的特质表达出来。昆舞集成了传统昆曲的舞步、舞姿精华，又推陈出新，结合了芭蕾舞、现代舞诸多特长，加快了舞蹈节奏，增强了舞蹈流畅性。昆舞属于专家创立型，起点高，舞蹈表现难度大，表现形式复杂，欣赏难度高，应归类于雅致艺术。雅致艺术表现文化的广度与深度大大增强了。艺术的传承与发展，这是艺术发展永恒的主题。当今的艺术创新，相当一部分靠专家吸取、归纳、混合、突破，形成创新。肯定创新就要高举新的艺术形式，大声鼓与呼，既要提高完善，更要普及推广。通过推广提供市场化基础，通过推广形成提高的条件，通过推广形成创新的沃土。

2.树立昆舞普及战略，大力开发昆舞普产品，全民推广昆舞培训。继续走提高与普及相结合的道路。昆舞要根据推广普及的需要，创作一批普及型的昆舞作品，特别要结合广场舞需求，在表演形式、节律、舞蹈难度、舞曲、舞美等多方面编舞，适应广泛参与，逐步形成普及型昆舞的基本程式、基本规范、基本艺术形式。在培训教材方面，可以编辑一批10分钟的舞蹈，象折子戏一样。最好在编曲上，形成昆舞的流行版旋律。把昆舞进行划分和编辑，简单的、节奏感强的，适宜于群体广场舞的昆舞编辑到一起，作为初级班培训内容。如果进一步区分一下，老年班教材，和青少年教材。前者要求韵律和节奏感强，舞蹈形式简单一些。基本功不要太扎实。青少年教材则要基本功扎实，昆舞基本范式鲜明。昆舞基础班可以教舞蹈一般基本功，加上昆舞独有的一些范式和表演形式，这样培训的客源基础广泛一些。

昆舞教材要细分为基础班教材，初级班教材，中级班教材，高级班教材（要包括舞蹈理论和风险控制，加上舞美，大型舞剧演练控制，编舞编曲协调等，演出效果评估），编曲要与编舞高度匹配，像芭蕾舞《红色娘子军》一样，主题曲，主题歌，带动昆舞普及，带动民族舞普及。从需求侧来讲，作者通过走访当地有名的几所舞蹈培训机构发现，学生与家长对昆舞表现出极高的兴，成为推广的市场基础。

3.实施精品引领举措。昆舞要进一步打开文化艺术市场的大门，在专业层面不断推出新品，形成艺术形式独树一帜的，紧扣时代需求的，具有社会轰动效果的艺术精品。昆舞剧，要叫得响，能流传。继续抓好经典昆舞作品创作。对经典舞蹈反复演出，要象演芭蕾舞《红色娘子军》一样天天演，制作成电影，电视剧，广告剧。反复广告，多层次表演。制作延伸作品，形成延伸流行形式（如玩偶、宝宝宠物等）、漫，促进经典普及。

4.抓住昆舞教育和培训不放松。建议在国民教育体系中,在小学、中学、大学设置昆舞课,进行考察考试,设置昆舞教学岗,吸收昆舞教师就业。在幼儿园设置昆舞宣传,从小接受民族经典舞蹈教育熏陶。在社会上要大力开展昆舞培训,定期开展昆舞汇演,制定评价标准,颁发优胜奖励,形成社会效应。

5.财政和税收政策扶植。地方财政上每年文化事业费用于舞蹈部分,建议专列昆舞专项,并且要占舞蹈项目的30%左右。中央财政列专项培训昆舞费用,用于向全国和世界介绍和推广。

采用财政和税收双向扶植政策,扶持社会培训昆舞项目。一部分昆舞项目交由社会培训机构对社会居民开展无偿培训,政府采买项目或给与参训人员补贴;其次政府设置昆舞汇演专项奖励,鼓励社会培训机构参与昆舞汇演,带动昆舞培训。第三对昆舞培训免减税收,降低昆舞培训成本。

6.宣传舆论渗透政府要开展持续昆舞宣传推广活动,通过访问、纪念演出,昆舞节,大型推介会展演等,把昆舞作为城市、地区文化名片打出。

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**THE STUDY AND DEVELOPMENT OF SCIENCE INSTRUCTIONAL PACKAGES
ACTIVITIES "THE CHALLENGE ELECTRIC CONDUCTOR CIRCUIT TEST DOLL"
FOR PRIMARY SCHOOL CHILDREN (GRADE4 - GRADE6): CASE STUDY OF
SIRINDHORN SCIENCE HOME NATIONAL SCIENCE AND TECHNOLOGY
DEVELOPMENT AGENCY (NSTDA)**

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ABSTRACT

This Research aimed to examine the demand of science institutional package activity named “The Challenge... Electric Conductor Circuit Test Doll” and developed this tool appropriate for primary school students (Grade IV - VI). This study could be regarded as a qualitative one that the main providers were 18 students ranging from 9-11 years who participated in the event at Sirindhorn Science Home – NSTDA, Pathum Thani Province. This research applied focus group discussion method, dividing as two groups as male and female equally.

The results revealed that male students required this package in a robotic pattern made of plastic foam and other materials proper for experiment. They also requested for a self-decoration in line with an easily understandable manual. On the contrary, a female group preferred package which had animal feature, for instance, dog, cat, bird, and so on. The substance for electrical conductor doll should be a flannel which was put together by participants. In addition, the package should be colorized prior to further decoration in association with a brochure as manual. Regarding packaging, both groups need a non-transparent square box which had a vivid color apart from the unique point and a product picture attached on the package.

Keywords: Product Development, Instructional Package, Science, Electric Conductor Circuit Test Doll

Introduction

At present the business and social environment has changed abruptly and drastically due to the fact that the impact of globalization and technological improvement, influencing people in a wide range. Nonetheless, Thailand still has fundamental restriction in various ways which hinder the overall development. The Twelfth National Development Plan then stressed on creative thinking and innovation in order that economic value should be heightened. In particular, the development was on the basis of wisdom stemming from knowledge, skill, the exploitation of science and technology, research and development in regard with innovation. Nonetheless, the people in every age level did not have sufficient skill especially in the young ones. The lack of talented capability and low efficiency of labor has become main obstacles in an enhancement of country competitiveness in the future (The Office of the National Economic and Social Development Council - NESDC and Office of the Prime Minister, 2016). The education support was one essential way to reinforce science and technology. Elaborately, using scientific skill and procedure as a method to reinvigorate wisdom robustness could be pursued by encouraging and focusing on the process that aroused students to develop, analyze, give a suggestion, and learn by themselves. Parallely, Kannikan Kwangkeeree (2012) stated that scientific skill was applied so as to think, investigate, revise thoroughly, being rational, analyze, evaluate and provide a conclusion which could be a guideline for solving complex problem. Additionally, the way how people lead their lives has been changed which causes the nurturing procedure differing comparatively to the past. More precisely, parents emphasize on how to earn high income and provide belongings such as toy etc. for their offspring rather than closely cherish. Accordingly, Nichara Ruangdaraganon (2012) Thai children have grown up in a slow progress during first 6 years and been not interested in surroundings. Parents purchase technological gadgets, for example, IPAD, IPHONE and so on for their children so as to prevent an irritation stemmed from them. This kind of practice should be closely controlled since if they cling to only one gadget for a long period of time, they are likely to lack of experience and linkage across each brain portion. To say, children do not learn only in a school but every place.

Sirindhorn Science Home National Science and Technology Development Agency (NSTDA) is the place in which Science activities are organized for young person who join in a large number each year. One of these activities attracts children attention to some extent and we found that they required a package for experimenting at home except some simulation that had harmful chemical substance. However, Electric Conductor Circuit Test Doll one did not have dangerous component for home experiment in line with at present there was no package for basic electrical package. If child demanded this set of technological circuit, they had to search in numerous places. Therefore, the researchers were interested in Electric Conductor Circuit Test Doll study and distributed to our

target group.

Objectives

- To investigated the primary school demand of scientific package named "The Challenge... Electric Conductor Circuit Test Doll ".
- To developed the package for primary school students.

Literature Review

New products were goods or services that first seen by public, newly released placed on sale. This included old-fashioned product which was developed to higher standard (Theerakiti Nawarat Na Ayutthaya, 2009)

Developing product in strategic marketing was a broad topic and different perspective. Hence, to standardized product management we could divide into 4 levels (Worawit Rungruengphol, 2013): (1.) Innovation: unseen and incomparable product in the market (2.) Improved Product: the perceived product which was ameliorated (3.) Product Modification: perceived product which was adjusted for consumer preference (4.) New Product in Company of New Brand: product that one firm firstly released but had similar characteristics as former placed product.

The new way to initiate new product was to create new mindset regarding product including factors which influenced efficacious and direct-to-market innovation. This way had to pass discreet review plus add-on component or alteration, employing technological progress. (Amaporn Rodthong, 2011)

Instructional Media was an educational activity that helped lessen instructor responsibility but learners gained more knowledge. It also helped ignite an imagination that students easily stepped in, preventing self-concluded problem by instructors. (Worawit Nitadesilp, 2013)

Media Characteristics

It was the media that served for educational purpose directly. Learners could notice everything surrounded themselves either livings or non-livings as learning media. (Worawit Nitadesilp, 2013)

In the present time, there was an application in the classroom applied from innovation and technological know-how to boosted up educational training. Instructive and self-study package were parts of innovation diversity. In addition, previous studies exhibited that improving media or innovation regarding educational training will help learners reach higher qualitative scores. (Wichian Tharongsothiskul, 2017)

Self-study Package

It was a mixed media which separated topic, content and experience of each unit then gathered them into a well-managed box or an envelope. (Rekha Intarakhamhang, 2010) This package was used in managing educational classroom via techniques in various forms and systematic specification of educational purpose, detail, assignment, and lessons.

Packaging

It demonstrated material used for wrapping up and covering product in whichever way. Material had a role to protect product inside apart from enhancing ease of use and transportation. (Sunisa Makkacharoen, 2010)

Activity "The Challenge Electric Conductor Circuit Test Doll"

To studied electrical circuit, the open kind did not connect to other parts of the circuit such as torn cable etc. which brought about the break-down problem of circuit. Then we had to find an electrical conductor to connect and electrics then flowed all over the equipment.

This activities lets students to plan and design electrical circuit with conditions as seen following :

1. Put together each piece of material and got the final gadget which one could be electrically conducted.
 2. Released two doll arms
 3. Set up LED in order to displayed results in such a way that when both arms attached the LED will be brighten up.
 4. Designed the doll proper for carrying on everywhere, aiming to pick suspicious electrical objects
- Based on learning and practicing process of this activity, the learners ought to acquire knowledge as seen

below.

1. Able to explain the component of electrical circuit as they did put together by themselves.
2. Able to describe whether open and close circuit is different or not by relying on results obtained from experiments. In particular, if the LED beams, it implies that electrics can flow all over the circuit or close circuit. By contrast, if two arms do not touch or touch with an insulation, then the LED does not beam or open circuit.
3. To produced appropriate, portable and smart doll which supported creative skill of students.

Methods

Respondents

The main ones were young person who participated in the activities at Sirindhorn Science Home, Thailand Science Park by selecting only primary school students (Grade 4-6) or purposive sampling method. In total, there were 18 samples and divided equally into two groups (Kuntaree Ruenrom, 2010): 9 males and 9 females. by collecting information on April 2019.

Tools

The researchers employed a focus group method so as to exhibit an opinion in the same vein of purpose which comprised of various procedures including data, concept, theory and related studies. Next, we scoped the framework and idea of this study then created questions as an interview form for focus group abided by advisor suggestion. The last step was to submit to the honorable committee to check the accurateness and completeness of detail then received the comment in order to ameliorate this study.

Data Collection

The researchers used focus group method for each two set of samples (9 samples per set): The first group was female students (Grade4-6) while the second one was of male students (Grade4-6). During the conversation, there was a recording step in line with jotting down the detail on the paper so as to require and certify credibility of overall information. Afterwards, we revised the correctness of data instantly after the conversation ended in order that the data did not differ from the opinion of data provider prior to the scrutinization step of data (Data Triangulation) (Denzin, 1970).

Data Analytics

The researchers exploited component analysis to analyze the data through picking up each set of information to compare explicitly. Then, we attempted to find the likeliness and distinction of them. To conclude, we stated the meanings of this analyzed information so as to discover the demand pattern of this package and developed towards this particular form, serving primary school students preference (Grade4-6).

Results and Discussion

First Group

On the basis of conversation with main provider (male primary school students ranging from 9 to 11 years old in total 9 people) found that

The students thought that the doll characteristics should look similar as a robot which is made of skinny foam. The assemble process should include the provision of gadgets, self-decoration, and painted packaging. Regarding manuscript introducing how to use this product, there were detailed explanation, which was comprised of material, assembled method, instruction how to play, method for fixing damaged product, maintenance process including caution. They further suggested comments which were composed of diversified pattern, sparkling decoration, extension of doll legs, and disclosure of electrical circuit apart from holes for more than one bulb and changeable socket for battery.

Illustrating the packaging of product, the provider explained that its shape was likely to be square and non-transparent conceal. Within the product there had to be the cushion preventing the fall or collision. Furthermore, it could be easily kept after the play was done and divided gadgets into parts. The surface was painted in a vivid style to attract children attention. They also totally agreed that there was likely be the picture of finished product attached on the packaging and the description of product including the price approximately 50 baht.

Second Group

Based on the essential sharing people (female primary school students (Grade4-6) during 9-11 years in total 9 people), summarized that

The students preferred the animal-like feature of doll such as dog, cat, bird, and snake etc. The material used for assembling the doll was a plannel fabric. Importantly, the players were likely to put it together by themselves whereas other components were colorized but optional in plenty of colors for them to opt for. In regard with the manual, the pattern was brochure one which contains a variety of information: the scrupulous process of assemble, the instruction on how to play, necessary precaution in an infographic pattern together with proper subtitle. Additionally, in case of running out of power the battery could be charged while played. The product was portable, appropriate in size, not too outstanding in color, rich in shape and plenty of gadgets. On the aspect of packaging the essential provider stated that a shape was prone to be square sort, concealing an authentic product. Moreover, the uniqueness was also taken into the consideration in association with lucid color and copied picture put on the surface. The graphic version of final product was also preferred to notice picture on the side of box and recognize that what stayed inside. The box size was prone to match with the product and further suggestion was to do in whichever way on how to make our packaging differs markedly from other competitors in the playing field.

From these analytical results, the author was able to develop the package and scientific toolkit for primary school students (Grade4-6) as follows:

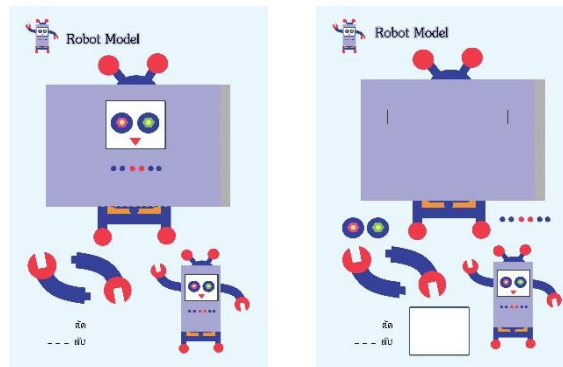


Figure 1 A scientific package in a robotic fashion I for males (Front and Back)

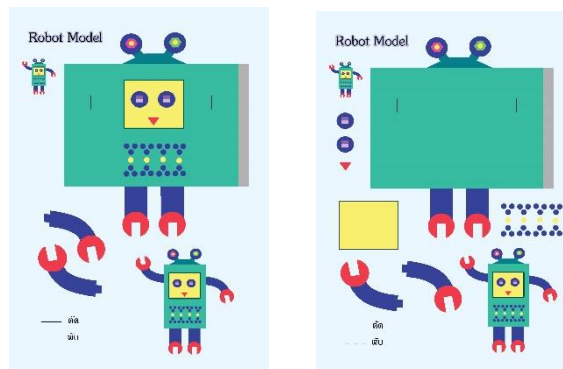


Figure 2 A scientific package in a robotic fashion II for males (Front and Back)

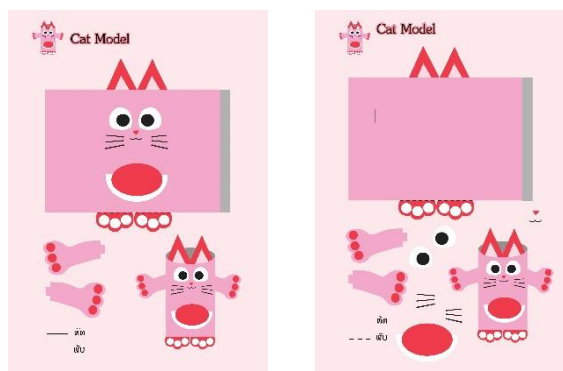


Figure 3 A scientific package in animal pattern for the doll such as a cat (Front and Back)

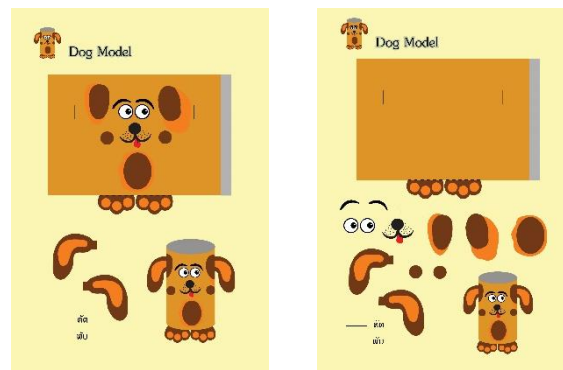


Figure 4 A scientific package in animal pattern for the doll such as a dog (Front and Back)

Conclusions

Male students preferred a scientific package in a robotic fashion within foam and supply of decorative material apart from painted packaging and a book as manual. Furthermore, female students required animal pattern for the doll such as dog, cat, bird, and snake etc. together with material which was a flannel. Considering the assembly process, the players were likely to conduct by themselves, given the fact that the packaging was painted and a brochure was regarded as manual. Likewise, both groups required a square invisible box, given bright color, uniqueness, and picture of packaging attached on the surface

Interpretation

The development of this package was in accordance with new product development of Wittawat Roongruengphol (2013) at the third number which explained that product modification was an adjustable product aiming for consumer convenience. The researchers developed the package direct to a consumer preference in order to create an opportunity for the latter package.

The essential source of information belonged to customer feedback which had a nexus with an idea designation regarding product by Umaporn Rodthong (2011) who stated that to collect the data in order to launch new product or service direct to consumer demand was rational in such a way that there were two sources of information: internal and external ones. The latter was potential customers which was obtained from customer directly via numerous ways such as survey, interview etc.

Based on the research, male students required this package had a robotic pattern whereas female students required an animal pattern which was relevant with a study by Noppadol Wasinsoonthorn and Wanicha Nawarung (2012) who found that the influential factor of primary school student behavior in choosing toys at Muang district, Chiang Mai. They concluded that students mostly opted for the doll or the model which gave the highest priority on the usefulness of toy stemmed from joyfulness, enhancement of skill and learning.

Packaging for this activity should be a square, invisible, unique and vivid-colored shape which was relevant with the concept of supporting marketing of Khamnai Apiprachayasakul (2010) third number stating that "Packaging can lead to an impulse buying circumstance. More particularly, packaging and exhibition at selling point could attract consumers apart from unplanned decision given the fact that packaging had a large impact on a consumer decision".

Recommendation

The information obtained by interviewing with focus groups for both male and female students should be using different collection techniques. The male students were curious and enthusiastic and asked to intervene while other friends were answering therefore the comment sequence arrangement is the must. For female students, they showed shyness therefore there should be examples giving and informal words elaboration to make them express their opinions confidently.

Future Research

The researcher studied only qualitative research by interviewing with focus group method. Future research should also be conducted in a quantitative study to confirm the findings that provide more comprehensive information and should be a study of Science Instructional Packages in other activities to develop products to enter the market and meet the needs of consumers consecutively.

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