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From the Editor

The *Excellence in Education Journal* is an open access, refereed, online journal that promotes and disseminates international scholarly writing about excellent practices in all aspects of education. Six years ago, this journal was founded with the goal of sharing these practices to benefit the education of children and adults worldwide**.** For this reason, there are no publications fees and the journal is available free of charge on the internet. Typeset and graphics are intentionally simple in order that the journal can be more easily accessed worldwide to fulfill the mission of the journal.

At this time in our world, I would like to reaffirm our commitment to this mission. With an annual readership exceeding 8,000 readers worldwide, we stand united to support the free exchange of ideas and excellent practices in education to the benefit of all human beings everywhere of different national origin, race, religious beliefs, gender, age, sexual orientation, and social or economic status.

I hope that the practices discussed in this journal will be helpful to our readers.

Ann C. Gaudino, Ed.D.
Founder and Editor-in-Chief
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Special Education and Enlightened Reform

Thomas Neuville

"In 1850, the marshals, the agents of the national government who were appointed to take the census, visited every family; and, among other items of information, they asked for the insane and idiots in the household" (Jarvis, 1855, p. 11).

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Introduction

> Although the penalty inflicted by the law has as its aim the reparation of a crime, it also intended to reform the convict, and this double aim will be fulfilled if the malefactor is snatched from that fatal idleness which, having brought him to prison, meets him again within its walls and, seizing hold of him, brings him to the ultimate degree of depravity. (Foucault, 1979, p. 240)

To bring a person to the lowest level of moral corruptness and evil was the first step toward reform. This concept successfully juxtaposed reform, rehabilitation and education to punishment. The principle was made powerful by evolving unconsciousness that placed punishment as a signifier of growth and learning. It was thought that the process of development was started by bringing a person to the bottom and then rebuilding individual value through productivity. Today, versions of this process are found in the armed services, the prison system, the rehabilitation system, and the educational systems. Institutions are built, with or without walls, to manage the process, control the prisoner, client, patient, student, and select the inductees.

Discipline & Punish: The Birth of the Prison by Michel Foucault (1979) is a thorough study of the history of punishment, corrective training and institutions. Throughout this book are found many similarities to the present educational system. The similarities are particularly relevant in the areas of devaluation, the use of exclusion and the roots of therapy. The ancestry of prevailing assumptions, once revealed, is the beginning of the discovery of solutions not presently imagined. Social change and social action are dependent on this revealing or consciousness raising process. The most vulnerable in our communities continue to live and die

under the burden of the dominant assumptions and ideologies.

The Process of Devaluation

The common bond among prisoner, institutional client and special education student is the relegation to a low deviant status. With such a strong common status 'treatment' is very similar.

> A person can be considered "deviant" or devalued when a significant characteristic (a 'difference') of his / hers is negatively valued by the segment of society that constitutes the majority or that defines social norms. While numerous differences do exist among individuals, it must be kept in mind that differentness by itself does not become a deviancy unless / until it becomes sufficiently negatively value-charged in the minds of the observers. Thus, deviancy can be said to be in the eyes of the beholder, and thus is also culturally relative. (Wolfensberger & Wolfensberger, 1983, p. 23)

A powerful tool of devaluation is deindividualization. The history of prisons used a process, which so focused on segments of a person that the individual was lost. No longer was a prisoner a human individual but instead a mass of deficiencies to cure. Instead of bending all its subjects into a single uniform mass, it separates, analyzes, differentiates, and carries its procedures of decomposition to the point of necessary and sufficient single units. It 'trains' the moving, confused, useless multitudes of bodies and forces into a multiplicity of individual elements - small separate cells, organic autonomies, genetic identities and continuities,

Under the banner of providing "special education" the process has managed to deindividualize the student into a member of a mass of hopeless deviants

combinatory segments (Foucault, 1979). Under the banner of providing 'special education,' the process has managed to deindividualize the student into a member of a mass of hopeless deviants. Less than 80 years ago, for example, people with mental retardation were considered by informed professional opinion to constitute a collective genetic reservoir of social evil and corruption in the body of human kind. That conception of disability led dedicated professionals of the time to build institutions to segregate or even sterilize people (Schwartz, 1992).

The above is an accurate definition of the present special education systems at its worst. A team of professionals gathers to plan for the individual. They assess, interpret, break down deficiencies into categories and divide those deficiencies to distribute among a variety of therapies and programs. The process has many names: Individualized Education Plan, Individualized Program Plan, or Personal Future Plan. The name changes, the process evolves, but the unconsciousness remains. The result, even if unintentional, is to break a whole child into perceived deviant parts and cause the child to become known as those labeled deviant parts. The effect on the professional is an acquired assignment, which is unsolvable and as a result harmful to both the professional and the student.

As long as the dominant assumption is one of human as machine, the unconscious evolution will continue. The invention of new models of education or new ways of doing things must not be seen as a sudden discovery. "It is rather a multiplicity of often minor processes, of different origin and scattered location, which overlap, repeat, or imitate one another, support one another, distinguish themselves from one another according to their domain of application, converge and gradually produce the blueprint of a general method" (Foucault, 1979, p. 140). A general method devalues the student and values the process. A method accentuates the

deficiency of the student in order to bring status to the professional and the methodologies.

Once the devaluation process has sufficiently unfolded, society and its agent, the school system, is free to create methods of treatment. Treatment for students we have now categorized in a variety of coded labels which amount to a branding effect. Once a person has been branded as having one or even multiple deviancies, issues of control, observation, protection (for the branded and for 'normal' society), and cure are what shape the paradigm.

Institutions and Prisons

"The medical supervision of diseases and contagions is inseparable from a whole series of controls..." (Foucault, 1979, p. 144)**.** That the processes of special education are founded on the rehabilitation model, which have been founded on the medical model, is no secret. Not so commonly known is that much of the medical model is founded on the architectural developments of punishment and prison models. When people have been deindividualized by individualizing their particular deviations, physical structures could be built in order to manage the needed cures. A well-disciplined system proceeds from the distribution of people in space. The techniques that are then employed involve enclosure, partitioning and the use of functional sites.

Discipline sometimes requires 'enclosure', the specification of a place heterogeneous to all others and closed in upon itself. It is the protected place of disciplinary monotony (Foucault, 1979). The Commission on Lunacy, in 1855, reported that the insane whose diseases are recent, and therefore curable, and those who are troublesome, excitable, violent or dangerous can be best managed in hospitals especially appropriated for their use. Foucault's report of the prison techniques and the recommendation of the Commission on Lunacy clearly show the impact of one set of assumptions on another. The treatment of criminals and the treatment of students with

disabilities is not differentiated enough so as to create the development of different assumptions or paradigms.

Special Educational services created "resource rooms", specially certified professionals and life goals that do not always match the cultural norms.

But the principle of enclosure is neither constant, nor indispensable, nor sufficient in disciplinary machinery. This machinery works space in a much more flexible yet detailed way. It does this first of all on the principle of elementary location or "partitioning" (Foucault, 1979, p. 143). The thinking of the 1855 Commission on Lunacy mirrors this belief. Diseases of the mind are affected by the influences that reach it. It is necessary, therefore, that these should be controlled, and that only such as are favorable should be allowed to reach the patients. This is best done in the hospitals, where everything is arranged for, and adapted to the condition and to the wants of those who are submitted to their care, according to Foucault (1979). In the systems of the prison, separation existed for lectures, sleeping areas, and work areas. Also, in institutions for people labeled as mentally ill (which in the early days included most anyone with a physical or mental disability), separation for purposes of control can be found. In sheltered workshops, it is common to find individual workstations to improve concentration and, therefore, learning. In congregate living situations (e.g. group homes), partitions of time are used as a means of orderliness. Certain times for meals, individual bathing or 'programming' time slots are viewed as necessary to any progress. Special Education is often applied in separate rooms. Meals taken during separate periods, transportation provided on separate vehicles and even the term 'Special Education' denotes a need of separateness.

The rule of functional sites would gradually, in disciplinary institutions, code a space that architecture generally left at the disposal of several different uses. Particular spaces were defined to correspond not only to the need to supervise, to break dangerous communications, but also to create a useful space. "The process appeared clearly in hospitals..." (Foucault, 1979, p. 143).

Nurse's stations in hospitals and nursing homes are typically located so as to see along the corridors of several wards. Day rooms in institutions are open for easy observation by staff. The functional site concept is carried into community services. Often these services are referred to as an institution without walls. People being supported in the homes they live in are often encouraged or forced to live in geographical areas convenient to staff travel. Special educational services created resource rooms, specially certified professionals and life goals that do not always match the cultural norms. Sapon-Seven (1987) noted that even those reports critical of policies toward children with disabilities did not question the underlying separateness of special and regular education. The assumptions inherited from the prison systems are unconsciously pervasive in the design of the majority of state of the art special education designs.

"The exercise of discipline presupposes a mechanism that coerces by means of observation... to permit an internal, articulated and detailed control - to render visible those who are inside it; in more specific terms an architecture that would operate to transform individuals" (Foucault, 1979, p. 170). In facilities of rehabilitation, one will find therapy rooms with one way mirrors, bathrooms with windowed doors or no doors at all, offices located near living rooms, video cameras, and strategically located nurses' stations. The concept is refined in community and special education services. There are regulations which require assessment reports, daily activity reports, incident reports, daily logs, recording staff interpretations of individual

behaviors, visitor sign-in requirements and even police checks of friends. This infinitely scrupulous concern with surveillance is done in the name of cure, care, personal well-being and learning. The result familiar to the surveilled is the wound of loss of control, autonomy and rights.

Therapy and Punishment

"...primary objectives: to make of the punishment and repression of illegalities regular function, coextensive with society; not to punish less, but to punish better; to punish with an attenuated severity perhaps, but in order to punish with more universality and necessity; to insert the power to punish more deeply into the social body" (Foucault, 1979, p. 82).

The justification of observation is not only to control but also, in the spirit of improvement, to understand. Activities are often given to prisoners, clients, and special education students that are of no apparent worth. Simulations of life experiences, such as work activities or daily living skills, are created. The purpose of the simulations is to observe, assess and further codify a person's deficiencies so as to distribute the tasks of improvement to a variety of professionals. All of this is established in the effort to organize a national profession of special education professionals and a system capable of operating general norms; it is established in the standardization of industrial processes and products according to Foucault (1979).

The examination (assessment) combines the techniques of an observing hierarchy and those of a normalizing judgement. It is a normalizing gaze, a surveillance that makes it possible to qualify, to classify and to punish (Foucault, 1979). This standardization and acceptance of the "normalizing gaze" is known as assessment. Much of what special education bases assessment on is modeled after the IQ tests. But because the IQ tests are generally viewed as objective and free from bias, we assume would be present if children were identified as gifted or mentally retarded by their teachers, we neglect both the origins and the continuing uses of intelligence testing to facilitate educational and social stratification (Sapon-Shevin, 1994). The process and results have been signified as having a curative power. The power is systematically carried out through a variety of educational approaches.

The act of officially estimating a person's value and characteristics for the purpose of providing punishment or educational services has wounding impact on the observed. An older student requested help to purchase an affordable home and receive support while living there as part of transition services. Following several months of assessment and simulated living in a home owned by the professional group, the decision was to continue the existing process. The consensus by the special education professionals was that more therapies, programs of improvement and observation were in the best interest of the student. The final statement revealed the unconscious truth and set the stage for future control and punishment. "If he does

The act of officially estimating a person's value and characteristics for the purpose of providing punishment or educational services has wounding impact on the observed.

not even do what the aids tell him, how can he live in his own home?"

Exams in schools, assessments in services and resulting therapies introduced a whole mechanism that linked to a certain type of the formation of knowledge a certain form of the exercise of power (Foucault, 1979). The ability to (assess) transformed the **"**economy of visibility" (p. 191) into the exercise of power. The (assessment) also introduces individuality into the field of documentation. The assessment, surrounded by all its documentary techniques, makes each individual a **"**case" (Foucault, 1979, p. 191). The act of officially estimating a person's value and characteristics for the purpose of providing punishment or educational services has wounding impact on the observed.

The **"**economy of visibility" brought about by architectural structures or system structures results in an exercise of power. People who spend most of their day in physical surroundings where they are continually observed only gain power, which is conceded to them by the observer. Similarly, people who are supported by community services are made visible. Visibility is assured by a number of required professional meetings, staff with unencumbered access to homes, and the creation of paid observers even in ordinary work places. People learning under these conditions also gain power only as it is conceded by the observers. The stated purpose of all this activity is for education to act in accordance with rules or a regimen that develops or improves a skill. The therapeutic discipline is applied to cure, care for, or design a more desirable future. The person is visible; the power of the regimen is not. Disciplinary power is exercised through its invisibility; at the same time, it imposes on those whom it subjects a principle of compulsory visibility. In discipline, it is the subjects who have to be seen. Their visibility assures the hold of power that is exercised over them according to Foucault.

The assessment and the following educational services brand **the student as a set of objectified characteristics to be improved.** Domination is assured through this objectification.

> The examination (assessment) also introduces **individuality** into the field of documentation. The examination (assessment) that places individuals in a field of surveillance also situates them in a network of writing; it engages them in a whole mass of documents that capture and fix them. (Foucault, 1979, p. 189)

The writings accumulated following the beginning of documentation allowed for the establishment of codes of expectations. Codes of behavior in the military or the educational codes of conduct are examples. It was the beginning of the formalization of the individual within power relationships. Each person is an individual, as documented by the observers, who is expected or coerced to behave in prescribed patterns. The code of "you are your career" forms the roots of vocational special education, which was created to assist people only to attain gainful employment. Assessment and the writing of results opened two correlative possibilities:

> …firstly, the constitution of the individual as a describable, analyzable object; and, secondly, the constitution of a comparative system that made possible the measurement of overall phenomena, the description of groups, the characterization of collective facts, the calculation of gaps between individuals, their distribution in a given population. (Foucault, 1979)

"The examination (assessment), surrounded by all its documentary techniques, makes each individual a **case**" (Foucault, 1979, p. 191). The need to punish a body for a specific behavior is transformed to the punishment (education plan) of the individual. No longer are behaviors separated from the person. The documented observations are understood to be the

person. The total individual becomes the subject of training, correcting, classifying, normalizing or a target of exclusion. The documented history of the individual is the document of domination and devaluation. The discipline of education plans, treatment, therapy and punishment made individual description a means of control and a method of domination. Writing the person's historiography is no longer a monument for future memory, but a document for possible use.

Critical Teaching for Empowering Education

> There is almost universal belief, today, that something has gone wrong with education. The general public seems to have assumed two roles in the difficulty: the first role is that of general complainant and fault-finder with respect to education and schools; the second is that of making sure that nothing significant is done about the matter. (Hart, 1951, p. 62)

When something is wrong with the present system, two tracks of operation must be employed at once. Actions are taken to accomplish what is possible within the confines of the current structure, trying to minimize its harm. At the same time, collaborative work with others toward changing the structure is intentional while remaining conscious that nothing dramatic may happen for a very long time (according to Kohn 1993). By taking action only on the critical change aspect, the resulting structures may not be doing enough to protect the children from the destructive effects of the current system that analyzes, codifies, dissects and separates and will control them during any transition. As change is worked toward, three critical innovations emerge. The innovations must be taken as one unit: three pillars of the learning process. Remove one pillar and again the result is a reliance on institutionalized historic response.

The first innovation is to transform from roles of observation to roles of partnership. The

second transforming pillar is to progress from a ranker of characteristics to a door opener. The third is to cease being a professional specialists and start being a convener of community as a critical action.

Observer to Partner

"Among values which American Schools seek to preserve and extend are a belief in (1) The infinite value and dignity of every individual (2) Equality of opportunity for every individual to develop and use his potentials (3) Basic rights and liberties for all (4) The team method of solving common problems based on the cooperation of equals (5) The use of reason in the solution of problems (6) The dreams of a better life for all..." (Quillen, 1958, p. 102).

The student will only learn as much as the teacher learns. When the teacher stops learning, so does the student.

An observer is one who is sent to officially watch but not take part in the activities. In the dynamic world of learning this is an impossible task. Any quality teacher will feel part of what is happening. The teacher of quality reflects on each day's events and learns from the experience. By nature of this reality, all who are together for a period of time to learn are sharing the experience in association with one another. The dance partners are equal. Both are enjoying, sharing, contributing and growing. This is the same as a teacher must be. The student will only learn as much as the teacher learns. When the teacher stops learning, so does the student. People who hope to foster learning and believe that they can simply "teach" and not learn are fooling themselves, cheating the student, and making negative contributions to society.

The teacher is responsible to create lesson plans for all learners, and this includes the

teacher. Teachers have told me they feel a sense of being alone, the one with all the responsibility and no partners. I believe that this sense of being "outside" is commonly shared. Some people say they feel lost. According to Richards (1980), what they may not know is that it may be a matter of simply deciding to take the step of literally stepping inside the partnership.

Ranker to Opener of Doors

"In the whole man everything must be connected with everything else" (Richards, 1980, p. 146). Teachers and parents who care about learning need to do everything in their power to help students forget that grades exist (according to Kohn, 1993). This is true also regarding the ranking, labeling and codifying inherent in the current special education systems.

The time is now to shift thinking from "knowledge in search of students" to "students in search of knowledge." The responsibility of the partners in learning is to immerse the group in experiences and reflections. In today's rapidly changing world that is diverse on a multitude of levels, awareness is the key. Awareness of people, events, lands, and beliefs is critical. The content of education must aim at developing the skills, confidence, and knowledge of the self-directed individual (Arnold, Burke, James, Martin, and Thomas, 1991). Life experiences of the individual must be expanded and highly valued. Biographies of the individual must be brought into the core of the learning process.

Self-directed is most often used when referring to adult education. The concept is useful with children. The difference is in the level of guidance as well as the individual experiences to draw from. In essence, self-directed does not infer "all alone."

Educating for a Change (Arnold et al., 1991) is a very useful book to anyone pursuing the learning partnership and connecting learning with experience. The authors present seven points that are helpful:

1. making sure that participants understand that learning is valuable
2. seeing mistakes as integral to learning
3. drawing on and valuing the experiences of participants
4. connecting new facts or insights with what people already know
5. building in direct and frequent feedback to the educator
6. developing sensitivity to non-verbal forms of communication
7. encouraging participants to take responsibility for their own learning

(Arnold et al., 1991, p. 21).

Isolationist to Community Convener

"...the institutionalization of values leads inevitably to physical pollution, social polarization, and psychological impotence: three dimensions in a process of global degradation and modernized misery" (Illich, 1970, p. 1).

The educator's responsibilities in this process will transition from the expert and holder of knowledge to the facilitator of learning opportunities.

The individuality of the child finds its origin in the family. From the small world of the family the infant emerges into the enlarging world of experience and association - the small neighborhood, the community, and then the progressively larger society. If one of the early steps in this social emergence is broken, a gap is left in the child's personality development (Morgan, 1991). One of the barriers to quality learning is that the general public prefers to lay all the responsibility for education on the public schools. This monster is troublesome and self created. The responsibilities for learning must rest with the learner and family. The educational system, particularly the special education system, must turn

the responsibility and the power back.

When we design processes many parts of the child's life must be included. The learning experience must be seen as twenty-four hours every day. The educator's responsibilities in this process will transition from the expert and holder of knowledge to the facilitator of learning opportunities.

This is a bold agenda. High awareness and commitment to the principles are required. Although the implementation may be complex, a few concrete guidelines will be useful to those who are excited about the possibilities.

- understand and use the processes of community building.
- assure that 50% of the learning happens outside the classroom setting.
- each child must have more unpaid learning partners than paid learning partners.
- family, friends, community leaders and neighbors must be learning partners.
- base learning strategies on the interests of the learner.
- consistent contributions are made by the learner to his/her own learning.
- consistent contributions are made by the learner to others learning.
- consistent contributions are made by the learner to the betterment of her/his town and neighborhood.
- working on diverse teams to accomplish tasks the learners are excited about.

Conclusion

There is a strict economy that has the effect of rendering as discreet as possible the singular power to punish. There is nothing in it now that recalls the former excess of sovereign power when it revenged its authority on the tortured body of those about to be executed. Prison continues, on those who are entrusted to it, a work begun elsewhere, which the whole of society pursues on each individual through the innumerable mechanisms of discipline. By means of a continuum, the authority that sentences infiltrates all those other authorities that supervise, transform, correct, improve & teach. It might even be said that nothing really distinguishes them

any more except the singularly 'dangerous' character of the delinquents, the gravity of their departures from normal behavior and the necessary solemnity of the ritual. But, in its function, the power to punish is not essentially different from that of curing or educating. It receives from them, and from their lesser, smaller task, a sanction from below; but one that is no less important for that, since it is the sanction of technique and rationality (Foucault, 1979).

The field of special education in all its forms draws heavily on the sanctions of technique and rationality. Punishment is the result of efforts to develop. Wounding is the impact of techniques meant to educate. Productivity of rational techniques is rewarded materially in place of compassion being rewarded spiritually. The wounding, the punishment, and the objectification to power systems is experienced by professionals and clients.

The world of materialism claims that security in life is acquired with knowledge and ambition, which in turn can be used to gain power, influence, wealth, and leisure. It follows then, that the road to such security values efficiency, productivity, speed, tenacity, and decisiveness; and that it rejects all of those forms of human weakness and inability which impede achievement of these goals. But the world of compassion may draw us away from the world of materialism and leisure. It may draw us into the world of people, which is a world of insecurity, for we do not know where people will lead us. They may draw us away from old values and into the world of involvement, sharing, and commitment.

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Desuggestopedia in Language Learning

Evangelin Arulselvi

Abstract

Desuggest is the opposite of suggest. This method is used to overcome some learning problems as it puts importance on desuggesting limitations on learning. Desuggestopedia has been called an affective-humanistic approach because there is respect for students' feelings. Students do not use their full powers of learning and they have some limitations in learning. These limitations have to be desuggested using some specific teaching techniques which stimulate them to use their reserved capacity of learning. An affective-humanistic approach is derived from Suggestology. Suggestology is a science concerned with the systematic study of the non-conscious influences that human beings are constantly responding to; involving loading the memory banks with desired ideas and facilitating memories. In this method, the suggestive atmosphere takes place with soft lights, baroque music, cheerful room decorations, comfortable seating and dramatic techniques used by the teacher in the presentation of material.

Keywords: Desuggestion, peripheral learning, classroom set-up, primary activation and creative adaptation.

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Introduction

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how humans learn most effectively. It was developed by a Bulgarian psychotherapist named Georgi Lozanov. The term 'Suggestopedia' is derived from the words, suggestion, and pedagogy which are often utilized to accelerated learning approaches. Lozanvo (1991) believed that language learning could occur at a much faster rate than it ordinarily transpires. Suggestopedia was originally applied mainly in foreign language teaching and it was often claimed that students could learn languages approximately three times more quickly through Suggestopedia than conventional methods.

Students learn at a different speeds and rates. One reason for their inefficiency in learning is that they set up psychological barriers to learning. They fear that they will be unable to perform, that they will be limited in their ability to learn, and so they fail. Students do not use the full mental powers that they have. According to psychologists, we may be using five to ten percent of our mental capacity. To have a better use of our reserve capacity, the limitations, barriers and their fear of failures need to be 'desuggested.'

Desuggestopedia is an application of the study of suggestion to pedagogy. Desuggest is the opposite of suggest. It is used to eliminate the negative feeling and Suggestopedia is used to reinforce the positive feeling and to release the full mental power. This methodology has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and thus help them overcome the barriers to learning. This theory emphasizes the power of students' feelings and puts the main focus on them. Though Suggestopedia has been primarily been used for foreign language teaching, it can be used to teach any subject. It is known in the western world as 'Super-learning' or 'Suggestive-accelerative learning.' This method has many uses from improving language learning, to

favorable side effects on health, social and psychological relations and the success in other subjects.

Gabriela and Mihaila (2008) state that learners set up psychological barriers to learning and thus learners do not use the full mental power they have. They fear that they will be unable to perform or be limited in their ability to learn so they fear that they will fail. In order to use learners' reserved capacity, the limitations need to be 'desuggested.' Desuggestopedia was developed to help students eliminate the feeling that they cannot be successful and the negative association they may have toward studying.

Chastain (1988) discusses teachers' desire to accelerate the process by which students learn to use a foreign language for everyday communication. Increasing thinking capacity is helpful. This is accomplished by desuggesting the psychological barriers that learners bring with them to the learning situation and using techniques to activate the 'paraconscious' part of the mind, just below the fully-conscious mind.

According to Lozanov (1992) the capacity of the human mind is limitless if the right conditions exist. Being in a relaxed state, having high self-esteem, and a comfortable and positive environment are some of those essential conditions for learning.

Lozanov (1992) indicates that there are three major types of Suggestopedia: psychological, didactic and artistic. The psychological focuses on the teacher's ability to maintain the appropriate suggestive atmosphere in the classroom. The teacher needs to be familiar with the numerous variants of unconscious perceptual and thinking processes and use emotional stimulus and peripheral perceptions. The didactic refers to the structural design and integration of courses elements. The material is presented in a global manner in meaningful context. Students are not drilled in fragmented skills. Instead, the material is presented in a holistic manner at the paraconscious level. Artistic uses musical, visual, and dramatic art to

create an atmosphere that is joyful and conducive to student engagement, relaxation, and learning.

Principles of Desuggestopedia

There are five main principles that govern Desuggestopedia:

1. Learning should be characterized by the joy and the absence of tension and it is facilitated in a cheerful environment.

2. Humans operate on a conscious and paraconscious level. A student can learn from what is present in the environment even if his attention is not directed to it.

3. Suggestion is the means to use the normally unused mental reserves for learning.

4. The teacher should recognize that learners bring certain psychological barriers with them to the learning situation, and she should attempt to desuggest them.

5. If students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily.

There are seven major concepts of Desuggestopedia according to Lozanov and Gatave (1988).

They are as follows:

1. Mental Reserve Capacities (MRC): Human beings uses 5-10% of brain capacity at the most. In order to make better use of this reserve capacity, the limitations, obstacles and barriers to learning should be desuggested. Desuggestopedia helps students to eliminate the feeling that they cannot be successful.

2. Psychological Set-Up: The response to every stimulus is very complex, involving many unconscious processes which have become automatic responses. Only when a teacher is able to penetrate the set-up, engaging it in a way which allows it to be accepted and open to extensions and transformation, will the real potential of a student begin to open up.

3. Suggestion: There are two basic kinds of suggestion: direct and indirect. Direct suggestions are directed to students' consciousness. In the learning experience, direct suggestions can be made in printed announcements, orally by the teacher, and by text materials (i.e. A teacher tells students that they are going to be successful). Direct suggestion should be used sparingly, for it is most vulnerable to resistance from the setup. Indirect suggestion appeals to the students' subconscious and is actually the more powerful of the two.

4. Successful classroom atmosphere: The challenge for a teacher is to create a classroom environment that is bright and cheerful. A positive environment must be created. Classroom atmosphere is focused on three aspects. a) Psychological: A nurturing, supportive atmosphere in which the student feels free to try out the new information, be inventive with it, make mistakes without being put down, and, in general, enjoy the

learning experience. b) Educational: The material should be presented in a structured fashion, combining the big picture, analysis and synthesis. Every moment should be a didactic experience even when the learning process is not that apparent. c) Artistic: The classroom should not be cluttered with too many posters and unnecessary objects otherwise the students don't see them. Good quality pictures should be displayed and changed every few days.

5. Peripheral Learning: This concept is based on the idea that we perceive much more in our environment that we consciously notice. It is claimed that by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

6. Anti-Suggestive Barriers: These anti-suggestive barriers are a filter between the environmental stimuli and the unconscious mental activity. They are inter-related and mutually reinforcing, and a positive suggestive effect can only be accomplished if these barriers are kept in mind. The overcoming of barriers means compliance with them; otherwise suggestion would be doomed to failure. The suggestive process is always a combination of suggestion and desuggestion and is always at an unconscious or slightly conscious level.

7. Music: Music can be a powerful facilitator of holistic full-brain learning and it is a suggestive, relaxing medium. Music is ideal for creating a mentally relaxed state. Lozanov (1992) researched a wide variety of means for presenting material to be learned with background music which would facilitate the mentally relaxed, receptive state of mind that he found to be optimal for learning. Lozanov concluded that music stimulates, invites alertness, and its harmony and order evoke ease and relaxation.

The Teacher's Role

The teacher's main role is to desuggest psychological barriers that learners bring with them to the learning situation. She speaks confidently and gives the students the impression that learning the target language will be easy and enjoyable. Once the students trust the teacher, they can feel more secure. They can be more spontaneous and less inhibited. The students will retain information. The major goal of the teacher is to help students eliminate and overcome the barriers to learning and to help the students to develop communicative ability.

Teachers do not act in a directive way although this method is teacher controlled and not student controlled. Teachers act as a real partner with the students, participating in the activities

such as games and songs naturally and genuinely. The teachers not only need to know the techniques and the methodology completely, but they must also fully understand the theory. If they implement the techniques without understanding, they will not be able to lead their learners to successful results or they could even cause a negative impact on learning.

In order for teachers to be successful with these methods, Lozanov (1992) suggested that several factors must be present:

1. Covering a huge bulk of learning material should not be the priority.
2. Structuring the material in the Suggestopaedic way: global-partial – partial-global, and global in the part – part in the global, related to the golden proportion.
3. As a professional, on one hand, and a personality, on the other hand, the teacher should be a highly-regarded professional, reliable and credible.
4. The teacher should have, not play, a hundred percent expectation of positive results (because the teacher is already experienced even from the time of the teacher training course).
5. The teacher should love his or her students (of course, not sentimentally but as human beings) and teach them with personal participation through games, songs, classical arts, and pleasure.

The teacher uses various activities like dialog, question and answer, repetition and translation. The teacher integrates indirect and direct positive suggestions. To bring a positive expectation of success, he or she should use a varied range of methods like dramatized texts, music, active participation in songs and games, etc.

A great deal of attention is given to students' feelings in this method. The teacher uses various techniques in this method. She makes the classroom environment bright and cheerful. The walls are decorated with scenes related to their communicative language. The classroom contains grammatical information about the target language on classroom walls. The teacher provides as positive environment as possible.

Peripheral learning is another technique used in this method. It is based on the idea that we

perceive much more in our environment than we consciously notice. It is claimed that students will absorb the necessary facts effortlessly by seeing the information in the classroom walls as posters and hangings. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying at that time.

In the Positive Suggestion technique, the teacher's responsibility is to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. A teacher tells students that they are going to be successful. This type of suggestion is called Direct Suggestion and it directly appeals to the students' consciousness. The Indirect Suggestion appeals to the students' subconscious which is the more powerful of the two.

Choosing a New Identity is a wonderful technique used in this method. The students choose a target language name and occupation. As it continues, the students have an opportunity to develop a whole biography about their fictional selves. Role play can also be used as a technique here. Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were really that person.

In the technique of First Concert, the teacher introduces a story as related in the dialogue and calls her students' attention to some particular grammatical points. The students have copies of the dialogue in the target language and their native language and refer to it as the teacher is reading. The teacher reads with intoning as selected music is played. Occasionally the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. This is called an Active Concert. In the Passive Concert, the students are asked to put their scripts aside. They simply listen as the teacher reads the dialogue at normal speed. Here also the teacher reads with musical accomplishment and the passive session is,

consequently, occurs more calmly as the students listen only.

In the Primary Activation technique, the students playfully reread the target language dialog out loud, individually or in groups. The teacher divides the students into three groups and each group of students reads the parts of the dialogue in a particular manner, the first group sadly, the second group angrily and the last cheerfully.

In Creative Adaptation technique, students engage in various activities. Activities include singing, dancing, dramatizations and games. This technique is used to accelerate the process of learning a foreign language for every day communication.

In each technique, errors are corrected gently and indirectly. The teacher gives the students the impression that learning is easy and enjoyable. Teachers help the students activate the material to which they have been exposed and integrate indirect positive suggestions into the learning situation.

Disadvantages of Suggestopedia

Apriyana and Islamiyah (2011) stated that Suggestopedia also has limitation since there is no single teaching method that is categorized as the best based on considerations such as curriculum, student motivation, financial limitation, number of students, etc. The main disadvantages of Suggestopedia are:

1. Environment limitation: Most schools in developing countries have large classes. Each class can consist of 70 to 80 students. One of the problems faced in utilizing this method is that it can be difficult to accommodate the number of students in the class.
2. The use of hypnosis: Some people claim that Suggestopedia uses hypnosis which they feel is detrimental. However, Lazanov (1991) strongly denied it.
3. Infantilization of learning: Suggestopedia can have the appearance of treating students in a childish way. There are some students who might reject the approach despite its effectiveness.

Conclusion

Desuggestopedia is a method that aims to mitigate the psychological barriers of the

student. The psychological barriers in language acquisition that manifest with negative feelings include lack of vocabulary, poor grammar, poor fluency, and mispronunciation. To help the students overcome these barriers, the teacher will find different techniques of teaching and learning processes. The teacher should be creative and smart in choosing and using different methods in teaching different skills of language. These methods must be effective for the students to communicate using foreign language. Teachers can use Suggestopedia as a teaching method. It provides some valuable insights into the power of cognition and creates techniques that make students feel comfortable, relaxed and suggestible to the material being learned. The teacher can easily apply this method in class because it is an effective method to make students feel joyful about learning English. During the process of teaching, Desuggestopedia appropriately uses environment suggestion, figure suggestion, activity suggestion and self-suggestion to enhance English teaching. The process is usually accompanied with music or some games or drama to achieve the success of learning.

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Pre-Service Differently: Supporting Teacher Candidate Efficacy with Mentorship and Coaching

Ingrid T. Everett, Daniel Roesch, and Allison Rudolph

Abstract

Teachers leave the profession for reasons including lack of teacher preparation and inadequate mentorship. To better support candidates in the final stages of teacher preparation, a Pennsylvania state university partnership led a process to implement supports to enhance the mentoring process during teacher candidate's final field experience. This article describes the foundational facets of the Pre-Service Differently grant and its development and implementation in order to provide a framework which others can replicate.

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Introduction

Pre-Service Differently (PSD) is a three-year post-secondary grant awarded in 2013 to a state university in Pennsylvania to enhance field experiences for pre-service teachers. The overarching goal of this initiative was to provide preservice and in-service teachers with the skills necessary to increase student achievement in English Language Arts and Mathematics. PSD partners collaborated to enhance pre-service teachers' traditional culminating field experience by 1) centralizing and mining assessments completed by stakeholders in pre-service teacher preparation programs in an online database, 2) updating the university's pre-service education coursework to improve students' preparedness to teach, 3) linking resources for pre-service teachers that address deficiencies outlined on certification assessment indicators, and 4) providing in-service teachers with professional development to increase their knowledge of best practices in education.

The PSD grant continued to evolve across its three-year duration. Just as effective teachers must be lifelong learners to meet the needs of their students, each educational initiative must respond to the changing needs of its many participants. Such growth was reflected in a number of ways. Differing professional development needs were addressed, including diversity pedagogy at participant request. Having a more flexible catalog of professional development offerings, which extended to include mostly virtual coaching, was a response to participant need for variation in program delivery as well as the expanded geographical reach of resources. Although Figure 2 reflects the intended focus of grant outcomes being the teacher candidate, the key role played by both cooperating teacher and principal must be recognized as fulfilling a central role. School district superintendents provided the critical access needed to engage educators in the grant and university supervisors formed ongoing connections with both

teacher candidates and school districts. These relationships provided up to date, research based examples being shared in the practical setting whilst bringing feedback from the field to inform the university setting.

Background: Traditional Field Experiences

Providing culminating opportunities for theory to be put into practice in teacher preparation programs has long been acknowledged as significant in the development of effective new teachers (Council for the Accreditation of Educator Preparation (CAEP), 2015; Darling-Hammond, 2000; Levine, 2006; NCATE, 2010). Such practical field experiences allow teacher candidates to act upon formative feedback and on-going reflection to inform their practice (CAEP, 2015), whilst simultaneously reinforcing their classroom management skills under the tutelage of a more experienced mentor teacher (Darling-Hammond & Bransford, 2007). On the surface, teacher preparation and licensure programs appear to be systematically designed to fulfill the demand for highly qualified teachers throughout our nation's schools; however, field experiences have been criticized for producing ill-prepared new educators (Davis, 2015; Ingersoll, 2012; Levine, 2006). Indeed, it has been implied that the inadequacy of field placements may contribute to new teacher attrition rates of up to 50 percent within the first 5 years of teaching (Davis, 2015; Ingersoll, 2012).

Twenty years ago, Konanc (1996) provided evidence which suggested that a high rate of teacher turnover makes it more difficult to place qualified teachers in every classroom. Teacher retention remains a pressing issue, especially because the trend impacts the neediest students (Ingersoll & Strong, 2011). Teachers leave the profession because of low salaries and poor working conditions (National Council for Accreditation of Teacher Education (NCATE), 2010).

In participating PSD institutions of higher education (IHEs), teacher candidate practical experiences permeate pre-service teacher education. Education courses imbed a classroom

observation component that includes reflecting on the experience and connecting findings to pedagogical theory. Formal clinical experiences typically take place for the duration of the teacher candidate's final semester in local school districts. Teacher candidates may be assigned to two different 8-week placements or one full 16-week placement dependent upon the student's area of certification and logistical need. Whenever possible, pre-service teachers would complete prior coursework placements in the same school as their final clinical experience, providing a Professional Development School experience.

Pre-Service Differently

PSD was implemented to further reinforce teacher preparation outcomes by enhancing traditional culminating field experiences. This Pennsylvania Department of Education (PDE) post-secondary grant provided resources to those in roles critical to facilitating teacher candidate field experiences: university supervisors, school site principals and cooperating teachers (refer to Figure 2). Specifically, the local intermediate unit (IU) provided online professional development courses paired with instructional coaching to reinforce content knowledge and apply new pedagogy to participating in-service teachers' classrooms. In addition, a small cohort of individuals completed a Letter of Endorsement in Teacher Leadership and Coaching. Included in this newly trained cohort were a number of university clinical supervisors, a principal and teacher from a partnering high needs school and participants from the IU. To address the individual needs of each teacher candidate, PSD partners linked clinical teacher evaluations to resources that addressed each required competency. Aggregate results from the assessments prompted updates and improvements to pre-service coursework at the IHE. Details of PSD's signature components and reflection on implementation follow a description of recruitment efforts.

Recruiting Participants

Meetings were held with local district superintendents to provide explanations of expectations and opportunities associated with participation in PSD. With superintendent permission, the grant manager solicited the participation of teachers, principals and curriculum coordinators. In each participating school district, educators were able to choose whether to participate.

Initially, participation was offered to school districts that already had agreements for clinical placements with the IHE to partner in PSD. In the second year, the grant expanded to Western Pennsylvania under the auspices of a partnering state IHE. After this expansion, PSD provided opportunities to a diverse educator population that spanned 24 school districts in the Commonwealth.

Participants, who consisted of, in-service teachers, principals and curriculum coordinators, received instructions describing access to the online, asynchronous professional development modules. Additionally, they received access to an online learning platform 'gateway' through which the IU verified module completion of each participant. Badges earned provided participants with online confirmation of module completion and provided a checklist for the IU to monitor when a participant was ready to complete the final component: Instructional Coaching. Once a participant completed coaching, the IU informed the project manager who sent a letter of confirmation and a certificate of completion to the participant. This process simultaneously released the monetary stipend for professional development completion. An important part of this process included acknowledging and celebrating completion of the professional development because of the significant effort required of participants. Those who completed the experience were periodically highlighted on the front page of the project's website to draw attention to participants' hard work and to further encourage others.

Voluntary enrollment was critical to engaging participants. Educators in a participating school district had no obligation to participate and incurred no penalty for declining the opportunity. Cooperating teachers initially voiced the concern that they might no longer be permitted to host a teacher candidate if they did not participate in this initiative, but all were assured that this would not be the case. This freedom to engage in PSD resulted in 137 participants who had a vested interested in the associated outcomes and benefits. About 90 percent of the interested individuals (those who provided their contact information to the grant manager) enrolled in the program and obtained credentials to access the online modules. The barrier to entry for teachers seemed to be completing the first module; only about half (53%) of the enrolled teachers did so. However, 78 percent of those who finished one module went on to complete all the requirements. For principals and supervisors, the majority (81% and 100% respectively) completed one module but only about half completed all of the requirements.

It became clear as the grant progressed that some of the professional development modules were more challenging and time consuming than originally anticipated. As such, it was imperative to be transparent and inform interested individuals of the commitment they faced. The grant manager employed a simple solution: ensure that participants understood that they could complete the PD modules in any order they chose. The first cohort of teachers had completed the PD modules in the order listed on the chart furnished to all participants, where by chance, the most challenging module was listed first. Facing this initial hurdle discouraged some participants and they subsequently withdrew their participation. The project manager, during site visits, suggested other modules to complete first, in hopes that participants gained a sense of accomplishment and momentum to complete all the requirements. To better understand the nuanced obstacles, the project manager completed all elements of the professional development, resulting in suggestions and updates aimed at easing participants' burden.

The PD Modules

The IU hosted a site where participating teachers could log on, access the professional development, and track their progress toward completion. These resources supported educators who mentored teacher candidates completing their practical experiences. The online format allowed teachers from across the state to participate, irrespective of their proximity to the university. Similarly, since the IU previously developed the modules, teachers could complete the components at their convenience, with the expectation that they meet all the requirements within one calendar year of starting. This provided flexibility for participants to work through the content at their own pace, and when they had the time (especially over the summer). Topics did not build on each other, so teachers could choose in which order they completed the modules, allowing additional individualization.

The modules consisted of research-based professional development on a variety of topics in which PDE believed all teachers should be versed. Teachers spent 10 of the 44 required PD hours developing effective and engaging standards-based instruction. They chose two modules, which accounted for another quarter of their PD hours, from over 20 options that addressed components of the Framework for Teaching. For topics in Domain 1 (Planning and Preparation), teachers planned how to align instruction to student activities. In order to improve their classroom management (Domain 2), teachers could choose from coursework about creating an environment of respect and rapport in their classrooms. Focusing in on student-led discussions, teacher-to-student or student-to-student interactions, classroom procedures such as grouping students and organizing the physical space, or setting expectations for learning and achievement, enhancing students' pride in their work, or holding students accountable in the classroom, provided educators with potential management tools. To enhance instruction (Domain 3), teachers chose modules on engaging students in learning and exploration and the various types of

learning activities. Teachers addressed Domain 4 (Professionalism) by reflecting on teaching. The remaining 14 hours consisted of delving into the tools available on the Standards Aligned System. These resources included understanding various assessment techniques and decision making based on the data collected and current technology and digital resources available.

Coaching Component

In keeping with foundational understandings of instructional coaching, having an opportunity to examine content in more detail and practice newly learned strategies, increases the likelihood that such new information may be practiced in the classroom (Knight, 2007). For this reason, the professional development culminated in virtual instructional coaching to provide all parties with a common foundation of research-based knowledge and language (Loughran, 2006), and facilitate the transfer of theory into practice in the classroom setting (Knight, 2007).

Upon completion of all the modules, an instructional coach from the IU contacted the participant via email, zoom conferencing, or the phone to discuss coaching. The teacher, in collaboration with the coach, decided on a topic of interest based on his or her instructional needs. From that point on, the coach provided readings, videos, webinars, websites and other resources to support that teacher. However, for much of the coaching time, participants completed practical exercises that reinforced what they had learned, which concluded with coach facilitated reflection and extension of the topic.

Since each participant chose what would most benefit them and their students, the coaching topics varied widely. Teachers requested guidance in supporting the diverse types of learners in their classroom including providing the opportunity to engage students in project based learning and hybrid learning. Participants collaborated with their coach to support novice teachers through instructional coaching or gradual release models. Teachers set goals to improve their relationship with parents by increasing communication and requesting volunteers. Coaches often

provided technological solutions to teacher's focus on student engagement and classroom management techniques.

The final 10 hours of professional development through PSD was allotted for coaching. By the end of the third year, 95 participants began coaching and more than half of them (59%) completed more than the required hours. In total, PSD provided over 1,000 hours of coaching.

As with any project, logistics must be handled effectively. Although teachers appreciated completing the modules at their own pace, and in the order of their choosing, it required the project management team to develop and maintain a system for managing participant's progression through the program. Organized in a Google spreadsheet, members from the university, IU, and evaluation team routinely populated the document with interested individuals, module completion, as well as coaching topics and progress. The team found it beneficial to also include fields for administrative tasks like date of enrollment, coach notification, and release of stipend. Since team members were spread across the state, they relied on the collaborative nature of Google products; specifically, how the form auto-updates in real time and more than one person can manipulate the document at the same time. This allowed for clear and accurate tracking among the team. It also served as an evolving document; as the need arose, columns were added for internal notes or teacher ID numbers linked to the release of state PD hours.

Similarly, participants reflected on some of the logistical challenges of participation. The website developed by the IU was simply home base for participants to track their progress and be linked to other resources that provided the PD. Participants found it clunky to have to navigate to and from that site. Participants lamented about having too many passwords---one for each PD resource. In addition, they had to indicate completion on the IU's website (which was otherwise often overlooked).

Individualized Resources for Pre-Service Teachers

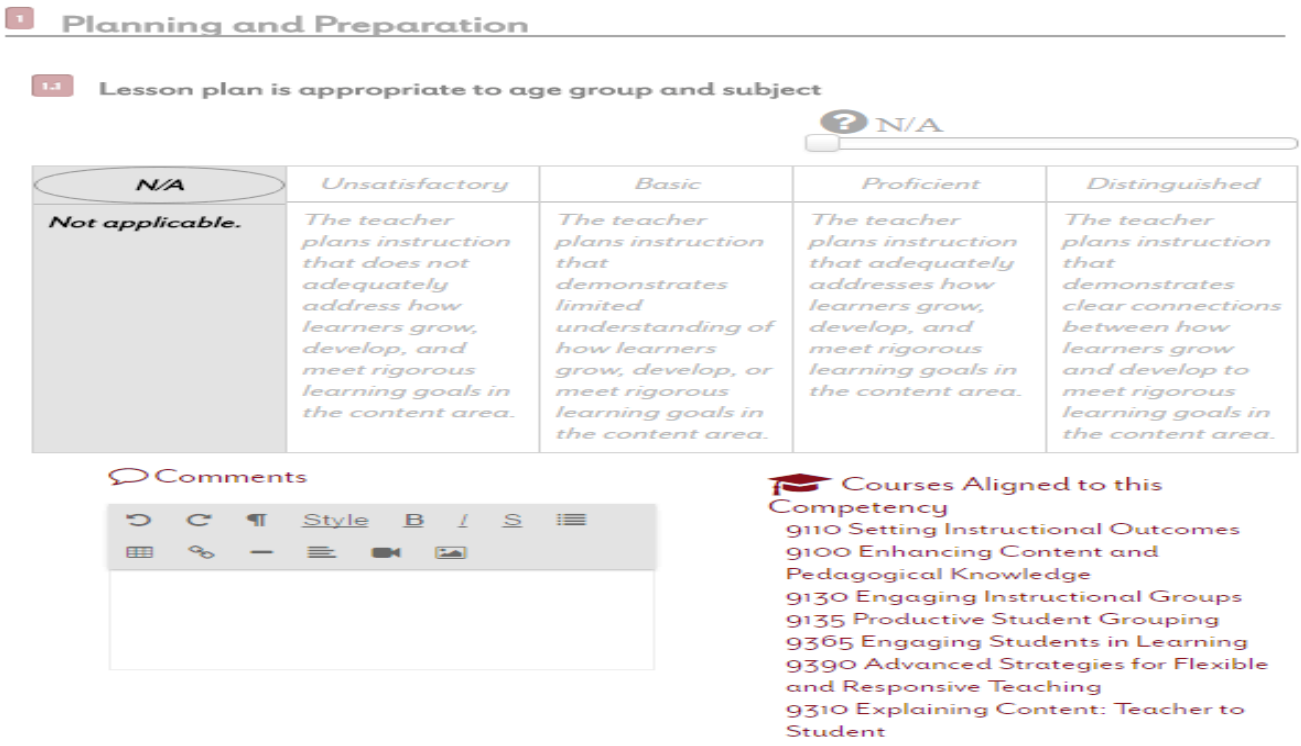
In the first year of the grant, the PSD team created an online website where supervisors, cooperating teachers, and pre-service teachers completed all IHE required assessments for state teacher certification. The process began once the IHE placed a pre-service teacher with a cooperating teacher. Representatives from each partnering IHE collected the contact information for those individuals, and their assigned supervisor, and uploaded it into the PSD online platform. To reduce initial instances of login failure, managers at both IHE's sent out initial introductory emails and instructions to orient participants to the system prior to the beginning of the clinical placement. If emails bounced back, the IHE took that opportunity to update the online website with the correct email. When appropriate, the IHE also indicated pre-service teachers' specific content area specializations like special education, music, mathematics or science, so that analysis could identify differences by certification.

Once provided with access, users saw a list of assessments upcoming, to do, completed or, past due as assigned by the university supervisor. In addition, customizable prompts allowed grant administrators to set automatic messages to remind participants periodically to complete each assessment in a timely manner. To complete the form, the user selected the applicable rating from the rubric that explained the differences in teacher development for each rating (see Figure 1 below). In addition, users had the opportunity to add comments justifying their selection. Additionally, the website linked each indicator with remediation resources. If a pre-service teacher did not demonstrate mastery of a core teaching competency his or her mentoring teacher or supervisor could assign additional resources for him or her to view. The majority of the remediation resources were sourced from the Standards Aligned System (SAS) developed by PDE as a comprehensive, researched-based resource to improve teachers' practice.

Linking resources with competencies allowed for individualized support for each pre-service

teacher. Synthesizing ratings from all pre-service teachers allowed the IHE to identify trends amongst all of their students. This led the education department to reflect on the preparation it provided to its pre-service teachers, and make changes to the curriculum to address topics for which preservice teacher need was demonstrated.

Figure 1. PSD Developed Online Student Assessment System



Source: Web-based System Developer

Discussion

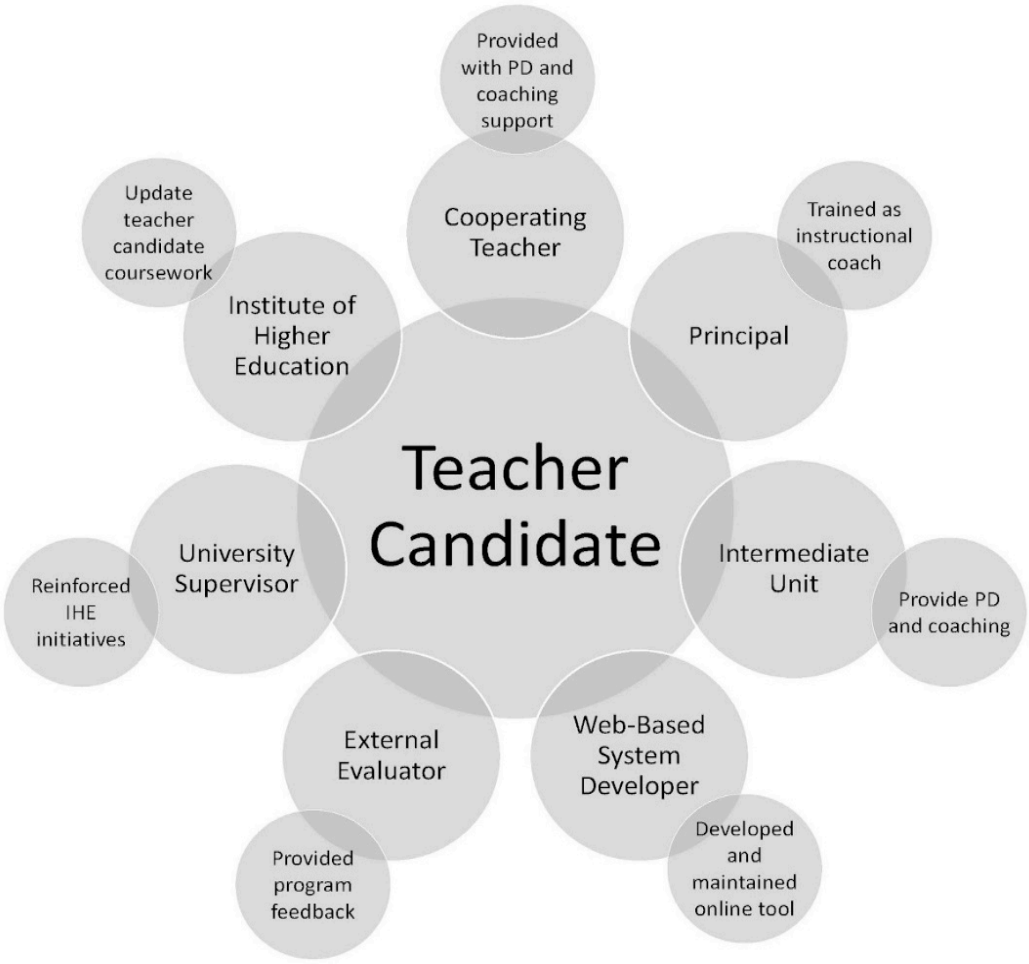
PSD was intended to provide holistic supports to teacher candidates during the transition from student to teacher. Scaffolds developed for grant implementation enhanced teacher candidate experiences during clinical placements, but remained in place to support new teachers across their professional career. The IU and IHEs already devoted resources to culling supports aligned with teaching competencies; the collection can now be utilized by anyone in the

profession. Ultimately, as teacher candidates transition to novice teachers, and novice teachers mature into veteran teachers, these continuously updated professional development resources are available to support their continued growth.

The professional development completed by participating principals and mentor teachers often covered similar material tailored to their professional role. This provided all participants with a common language and base of knowledge in addition to a shared understanding of the burden of completion. As a result, teachers also noticed an increase in support from their principals. These principals transitioned from building managers to educational leaders, and were equipped with resources to engage their staff in discussions and provide evidenced based pedagogical strategies.

The supports provided by the PSD grant highlighted the need for educators across P-16 to work as a cohesive group. The increased collaboration necessary for all parties engaged in this endeavor transcended institutions and provided opportunities for more extensive dialogue potentially increasing understanding of others' roles in order to meet the needs of the participating preservice teachers and ultimately benefiting all students served.

Figure 2. PSD Supports



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Internet Usage Proficiency of College Students

Chitra Raju and S. Anitha

Abstract

The major objective of this study was to examine the difference between the mean scores of proficiency in Internet usage of college students with respect to gender, locality, subject, parental monthly income, and internet usage time per day. Three hundred college students from various colleges of Kanyakumari district in India were selected by stratified random sampling method. The findings of the study revealed that male and female students did not differ significantly in their Internet usage proficiency. Rural and urban students, computer science and non-computer science students, three groups of students classified on the basis of parental monthly income, and four groups of students based on the time spent for Internet usage differed significantly in their Internet usage proficiency.

Keywords: internet usage, proficiency

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Introduction

Technology is just one of many disruptive influences in education today. The phenomenon of today's technology, especially Internet technology, has changed our daily life. These days, the Internet is used by more than half the world's population since the program was found in almost every area related to existence, whether it is knowledge, news, entertainment, education, communications, advertising, and so forth. The Internet swiftly entered the life of the humankind in the 20th century. It took us less than 10 years to face the fact of its spreading all over the world, including the developing countries. It has become not only the hugest information resource in the world, but what is even more important, the most rapid means of communication (Anu, 2008).

The Internet is the largest group of computer systems that use Internet Protocol. People from different countries have an opportunity to communicate with each other in quite a short time. Internet has indeed opened up the doors to knowledge at every other place, making itself crucial in the field of education. The Internet has allowed individuals around the world to become more interconnected. Internet is the user-friendly graphical system that offers a huge amount of information to the users. Internet is a medium that is essentially without national borders. It provides a number of learning experiences and educational resources to students, teachers, administrators, policy makers and all those who work for the cause of education (Venkataiah, 2004).

Significance of the Study

The modern technologies particularly the Internet made education no longer limited to the four walls of the class room. Internet is a global communication network that allows computers worldwide to connect and exchange information. The rate of Internet usage has been growing exponentially during the past few years. This is true not only in the United States, but

around the world a well. Internet is a medium that is essentially without national borders. Computer, Network and Technology have implications for the general proliferation of new technology tools in society. For that reason, computer, network and technology literacies can be discussed as tool literacies. Whereas educators may need special training to use new technologies, educators can effectively determine potential, weaknesses and strengths of the students by analyzing the Internet literacy of the students. The higher the levels of Internet literacy students had the more frequently they use the Internet in their studies (Hwond & Wei-Long, 2003).

There is so much that students can do with the Internet. Not only can they communicate with international students, they can gain from others' knowledge and experiences, participate in chat rooms, share ideas and solutions and learn about the diverse culture out there. While the Internet does a lot for students, there are also benefits for parents and teachers. The interactive learning that the Internet provides can help students and parents with little or no English skills to learn English. Parents can become more involved in their children's education by connecting the school with homes, libraries or other access ports. Teachers can adjust to the different learning styles in the classroom. They can also set their own pace of teaching. Individual teaching techniques can become more available, which has been proven to be a factor in student achievement. Teachers have the chance to be able to teach at more than one place simultaneously. They may be in a small town but through the Internet, they can be linked to students in more populated areas. Also, the Internet enables administrators and teachers to spend less time on administration and recordkeeping. This would also give them more time to spend with their students. Education these days has been the top priority for any family or individual person, and no doubt amongst the latest technologies to promote and maintain the education standards the Internet comes first (Varanasi, 2004).

Internet is not only an access to websites, these days there is knowledge and information on every aspect of the educational world over the Internet. The resources provided on various web pages are indeed very informative and useful for professionals and students related to every field of work. Internet use time irrespective of purposes is less likely to influence academic performance, while in-degree centrality and ego-network efficiency are more likely to exert positive influence on academic performance (Young, 2006). Hence in this study, the investigator studied the Internet usage proficiency of college students.

Objective

The objective of this study was to find out whether there was any significant difference in mean scores of Internet usage proficiency of college students with respect to the background variables gender, locality, subject, parental monthly income, and Internet usage time per day.

Hypothesis

We hypothesized that there existed significant difference in the mean scores of Internet usage proficiency of college students with respect to the background variables gender, locality, subject, parental monthly income, and Internet usage time per day.

Method

The investigator used survey method for the present study. The sample included 300 college students selected from various colleges of Kanyakumari district by stratified random sampling method. Internet usage proficiency scale was the tool developed by the investigator for the present investigation. The validity of the tool was established using the content validity technique. The investigator used odd-even method for establishing the reliability. The reliability was calculated as 0.993. This showed that the scale possessed a very high reliability. Personal Data Sheet was also used as a tool to collect the personal information about the sample.

The t-test and Analysis of Variance (ANOVA) were the statistical techniques used in the present

investigation.

Results and Discussion

1. There existed significant difference in the mean scores of male and female college students in their Internet usage proficiency.

Table - 1

Groups compared	N	M	SD	t	Result
Female students	151	13.64	3.050	0.092	Not Significant
Male students	149	13.60	2.908		

It is inferred from the above table that there were no significant differences between male and female college students in their Internet usage proficiency (t = 0.092). This means that male and female college students were similar in their Internet usage proficiency.

2. There existed significant difference in the mean scores of rural and urban college students in their Internet usage proficiency.

Table – 2

Groups compared	N	M	SD	t	Result
Urban students	150	14.23	3.352	3.62	Significant at 0.01 level
Rural students	150	13.01	2.441		

It is inferred from the above table that there existed significant difference between rural and urban college students in their Internet usage proficiency (t = 3.62). The mean scores showed that urban college students possessed more Internet usage proficiency than rural college students. This may be due to the fact that urban college students get more exposure to Internet.

3. There existed significant difference in the mean scores of computer science and non-computer science college students in their Internet usage proficiency.

Table – 3

Groups compared	N	M	SD	t	Result
Computer science students	130	14.26	2.743	4.415	Significant at 0.01level
Non computer science students	170	12.98	2.993		

It is inferred from the above table that there existed significant difference between computer science and non-computer science college students in their Internet usage proficiency (t = 4.415). College students studying computer science as their subject have higher proficiency than the non-computer science students.

4. There existed significant difference in the mean scores of college students in their Internet usage proficiency based on their parental monthly income.

Table - 4

Source	SS	df	MS	F	Result
Between group	82.512	2	41.256	4.779	Significant at 0.01 level
Within group	2564.168	297	8.634		

The above table showed that the three groups of students whose parental monthly income is below 5000, 5000-10,000 and above 10,000 Rupee differed significantly in their Internet usage proficiency. This may due to the fact that parents' socio-economic status influences the students Internet access and usage.

5. There existed significant difference in the mean scores of college students in their Internet usage proficiency based on their Internet usage time per day.

Table - 5

Source	SS	df	MS	F	Result
Between group	99.573	3	33.191	3.857	Significant at 0.05 level
Within group	2547.107	296	8.605		

The four groups of students (who used less than one hour, 2 – 4 hours, 4-6 hours and above 6 hours) differed significantly in their Internet usage proficiency. This may be due to the time spent in Internet and the purpose of the study in Internet.

Findings

The findings of the study revealed that male and female students do not differ significantly in their Internet usage proficiency. Rural and urban students, computer science and non-computer science students, three groups of college students based on their parental monthly income and the four groups of students classified on the basis of time spent for Internet usage differed significantly in their Internet usage proficiency.

Implication of the study

The importance of computers and ICT continue to increase in schools, colleges and throughout the society. The results of the present investigation imply that the present learning environment should be made more fruitful by the accessibility and use of Internet to the maximum extent possible. Online instruction helps students to learn and to develop computer and information and communication technology literacy. The teachers act as a guide to train students to work in pairs or small groups to achieve shared learning goals.

Conclusions

Computer and information technologies are getting more or less to be standard and integral part of our life. Rapid development of the Internet enables us to introduce learning in virtual distance forms. As it is everyone's responsibility for his or her own education, we can expect that the one who wants to learn something will be able to find someone who would provide the best instruction on the Internet. If it really happened, it would probably influence the higher forms of education. Students must be taught to browse efficiently in various media, but especially in text. The modern advances in information technology have revolutionized the content of knowledge and the process of educational transaction. A key to the twenty first century is that learning throughout life will be essential. Curriculum upgradation, productivity orientation, and value education should be implemented in education. Internet education thus also should be provided for all individuals to balance their time according to their own needs. This also allows the poor class of people to work and study at the same time through Internet education.

Appendix: Internet Usage Proficiency Scale
Ms. S. Anitha and Dr. S. Sam Sananda Raj - 2009

Instructions:

Read each of the following statements carefully. Choose the answer from the following by putting a tick mark against it. Your answer will be kept confidential and will be used for my research purpose only.

1. Internet is used to ---------- with other people.

a. Separate	b. Distinguish	c. Connect

2. MS – Internet explorer is a ----------

a. Website	b. Operating system	c. Browser

3. Each web page has ---------- address.

a. Unique	b. Double	c. Multi

4. The term online commonly refers to as ---------- to the w w w .

a. connected	b. disconnected	c. Exit

5. Broad band is a ---------- of internet.

a. Type	b. Section	c. part

6. Internet protocol is a computer ----------

a. Mail-id	b. program	c. browser

7. The process of copying from a remote computer on the internet to your computer is called ----------.

a. File updating	b. File down loading	c. File using

8. Most common type of internet connection is --------

a. Dial - up	b. Direct	c. Drill

9. **. in** indicates websites of ----------

a. India	b. Australia	c. Indonesia

10. **. COM** indicates ---------- organization.

a. governmen t	b. commercial	c. academic

11. Page down button is used to see ----------

a. Next page	b. Previous page	c. Current page

12. Wikipedia is a ---------- dictionary.

a. web	b. oxford	c. computer

13. Language management system (LMS) is a web based ----------.

a. evaluation	b. application	c. internet

14. E-learning tools are ---------- made to operate with in a selected course design.

a. worse	b. best	c. not

15. Favorites / Bookmarks utility is used to ---------- a new page quickly in the place.

a. save	b. open	c. close

16. --------- is a search service used in internet.

a. Internet	b. Google	c. Ms- Word

17. Telnet is used for ---------- application.

a. commercial	b. educational	c. sports

18. The expansion of SOAP is ----------.

a. School Object Assessment protocol	b. Simple Object Access protocol	c. Student Object Access Protocol

19. ---------- is a fast way to communicate with other internet users around the world.

a. Chat	b. Fax	c. E-mail

20. Searching a topic in internet is done by ----------.

a. Search engines	b. Search tools	c. Search machines

Answer Key

Sl. No.	Choice		Sl. No.	Choice
1	**c**		11	**a**
2	**c**		12	**a**
3	**a**		13	**b**
4	**a**		14	**c**
5	**a**		15	**a**
6	**b**		**16**	**b**
7	**a**		**17**	**a**

8	**a**		**18**	**b**
9	**a**		**19**	**a**
10	**a**		**20**	**a**

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