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EXTERNAL FACTORS INFLUENCING THE CO-CONSTRUCTING OF EXPERIENTIAL LEARNING BETWEEN AFGHANISTAN PARTICIPANTS AND MALAYSIAN LECTURERS

Abstract:

ultural expectations of a language trainer's role can impede or facilitate trainer/trainee relationship. The Malaysian Australian Education Project for Afghanistan (MAEPA) was a tri-lateral literacy project between the three governments. The 240 Afghanistan master teacher students, in six cohorts, attended the 14 week English Literacy course from 2009-2013. The mixed-method study utilised trainee's profiles, post-training feedback, lecturers' interviews, qualitative observations and a translated post-questionnaire. Findings highlight empathy for the students' socio-cultural home context as an important new socio-cultural factor influencing the Malaysian success in their teacher training. Often expectations of a trainer's role and image, based on prior cultural beliefs, can impede any classroom trainer/trainee relationship. This article investigates a special type of teacher trainee/master trainee that in this globalised world is becoming increasingly common in the world. This is true in the average classroom unfortunately, in diverse conflict educational contexts there are other hindrances which needs addressing. The case study findings highlight four aspects faced by the master trainers when co-constructing relationships with master teacher trainees from marginalised, fragile TESOL contexts. Extending from Boendermaker's (2003) skills of a good trainer, knowledge, skill and personality and Garman's (2005) six key factors of inclusive education the study redefines these to include a new fourth area. The four areas this new factor which require specific empathy are; sharing relationship, building an inclusive empathetic relationship with students, inclusion of women in education, and peaceful diversity.

Keywords:

Peaceful Diversity, Co-constructed Training Relationship, Inclusive Training, Empathy, Fragile Context

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