

The Implementation of Teachers Plan in English Learning Activities of Students with Autisms in Senior High School of School with Special Needs Untung Tuah Samarinda

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Keywords: Teaching English, Foreign Language, Autism.

Abstract: Discussion on children with special need especially those with autism requires an understanding of its close relation with an inclusive education as one of the most essential part in which these disabled students are involved. This study aims to describe how is the implementation of teachers plan in English Learning Activities of students with autisms in Senior High School of School with Special Need Untung Tuah. The design of this study was case study used qualitative approach. The subjects of this study were English Teachers. The researcher used flow model made by Miles and Huberman (1994). This study showed that the implementation of teachers plan in English Learning Activities is divided in teacher method of teaching, teaching media and teachers manage the classroom. Teaching method or learning model that is used by teacher were direct instruction and problem base learning. English teacher manages their class used direct approach to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students. Thus, the researcher concludes that English syllabus in this school is based on teacher's book which is including purposes and scope of teaching English to students with autism which is create main competences, basic competences.

1 INTRODUCTION

Discussion on children with special need especially those with autism requires an understanding of its close relation with an inclusive education as one of the most essential part in which these disabled students are involved. Along with the other regular students, these disabled students have equal right to have equal education, to learn certain subjects including English. Autism is a complex developmental disorder that appears by age 1-3 years. Signs of autism usually appear in the first year and the previous 3-year-old child. The exact cause of autism is not known for sure it is not caused by a wrong upbringing. Most recent writing focuses on the biological and neurological abnormalities in the brain, including imbalances, biochemical, genetic factors and immune disorders. (Sarwindah, 2002).

One of the major characteristics of the autistic syndrome is an important delay in language acquisition (DMSM-IV 1994). The acquisition process of autistic children also different with normal children. Autistic children do not seem to

acquire language through immersion as normal children do but need speech therapy support. Additionally, only about half of children with autism speak as adults and their linguistic level remains lower than that of normal subjects (Howlin 2003). Despite the importance of language in both the diagnosis and the deficits of autistic people, longitudinal studies of how language develops in autistic children do not exist.

According to Hilyati (2013), teaching English to the students with autism means provide them the equal and best quality of English education. Appropriate teaching method, developing appropriate annual program, syllabus and lesson plan, providing appropriate treatment for them, designing simplified test and evaluation for them, the goal to acquire English as Foreign Language for these students with autism is reached. In the other words, the purpose of these efforts is made in order to reach the goal of learning that is to achieve outcome through the designed process of learning.

Government policy no. 20 year 2003 on national education system has provided different nuances in serving education for children with

special need. In special education, it has been explained that special education refers to an education for learners with disorders or learners with exceptional intelligence conducted inclusively or an educational unit in the elementary and middle level. School with special need (*Sekolah Luar Biasa*) Untung Tuah is one of the school that very concern with autism students. In every year, this school always get new students and this school also teach English to their students even with mental disorders or delay in language. Base on the background above, the researcher interest to conduct research about teaching English as foreign language (EFL) to students with autism in Senior high school of SekolahLuarBiasa (SLB) Untung Tuah Samarinda 2016.

2 METHODOLOGY

This research used qualitative research with case study approach. According to Miles and Huberman (1994), qualitative research, usually work with a small number of people in context. Qualitative research uses appropriateness technique to determine the individuals. According to Gay, et al (2006), qualitative sampling is the process of selecting a small number of individuals for a study in such a way that the individuals chosen will be able to help the researcher understand to the phenomenon under investigation. This study used purposive sampling. So, the subject of this research were two English teachers of the students with autism in this case, how the teacher plan and managing their class in the Senior high school of school with special need (*Sekolah Luar Biasa*) Untung Tuah Samarinda. One of the subject of this research was teacher's assistant.

3 RESULTS AND DISCUSSION

It is useful to have an understanding the condition of the students with autism, be acquainted with their ways of processing information's and benefit from previous experiences in order to conduct the method of teaching. Based on documentation, interview and observation, the method of teaching that used by the English teachers in senior high school of school with special need especially in SMASLB Untung Tuah Samarinda are as follow:

3.1 Direct Instruction Model

Direct learning model is a learning model that is specifically designed to support the learning process of students with respect to the knowledge of procedural and declarative knowledge that is well structured and can be learned gradually, step by step. Learning directly though centered on permanent teachers must ensure the involvement of students, so the environment should be created oriented tasks. Direct learning model for training the models, active teaching models, teaching mastery, and explicit instruction.

It is supported by interview result. It shows that teaching method that is used by English teachers is Direct Instruction Model as we can see in the result interview above:

Extract 7.

"You know, we can't teach the students with autism same with normal students because this student's is different. So, we can't use specific teaching method to teach them but I also use explicit instruction method because for the students with autism teaching process which is taught they step by step."

TM1.12. Line 1-3.

Extract 8.

"For example, I teach them about body with song. So I create a song such as "this is a eyes this is e lag, this is a ears this is a hand" or something like that"

TM2.25. Line 1-2

So, we can say that teaching method that is used by the English teacher in SLB Untung Tuah is explicit instruction but sometime they didn't really use specific teaching method to teach.

3.2 Problem based Learning

Problem-based learning model (problem base instruction) is one model of learning that will take participants vote learners to work on authentic problems with the intention that learners can construct their own knowledge so as to develop self-reliance and self-confidence and it is also used to teach English to students with autism in SMALB Untung Tuah Samarinda. Base on theory there are some phase that need to pay attention by the teacher that is adopted by SMALB Untung Tuah.

Table 2. Problem Base Learning Phase

| Activity | Teacher Behaviorism |
|--|--|
| Phase 1 Provide orientation about problems to the student | 1. Teacher discusses learning objectives 2. Teachers describe various logistical needs 3. Teacher to motivate students to get involved in problem-solving activities |
| Phase 2 Organize students to learn | Teacher's help students explain the definition and organize appropriate task which is related with the problem. |
| Phase 3 Helps investigation independently and group | Teachers push the students to get the valid information, carry out experiments and give explanations and solutions |
| Phase 4 Develop and present the work of | Teachers to help students in planning and delivering artifacts and Exhibit precise as reports, video footage and models. Teachers help students submit / present to others |
| Phase 5 Analyze and evaluate the process of overcoming the problem | Teacher helps students to reflect on their investigations and the processes they use. |

It is supported by interview result. The result of interview shows that English teacher in SMALB Untung Tuah Samarinda used problem base learning.

Extract 1.

"I also Used PBL (Problem Base Learning) but not really)

TM3. 26. Line 1

Extract 2.

"I ask my student to download the electronic dictionary in their HP and when they ask a word that they don't understand, I will ask them to open their dictionary and search the words. Or I will ask them to go out the classroom and investigate what they interesting in outside and search the word in their dictionary.

TM4.27. Line 1-2

So, we can conclude that, teaching method or learning model that is use by teacher in Senior High School of School with Special Need Untung Tuah Samarinda were Direct instruction and problem base learning even in teaching English to autism they have three model of learning including cooperative learning but it difficult to use cooperative learning because in one class the students have different disability.

3.3 The Relevance Teachers Aid Used by Teacher's

The process of teaching and learning largely depends on the available teaching materials. Today there are a wide range of teaching aids which can be audio, video, books, DVDs etc. Teaching aids are those materials that help the teachers explain better knowledge and help the students understand. It is like the picture of the lesson. It is especially

important in lessons or topics that are strange to the kids. E.g. if you were teaching a group of kids in a remote village with no civilization about types of houses, you will need a picture or a DVD showing the different houses and their names because most probably these kids have never seen or heard of such. It also happens in autism classroom. There are many other tested teaching tools and resources that have had a great impact in improving learning processes for students. If you are a teacher and have not use any of the free or paid available teaching aids today, you will immediate see the difference in regards to your students' performance once you try it.

Base on result of this research we can see that English teacher in SLB Untung Tuah use some teaching aids for example: electronic dictionary, picture, video and props. It is proof by the result of interview:

Extract 3.

"I usually use electronic dictionary, video and props such as human body"

TA1.26.Line 1.

It is supported by observation. The observations show that, teaching aids that is used by English teacher in SLB Untung Tuah were electronic dictionary, picture, video and props. They use teaching aids to make the students easy to understand.

Extract 4.

We use electronic dictionary, picture, video and props to teach the students

TA2.10. Line 1.

Based on the observation and documentation, teaching media which is used by English teachers is based on teacher's book. In that Teacher's book said that in teaching English to students with autism teaching aids is highly recommended to use because it very helpful for the students to understand what the teacher teaches for them. There are some types of teaching aids that can be used to teach students with autism and also include in teacher book that is use by teacher.

1. Visuals: these are aids that use the actual vision like maps, charts, objects, pictures, models, flash cards, chalkboard, projectors, slides, bulletin boards. Of all the chalkboard is the most used and sometimes pictures.
2. Audio: these aids uses only the student's sense of hearing examples are films, television, DVDs, film strips etc.
3. Audio – visuals: these aids combine both the vision and hearing senses and always give a more vivid picture examples are films. The use of audio- visual teaching aids is known to be more effective and aid comprehension in learners. The type of teaching aid used will also depend largely on the level and age of students. For kindergarten and play pen kids rhymes, pictures and flash cards are most appropriate, you definitely will not use rhymes and flash cards to teach students in tertiary institutions instead go for slides, maps and charts.
4. Three Dimension. These aids combine some aspect such as can be seen or touch by the students

So, we can say that teaching aids is used in teaching English for students with autism in SLB Untung Tuah. It is important to bring new technology into the classroom. Devices used are more lightweight than books and PCs. Mobile learning can be used to diversify the types of learning activities students (or a blended learning approach). Mobile learning supports the learning process rather than being integral to it. Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved. Mobile learning can be used as a 'hook' to re-engage disaffected youth.

3.4 Teachers Manage Classroom

Teachers are called upon to be creative and innovative when preparing classrooms. Managing an all-inclusive classroom is easier if simple, personalized teaching strategies for the special needs

student are implemented. Teaching students with autism is a challenge, but the experience can be a positive one for the autistic child, his teachers, and his classmates if the proper teaching strategies are incorporated into the daily routine. Autistic children struggle with socialization. The See. Touch. Learn computer-based program opens a world of wonder for each student who is enrolled. The autistic student can work independently and can feel a sense of pride and accomplishment as he masters skills and learns new concepts. The program makes it possible to focus on the things that appeal to the student.

Effective classroom management can often be the difference between a classroom that's focused and attentive and a classroom in which students struggle to achieve their educational objectives. Teachers face a variety of choices when it comes to classroom management. While some teachers take a direct approach to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students.

The results show that English teacher in SLB Untung Tuah Samarinda manage their class use direct approach to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students. So in particular class they have two teachers to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students. One English teacher and one teacher assistant who help English teacher to manage the classroom.

Extract 5.

"Yes, they have two teachers for each class"

CM1. 17. Line 1

Extract 6.

"They help me to arrange the class room, to control the students, watch over the students and some time they write on the blackboard"

CM2. 19. Line 1

The reason why they still need teacher assistant because English teacher need someone to watch over the students when learning and teaching process and also in one class they at nine student and sometime the students barely scream without any reason. It is proof by the result of interview above:

Extract 7.

"Because you know some times when you are teaching the students barely scream without any reason. So I need someone to watch over them"

CM3. 22. Line 1-2

It is supported by the result of observation. Base on the observation, students with autism in Senior High School of The School with Special Need

Untung Tuah Samarinda have two teachers in one class. Teachers assistant job are also to arrange the class room, to control the students, watch over the students and some time they write on the blackboard. English teacher also taught two classes in the same time. She also teaches in the other school so she also comes to the school on Tuesday which is in her schedule. The other problem is teacher assistant the background of study is not in education so it not effective to manage the classroom especially students with autism classroom.

Teachers method of teaching is useful to have an understanding of the condition of the students with autism, be acquainted with their ways of processing information's and benefit from previous experiences in order to conduct the method of teaching. The method of teaching that used by the English teachers in Senior High School of School with Special Need Untung Tuah Samarinda is different with teaching English to normal students.

So, we can say that teaching method that is used by the English teacher in SLB Untung Tuah is explicit instruction but sometime they didn't really use specific teaching method to teach. Sometime English teacher used song to teach their students to get students attention or ask students to go to outside and find out the meaning of particular thing in outside of the class that they don't know.

The process of teaching and learning largely depends on the available teaching materials. Today there are a wide range of teaching aids which can be audio, video, books, DVDs etc. Teaching aids are those materials that help the teachers explain better knowledge and help the students understand. It is like the picture of the lesson. It is especially important in lessons or topics that are strange to the kids. E.g. if you were teaching a group of kids in a remote village with no civilization about types of houses, you will need a picture or a DVD showing the different houses and their names because most probably these kids have never seen or heard of such. There are many other tested teaching tools and resources that have had a great impact in improving learning processes for students. If you are a teacher and have not use any of the free or paid available teaching aids today, you will immediately see the difference in regards to your students' performance once you try it.

The observations also show that, teaching aids that is used by English teacher in SLB Untung Tuah were electronic dictionary, picture, video and props. They use teaching aids to make the students easy to understand. Teaching aids is used in teaching English for students with autism in SLB Untung Tuah. It is important to bring new technology into

the classroom. Devices used are more lightweight than books and PCs. Mobile learning can be used to diversify the types of learning activities students (or a blended learning approach). Mobile learning supports the learning process rather than being integral to it. Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved. Mobile learning can be used as a 'hook' to re-engage disaffected youth.

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Teachers assistant job are to arrange the class room, to control the students, watch over the students and some time they write on the blackboard. The other reason is. English teacher also taught two classes in the same time. She also teaches in the other school so she also comes to the school on Tuesday which is in her schedule. The other problem is teacher assistant the background of study is not in education so it not effective to manage the classroom especially students with autism classroom.

3.5 Teachers Plan Formulated Model

Education for All (Ontario Ministry of Education, 2007a), provides educators with recommendations on a broad range of techniques to enhance the instruction of students with special education needs, including those with ASD. The report provides information on the use of the principles of Universal Design for Learning (UDL) and differentiated instruction to plan for and respond to students with various needs. Learning is a continuum and every student is a unique learner. Flexible, supportive, and adjustable classrooms and programs must be planned and developed to meet the learning needs of individual students. These are important considerations in the planning of programs for students with ASD.

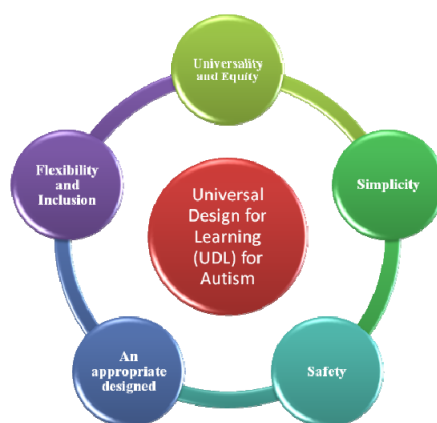


Figure 2. Ontario Ministry of Education, 2007

3.6 Universality and Equity

Teachers are encouraged to develop a class profile to identify the strengths, challenges, and needs of all students and to determine the stage that each student has reached in his or her learning. The instructional methods and classroom accommodations should vary for students with ASD. Students with ASD vary in their cognitive level, communication ability, social skills, and behavioural characteristics. They have a wide range of skills and diverse needs. It is important for teachers to gather information to understand the individual strengths, needs, and interests of students to identify appropriate curriculum expectations, required accommodations, and effective instructional approaches are planned to ensure that the needs of all students are met. It can be covered in syllabus and lesson plan that use and design by English teachers.

3.7 Flexibility and Inclusion

To ensure that all students are provided opportunities for real learning experiences, flexibility and options should be built into the planning of teaching strategies, materials, and student activities. The ability of students with ASD to participate in or respond to a learning experience may be affected by limitations in communication and social skills. Consideration of the likes, dislikes, strengths, needs, and interests of a student with ASD can help to make materials and tasks more engaging and provide motivation for the student to participate in and complete the desired task or activity. Concrete examples and hands-on activities provide students with opportunities to learn by seeing and doing and have been found to increase the motivation and engagement levels of students with ASD. For example, a student who has difficulty with

concepts in mathematics may be motivated to learn graphing techniques by gathering data on items of personal or special interest.

3.8 An Appropriately Designed Space

Consideration should be given to the size, space, and arrangement of the physical and visual elements in the learning environment to ensure that they are conducive to student learning. Some students with ASD are very aware of and need to know where things belong. The organization of materials, furniture, and resources should be carefully considered in relation to their effect on the learning environment of the student with ASD.

3.9 Simplicity

Teachers should ensure that the information provided in learning situations is presented clearly and is easily understood by the students. Unnecessarily complex and distracting information should be reduced as much as possible. The communication impairments that are often present in students with ASD may affect their ability to process verbal information. They will often have difficulty understanding complex, abstract language and may misinterpret metaphors, slang terms, and colloquialisms. Effective methods to simplify information and make it easier for the student to understand include using clear and concise language, breaking instructions and tasks into smaller steps, and using visual supports, such as written or picture schedules. Information and materials should be organized in such a way that important or key components are highlighted and easily identified by students.

3.10 Safety

Teachers need to consider possible safety hazards and elements with the potential to cause accidents in the classroom. Staff should be aware of and able to act on any safety assessments, safety plans, or safety protocols that may apply to specific students in the classroom.

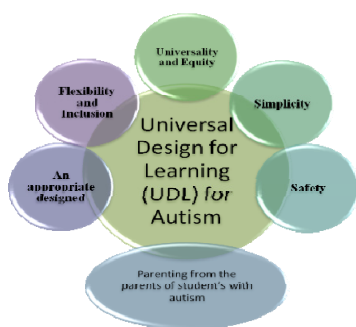


Figure 2. Universal Design for Learning for Autism

If a student with ASD is considered to be a safety risk in the school setting, adults involved with the student need to have access to the information and supports that are required to ensure a safe learning environment. A safety assessment can help to identify the factors that may lead to or cause situations and provide an assessment of the potential risks in given situations. A safety plan outlines the appropriate responses and supports that are required during specific situations with students.

4 CONCLUSIONS

The conclusions of this study are presented below:

1. The implementation of teachers plans in English Learning Activities of students with autisms in Senior High School of School with Special Need (Sekolah Luar Biasa) Untung Tuah Samarinda is divided in teacher method of teaching, the relevance teachers aid used by, teachers manage classroom. Teaching method or learning model that is use by teacher in Senior High School of School with Special Need Untung Tuah Samarinda were Direct instruction and problem base learning even in teaching English to autism they have three model of learning including cooperative learning but it difficult to use cooperative learning because in one class the students have different disability.
2. Teaching aids is used in teaching English for students with autism in SLB Untung Tuah. It is

important to bring new technology into the classroom

3. English teacher in SLB Untung Tuah Samarinda manage their class use direct approach to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students. So, in particular class they have two teachers to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students.

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