Contact Addresses

Prof. Dr. Zeki Kaya, Gazi Üniversitesi, Gazi Eğitim Fakültesi, Eğitim Bilimleri Bölümü
06500 Teknikokullar Ankara/Türkiye
E. Mail: wjeis1@gmail.com Phone: +903122028230 Fax: +903122228483

Prof. Dr. Uğur Demiray, Anadolu Üniversitesi, İletişim Bilimleri Fakültesi,
Yunusemre Kampüsü, 26470 Eskişehir/Türkiye
E. Mail: wjeis1@gmail.com Phone: +905422322167

Assist. Prof. Dr. İlknur İstifçi, Anadolu Üniversitesi, Yabancı Diller Yükse nutritkulu,
İki Eylül Kampusu, 26470 Eskişehir/Türkiye
E. Mail: wjeis1@gmail.com Phone: +902223350580

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WJEIS appears on your screen now as Volume 4, Number 4. In this issue it publishes 10 articles.

Colleagues that are in editorial board worked hard to determine the articles of this issue. There are also some articles that were presented in “3rd World Conference on Educational and Instructional Studies –WCEIS, 06-08 November 2014” with the contribution of 22 countries. Articles are evaluated by the referees that are either in editorial board or outside the board.

Although WJEIS is a new journal, it has been welcomed with interest. A lot of journals from various universities are in the evaluation process. We would like to thank cordially our colleagues who work hard in editorial board to evaluate the articles, writers who contribute to our journal and all readers.

1st November, 2014

Best regards

Prof. Dr. Zeki Kaya
Prof. Dr. Uğur Demiray
Assoc. Prof. Dr. Murat Hişmanoğlu
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LISTENING COMPREHENSION DIFFICULTIES ENCOUNTERED BY STUDENTS IN SECOND LANGUAGE LEARNING CLASS

MA, Mustafa Azmi Bingol
Ishik University
IRAQ
mustafa.bingol@ishik.edu.iq

Ph.D. c Behcet Celik,
Ishik University
IRAQ
behcet.celik@ishik.edu.iq

Ph.D. c Naci Yildiz
Ishik University
IRAQ
naci.yildiz@ishik.edu.iq

MA, Cagri Tugrul Mart
Ishik University
IRAQ
cagri.mart@ishik.edu.iq

Abstract
In today's our modern world everybody accepts that listening is one of the most important skills in second language acquisition. When listening to a second language, many language students face listening difficulties. Second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Listening is not important parts of many course books or syllabus and most teachers do not attach importance to listening while preparing their lesson plan. A great number of teachers believe that it will develop naturally within the language learning process and they will learn unconsciously. Actually there are number of listening barriers based on message, delivery, audience and environment. Teaching and drilling listening strategies ease students listening comprehension.

Key Words: Listening comprehension, listening difficulties, listening strategies.

INTRODUCTION

For some lecturers learning foreign language mean the ability of speaking the target language. In some aspects it is true but still argumentative. Student’s main factor of speaking ability is charging with listening as much as possible. There a lot of definitions of listening. According to Chastain (1971) the aim of listening comprehension is understand the native conversation at normal rate in a spontaneous condition. Listening comprehension is a rational phenomenon listeners try to establish a meaning when they obtain the information from the listening source (Goss, 1982). Steinberg (2007) mentioned listening process as “the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it”. Nunan (1998) states that, listening is the basic skill in language learning. Without listening skill, learners never learn to communicate effectively. Students spend 50% of the time operational in a foreign language is dedicated to listening.

Mendelsohn (1994) stated that listening has an important role in communication that is to say listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Listening takes part more of daily
communication time than other forms of oral communication inside and outside of classroom (Wolvin and Coakley 1988). Listening is the skill that used frequently in the classroom (Ferris, 1998). Listening involves hearing, transforming, absorbing, accumulating and retrieving data (Grunkemeyer, 1992).

There are a lot of scholar refers that the significance of listening. In some cases it is more important than reading, speaking and writing. “In reality, without effective listening, learning is a matter of chance” (Swanson, 1996, p.3).

**Listening Strategies that develop students comprehension**

Teaching listening strategies to the students is very helpful (Goh, 2000). But it is not enough unless the teachers increase students’ vocabulary, grammar, and phonology knowledge.

Vandergrift (1999) claims “Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.” (p.176).

Most researchers concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. Strategy may change due to the level of learner. Students’ language level is the basic reason that effects the choice of method (Conrad, 1985; O’Mallay & Chamot, 1990; Rost & Ross, 1991). “If we expect children to become good listeners, we will need to do more than worry, complain or demand. We need to teach them become active listeners” (Jalongo, 1995:13).

**Cognitive strategy**

This is a strategy that is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy.

The cognitive strategies are connected to comprehending and accumulating input in short term memory or long-term memory for later access. Comprehension starts with the received data that is analyzed as successive levels of organization—sounds, words, as a process of decoding. Cognitive strategy is a problem-solving technique that learners use to deal with the learning task and make easier the acquisition of knowledge. Examples of cognitive strategies include repeating to memorize, summarizing, and piecing together details.

**Metacognitive strategy**

In this strategy learners are conscious when listening to the text cautiously. This method deals with learning how to plan, monitor and assess the gathered information from the listening part the same as pre-listening activities (Holden, 2004).

Oxford (1990) states that the conscious use of metacognitive strategies helps learners get their attention back when they lose it. Vandergrift (2003) found that advanced listeners used twice as many metacognitive strategies as elementary listeners use.

Metacognition can be defined as “thinking about one’s own thinking.” Students who can recognize suitable learning methods in the proper situation. For instance, a student may understand he has difficulty in finding the connection between important concepts within a story. If he/she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect them together using lines, similar to a spider web, then that student has used metacognition to complete the task (Nelson & Conner, 2008).

Wenden (1998) claims that students who use metacognitive strategies have the following advantages:

1. Learners use learning strategies.
2. They learn faster and integrate the knowledge remarkably.
3. Learners define themselves as constant receivers and can properly deal with all situations.
4. They have self-confident to get help from partners, teachers, or family when needed.
5. They observe and evaluate why they are prosperous learners.
6. They handle the situation when things go wrong throughout the task.
7. Their strategy compatible the learning task and adaptation are made to reflect changing conditions.
Examples of metacognitive strategies include self-monitoring, selective attention, and planning of cognitive
strategies.

In order to make these two terms-cognitive and metacognitive- more clear here is an example “skimming a
text for key information involves using a cognitive strategy, while assessing the effectiveness of skimming for
gathering textual information would be a metacognitive strategy (Devine, 1993, p. 112)” (Salataci, 2002, p. 2).
Using metacognitive instruction in teaching listening enhances learners’ confidence, motivation and ability to
complete the given tasks.

**Socio-affective strategy**
This strategy ensures and promotes positive emotional reactions and perspective of language learning. Vandergrift (2003) defined socio-affective strategies as the techniques listeners employ to collaborate with
others, to verify understanding, or to lower anxiety. As in his book JJ. Wilson explains the socio-affective
strategy;
Socio-affective strategies are concerned with the learners’ interaction with other speakers and their attitude
towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another
student in order to develop confidence, or reward themselves with a doughnut when they successfully
complete some task in the target language. (p.34)

Habte-Gabr (2006) implied that it is nonacademic in nature and include stimulating learning through building a
degree of relation between the lecturer and student. It is necessary for learner to know how to reduce the
anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening ability
(Vandergrift, 1997).

Choice of strategy depends on learner’s language ability and competence.

**Potential Problems in Language learning classes**
Our aim should minimize the problems in order to increase listening comprehension rate by creating positive
atmosphere. There are several problems which may appear during or before listening. We analyze some of
them.

**Quality of recorded material**
Even we are living 21st century which is that age of technology still there are some classrooms do not have
computer, smart board, multimedia systems and so on. The quality of sound system also affects understanding
of listening.

**Cultural differences**
Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The marriage
between language and culture is indivisible (Brown, 1994). The topic may contain completely different cultural
matter than the students have. In this case students may have difficulties to imagine what has been told. Here
the instructors should give prior knowledge about the topic beforehand. For instance if the listening part is
about Easter Day and it is not common in the area that language is being taught students cannot catch some
points.

**Accent**
Munro and Derwing (1998) claimed that too many genres of accented speech would result in a significant
reduction in comprehension. Fan (1993) pointed out that usually ESL/EFL listeners are used to “their teacher’s
accent or to the standard variety of British or American English”. In this case teachers has to familiarize the
students both British and American accent. It is an endless debate that what is the Standard English? Some says
the British English is the standard. But English is spoken all over the world by Indian, Australian, Chinese,
Turkish, and so on. In my opinion the best one is the one you can communicate.
Unfamiliar vocabulary
Hung (1998) informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. His research represented that knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability.

Another problem is here that many words have more than one meaning and if they are used their less common usage students get confused.

Length and speed of the listening
The level of students play a great role when listening long parts and keeping all the information in the mind. It is not easy for the lower level student to listen more than three minutes long listening then completing the desired activities. Short listening texts facilitate listening comprehension and diminish boredom, keep learners concentration alive (Atkins et al 1995). If the text contains a lot of information, it is not easy to store everything in mind, exceptional listening ability and strategy required to understand (Carroll, 1977). Another reason makes listening text difficult is the speed. If the speakers speak faster than normal listener may have difficulties to catch target words. Underwood states that on the contrary of reading comprehension the listener cannot control speed of the speaker and this cause the greatest difficulty with listening comprehension (Underwood, 1989, p. 16).

It is clear for most language learners and teachers that a slower speech speed would facilitate beginner learners' listening comprehension (Flaherty, 1979; Griffiths, 1990, 1992; King & Behnke, 1989; Zhao, 1997). Blau (1990) concluded that lessen the input speed is one of the effective technics that helps comprehension for second language learners.

Physical conditions
Sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also effected by the noise that come from outside. As a teacher we have to take into account all these conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult. The class that does not have air conditioner or heater may be too hot in summer or too cold in winter.

Lack of concentration
Students’ motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

CONCLUSION
Most universities’ teaching language is English. Therefore students listen and understand the lectures. Teachers should teach the students appropriate listening strategies. There is no an ideal method that fits all kinds of classes. But we should find our students’ limit, diagnose their capacity, and find out the factors that may influence their listening comprehension. Then we may offer them to complete different type of activities. Listening tasks should involve progress from fundamental to more complex as the student obtains in language ability.
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DIGITAL VIDEO TECHNOLOGY AS A TOOL FOR TEACHING AND LEARNING

Assoc. Prof. Dr. Costas Tsolakidis  
University of the Aegean  
tsolak@aegean.gr

Nikos Tsattalios  
University of the Aegean  
n.tsattalios@aegean.gr

Abstract
Digital technology has made a great impact in education in most countries in the world. Using modern technologies that implement new capabilities, teachers could support not only their subjects but also general aspects of education as collaboration, socialisation, elimination of technophobia etc. Media Literacy can be used by teachers as a new, alternative and interesting method to inspire all the above mentioned qualities to his pupils. Also it can be used as a tool for expression for pupils with special needs and learning difficulties. This effort was part of a greater project that was taken place in Greece. In this case it was applied to a high school in Rhodes. The students created a short movie about their feelings in the class as part of a video document for other generations of students. The results were very encouraging and improved the relations between teacher and students and the students themselves.

Key Words: Video technology, short movie, teaching and learning tool, school.

INTRODUCTION
One of the new threats of the current era is the attempted manipulation through controlled information flow. Most young people have not developed adequately the necessary critical skills to evaluate the attempted recruitment and the possible purpose structured of information available and thus become easy prey to propaganda and cultural consumption. However, despite the general awareness of the problem, very few comprehensive proposals have been presented for the systematic teaching of audiovisual language within the official curriculum. Nowadays, film education in Greece is essentially absent from the curriculum of primary and secondary education and its presence in certain pilot “art junior high schools”, only as incomplete and fragmented can be characterized.

On a global scale, studies have shown that film education can be a powerful teaching tool capable of helping students to understand their own world on a real or metaphorical level.

DIGITAL TECHNOLOGY IN TEACHING AND LEARNING
According to Immanuel Kant, art is not portraying beautiful things, but depicting them in a beautiful way.

The use of film is increasingly recognized by teachers as a valuable tool that can be integrated into the curriculum and increase students' learning motivation. It can be used to enhance learning across all teaching subjects (e.g. Foreign Languages, Science, Technology, History, multidisciplinary subjects etc). Through the improvement of the ability to understand and analyze an image, skills of critical thinking are developed which constitute an important educational goal, students' interest for creative learning can be triggered through the emotions generated by the film (Barriance & Cooper 2010).

The most important results from the integration of digital technology in the educational process refer mainly to support and assist enhancement of:
a) Learning,
b) Teaching,
c) Students socialization,
d) Incorporation of children with disabilities, and
e) the transformation of vocational education, empowerment, creativity and effectiveness of their work (Poole, 1997).

When creating a work group of students who adopt digital technologies, according to Vygotsky (Elliniadi, Kleftaki & Balkidas, 2008), social interaction is established that can be a source of strength and development. The "collective mind" of the team captures and creates concepts, processes, skills and the individual internalizes and employs them through learning, while the role of the teacher becomes mediating.

- The importance of digital technologies in education is reflected in the term "Opening Education" EUROPA that was recently stated by the European Commission (E.C.2013).
- This initiative aims:
  - To encourage teachers develop innovative curricula using digital technologies that enable individuals to acquire knowledge anytime, anywhere.
  - To connect the impact of technology on the environment and to seek new ways of teaching and learning in cooperation with international organizations.

The result of the action will be:

- More and better learning environments - meaning widespread use of ICT in school.
- Organizational changes in schools, universities and institutions.
- Increased demand for new content and interactive learning tools.

THE AUDIOVISUAL EDUCATION PROGRAM

The Audiovisual Education program was organized by “Karpos” institution and was attended by groups of 12-18 students with their teachers for the production of documentary film footage, suggesting it as an educational tool. Each group creatively captures issues of everyday life of young people on a video of five minutes in length, in either serious or funny way, anything that in their opinion deserves to be saved and preserved in a fantastic virtual-museum for teenagers of the future (Govas, 2012). The implementation of this effort like the other programs (environmental, cultural, health education) took place outside teaching hours, and the involvement of teachers was voluntary.

Objectives and Aims of the program

Audiovisual Education program is suitable for cultural studies and sociological research yielding statistically valid and reliable comparisons, both over time and among communities having different cultural, economic and social identities. The objectives of the program are as follows:

- Children’s and adult’s awareness of the elements of the local culture and its relationship with everyday life.
- Encouragement of creative contacts between different ages and bodies of Greek community (authorities, teachers, adults, children, etc).
- Participation of children in activities of “information production” and resulting in development of a critical review of the media.
- Registration and protection of the natural and built environment during the process.
- Raising awareness of children in collective procedures that should govern every effort of taking decisions.
- Growing the spirit of teamwork.
- Providing opportunities for children for free expression and creative communication, especially in activities as cinema, photography, TV, recording that they rarely have the opportunity to reach out.

1 The term “film” is used occasionally instead of the term “movie” for historic and continuity purposes
The activities of the student production should be treated as a free and open project (collective, synthetic activity), with the aim of fostering educational skills, communication, teamwork, research and presentation of data. These skills will be an important methodological asset for children in any future job in the field of science, while the main learning benefit mainly refers to social media issues and use of audiovisual tools, and less to the thematic content of a documentary.

The steps followed by the Group are:

- **Brainstorming**: Exploring the theme of the film; scattered ideas from everyone, written on the same paper.
- **Free connotations**: Automatic writing games to release the thoughts and feelings of the group.
- **Audiovisual stimuli**: Watching short films created by young people both from Greece and abroad.
- **Role Playing, interrogation chair, improvisations**: Theatrical exercises to analyze the selected topic.
- **Frozen images**: Team members are asked to make a picture related to the topic with their bodies enabling team collectivity and game spontaneity.
- **Photography exercises**: Teaching the kids to take photographs and how to present a theme - commentary on photography.
- **Storyboards**: We learn how to design the scenes on paper, how to choose the angle, realizing exactly what we want to show in every shot. This simple handmade traces of future work - something like handy work of shots.
- **In front and behind the camera**: Everybody alternates in front and behind the camera with short interviews, photo montage, self-presentation, storyboard etc.
- **Scenario**: Plot, is written as a final scenario, helping the students throughout shooting.
- **Filming**: Contact of the group with the real space shooting. Familiarization with the procedure filmed in real time. We need full cooperation of the group.
- **Editing**: The final structure of the film, which puts everything in its place, image, sound, anything additional. Whatever we designed previously is now implemented frame by frame. Incomplete thoughts and actions are completed in a final artistic product, which will be our identity and our means of communication with others.

**METHODOLOGY**

The sample of this study was 38 high school students, who participated in filming from February to April 2014 in the city of Rhodes. During this time we had about 20 hour sessions of the film group. The coordinator of the activity worked at the school on days and hours after time.

In the first two meetings the conditions and terms of the competition were analyzed. Informative videos of the announcement were presented, short films by groups of students on previous years, as well as informative short videos about the initiation of students into the world of cinema and new technologies (sound recording, camera filming, video and audio editing software etc.).

During the third meeting the pupils were divided into groups by the method of brainstorming and recorded their suggestions on the subject of the documentary. Each group presented its proposal arguing about it and finally they voted for the final choice.

Through collective and collaborative processes, all students took responsibility and chose the roles that excited them more like actor, sound editor, video editor, contact person etc.

To evaluate the action a questionnaire was developed in semi-structured form and was distributed to students five months after the completion of the program (September 2014), The elapsed time made the answers less "fervent" as to the effectiveness of the method. For data analysis the statistical program SPSS 22 was used.

**RESULTS**

The most important findings of our survey were the following:

- The participating students were 12 boys and 26 girls
On the question about the experience of their participation in the film 97.4% of students considered it positive (good to excellent).

They mentioned as most positive aspect of their participation in the project:

1. Collaborative - team spirit 51.6%
2. Making of (Back stage) 19.35%
3. Humor in the process 16.12%
4. Everything 12.9%

None of the participants reported any negative aspect about the activity.

The most liked aspects of their participation was:

1. Collaboration with teachers (34.2%)
2. Fun atmosphere (26.3%) and
3. The Teamwork (18.4%)

About their satisfaction with the final result, agreed absolutely 77% and agreed very much 23%.

The participation of students in filmmaking enhanced their relationship with participating teachers: 58% completely agree, 34% agree very much and 8% agree.

On the open question, 72% of the participants proposed to repeat the project the forthcoming school year and 29% considers the experience perfect.

At the question about the repetition of the activity in some subjects absolutely agree 55.3%, very much 28.9% and much 15.8%.

CONCLUSIONS

Despite the fact that the group meetings were held at weekends, the students showed enviable behavior through constant and uninterrupted presence. All students participated in groups, shared roles and were active. They showed significant learning difficulties and socialization. As seen from the results, everybody characterized the experience of participation in the school film as positive and suggested a follow-up action by creating other short films in the current school year.

In evaluating the experience, the positive assessment of participants from various question was recorded: 58.82% considered the greatest aspect as: the "Collaboration climate of cooperation"
14.7% consider the "technical part" (editing, making-off) as the best,
26.47% of the respondents claimed that everything was "perfect".

No one replied on the question of the most negative act of the activity.

In addition, the positive evaluation of the action shows that the relationship between pupils and coordinator improved absolutely or very much (92%).

The acceptance of the method as an alternative teaching tool became evident from the responses of students of whom 85% suggest that it should be repeated frequently in teaching various subjects.

The teacher observed that collaborative environment facilitated group interaction in teaching courses and improved self-confidence of students by helping to improve their school performance. The pupils saw an alternate version of the school which does not grade, does not require presence, does not punish but instead composes, accepts, integrates and installs a creative in a democratic atmosphere.

Not only during the meetings, but also during the viewing of the film, many parents expressed their enthusiasm and felt helpers of any future effort or need. Given the research showing that parental involvement in their children's education results in increasing the performance of students and improve their attitudes towards learning (Stevenson & Lee, 1990), the last observation is of particular value.
During group meetings, emphasis was placed on the active involvement of students taking part in a series of decisions and actions on what is in their opinion necessary to preserve and maintain, developing arguments and a more critical look of the world that surrounds them.

A school band consisting of students from different high schools of Rhodes composed the soundtrack of the film. The song titled “My own revolution” was written in English and its lyrics adapted to the messages of the film (feelings of anxiety, excitement, suspense, love, etc.).

The activity apart from the contribution of the students had the support of the Association of Parents of the school, who covered the cost of the digital recording of the song and had an active participation in the student film festival projection of the city of Rhodes.

In the above way we presented a new approach to media education (media literacy). We combined videos with theater techniques and encouraged engagement with new technologies thus contributing to eradication of technophobia.

As further work one could suggest a similar activity including international cooperation (Intercultural exchanges) with schools in European countries and exchange of audiovisual messages. These messages will help to raise awareness and mutual understanding of the various elements of the culture of European peoples.

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PSYCHOLOGICAL PREVENTION FOR UNIVERSITY TEACHERS

Anna M. Marinova
Pavlinka P. Dobrilova
Iveta M. Marinova
Penka A. Marinova
Medical University Sofia
“Prof. Ivan Mitev, Ph.D” Branch
Vratsa- BULGARIA
anetkata@abv.bg

Abstract
The quality of education provided in high schools, depends on many factors, including the training of trainers, organizational process, excellent communication, feedback, facilities and training tools. Human resources, however, appears to be leading components in the provision of quality education. Behavior of teachers as channels for new knowledge and skills is closely linked with the success of the learning process. To be adequate in all situations and deal a high level with their duties as people and professionals, trainers need adapted and applied psychological treatment.

The present study shows that in the higher schools in Bulgaria are not paying almost no attention to this problem, although there is a serious need for the implementation of psychological treatment. From the conducted survey assistants and professors at the Medical University of Sofia is clear which methods to restore mental and emotional balance are the most preferred.

Key Words: Trainers, psychological treatment, universities.

INTRODUCTION

The quality of education offered by the universities depends on a variety of factors like teachers’ and trainers’ qualification, organization process, excellent communication, feedback, facilities and training tools. The human resources, however, is the leading component in the provision of high-quality education. Teachers’ behavior as a channel of new knowledge and skills is closely linked to the success of the teaching process. To be adequate to all situations and cope with their obligations on a high level as personalities and professionals, the teachers need psycho-prevention properly selected and applied.

Generally speaking, psycho-prevention is a system of events which studies the causes of the occurrence of mental disorders and diseases as well as their timely diagnosis and treatment. Its major goal is to prevent them and to rehabilitate the people already suffering from mental diseases (Balkanska:2010; Bontcheva, 2013).

Psycho-prevention can be divided into three types: primary, secondary and tertiary. The primary one includes activities directed to the improvement of the mental health level and prevention of nervous and mental disorders. These activities address the general population and populations at risk. The secondary psycho-prevention aims at early detection of the disease and shortening of its duration. It works also for the prevention of recurrences and complications. The tertiary psycho-prevention envisages activities related to the prevention and reduction of mental and social effects of disability. The efforts here are focused on rehabilitation and resocialization of the patients by means of comprehensive use of medical, social, educational and employment measures for the adaptation of patients to activities consistent with their state (Balkanska:2010).
Some of the most widely used psycho-prevention activities are carried out by family planning, marriage and genetic counseling, during pregnancy, school age, teenage, young age, adulthood and old age (Balkanska:2010). Psycho-prevention is needed by the whole population and by various communities of common interests, activities, professional commitments and working environment. Such is the academic community and training teams in the universities where the risks of mental problems are serious due to big workloads and a variety of activities like research, training and medical treatment, as well as work with big groups of people at the high stress levels these professionals are subjected to.

The primary and secondary types of psycho-prevention are the most applicable to university teaching teams. By suitably selected activities, methods and approaches, the teachers can keep in good mental health and guarantee their adequacy and the high efficiency of the working process. The early detection of risks of mental disorders or diseases and of the disorders themselves is important for the teacher and the university management alike. Timely coping with the problem will avoid the quality deterioration of the training offered.

This study presented herein shows that Bulgarian universities do not pay enough attention to psycho-prevention in spite of the serious need of its provision. The inquiry made among teachers of two Bulgarian higher schools makes clear which the preferred methods of maintenance of the mental and emotional balance are. It also establishes the tools that the teachers would like to be used for the performance of the psycho-prevention and the frequency of psycho-prevention activities.

**OBJECTIVE OF THE STUDY**

To establish the need of psycho-prevention in the universities for the protection of the teachers’ mental health and the quality improvement of their teaching process.

**MATERIALS AND METHODS**

The methods used are the survey method and the analysis of normative documents (Higher Education Act, Health Act). The study embraces 75 teachers from two universities – the Medical University Sofia and the “St. Cyril and St. Methodius” University of Veliko Turnovo. The respondents’ age is from 36 to 66 years and they teach theory and practice of different subjects. 82.7% of them are female. The study does not include the practical training facilities – the clinic facilities of the medical universities and the kindergartens and schools of the Veliko Turnovo university. They are included in the conceptual design of future studies.

The study took place in the months of May and June of 2014 in the cities of Veliko Turnovo, Vratsa and Sofia. The data was processed by means of the EXCEL program.

**RESULTS AND DISCUSSION**

The analysis of the information provided by the filled-in questionnaires shows that the greater part of the teachers are well informed about the meaning of the term “psycho-prevention”. The question “Are you familiar with the meaning of the term “psycho-prevention”?” received a positive answer from 68% of the respondents. 32 of them are familiar with this term only partially. None of the respondents gave an answer “no” and “I am not interested” (fig. 1).
Fig. 1: Awareness of the meaning of the term “psycho-prevention”

Regardless of the awareness previously stated by the teachers, serious ambiguity was observed about the meaning of the term “psycho-prevention”. This conclusion was based on the answers to the open question “What do you think is “psycho-prevention”?”. 16% of the respondents gave no answer, 16% offered a wrong or ambiguous interpretation of the term. Among the wrong definitions were: easy socialization of the patients, taking of psychological status, meetings with colleagues, etc. The rest of the respondents (68%) gave a true interpretation of the term.

It is noteworthy that all who gave a wrong or ambiguous interpretation of the term answered the previous question with “Partly”. At the same time, all who gave no answer to the open question about the meaning of the term gave a positive answer about their awareness of the meaning of “psycho-prevention”.

The analysis of the data from the filled-in questionnaires shows that most of the respondents are not informed about any psycho-preventive activities carried out in the universities they work for. 52% of them say that no analysis and control is made of the mental status of the teachers at their place of work. 44% do not know if such activities are performed in their universities. Only 4% think that their universities perform similar analysis and control of the mental state (fig. 2).

Fig. 2 Awareness of psycho-prevention performed in the universities
All respondents, however, are certain that they need psycho-prevention on their workplace. 100% of them give a positive answer to the question “Do you need any activities that help keeping the good mental status of you and your colleague teachers on your workplace?”. The respondents show different degrees of need. 40% of them answer “Yes, very much.”, while 60% say “Yes, partly.” No negative answers are given (fig. 3).

The teachers’ answers about their preferences of the types of psycho-preventive activities arouse certain interest. Least liked are the art therapy activities like painting and work with art materials, as well as talking to a psychologist. Only 8% of the respondents chose art therapy and talks with a psychologist. The most preferred activity is the stay in a specially equipped place offering isolation and relaxation – 57.3%. There is a great interest in music and dance therapy: both activities were selected by 32% of the participants. Two other activities – sports and short walks – also received identical percentages (28%) and were generally liked by the respondents. Laughter therapy is not much preferred – it was chosen by 21.4%. The total sum exceeds 100% because the participants were allowed to give several answers to these questions (fig. 4).
The inquiry by means of open questions shows that most of the respondents would like the psycho-preventive activities to happen on the workplace. 60% of them give this answer, and 50% of those explain that they would prefer to have a special room for such activities. 16% of the participants prefer to perform the activities outside the workplace and 25% of those would like it to happen in specialized centers. 8% of the respondents answered “in the university area”, another 8% - “out of the city” and still another 8% did not give any answer (fig. 6).

Fig. 6: preferred place of mental relax

The answer to the question “Who would you like to be responsible for the performance of the activity?” arouses interest. Although only 8% of the respondents prefer to talk to a psychologist, 56% of them say they would prefer a psychologist to manage this activity. 16% of the participants answer “a colleague”, 4% indicate “a teacher” and three groups of 8% choose “a manager” or “I don’t know” or “other” (fig. 7).

One of the six who choose the answer “other” would like “someone who would enjoy such activity” and five prefer “a yoga instructor”. Those five prefer yoga as a psycho-preventive activity.
Who would you like to be responsible for the performance of the activity?

![Fig. 7: Preferred choice of a professional](image)

Regarding the time of the day that the teachers prefer, the study shows that most convenient to the respondents is the period after the end of the workday (49.33%) and during the break between the lectures (28%). 10.67% of the respondents think that the most convenient time is in the afternoon and 4% choose answers “before the start of the workday” or “in the morning” and before lectures. No one chooses the activities to be performed “at noon”.

What time of the day do you prefer to perform the activity?

![Fig. 8: Choice of time of the day](image)

Regarding the frequency of the psycho-preventive activities, there is a big percentage of the respondents whose answer is “once a week” - 62.67% of the respondents. The next preferences of the participants are “three times a week” (16%) and “every day” (8%). Another 8% of them answer they would like to take part in...
psycho-prevention only once a month, and 4% do not know. Only 1.33% of the respondents give the answer of “other” and specify that the frequency is to be consistent with the person’s state at the respective moment (fig. 9).

![Choice of frequency](image)

**Fig. 9: Choice of frequency**

Although certain of the usefulness of psych-prevention in general and the need of it, a big part of the teachers cannot decide if the university management would allow the introduction of similar activities – 62.67%. The greater number of teachers, however, are firmly convinced that the management would allow the introduction of psycho-prevention. 56% of the respondents answer “Yes”, and only 1.33% is the share of those who answer “No”.

![Respondents' assessment of the university management](image)

**Fig. 10: Respondents’ assessment of the university management**

The participants who give positive answers also specify that the managements of their universities would agree to introduce psycho-prevention because they are open to innovation and new ideas, take care of their employers, understand the problems of the people in the teams and the need of a good microclimate. They realize that such activities would increase performance efficiency.
CONCLUSIONS

This study leads to the following conclusions:

1. The university teachers demonstrate a high level of awareness of the meaning of the term “psycho-prevention.” This means that the subject attracts interest and is important for the teachers of the two universities. The fact that none of them has chosen the answer “I’m not interested” from the possible answers to the questions asked shows 100% interest in the problem. The teachers have an enormous need of psycho-preventive activities. Such activities are not performed at the moment, so it is not possible to evaluate the mental and emotional state of the team members.

2. Most of the teachers do not prefer to talk to a psychologist as a part of psycho-preventive activity, although this is one of the basic methods of psycho-prevention. Most of the respondents would prefer activities closely related to their personal interests and hobbies and traditional psycho-preventive events. Nonetheless, the respondents would like to have a professional present to manage the activities.

3. To perform successful psycho-prevention, the universities should provide a specially equipped place with the necessary conditions for the various activities. It will be most suitable to locate this place in the buildings of the institutions.

4. The most suitable time of the day for the psycho-preventive activities is after the end of the workday and the best frequency is once a week. The desire for such activities shows the great need of psycho-prevention of the university lecturers and their assistants.

5. The managers of the two universities are open to innovative proposals and understand the need of psycho-preventive activities for the improvement of their teams’ performance.

RECOMMENDATIONS

On the basis of the above conclusions, the following recommendations can be made:

1. To equip a special place for psycho-prevention
2. To hire a professional to manage the psycho-preventive activities
3. To prepare a weekly program of different types of preventive activities.

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DENTAL CARIES AND PREVENTIVE STRATEGIES

Dr. Dogan Ozdemir
Ishik University, Faculty of Dentistry
Basic Sciences, Arbil-IRAQ
ozdemirtalha@gmail.com

Abstract
Dental caries is the most common infectious disease in the world. So we should educate our students and children about causes and how to protect themselves. There are various causes of tooth caries such as the daily diet habit and oral hygiene. The morphology of the tooth also plays an important role in the formation of caries. It is known that when carbohydrate consumed in daily diet with the help of bacteria the sugar is fermented and lactic acid is formed. Consequently the pH of the environment decreases which will lead the dental caries formation. The main idea of this review is to give a comprehension look at dental caries in terms of microbiology, daily diet, oral hygiene and its preventive by professionally and socially.

Key Words: Dental caries, oral hygiene and diet.

INTRODUCTION

Caries
Caries are the localized destruction of the tissues of the tooth by bacterial action. Either enamel or cementum is demineralized by microbial acids. The initial caries lesion is sub-surface, due to acid diffusion. The primary lesion that is detectable clinically is known as a white spot and can be reversed by re-mineralization and regrowth of hydroxyapatite crystals, a process enhanced by fluoride. Advanced caries results in cavitation, and can progress to the dentin and into the pulp chamber ultimately causing necrosis and periapical abscesses (Lakshman, 2006).

The disease is the most prevalent of the chronic diseases affecting the human race. The original still-prevailing theory explaining the disease process implicates carbohydrates, oral microorganisms, and acids as the main factors in the caries process. A chemico-parasitic process consisting of two stages, the decalcification of enamel, which results in its total destruction, and the decalcification of dentin (Selwitz, Ismail & Pitts (2007).

Untreated dental caries can affect body weight, growth and quality of life in preschool children (Li 2002). Caries experience in early childhood has been linked to caries experience in the permanent dentition in several studies (Alm, Wendt, Koch & Birkhed (2007), (Skeie, Raadal M, Strand & Espelid (2006) and (Powell 1998). The burden of dental caries lasts a lifetime because once the tooth structure is destroyed it will usually require restoration and on-going maintenance throughout life (Tove, Wigen, Nina & Wang, 2012).

Today, mutans streptococci are considered to be the main aetiological microorganisms in caries disease, with lactobacilli and other microorganisms participating in the disease progression. Recent evidence also has supported the role of yeast (Candida albicans) as a member of the mixed oral microbiota involved in caries causation (Klinke, Kneist, Soet, Kuhlisch, Mauersberger & Forster 2009).

Virulence factors of mutans streptococci are prevalent plaque adhesin-like cell surface proteins, acid tolerance, acid production, and production of glucosyl transferases, mutacin and intracellular polysaccharides. The mutans streptococci ferment many different sugars, and they appear to metabolize sucrose to lactic acid more rapidly than other oral bacteria.
The major factors that involve the etiology of caries are: host factors (tooth, saliva and diet)

HOST FACTORS

Tooth
The structure is important: some areas of the same tooth are much more susceptible to carious attack than others, possibly because of differences in mineral content (especially fluoride).

Saliva
The mechanical washing action of saliva removes food debris and unattached oral microorganisms. It has a high buffering capacity which tends to neutralize acids produced by plaque bacteria on tooth surfaces, and it is supersaturated with calcium and phosphorus ions, which are important in the remineralization of white-spot lesions. Saliva also acts as a delivery vehicle for fluoride.

Diet
There is a direct relationship between dental caries and the intake of carbohydrates. The most cariogenic sugar is sucrose. Sucrose is highly soluble and diffuses easily into dental plaque, acting as a substrate for the production of extracellular polysaccharides and acids.

Cariogenic streptococci produce glycogen (water-insoluble) from sucrose, which in addition to facilitating initial adhesion of the organisms to the tooth surface serve as a nutritional source and a matrix for further plaque development.

Recent data indicate that high lipid content in saliva enhances caries activity. On the other hand, it is demonstrated that a cariogenic diet becomes less cariogenic when it is combined with cheese or milk products, probably because of the content of calcium phosphate in these products (Johansson et al., 2009).

Dental caries cannot occur in the absence of dietary fermentable carbohydrates and, therefore, it has been characterized as a "dietobacterial" disease (Bowen & Birkhed, 1986). Since the original observations of Miller, (1902) researchers have recognized fermentable carbohydrates as the "fuel" for the caries process, and in the 1940 and 1944 Stephan demonstrated the relationship between caries and sugar exposure, leading to the acidification of dental plaque. Moreover, Weiss and Trithart 1960 reported a direct relationship between caries experience and the frequency of between-meals consumption of sweet snacks, which findings supported those of the earlier Vipeholm study in Sweden (Gustafsson et al., 1954).

PREVENTIVE STRATEGIES

Dairy products have properties that protect teeth against caries (Harper , Osborn , Clayton & Hefferren 1987), and eating cheese after exposure to sugar rapidly neutralizes plaque acidity (Schachtele & Jensen, 1984).

A wide range of sugar substitutes have low or no cariogenic potential (Zero, 2008). For example, sucralose is a high-intensity non-cariogenic sweetener (Bowen, Young, & Pearson, 1990), and xylitol has been reported to have anticariogenic properties. Chewing sugar-containing gum increases caries risk (Burt, 2006). But chewing sugar-free gum after meals can reduce caries risk (Glass, 1981). Some food additives may have protective properties that reduce cariogenicity; for instance, cranberries can reduce bacterial adherence and glucosyltransferase activity of S. mutans (Stookey, 2008), and tea extracts inhibit salivary amylase activity (Koo, Nino, Schobel, Vacca, & Bowen, 2006).

The conventional approach to the treatment of dental caries was to remove and replace diseased tissue with an inert restoration. This approach made no attempt to cure the disease and the patient often returned some months later Arje, & Odont, Am, 1987).

Dental caries is a dynamic dietomicrobial disease involving cycles of demineralization and remineralization. The early stages of this process are reversible by modifying or eliminating etiologic factors (such as plaque biofilm
and diet) and increasing protective factors (such as fluoride exposure and salivary flow). This approach manages dental caries by means of prevention and cure, reserving surgical approaches for those whose disease severity and tissue loss leave no other option (Domenick).

Our understanding of caries has changed markedly in the last century. A National Institutes of Health consensus statement Domenick (2009) acknowledged that tooth restoration does not stop the caries process and emphasized the need for improved diagnosis, prevention and management of caries in its early (that is, noncavitated) stages. Still, dental practitioners and researchers alike have an incomplete understanding of the natural history of caries. Cognizant of the limitations of current clinical diagnostic methods and concerns about potential disease progression, dentists tend to err on the side of more aggressive operative treatment than often might be warranted.

Parents and carers should be advised that cheese is a good high energy food for toddlers as it is non-cariogenic and may be actively protective against caries.

Children should have their teeth brushed with fluoride toothpaste. Toothbrushing should commence as soon as the primary teeth erupt.

Children’s teeth should be brushed last thing at night, before bedtime and on at least one other occasion. Eating directly after brushing should be avoided, to prevent fluoride from being washed out of the mouth prematurely. Flossing can remove plaque from approximal tooth surfaces and may have a role in reducing caries. A combination of brushing with fluoride toothpaste and flossing is more efficient, especially if regular flossing is carried out by an adult. Flossing on its own cannot be recommended for the prevention of dental caries in pre-school children without the associated application of fluoride to the dentition (A national clinical guideline, 2009).

CONCLUSION

In conclusion, tooth decay is one of the significant and costly diseases in the world. Thus, strategies to reduce the risk of dental caries are vital. These strategies usually involve decreasing the growth or activity of bacteria especially S. mutans. We should modify daily diet. Parents should advise children to avoid eating between meals especially food containing carbohydrate containing food. Correct method and frequency of brushing should be followed—in the morning and before going to bed and preferably after every major meal. The use of various interdental cleaning aids, such as dental floss, interdental brush (Klock and Krasse 1978) should be inculcated. The preventative strategy lies within dietary habits. Therefore, children below certain age must be regularly advised and instructed.

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THE VALIDITY AND RELIABILITY OF TURKISH VERSION OF THE COPING COMPETENCE QUESTIONNAIRE

Assoc. Prof. Dr. Ahmet Akin
Sakarya University
TURKEY
aakin@sakarya.edu.tr

Merve Kaya
Sakarya University
TURKEY
kyamrve@gmail.com

Mehmet Emin Turan
Sakarya University
TURKEY
mehmeteminturan@gmail.com

Assist. Prof. Dr. Umran Akin
Sakarya University
TURKEY
uakin@sakarya.edu.tr

Fatima Firdevs Adam Karduz
Sakarya University
TURKEY
reyyan54@hotmail.com

Abstract
The aim of this study is to examine validity and reliability of the Turkish version of the the Coping Competence Questionnaire (Schroder & Ollis, 2013). The sample of this study consisted of 261 undergraduate students. The results of confirmatory factor analysis indicated that The Coping Competence Questionnaire Scale model was well fit ($x^2 = 123.98$, df= 44, RMSEA= .082, CFI= .95, IFI= .95, NFI= .92, SRMR= .062). The internal consistency reliability coefficient of the scale was .89. The corrected item-total correlations ranged from .35 to .70. Overall findings demonstrated that this scale had high validity and reliability scores.

Key Words: Coping Competence, validity, reliability, confirmatory factor analysis.

INTRODUCTION

Individuals encounter lots of stressful factors and challenges in daily life (Lazarus, 1998). While students are faced with school-related problems, adolescents may also experience problems with the business. People may have difficulties such as family issues or major life events (Moreland & Dumas, 2008). Therefore, overcoming these issues has an extremely important impact on people adjustment and positive development (Seiffge-Krenke et.al., 2010).

People respond to compellor situations which pose a stress and include threat, harm, and loss in diverse ways, many of which receive the label “coping.” In literature, coping is often defined as efforts to avoid or reduce threat, harm, and loss, or to decrease associated distress (Carver & Connor-Smith, 2010). The ability of coping with stressful factors is considered to be an significant component for successful development in adulthood,
since it may make a contribution to individuals’ continuing to endeavour and attain valued personal goals, thus leading to a higher level of subjective well-being (Diener, Suh, Lucas, & Smith, 1999; Ouwehand, Ridder, & Bensing, 2008).

The concept of “coping competence”, is described based on Abramson, Seligman ve Teasdale’s (1978) Learned Helplessness Theory. According to the theory, individuals experience helplessness when they get unexpected outcomes in return their responses to situations and they develop the belief that an outcome is uncontrollable (Seligman, 1975). In this regard, people have cognitive deficits that indicate to an impaired beliefs about performing a suitable response even if the outcome is in fact controllable. Also, they have motivational deficits that have been described as becoming reluctant, not making an effort because of the fatalistic belief that nothing can be done to implement the desired outcome and finally these expectation of uncontrollability cause emotional deficits in the shape of depressed mood (Abramson et al., 1978). Thus, the coping competence reduces to possibility of helplessness responses in the face of negative life events. Furthermore, coping competence is conceptualized as a protective factor against depression that develops due to helplessness (Schroder & Ollis, 2013).

The coping competence concept is associated with coping skills and strategies that is discussed in theory of Lazarus and Folkman (1984). However, when this concept was being described, it was emphasized that different coping strategies, styles which individuals believe effectiveness can be used in each different experienced situation. It is remarked that several coping strategies are made use of depends mainly on the type of stress encountered and personal preference for specific coping styles (Carver, Scheier, & Weintraub, 1989; Schroder & Ollis, 2013). It is suggested that individuals whose coping competence is low and so prone to have learned helplessness, tend to use dysfunctional coping such as behavioral disengagement, avoidance, self-blame, denial, substance use rather than employing the problem-solving or emotional-stabilizing strategies (Carver et al., 1989; Cooper, Katona, & Livingstone, 2008). Instead of preferring flexible and adaptive coping styles, people may apply lots of different stressful life events with the same dysfunctional coping pattern, hence probability of depressive reactions in response to stress increase (Schroder, 2012; Schroder & Ollis, 2013). In literature, there are many other concepts which are thought identified with coping competence. Some of these are dispositional optimism, self-efficacy, self-esteem and consciousness. Dispositional optimism state generalized belief in good outcomes and self-efficacy focus on positive thoughts one’s personal ability to carry out actions or cope with difficulties in realizing one’s goals. In comparison these factors, coping competence characterized by the absence of generalized negative self-efficacy, vulnerability towards helplessness and it is described as a stress buffer (Schroder, 2004). The another concept which is associated with coping competence is consciousness. The studies which examine the effects of the personality dimension consciousness on coping show that there is a positive correlation between using effective coping strategies with having higher consciousness (Bartley & Roesch, 2011). When the relation is investigated between self-esteem and coping competence, it is found that people with high self-esteem prone to use adaptive rather than maladaptive coping (Aspinwall & Taylor, 1992; Terry, 1994; Doron, Thomas-Ollivier, Vachon, & Fortes-Bourbousson, 2013). In addition, the investigations that analyze the relation between coping competence and depression indicate that there is a negative correlation between coping competence and depression level, and if individuals who have serious chronic illnesses have higher coping competence, it can be a protective factor against depressed mood (Schroder, 2004). Thus, the aim of this research is investigate the validity and reliability of the Turkish version of the Coping Competence Scale which is developed by Schroder and Ollis (2013).

**METHOD**

**Participant**
Participants were 261 undergraduate students (137 female, 124 male) who were enrolled in Sakarya University, in Turkey.

**Measures**
Coping Competence Questionnaire: Coping Competence Questionnaire (Schroder & Ollis, 2013) is a self-report questionnaire with 12 items rated on a 6-point scale. High scores indicate higher levels of Coping Competence. The Cronbach’s alpha internal consistency reliability coefficient of the scale was .89.
Procedure
Primarily the scale was translated into Turkish by five academicians who know English well. After that the Turkish form was back-translated into English and examined the consistency between the Turkish and English forms. Than Turkish form has been reviewed by four academicians from educational sciences department. Finally they discussed the Turkish form and along with some corrections this scale was prepared for validity and reliability analyses. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale’s structure in Turkish culture and Cronbach’s alpha reliability coefficient was calculated to examine the reliability. Data were analyzed using LISREL 8.54 and SPSS 15 package programs.

RESULTS

Construct Validity
Confirmatory factor analysis demonstrated that the uni-dimensional Coping Competence model was well fit ($\chi^2 = 123.98$, df= 44, RMSEA= .082, CFI= .95, IFI= .95, NFI= .92, SRMR= .062). Factor loads of items belonging Turkish version of the Coping Competence Questionnaire is presented in Figure 1.

Figure 1: Factor Loadings for the Turkish version of Coping Competence Questionnaire
Item Analysis and Reliability
The Cronbach’s alpha internal consistency reliability coefficients of the Turkish form were .89 for overall scale. The corrected item-total correlations ranged from .35 to .70.

DISCUSSION

The purpose of this study was to translate the Turkish version of the Coping Competence Questionnaire into Turkish and to examine its psychometric properties. Overall findings demonstrated that this scale had acceptable validity and reliability scores. Further studies that will examine the convergent validity of the Turkish version of the scale are important for its measurement force. Also the temporal stability of the Turkish version of the scale may be calculated using test re-test method.

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EXAMINE THE ROLE OF EDUCATION THROUGH CURRICULUM DEVELOPMENT, 
CREATIVE AND CRITICAL THINKING VIEW ELEMENTARY THIRD GRADE

Shahla Sadeghii  
Department of Education  
Kermanshah Branch  
Islamic Azad University  
Kermanshah-IRAN  
sh_sadeghi250@yahoo.com

Faramarz Malekian  
Department of Education  
Kermanshah Branch  
Islamic Azad University  
Kermanshah-IRAN  
Faramarz.malekian45@yahoo.com

Abstract
This study analyzes the teaching effect based on creative representation and curriculum progression and critical thinking of female students in grade three elementary school. The research method is based on quasi-experimental with pretest and posttest plan of. To active this goal first a sample of forty students through within reach sampling method from female students grade three elementary school in Kermanshah was selected. These students participated Watson and Glazers standard critical thinking and curriculum development protest which its constancy in introductory and basic performance were in sequence 74% and 80% . In subsequent process this group divided into two groups of 20 students . This expert mental group began to acquire civics learning lesson in eight sessions through learning in creative representation and control group usual school (lecturing).In addition, for analyzing the data through in ferreted statistics - Kolmogorov Normality test and Nin parameter Man n-Whitney test was used and statistics processes on the scores by using the software spss (version 18) performed. The result showed that in all cases teaching that performed in creative representation on enhancing critical thinking skill including inference, identifying assumptions deduction, explanation and interpretation, evaluation, elements and educational progression of students in grade three primarily school is effective. The result also approves the critical thinking and curriculum progression.

Key Words: Creative Drama, inference, recognition of assumptions, deduction component, the component of interpretation, evaluation, and curriculum development.

INTRODUCTION

Critical reflection looks for making children mind more precise and teaches them how to think (Naji,36: 1387) In this program, « the reflection processing process is on issue children learn about their senses (the same: 31) and talking is an essential activity in reflection process. Also helping children to think for themselves is the concept of critical reflection for children and is thought as the renewed vitalization of the global comprehensive reflection.

On the other hand, progress consists of reaching the goals that people set for them selves (Hadzima, 2005). In psychology, success is the reply or action that reaches to the goal in some way, but in instruction and education and in educational situations, success is a degree of efficiency that the person has gained based on his abilities (Abadi and zamani, 32: 1388). The educational progress is one of the most important criteria that
plays a considerable role in studying the students abilities the graduation stage. This concept is one of the most important parameters that is used in anticipating the learners’ coming condition in the view of gaining the scientific and practicable skills and competency (Sanaee, et al. 244: 1391).

Therefore, the main issue that this study seeks to explain is that in spite of lots of efforts for making the schools effective in Iran, the weakness of schools in educational progress and critical reflection in criticized. The descending scientific results of Iranian students participation in Timez and perlez international studies and educational waste in several kinds that are imposed to the educational system of our country each year, set forth this serious question that: what factors affect the appearance of such issues and development of educational inequalities and how can we make the educational environment experience for students by haltering these factors. These difficulties in elementary school can lead to serious educational and training problems in next educational levels.

To create such an environment, one of the best methods to reach the above goals is using Game and play in formal classes. Because all humans’ desire to representational game, this play wants to train all the peoples’ abilities, doesn’t train any special actor but its general. It makes everybody aware of their acting ability that we need (Aqa Abaasi, 27:1388). As chambers states (1392): «A teacher who is aware of the children need in playing and prepares its facilities in his educational program is truly a wise on. It seems that educational facilities for activities of this kind are endless, A teacher who is aware of the values and methods of creative play takes one of the most reflective and creative tools in teaching to the class». (p:66).

The creative play programs include being released in a world of motional games, songs and representational games. In motional games, goals like reaching the physical and mental growth and creativity are followed in a simple to complex way. In practices like representational games, skills for recognizing manner, especially those that have been remained hidden (such as talents, claims and feelings that don’t appear easily) show off. In this way the person participates in a group with more skill and proficiency, lives, competes and cooperates.

On the other hand this representational game is an arena to show the excitements. In the play one of the human needs is always considered because our emotions, instincts and inner powers have such a production and repletion that typical activities of life can not set them free well and can not make a delightful and relaxing balance. This representational work is among delightful avenues for releasing excitement with releasing the person in a world of poem and song, motional game, play, sport, recreation, art works and companionship (mostly women enyoy it ). (Ameraee, 130: 1389).

The recognition, ultra recognition and constructional theories support the training and strengthening critical reflection in education process (shabani, 55: 1382). The recognition theorist look at the students in learning process as active in formation processors; Individuals who experience and look for information to solve problems, apply those things that they find useful for solving the new problems.

In their minds and instead of being affected by the environment passively, they choose, practice, pay attention or neglect actively. So, the recognition lists know the learning situation one of the most important factors in learning process. In the ultra recognition view, the students should have on active supervision on their mental process and adjust and rebuild their mental activities. Some even believe that the recognition and ultra recognition skills and abilities begin to grow from the age of five to seven and have a considerable growth in some students.

The other theory that supports the critical reflection is «construction theory» which originates from recognitional reflection. The philosophical bases of such an approach are firmed on «the error accepting of wisdom element» the construction list, like the recognition psychologists, know the leaving as on understand process gained from experience and believe that, the education program executives should prepare a situation in which, students proceed to critical reflection in which, students proceed to critical refecton via reasoning discussion which accelerates and facilitates interaction and analysis.
The creative play mainly emphasizes on group interaction: children gain appropriate thoughts, execute them, cooperate mentally, build their representational place, and experience human interaction in these performances and plays. In conclusion, tending to group is main and prominent tendency of this method. The effect of the usefulness of the creative play in different subjects and for the treatment of lots of psychical disorders and illnesses has been used in different studies.

Dedsetan, Anari and sedghpoor (1386) concluded in their research that, participating in play therapy activities decreases the symptoms of disorder and social anxiety in elementary school children. Also, the results of Larijoni and Rozaghi research (1387) identified that the methods of educational play causes the increase in the revolution of children’s social skills. Also, Yari (1390) and Mohamadi (1392) pointed out the effect of creative play on the decrease of quarrel and ultra activity in students in distinct studies.

Considering the results of these studies, what seems to be the main issue to the researcher and was not considered in the previous studies is the importance of educational methods based on new educational theories like construction and recognition and creative play is one of these methods. Also, it is said based on the theatrical basis that representational games and theater, are welcomed by children and have an effective role in speaking, social training and other dimensions of children personality. We can infer that modern methods can be suggested for teaching critical reflection based on new educational methods.

Studying in this field could be useful for identifying and introducing these methods.

So, the fundamental question of this study is about the role of education in the form of creative reflection among elementary third grade students.

METHODOLOGY

The method used in this study is semi-practical in which pre-test-after-test scheme with experimental group and evidence are used and was applied to investigate the effect of education in the form of creative play on educational progress and critical reflection among elementary third grade student. The statistical group includes the entire female elementary third grade in Kermanshah city. Based on the preparation of the teachers and with available sampling method, 40 people were chosen and then were divided in to two groups randomly and were placed in each group. The reason of the selection of available sampling method was the limitation of the financial and time resources for the researcher and organization’s absence of cooperation. To investigate the study hypothesis and identify the amount of the training method impact of social training in the form of creative play on educational progress and the level of skills and abilities of critical reflection in children, first an appropriate research scheme was chosen. In the next step, the chosen samples were divided into two groups of 20 as test group and evident group. The test group is a group that participates in the pre-test and was affected by social skills subject via creative play and after 5 weeks they participated in after-test.

The evident group is a group that participates in the pre-test along with the test group but is not affected by the training and they learn social skills subject typically. After conducting the training the after-test group is examined.

To teach the test group they presented the social skills subject of the third grade to students via creative play. After reading the content of the book, they were performed in the form of creative play. With the precise investigation of the theatrical principles and the history of the research, the researcher has started to build the step by step stages at teaching via Camberz (88: 1392) and Nazemi (135: 1385) creative play.

Tools of Measuring Data

1. Watson and Glazer critical reflection questionnaire: This questionnaire has been used as pretest and after-test in this study. Watson Glazer critical reflection test measures the critical reflection ability in the 5 fields of inference, identifying data, drawing a conclusion, interpretation, exegesis and evaluating skills. The total score of this test is 80 and the most scores in each part for each examinee is 16. The required time for answering the
questions of the test is 60 minutes. After translating this test to Persian and edition, it was investigated to renify with Iran cultural and social factors. In the standardization process of Watson-Glazer test, the final coefficient was reported more than 70% by different studies in Iran based on Kronbaq α (Mosala Nejad, 1387). Also, in another study by Eslami, et al. (1383) the result at the critical reflection test was identified by even t (t=0/4).

2. The educational progress teacher made test: To measure the amount of student’s learning in social skills subject the teacher made test was used that was designed by some experts and teachers of third grade. To gain some results, the experts and teachers idea in the Education and Training organization of Kermanshah was used and also for the test permanence in preliminary study on 20 individuals. After the analysis of the preliminary study data, the required improvements were exerted and this way the final version of the test was prepared.

The permanence of test in the preliminary and main execution has been 74% and 87%, respectively, and it was confirmed by the clear-sighted.

The Information Analysis Method
To describe the data the abundance and abundance percentage were used. Also to analyze the data the inference statics methods, Kelmagroof normality test and non-parameter test were used. Also the required statics processing on the scores was done using spss software program (version 18) Because of imagining the changeable data abnormal we should use Manvitnee non-parameter test. This test in one of the strongest non parameter tests and is a substitute for t test with two separate samples and it’s in fact its non-parameter test. The zero and on data in this test are defined in this way:

\[ H_0: \text{There is no difference between two groups.} \]
\[ H_1: \text{The is a difference between two groups.} \]

FINDINGS
The study first hypothesis: Teaching with creative play method affects the inference parameter in third grade students. First, we test the hypothesis of the normality of the data.

Table 1: The results of inference normality in the after-test.

| Changeable statistic | average deviance | kelmagroof smirnoof | Meaningful/iness\[e\]ve| |
|----------------------|------------------|---------------------|--------------------------|
| Inference            | 8/20             | 6/791               | 1/761                    | 0/004                     |

Table 1 shows that the meaningfulness \[eve\] the Klimogroof S,irnoof test equals 0/004 and because this amount is smaller than the test error (0/05) we can conclude that the hypothesis of the normality of inference changeable data in the after – test is declined. In the other words, the data is not normal, so to compare the inference in after- test in test and evident groups, we should use Manvitnee non-parameter test.

Table 2: Manvitnee test results to compare two groups (test and evident) in inference changeable in after test.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Number</th>
<th>rank average</th>
<th>Manvitnee statics</th>
<th>Meaningfilmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>20</td>
<td>30/50</td>
<td>Zero</td>
<td>Zero</td>
</tr>
<tr>
<td>evident</td>
<td>20</td>
<td>10/50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the meaningfulness level of the test equals zero which is smaller than the test error amount(0/05), so the zero hypothesis is declined.

In other words, there is a meaningful difference between the compared averages. The inference average of the test group and evident group is not the same in after- test.
The study second hypothesis:
Teaching with creative play method affects the identifying data parameter in the third grade students first, we test the data normality hypothesis of identifying data changeable in the after – test.

Table 3: The results at data identify normality amount in the after –test.

| Changeable statistic | average | deviance | kelmoroof smirnoof | Meaningfulness |eve| |
|----------------------|---------|----------|--------------------|----------------|-----------------|
| Identifying data     | 8/35    | 7/018    | 1/832              | 0/002          | 0/002           |

Table 3 shows that the meaningfulness |eve| of the kelmogroof- smirnoof test equals 0/002that because this amount is smaller than the test error amount we can conclude that data normality hypothesis of is declined In the other word the data is not normal, so, to compare the identifying data in the after- test in test and evident groups we should use Manvitnee non-parameter test.

Table 4: The results of Manvitnee test to compare two groups (test and evident) in identifying data changeable in the after –test

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Number</th>
<th>rank average</th>
<th>Manvitnee statics</th>
<th>Meaningfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>20</td>
<td>30/50</td>
<td>Zero</td>
<td>Zero</td>
</tr>
<tr>
<td>evident</td>
<td>20</td>
<td>10/50</td>
<td>Zero</td>
<td>Zero</td>
</tr>
</tbody>
</table>

The results of table 4 show that meaningfullness |eve| of the test equals Zero which is smaller than the test error amount (0/05). So, the zero hypotheses is declined. In other words, there is a meaningful difference between the compared averages. The identifying data average of the test group and evident group is not the same in the after-test.

The study third hypothesis: Teaching with creative play method affects the drawing conclusion parameter in third grade students. Firs, we test data normality hypothesis of drawing conclusion changeable in the after-test.

Table 5: The results of the drawing conclusion changeable normality in the after-test.

| Changeable statistic | average | deviance | kelmoroof smirnoof | Meaningfulness |eve| |
|----------------------|---------|----------|--------------------|----------------|-----------------|
| Drawing conclusion   | 8/05    | 6/991    | 1/676              | 0/007          | 0/007           |

Table 5 shows the meaningfulness |eve| of the Kelongroof –smirnoof test equals 0/007 the because this amount is smaller than the test error amount we can conclude that the data normality hypothesis of drawing conclusion changeable in the after test is declined. In the other words, the data is not normal. So, to compare the drawing conclusion in test and evident groups we should use Manvitnee non-parameter test.

Table 6: The results of Manvitnee test to compare two groups (test and evident) in drawing conclusion changeable in the after – test

| Parameter   | Number | rank average | Manvitnee statistic | Meaningfulness |eve| |
|-------------|--------|--------------|---------------------|----------------|-----------------|
| Test        | 20     | 30/50        | Zero                | Zero           |
| evident     | 20     | 10/50        | Zero                | Zero           |

The results of table 6 show that the meaningfulness |eve| of the test equals zero that is smaller than the test error amount (0/05). So, the zero hypotheses is declined. In other words, there is a meaningful difference between the compared overages.

The drawing conclusion average is not the same in test group and evident group.
The forth hypothesis of the study: Teaching with Creative play method effects interpretation and exegesis in third grade students. First, we test the data normality hypothesis of the interpretation and exegesis changeable in the after test.

Table 7: The results of interpretation and exegesis changeable normality in the after – test

| Changeable statistic   | average | deviance | kelmogroof | smirnoof | Meaningfulness | \( |eve| \) |
|------------------------|---------|----------|------------|----------|---------------|---------|
| Interpretation and exegesis | 8/23    | 6/746    | 1/923      | 0/001    |               |         |

Table 7 show that the meaningfulness on the kelmogroof – smirnoof test equals 0/001. Because this amount is smaller than the test error amount (0/05), we can conclude that data normality hypothesis of the interpretation and exegesis changeable is declined. In other words, the data is not normal. So, to compare the interpretation and exegesis in the after- test in test group and evident group we should use Manvitnee non-parameter test.

Table 8: the results of Manvitnee test to compare two groups (test and evident) in interpretation and exegesis changeable in the after – test

| Parameter     | number | rank average | Manvitnee statistic | Meaningfulness | \( |eve| \) |
|---------------|--------|--------------|---------------------|----------------|---------|
| Test          | 20     | 30/50        | zero                | zero           |         |
| evident       | 20     | 10/50        |                     |                |         |

The results of table 8 show that the meaningfulness \( |eve| \) of the test equals zero that is smaller than the test error amount (0/05). So, the zero hypotheses are declined. In other word there is a meaningful difference between the compared averages, so that, the interpretation and exegesis average of the test group and evident group is not the same.

The fifth hypothesis of the study: Teaching with creative play method affects the logical reasoning evolution in third grade students.

Fist, we test the data normality hypothesis of logical reasoning evaluation changeable in the after – test.

Table 9: the results of the logical reasoning evaluation changeable normality in the after-test.

| Changeable statistic | average | deviation | kelmogroof | smirnoof | Meaningfulness | \( |eve| \) |
|----------------------|---------|-----------|------------|----------|---------------|---------|
| Reasoning evaluation | 8/38    | 6/543     | 1/703      | 0/006    |               |         |

Table 2 shows that the meaningfulness \( |eve| \) of the test equals 0/006 that because this amount is smaller than the test error amount (0/05) we can conclude that the normality hypothesis of the logical reasoning evaluation changeable is decline. In other words, the data is not normal. So, to compare the logical reasoning evaluation in the after – test in test group and evident group we should use non-parameter Manvitnee test.
Table 10: The results of Manvitnee test to compare two groups (test and evident) in logical reasoning evaluation changeable in the after – test.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>number</th>
<th>rank average</th>
<th>Manvitnee statistic</th>
<th>meaningfulness</th>
<th>eve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>20</td>
<td>30/50</td>
<td>zero</td>
<td>zero</td>
<td></td>
</tr>
<tr>
<td>evident</td>
<td>20</td>
<td>10/50</td>
<td>zero</td>
<td>zero</td>
<td></td>
</tr>
</tbody>
</table>

The results of table 10 show that the meaningfulness level of the test equals zero that is smaller than the test error amount (0/05), so, the zero hypothesis is declined. In other words, there is a meaningful difference between the compared averages. So that, the logical reasoning evaluation average in test group and evident group is not the same.

The sixth hypothesis of the study: Teaching with creative play method affects the educational progress in social training subject in third grade students. First, we test the normality hypothesis of the educational progress changeable in the after test.

Table 11: The results of normality test of the educational progress changeable in the after-test.

<table>
<thead>
<tr>
<th>Changeable statistic</th>
<th>average</th>
<th>deviation</th>
<th>kelmogroof smirnoof</th>
<th>Meaningfulness</th>
<th>eve</th>
</tr>
</thead>
<tbody>
<tr>
<td>educational progress</td>
<td>1/175</td>
<td>0/902</td>
<td>2/022</td>
<td>0/001</td>
<td></td>
</tr>
</tbody>
</table>

Table 11 shows that the meaningfulness | eve | of the test equals 0/001 that because this amount is smaller than the test error amount (0/05) we can conclude that the normality hypothesis of the educational progress changeable in the after test is declined.

In other words, the data is not normal. So, to compare the educational progress in the after- test in the test group and evident group, we should use Manvitnee non- parameter test.

Table 12: The results of Manvitnee test to compare two groups (test and evident) in educational progress changeable in the after – test.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>number</th>
<th>rank average</th>
<th>Manvitnee statistic</th>
<th>meaningfulness</th>
<th>eve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>20</td>
<td>20/65</td>
<td>zero</td>
<td>zero</td>
<td></td>
</tr>
<tr>
<td>evident</td>
<td>20</td>
<td>20/35</td>
<td>zero</td>
<td>zero</td>
<td></td>
</tr>
</tbody>
</table>

The results of table 12 show that the meaningfulness | eve | of the test equals zero that is smaller than the test error amount (0/05), so, the zero hypothesis is declined. In other words there is a meaningful difference between the compared averages. So that, the educational progress average of the test group and evident group is not the same.

**DISCUSSION AND CONCLUSION**

The first hypothesis of the study: Teaching with creative play method affects the inference parameter in the third grade students. The results of this study verify the results of Bakhtyari- Boroojeni study (1380) called the effect of creative play on the children’s creativity growth in the age of 8-9. In this study, creative play is introduced as a tool to know children and an important training too that is accepted by children and satisfies their needs, because children enjoy playing in their essence. The author concludes that the mixture of art and teaching is useful for children. To state this conclusion we can point out that play could be on entertainment and an arena for creating joy. Creating entertain ment and joy and escaping the boring every day life, in past
and nowadays, is the first effective |eve| of the play art. As it was pointed out, Aristotle called it the second fast after the imitation instinct.

The second hypothesis of the study: Teaching with creative play method affects the data identifying parameter in third grade student. The results of this study verify the results of Lawerence (2011), called representational game and the emotional – social skills growth that its results showed that the representational game could be useful for the preschool children because it has excitement and energy. The representational game leads to communicating with children at the same age and learning in the environment, and these way children learn how to reach success. The results showed the effect of the representational game in children’s emotional social skills growth, to state this result we can point out that play, because of having a special language, makes it passable for the human to transfer experiences, emotions, emotions and thoughts that are impossible to transfer by words or other forms of art.

The third hypothesis of the study: Teaching with creative play method affects drawing conclusion parameter in third grade students. The results (2010), Called play and learning together that showed representational games lead to learn social skills in pre-elementary school children. These results also verify the Lockhart (2010) called game on important tool for recognition development. It says most of the children learn by playing and game is like the importance of work for adults and game causes the development of recognition revenue like work memory, self setting (such as being aware of actions and controlling feelings).

But unfortunately, the time for playing is limited or eliminated at schools and the writer believes that there should be precise planning to have time for playing at schools.

To state this result we can point out that play in the lifetime has made it possible for human to present his experiences and thoughts in an effective way to his fellow – creatures.

Play helps human to have a more complete reread of his surrounding and world to give his life a deeper meaning.

The forth hypothesis of the study: Teaching with creative play method affects the interpretation and exegesis parameter in third grade students.

The results of this study verifies the Gupta study (2008) called vigotsky point of view about the use of representational games to increase thinking and creativity in childhood which showed it by investigating vigotsky point of view that there is a strong relationship between game and recognition growth, and this study showed that playing can cause the improvement of attention, planning skill, creativity and heterogeneous thinking, emotion and language growth. To state this result we com point out that play permits its audiences to experience their emotional and spiritual excitement that appear in real hard situations in the frame of play without any danger or harmful results. So, plays these excitements in a safer and more certain direction and helps the individual’s mental balance and relaxation in the society.

The fifth hypothesis of the study: Teaching with creative play method affects the logical reasoning evaluation in third grade students.

The results of this study verify the results of the Bergen study (2008) called the play role in recognition growth. In this study the researcher believes that there are lots of evidence for the relationship between recognition skills and imitating games. Imitating games facilitate children’s abstract thinking and point of view and in most of the cases it causes gaining social and lingual skills. Also these results verify the Floury study (2003), called the use of theater as a changing factor in social skills, that showed that the use of theater could be useful in the creation of social skills in children.

The sixth hypothesis of the study: Teaching with creative play method affects the educational progress in social science subject in third grade students. Play can be considered as a too for learning and expanding experiences. Because human is prepared naturally to leave his knowledge and pre-judgments in the face of play phenomena and let the play to control his imagination and mind to believe the play in that moment.
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METALANGUAGE AWARENESS AND ITS IMPACT ON TEACHERS’ WRITTEN OUTPUT

Morteza Abdi  
Department of English language  
Islamic Azad University  
Tabriz Branch  
Tabriz- IRAN  
Mortaza.abdii@yahoo.com  

Yagoub Zahedi  
Department of English language  
Islamic Azad University  
Shahindej Branch  
Shahindej- IRAN  
Yagoub_zahedi@yahoo.com  

Abstract  
The present study sought to examine the impact of teacher metalanguage awareness on their writing performance with respect to two dimensions of syntactic accuracy and complexity. All 40 pre-service teacher participants were randomly divided into either experimental or control group. A pre-test was administered to gain the necessary background knowledge on teacher participants' subject-matter knowledge in writing skill. To measure the two groups' performance on their written output, a post-test followed the ten-session explicit instruction on the established areas. Using a range of measures, the obtained findings revealed significant differences between the two groups in terms of syntactic accuracy and complexity. The findings suggest that teacher metalanguage awareness can be developed through various strategies, and its incorporation in teacher language education programs should be considered as a principle goal.

Key Words:  Teacher Metalanguage Awareness, Accuracy, Complexity.

INTRODUCTION

Over the past two decades, Language Awareness (LA) has become a burgeoning area of educational enquiry. A number of studies (e.g., Berry, 2009; Henry & Roseberry, 1999; Hu, 2002, 2011; Jessner, 2005; Masny, 1997; Robinson, 2005; Roehr, 2007; and White & Ranta, 2002) have made an effort to investigate the role of the concept in first and second language (L2) learning contexts and its impacts on learners' language performance. In tandem, recent years have witnessed various attempts by practitioners, theorists, and researchers to characterize how LA affects teacher behavior. This recent interest has attracted the attention of few researchers (e.g., Andrews, 2003, 2006, 2007; Berry, 2004, 2014; Borg, 2011; and Svalberg, 2007, 2012) to further investigate Teacher Language Awareness (TLA).

TLA, to be more specific, is a sub-field of teacher knowledge (Andrews, 2003) which explores the teachers' knowledge about language systems. Andrews further argues that not only implicit and explicit language knowledge are a prerequisite for a particular language teacher but she also needs to "reflect upon that knowledge and ability, and upon her knowledge of the underlying systems of the language, in order to ensure that her students receive maximally useful input for learning” (1999b, p. 163).

Thornbury (1997), a prominent scholar in TLA, provides a rather thorough definition of the concept which is more relevant to TLA in L2 education: “the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively” (p. X). This view, accordingly, suggests that TLA is essentially
concerned with subject-matter knowledge and its impact upon teaching. The definition further implies that the relationship between teachers’ subject-matter knowledge and their classroom teaching tend to be a complex one and that mere subject-matter knowledge cannot guarantee the effective and successful application of TLA in pedagogy (Andrews, 2007).

Wright (2002), furthermore, argues that “a linguistically aware teacher not only understands how language works, but understands the student’s struggle with language and is sensitive to errors and other interlanguage features” (p. 115). In the same vein, Andrews (2003) argues that the TLA has a number of defining characteristics: a) TLA involves both knowledge of subject-matter (knowledge about language) and language proficiency (knowledge of language); 2) the LA of the teacher is metacognitive in nature. It involves an extra cognitive aspect of reflections upon both knowledge of language and knowledge about language, and 3) TLA embraces an awareness of language from the learners’ perspective and her developing interlanguage and an awareness of the degree to which the language content of lessons cause difficulties for learners.

Although Andrews (2001) argues that “TLA is an area of perennial concern to language teacher educators” (p. 88), there have been only a few studies to explore its effect in TLE. The studies range from the role of TLA in grammar (e.g., Berry, 2004; Elder, Erlam & Philp, 2007; Hislam & Cajkler, 2005; Shuib, 2009) and teacher cognition (e.g., Andrews, 2006; Borg, 2003a) to its effect in foreign language learning (e.g., Soon, 2008) and English metalinguistic terms (e.g., Lan, 2011).

Andrews (1999a) investigated TMA in relation to grammar with four groups of teachers whose explicit knowledge of grammar and grammatical terminology were explored through a test with four tasks (recognition, production, correction, and explanation tasks). The results revealed that the local English teachers outperformed other groups in the correction task, and their mean score in the recognition task was higher than that in the production task. They were, however, weak in the explanation task. Comparing the four groups’ performances, Andrews (1999a) suggested that knowledge of grammar and grammatical terminology were affected through such factors as teaching experience and study background.

Andrews (2006), adopting Borg's (2003a) definition of cognition, conducted a follow-up investigation of his 1999 study with three of the teacher participants. The study focused on L2 teachers' subject-matter cognitions (i.e., TLA) in relation to grammar. The obtained findings suggested that the teachers’ TLA and their cognition about grammar had not differed significantly. The absence of large change in teachers’ TLA about grammar implied that teaching experience does not essentially ensure a higher degree of confidence in using metalanguage.

Following this line of inquiry, Andrews and McNeill (2005) investigated teachers' grammatical and vocabulary awareness. Studying the notion of ‘Good Language Teacher©, they asked teachers to complete language awareness tasks on grammar and vocabulary metalanguage. With respect to grammar tasks, the three teacher participants gained the highest and lowest scores in the correction and explanation tasks respectively. In terms of vocabulary tasks, two of the teachers performed the worst in the explanation task; however, all three teachers gained the highest score in the correction task. With respect to recognition and production tasks, there was some variation among the participants.

In another investigation on teachers’ awareness of English vocabulary, McNeill and Lai (2008) administered two sets of pre/ post-vocabulary awareness tests to teacher participants. The two tests aimed at exploring TLA in terms of vocabulary awareness (e.g., word structure & lexical relations) and vocabulary-related error awareness (correction & explanation of lexical errors). The findings revealed that the teacher participants’ performance improved in the post-test on vocabulary awareness whereas there was not a significant difference in their performance on the post-error awareness test.

It is, hence, safe to argue that the role of TLA in the writing proficiency and its impact on teacher participants’ writing performance have not been investigated in the field. To the best of our knowledge, no empirical study has addressed TLA in relation to teachers' written output. However, quite a number of studies (e.g., Kormos, 2011; Larsen-Freeman, 2006; Ojima, 2006; Ong & Zhang, 2010) have investigated writing proficiency in terms
of syntactic accuracy and complexity in relation to other variables (e.g., concept planning, task complexity, and group work) and their impacts on learners’ behavior. Since one of the concerns in this study is towards the teachers’ knowledge of writing proficiency in terms of syntactic accuracy and complexity, a review of some related literature appears relevant for better understanding.

Johnson, Mercado, and Acevedo (2012) explored a large group of Spanish-speaking learners’ written performance in terms of writing fluency, grammatical complexity, and lexical complexity under pre-task planning conditions. Pre-task planning condition was found to have a small significant effect on writing fluency, whereas its impact on lexical complexity and grammatical complexity was insignificant. In a study conducted by Shang (2007), he made an attempt to measure the learners’ writing performance in three aspects of syntactic complexity, grammatical accuracy and lexical density through e-mail application and its impact on 40 EFL Taiwanese students, employing qualitative and quantitative methods. Improvements on syntactic complexity and grammatical accuracy were observed in students’ written output; however, with respect to lexical density, the results did not demonstrate any improvements.

Ojima (2006), in a similar attempt, examined three Japanese students’ writing performance to explore the effect of concept planning (as a resource-dispersing factor and as a form of pre-task planning) on their learning. The results indicated that while pre-task planning triggered greater fluency and complexity, grammatical accuracy did not improve. Following this line of inquiry, Wigglesworth and Storch (2009) conducted a study in order to determine whether pair and individual working produced any identifiable differences in the learners’ essays. The essays were analyzed for fluency, complexity, and accuracy. Their findings revealed that collaboration had a positive effect on accuracy, but did not affect fluency and complexity of language production.

To investigate the effect of task complexity on linguistic and discourse features of narrative writing performance, Kormos (2011) reported that FL participants produced more lexically complex texts. In addition, the findings indicated significant differences between L1 and FL narratives in terms of lexical variety, complexity, and syntactic complexity. Sadeghi and Mosalli (2013), following Kuikn and Vedder (2008) and Ishikawa (2006), examined the influence of manipulating task complexity on learners’ lexical complexity, fluency, grammatical accuracy, and syntactic complexity in writing an argumentative essay. The findings indicated that increasing task complexity: 1) did not result in differences in lexical complexity, but it did lead to significant differences when mean segmental type-token ratio was used to measure lexical complexity; 2) produced significantly less fluent language; 3) led to more grammatically accurate language in the least complex task; and 4) demonstrated significant difference in syntactic complexity.

Obviously, to investigate the role of TLA in L2/foreign language contexts and its effects on teachers’ behavior, much effort has to be exercised in the field. The studies conducted mainly focused on the role of TLA in grammar. It appears that, the relationship between TLA writing skill needs to be empirically studied for further insights in an EFL setting. The present study, therefore, attempts to examine metalanguage awareness (MA) in relation to writing and its impacts on pre-service teachers’ performance with respect to accuracy and complexity. More specifically, the present study was set to address the following research questions and hypotheses:

R.Q1. Does MA influence the syntactic accuracy of Iranian pre-service teachers’ writing performance?
R.Q2. Does MA impact the syntactic complexity of Iranian pre-service teachers’ written output?

METHOD

Participants
In this study, 40 pre-service novice English teachers participated from Novin English language institute in Tabriz, Iran. They were B.A graduates in English language teaching major from Iranian universities. The participants had no prior teaching experience. The teacher participants were randomly assigned as experimental and control groups (20 novice teachers per each group). The former received training in grammar, vocabulary, and techniques of essay writing; however, the latter received no training as treatment.

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Instruments
Pre-test
To ensure the homogeneity of novice pre-service teachers, a pre-test was administered to both groups of the study prior to the treatment. An argumentative topic selected from TOEFL iBT sample was given to the participants to plan, write, and revise a 250-word essay within 50 minutes. The reason for this selection was that an argumentative task is a cognitively-demanding task and is commonly used for academic writings.

Treatment Course
Following pre-test, adequate knowledge about the teachers' proficiency in writing skill and their strengths and weaknesses in related areas of writing were detected. An attempt, therefore, was made to assist the teachers to improve the quality of their written output through education. For this to happen, the participants in the experimental group received ten sessions of treatment immediately after the pretest. The course included training in grammar (e.g., subject-verb agreement, adjective & noun clauses, parallel structure, verb tenses, conditionals, and conjunctions) for five sessions and another five sessions for writing skill (e.g., essay types, stages & techniques of essay writing, writing mechanics, and essay organization). To accomplish the objectives of the study and a higher quality of writing performance, a further attempt was made to incorporate interactive activities and tasks for teaching grammar and writing skill. The participants, however, did not receive any direct treatment on vocabulary. Two advanced vocabulary textbooks were introduced for self-study, and necessary recommendations were offered for better learning and retention of newly learned words. The treatment sessions continued for ten days within two weeks. No treatment and training were given to the control group in the afore-mentioned areas and on their pre-test performance.

Post-test
To compare the two groups' writing performance and the effectiveness of the treatment on experimental group, a post-test similar to the pre-test was administered to both groups of the study. A newly assigned topic, however, required the participants to plan, write, and revise an argumentative essay within 50 minutes. To ensure the effect of metalanguage awareness on teachers writing performance, the participants did not receive any assistance or guidance during the test.

Procedure
To achieve the objectives of the study, we followed four stages during the research. The participants, initially, were randomly assigned to two groups of the study, namely, experimental and control groups. To commence the first stage (week one) and ensure the participants' homogeneity in their written performance, a pre-test was administered to both groups of the study. After collecting the first set of data, the researchers examined the participants' written essays to identify the teachers' poor areas of written output on which the education program was based. Following this, the experimental group was required to attend the planned TLE program to receive necessary education on grammar, writing skill, and vocabulary expansion strategies.

To initiate the second phase of the study, the experimental group attended a ten-session TLE program in the following week. The first and second five sessions were devoted to grammar and writing instructions respectively. Every attempt was made to equip the teacher participants with the necessary knowledge on grammar and essay writing to make them metalinguistically aware on the language.

In the third stage of the research, a similar writing task was administered as the post-test with new argumentative topic to two groups of the study. The post-test was aimed at comparing the influence of explicit teacher education program on teachers' MA and their written performance.

As the final stage, teachers' essays were quantified in order to measure the influence of MA on the teachers' written output in the pre/post-tests and compare its impact with the teachers' performance in the control group. The measurement of teachers' written output is explained in detail below.

Measurement
In this study, we included the two dimensions of syntactic accuracy and complexity to measure the teacher participants' written output. To achieve this, all teachers' written outputs were coded for T-units. A T-unit is an
independent clause along with all subordinate clauses attached to or embedded in it (Ramirez, 2000), and it may be simple or complex sentence (Long, 1991; Kern, 1995).

**Syntactic accuracy (SA):** Wolfe-Quintero, Inagaki, & Kim (1998) define accuracy as the degree of divergence from a particular norm which can be conceived of as errors. To measure this, the number of errors per T-unit was employed for further analysis. That is, first, we counted the number of errors and then we divided the number of errors to the number of T-units. To be more specific, errors in word order and missing elements or errors of morphology such as errors in use of articles and prepositions, verb tense, subject-verb agreement were included in the measurement. In this measure, the lower the number, the higher the grammatical accuracy would be.

**Syntactic complexity (SC):** To measure this, the number of dependent clauses per T-unit was used in this study (Wolfe-Quintero et al., 1998). To calculate this, the number of embedded clauses was initially counted, and then the total number of all embedded clauses was divided to the number of T-units. Following Humphrey, Droga, & Feez (2012), embedded clauses included defining relative clauses, interrupting clauses, and non-finite clauses. Therefore, the higher the number, the higher the syntactic complexity would be.

**FINDINGS**

Following the data collection, the pre-service teachers' performances on the pre-test and post-test were then submitted to statistical analyses which included four different Independent Samples t-tests. The participants' written outputs were measured with respect to two dimensions of syntactic accuracy and complexity through an argumentative essay. The following section explains the findings in detail.

**Teachers' MA and their written performance in the pre-test**

In order to check the comparability of the two groups in terms of syntactic accuracy and complexity, two independent samples t-test were run with the alpha set at 0.05. Table 1 depicts descriptive statistics and the results of the independent samples t-tests. As indicated in Table 1, there was no statistically significant difference between the two groups in terms of accuracy and complexity. It can be, therefore, argued that the two groups of the study were homogeneous with respect to two dimensions of written output.

| Table 1: Descriptive Statistics And Independent Samples t-Test For The Pre-test Scores |
|---------------------------------|-----|-----|-----|-----|-----|
| **The pre-test SA**             |     |     |     |     |     |
| Control group                   | 0.60| 20  | 0.1507| 0.181| 38  |
| Experimental group              | 0.62| 20  | 0.2692| 0.181| 38  |
| **The pre-test SC**             |     |     |     |     |     |
| Control group                   | 0.53| 20  | 0.095 | 0.86 | 38  |
| Experimental group              | 0.57| 20  | 0.1621| 0.86 | 38  |

**TMA and SA**

To answer the first research question: Does MA influence the SA of Iranian pre-service teachers' written output? an Independent Samples t-test was run to see whether there are any statistically significant differences between the two teacher groups in terms of SA. Table 2 illustrates the results of the t-test.
Table 2: Descriptive Statistics And Independent Samples t-Test For The Posttest SA Scores

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std.</th>
<th>t</th>
<th>df.</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The post-test SA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>0.54</td>
<td>20</td>
<td>0.1432</td>
<td>-3.593</td>
<td>38</td>
<td>0.001</td>
</tr>
<tr>
<td>Experimental group</td>
<td>0.37</td>
<td>20</td>
<td>0.1436</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained results, as illustrated in Table 2, indicated that there was statistically significant difference between the two teacher groups for the measure of SA ($p < .05$). In the case of SA, the lower the number, the higher the SA. Therefore, the experimental pre-service teachers outperformed the control group in terms of SA.

### TMA and SC

The second research question addressed the effect of MA on the SC of pre-service teachers’ written performance. The post-test SC indices were also submitted to an Independent Samples $t$-test; table 3 presents the obtained results.

Table 3: Descriptive Statistics And Independent Samples t-Test For The Posttest SC Scores

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std.</th>
<th>t</th>
<th>df.</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The post-test SC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>10.5</td>
<td>20</td>
<td>0.1324</td>
<td>2.206</td>
<td>38</td>
<td>0.033</td>
</tr>
<tr>
<td>Experimental group</td>
<td>0.61</td>
<td>20</td>
<td>0.1384</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The results of Independent Samples $t$-test for SC indicated that there was also a significant difference between the two teacher groups in terms of SC ($p < .05$). The mean score for the control and experimental groups are 0.51 and 0.61 respectively. With respect to SC, the higher the score, the higher the SC. Therefore, the results suggested that the teachers in the experimental group outperformed those in the control group with a significant difference.

### DISCUSSION AND CONCLUSION

The present study sought to examine the impact of MA on pre-service teachers’ written performance with respect to two dimensions of SA and SC in an EFL setting. The underlying rationale is that making teachers linguistically aware equips the language teachers with the underlying systems of that language and, consequently, enables them to teach effectively. As White (2002) argues, TLA is more than simply awareness-raising; it is a process that aims to create and develop connections between subject-matter knowledge and classroom activity. It is safe to argue that not only doing LA is a strategy to make teachers reflective about language but also LA must be a principle goal of LTE.

Using a range of measures, the researchers found some evidence that MA does have an impact on teachers’ linguistic behavior. This lends support to the previous studies on TLA conducted by Andrews (2003, 2006), Lan (2011), and McNeill and Lai (2008). This implies that a linguistically aware teacher not only understands the underlying system of the language but also it enables teachers to become a reflective language user.

The first research question, in this study, addressed the influence of SA on pre-service teachers’ writing performance. The findings converge with those of Sadeghi and Mosalli (2013), Shang (2007), and Wigglesworth and Storch (2009). This implies that providing teachers with necessary linguistic knowledge can develop their awareness of the underlying system of the language and, hence, improve the accuracy of their written output.

The second research question addressed the impact of MA on the SC of pre-service teachers’ written output. The obtained results revealed significant statistical differences in terms of SC. Regarding SC dimension, the
findings of this study are in line with those of Kormos (2011), Ojima (2006), Sadeghi and Mosalli (2013), and Shang (2007) who observed a significant difference in the participants’ writing performance; however, the results are not consistent with those of Johnson, Mercado, and Acevedo (2012) and Wigglesworth and Storch (2009).

To sum up, the obtained findings demonstrated that metalanguage awareness does affect pre-service teachers’ SA and SC. Furthermore, the findings suggest that LA is an indispensable aspect of each teacher’s subject-matter knowledge and teaching process which can be raised and developed through various awareness-raising activities. Incorporating TLA in LTE programs, however, does not resolve all linguistic and pedagogical issues in teacher education.

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MOBILE SOCIAL MEDIA CHALLENGES DIGITAL NATIVES IN EFL LEARNING

MA, Phd (c). Tahsin Yagci
Ishik University
Erbil- IRAQ
tahsin.yagci@ishik.edu.iq

Abstract
Mobile smart devices and social media applications have become ubiquitous in last five years. One can see learners use them all the time. Among them most popular social networking tools are Facebook, YouTube, Twitter, and Blogging. The advancement of modern technologies tries its best to accommodate the needs from the young generation called digital natives. As educators, how can we take advantage of this momentum? In my paper I study how students’ use mobile devices and applications, what their perceptions and attitudes towards these social media tools are, and their preference of social networking groups. Particularly, I will deal with top-used mobile media tools such as Facebook, YouTube and Twitter. Based on learners input, I suggest some educational implications of some of these tools as a valuable resource for teaching and learning EFL reading comprehension skills.

Key Words: Mobile learning, Social Media, EFL Learning, Digital natives.

INTRODUCTION
Augmented advancement in mobile technologies and wireless communication has made us unable to chase the developments. After buying the latest mobile product, you come home and notice that on the news, a newer one has been launched to the digital world. In last five years mobile devices such as smart mobile (cellular) phones, tablet pcs, notebooks and handheld devices have become popular because of their ubiquitous, wireless connectedness, portable, ambient features. In addition to this, the embedded multi-functional software programs like; social media tools, audio-visual applications etc. made those handheld things a part of our personalities. The latest statistics indicate total number of monthly active Facebook users: 1,310,000,000; total number of mobile Facebook users: 680,000,000. (Facebook Statistics, 2014).These improvements in mobile technologies and social media led educators and programmers to adopt them using in educational field. Thus Mobile Learning has become more and more important (Hwang & Tsai, 2011). Numerous research studies on the use of mobile and wireless communication technologies in education have been conducted, where these technology-supported learning approaches are recognized as Mobile Learning by the researchers (Hwang & Tsai, 2011; Shih, Chuang & Hwang, 2010).But at this point the question to be discussed is “Are the learners and the educators ready to use the social media with their mobile devices?” or “Are smart mobile devices going to be a distracter or motivator in learning process?” So it’s high time to discover Learning via Social mobile Media (LeSoMe).

HOW MOBILE LEARNING IS DEFINED?
Mobile Learning has been defined differently by different researchers and organizations. A commonly accepted definition of Mobile Learning is using mobile technologies to facilitate and promote learning anywhere and at anytime. (Hwang & Tsai, 2011; Shih, Chu, Hwang, & Kinshuk, 2010).

Ally (2009) defines Mobile Learning as the delivery of learning content to mobile devices. According to Kukulska-Hulme and Traxler (2005), “Mobile Learning is partly about learning and partly about the breakthroughs of mobile computing and global marketing of mobile devices. It is rapidly becoming a credible and cost-effective component of online and distance learning and anyone developing courses in companies, universities and colleges must consider carefully what it has to offer” (p2). Simply defining, Wexler et al. (2007) refer to Mobile Learning as “Any activity that allows individuals to be more productive when consuming,
interacting with, or creating information, mediated through a compact digital portable device that the individual carries on a regular basis, has reliable connectivity, and fits in a pocket or purse” (p21).

Nowadays almost there is no student who has a mobile device in his pocket. Actually the mobile devices are not solely mobile phones, they are mini pocket computers which has lots of peculiarities such as Hd photo-camera, sound recording system, wireless internet provider, web browser, embedded social media tools, text reader and scanner, high resolution wide touch-pad screen etc. The learner also may also use his mobile device for phone callings. They are also internet providers, thus mobile devices can be defined as “All in one”.

On the other hand many researchers drive attention to the meaning of ‘anytime, anywhere’. Traditionally this term is understood as learning specific content. Actually according the last developments in social media tools and technological features of new mobile devices; educators and individual learners should focus on expanding mobile learning toward engagement in the context with mobile technologies. With the provision of new concept mobile devices the definition of mobile learning can be defined as 3A’s. 3A’s means anywhere, anytime, anything. This high potential of mobile devices enriches mobile learning process. Breaking through the barriers M learning becomes 24/7. Consequently learners feel much more individual and flexible.

A brief background of Social Mobile media devices and their features. In last decades educators and scholars are struggling to adopt new technologies and their unexpected features into teaching and learning process. However it’s not so easy to cover all changings in Information Computer Technologies (ICT) due to rapidly developments in mobile devices and social media. Of course the contribution of increasingly growing use of wireless technology is undisputed.

The personal mobile devices like mobile phones, (in some countries it is called cellphones or handphones ), smartphones, palmtops and handheld computers (Personal Digital Assistants or PDAs); Tablet PCs, laptop computers and personal media players can also fall within its scope, are used widely throughout the world. Not only in developed countries but also in developing countries, both in their rural and urban areas, mobile devices are used with its internet connectivity. Due to those smart devices our world has become global information home.

HOW MUCH DIGITAL NATIVE ARE LEARNERS?

The global changings in mobile devices all around the world caused global digitalization on young generation. Unwillingly they are born as a digital native. According to some scholars they are called net generation or google generation. (Gibbons, 2007). In their studies significance of social media tools is highlighted. Constantly usage of mobile devices made some fundamental changes on the characteristics and attitudes of this young generation. Because their communication, socialization and entertainment occurs through mobile social media. They become experts of mobile devices whenever they hold it in their hands. Not depends on the age. For instance my four years old daughter learned the colors through my smart phone quickly. Digital native concept first used by Prensky. He claims that digital native learners receive the information really fast. They think and process the data in a different way comparing to old generation. (Prensky, 2001a). He describes them as native speakers because of the digital language of mobile devices. Who knows may be they use binary system in their minds. However the question to be discussed is how effectively mobile social media is used for education by the new generation.

THE USAGE OF SOCIAL MEDIA IN EFL LEARNING

First of all it is a must to increase the awareness of the potential features and feasibility of using social mobile media tools in education. None the educators nor the students are aware of the treasure in their pocket. First step should be convincing the teachers the benefits of engaging students with social media. They should be open for innovative opportunities using technology in the classroom. Beside social media literacy is crucial to deal with.
Of course we are not completely pessimistic. Because there is a large number of social media friendly teachers in some institutions. They integrate social media tools in their practical lesson to flip the traditional way. Facebook, YouTube, twitter, blogs, wikis, Edmodo etc. presents a breadth usage in formal and informal education.

**YouTube**: A teacher may have nearly 3,000 students in his or her academic life but through YouTube educators make much more contribution to learning process. If you consider one lecture duration as 45-50 minutes, you can just address a full of students in a classroom. But throughout YouTube thousands of learners could be taught. In blended education system learners can listen to their teacher ones, but on YouTube many times until he or she understands better. It will be an easy revision before exams. Learners can reach many videos or slides related to their topic. On YouTube students can be assigned for video homework.

**Facebook** has always been on the top among the social media tools. On Facebook, real and authentic connections are available. Three kinds of Facebook accounts provide teachers and learners a broad opportunity to use it for learning process. You may have pages, groups and profiles of Facebook. Grouping is the best way for EFL learning to share audio visual language supplementaries. Edmodo is a social media application just designed for educational purpose similar to Facebook.

**Twitter**'s fame is all around the world. You can deliver your ideas in a brief way with 140 characters. Learners can have microblogs on twitter. Social media tools are not consist of those applications. There is lots of it. Just here we mentioned some of them.

**PROS AND CONS OF SOCIAL MEDIA**

The subscriber account is increasing like a snowball day by day. It proves that the exposure of social media in learning process is inevitable. General age range is 14-29. The effect of social media on education is double sided.
Social media made the world a global information village. The knowledge is more accessible. We have the quick ability to absorb the information. You don’t have to memorize it. Because at anytime and anywhere you can touch it. Learners have no limitation and boundaries to reach the information that they demand. They don’t have to go to any country to get some information. Students became more flexible and more creative. They are fed with new ideas from all over the world. Thanks to social media young generation is sensitive and aware to events around the world.

But on the other hand if the students are engaged for a long time, they lose the connection from the real word. Some social media users live a digital and virtual life. It’s getting hard to communicate face to face with people. They see the world through a narrow led screen. They can’t smell and feel the real world. It’s better to remember, social media is a tool for education not itself. Young learners should not be left with internet and social media because they can be drowned in it. Avoiding from info-pollution is significant.

CONCLUSION

It is inevitable to be surrounded by internet technology and Mobile devices. Social media became undisputed phenomenon. So stop escaping and start to use the advantages of this century’s weapon. The educators and young learners must be armed with them. Social media literacy is important. It should be taught at the schools. Adopting the social media into education system is crucial. Curriculum designers should consider engaging social media into learning system. This concept cannot be ignored by policy makers about education. Banning mobile devices in the learning process is not a sensible option. Here the question is how to harness this social media and its devices in learning process. Education policy makers, curriculum designers, academicians should encourage the teachers to integrate them into their classes. Parents should be involved into the process.

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THE VALIDITY AND RELIABILITY OF TURKISH VERSION OF THE REVISED RELIGIOUS FUNDAMENTALISM SCALE

Assoc. Prof. Dr. Ahmet Akin
Sakarya University
TURKEY
aakin@sakarya.edu.tr

Mehmet Emin Turan
Sakarya University
TURKEY
mehmeteminturan@gmail.com

Yunus Altundağ
Sakarya University
TURKEY
yunusaltundag14@hotmail.com

Assist. Prof. Dr. Umran Akin
Sakarya University
TURKEY
uakin@sakarya.edu.tr

Abstract
The aim of this study is to examine validity and reliability of the Turkish version of the Revised Religious Fundamentalism Scale (Altemeyer & Hunsberger, 2004). The sample of this study consisted of 360 undergraduate students. The results of confirmatory factor analysis indicated that Revised Religious Fundamentalism Scale model was well fit ($\chi^2 = 123.24$, df= 40, RMSEA= .075, GFI= .95, CFI= .90, RFI= .78, IFI= .91, and SRMR= .075). The internal consistency reliability coefficient of the scale was .62.

Key Words: Religious fundamentalism, validity, reliability, confirmatory factor analysis.

INTRODUCTION

Religion is very important for many individuals (Plante & Boccaccini, 1997). There is a reality that rising of religious fundamentalism throughout all of the major religions (Ozzano, 2009). Religious fundamentalists have got extreme values and beliefs that rely on holy texts (Barzilai-Nahon & Barzilai, 2005). The American Protestantism invented term of fundamentalism in 1920s. There was an organization named World Christian Fundamentals Association. This organization published a series of books named Fundamentals. Their desire was the returning to the fundamentals of Christianity but today the term of fundamentalist is meaning that a fanatic faithful individual (Ozzano, 2009).

Religious fundamentalism is different from concepts such as dogmatism, leadership, and integralism. Religious Fundamentalism is a protect of tradition and a rejection of modernity. Religion fundamentalists may distinguish their self from others (Carlucci, Tommasi, & Saggino, 2013). Fundamentalism signifies classifying, discrimination, and denunciation. Social scientists have accused fundamentalism in the discrimination action (Duschinsky, 2012). Individuals will confirm and practice their religious fundamentalist ideas when their religious beliefs are a significant section of their personality (Schaafsma & Williams, 2012). Religious authorities, education, and socioeconomic background can foster religious fundamentalist beliefs and attitudes. Individuals’ religious beliefs, orientations, or rituals can give hints about their religious fundamentalist beliefs and attitudes (Moaddel & Karbnick, 2008). Purpose of this study is to adapt into Turkish
and to examine the validity and reliability of the Revised Religious Fundamentalism Scale (Altemeyer & Hunsberger, 2004).

**METHOD**

**Participant**
Participants were 360 undergraduate students (196 female, 164 male) who were enrolled in Sakarya University, in Turkey.

**Measures**
*Revised Religious Fundamentalism Scale:* Revised Religious Fundamentalism Scale (Altemeyer & Hunsberger, 2004) is a self-report questionnaire with 12 items rated on a 9-point scale (-4 to +4 also include 0). High scores indicate higher levels of religious fundamentalism. The Cronbach’s alpha internal consistency reliability coefficient of the scale were .91 for students and .92 for parents sample.

**Translation and Adaptation Process**
Primarily the scale was translated into Turkish by three academicians who know English well. After that the Turkish form was back-translated into English and examined the consistency between the Turkish and English forms. Than Turkish form has been reviewed by four academicians from educational sciences department. Finally they discussed the Turkish form and along with some corrections this scale was prepared for validity and reliability analyses. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale’s structure in Turkish culture and Cronbach’s alpha reliability coefficient was calculated to examine the reliability. Data were analyzed using LISREL 8.54 and SPSS 15 package programs.

**RESULTS**

**Construct Validity**
Confirmatory factor analysis demonstrated that the unidimensional model was well fit ($\chi^2= 123.24$, df= 40, RMSEA= .075, GFI= .95, CFI= .90, IFI= .91, RFI= .78 and SRMR= .075). Factor loads of items belonging Turkish version of the Revised Religious Fundamentalism Scale are presented in Figure 1.

![Figure 1: Factor Loadings for the Turkish version of Revised Religious Fundamentalism Scale](image-url)
Item Analysis and Reliability
The Cronbach's alpha internal consistency reliability coefficient of the Turkish form was .62. The corrected item-total correlations ranged from .25 to .55. Overall findings demonstrated that this scale had adequate validity and reliability scores.

DISCUSSION

The purpose of this study was to translate the Turkish version of the Revised Religious Fundamentalism Scale into Turkish and to examine its psychometric properties. Overall findings demonstrated that this scale had acceptable validity and reliability scores. Further studies that will examine the convergent validity of the Turkish version of the Revised Religious Fundamentalism Scale are important for its measurement force. Also the temporal stability of the Turkish version of the Revised Religious Fundamentalism Scale may be calculated using test re-test method.

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REFERENCES


THE SIGNIFICANCE OF ESAP (ENGLISH FOR SPECIFIC ACADEMIC PURPOSE) NEEDS ANALYSIS FOR SUBJECT INSTRUCTORS IN ENGINEERING FACULTY (ISHIK UNIVERSITY, IRAQI CASE)

Behcet Celik
Ishik University
Arbil- IRAQ
behcet.celik@ishik.edu.iq

Naci Yildiz
Ishik University
Arbil- IRAQ
naci.yildiz@ishik.edu.iq

Cagri Tugrul Mart
Ishik University
Arbil- IRAQ
cagri.mart@ishik.edu.iq

Mustafa Azmi Bingol
Ishik University
Arbil- IRAQ
mustafa.bingol@ishik.edu.iq

Abstract
This research reports on a survey study of 48 subject instructors, assistants, and lab assistants in engineering faculty at Ishik University in Iraq about their opinions and attitudes toward ESAP (English for Specific Academic Purpose) and ESAP related issues. The instrument used for the survey is a self-made questionnaire based on literature review. Since ESAP is driven by the specific learning needs of the language learner, the first step for ESAP course design is distinguishing the specific needs of the Subject instructors and students which will tell us the dynamics about our ESAP program. The study showed us that the effect of Advanced English to comprehend subject field courses will be limited in Engineering Faculty. On the contrary students should be provided with ESAP courses that will result in better comprehension of their subject field courses.

Key Words: ESP, ESAP, Needs analysis.

INTRODUCTION

The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students (Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., Brown, J. D., 1999). As English is widely acknowledged as the “lingua franca” in different areas of university collages and professions globally, many learners of English want to learn the language specifically in their particular fields. As a result, the need for ESP (English for specific purposes) is increasing enormously, especially in EFL countries where English is used for instrumental purposes. In response to the great necessity for English in academic, vocational and professional contexts, many universities in Iraq are now offering a variety of ESP courses focusing on different departments for students to study.

Many ESP trainers and subject instructors, believe that the most pressing challenge faced by their students is poor specific linguistic knowledge, which is a difficult obstacle in their professional subjects. The conclusion is that many existing ESP courses in Iraq are still language-based. The syllabuses are generally,
concerned with verbal communication and that is usually because of lack of time and large class sizes and also there is little chance for students to practice their knowledge of English.

Therefore, this study investigates how Engineering faculty and its subject instructors perceive ESAP courses in an EFL setting. To be more specific, this research attempted to compare and contrast ESP instructors-Subject instructors in engineering faculty while obtaining answers to the following questions:

How do Subject instructors and ESP teachers view ESAP as compared with GE?

Is Engineering Faculty subject Instructors and students of Ishik University ready for ESAP Instruction?

Necessity of needs analysis from perspectives of subject instructors in engineering faculty

What are the potential problems facing ESAP?

DEFINITION AND CHARACTERISTICS OF ESP (English for specific purpose), ESAP (English for specific academic purpose)

As a result of huge and unpredicted expansion in scientific, technical and economic development on an international scale after the Second Word War, the necessity of ESP was triggered by the demands of “Brave new world”. The term ESP (English for Specific Purposes) came in to life in 1950s and 1960s. However, ESP became more popular and vital for the teaching of English in the 1970s. This is because before 1970s, ESP was dominated by the teaching of English for Academic Purposes (EAP); most of the materials produced, the course descriptions written and the research carried out were in the area of English for Academic Purposes (Dudley-Evans, T., St John, M.J., 1998).

ESP can be specified as the teaching of English for academic studies, or for vocational or professional purposes. We also have such acronyms as ESAP (English for specific academic purposes), EOP (English for occupational purposes), ENP (English for nursing purposes), EMP (English for medical purposes), EBP (English for business purposes) and EST (English for science and technology).

English for academic purposes (EAP) is concerned with researching and teaching the English needed by those who use the language to perform academic tasks. The field originally arose out of the wider area of English for specific purposes (ESP) and over the last two decades has increased enormously in importance, driven by the global growth in the use of English for employment, as well as academic research. (B.Paltridge, S. Staefield, 2013).

English for Specific Academic Purposes (ESAP) was improved for two main reasons: 1. to help international students reach their full academic needs and potential (Dudley-Evans, T., St John, M.J., 1998), 2. To expose these students to the expectations and requirements of the faculties in terms of target situation needs and academic culture (Jordan, 1997).

ESP has a number of characteristics which distinguish itself from GE (General English). Dudley-Evans and St. John offered a modified definition of absolute and variable characteristics of ESP:

Absolute Characteristics

• ESP is defined to meet specific needs of the learner;
• ESP makes use of the underlying methodology and activities of the discipline it serves;
• ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Variable Characteristics

• ESP may be related to or designed for specific disciplines;
• ESP may use, in specific teaching situations, a different methodology from that of general English;
• ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
• ESP is generally designed for intermediate or advanced students;
Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

NEEDS ANALYSIS

Since ESAP is driven by the specific learning needs of the language learner, the first step for ESAP course design is distinguishing the specific needs of the Subject field instructors and students which will tell us the plans we make about our ESAP program. ESAP needs analysis is essential to identify academic needs before designing a language course.

Needs analysis has a dynamic role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course, and its significance has been emphasized by several scholars and authors (Mumby, 1978) (Hutchinson, T., Waters, A., 1987). According to (Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., Brown, J. D., 1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

It has been indicated that ESP teachers and learners have their own needs and demands but at university level, subject field instructors’ needs and demands should be taken in to consideration as well.

NECESSITY OF ESAP (English for specific academic purpose) FROM PERSPECTIVES OF SUBJECT INSTRUCTORS AT ENGINEERING FACULTY

EAP attempts to offer systematic, locally managed solution-oriented approaches that address the pervasive and endemic challenges posed by academic study to a diverse student body by focusing on student needs and discipline-specific communication skills (Hylend, 2006). The effect of Advanced English to comprehend subject field courses will be limited in Engineering Faculty. On the contrary students should be provided with ESAP courses that will result in better comprehension of their subject field courses.

Rather than ESAP courses, engineering faculty first year students are taught Advanced English which aims at developing their language skills. And consequently first year students’ comprehensions of main field courses are ignored. For that reason ESAP courses are significant in that they will enable students to promote their subject field knowledge.

METHODOLOGY

Since every situation is not similar, there is no single way to needs analysis in English language. ‘The main instruments for executing needs analysis study are questionnaire, analysis of authentic spoken and written texts, discussions, structured interviews, observations and assessments’ (Robinson, 1991). In this descriptive study I used a survey questionnaire, which was prepared by me as a needs analysis instrument.

The Participants

Participants involved in this study include 48 subject instructors, assistants, and lab assistants. The questionnaire took place at Ishik University where English is used as educational language. The participants involved in this questionnaire consist of subject lecturers, who are teaching at engineering faculty of Ishik University.

Data Collection

In this research a survey questionnaire is used to collect the data, because it seemed to be the most relevant tool for collecting the views and demands of the subject lecturers. The questionnaire was distributed to subject instructors, assistants, and lab assistants who are teaching at engineering faculty of Ishik University in Iraq.

Data Analysis

The participants’ responses in the questionnaire were analyzed using descriptive statistics from the Statistical Package for Social Sciences (SPSS). Frequency and percentage counts were considered for data analysis.
FINDINGS

Graphic 1: The influence of ESP knowledge on subject field courses comprehension

The percentage of lectures that have strong opinions about the contributions of ESP knowledge on better comprehension of subject field courses is % 27.08. Moreover, % 97.91 of the lecturers is of the opinion that a good command of ESP knowledge highly affects learners’ understanding subject field courses. Therefore, it can be concluded that mastering ESP holds an important place in better comprehension of courses. In other words without adequate knowledge of ESP learners will have great difficulty in grasping their courses that are presented in English.
Graphic 2: Students’ General English listening and comprehension level

Graphic 3: Students’ General English writing and speaking level
As shown in Graphic 2 and Graphic 3 vast majorities of the subject lecturers (% 73.9) find their students’ GE level satisfactory or more. On the other hand %26.1 of lecturers agrees that their students’ even GE level is not satisfactory to comprehend their lessons.

Graphic 4: The Importance of Learning ‘Specific Technical Vocabulary’ for Academic Purposes

In Graphic 4, a majority of the lecturers (72.9%) responded that their students needed to learn ‘specific technical vocabulary’ to better comprehension in the field of engineering. Only % 8.33 of lecturers responded that their students did not need to learn ‘specific technical vocabulary’. This table has revealed that ‘specific technical vocabulary’ is a big need in comprehension of subject lessons.

CONCLUSION

In conclusion, the study revealed that ESAP (English for Specific Academic Purpose) is strongly needed for the undergraduate students of engineering faculty at Ishik University of Iraq. The survey revealed important information about the students’ ESP knowledge in their main field subjects. Applying an academic needs analysis has a vital role in the identification and analysis of needs for any educational institution.

The findings of the study can support the ESP teachers design ESAP course for the undergraduate students. The research may also be useful to the students that they could realize their strengths and weaknesses in ESAP.

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REFERENCES


**APPENDIX**

**QUESTIONNAIRE**

This survey has been design to help Subject Instructors and ESP teachers to search out the real needs and lacks of Engineering Faculty students in English Language at Ishik University. Please, think about your most recent lecture experiences while you read the questionnaire.

**Subject Names**

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

**Answer the questions below by circling the value of 1-5**

1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

1. A good command of ESP knowledge highly contributes to better comprehension and achievement of subject field courses.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

2. Students’ listening and comprehension level is enough to pass my subject.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

3. Students’ writing and speaking level is enough to pass my subject.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

4. Students’ subject field terminology knowledge is enough to pass my subject.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

5. Students can easily express themselves on subject field topics.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

6. Students can easily put their ideas into paper on subject field topics.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

7. I always translate subject specific terminology in to a regional language due to the students’ lack of knowledge of such vocabulary.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

8. In my subject my students feel comfortable in the use of English language.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

9. Students can easily make PowerPoint presentations in my lectures.
   1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong

10. Students are enthusiastic and motivated when we have discussions in my lectures.
    1- None    2- Weak    3- Satisfactory    4- Strong    5- Very strong