



Images from CHER2018

ISSN: 2435-3922

Conference Theme: "Uncertain Futures"

Official Conference Proceedings

# ACLA2019

November 08–10, 2019  
Lingnan University, Hong Kong

## The IAFOR Conference on the Liberal Arts (ACLA)

Co-organised by The International Academic Forum (IAFOR), Lingnan University (Hong Kong), the Asia Pacific Higher Education Research Partnership (APHERP), and in affiliation with the Centre for Global Higher Education (CGHE), the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners.



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The Asian Conference on the Liberal Arts 2019

Official Conference Proceedings

ISSN: 2435-3922



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The International Academic Forum (IAFOR)  
Sakae 1-16-26-201  
Naka Ward, Nagoya, Aichi  
Japan 460-0008  
[www.iafor.org](http://www.iafor.org)





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***How Higher Education Institutions Prepare Students for Job Market:  
Lingnan University as a Case Study***

Yao Lujia, Lingnan University, Hong Kong

The Asian Conference on the Liberal Arts 2019  
Official Conference Proceedings

**Abstract**

The study on higher education is conducted under the qualitative research method through interviews. That the post-secondary level of education is on expanding these years. At the same time, the world economy is developing. A deeper level of collaboration among different institutions is needed. In that way, higher education also assists the industry through teaching and research. Higher education itself also experienced structural change. The combination trend among Asia higher education sector is described as massification. It points out that the expansion not only influences economy flow but also affects the quality of teaching (Mok, 2007). Student satisfaction is more and more being considered by the education sector in its reform process. The same attention is also paid to industry satisfaction as from a stakeholder view. How to combine different sides of partner in higher education to meet their different needs is a challenge. The trend of internationalization is also a force that shaped education function. Under this trend the human resource is more and more mobile and flows with job market needs. That Lingnan University is also influenced by this education trend. It is an institution that focused on Liberal Arts education under this education trend to face the competition. In one way it stressed internship program to lead cultural communication. In another way, it stressed community identity locally, with the combination of social networks. This is described as a multi-layer of the education system. Government social organization and school sector together shaped the education (Hou et al, 2017).

Keywords: Integrated Learning Program (ILP), Christian culture, group building, multi-layer of education

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## Introduction

Higher education is embracing globalization and internationalization, and the trend has been well described by many scholars. Some of the major strategies to achieve such goals include the introduction of student exchange programs, structured extra-curricular activities. It meant to provide students with new skills aside from the usual academic curriculum. It is also a way to enhance the whole sector of education quality. In Hong Kong, these ideas are strongly supported by the University Grants Council (UGC). The UGC is in charge of public universities in terms of funding and quality assurance. Hong Kong is largely influenced by the global economy so that the school seeks to provide educational opportunities to all kinds of people. Hong Kong would also like to create an international study environment that can help students gain learning experience in their education. So that government and social factors, as well as schools together, shaped higher education for service. This is the concept from the multi-layer education model from educator Angela Hou (2017) in her paper talking about higher education in some east Asia countries and regions.

The paper is to prepare a further study for the relevant student in our major involve in international higher education and present my learning experience with course learning to form a strategic plan for school as my suggestion.

That school may face a challenge in all running processes and so as our daily study to find a correct career. These challenges can also be found in Lingnan University, as a way to follow the UGC suggestion on promoting education. Our program on international higher education is a newly established course that started in 2017. The school will survey to know about the willingness of students to take such kind of study program through school email. Also, the school website can update the new course (Lingnan University Strategic Plan 2019-25).

The idea for a quality education stresses a pathway for career-building function on tertiary education. The government sector is also helping in enhancing the quality issue by providing third party review. For example, the Hong Kong government conduct report on higher education through the Quality Assurance Council to provide quality information on higher education institutions to the public. It began in the year of 2016. The other factors also engaged in higher education in ranking system issues. The ranking systems are often referred to by people on world-round universities ranking matters. They provide a total quality by simply showing ranking numbers to the public, so that helps the university building its image. The stress then came on how to improve ranking from university management sight. The pressure may be from the industry that seeks well trained human resources more than degree certificate only. At the same time, some management job calls for whole-person well-being. Such as mental and body health as well as technical skills.

Therefore, the idea of liberal arts was widely used among universities to prepare a holistic development in student well-being. It focuses on small-size classroom teaching. The teachers are offered with different opportunities to lead students. So that students of different interests can have a chance to practice their learning both in and out of class. Apart from the spare time activity, the daily schoolwork also includes analyzing other companies and project development plans on institutional matters. The study is enhanced with an outcome-based education system, as what skill can be

applied right after the end of the study process as stated in the QAC audit (Quality Assurance Council Audit Manual Second Audit Cycle, 2016).

Within recent years Asia higher education's expansion on private sectors, the situation on student enrolment is more by market-driven. That calls for the government in providing more information to the public. In that way, both students and the job market can have better matching-result. At the same time, tuition fees are sometimes a financial burden for both family and school. University Grants Council (UGC) is responsible for financial grants for eight public universities in Hong Kong. And the government also give tuition fees support to their students.

Lingnan University aims to develop into a liberal arts university to distinguish itself from others. The same situation is found in many universities with a Christian background. To remember the history, these alumni in these universities in Hong Kong formed an association to celebrate the background called CCUAA (Chinese Christian University Alumni Association). These universities with a liberal arts background are on an alliance regionally. So that the same kind of tertiary education institutions can learn from each other and share good practice on preparing students for the job market. The idea of quality improvement can also be shared among these universities. That institutional exchange program occurred among these universities. It focused on quality learning and skill preparing. These changes are made according to the school plan, and under an outcome-based education environment that follows the QAC instruction.

The concept of the Integrated Learning Program (ILP) is one of the key strategies of Lingnan University to ensure the whole person's development and prepare students adequately for the job market drawn from learning habits. So that primary education in Lingnan education also takes the various form of activities for quality learning. Some of the activities include public speaking, music, dancing and drawing competition and so on. That the school provides various activities for students to experience. This way of active learning can build a life-long learning foundation for a student. This was drawn from the parent's aspect of sharing his view to the Lingnan primary education. It can be found on the 90<sup>th</sup> anniversary of the Lingnan primary school album book (2013). That the same value can be shared on the tertiary education somehow. As liberal arts take care of life-long learning more than skill development and training.

As students have different expectations towards their learning from ILP education. They could choose their course on gaining the ILP unites. That student can go through the development course to be a responsible citizen. They can learn in a peer to peer learning environment apart from the classroom experience. It could gain students more chances for a group identity to meet their learning expectations. What's more, the group experience could cumulative as the school culture, from a perspective of organizational learning (Law, 2007). However, little is known about how the ILP has impacted on students' preparedness for the job market and their experiences about the activities involved.

This paper explores students' views of the lessons and experiences they obtained from the ILP program and its implications for the job market preparedness. Thus, what the students have learned from the school program, apart from the regular course? The

study will employ an in-depth interview to obtain the experiences of some final year, undergraduate students, at Lingnan University. Including a high diploma graduate. To show their experiences from the ILP and how it prepared them for the job market and life in general. The study will also inquire about student's challenges concerning the ILP.

## **Literature Review**

### **2.1 The Leisure Activities' Role in Shaping the Students**

This chapter draws from the idea of how students focus on learning outcomes through the education system. That the outcome-based education can in which way to influence the way on students learning. That study may be based on the case of Lingnan University, the ILP in Lingnan University is a new learning system that may help shape students on their learning in out of the class experience. It was introduced from the year 2001.

That through lecture learning from class the students may only in one way make improvements. That through students contributing time to leisure activities, in another way shape their experience and model them for the job market and encourage them to think critically and creatively.

ILP could be something out of knowledge. As experience is sometimes considered as part of the learning. So that civil participation is one kind of experience one can get from the community-related workshop. The leadership building is also one aspect of ILP highlight. The student could form a group participating in extended activities. They can help to shape the education culture. The learning is not only in teaching practice. It could also be in practice on local cultural, and to redistribute social resource through the group sharing practice. That could be understood as a way to build student esteem in leadership training. Apart from that, the interest formed in the activities could help build one's life-long learning. That may be a chance for one to rebuild a career, based on what interests himself that combine with the major he takes (Salih & Erol, 1999).

Why should we address the importance of extra-curricular activities? Apart from lecture tutor in higher education learning, one can gain a close relationship with staff and peer leaders from after class training and group practice. The after-class tutor may be more influential than the tutor on a regular lecture basis due to the frequent meeting times. As stated by an experienced school administrator in America higher education sector from the book he wrote on engagement (Arthur, 2003). That the close relationship shaped from those after-class activities between students and the school faculties made students willing to hear the advice that came from the elderly aspect. That is because the students may be more likely to hear from those with more time to witness their growth. That during a social confliction or a movement, the students may have a negative feeling toward society or school. So that the familiar school faculty can in time to reach those troubled students. They can give them a proper suggestion to overcome the bad time or feeling. The fact is that with a more positive view on social issue and the friendly felling from an experienced school faculty, reduced the students' drop-off rate and helped them go through the education system.

So that except for the balanced advice made from a school administrator, what else learning domain can the leisure activity contribute to school education, and prepare them for a career? That from Lingnan University's liberal arts case on using the ILP program, we can have a better understanding of the learning domains of the activities.

## 2.2 The ILP Education System

The ILP program is under the Student Service Centre (SSC) of Lingnan University. The early program sheet can be found on the University Digital Commons as early as 2001-2002. It mainly serves as an interest to develop an initiative on course design. At the same time, mandatory courses by lectures are mainly focused on knowledge systems and professional training.

So that these universities in Hong Kong would give each academic course a rubric for students at the beginning of the course. It can guide students to learn in detail. The academic learning outcome is on a rubric, with grading standard indicators. Also, academic class activities are settled before the course. The different universities may have a little different on the rubric. In my learning experience, a teacher in China usually does not give us detailed course descriptions for us to refer to. It is a big difference that students are with different expectations on the course. So that effort is made after the class could make a big difference. The school education system provides the academic outcome level with rubric indicators, as well as the extracurricular learning domain. That these domains may give us different expectations on whole personal development.

The Integrated Learning Program (ILP)'s six aspects on an effective learning base, that focus on the undergraduate level. Below are the six domains.

1)	Intellectual Development
2)	Social and Emotional Development
3)	Civic Education
4)	Aesthetic Development
5)	Physical Education
6)	Hostel Education

Table 1. Six Domains of Integrated Learning Program

That the postgraduate study is quite addressed on critical thinking, apart from the understanding and memorial ability. It can be found from the Hong Kong Education Bureau website on the seven levels of qualified education, namely General Level Descriptors or GLD (2018 Revised Edition). It could be discussed in further research on a quality-related issue. That the higher level of study calls for more specialized knowledge. For that case, the GLD framework generated a descriptor for learners to pursue life-long learning.

That the undergraduate level of students is the most at Lingnan University. And the ILP is delivered to their learning needs. They gain experience in the Hong Kong Quality Framework system, and as a learner of eight public universities. They will also experience exchange programs during their studies. At the same time, the school sector enrolls a certain number of mainland and oversea student to shape the international university. The teaching language is in English for most of the courses

for tertiary education. This may be a hard dish for students to overcome, according to a quality report conducted at Lingnan University in 2016. That not all courses are in English, some literature course is in Chinese. Started from 2014, Lingnan University gives full accommodation to the undergraduates and provides a residential life for the students. So that the ILP program educates on leisure activities are introduced earlier, as to enforce the learning as a whole matter.

The education on Lingnan introduces a liberal art foundation and enhances the overall behavior of students' well-being. These ideas on Integrated Learning Program (ILP) are helpful for the build of an erudite and elegant person (QAC, 2016). That it provides the way for us pursuing life hobby, rather than only learn from books and lectures.

These learning domains are the need for the betterment of whole life well-being. As the students may also develop their careers that combine with their interests develop. These learning domains can improve the students for self-quality pursuance so that they can use leisure activity to improve their weaknesses as well as to pursue a career in their strength.

What inspires and aspirations may be something the students gain from student activity in their social behavior concept. Traditional teaching is limited to telling students about their life problems. That the activities in the extra-curricular may provide a tutor in a specific area in providing them the kind of knowledge relates to their needs, which is called interdisciplinary study. It stresses the acquiring of knowledge to solve problems by understanding ability and knowledge level. It combines social service into university and largely contributes to different levels of the sector from society participate in school.

That according to the Hong Kong Education Bureau Qualifications Framework General Level Descriptor (2018), the doctoral level of study stress for interdisciplinary study more than any other area of study. That is partly from the sense of the leadership of a doctoral degree.

The student may develop their interest in art or sport in a school concept. That school provides tutor on the development of student interests within groups. The learning domain is in a knowledge transfer view through various activities that students can take.

That the activities are cultural preserving and extended from different knowledge subjects. That may introduce local history or act as the internship program to broaden the horizon on students. The interest develops may also exceed the concept of a certain campus and calls for organizational cooperation. Students are also encouraged to experience the different social concepts in off-campus exhibitions and so on.

From this concept that the school can offer different training sector on extra-curricular development. So that different staff can join the concept of teaching and form a close relationship with students. That serves as part of student social experience through the concept of school education on ILP domains. The concept is extended to the whole sector on school education collaboration. So that formed the concept of liberal arts education.



### **2.3 ILP, Lifelong Learning, and Career Planning**

The idea of building life-long learning is the same for both Lingnan University and its primary school. With government guidance on education quality expression framework that we can have a look at the education environment created. Lingnan education is to create various career opportunities for students. The training academic is only one way of building learning.

On the other hand, people from the whole learning settings may focus on using the new applied technology in everyday life. Then, such changes on Artificial Intelligence and big data science may have already acted as a solution for a social issue. Many students may be unaware of this knowledge in the big data industry. People from different learnings may also have a different view and understanding of this new concept. That through tutor training and sharing ideas, these new technologies can adapt to citizens in a friendly environment. So that Lingnan University functions as a translator in adapting the change in a smart city to the community. The research project of "Social Innovation & Socialpreneurs Development: Smart Aging with Geotechnology" has won the award in teaching and social issue, with financial support by the Jockey Club Charities. That the research project also helps set a new program in academic learning to meet the change in society. There was a survey by Lingnan University through email on the students' interest in the course on social service. That through providing the service in education the university also changes with a social concept such as aging, and Artificial Intelligence develop.

These new changes are driving research and knowledge transfer among higher education institutions. Through the training program, technology and knowledge can be used in taking care of the elderly and protecting the natural environment. That means teaching and learning are far beyond normal classroom activities. The government and social like to benefit from higher education, from its research and practice. That the tertiary education may shed light upon the whole nature and society. That from the stakeholder theory, the city, and overseas finance party may also seek a good future from the situation on the development of tertiary education institutions.

The different sectors in the university are included in ILP training to gain students learning. The activities gave a chance for administrative staff, alumni and other learners to participate, apart from what the students major at. Some activities are held with social organizations such as hospitals and elderly homes. So that take the example on Total Quality Management (TQM), these changes in tertiary education institutions are well explained as from the industry management issue. The TQM is used from the 1990s among universities when higher education expansion came out (Baldwin & Daily, 2002). That the perceived higher education users are those middle school students and even unborn babies. This paper collects data from graduates in higher education to know their idea of education quality and their daily school practice through interviews.

## Methodology

### 3.1 Qualitative Research

It is qualitative research and should focus on local undergraduates mostly. As in the undergraduate level of study, the students are mostly local in Lingnan University. And the people chosen may be from the Lingnan Christian (LNC), and they are in different majors. They are easier to get in touch with. As the Chaplain's Office provides the social activities that take place inside it. So, we meet in their choir training and fellowship activity sessions regularly during semesters.

The reason for choosing qualitative research is that it can be cross-disciplinary, according to the research method. The qualitative research can be applied to case study, politics and ethics comments, participatory inquiry, interview, participant observation, visual methods and interpretive analysis (Denzin & Lincoln, 2011).

The difference between qualitative and quantitative research is they are either from a whole sector explain things or use personal sight to record the experience. The similarity is that they both capture a view from the third party. The qualitative method can collect personal experience in sharing and shaping their peer influence. According to the tertiary education topic, the quantitative method can explain the trend in student numbers and major sectors but does not mention individual experience in expanding interests in life-long learning.

What's more, the qualitative method is used in first-person accounts, history telling, attached photos, biographical presentation and organized story on real-life personal history and so on. The qualitative method can be presented in mathematical models, graphs and statistic tables on findings and present in third-person prose. From my experience, the case for qualitative research can use photo collection in presenting local history. And it can help build a link between personal life stories and local history. The biography and organizational observation and report are another way to collect data for presentation stories. The biography can take the form of a site visit and document analysis. The organization observation can choose document analysis as well as face to face talk. That the education quality report QAC is one of the examples that use round visits on the site interview. So that according to the topic of the education learning domain and the learning outcome on career issues, we have better introduce the qualitative research method.

Here an individual in-depth interview used to obtain detailed experiences of the participants in the study. About four to five undergraduate students from different academic disciplines shall be included in the study. They can talk about what people they have met in those ILP activities. Such as company managers, hospital patients, singers, writers as well as a third party on social organization matters. So that they can talk about what career they can think of from these engagements on extra-curricular activities. What they can apply to their career development.

The interviews also explore how ILP programs can introduce students to the job market in meeting with social responsibility. That young person may have fears on job issues. The research can combine learning domains with the social issue that could

cause fear for students in joining the job market. Discuss how the academic training and interest develop can help them improve the learning outcome.

Thus, how these elements can help build students learning in an outcome-based learning environment.

### 3.2 Research Instrument

Here we introduce an interview file to find students' participation in the social activity that is being conducted as an ILP course at Lingnan University. The question takes among final year undergraduates mostly.

1. Target: Lingnan University's final year undergraduates. (Also welcome those who are not a final year but also would like to share your ideas). Especially those in Christian Groups.
2. This interview is for the use of the final capstone project of Master of Arts in International Higher Education and Management (IHEM).

1)	Your fear of jobs.
2)	How the academic track builds your career confidence.
3)	How the ILP unit program can train you into a life-long learner.
4)	The outcome-based learning can in what degree help you gain enough career chance?

Table 2. Interview on ILP Units Learning and Job Market Prepare

The interview will be carried out in one-to-one phone calls or face to face talk. The data is collected from meeting talk and represent a few aspects for the graduate interest develop and the academic attitude. That through group engagement they both present a view to welcome peer influence. It can be regarded as outcome-based learning according to career choice issues. Apart from the professor's and parents' opinion, the peer group can form largely on their development of career attitude. From the aspect of the need for group acceptance and appreciation. So that the attitude is formed during the practice in a group activity. Most activities are students leading and can give them a chance to practice leadership and communication skills. They appreciate the skills developed from that practice and welcome the future as from both the academic skills achievement and the attitude formed in everyday practice in ILP related courses.

Here is the detail interview content that collected when these graduates are packaged for leaving school or came back from home for the interview.

### 3.3 Interview Content

*First Interview: Jonathan Leung.* The first interview is conducted with a 21-year-old final year undergraduate. He is Jonathan Leung from a Marketing major. He is a member of the Lingnan University Christian Choir. According to the talk he is not recruited by any company yet. He explained that:

“The academic study provides me the chance to present before others. It makes me better at expressing ideas. It also gains my skill. I participated in ILP with high attendance. The music provided by the school help me to improve. I met a lot of people and became friends.

After all, both the elderly and peer would give me advice on the job. If you listen to their advice, you'll have a big chance to find a suitable job.”

*Second Interview: Abijah Chung.* The second interview is shared by a high diploma graduate in the Lingnan Institute of Further Education (LIFE). Her major is Counselling Psychology. Her name is Abijah Chung. We met in the Chaplain’s Office in the English Bible sharing activities many times. She said that the integrated learning course is not a must for her graduation. That everyone can join the course. After graduation, she will continue to study another program that related the program she now participated in. It is a course on psychology major at Hong Kong Baptist University. She will choose to learn the course according.

“Apart from the lecture, I also took part in social service a lot. This term I went to an elderly center for practice. I got more to the flow of psychology issues now. The ILP and practicum both can help me in personal development. I like these practices as they provide me with confidence in profession develop.”

"The interaction with peers is more frequently than with elderlies. If I didn't follow their choose, I will be afraid to fall behind. To conclude, the choice for a job is an interaction between both generations. Accepted and appreciated by peers help in building my confidence.”

*Third Interview: Eva Ng.* She is an English major, in her final year of study as an undergraduate. Her major is English. Also, she is 21 years old and takes part in the Lingnan University Christian choir.

“I want to make use of my language and the use of my communication skills and have contact with people. So, I am quite a confidence with my English skills. And I was a committee member in the choir. And I learned a lot of skills like how to do the administration work, and how to learn with different people. And because it doesn't spiteful for me to know more about a different thing, ILP doesn't help me to develop my interest. Physically I joined the ILP program mostly. I don't like sports. I don't think it can help me to develop interests in sports.”

"I think I am confident enough to prepare myself for my career. I explore my characteristics and my personality from that choir. And because of the exchange program, I have a chance to talk to people overseas. I am confident enough to plan my career, or to work in labor career and the job market.”

*Forth Interview: Anthony Chan.* He is in Political Science major. He is a final year undergraduate at the age of 22. He is a former member of the Lingnan University Christian Fellowship. He has already had a job.

"Usually I write essays and reports for my politician. And I need to analyze the article as usual and apply what I have learned. I become the assistant of the politicians. At

last, it will have something to do with my learning. Because we mainly learn the book on concept issues. The school guests sharing on ILP have little to do with my career choice. When the rats and flies are gathering, I'll write letters to the Department of Health, and let them do cleanings."

"Then the school ILP activities contain a different stream of practice. For the case of sports, that it can be basketball, Tai chi or soccer. And my hobby has nothing to do with art. At the same time, there is some much useful practice. One example is the practice of the school counseling office. And they also hold activities such as chalk color painting that can be applied in our daily life. There are some ILP that cost much time. The ILP give me a glimpse of the various industry and provide me a chance to talk with professionals."

"As in Hong Kong people take study certificate very seriously. Then in my job choice, my mother didn't show any dislike. She supports my choice freely that can let me explore myself. But the salary is not very high, with only 12,500 HKD per month. That I have a local issue to take care of in daily work. It will be more related to local citizenship, than with people in other regions."

"What I learn in the Christian fellowship on how to get on well with others, it is very important for my communication with them. It is very important because in my work there will be people in various situations. So, it is a job that cares about people more than other issues."

## **Findings**

### **4.1: Peer Group and Interaction with Others Shape the Career Develop**

That the opinions in the interview represent their understanding of the academic training from higher education. Then it may reflect the education structure that combined with social interaction with school Christian background. That they engaged in Christian fellowship under the assistant of Chaplain's Office. That the office is also a Christian organization under Chinese Young Men's Christian Association (Chinese YMCA). The volunteer in the organization contributes to the student Christian fellowship and the Christian choir with guidance and company. That served as another kind of education based on Christian background. It could date back to school history in Guangzhou (Lee, 2000). This background stressed for a care and patience environment. At the same time, education takes the form of a multi-layer partnership model as presented in the literature review. Their analysis of the ILP activities can reflect as part of the student opinion towards the school education through the ILP activity and fellowship and choir they engaged.

After all, the qualitative represent some common idea on higher education. The interview took place among graduates so that can present the stakeholder's view on students' aspects. That the activities they take in one way enjoy themselves. In another way, the Christian fellowship and choir represent the school. It made the weekly gather and practice more than skill training. So, they fell the time is limited in gaining the ILP domains. But they took the responsibility in contributing to the school Cristian culture. So, their opinion could show the school education as a participant. And their opinion towards the career and the education training is meaningful and

important. As well as the family influence on student study. That quality doesn't mean to be academic excellence, in the cultural concept these Christian youngsters can also show the quality in obeying group rules in keeping on practice. It is quite a kind of organizational learning that stresses culture (Law, 2007).

Add to the role that Lingnan University plays, that the community-based development goal is also what those interviewers represented. The job that they are facing with or already take, have much relation with the local issues. Instead of to be very ambitious in the career they may only need to listen to family advice to choose a career they prefer. That the group relation in career can reflect the profession track which seems to be more theoretical on tertiary level training. The peer group and ILP somehow provide the students with a chance to practice. The communication skill and the way people gather are one of the learning that they gain from the practice. These skills can be very important in a real work setting. As we can show our respect to others through speak and our attitude on how to give other needed help. That is a practical exercise rather than a book theory. So the confidence in a career does not only come from academic training, but it also comes from group relation training. We can have more confidence if in a peer group we give others the needed help. So, learning, on one hand, takes theoretical training, on another hand it takes practice. We need to show our respect and role relation building in peer groups to learn the behavior, so that takes the environment as a whole to interact with it. So, the career is the interaction with both peer and family issues, as we try to find our role to play in society. Our career and learning are much influenced by relation-building and interpersonal skills. And that is shaped mostly through the extra-curricular activities in the tertiary process. That can reflect our attitude toward life-long learning as we can choose how to spend the time on the group. The group develops a goal in another way can lead individual. Whether the group identity is optimistic to the future also shapes the personal development. As the group identity is not something only in theory, it can reflect the social state through the link in the industry. Like the group in the choir may face with the confusion as to how to shape the pursue in the art behavior to develop themselves. That the whole society may also have the same kind of confusion somehow. Even though the family support is important, that the group identity is also what shapes personal development.

#### **4.2: The Suggestion on Education Issue**

After the quality talk, the career is quite related to attitude building in daily practice. Both through academic learning and group building. Then the talking contains some points can be taken as suggestion or findings. That the university prefers to collect suggestions from students through email when making a development plan. So, the interviewers talked about some points that can serve as a suggestion for school. And these are the collected points from what they mentioned.

##### **First, about career choice. The fears on career issue can be:**

- (1) Unfamiliar with the professional track.
- (2) How to continue to study at work to make continuous improvement in personal development.
- (3) To gain family support and interaction between generations.

(4) To adjust understanding of academic learning domains and make self-evaluation on skills.

**Second, about the suggestion on tertiary education, especially for Lingnan University to take.**

- (1) Help students know the meaning of ILP and let them participate with pleasure.
- (2) Conduct more activities in different areas and save students more time.
- (3) To accept a different kind of preference from students on the activities they take. To let some domain left blank in participation and make it acceptable by the school.
- (4) To balance ILP domain and academic score with a balance on student behavior evaluation. Both can stand for student confidence.
- (5) To make ILP practical, experience gaining for students.

**Third, the school also can keep some good practices. That can serve as a way for quality education that gains students' practical experience. Here are the good practices:**

- (1) To keep those exchange on program and major course.
- (2) To keep on the school in academic training strength.
- (3) Keep on inviting a guest in a professional area to share in ILP activities.
- (4) The counseling office is very helpful in teaching students on mental wellness.

**Discussion**

The interviews are in peer groups. They hold the view on the value of go on the training to improve what they learned. These learnings are part of the GLD learning identification. That the education system has provided the students with adequate academic criteria to do self-evaluation as well as make continues improvement.

The interchange with a group in the idea of doing service together is a good practice in the school culture. They can expand the ILP with their preference. The theory can be explained as organizational learning.

The limitation of the interview is that the talk is with only a few people. The quality interview showed that the graduate accepts different activities as a way to broaden the learning. The academy track can influence the career very much. At the same time, family and advice from elderlies are also strong support for a career choice. Without the balance on communication, the influence from peers and family is hard to make the career clear.

Even though the graduates are facing fears on the first choice of career, they have a rather positive evaluation of the academic track they take. The common opinion is shared by peers on the track of the group study. The same time value on the group learning attitude mainly provided the basement for a career. The way on how to collaborate and give assistance to group members gained them the most confidence.

It makes education meaningful that the quality indicator is related to student real experience.

## Conclusion

From the data in the interview, we can have a short conclusion on the learning in tertiary education toward career issues. That the experience in an education process is important in shaping the student. From both attitude building and acceptance gaining. The service attitude describes how they interact with the group. The acceptance among the group is the team-building practice, that has culture link with school issues.

During the tertiary education process, the students enter the life process to accept guidance from teachers with family support. They need elderlies to make sure which area of the industry they want to join. The elderlies serve as the role of experience contributor. The academic track is a guide for life-long learning. That without the training on school education, the students will not get a detailed indication of what to do in the learning. The learning is not only the task to fulfill as an academic requirement. It also relates to what to pursue as a career choice. That the career can help them develop the learning process in the way they can adapt to. That the course outline provided by school gives them a clear guide on the learning domains. The ILP also relates to learning domains but different students may prefer one or two subjects in it. They can adopt the ILP as a course as well as life-long interest develop.

The indicator of learning outcome is a useful tool to solve life problems. Then with a General Level Descriptor, the students can pursue improvement in both work and school.

The study here is not into deep relation with quality issues. This can leave as an area for further study, to combine teaching requirement with study outcome. Question is left on what can gain the student confidence apart from knowledge.

The family influence on a career choice is vital. It is not clear what career the family wants the student to take. As each family has their own goal to develop. Even though the peer groups can share the same kind of interest like singing and drawing. They will have different career apart from a hobby. The professional track considers salary and family duty. That school education provides the track for career development. The peer group provides the chance for practice. The last is to make sure if the career can meet the student's expectation of improvement as well as the acceptance from all sectors.



## **Acknowledgments**

I want to give special thanks to the fulfillment of my study of Lingnan University with the help of my father and mother. I followed my father's suggestion to enter this course on international higher education and received financial support from them in Hebei Province, China. The forgiveness they gave me when one of my courses seems to be failed, also made me feel encouraged to go on my study.

During the process of my study, my tutor Pro. AMOAH Padmore Adusei in Lingnan University was very kind and easy to get close to. The professor has shown his knowledge as well as introducing different background scholars to present in our academic course. I have learned a lot from the professor at Lingnan University and the guests.

The administrative staff Sandy Keung and Juliana Tang in the Division of Graduate Studies helped me a lot in school matters. Pastor Cheng, Chu Sir and his colleague Martin in Lingnan University Chaplain's Office also gave me much help and a gathering place to help me become familiar with many local students in Lingnan Christian (LNC). As we can take a variety of activities there.

That thanks all these people that contributed themselves and helped me carry on my study at the master's degree.

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**Contact email:** 1163401712@qq.com

*A Longitudinal Study of Japanese Students' L2 Oral Grammar*

Robert W. Long III, Kyushu Institute of Technology, Japan  
Hiroaki Watanabe, Kyushu Institute of Technology, Japan

The Asian Conference on the Liberal Arts 2019  
Official Conference Proceedings

**Abstract**

It is assumed that our educational lectures and materials are having some impact on students' knowledge and skills. This longitudinal study examined the reality of how Japanese L2 students' accuracy in English changed over an academic year. In April and May 2018, 23 Japanese students gave a self-introduction monologue, which was repeated again in early 2019. These L2 interactions by Japanese speakers formed the JUSFC2018 corpus and the JUSFC2019 corpus. Research questions related to whether or not there was a significant difference between in grammatical accuracy from the first interview session to the second year (regarding errors in clauses per 100 words, global errors and local errors, and in specific errors related to parts of speech) and what were the most frequently occurring errors in both corpora. Descriptive statistics showed marginal differences in error-free clauses per 100 words and with clauses with errors per 100 words. Similarly, while global errors did decline, local errors did increase; there was a 27.3 percent increase in local errors though the overall percentage in total words spoken decreased by half. For errors related to parts of speech, a t-test confirmed there was a significant difference between the two speech corpora. As for error reoccurrence, four types of errors were noted: incorrect phrasing, article omission, preposition omission, and errors related to plurals. No improvement in oral grammatical accuracy was noted, with some errors doubling or worsening significantly. This data highlights the difficulty of L2 teachers of having students self-edit themselves and paying more attention to being more accurate with their speech.

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## **Introduction**

One of the important issues when evaluating students' language skills is in understanding that passive knowledge can be vastly different from student output. For example, standardized test scores on grammatical forms may reflect a level of consciousness (or the ability to discern the right answer) instead of how that student might be able to use these forms in impromptu speaking or writing. All too often, many educators lose sight of this distinction, and as a result, continue to rely on too many communicative-type tasks such as shadowing, fill-in-the-blanks, short-answer replies that avoid the realistic nature of communication (pragmatic norms, turn-taking, and the issue of actual production). Both teachers and students naturally assume that some degree of language learning will take place as a result of outside factors such as MEXT directives, and overall school curricula, as well as the various in-class tasks, tests, and presentations that are given over the school year.

This study seeks to provide a glimpse of how students' grammatical accuracy has improved regarding monologic speech. In the study, Japanese L2 students provide a 4 to 10-minute self-introductory monologue, in 2018 and another in early 2019 before the end of the academic year: the transcripts make up the JUSF2018 corpus and the JUSFC2019 corpus. The research questions focus on whether or not there was a significant difference between in grammatical accuracy from the first interview session to the second year (regarding errors in clauses per 100 words, global errors and local errors, and in specific errors related to parts of speech) and what were the most frequently occurring errors in both corpora. By better understanding the kinds of errors that students initially make in their spontaneous speech, and how these errors change (or do not change) over time, allows educators to better focus time and energy on issues relating to fossilization and editing. As Corder (1967, p. 167) notes, that "learners' errors can also provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." In short, the issue of acquisition is a crucial issue for educators as it shows which forms students are effectively able to use and master in their L2 conversations.

## **Review of Literature**

### ***Sources and treatment of errors***

Error correction in interlanguage has a long history. In 1971, Richards cited four significant types or causes of intralingual (developmental) errors: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Later Richards (1974) identified seven sources of errors, namely, (a) interference, (b) overgeneralization, (c) performance errors, (d) markers of transitional competence, (e) strategies of communication and assimilation, and (f) successions of approximative systems, (g) universal hierarchy of difficulty. Thus, researchers realized that at the beginning of language learning, performance would be impacted by the interlingual transfer from the native language. Researchers also identified two types of errors: performance errors (often made by learner's carelessness) and competence errors (mistakes due to inadequate learning), which were later termed mistakes by Gefen (1979). Selinker (1972) was the first to discuss the learner's "interlanguage" and the problem of fossilization, mainly how the L2 can

be influenced by the learner's native language, interlanguage, and target language. Errors are also categorized into omission, substitution, addition, and permutation (Corder 1973) and Chaaraoui (2017) found in his study on monologues the error types ranked as follows (1) 25 types of erroneous substitutions, (b) 23 types of erroneous omissions, (c) 11 erroneous additions, and (d) 6 erroneous permutations. This led Ellis (2003) to observe, "Form-focused instruction . . . needs to be in context. As the academic context is foreign, form-focused writing would be very helpful in making the L2 grammatical norms recognizable. Teaching English as a means of communication would be very productive as a great deal of errors can be corrected" (p.100).

Terrell (1991) presents evidence that direct grammar instruction did not guarantee L2 learners the ability to engage in spontaneous conversation freely. On the other hand, she demonstrates in her research that grammatical knowledge plays a significant role in the learners' overall language proficiency. Many researchers who are programarians, such as Ebsworth and Schweer (1997), promote that knowledge of accurate grammar helps accuracy and increases the speed of L2 learning and acquisition, and Terrell's study does reveal the strong relationship that grammar has with all language skills. However, in responding to errors, James (1998) proposed that educators use techniques to enhance the students' accuracy in expression. He also discussed the importance of students' affective factors in correction to avoid face-threatening issues. Touchie (1986) states that teachers should only correct errors affecting intelligibility, concentrating on global errors rather than on local errors. Furthermore, she argued that high frequency and generality errors should be corrected more often than less frequent errors, for example, plurals. The commonality of errors is another issue that should attract the attention of educators. A third issue is that of irritability, which, according to Touchie, relates to errors that may elicit ridicule from students in higher socioeconomic classes.

### **Preliminary Research**

Preliminary research focuses on the results of two studies. The first study (Long and Hatcho, 2018) studied intralingual and interlingual errors from L2 conversations Based on the Japanese University Student Corpus (JUSC). 1 An inventory taken from this corpus, containing 400 errors in context, was formed for teachers to rate the errors as being intralingual, interlingual, or undetermined. A second aim was to identify frequently occurring errors. The results from this study indicated that 35% of the 400 errors were deemed as being intralingual [859 responses], 51% were seen as interlingual [1233 responses], and 12.5% were undetermined [301 responses]. In addition, the primary errors were as follows: incorrect use of articles (381), incorrect verb tense form (162), incorrect use of prepositions (158), the omission of verbs (152), modifier errors (111), and incorrect subject-verb agreement (76). The study highlighted the commonality of particular errors and the issue related to fossilization. Regarding other kinds of errors, the misuse of plurals, deletion of words, and wording/rephrasing were the most common mistakes. In short, the researchers concluded that L1 is a factor in grammatical accuracy.

The second study focused on another corpus (in which this study is based) and examined grammatical accuracy in dialogic output. Results showed that global errors showed a significant decline, while local errors increased from 97 to 158 errors. As

for errors related to parts of speech, a t-test confirmed there was a significant difference ( $t(23) = 2.19366, p < 0.0386$ ), between the two speech corpora, but with more error frequency occurring in the 2019 corpus. While the number of words spoken did increase by 549, the number of local errors increased by one-third, from 97 to 158. There was minimal change in errors concerning lexical phrases, articles, and propositions, modifiers; however, in regards to noun phrases, errors increased dramatically, from 4 to 13 for subject formation and using plural forms correctly, 14 to 21. Agreement was also problematic in verb phrasing.

## **The Study**

### ***Rationale***

The study aims to see if students progress in their grammatical accuracy as it relates to their verbal output. As tasks, homework assignments, and test scores are poor indicators as to students' actual performance; progress must be gauged only on actual spontaneous output. Thus, teachers need to examine errors in clauses per 100 words, global and local errors, and specific parts of speech.

### Research Questions

Question 1: Do error-free clauses and clauses with errors per 100 words change significantly over the year in monologic speech?

Question 2: In monologic speech, do global and local errors change significantly over the year?

Question 3: Do students become more accurate with specific grammatical forms and wording in their self-introductory monologues? Which forms showed the least improvement or worsened? Will the data in monologic output reflect similarities that were found in dialogic output?

### ***Transcripts***

Twenty-seven Japanese students were asked to give a self-introduction monologue, which was then followed by a three-question dialogue. Based on the TOEIC scores of these participants, three groups were formed, with the first group having scores that ranged from 150 to 370, the second from 371 to 570, and the third from 571 to 770. The interactions were videotaped and transcribed, and the transcriptions make up the Japanese University Student Fluency Corpus (JUSFC2018), which has 23,539 words, and the JUSFC2019, which has 5,460 words.

These videotaped interviews were started in April and May 2018. Students did not know of the contents or questions of any topics beforehand. Students gave written permission for the videotapes to be used for research purposes and to be shown in conferences. Students were not paid for their interviews; coding of the transcripts reflects the Conversational Analysis Conventions. See Appendix A for three examples of transcripts from the three groups, starting at the lowest range.

## Results

In examining the first research question, concerning Japanese L2 grammatical accuracy with error-free clauses, clauses with errors / 100 words over an academic year, results showed for the 2018 corpus that Japanese students averaged 5.5 error-free clauses and 2.7 clauses with errors. In the 2019 corpus, a decrease in proficiency was noted with error-free clauses averaging 8.7, along with an increase of 5.2 in clauses with errors, resulting in a 58.1 percent increase in error-free clauses and a 92.5 percent increase for clauses with errors, see table 1. As for the second research question, see table 2, concerning the question relating to global and local errors, results showed that for global errors, significant differences existed regarding both the differences in total errors from both corpora, and in the overall percentages of the averages of errors. While a decrease in global errors is noted in the 2019 corpus, and 27.3% increase is noted in local errors as well.

The last aim of this study was to examine whether students become more accurate regarding specific grammatical forms and phrasing and to identify which grammatical forms showed the least improvement or worsened. In the preliminary study, it was found that there was minimal change in errors concerning lexical phrases, articles, and prepositions, pronouns, and modifiers; however, in regards to noun phrases, errors increased dramatically, from 4 to 13 for subject formation and using plural forms correctly, 14 to 21. Agreement was also problematic (in the preliminary study) in regards to verb phrasing, with students making 11 errors in 2018 and 18 errors one year later. In the monologic output, similar data was found, with minimal changes being noted in the same categories (except for pronouns and articles) and errors relating to noun phrases, see table 3. T-tests for the use of L1 showed significance  $t(27) = 3.401$ ,  $p < 0.0021$ , with a mean differences of  $-2.64$ ,  $SD = 4.111$ . As for error reoccurrence, four types of errors were noted: incorrect phrasing, article omission, preposition omission, and errors related to plurals.

Table 1. Phase 1 Analysis: Clause Analysis

	<u>2018</u>	<u>Monologues</u>	<u>2019</u>
<u>Monologues</u>			
	2088 words		2015 words
1. Error-free clauses per 100 words	5.5 clauses		8.7 clauses
2. Clauses with errors per 100 words	2.7 clauses		5.2 clauses

Table 2. Phase 2 Analysis: Global / Local Errors

	Total	%	Total	%
Global Errors	6	0.28	2	
0.03				
Local Errors	95	4.54	121	
2.2				

Table 3. Phase 3 Analysis: Categorization of Errors

	Total	%	Total	%
<b>Lexical phrase choice</b>				
0.29				
0.03				
Extraneous / incorrect phrasing	12	0.57		16
Omission	1	0.04	20	
Dangling misplaced modifier	0	0	0	0
<b>Article errors</b>				
0.67				
0.01				
Incorrect insertions	0	0	0	0
Omission	30	1.43	37	
Agreement	0	0	1	
<b>Prepositions</b>				
0.01				
Misuse	5	0.23	8	0.1
Incorrect insertion	0	0	1	
Omission	11	0.52	10	0.1
<b>Verb formation</b>				
0.10				
0.05				
0.12				
0.05				
Tense	3	0.14	8	0.1
Omission	4	0.19	6	
Agreement	0	0	3	
Form	3	0.14	7	
Incorrect verb usage	2	0.09	3	
<b>Pronouns</b>				
0.18				
Misuse	3	0.14	10	
Omission	0	0	1	0.1
<b>Nouns / noun phrasing</b>				
0.36				
0.09				
0.03				
Singular/plural errors	10	0.47	20	
Subject formation	4	0.18	5	
Agreement: gender, number	0	0	0	0
Omissions	1	0.04	2	
<b>Conjunctions / transitional signals</b>				



	Omission	0	0	0	0
	Incorrect insertions	0	0	0	0
	Misuse	0	0	1	
0.01					
Modifiers					
	Incorrect use of adjectives	5	0.23	5	
0.09					
	Incorrect use of Adverbs	1	0.04	3	
0.05					
	Incorrect insertion	0	0	1	0.1
	Incorrect relative pronoun	0	0	1	0.1
Other					
	Affixation-related errors: misuse of prefixes or suffixes	0	0	0	0
Total		101		140	2.5

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## Discussion

Concerning the aims of this paper, it was found that students' speech worsened over the school year. Similar results were found in both dialogic and monologic output. As to *why* students are showing no progress in their grammatical accuracy, the answer lies in the lack of attention given to communicative output and performance: knowledge of particular forms of any L2 does not necessarily reflect the subject's ability to use the forms correctly in spontaneous speech. The results also show the need for teaching students about the importance of *editing* their speech.

Educators also are challenged in giving feedback to 30 or more students in any one class. The one positive change was that global errors were reduced, so students were able to gain some level of mastery of English phrasing and usage. The data also points out that L2 educators in Japan need to work more with noun phrasing, articles, and pronouns with special attention given to articles, which do not exist in L1.

More practice will be needed to overcome the issue of knowledge of L2 not reflecting the correct usage in spontaneous speech. Perhaps attentive feedback from teachers will encourage students to notice their mistakes. The challenge is upon teachers as well as students in class sizes of 30 or more, which requires time-consuming dedication to edit their speech. Without such efforts, students' speech will not change or even worsen in some cases.

## Conclusion

The study points out the importance of understanding the overall issue of student progress. While test scores and homework tasks might indicate a student's familiarity and knowledge of a form or language issue, this may or may not be able to be adequately expressed in spontaneous interactions. We feel that these data represent a

broader problem with many L2 students throughout the world, as little attention is paid to grammatical accuracy in both dialogic and monologic output, and due to the difficulty of teachers providing this feedback. Thus, it is argued that the issue of fossilization requires more attention, along with students editing their speech. The data shows that the field of error analysis (EA) is still important and that educators need to stand back and to look more deeply at the students' progress over the school year.

### **Notes**

1. The Japanese University Student Corpus (JUSC) can be found at [www.genderfluency.com](http://www.genderfluency.com).
2. This article is now under consideration with JALT's *The Language Teacher*.

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## Appendix A. Transcripts from the Japanese University Student Fluency Corpus 2019, 5,460 Words

Name: H. W.

TOEIC score: 290

Monologue

Oh ↑, (7.8) (laughter) eh: (6.2) I belong to (.) shourijin kempo club and karate club, and ki-, *kidadorokon* there club is so fun. (4.8) but ↑ (.) very busy (12.7) I continue to continue to do these (17.3) my hobby is in, my hobby, ↑ I (11.2) in holiday, I: (2.6) I can bring game a TV game.

Name: K. O.

TOEIC score: 470

Monologue

I'm nineteen years old; I'm going to (2.0) go abroad, (2.4) next month, in Australia, to study English, (1.8) but uh my English skill is very low so↑ I want to (3.6) I want to↓ (2.4) skill I want to skill up↑ about English. (5.7) (laugh) so eh (1.3) I: ah: I study English every day to (6.1) go abroad.

Name: A. S.

TOEIC score: 770

Monologue

I I'm from Fukuoka (.) city↑ and I'm nineteen years old. I: ↑ come to this school to: (1.8) study about machine, and I'm interested in space engineering, so I want I want to go to the space engineering course, but↑ it is very: (1.3) high, it is very high (3.4) it is very difficult to go to the course, so I have to study hard↑ now↑ (laugh) I (2.0) uh↓ I: (3.8) I: (3.4) I talk about my family↑ I my my brother is (2.1) two two years older than me, so he is greatful in university, he go he↑ goes to university in Tokyo so he (.) this↑ spring he has to start job (laugh) (2.8) job: finding↑ so so: this new year's vacation, he bought a new suit, ( ) (suit) because he has to work hard to get a better job, but he doesn't do anything↑ about that, so my parents, (2.9) parents said said him a lot of things. (laugh) and and we I went to Taiwan↑ in (3.0) summer vacation with my family, and then my mother broke her arms bone in Taiwan, he slipped, (2.2) it was raining, ↑ so he slipped in the road, and when he slipped, he broke her right arm's bone, and uh, we he of course she has she had to go the hospital, and we we called am- ambulance, and she went to the hospital. (laugh) It we went to Taiwan three days, but she broke her arm in day two↑, so I we cannot enjoy Taiwan very much (laugh) and even now↑ she went to hospital to (.) to to do rehabilitation and she she (1.8) she is tired about that, she she said she she doesn't want to go Taiwan (laugh), so and uh (5.6) my cousin↑, my cousin↑ start starts to have (1.4) uh a pet dog, a very small dog, and it is about one kilogram, very small dog, and my cousin is nine↑ years old, and she always say she wants to have a dog but her parents (1.6) didn't say yes, because it is very difficult, and need many time to have a dog, so: but (3.2) last week, her parents bought a dog for her, and uh she is very happy now, she (2.1) she often comes to my home to get dinner together, but now she did she doesn't want to come to my home because she wants to play with her dog in her home. My my home is apartment, so dog can not come in my home, so she didn't she doesn't want to come my home. I I like dog, but I like dog, but (2.1) I I don't like to touch it. (laugh) I like just seeing, (laugh) so I I: (3.6) and her dog is very small, so I I'm very (2.9) ner- nerv- to touch it.

## *Synchronic and Diachronic Exploration in Faith-based History Teaching*

Elya Kurniawan Wibowo, Pelita Harapan University, Indonesia  
Yenty Rahardjo, Pelita Harapan University, Indonesia

The Asian Conference on the Liberal Arts 2019  
Official Conference Proceedings

### **Abstract**

Historicity is a fundamental element in the effort to mediate tensions between Christian Liberal Arts critical thinking, interdisciplinary, and holistic citizenship with pragmatic, economic utility. In Art, Design, and Architecture, design thinking has shifted away from designing material object towards socio-materiality as an end goal. The design process is increasingly appointed towards building, recreating, redefining social frameworks, rituals, habit, and placement; how to use, mediate, or synthesizes various perspectives to create pre-determined conditioning. This disciplinary development made historical consciousness a dominant aspect in comprehending the direction and possibilities of competing narratives and cultural hermeneutics. To mediate learning that allows socio-materiality and faith-based emphasis, history of Art, Design, and Architecture must be taught not as a chronological exploration of artefacts produced, but as a critical reflection of human being, worldviews, civilization, artefacts produced by individual and social groups, in particular time and place. The Initial Historical Reflection is designed to constrain the quantity of data and information; providing an in-depth analytical reading of a given text, visual, supporting narratives. Initial Historical Reflection utilizes Cultural Studies and Design categorizations to allow students to build collective reflection synchronically across all variables of one place and timeframe. The result of this initial reflection is collected as a repository to execute Diachronic Historical Reflection. This Diachronic Reflection is designed to allow students to build a hypothetical correlation between different timeframe and place on a selected phenomenon. Combined Synchronic-Diachronic historical reflection produces historically grounded ideation, post-course discourses for further stages of disciplinary praxis.

Keywords: historicity, socio-materiality, synchronic, diachronic

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## Introduction

The Synchronic- Diachronic Exploration in Faith-based History teaching started as a disciplinary response to institutional Christian Liberal Arts general education. The challenge given by the institution was threefold, firstly to fully engage its underlying faith-based presuppositions in all teaching and learning process; secondly, to create coherent relationship between Christian Liberal Arts general education and specific disciplinary education; thirdly, to fulfill vocational expectation posit by the professional and governmental regulatory board.

A common ground needs to be identified between faith-based, Liberal Arts, and disciplinary pedagogical expectations. This so-called common ground may consist of a framework, a starting point, or a common element that are present and intertwined in what seemed to be less compatible pedagogical expectations. To search and identify possible alternatives for this common element, a collaborative task force between Liberal Arts and Art and Design disciplinary educators tested several joint teaching modules. Analysis was carried out to determine specific compatibility issues between existing faith-based, liberal arts, and disciplinary expectations. This collaboration resulted in the decision to investigate the possibility of making the worldview approach as common ground of developing faith-based, liberal arts, and disciplinary pedagogy.

## From Worldview to History

Historically since the late nineteen century, Christian philosophers and education scholars have utilized the worldview conception as an instrument of pursuing holistic intellectual and spiritual formation. The utilization of Worldview conception also occurred in various disciplinary sciences. From Polanyi and Kuhn in natural sciences, Freud and Jung in psychology, to sociologists like Karl Manheim and Peter Berger. The utilization of worldview conception allows converging shifts in the way the faith-based, liberal arts, and disciplinary elements form a compatible pedagogy. The shift to worldview terminology and thought allows faith-based foundational framework not to be taught dogmatically as a completely separated normative principles. It allows its dogmatic propositions to be understood and studied in its underlying presuppositions. It became for formative learning purposes, a study of behind-the-scene distillate pre-theoretical formation. This shift opens a dialogue and comparative analysis to similar pre-theoretical conviction held in every disciplinary science. The shift provided a deeper understanding in each discipline of its own internal presuppositions and pre-theoretical formation, beyond instrumental utilization. To the Liberal Arts general education, the shift increases the possibility of interdisciplinary learning.

In his worldview investigation, Buijs (2012) reveal an important element indirectly instrumental in evaluating our present pedagogical approach in faith-based teaching. The implication that a person's worldview conception is never a unity, nor private, but constantly in tensions of disunity in its communal and societal context, seriously challenges rationalistic, ahistorical, proposition-based pedagogical approach.

Why historiography as means to engage worldview? Sire's (2015) and Buijs' (2012) development of worldview understanding provide fundamental critique towards our present pedagogy. Sire's (2009) revised the focus of a worldview. Worldview is

understood as a fundamental orientation of the heart, which can be held consciously or subconsciously, consistently or inconsistently would be put into contrast with stable, completed framework, constructed with normative propositions upon which clear differentiation of any given context can be defined. Buijs' (2012) explanation of worldview as communal phenomenon raised questions of how current deductive learning, through propositions taken out of its historical and societal context, can sufficiently support critical reflection of worldview contestation embodied daily at the present. Due to various constraints, the utilization of worldview conception as common ground in our pedagogy remain incoherently rationalistic, mostly detached from situatedness of disciplinary practices. It failed to act as a bridge between systemic or normative concern with the embodied situatedness. This condition seemed to reflect the late development of worldview conception in Christian philosophy.

Buijs (2012) proposed a solution to the incoherent disunity of rationalistic Christian Worldview, a new role for worldview. After explaining the current context of what Charles Taylor (2007) called The Age of Authenticity, Buijs underlined how the character of the age that fight against any idea of external ideological, imposing framework brought a deathblow to a rationalistic, comprehensive all-encompassing idea of worldview. Buijs (2012) offer a possible role for worldview in the current context. This role no longer placing worldview as intellect-driven (propositional, abstractions, deductive learning) comprehensive framework but as reflections, deep explorations towards any deep commitments any patterns of life may be rooted. Buijs (2012) stated that these deep explorations can be in two forms as follows:

“The first form may be that of narratives: novels, myths, parables, biographies, theatre plays, movies and so forth. In many (if not all) of these kind of narratives, ways of life are explored and analyzed, some of whom may seem attractive at first, but then turn out to be quite harmful to oneself or others, whilst other ways of life may be just the other way around. In the background of the stories one can also sometimes discern deeper issues that come close to what is called ‘a worldview’. However, in an ‘age of authenticity,’ the primary focus is probably going to be on the question whether a certain story helps me to understand life in general and my life and the A second form that ‘worldview’ may take in an ‘age of authenticity’ is that of personal examples and personal inspiration. The key question may not simply be what your ‘encompassing framework’ is, but: ‘by whom are you inspired?’, ‘who is your great example?’, ‘who is your hero?’. This line goes a long way back in Christian history, of course: whom are you going to follow? Do you choose the *Imitatio Christi*? Or are there other leading stars in your life? Next to storytelling, this second form requires personal, face-to-face encounters.”

This developing understanding of worldview in Christian philosophy crucially influence pedagogical assumptions set for this research. Its comprehensive and holistic nature, not merely as rational propositions, affirms the value of worldview as a pedagogical instrument where deep assumptions upon which we perceive reality is known and disclosed. Its historical precedent of being expressed through storytelling also play an important role in how further methodical development is conducted.

Bloch (1953) quoted in Bradley and Muller (2016) observed the importance of history to Christianity as a consequence of situating its whole narrative of Creation, Fall,

Redemption, and Judgment in the canvas of world history. Thus, whether it is a history of Christian thought, doctrine, dogma, or worldview, it must be identified in a still broader field of inquiry. It can only be adequately understood in relation to its broader situatedness in the historical context of time, place, and society. Bradley and Muller (2016) observed that in the pluralistic concerns of the present, traditional divisions of historical investigation such as history of theology, the church, the dogma, becomes inadequate without placing it in wider situatedness such as Western intellectual history and Western civilization.

Thus, the development of Christian worldview conception, also its relationship to historiography becomes an important foundation for any interdisciplinary development. Concurring with Pannenberg (1976) quoted in Bradley and Muller (2016) I propose that not only Church history, but also the history of theology, and dogmatic propositions constructed in response to a historical context as subject-matter must inescapably engages pressures of the whole history. Thus propositions, words or meanings as distinct from events have of themselves no discerning value. Events and interpretations, facts and meanings must, therefore, be viewed in embodied situatedness, synchronically at their original historical context.

Christianity's challenging relationship with history is reciprocated in the development of how historicity is regarded and situated in disciplinary and special sciences education.

Strauss (2009) investigate the way in which academic disciplines are influenced by philosophy, while at the same time acknowledging the dependence of philosophy on developments within the special sciences. While plenty of discourses can be drawn based on Strauss's investigation, this research is interested in the way and how a philosophical historiography approach provided constant historical interplay between underlying philosophical presuppositions and distinctiveness of disciplinary development. As such, problems resulted from systematic distinctions and the connection between disciplines are brought in a different light, resulting in fruitful discernment. Strauss's historical investigation is both synchronic and diachronic, offering investigation of underlying unity that runs underneath various special sciences development of certain time and place. It also investigates continuity and discontinuity of presuppositions, considering the historicity of all human knowledge.

### **Synchronic and Diachronic Historiography**

Looking further back from Strauss's synchronic and diachronic historical investigation of interaction between disciplines and special sciences, the experiment will now draw lessons from Christian philosophical historiography to develop disciplinary historicity that emphasis discernment and deep reflection to worldview.

Historiography in Christian philosophy tradition, as exemplified in Vollenhoven's philosophical historiography method addresses several inadequacies of rationalistic worldview pedagogy. To understand why we need to look back at some underlying considerations that Vollenhoven's tried to address through his historiography method. Wolters, as mentioned in Seerveld (2014), situated the development of Vollenhoven's philosophical historiography as a response to Neo-Positivistic historicism. As such the historiography method address the tension between normative stability and the



relativizing in interpreting every phenomenon. The method is, by how it was constructed, fashioned with specific categories that allow specific Christian presuppositions to be brought into in-depth reflection within another competing framework. As it was a reflection upon presuppositions brought within a critically shared historicity, it avoids the early-on detachment and rejection to absolutizing normativity. As it makes openness for deeper contextual relevance in interpreting meaning in any subject matter, it preserves the normative stability and macro-interpretation of history through methodical categorization.

The next phase of developing faith-based, liberal arts, and disciplinary integration is conducted separately in each domain. Having established a general argument to designate worldview through historiography as common ground, a more thorough examination is conducted to identify the existing historiography and the role that historicity took in each domain.

### **History Teaching at School of Design**

At the School of Design, further examination identifies the nature of historicity in relation to pedagogical practices in Arts, Design, and Architecture. Firstly, it agrees that Arts, Design and Architecture practices generally posit historicity as an important element in generating concepts, interpreting practices, and constructing values. Secondly, it identifies the presence of both synchronic and diachronic historical investigation in various stages of our teaching and learning process.

Diachronic historical investigation is mostly characterized as foundational knowledge, in which each time period or traditionally accepted categorization is introduced. The historical analysis would narrow its focus on what considered as representing the best material culture and artefact produced by specific time, place, or stylistic movement. Synchronic historical investigation mostly appears as part of preliminary ideation, in the stage where the design process search for contextual understanding. At its existing practices, the diachronic historical investigation of artefacts and material culture provide a basic understanding of similarities and differences, but less concerned and frequently detached from its specific situatedness. The absence of synchronic historical investigation in preliminary search for contextual understanding resulting in various forms of social, cultural, and ethical misappropriation. In the age of information where identity becomes a primary design element, the challenge to understand and consider multiple contexts appropriately is crucial.

In Art, Design, and Architecture, design thinking has shifted away from designing material object towards socio-materiality as an end goal. The design process is increasingly appointed towards building, recreating, redefining social frameworks, rituals, habit, and placement; how to use, mediate, or synthesizes various perspectives to create pre-determined conditioning. As this happened, the emphasis in design to study contingent interaction between human actors and material objects shifted from merely taking the human consideration as an initial means of generating materiality. Materiality and objects must now be understood by its social impact, as a representation of values, norms, and intentions.

This disciplinary development above made historical consciousness a dominant aspect in comprehending the direction and possibilities of designing. Material culture now

must be understood to represent competing narratives, whether presently or in its historical past.

To mediate learning that allows socio-materiality in Arts, Design, and Architecture requires similar changes to how historicity is situated for faith-based emphasis. History of Art, Design, and Architecture must be taught not as chronological exploration of artefacts produced, but as a critical reflection of human being, worldviews, civilization, artefacts produced by individual and social groups, time and place.

To allow theoretical arguments above be tested pedagogically, the explorative practices must be strategically placed in the School of Design curriculum structure. In relation to Liberal Arts and faith-based institutional subjects, the test-bed subject is located synchronically in the first year to allow interdisciplinary dialogue. In the context of an interdisciplinary approach to specific disciplines, the test-bed subject is faculty developed and presently taught at Visual Communication, Product, and Interior Design.

The exploration tested ideas as follows:

1. The utilization of worldview and historicity as common ground for disciplinary, Liberal Arts, and faith-based subjects.
2. The utilization of Diachronic historiography to develop a normative proposition.
3. The utilization of Synchronic historiography to develop deeper temporal and contextual understanding.
4. The combined utilization of Synchronic and Diachronic historical investigation as means of historically grounded interpretation and ideation.

The Synchronic Diachronic Exploration is presently conducted for three years since 2017 in the duration of 16-week semesters. Each semester with 3 to 4 classrooms running simultaneously in Visual Communication, Interior, and Product Design.

### **Result and Exposition**

The Initial Historical Reflection is designed to constrain the quantity of data and information; providing an in-depth analytical reading of a given text, visual, supporting narratives. These constraints are designed to allow utilization of Synchronic Historiography to the fullest. The 16-week semesters are designed to allow students to work collaboratively in a minimum of two selected Synchronic investigations. The synchronic investigation is subjected to collective questioning, in which each contextual understanding must be subjected to sound historical reasoning.

A series of Synchronic historical investigation conducted by students are subjected to Diachronic Historical Investigation conducted by Lecturers. The Diachronic Historical Investigation draw out comparative analysis between two synchronic investigation. It generates a question of continuity and discontinuity between two or more synchronic investigation, which resulted in a normative proposition to be concluded collectively.

To create further possibility of cross-examination across disciplines and subjects, Initial Historical Reflection utilizes existing Cultural Studies and Design categorizations that allow students to build collective reflection synchronically across all variables of one place and timeframe.

The combined Synchronic investigation by students and Diachronic investigation by Lecturers is collected to be utilized in the next stage of the process. The result of this combined initial reflection is collected as a shared repository to execute Diachronic Historical Reflection. This Diachronic Reflection is designed to allow students to build a hypothetical correlation between different timeframes and places on a selected phenomenon. Combined Synchronic-Diachronic historical reflection produces historically grounded ideation, post-course discourses for further stages of disciplinary praxis.

### **Conclusion**

The Synchronic Diachronic Teaching was designed from the first with the intention to allow continuing student's engagement and participation to independently construct and accumulate relevant themes for contextual discourses. The exploration has demonstrated ongoing discussion and interest to both Synchronic and Diachronic historical investigation between normative principles taught in different disciplines and contemporary interpretation of certain phenomenon. While specific turn of investigation that incorporates faith-based or Liberal Arts questions regularly appear in School of Design classes, no current evaluation has been conducted in related faith-based and Liberal Arts subjects. Further stage of collaborative development between Liberal Arts and School of Design is needed.

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**Contact email:** [elya.wibowo@uph.edu](mailto:elya.wibowo@uph.edu)





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Sakae 1-16-26-201  
Naka Ward, Nagoya, Aichi  
Japan 460-0008  
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