

TEACHING READING COMPREHENSION TO ADOLESCENTS WITH DISABILITY LABELS

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ABSTRACT

The purpose of this exploratory study was to better understand the impact of reading comprehension strategy instruction to students with a variety of disabilities, by a collaborative teaching team including a reading specialist and a special educator. Non-fiction articles based on students' interests and at their instructional reading level were used as the basis of instruction. Students were provided with explicit instruction on comprehension strategy use twice weekly throughout one school year. Results show that all students did make progress using a lexile measure. Implications for reading instruction for students with disability labels are presented.

INTRODUCTION

The ability to read impacts many aspects in life, including successful leisure, academic, and employment opportunities. This is true for all students, including those students with labels of intellectual disability (ID), Autism Spectrum Disorders (ASD), Emotional and Behavioral Disorders (EBD), Other Health Impairment (OHI), and Learning Disabilities (LD). While the National Reading Panel recommended that reading instruction should consist of explicit instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension (2000), much of the research focused on teaching reading to students with ID, ASD, and EBD has focused on isolated skills, such as sight word recognition, letter-sound correspondence, or fluency (Browder, Wakeman, Spooner, Ahlgrim-Delzell & Algozzine, 2006; Conners et al., 2006; Saunders, 2007, Garwood, Brunstig & Fox, 2014). Only recently, however, have researchers begun to venture beyond these narrow skills. In addition, much of the research has focused on elementary students with disability labels. Again, only recently have studies been conducted that involve middle and high school students, with the exception of students with labels of LD.

The majority of reading research in the special education field has been conducted with students with labels of LD (Edmonds et al., 2009; Scammacca et al., 2007; Solis et al., 2012; Watson et al., 2012). Hence, recent research has looked to strategies that have been successful with this group and begun to investigate whether these same strategies can be effective with students with other disability labels.

A brief review of recent research related to reading comprehension instruction for students with labels of LD, ID, ASD, EBD, and OHI follows. Within each disability area, research involving older students and reading comprehension strategy instruction is reviewed, where available.

Reading comprehension instruction and students with labels of LD

Adolescents with labels of learning disabilities often have difficulties in the areas of strategic processing of text and metacognition (Gersten, Fuchs, Williams, et al., 2001). That is, they do not process text efficiently; or they do not know when to use a strategy; and they tend not to monitor whether or how well they comprehend what they read. They must be taught how to do this. Explicit instruction in comprehension strategies has been found to improve the reading comprehension of students with learning disabilities.

In their meta-analysis of 31 studies of reading interventions involving 1,168 struggling adolescent readers, Scammacca, Roberts, Vaughn, Edmonds, Wexler, Reutebach & Torgesen (2007) looked at the impact of the interventions on reading comprehension, specifically. They found the following: 1) there was no statistically significant difference in terms of reading comprehension outcomes between students with labels of learning disability and students who struggle with reading. The interventions with the largest effect sizes helped a wide variety of students, not only those who scored low on reading comprehension or those who were identified as learning disabled. 2) The effect size for reading comprehension strategy interventions was very large – 1.23 – indicating “that teaching comprehension strategies to older students with reading difficulties is associated with an overall effect equivalent to a gain of about one standard deviation” (p. 12).

Vaughn, Gersten & Chaud (2000) looked at several research syntheses, dating back 3 decades. They found some common principles across studies: 1) instruction for students with learning disabilities must be visible and explicit – as an example, they mentioned the “think-aloud” strategy; 2) interaction between the teacher and students and between students is important; 3) small groups of no more than 6 students and pairs

of students are tied to the strongest gains; and 4) providing students with a set of steps or procedures to follow to enact a strategy sets students up for success.

Mastropieri, Scruggs & Graetz (2003) conducted a review of studies focused on reading comprehension strategies with adolescents. They found the largest effect sizes (1.33 or higher) for interventions that taught cognitive strategies, such as activating prior knowledge, summarizing, self-monitoring, and finding the main idea. Their review also found that teaching students to ask and answer questions related to text while reading has a significant impact on comprehension for students who have not previously used reading strategies.

Edmonds, Vaughn, Wexler, et al. (2009) found that when students think about and discuss what they know in both large and small group settings they showed improved comprehension. Additionally, their analysis of 29 studies showed better results for reading comprehension when students used narrative versus expository texts. However, when students used additional elements, such as graphic organizers along with expository texts, their reading comprehension results improved. This study highlights the importance of *active engagement* with text.

Jitendra, Hoppes and Xin (2000) conducted a study involving 33 adolescents with high incidence disabilities. They taught a main idea strategy and self-monitoring procedure over 8 lessons, using explicit strategy instruction. They found significant results immediately following the intervention, on both near transfer (measures aligned closely with intervention) and far transfer measures; a 6 week follow-up showed a significant difference on near transfer measures only. The authors noted that their strategy was one that can be used across content areas with a wide variety of texts. They suggested that the increased performance of students with a strategy that can be applied across texts and disciplines demonstrates the importance and feasibility of using comprehension strategy instruction in classroom settings.

In a synthesis of 29 intervention studies conducted between 1994 - 2004 with older students (grades 6-12) with primarily learning and reading disabilities, but also including students with labels of intellectual disability and emotional or behavioral disabilities (for a total of 976 students), the authors analyzed the impact of the interventions on reading comprehension (Edmonds, Vaughn, Wexler, Reutebuch, Cable, Tackett & Schnakenberg, 2009). Four types of interventions were included in the studies: comprehension, n = 13; multicomponent (more than one component (e.g., fluency and word study), n = 7; fluency, n = 5; word study, n

= 4. The effect sizes for each intervention, with regard to impact on reading comprehension, were as follows: comprehension: 1.04 (average); multicomponent .22 - 1.0 (range); fluency - no effect on comprehension; word study: -.012 to 0.65.

The authors concluded that comprehension strategy instruction and multicomponent instruction can help older struggling readers with text comprehension. At the same time, word study and fluency had little to no impact on reading comprehension. This is an important finding, because older students with disabilities tend to receive a majority of their instruction focused on decoding and fluency building (Allor, Mathes, Roberts, Cheatham & Otaiba, 2014; Katims, 2001). While these skills should not be ignored, they should not be taught to the exclusion of comprehension instruction.

The authors also found that that for single-strategy instruction, students tended to be successful on measures related to that strategy, but were less proficient on other measures of comprehension (e.g, Jitendra et al., 2000). These results suggest that older students may need more opportunities to apply new strategies, and may need to be taught a variety of strategies to apply to texts.

Finally, while the results of this synthesis suggest that older struggling readers can benefit from targeted instruction in reading comprehension, they also suggest that the instruction, for some learners, may need to be more intensive (of longer duration, provided in a smaller group) to achieve results similar to comparison groups.

Reading comprehension instruction and students with labels of ID.

Allor and colleagues have conducted several studies focused on students with labels of ID. In one study, students with IQs ranging from 40-80 were included, and were randomly assigned to treatment (n=76) and control groups (n = 65). Students in the treatment group received interventions in small groups for 40-50 minutes for 1-4 academic years. The interventions were systematic and explicit and taught in strands that included phonics, fluency, word recognition, vocabulary and listening and reading comprehension. On average, students in the treatment condition made significantly more progress than students in the control group, demonstrating that students with labels of ID can benefit from explicit instruction in the areas of reading that are taught to all students (Allor, Mathes, Roberts, Cheatham, Al Otaiba, 2014).

In their review of Institute for Education Sciences (IES)-funded research on reading for struggling readers, including students with disabilities, Connor, Alberto, Compton & O'Connor (2014) found 15 contributions made by this body of research in the first 8 years of funding. They categorized the contributions into 4 areas: (1) Assessment, (2) Basic Cognitive and Linguistic Processes, (3) Interventions (specifically focused on struggling readers, with and without disabilities), and (4) Professional Development (how effective strategies are brought to the classroom). With regard to Interventions, the authors wrote, "What we are beginning to understand about how typically developing readers learn to read also appears to hold for students with low incidence disabilities, including children with mild and moderate intellectual disabilities" (p. 42). Further, they wrote, "Findings are consistent with scientifically-based reading instruction and theories of reading development for typically developing students and indicate that such research findings appear to be largely applicable for students with mild to moderate intellectual disabilities" (p. 43).

At the same time, however, they noted that the time required for students to progress to the end of first grade reading level was 3 years; progress was not noted during the first year; and generalization of skills to other settings was challenging for students. Thus, while students do make progress, it has generally been found to be much slower.

Reading comprehension instruction and students with labels of ASD

A review of the literature found that research studies on effective strategies to increase reading comprehension for students with ASD are limited. El Zein et al. (2014) conducted a systematic review of the literature synthesizing 12 studies between the years 1980 and 2012. The studies reported nine treatment conditions, which the authors organized into the following 4 categories: 1) strategy instruction, 2) anaphoric cueing, 3) explicit instruction, and 4) student grouping practices. (El Zein et al., 2014).

Reading comprehension instruction and students with labels of EBD. Garwood, Brunsting, and Fox (2014) conducted a review of research on reading instruction for students with labels of EBD. They found nine studies that were focused on fluency and reading comprehension; the subjects were all middle and high school students. A variety of interventions were employed and found to be effective: Repeated Reading, Listening while Reading, self-graphing (word per minute for fluency), and Corrective Reading.

Reading comprehension instruction and students with OHI

No studies focused on this group of individuals were found in the literature. The varied nature of “Other Health Impairments” makes this heterogeneous group a difficult one to classify into a single group in terms of their approach to reading comprehension.

Engagement. In the *Practice Guide for Improving Adolescent Literacy*, the authors reviewed only studies that met the rigorous criteria used by the *What Works Clearinghouse*. The authors reported that there is strong evidence for explicitly teaching reading comprehension strategies to adolescent readers (Kamil, Borman, Dole, Kral, Salinger, Torgesen, 2008). Kamil et al. found evidence that a variety of strategies are effective: using prior knowledge, summarizing, predicting, asking questions, paraphrasing, and using graphic organizers. What these and other authors have concluded is that *active engagement* by students in the comprehension process is paramount, not the specific strategy employed (Gersten, Fuchs, Williams & Baker, 2001).

Active participation can take several forms: it can be writing a question about something in the text, making a prediction and telling a classmate, writing down key ideas from a text, or discussing theme in a piece of literature. Kamil et al. define engagement in reading as “the degree to which a student processes text deeply through the use of active strategies and thought processes and prior knowledge” (2008). Engagement, then, can take many forms and can be done alone or with others.

Co-Teaching

In recent years, schools have incorporated co-teaching as a means to provide students with disabilities support while providing access to the regular education curriculum (Friend et al., 2010). In this model, the regular education teacher brings a deeper understanding of the content curriculum and the special education teacher brings a deeper understanding of individual education plans (IEP), differentiation, and behavioral intervention plans (BIP) (Bronson & Dentith, 2014; Zion & Blanchett, 2011) in planning students’ opportunities to learn.

The co-teaching service delivery model is a method to provide specialized instruction required by the IEP and to ensure that students are being educated in the least restrictive environment (LRE). There are six different co-teaching models that can be practiced in the classroom. The most widely used co-teaching strategy

is one teach-one assist. In this model, the regular education teacher provides the majority of the content and the special education teacher assists individual students. Parallel teaching is when the class is divided in half and each teacher provides the same content to each group of students, reducing the student-teacher ratio. Alternate teaching is when the regular education teacher provides content to the majority of the students and the special education teacher provides pre-teaching or re-teaching to a small group of students. Team teaching is when both teachers alternate presenting the same amount of content to the class. The final co-teaching strategy is station teaching. Station teaching is when small groups of students rotate between individual and teacher-led activities (Friend et al., 2010). Having a special education teacher and a content-specific teacher in the same classroom allows teachers to collaborate in order to better instruct complex concepts to a broad range of learners (Forbes & Billet, 2012). Regardless of the strategy used, typically, the general education teacher provides information specific to the content and the special educator incorporates curricular and instructional modifications and accommodations to maximize student learning (Friend, 2016).

The purpose of this exploratory study was to determine the impact of reading comprehension strategy instruction on students with disabilities, with a variety of disability labels. Typically, students with disability labels are educated in general education classrooms or, if in a special education classroom, in a 'cross-categorical' setting, meaning that the students have a variety of disability labels. More specifically, this study addresses the following question: What effect will the teaching of reading comprehension strategies have on adolescent students with disabilities who are significantly delayed in reading?

METHODOLOGY

The setting (see text box), participants, data collection, data analysis, and intervention are discussed in this section.

Setting

- Suburban high school, Midwestern United States
- 1,455 students
- 0.7% American Indian or Alaska Native; 6.7% Asian or Pacific Islander; 11.2% Black; 4.1% Hispanic; 77.3% White
- 10.8% Students with Disabilities
- 18.8% Economically Disadvantaged
- 0.6% Limited English Proficient

Source: Wisconsin Department of Public Instruction, District and School Report Cards <https://apps2.dpi.wi.gov/reportcards/>, accessed 7/7/16

Participants: The study participants included eleven students: 7 males, 4 females, between the ages of 15 and 17, who have a variety of disability labels, including: Intellectual Disability (n = 4); Autism Spectrum Disorders (n = 3); Traumatic Brain Injury (n = 1); Emotional or Behavioral Disability (n = 1); Other Health Impaired (OHI) (n = 1); and Specific Learning Disability (SLD) in reading (n = 1). (See Table 1).

Two Reading Teachers and one Special Educator participated in the study. Amber had a Reading License, had taught reading for 4 years, and had taught at this school for 2.5 years.

Natalie has a Reading License, has taught reading for 14 years, and has taught at this school for 3 years.

Christine had a Cross-Categorical Special Educator License, had taught special education for 20 years, and had taught at this school for 4 years. Christine had worked with both reading teachers for 3 years.

The Reading Teachers worked closely for 3 years, as the only Reading Specialists in the high school. Amber left the school at Winter Break during the study. Nicole took over her classes. However, the teachers had a very similar approach, used similar materials, graphic organizers, and both taught various teaching strategies focused on reading comprehension.

Table 1 Study Participants

Initials	Gender	Grade	Age	Disability Category
EC	Male	9	15	EBD
BN	Male	9	16	ASD
FX	Male	9	15	TBI
BB	Female	10	16	SLD - reading
KL	Male	10	16	ID
TP	Male	10	17	ASD
RS	Female	10	17	OHI
FB	Male	11	17	ASD
NG	Female	11	18	ID
KT	Male	11	17	ID
LM	Female	12	17	ID

Data Collection.

Teacher Lesson Plans. Teachers kept a binder that showed their daily and weekly instruction. Their materials showed what strategies were taught throughout the year, how these were modeled, what students were expected to do to show their use of the strategy, along with what graphic organizers were used, and the dates these were used with students.

Observation of Reading Instruction. The first author and a curriculum specialist for the District conducted periodic observations of reading instruction throughout the year. We used Part 1 of “Observing Explicit

Reading Instruction” from Doing What Works (<http://dww.ed.gov>). Initially, we observed the same lesson (in late September) and compared scores on each item. The observation tool contains 26 items, divided into 4 parts: 1) Foundational Reading Skill Taught; 2) Reading Skill Focus; 3) Explicit Teaching Strategies; and 4) Data-based Instruction. Percentage agreement was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. Of 26 items, we agreed on 25 of these, for an overall interrater reliability percentage of 96%. A second interrater reliability check was conducted in early December and 100% agreement was found. Every 4-6 weeks, the raters independently observed the classroom. The teachers provided the schedule and raters went into the classroom unannounced. Fourteen observations were conducted during the school year.

Test Materials. Students were assessed formally during the fall, winter and spring using an assessment provided by Achieve 3000, originally developed by MetaMetrics. Students were assessed using a test designed to measure students’ reading comprehension, reported in lexile level, via eight multiple choice questions that measure their comprehension after reading a passage, including cause and effect, main idea, inferences, sequencing, word meaning, fact and opinion, and author’s purpose. The test was computer-based.

Intervention

The Strategic Reading course was comprised of students who were at the 25th percentile or below in their MAP reading score. The focus of this study was reading comprehension strategy instruction, taught to a whole group, twice per week, for 50 minutes, for 30 weeks, during the 2015-16 school year. Students were taught pre, during and after-reading strategies. During the course of the year, the students were taught the following reading comprehension strategies: 1) prediction; 2) chunking; 3) annotation; 4) highlighting; 5) drawing (“Stop and Draw” strategy); 6) summarizing (“Two Word” strategy); 7) making connections to the text, 8) questioning and 9) determining author’s purpose.

The content for comprehension strategy instruction was a variety of articles from Achieve 3000, at 3rd - 4th grade level. Articles were chosen based on student interest, current events, and topics covered in content area courses. Specifically, some of the areas selected were: teen issues, space, technology, health, careers, politics, and summer fun.

The 9 strategies were taught during the first half of the year. The reading teacher introduced the goal of the strategy, often through a YouTube video or engaging presentation. For instance, for prediction, she had the students in teams, and had them guess what an article would be about, when given the headline. To introduce summarization, she showed short ‘blooper’ video vignettes and had students summarize what happened or tell the main idea. Following the introduction, she projected the reading on the white board (students were provided with a paper copy) and modeled the strategy being taught, while explaining how to apply it. Students followed along and highlighted and/or wrote the same or similar content on their own text. There was ample time for discussion. Teachers explicitly modeled the use of the various strategies using think-aloud in this way. As an example, when teaching highlighting, the teacher explained why she selected to highlight certain phrases/ideas and not others.

In addition, for several strategies, graphic organizers or thinking maps were used to provide a concrete way to structure and demonstrate use of the strategies. Use of these was explicitly modeled throughout the school year. Any time a new strategy or graphic organizer was introduced, the teacher modeled how to use these. A gradual release of responsibility model was used.

During the fall, the co-teachers used the One Teach, One Assist model of co-teaching, primarily. The Reading Teacher introduced the strategy, modeled it and students followed along. _____ was able to assist students in

highlighting the text, or responding to questions, until students were able to complete at least some of the steps independently.

During the second half of the school year, the teachers modeled the application of several strategies during the same lesson. For example, during the spring semester, almost every lesson began with predicting what the article might be about, based on the headline or title. Next, lines would be drawn on the article to 'chunk' it into sections. After the first sentence or two was read aloud, usually by a student, there was discussion as to whether the class thought their prediction(s) were still correct. As the group moved through the article, they highlighted important sections of each paragraph, annotated, and summarized. They also asked and answered questions about the text. Students were required to determine the meaning of unknown words as they read. They had to make connections to self, other texts, and the world. When students asked questions, the teacher would make a note of it and the class would respond to it when more information was read and the question could potentially be answered.

Students were much more comfortable with implementing the strategies during the spring semester. Nicole and Caroline used the Team Teaching Approach to co-teaching more frequently during this semester. By this time, Caroline was more familiar and comfortable with teaching reading comprehension strategies, and the students were more familiar with the strategies, so they did not need as much support to properly apply them.

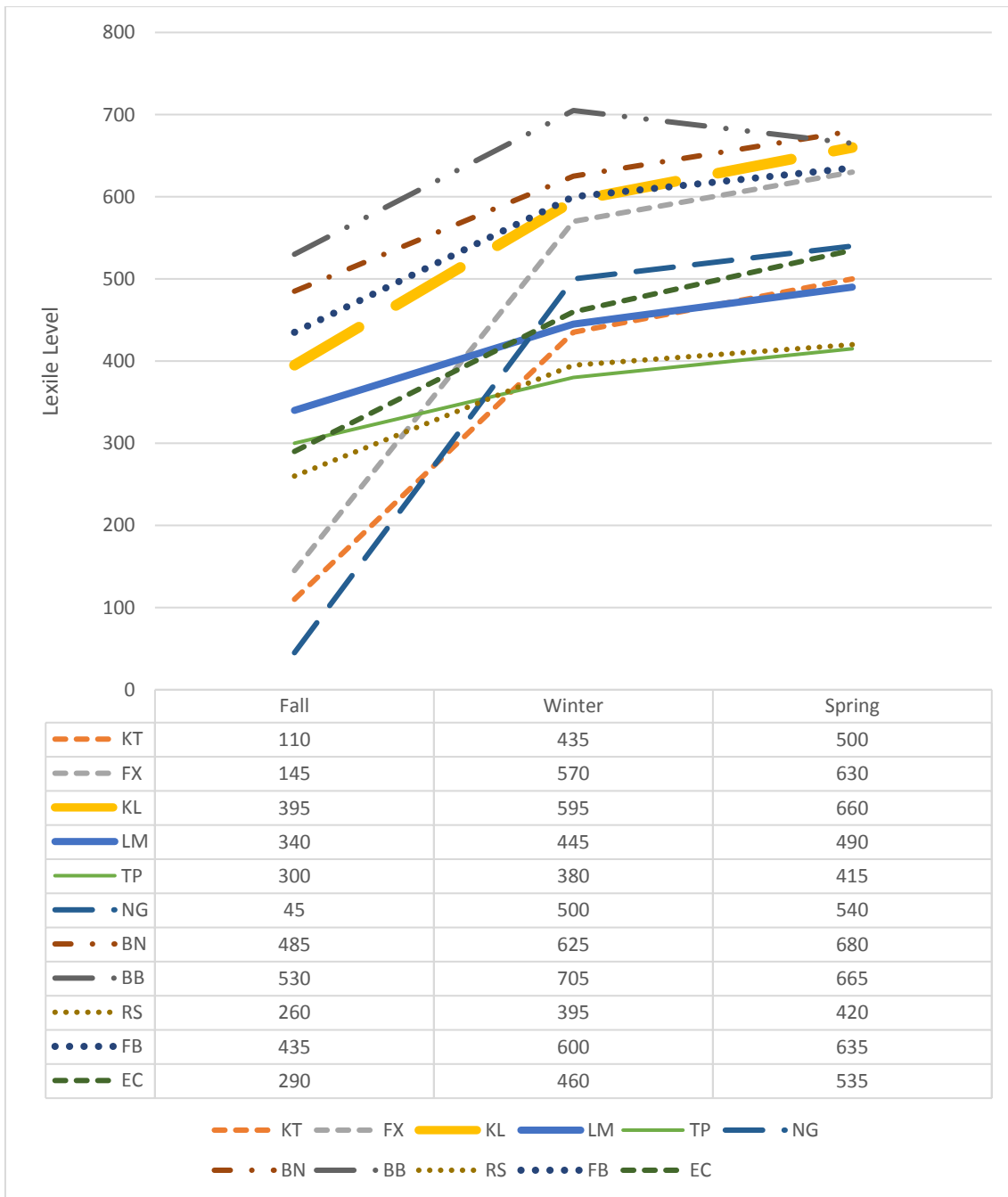
Students were encouraged to utilize a variety of strategies and to use those that they liked best. For example, some students were more visual and/or artistic, so they would draw a small picture to summarize the text, whereas someone else might use the "two word" strategy (write two words telling the main idea of a paragraph).

On days students were not engaged in whole group strategy instruction, they silently read their choice books at their instructional reading levels, discussed the texts with other students, and were required to reflect on what they read for the day. Students also worked on decoding, determining the meaning of words, and engaged in the online program Lexia. This program uses adaptive, personalized learning to help students develop fundamental literacy skills through a range of content covering basic phonological awareness through advanced decoding skills, vocabulary development, and comprehension activities. Activities on these days were individualized, based on the needs of each student.

RESULTS

Data for Achieve Testing were recorded during Fall, Winter, and Spring for all students.

Graph 1 - Achieve 3000 Test Results



As shown in Graph 1, all students made progress on the Achieve test, which measures the students' lexile level. The range of lexile score improvement was from 115 -495, with an average gain of 246.25 points. The variance in scores in the fall, and the rapid improvement in some students' scores from fall to winter may be an artifact of summer regression, rather than actual improvement. Most students made gains during both halves of the year, with one exception (BB). However, all students did show some gains in their lexile level during the course of the year.

Table 1 Lexile Level Score Improvement

Study Participant	Gender	Lexile level gains (in points and percentile)	Lexile level gains (in points and percentile)	Total Lexile points improved	Grade/age	Disability Category

		from fall to winter	from winter to spring			
NG	Female	455/91.9%	40/8.1%	495	11/18	ID
KT	Male	335/83.7%	65/16.3%	400	11/17	ID
FX	Male	425/87.6%	60/12.4%	485	9/15	TBI
KL	Male	220/77.1%	65/22.8%	285	10/17	ID
EC	Male	170/71.7%	75/28.3%	245	9/15	EBD
FB	Male	165/82.5%	35/17.5%	205	11/17	ASD
BN	Male	140/71.8%	55/28.2%	195	9/16	ASD
RS	Female	115/71.8%	45/28.2%	160	10/17	OHI
LM	Female	105/70.0%	45/30%	145	12/17	ID
BB	Female	175/1.29%	(40)/(29.2%)	135	10/16	SLD reading
TP	Male	80/69.5%	35/30.5%	115	10/17	ASD

Table 1 shows the percentage of improvement from fall to winter and from winter to spring for each student. All students made the majority of their gains (at least 69.5%) during the first semester, when strategy instruction was more explicit. During second semester, whole group instruction continued, but students employed a variety of strategies independently. While the whole group may have been discussing an article, students employed their preferred strategies for making sense of the text. Student growth continued into the spring semester, but at a slower rate.

Observation data: As noted earlier, the first author and a curriculum specialist conducted 14 observations throughout the school year. The observation tool included the following items: "Teacher regularly monitors student understanding by conducting frequent informal checks of individual and small group work throughout the lesson" and "Check for understanding regularly by conducting frequent informal checks of individual and small group work throughout the session." For these items, both observers noted that these checks for understanding did occur. Additionally, both observers noted the increased amount of student-directed talk over the course of the year during instruction that related to the strategy instruction and content of the articles.

Discussion

A focus on reading comprehension strategy instruction for two groups of 11 high-school students with a variety of disabilities, taught by reading specialists and a special educator for one school year, showed that all students showed gains on a lexile score measure, Achieve 3000.

Students with and without labels should have access to reading comprehension strategy instruction. Three of the four students who showed the most progress on Achieve3000 assessments were students with labels of ID. These data show the importance of providing explicit, modeled strategy instruction with opportunities for practice, using age-appropriate texts for all students.

Edmonds et al. (2009) noted, "many struggling readers in older grades (6-12) are not provided effective instruction in reading comprehension" (p. 292). In particular, students with labels of ID are most often provided component skill instruction such as fluency or word level skills rather than comprehension strategy instruction.

Motivation. In the current study, students were motivated to read and discuss the content, as evidenced by their increased participation as the year went on. With the advent of technology that allows content to be automatically adjusted to the students' reading level (e.g., Achieve 3000, newsela.com), bringing in content based on student interest aids in increasing motivation. When teaching comprehension strategies using short

texts, this makes finding content easier for all students than in the past. The high interest/low vocabulary (hi/lo) market has improved over the years, but nonfiction articles geared toward students' interests and reading levels are useful – and now are much more easily accessible for instructors – for instructional purposes.

Competing Priorities. For many students with disabilities, reading instruction in high school is often sacrificed for instruction focused on life skills, job skills, technology skills, and other transition activities. Obviously, these are important educational activities in terms of helping students reach their goals. However, the importance of students' being able to read at the highest level they can is also an important goal.

One reason that students and families must choose between reading instruction and an employment internship often has to do with the structure of schooling. While students with disabilities can attend school through the age of 21, this is often reserved for students with the most significant disabilities. However, there should be options for all students, especially those with mild to moderate disability labels, to extend their education for 1-2 years, as needed. This would allow for students to 'fit in' both reading instruction and activities that will help them with post-secondary transitions.

All students in the current study have at least one more year in high school. While more research is needed to know if similar types and intensity of instruction would result in similar gains as students continue in their high school career, it seems clear that maintaining a focus on reading comprehension strategies was important in developing the reading abilities of these 11 high school students with disabilities. The likelihood of their continued improvement with less than this level of targeted, intensive instruction seems low.

Cross-categorical instruction. The students in this study had a mix of disability labels. This is more typical in terms of grouping for instruction than it is to group students by disability label, which is often done for research purposes, but is impractical in terms of how students are actually grouped for instruction. More research into what areas of instruction are effective with a whole group, such as reading comprehension strategy instruction, and what areas of instruction are best delivered individually, are needed. This information would aid administrators and educators in determining staffing and scheduling needs.

Co-Teaching. Under Response-to-Intervention models, more general educators and reading teachers are providing more intensive instruction to students. Many RTI models operate on a tiered system, where tier 1 is typical classroom instruction; tier 2 is more intensive instruction, provided by the classroom teacher or a reading teacher/interventionist; and tier 3 is even more so (intensity is usually defined as lower teacher-to-student ratio, more instructional minutes and/or increased frequency of instruction). If a student does not respond to intervention, s/he is then referred for special education services. If the child qualifies for special education services, the special educator would then deliver the needed instruction, including reading.

This model inherently suggests that special educators should be the ones to teach reading to students with disability labels. The approach used in the current study focused on the collaborative relationship between the content area teacher of reading and the special educator. Special education teachers are not always provided with a deep background in teaching of reading. They may be familiar with areas in which students struggle and know how to build skills in specific areas. But the teaching of reading based in a comprehensive approach is one with which they may not be familiar; and they certainly do not have the depth of knowledge that a reading teacher brings to the table. Collaborative teaching of reading ensures that students with disability labels are receiving instruction from a content area expert and an individual knowledgeable in understanding how to individualize the learning environment. Ensuring that students with disability labels receive quality reading instruction is important if students are to enter the literacy communities that their peers have access to.

Take Action!

1. Work with administrators to ensure that reading specialists and special educators co-teach during reading instruction for students with disability labels.
2. Incorporate students' interests into the content for reading comprehension strategy instruction.
3. Teach using age-appropriate, instructional-level content.
4. Provide explicit instruction with plenty of opportunity for practice. Provide opportunities for students to select a preferred strategy and 'make it their own.'

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IDENTITY (MIS) REPRESENTATION AND IDEOLOGICAL STRUGGLES IN DISCOURSES ON BOKO HARAM IN NIGERIA

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ABSTRACT

Jama'atu Ahlis Sunna Lidda'awati wal-Jihad (also called Boko Haram) in the North-East of Nigeria has facilitated ideological binarity in discourses on the crisis. Since its proliferation, media representation of the crisis has facilitated identity contamination and ideological struggle through which ethno-religious polarity of the Nigerian state is brought to public awareness. Studies on the crisis have posited that Boko Haram insurgency is ideological laden, nevertheless, the manifestation of the inherent ideologies has not been substantially investigated in linguistic studies. Therefore, the thrust of this study is to critically investigate identity representation as a basis for ideological mapping in discourses on Boko Haram in Nigeria, adopting critical discourse analytical tools supported with insights from systemic functional linguistics and critical cognitive discourse analysis. The data for this study consist of selected publications on Boko Haram in Nigerian newspapers published in English, Hausa, Igbo and Yoruba. The study reveals that identity manipulation is a constructive device for ideological mapping realised through labeling, agency activation, and transitivity. Identity representation in discourses on Boko Haram depicted four dichotomous binarities using exclusion, generalisation, contrasting and attribution.

Keywords: Identity representation, Ideology, Boko Haram, Functional linguistics

ISSUES CHALLENGES FACING ORGANIZATIONS IN CONFIGURING ERP SYSTEMS: AN EXPLORATORY MULTI-SITE CASE STUDY

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ABSTRACT

Organizations that implement Enterprise Resources Planning (ERP) software packages are making a big commitment in terms of both time and money. Realizing the ERP benefits, some organizations have successfully implemented while others have struggled, settled for minimum returns, and abandoned the system. Configuring ERP systems is an important step in ERP implementation. Failure in configuration may lead to failure in implementation. Based on the findings in an explorative case study of three Canadian organizations that have gone through ERP configuration, this study examines the issues and challenges facing organizations in configuring ERP systems. The lessons learned are given by presenting a cross-comparison of the case studies.

WHAT MOTIVATES EMPLOYEES IN THE HOSPITALITY SECTOR: KOVACH'S TEN FACTOR MODEL

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ABSTRACT

Employers in the hospitality industry are faced with many challenges when it comes to attracting and retaining employees. The hotel industry is characterized by low job security, low pay, shift duties and limited opportunities for promotion. Thus, employees don't have much motivation to work in the hospitality industry. Understanding hotel employees' motivations has become a useful area of research in the industry. If an employer knows what drives employees to work, it will be in a better position to stimulate them to perform well. Much of the research that has been done regarding motivation has been based in the United States. There is a research gap concerning motivation of Turkish hospitality employees. It is intended to fill this gap in this study. The first aim of the study is to find out what the motivational factor that is most important to hotel employees. Thus, it will be employed Kovach's Ten Factor Model to analyze the motivators of hotel employees in this research. Hotel employees will rank the 10 motivational factors, where 1 = most important and 10 = least important. The second aim of the study is to define the importance of the 10 factors in terms of their importance to motivation using a Likert-type scale where 1 = not at all important to 5 = extremely important. In addition, the differences between demographic groups related to motivational factors in hospitality sector will be investigated. The participants of the study are employees from 4-5 star hotels. We are now in the process of collecting data.

Keywords: Hospitality sector, Kovach's ten factor model, Motivation,

CONTRADICTIONS AMONG STUDENTS OF MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: TEACHING GENDER ISSUES MATTERS IN THE ALGERIAN EFL CLASSROOM

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ABSTRACT

Abstract: Gender and language is a moot and miscellaneous arena in the sphere of sociolinguistics, which has been proliferated so widely and rapidly in recent years. The dawn of research on gender and foreign language education was against the feminist researchers who allowed space for the bustling concourse of voices and perspectives in the arena of gender and language differences, in the early to the mid-1970. The objective of this scrutiny is to explore to what extent teaching gender and language in the English as a Foreign Language (EFL) classroom plays a pivotal role in learning language information and skills. And the gist of this paper is to investigate how EFL students in Algeria conflate their gender identities with the linguistic practices and scholastic expertise. To grapple with the full range of issues about the EFL students' awareness about the negotiation of meanings in the classroom, we opt for observing, interviewing, and questioning later to check using 'how-do-you do' procedure. The analysis of the EFL classroom discourse, from five Algerian universities, reveals that speaking strategies such as the manners students make an abrupt topic shifts, respond spontaneously to the teacher, ask more questions, interrupt others to seize control of conversations and monopolize the speaking floor through denying what others have said, do not sit very lightly on 80.4% of female students' shoulders. The data indicate that female students display the assertive style as a strategy of learning to subvert the norms of femininity, especially in the speaking module.

THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GAS CO

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ABSTRACT

One of the main concerns of management is focusing on employee's participation since substantiate this imperative will cause an increase in the productivity and also will improve the quality of services. The management based on partnership in oppose to conservative or traditional management allow everyone to participate in decision-makings and let them to comment about them. Therefore, the research, would examine the effect of participation upon human resources productivity. The research results are mentioned following:

1. Creating motivation inside employees
2. Empowering employees
3. Creating organizational dependency
4. Gaining employees trust
5. Increasing beneficiaries' satisfaction
6. Saving and decreasing expenses

The purpose of this investigation and research is to study the effect of the suggestions system on human resources productivity in Tehran province Gas Company from its employee's point of view. The statistical sample size is 321 personnel, which is based on the number of staff in Gas distribution companies and it was gained using accidental sampling and Cochran's test.

It should be mentioned that the number of completed and returned questionnaires are 350. In order to measure reliability of the research tolls coherency Cronbach's alpha test were used and its coefficient was 81% that has been analyzed using descriptive and deduction statistical methods. Therefore, in descriptive analysis frequency distribution table, central index, dispersal, and charts have been utilized using SPSS statistical software. Also in deduction analysis, structural equation modeling and path analysis technique has been utilized using LISREL software. This research is a descriptive survey with field data collection methods, its questionnaire contains 32 multiple choice questions (based on Likert spectrum) in two parts and it will examine the relation between suggestions system and Tehran Providence Gas Company's human resources productivity.

Keywords— Suggestions system, human resources productivity, participation, Tehran Providence Gas Company.

WHAT IS AN INNOVATIVE EDUCATIONAL COACH?

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ABSTRACT

Both teachers and administrators are looking for good role models or coaches to advise them on critical educational issues. The authors highlighted the key traits of an innovative educational coach and the skills needed to support creative decision making. The importance of speed, empathy, passion and other traits were discussed as key success factors in coaching support. By cultivating these specific traits, our future and existing educational administrators will find that their confidence will be enhanced and their leadership respected. To the extent that our educational training institutions stress these leadership traits to their candidates will determine their success levels as innovative problem solvers and empathetic leaders. Each key trait was analyzed and tied to its importance and their impact on the stakeholders of their organization. The acronym "HELPPS" was used as a memory jogger for educators to keep in mind for their trait identification of heart, empathy, leadership passion and perseverance.

Keywords: 1. Coaching, 2. Innovative, 3. Leadership, 4. Skills, 5. Traits

STATEMENT OF THE ISSUE

Education in the 21st century is changing more rapidly than most experts would have ever imagined. Technology seems to advance almost on a daily basis. Social media touches every part of all our academic stakeholders. Academic instruction and student service delivery methods that did not exist a decade ago are now commonplace. Public support to education has eroded to alarming levels. Our school districts and institutions of higher education now face intensified scrutiny from the accrediting bodies. Assessment and accountability, which many in the education community hoped would be quick moving fads that would fade away, instead became a permanent part of the landscape.

Today's educational leader/coach is dealing with complex issues on a daily basis, and our economic realities are forcing the educational leadership to become more creative and innovative. Leadership is required at all levels of the Institution. Administrators and teachers should exhibit leadership traits with trustees, colleagues, deans, directors, parents and students that give them confidence in their leadership abilities. Today's leaders must demonstrate leadership to an incredibly large number of constituencies in the various departments and programs, including supervisors, fellow administrators and teachers, entry-level professional staff, and support staff to ensure that the needs of the students are being adequately serviced. For entry-level staff, there is a role modeling type of leadership that is needed for most interactions that occur with students. Leadership with fellow entry-level staff, supervisors and senior management should be viewed as a growing and maturing work in progress. It is important that the leadership growth and maturation be observable by the various constituencies through daily interactions.

There is a great deal of leadership that must be delivered on every educational campus on a daily basis. It doesn't matter that the issues are complex. It doesn't matter that the demographics are rapidly

changing. The leadership that is provided to a school, district, program, a department, a division, or the college itself should be strong and consistent throughout the Institution's organizational chart. Educational administrators are often asked to identify a personal individual leadership style. Perhaps the best answer to that question is that it depends on the situation. A very dogmatic style of leadership, no matter how inclusive it might be will not be as effective as understanding that each situation that requires leadership attention is unique.

Leadership does not stay the same for each individual interaction, administrative decision or crisis situation. People and policies change in education every day. The exceptional leader/coach understands this and has the ability and flexibility to shift leadership style to maximize effectiveness.

For any leadership style to be effective, there still needs to be an "Innovative Educational Leadership Skill Set" that serves as the foundation for an individual's leadership style. The skill set that the authors feel will serve all educational administrators is a bit more personal than those that appear on most leadership characteristics lists.

The acronym "HELPSS" provides the reader with a simple guide to consider when addressing the skills and traits of an innovative leader.

HEART

Heart is a necessary leadership skill that is central to everything we do in education. It gives the leader a sense of compassion that comes into play every day on our campuses. This skill gives us pause to think for a few moments about individual situations and not lump everything together for the ease of dealing with it via institutional policies only. This is an area where reflection also comes into play.

Heart as a leadership skill allows us to give great meaning to the work that we do. It lets us enjoy a sense of celebration within the institutions. Heart lets us legitimately develop relationships and a caring attitude toward our fellow employees. Staff and faculty morale has a direct connection to our institutional heart. A good heart can be observed in attitude, work ethic and morale that are generated by the organizational leader, but is hard to define.

Leadership can have its impact on one's physical well-being as well. In order to be effective the leaders health must be maintained to provide the energy needed in the daily stresses that occur on a regular basis. It is important to "re-charge your batteries" on a regular basis as Stephan Covey might say to be critical since you are the source of motivation and inspiration of a wide variety of individuals, both personally and professionally. Suggestions for ways to address re-charging include running, yoga, meditation, reflection, prayer, walking and working out. Balance is important in being an effective leader. This includes to having quality time for family and friends, and finding time for your personal solitude to collect your thoughts and making certain you get enough rest each evening (Covey, 1990).

EMPATHY

When the author's integrated what they found in their best summation they could make concerning empathy was noted by the author Maya Angelou (1969) who said: "I've learned that people will forget what

you said, people will forget what you did, but people will never forget how you made them feel.” How a leader treats people most likely determined how they felt both about the leader and the organization. The major finding of the literature review from the Hawthorne studies was that the greatest positive impact on the workers’ productivity was increased attention from their leaders/management (Hawthorne Effect, 2011). This was supported by Peters (1985) who found that the leaders/managers in the more successful companies got out from behind their desks and “wandered” around engaging their staff and workers, asking for their input, and, in essence, giving them attention. General Zias (Peters, 1985, pp. 291) further supported this view by concluding that in order for a leader to have respect and obedience from soldiers, the leader must treat them with respect and dignity which can only be done by spending time with them. Superintendents and principals, in the authors experience and upon their observations, who were participative and consulted their staff and teachers on major decisions, to include informing them why popular or unpopular actions were being taken, always seemed to be better supported by their staff and were more successful with their boards and constituents.

LEARNING

Is learning knowledge a leadership skill? This authors answers that question with a resounding yes! People respect knowledge. Knowledge is power, and continuous learning is necessary to keep up with the developments in pedagogy and technology. People will follow leaders that they believe have the talent and knowledge to lead them. Did you enter teaching or administration because you thought you had the ability or the knowledge to be a good at it? Somewhere along the line did you discover you had a talent for dealing with people? With students? Did you improve your talent by preparing yourself professionally by learning through your graduate degree in Higher Education, Student Personnel or Educational Administration? Do colleagues or supervisors respect you for your knowledge base in various aspects of education? Do you attend conferences, workshops, seminars and stay up on the latest technological advances in the field? If you increase your knowledge base, you increase your learning. Are you the go-to person on your campus for any aspect of education? Do you remain humble about your talent, so others see it as a positive part of your leadership skill set? Your ability to learn and share your knowledge will earn the respect of others, and can be a powerful leadership tool.

PASSION

Passion is an extremely critical skill that cannot be overlooked in Education Administration. Remembering that we are discussing all educational administrators from Entry-level to Senior Management. There is no substitute for passion for the profession. Even as one rises further and further up the administrative ladder and daily contact with students diminishes, a passion for working with students should not be lost. Senior Administrators will have to create intentional opportunities to maintain interaction with students. It will not be the easiest thing in the world to carve out time for students, but it will be worth it. Colleagues, subordinates and students will note which administrators have retained a passion for working with students.

Another difficult aspect of being an innovative educational leader through our cycles of change is maintaining your passion for all the responsibilities within your department, school, district or division. As human beings, it is only natural that there would be parts of our jobs that we would lose our passion for. What is critical for the administrator is to not show that lack of passion to the various constituencies with which you interact. Try to find ways to revitalize your interest in whatever aspect of the job you no longer

care for. Never delegate tasks or assignments because you have lost your passion for the responsibility. Never publicly acknowledge that you don't enjoy budgeting, personnel matters, strategic planning, technology, assessment, or any other areas that you can grow weary of and lose the passion you once possessed. Passion fuels motivational drive, so it is an incredibly important leadership skill to possess throughout your career.

THE OTHER

Perseverance has emerged in the last five years as one of the most critical leadership skills an Innovative Educational Leader can possess. The condition of the economy, the drop in state public support for her Education at all levels, and the increased call for assessment and accountability have required administrators to make detailed plans on just how to persevere through the hard times. Leaders at all levels of administration are working with their teams on how to survive the crisis, while still moving forward. Innovative Educational leaders in this climate realize that growth is stalled and is not likely to return until the economy and public support rebound. Perseverance is seen in administrators just trying to hold onto resource levels for their program or department. Trying to replace retiring or departing staff members now requires long, drawn out search processes, persistent and often argumentative discussions, and perseverance unheard of a decade ago. Budgets must be checked and rechecked on almost a daily basis. Perseverance is a relevant leadership skill when expectations are to improve and grow a program, when at the same time resources are being cut to the bone.

STRATEGY

Strategy would be the first leadership characteristic that we would identify for the administrator: How well do you plan? Are your planning, organizing and implementation skills readily apparent to all of the college constituency groups that you interact with? What is your working knowledge of your institution's strategic plans? Do you understand how to move or maneuver projects to successful completion? Do both your sub-ordinates and your supervisors readily understand your strategy for resource allocation within your program, department, school or division? Are the strategies you employ always viewed as having integrity and not self-serving? Do your colleagues express faith in the strategies you put forth, particularly if it is impactful on their students, parents, program or department? Are the strategies developed in a transparent manner, with great inclusiveness from appropriate constituencies? Is maximum communication utilized up and down the organizational ladder as strategies are developed and implemented? Finally, are your strategies viewed as successful and most importantly seen as improving or bettering your program, department, division, institution and most important, the students? If you have answered yes to most of the questions above, then strategy is an important leadership tool you have as part of your Innovative Leadership skill set.

SPEED

Speed is a leadership skill that elicits applause from fellow Administrators. How do some Administrators seem to move at the speed of sound and accomplish tasks and projects in the shortest time possible? There is a sense that they just "get it done." Leaders who possess this skill excel at putting together and leading committees through their charge. As a leadership skill, speed is only relevant if quality work accompanies the speed. Many of us have had employees who have passed the speed test, but failed the quality control examination. There can sometimes be very distinct advantages to "speedy" leaders. Often items that are finished first are viewed in a superior manner. This may lead to some improved resource allocation for their department. "Speedy" leaders are perceived as very accomplished because whatever they submit to

the institution is on time and complete while others are still working on their committees, projects and tasks.

You gain your level of leadership confidence by developing your own skill set and the traits discussed in this article. Developing and exhibiting these will give confidence to your colleagues and to your team. People are assured at all levels of the administration that tasks will be accomplished with your innovative leadership. A reliance on your ability to succeed soon develops within others. Your belief in yourself can become inspiring for your employees, especially those looking to develop their own leadership skill set. Your other leadership skills will all be enhanced by your confidence. Confident leaders wish and want to take on more responsibility and usually the school, district, college or the university comes to rely on them.

By finding opportunities to use these traits and skills, the innovative leader will be perceived and strong and confident with the knowledge to lead the organization. In many cases they develop a sense that their career is going in the right direction and that they are part of a progressive organization where they can contribute to its success. People within the institution will seldom question strategy, passion, heart or discipline, but will quickly pounce on an opportunity to question a leader if he or she does not exhibit confidence and strength.

IDENTIFYING AN INNOVATIVE EDUCATIONAL LEADER/COACH

It is often mentioned, that you know an innovative educational leader or coach when you see one, but identifying their specific traits are often hidden in their daily problem solving activities. As stated in the textbook “Innovative Educational Leadership through the Cycle of Change”, innovative leaders are individuals who inspire trust among their fellow workers, they have been effective team members and served well in past leadership roles as a collaborator and take the “extra step” to make certain that the team mission is accomplished (Cunniff, 2013). It is also clear that the innovative leader uses assessment data to make organizational decisions and strives for continuous improvement, providing credit where credit is due.

CONCLUSION

Development of the traits and skills presented in this paper is highly recommended for all levels of innovative educational leadership and coaching. Outstanding leadership in educational administration creates success for teachers and students both inside the classroom and outside the curriculum. Development is facilitated for both graduates and undergraduate students when administrators examine their own Personal Leadership Skill Set and expand their vision of how to best serve the multiple populations in today’s schools, school districts, college and university campuses. By remembering how a true innovative leader/coach can implement the traits of having a good heart, empathy, passion, strategy and speed, (HELPPS), he or she can have successes beyond their own expectations. More research is needed to show how the aforementioned traits can be adopted to situational leadership.

BACKGROUND OF THE AUTHORS

Dr. Daniel T. Cunniff is the senior editor of the textbook “Innovative Educational Leadership Through the Cycle of Change,” author of the textbook “Ethics for Visionary Leaders: Setting Your Ethical

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ASSESS THE LEVEL OF DEVELOPMENT OF GUILAN AGRICULTURAL USING NUMERICAL TAXONOMY

(Case Study: The Rural Areas the Central City District of Rasht)

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ABSTRACT

In the process of planning for rural development, identify structural features for levels of development and awareness of the environmental potential of the each area is important. In the process of planning for rural development, identify structural features for levels of development and awareness of the environmental potential of the each area is important.

Generally, the level of development of the agricultural sector in different parts of region is not the same, and In fact the absence of homogeneity and heterogeneity is seen. This makes it inevitable necessity of the study the process of development in the parts of a region. Identify and explore the possibilities and abilities and then determining the levels of development of different regions is the first step in the planning process and the development of such areas. The overall objective of this study was to determine the level of development of agriculture in rural areas of Guilan using numerical taxonomy. To achieve this goal, six main indicators of agricultural to rank the villages in the province have been used. The data for the study of agricultural statistics and the letter was obtained by years 2007-2012. The results of this study showed that Falakdeh, Tosarvandan, Pirkalachay and Bijarbaneh have higher degree of development than other villages and villages such as Gurab Varzal, Kaftrod, and siaestalakh have lower-ranking. Some villages were excluded due to the heterogeneity of the other villages. Finally, strategies for agricultural development for different villages were presented.

Keyword: the level of agricultural development, numerical taxonomy

INTRODUCTION

Development is one of the concepts that are developed after World War II in the discussion of science, economics, social and political and governance as well as it has been a special place in international affairs. Development in terms of lexical have similar meanings of social change, social development, social development, modernization and progress and finally, the development is a comprehensive process in order to increase the socio-human power to respond to human and social needs; Meanwhile, the need continues to be refined in the light of cultural values in social and stable outlook of world (Taheri, 1997).

In Iran, more than three decades, policymakers, experts and planners use various ways of planning, such as regional, spatial and land to use this method, and the insistence on the economic, social and environmental power and potential in various areas to establish sustainable development in the field of

national regional. Among the sectors that have always been considered in developing countries and regions, is agriculture that in Iran, due to the supply country's food needs is very important.

In fact development is the first and most important goal of all governments. Development is a process in which communities from condition of retardation and underdevelopment through more or less identical developmental stages, and tolerance and the qualitative and quantitative changes to become a developed nation (Ghadiri & Habibi, 2004).

In the process of development, man managed to drain the swamps, overcoming hot deserts and dense forests of the tropics and the bizarre polar plains, and in agricultural development in rural areas has achieved stunning success. Measurement the performance of areas is necessary because today areas faced with a shortage of resources. So, this resource should be allocated in such a way that it can be more products or services offered through existing resources. In this study, rural conditions, in terms of agricultural development, are assessed with the method of numerical taxonomy in the province of Guilan.

By examining issues such as power and capabilities of agricultural development of province; Ranking rural areas in terms of development and whether in terms of deprivation and inequality in agricultural development in rural areas of Guilan province (in the villages) there is a significant difference or not?

So in this study, the main issue is the study of how the level of development of Guilan Agricultural using numerical taxonomy is evaluated?

LITERATURE REVIEW

Growth and development as the issue of socio-economic, first by economists and sociologists and researchers in some sciences was considered as the base of planning (Hadder, 2000). In principle development has been meant to improve the living conditions. Because of economics, is a knowledge about effective and efficient use of resources to meet the basic material needs of human life; development, is permanent attraction for economics and subsequent processes (Peet, 1999).

The challenges of today's world, food security and supply this early needs of humans (Essiat, 2001). Developing countries are faced with a serious challenge for the imbalance between population growth and agricultural production and the pressure of population growth and food supply constraints, has led to international attention to the research of environmental, food and nutrition (Burke et al, 2005). Due to this, in our country seems to be vital for agricultural development. In any case, the development of the agricultural sector is a prerequisite for economic development and until they don't remove obstacles to the development of this sector, other sectors will also not achieve growth and development (Zangi Abadi & Soltani, 2088).

In Iran, more than three decades, policymakers, experts and planners have use various ways, such as regional planning, environment and land to use this method, and the insistence on the economic, social and environmental power and potential various areas, establish sustainable development in the field of national-regional. Among the sectors in developing countries and regions are the agricultural sector in Iran that due to the country's food needs is very important. However, in recent years, the problems of rural areas, causing irregular migration, widespread poverty, inequality growing , rising unemployment, high agricultural waste and reduce rural incomes in rural areas (Rahnama, 2006).

In the north - Guilan and Mazandaran - thanks to the Alborz mountain range, good soil, lush vegetation and abundant water resources, fertile coastal plains, the climate has been created in Caspian which is a very efficient area of agriculture and the environment in Iran. In the West, temperate zone of the Zagros Mountains and its foothills, the different ways of life created by other regions of Iran. This area is very rich in terms of soil and water resources that over the centuries is the establishment of Iran's population. Moreover, in the East and South of the country, arid and semi-arid area in the center of the country, the area has created vast desert climate that the characteristics are low vegetation, warm climate and arid, low rainfall, a little current water, low population and scattered and far apart settlements. Such climate features include most of the country's territory.

In general, the approach used in this field can be divided into four categories approach to economic, social approach, physical- Space approach and comprehensive approach. Fits any one of these approaches, several strategies have been used. In economic approach, "Agricultural Development Strategy (Green Revolution)", "land reform strategy" and "Rural industrialization strategy" is detectable. The strategy of "basic needs", "participation in rural development" and "local communities' development" is related to social approach and spatial approach, "strategic planning of rural centers, village Counter-City Development Strategy", "urban functional role in rural development strategy", is detectable. "A comprehensive strategy for rural development and rural integration" and "sustainable development strategy", including strategies that are holistic approach than to rural development programming (Rezvani, 2002).

In the process of planning and rural development of the current situation and the level of development, investigating differences in local and regional development, factors affecting the development and ultimately attempting to solve problems and meet the needs in order to modify existing inequality is of particular importance (Parsons, 1949). Rural development is the process of increasing people's choice, extending public participation, enable people to make decisions in shaping their environment, increasing prosperity, development and potential opportunities, enable all people, especially women, small farmers and ... to organize and enable their space for teamwork (Papeli Yazdi & Ebrahimi, 2003).

Previous Research

Kohansal and Rafee Darani (2009) about the development of the agricultural of cities of Khorasan with the method of the numerical taxonomy concluded that Chenaran, Fariman and Sabzevar cities than other cities have higher degree of Agricultural Development and Kalat, Nishapur, Gonabad are also in a low degree.

Taghvaei and Rezaei (2004) with the using of classification techniques of the numerical taxonomy to determine the degree of development of rural areas of Ilam concluded that Greatest amount of benefiting villages in the city was Shirvan chardavol city and Ilam, Darrehshahr, Dehloran, Mehran, ivan and Abdanan are located in the next categories.

Movahhed and et al (2011) in a study with titled "Analysis of the degree of development of the city in Khuzestan province by using factor analysis and cluster analysis" paid to determine the degree of development of the cities of Khuzestan province. For this purpose, they paid by using 25 indicators of urban development, through factor analysis to analyze the indicators. The results of their research showed that Abadan, Andimeshk, Ahvaz, Bandar Mahshahr, Behbahan, Rāmhormoz, Shushtar, Omidiyeh are developed, Counties of Izeh, Khorramshahr, Dashte Azadegan, Shadegan, Masjed

Soleiman, Shoosh, Baghmalek are less developed and the cities of Dezful, Lali, Hendijan, Ramshir, Gotvand Are among the underdeveloped city .

Soleimani (2008) study about determining the degree of development of rural areas in the city of Rasht by using numerical taxonomy and reported that: However, the overall improvement of all areas in the process of rural development is important, But attention to deprived rural areas and having less in terms of securing their basic needs and the adjustment for differences in their availability levels Is more important. In Rasht, even though all the villages in the development process need to preparing and implementing of projects Proportional to the type and level of their exclusion but six villages from the collection of villages, because in all aspects of social, economic and physical are in deprived condition, have a greater priority to the implementation of targeted development programs. The six Villages are included Jyrahndeh, Kenarsar and Noshahr, Balasbaneh, Lacan and Pirbazar.

Bhatia & Rai, (2004) by using 23 indicators (12 indicators for agriculture and 11 underpinning index) by using factor analysis and numerical taxonomy, paid to determine the level of agricultural development of 380 blocks in 32 districts of India in the 2001's period. Based on the results of 56 blocks relatively developed Relatively developed based on the results of 56 blocks, 116 blocks were introduced less developed and developing 52 blocks.

Soares et al, (2003) in research by using factor analysis and cluster, the country of Portugal in periods of 1991 and 1995 were evaluated and ranked in terms of development.

Research Questions

- Is there the possibility of assessment of Level of development of Guilan Agricultural by the method of numerical taxonomy?
- is there a significant difference in the amount of deprivation and inequality agricultural development in rural areas of the central city of Rasht (at villages' level)?
- How would be ranking the rural areas of the central city of Rasht in terms of agricultural development by using the method numerical taxonomy?

RESEARCH METHODOLOGY

This study is an applied in terms of the nature and is a research that by using the results of basic research has done to improve and integrity in the behavior, methods, tools, equipment, products, structures and patterns of human societies. The research on the nature and type of study is secondary analysis of data and available statistics. In other words, the information and indicators collected for each village and using appropriate statistical methods of the numerical taxonomy discussed to rank and classification of rural areas of the central city of Rasht. The study population consisted of rural areas is the central city of Rasht.

Statistical analysis and hypothesis testing

Numerical taxonomy are using to determine the level of development and evaluation of research questions. In other words, in the numerical taxonomy method that is a method of measuring the degree of development, one of the initial steps in the calculation is to determine the areas of homogeneous and

heterogeneous areas is removed which contributed to the analysis results. That standard matrix of villages was calculated and results provided in the below table.

Table 1- size of the development of various villages in the central city of Rasht and rating them

Row	village	Development pattern C_{io}	size of the development d_i	ranking
1	Mobarak Abad	1.615	.672	11
2	Nokhodchar	1.626	.801	15
3	Shalko	1.474	.613	5
4	Falakdeh	1.445	.601	1
5	Pasikhan	1.932	.803	16
6	Bijarpas	1.5	.624	6
7	Bijarkenar	1.646	.684	12
8	Siaestalakh	2.183	.908	18
9	Tosarvandan	1.447	.602	2
10	Tarazkoh	1.894	.788	14
11	Siagalvandan	1.609	.669	9
12	Pishevar	1.474	.613	9
13	Bijarbaneh	1.472	.612	4
14	Vishga Sogheh	1.513	.629	7
15	Gorab varzal	2.380	.990	20
16	Pas Visheh	1.718	.714	13
17	Kaftrod	2.294	.954	19
18	Saghalaksar	1.601	.666	8
19	Katigar	1.614	.671	10
20	Pirkalachah	1.458	.606	3
21	Tash	2.1	.873	17
Average of development pattern C_{io}			1.761	
The standard deviation of development pattern S_{io}			.321	
Upper limit $C +$			2.403	
Lower limit $C-$			1.119	

Among the reasons that rural development is Falakdeh in the first place, the high ratio of beneficiaries with agricultural land of beneficiaries, tractors per beneficiary per capita and the ratio of the total area under cultivation for sprinkler irrigation crops is. It seems that lack of crushing of farms has dramatic impact of high per capita arable land area per beneficiary. This makes the development of a pressurized irrigation system better (With regard to the status of pressurized irrigation in the village) and also provides the other hand on the use of other technologies. The ratio of beneficiaries to the land of the farmers in the city of Falakdeh, Nokhodchar, Shalkoh, Tarazkph, Bijarbaneh, Katigar, Saqalaksar, is high and the mentioned index is higher in Shalkoh than other villages. Capita index of agricultural cooperatives for 1,000 per beneficiary in the villages MOBARAKABAD, Byjarknar, Byjarbnh, then Vyshh, Kftrvd and Pyrklachah higher figure than other villages and in Kaftrod although in the cooperative activities toward other villages have the better development and its experience can be used in the other villages, However, due to low level in the other indicators has very down position. Capita tractor per beneficiary in the villages of Falakdeh, Nokhodchar, Tosarvandan, Bijarbaneh, Saqalaksar, and Katigar is higher. The ratio of the above index in Nokhodchar is the higher amount than other

villages but not has a good place. Index the ratio of electro pumps to the total electro pumps and diesel electro pumps (percent) villages of Falakdeh, Mobarak Abad, Nokhodchar, Pasikhan, Bijarpas, Bijarkenar, Siah Galvandan had better development and Bijarkenar village due to the high pressurized irrigation place toward other villages, could be as a model in terms of the using electro pumps instead diesel pump And can use it's experience in the other villages to develop electro pumps.

Capita Index for cultivated area for each beneficiary (ha) Mobarak Abad, Falakdeh, Pasikhan, Tarazkoh, Pasvisheh, Kaftrod and Pirkalachah is higher and Pasvisheh has highest index cultivated for each beneficiary (ha) compared to the other villages. Ratio index irrigated under pressure cultivation to the total area of irrigated crops, In the province, just in the villages Falakdeh, Nokhodchar, Shalkoh, Pasikhan, Saqalaksar, Katigar, Pirkalachah and Tash, has been development and Katigar due to the high proportion of cultivation under pressurized irrigation to the total cultivation crops than other cities, has best development of pressurized irrigation systems and can be a suitable model for other villages

CONCLUSIONS AND FINDINGS

The findings confirmed that using numerical taxonomy, it is possible to assess the level of development of Guilan Agricultural and according to the standard deviation of the model of development (S_{io}) that is obtained, and it appears that there is significant differences in terms of deprivation and inequality agricultural development in rural areas of central Rasht and with attention to the numbers obtained Under the title the size of development (d_i), ranking rural areas of the central city of Rasht in the amount of development has taken place.

The study has used of six indicators to assess the level of development of Guilan. To determine the respective indices, in addition to the use of indicators in the past, that was associated with agriculture, the experts' idea was also used. It is worth mentioning that one of the important indicators of the development of agriculture, is value added, or the value of production in the various regions. Since it is very difficult to have access to such data, the index of per capita arable land area has used that this index has a significant impact on the income of the various regions.

It seems that the lack of Crushing farms has a great impact on the high per capita arable land area per beneficiary. This issue, on the one hand lead to better development of pressurized irrigation systems, and the other hand on the use of other technologies also provides. Although comparative advantage in promoting agricultural areas growth is effective, but having the right weather conditions and prone agricultural land, along with cooperatives and mechanization and scientific and technological and construction progress that can increase yield per hectare and caused the development of the agricultural sector.

Functional Suggestions of Research

- If the regions are facing with a crisis of inputs, especially water, the plans of agricultural development must have been to the conservation and optimum using of resources, which may also cause to reduce cultivated area.
- Further support for irrigation projects under pressure and also using of successful experiences in the development of agricultural cooperatives has significant impact on the development of its agricultural sector.

- To resolve the causes of underdevelopment of agriculture through the rankings of rural areas in terms of agricultural development pay to allocating of resources and doing activities required in each region.

Suggestions for Future Research

- Conducting research in other provinces and also in other rural and agricultural areas and comparing their results together.
- Reviewing the status of agricultural development in the economy of developing and underdeveloped countries
- Reviewing of present study through other possible methods, such as method Mauritius etc.

Limitations of Research

- Lack of existence of thesis with the topic of evaluation of agricultural development (especially) with the method of numerical taxonomy
- Lack of up-to-date the information of statistical yearbook of province
- Lack of sufficient cooperation Agricultural Jihad Organization

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MOBILE TOUR INFORMATION: WHY FITs DO NOT USE MOBILE APPLICATIONS?

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ABSTRACT

Increasing usage of mobile device is offering many services to many industries. In tourism field, many developers in public and private try to develop effective tour information applications to provide achieve tour information conveniently. However, besides the mobile phone usage rate, there are only 8.6% use in mobile application in tour industry. Therefore, this study aims to investigate the reasons why tourists don't use mobiles tour information apps using qualitative research. This study will have in-depth interview from each generation that did not use any mobile applications that give tourism information. In addition, we will use the results to suggest ways to expand the mobile app market by attracting potential customers.

Keywords: ICT, Tour Information, Tour Application, Smart Device, Phenomenology

INTRODUCTION

According to the UN World Tourism Organisation (UNWTO), the tour industry occupies 10% of the world's GDP, 6% of world commerce, 30% of the world's service commerce [1], and generates one out of every eleven of the world's job occupations. As the biggest job provider and with the most profit potential, many countries in the world are strengthening their competitiveness by implementing many myriad tourism policies to become a power player in world tourism [2]. In South Korea's situation, 1.29 million tourists visited South Korea in 1984. 30 years later, in 2015, 13.2 million foreigners visited Korea, ten times more than 1984 [3]. With this rapid growth, South Korea is becoming a powerful nation in the tourism industry. Competition for attracting tourists is more intense these days. Inbound tourism has increased. In 2013, there were 37,800,044 tourists, 38,027,454 in 2014, and 38,307,303 tourists travelled in South Korea in 2015. Inbound tourists steadily increased since 2013 [3].

These days, ICT, which is Information & Communication Technology, is playing an important role in the tourism industry [4]. Firstly, ICT is altering the tourism industry globally and generating a new paradigm shift [4]. Now consumers can develop, manage, and distribute in tourism department [4]. Along with the development of search engine programs, the incremental increase of network speeds has made a big impact in using these technologies for their own planning [2]. In addition, ICT has fundamentally increased efficiency in tourism organisations, allowing businesses and consumers to have effective interaction [5]. For the tourism industry, there is a significant growth in mobile use for travel as well [6]. Especially, starting

with the iPhone, the trend of 'smart' diffusion using Social Network Service (SNS) such as Twitter, Facebook, or Instagram, accompanied with Social Commerce, and tablet devices. Experts said the most important keyword of the last 10 years was 'internet'. Nevertheless, in the next 10 years, it will be 'mobile'. This entry to the mobile era will affect the tourism industry. On the other hand, it allows unlimited possibilities and opportunities [7].

In South Korea, with the increasing smart tourism issue, many local governments are developing their own tour applications. With this trend, there are about 350 tourism mobile applications in the Android platform base. Regarding previous studies, most of research was about users' emotions and perceived service quality with future intention behaviour mainly using the Technology Acceptance Model; Liu et al, 2016; Cha & Lee, 2015; [8] [9][10]. However, according to a 2015 Korea Visitor Survey [11], only 0.5% of domestic tourists are using a mobile application and this is a very low output. Moreover, there are about 58 million mobile phones which are joined in Korea mobile company [12], but only about maximum 5 million used the application called 'Look Everywhere Korea' developed by the Korea Tourism Organisation (KTO), which is the most downloaded travel application [13]. This represents just 8.6% of all smart device users. In this example, there are no studies about the remaining 91.4% of potential smart tourism users and there should be a concern about expansion of the tourism market. This result only applied for 'Android' platform, not for 'IOS' platform or others. Regarding the occupancy rate of Android's Playstore market's 60.9% occupancy rate, most of mobile phone users do not download and use tour information mobile applications.

We can point out that there are generational problems about ICT utilization. In fact, according to previous researches, there are generational differences in coping with ICT technology. There are studies about using social media in different generations [14] which show about 60% of young people in their twenties use and share information [15], and younger generations using online platforms develop a social connections and trust (Valenzuela et. al, 2009). On the other hand, elder people are more engaged in offline connections and share information each other and leisure time [16]. In other cases, research about gaps between different generations used as a classification variable. According to the Ministry of Science, ICT and Future Planning in Korea (2013), they categorized generations by 'digital 2.0 generation', 'digital, 1.0 generation (eco generation)', 'cold war democratization generation', and the 'baby-boomer generation' to analyse generation gaps. There is some research comparing ICT users based on generations [17]. Therefore, our study will look for reason why mobile phone users do not use tour-information mobile applications accessing by generation. In this study, we will interview local travellers who do not have experience using a tour application, find out why they have not, and suggest implications that may tempt potential consumers to enter the smart tourism field.

LITERATURE AND THEORY

1.1 Information Searching Behaviour

Information searching behaviour is the most important step in planning the itinerary and destination choice [18]. These days, ICT plays an important role in the tourism industry during the information search process. There are studies about the advances of ICT in production and consumption based on tourists' experiences in preparing tour plans [5] [19]. With ICT, travellers can easily plan, pay for, and book tour products services [20]. Moreover, a second generation of online websites such as Web 2.0 Phenomenon made an impact on tourist behaviours [21]. For instance, User Created Contents (UCC) influenced tourist destination selections. There is sufficient research about ICT media technologies influencing tourism decisions. Increased in electronic word-of-mouth usage and internet based sources influenced in tourist with tour product purchase intention [22] [23]. Younger tourists, such as Net Generation [24] and digital natives [25] are more intensively using internet-based platforms. Some research indicates that people who reserved their travel services online are more likely to maintain bearing positively as well as use the Internet source intensively [26]. Still, most of studies are from internet-based information searching behaviours.

Increased use of mobile devices changed the online ecosystem from internet base to mobile base. As the importance of ICT technology in the tourism industry and smartphone penetration rates have increased, using mobile applications to do the marketing work has become the newest technique [27]. By using a smartphone, users can access valuable information anytime-and-anywhere they want. Due to this trend, the government and entrepreneurs have developed many applications. The tourism industry has done likewise [28]. Even in South Korea, mobile applications related to tourism information developed so that more than 1,400 of public and private developments are recognized. However, increased in tourism information development, still lots of tourists look for information from internet-based ecosystem. According to Korea Visitors Survey 2015, besides the importance of smartphone usage, a case of South Korea local tourists' searches for tour information by online is 4.1% in 2013, 5.5% in 2014, and 4.0% in 2015 for individual tourists [11]. In addition, mobile application usage was only 0.3% in 2013, 0.6 in 2014, and 0.3% in 2015 for FITs [11]. Individual tourists who used the internet only, most of tourist who search for tour information mostly used 'portal sites' for last 3 years. In other industries, it is necessary to pay close attention to why mobile base, which shows a large increase, is not yet increasing in the tourism industry.

Table 1. Information source for local tourists (Individual Tour)

Classification	2015	2014	2013
Tour Agents	2.0	3.7	2.8
Family	10.5	12.5	12.7
Friends / Colleagues	55.4	52.8	58.9
Internet	4.0	5.5	4.1
Tour Guided Books	0.3	0.4	0.4
News, TV Programs	1.5	2.0	1.3
Advertisement	0.4	1.1	1.1
Tour Experience	20.5	17.0	15.6
Smart Phone, Mobile Applications	0.4	0.6	0.3
ETC	4.9	4.5	2.8

Table 2. Mostly Used Internet Website for Tour Information (Individual Tour)

Classification	2015	2014	2013
Portal Sites	82.5	81.9	81.5
Public Homepage	1.2	2.5	1.5
SNS (Blog, Tweeter)	12.0	10.3	12.7
Travel Agent Website	1.5	1.5	2.1
Tourist Facilities Homepage	2.7	3.7	1.8
ETC	-	-	-

1.2 Generation Gap

There was a report categorizing generational differences by the Ministry of Science, ICT and Future Planning in Korea [13]. There are four-generation groups in Korea. Firstly, 'Digital 2.0' indicates people born in 1993-1998, whose ages are between 15-20, graduated in or after 2012. Secondly, 'Digital 1.0', also referred to as the 'eco generation', experienced the World Cup in Korea & Japan in 2002, their date of birth is between 1979 and 1992 and ages range from 21-34. They graduated college between-1998 and 2011. Thirdly, the Cold War Democratization Generation is also called as the 386 Generation. They were born from 1964 to 1978, and are 35-49 in age. Lastly, the Baby-Boomer Generation-was born from 1955 to 1963, and they are about 50-58 years old. They are not familiar with online environment. Based on the Ministry of Science, ICT and Future Planning in Korea report [13] there are many differences in internet behaviour usage, about internet using cluster, online platform experience, and confidence in using the internet.

Table 3. Generation Characteristics Diffused by Cohort Method

		Date of Birth	Ages in 2013	Year of Graduation	Political Issues After Graduation	Cultural Attributes
Digital Generation 2.0		1993-98	15-20	After 2012		
Digital Generation (Eco Generation) 1.0	World Cup Generation	1979-92	21-34	1998-2011	Candlelight Rally	2002 World Cup South-North Korea Summit
Cold War Democratization Generation	386 Generation	1964-78	35-49	1983-1997	1987 pro-democracy movement	Graduation Quota
Baby-Boom Generation		1955-63	50-58	1974-1982	The Revitalizing Reform System Popular Resistance in Gwangju	High School Standardization

In ICT and Future Planning in Korea, they used Latent Class Analysis to classify internet users by their way of using internet [13]. For results, it draws out three groups, which are limited users, selective users, and extensive users. Fifth-five percent are selective users, they mostly use internet for chatting, online community activities, online games, music listening. Twenty-two percent are extensive users; they do most of all online internet activities.

Table 4. Generation Way of Using Internet

	Digital Generation 2.0		Digital Generation (Eco-Generation) 1.0		Cold-War Democratization Generation		Baby-Boom Generation		Total	
	N	%	N	%	N	%	N	%	N	%
Limited Users	11	8.0	61	46.4	129	36.3	63.	46.7	264.	26.4
Selective Users	91	65.9	204	54.8	170	47.9	53	39.3	518	51.8
Extensive Users	36	26.1	107	28.8	56.	15.8	19.	14.1	218.	21.8
Total	138	100	372	100	355	100	135	100	1,000	100

There was difference in the way internet used by generation and mobile phone users. According to KISDI digital 2.0 generations (teenagers) and digital 1.0 generations (20's to 30's) use mobile phones mostly for TV, music, and video every day. In other hands, baby-boom generations (digital seniors) mostly use mobile phone new/magazine [29]. This means that there is clear difference between generations by way of using mobile phone. Therefore, generation-based approaches are essential to achieving to goals of research.

Table 5. Generation Way of Using Mobile Phone

	Teenagers	20's	30's	40's	50's	Over 60
Television	6.2	5.1	4.5	3.7	2.2	1.5
Radio	2.2	1.7	1.2	1.9	1.8	1.2
Movie	1.4	0.7	1.9	0.7	1.0	0.0
Other Video	11.3	7.9	4.2	3.6	2.2	3.1
New/Magazine	31.1	41.5	41.2	31.6	24.7	18.7
Music	13.1	17.2	7.5	7.5	5.3	2.6
Game	16.8	13.6	11.1	8.6	6.1	5.2
e-Book	4.5	1.8	2.4	1.6	1.5	0.3

1.3 Phenomenology

Phenomenology is the study of a human's experience and general approach to existence. The purpose of this phenomenology is to understand the enhancement of humans and offer explanations based on contemplative thinking [30]. Phenomenology is a philosophical study that allows several explanations and has been used and developed by Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty [31] [32]. The tradition of phenomenology is to understand individuals' experience of life and their own 'living world'. Moreover, phenomenology is a study of a matter's phenomenon, appearance, and essence [32]. Van Manen's phenomenology research method is phenomenology of practice, which is more criticism there are four steps in process. 1) Attitude change progress: find topics from the researcher's own experience, it allows the researcher a better understanding of interpreting the meaning of the research topic. 2) Collect research from many different sources: search for detailed and lively experience data and in-depth analytic data, such as examinations, interviews, checklists, portfolios, journals, memos, pictures, surveys, audio and video recordings. 3) Data analysis: examination of analytic-phenomenon to thematic, find out the main point and analyse the fundamental topic. 4) Write and rewrite: the realization of truth by language activities [33].

Conceptual Development

There has been some positive research using phenomenology, such as referring to studies analysing tourists' psychology about attitudes of mobile applications. Our study will measure with qualitative research based on phenomenology. There is some research about using phenomenology in tourism. Cohen categorized tourists in five types by tourists' experience [34]. Ingram researched the experience of rural experience tourists for their perspective and what motive tourists [35]. Santos & Yan used a phenomenology method in analysing genealogical tourism [36]. Furthermore, Kwon & Lee studied about how tourists use leisure time to release stress [37]. This research progress was by using a survey, but with in-depth interviews to non-tour mobile application users segmented in several generations.

METHODOLOGY

Proposed Methodology

1.1 Methodology

Phenomenology investigation method is an inductive-analytical method that reveals the gentle meaning through the division of the technique of human experience as a qualitative research [38]. In this paradigm, people's behaviour has their own meaning and reason, and to interact with the world to find a specific meaning [39]. Therefore, researchers have to understand motives, attitudes, and meanings that lead to behaviour or situations in order to understand specific social behaviours and situations. Therefore, our study

will consist of in-depth interviews from domestic travellers of different generations. The process of phenomenological research can help people understand how they received the process of making meaning, and how they experience such structure and nature.

1.2 Data Collection

Our study's appropriate interviewees are local people who do not use mobile applications that offer travel information. Since this in-depth interview is looking for different reasons why they do not use mobile application based on generation. Therefore, begin an interview from interviewee from each generation that have many travel experiences. After the first interview, we use snowballing sampling. Therefore, interviewees can recommend other people for this in-depth interview.

Interview progressed about two hours and get consent to record all interview answers. Interview contents will be formed from an introduction question, core questions, and closing questions. Prior consent must provide with each interview, and there is no time limit and set the condition for interviewees that they could easily answer. Interviewers will try not to induce the answers and use open-ended questions about why they do not use domestic tourism mobile applications.

1.3 Data Analysis

After the interview, we will write down recorded data, and after that, we will do the coding three times. Firstly, we will start with coding, phenomena and categorize them. Next, code the cause and effect situation, context relation, moderators, and results of interaction based on grounded theory. Data management and memo writing will use NVivo 10 as a classification tool. Because we try to apply the interviewees' viewpoints, and research based not to find regulated variables, but to seek for variables. The NVivo program is fit for not regulating variables and organizing many chaotic qualitative data in a systematic order [40]

Theoretical and Practical Implications

This study's expectation is to understand are local people's information acquisition methods and reasons why they do not use mobile applications as an information source for travel to and in South Korea based on generations. Practically, it will provide ways to attract potential mobile users.

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