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Contact Address:
Prof. Dr. Aytekin İŞMAN
TOJNED, Editor in Chief
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Message from the Editors

The Online Journal of New Horizons in Education (TOJNED) reflects the notion of interdisciplinary research approach. The mission of the journal is to stress different practices, researches and different methodologies. In this respect, papers are selected in order to be a mirror for academicians and researches. It is great pleasure for me to publish current issue and I would like to thank to editorial board, reviewers and the researchers for their valuable contributions to the journal and this issue.

Prof. Dr. Aytekin İŞMAN
Editor in Chief

I would like to introduce current issue of The Online Journal of New Horizons in Education (TOJNED) as an editor. It is grateful to integrate different researches in this issue and many thanks to all authors and associate editors and for their contributions. Papers are selected according to interdisciplinary approach for supporting and enhancing the quality of the journal. You are welcome to submit your original and valuable researchers to the Turkish Online Journal of New Horizons in Education (TOJNED). All authors can submit their manuscripts to tojnedjournal@gmail.com for the following issues.

Prof. Dr. Cem BİROL
Edior

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A Comparative Review on Chinese Vocational Education and Training System

Xi Yu [1]

[1] yuxxx637@umn.edu
University of Minnesota
Email: yuxxx637@umn.edu
Address: 125 Peik Hall, 159 Pillsbury Dr SE, Minneapolis, MN 55455

ABSTRACT

This study described China's vocational education and training (VET) system, and analyzed various challenges that the system is in face with. It demonstrated the reforms that are undertaken including policy transfer and borrowing attempts from the German Dual System, Singaporean vocational model, and the U.S. Career and Technical Education (CTE) system. Due to China's unique geographical, cultural, political and economic conditions, it is not feasible to transform Chinese vocational system through adopting models from other countries. However, elements of the foreign models can be adopted for future reforms on China's VET system. Also, efforts and support from governmental policy-making and academic research are needed. In addition, transnational and global cooperation with vocational institutions from overseas needs to be continued in the future under the trend of globalization in order to collaboratively overcome barriers and increase high-skilled workforce in global labor market.

Keywords: *vocational Education, training System,*

INTRODUCTION

In China, vocational education and training (VET) is mainly conducted and managed by the Ministry of Education (MOE) and the Ministry of Human Resource and Social Security (MHRSS); and has been playing an important role in domestic development and economic growth (MOE, 2005). It is important for China to develop vocational education, because China's workforce is mainly facing with two problems including low quality and a shortage of skilled workforce. These problems have negatively affected China's economic development and innovation, resulting in low quality products, high energy consumptions, and high rate of industrial accidents (MOE, 2005).

Problem Statement

In 2005, MOE announced the plan to develop hundreds of new qualified vocational colleges to improve China's vocational education. Over the past decade, China has made efforts to learn from several countries including Australia, Germany, Canada, and the United States for guidance (MOE, 2005). To better meet the need of economic development, China has been actively engaged in global cooperation and exchanges in the field of vocational education. Chinese government has sent delegations to over 20 countries where vocational education is well-developed and explores their characteristics to learn successful experience. At the same time, China has also invited foreign professionals to deliver lectures in China on advanced technology in various fields, and sent invitations to other countries' vocational education institutions to establish joint projects in order to promote vocational education systems in China (MOE, 2005). However, there is no synthesized review on effectiveness of the lessons learning and policy borrowing practices for Chinese VET system from foreign models. Therefore, for this paper, a synthesized review will be conducted and recommendations for future reform will be provided based on this review.

Purpose of The Study

The purpose of this study is to review and analyze the current and potential policy borrowing practices on China's VET system from foreign models. This paper describes the VET system in China as well as its challenges for future development, especially under the extraordinary trend of globalization. The analysis is focused on the current reforms and effectiveness of policy transfer and borrowing from other national systems, including Germany's dual systems, the Singaporean model, and Career and Technical Education (CTE) system in the US. Based on this comparative analysis, the paper next discusses the future trends and the impact of potential reforms on China's VET system in global labor markets. This paper provides recommendations of China's VET system development from transnational level, policy-making level, and academic level. The findings of this study may also drive further research efforts and attract attentions on skill improvements of Chinese workforces and VET system reform under the waves of globalization.

Research Question

Based on the problem statement presented above, the research questions of this review are: What policy borrowing and practice transferring have been undertaken for China's VET system from foreign models? What recommendations can be provided for future reforms for Chinese VET system?

Literature Review

Vet System in China

In China, vocational education and training refers to technical education and skills training provided by various programs, including pre-employment programs, job transfer programs, apprenticeship programs, on-the-job training programs, and certificate programs (Yan, 2010).

China's education systems consist of multi-level general education, vocational education and training system, adult and continuing education, and special education (Cooke, 2005) (see Table 1).

Table 1. China's Educational System

Levels of Education	General Education	Vocational Education and Training
Tertiary Education	Universities • Undergraduate studies • Graduate studies • Post-doctoral studies	• Polytechnic colleges • Specialized junior colleges • Technician colleges
Higher Secondary Education	• General senior high schools	• Specialized high schools • Vocational high schools • Skilled worker schools • Adult specialized high schools • Short-term courses of various types
Lower Secondary Education	• General junior high schools	• Vocational junior high schools • Short-term courses of various types
Primary Education	• Primary schools	
Pre-school Education	• Pre-schools	

Source: From "Vocational and enterprise training in China: Policy, practice and prospects," by L. F. Cooke, 2005, *Journal of the Asia Pacific Economy, 10*(1), p. 26–55.

On the tertiary education level, formats of vocational education and training include polytechnic colleges, specialized junior colleges, and technician colleges, which run 2 to 3 years (Table 1). On the higher secondary education level, the main formats include specialized high schools, vocational high schools, skilled worker schools, and

adult specialized high schools as well as short-term courses of various types, which run around 3 years. In the lower secondary education level, the main formats of schools are vocational junior high schools as well as some short-term courses of various types, which also run around 3 years. There are no schools or courses on the primary education level or pre-education level for vocational education (Cooke, 2005).

Vocational education and training is a key component of the entire educational systems in China. However, the VET system is viewed as a weak area in the current educational system, which attempts to become an effective and balanced system, especially after reforms of compulsory education and expansion of higher education in recent years (Yan, 2010).

Challenges of China's Vet System

Effects of Globalization. Salmi (2000) described globalization as a complex integration of capital, technology, and information across national borders. Workforces in labor market are becoming more and more competitive in the global economy. Hinchcliff (2000) indicated that the impacts of globalization enhance the challenges for vocational education and training systems.

In the global economy, advanced technology and new information systems promote a knowledge-economy environment (Salmi, 2000). However, China needs a large number of skilled and knowledgeable workers who receive internationalized education to prepare to compete in the world markets (Jie, 2007). The new market economy has increased the need for improving vocational education and training systems in China (Zhang, Hu, & Pope, 2002).

Employer's Low Expectations. Currently in China, industrial organizations do not tend to cooperate with vocational education and training programs. Economic burden and development mainly depend on state-owned enterprises in China due to historical reasons (Liu, 2001). These organizations can easily get access to skilled workforce in the labor market because of related policies and imbalanced supply and demand facts in the labor market (Liu, 2001). Therefore, enterprises and employers do not even need to be dependent on vocational education and training systems for workforce supply sources and training, and are not aware of the importance of VET systems in China nationwide.

Public Perceptions. The Central Institute of Career and Technical Education (CICTE) (2009) reported that one of the most important challenges for Chinese vocational education is the public's negative perception on vocational education. Chinese people traditionally perceive higher education positively, but have negative perception on vocational education. Most Chinese parents are likely to send their only child to a higher education institution, which makes the vocational education school always as a last choice. They are willing to make significant financial sacrifices to support their children's academic achievements in the general education system. As a result, vocational schools have difficulty attracting students and gradually lose their motivation for improving the quality of teaching (CICTE, 2009).

Quality of VET. The quality of vocational education in China is currently not meeting the needs of labor market. The reasons of low quality of vocational education are various, including shortage of funding from government and imbalanced development between regions in China, as reported by the Central Institute of Career and Technical Education (CICTE) in 2009. And also, out-of-date curriculum design and less skilled teachers in vocational schools cannot fulfill the needs of advanced knowledge training in the changing environment, which also plays a negative role in improving quality of VET system (CICTE, 2009). China needs to increase the quality and professional level of vocational education in order to respond to the impact of globalization on the competitiveness of product quality. In addition, articulation of VET system is not well established in the entire education systems. There is a weak link between vocational education and general education (Liu, 2001).

Reforms: Policy Transfer and Global Cooperation

China's attempts in global cooperation and policy transfer from several countries are discussed in this part of the paper, including Germany's dual system, the Singaporean's VET model, and Career and Technical Education programs in the US. Generally, China benefited from these countries' VET systems, but at the same time the policy transfer process encountered a number of significant barriers. For example, the collaboration between policy makers, professional consultants, business representatives and members of development organizations plays a significant role in the effectiveness of policy transfers; and it is difficult to achieve satisfaction (Barabasch, Huang, & Lawson, 2009). In addition, cultural incompatibilities could also impede the policy transfer process (Barabasch et al., 2009).

German Dual Systems. The German dual education system combines apprenticeships in a company and vocational education at a vocational school (Ochs, 2006). The system is based on participatory-based extensions for full-time education, apprenticeships, and socialization (Ochs, 2006). One major advantage of this dual system is that it integrates real-world experience into theoretical learning and teaching in vocational schools and industrial (Blossfeld & Stockmann, 1999). China introduced related training and workshops programs based on this German model in collaboration with German scientists and major education and development agencies (MOE, 2005).

According to the analysis by Barabasch et al. (2009), there are several major issues and differences between the German dual system and China's VET system. (1) Roles of government. In Germany, the VET system is more centralized and standardized. The federal government plays an active role in legislation and in collaboration with state governments. In China, however, provincial governments have significant autonomy in developing legislation for vocational education. This is due to the vast territory of the country, and cultural differences and differences in levels of economic development between regions (Barabasch et al., 2009). (2) Training providers. In Germany, the main training providers are schools and companies, which support and consult each other in developing training contents. However, in China, the training providers are more diverse and complicated, and include public vocational schools that are funded by the government, and private providers that mainly train students for qualifying exams. The relationship between different providers is more competitive rather than collaborative in China (Barabasch et al., 2009). (3) Vocational certification requirements. In Germany, secondary school graduates who do not enter universities usually pursue vocational education, and are required in most states to continue in part-time education. Low-skill job workers with vocational degrees are offered fair levels of pay. Therefore, learners are willing to obtain a vocational degree as a necessity for employment. However, in China, formal vocational education is not required, and the vocational certificate systems are not well established. Employers do not require job applicants to holder a vocational degree or certification for employment either, which hinders the development of China's VET systems (Barabasch et al., 2009). (4) Structures of VET systems. The German systems provide full-time vocational training after general education focusing on apprenticeships, but the Chinese VET system is a system with multiple levels where students can start vocational training parallel to general education (Barabasch et al., 2009). (5) Transferability of qualifications. In Germany, the credentials are transferable to a higher education program under government regulations. But in China, it is almost impossible to transfer from vocational schools to higher education (Barabasch et al., 2009). (6) Geographic and economic issues. China's geographic and economic conditions are unique. China's large territory makes the VET systems diverse and complicated. Also, the uneven economic developments between urban areas and rural areas make it more difficult to establish a united VET system, especially the literacy education gap has not been overcome yet in some rural areas. Many employers try to fulfill the low-skill jobs and do not want to invest more money in training (Barabasch et al., 2009). (7) Cultural incompatibilities. Cultural factors are playing major roles too, including the differences of culture, traditions, knowledge structure, teaching methods, and curriculum design. It is very difficult to transfer German's vocational education systems completely to China without cultural adaption (Barabasch et al., 2009).

Singaporean VET System. Singapore's VET institutions focus on training workforce at the primary and secondary levels for the booming manufacturing sectors under the supervision of the government's Vocational and Industrial Training Board (VITB) (Yan, 2010). The institutes of technical education specialize in training skilled technicians and professionals; and the polytechnics specialize in training technologists and middle-level professionals (Yan, 2010). The Singaporean model has been introduced to many developing countries (Yan, 2010). In China, two China-Singapore joint projects, the Tianjin Eco-City project and the Hangzhou Science and Technology Park project, have been developed (Yan, 2010).

The Singapore's VET system works better in China, because firstly, there is fewer language and cultural barriers (Yan, 2010). Seventy percent of population in Singapore is Chinese, and the official languages are Chinese and English in Singapore. China and Singapore have various connections in different fields. The two countries also share a lot in common in cultural beliefs and traditions, which makes the transition of Singaporean VET system to China easier (Yan, 2010). Secondly, Singaporean expertise and their professionalism are reliable and respected by Chinese education scholars and administrators, and there has been a history of collaborations between China and Singapore in education fields, which also includes the cooperation in vocational education fields (Yan, 2010).

US Career and Technical Education (CTE). Career and technical education in the US covers a variety of major fields such as agriculture, trade, industry, business, marketing, families and consumers, health occupations, public safety and security, and technology (Hou, 2010). Since early 1980s, American education agencies and professionals and China education associations have been working together on mutually beneficial projects (Hou, 2010). For example, a US-China Education Foundation was formed by US vocational professionals to promote Western-style vocational education in China (Hvistendahl, 2008). In May 2008, China Education Association for International Exchange (CEAIE), associated with China's Ministry of Education and runs more than 1,000 vocational and technical

institutions in China, started to work with American Association of Community Colleges (AACC) on the programs of leadership development and training, market-oriented curriculum design, and networking building practices for senior leaders and Chinese college administrators (Hvistendahl, 2008; Hou, 2010). In addition, Hvistendahl (2008) reported that American postsecondary education institutions have been providing programs and models in China. For example, the University of Oklahoma has established a partnership with a technology institution in Zhejiang province in order to help make college students more competitive in job market (Hou, 2010).

However, it is still not feasible for China's vocational colleges to transfer US model, due to many challenges; for example, the most significant challenge is that Chinese market model is still under transition from a planned one to a free-market model, so that it is difficult to reform the vocational system in China to satisfy the local labor market's needs (Hou, 2010). Therefore, so far the collaboration between US vocational system and Chinese vocational education is basically to develop joint-venture projects between US and Chinese institutions (MOE, 2005). In addition, the barriers of public negative perceptions toward Chinese vocational education and low levels of vocational teachers' professionalism also need to be solved in order to make the cooperation with US vocational schools go smoothly (Hou, 2010).

DISCUSSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

Based on the discussion above, it is obvious that although China has benefited from other countries' VET systems, advanced technology, and professional programs, Chinese VET systems cannot merely borrow a complete model from foreign models without adjustment. In this section, implications for future development of China's VET system will be discussed at three levels: transnational level, policy-making level, and academic level.

Transnational Level

China has started to reform its vocational education system by engaging in international cooperation and exchange in vocational education in order to adapt to globalization trends in modern education. VET joint ventures with other national education agencies are strongly recommended for Chinese VET system development. However, it is also recommended that the Chinese government should keep control over these joint venture partnerships to ensure they fit Chinese conditions and characteristics. Li (2005) reported that there are certain principles related to Chinese characteristics that need be considered for the cooperative development of vocational education, including corresponding with economic development nationally, abilities of solving and reducing unemployment, establishing an environment of involvement with corporations and businesses, and seeking diverse funding sources.

Policy-Making Level

First, Chinese government need to take more responsibility for improving prestige of vocational education among public perceptions. Philosophical change need to occur at multiple levels to improve perceptions of vocational education among employers, students and their families.

Second, Chinese government need to encourage the businesses' recognition of vocational degrees and try to develop a new model to make vocational education transferable to general education. Education system needs to manage to combine academic with vocational education and leaves options to pursue higher education open (Yu & Wu, 2005). If students in vocational schools have the possibility to go for further study in university, it will not only attract more talented students, but also the vocational schools students will pay more attention to academic study. Also, aligning academic institutions and vocational institutions is a good way to bring high quality teachers from academia to vocational education fields (Sun, 2010). There is a need for more effective links between vocational education and general education in China.

Third, vocational education need to involve enterprises, especially large enterprises, in pre-employment training and establishing an employer-led system that assesses employers' perceptions on skills demands and vocational education. Large enterprises usually have technology, experts, and budgets to train their staff or potential staff for the skills in demand (Haddad, 1997). In this way, the vocational training would be more effective if enterprises as potential employers could train students in real-world settings as part of the curriculum, and place the students in jobs where they can use their skills.

Academic Research Level

The increase in attention to vocational education development should be related to an effort to address the previous academic shortage in research on Chinese VET system. Several key research directions will play a critical role in developing vocational education and training inventions.

First, further research could focus on vocational education graduates. There is a shortage of research on vocational education graduates' lived experiences and career pathways (Sun, 2010). Understanding graduates' or current students' perceptions will be important in understanding the main barriers and challenges in vocational education systems.

Second, further research is needed on technical training and education curricular. It is a tough task to improve the quality of curriculum design in vocational schools. It is shown that vocational schools and students tend to ignore the importance of academic knowledge and the transferability between academic knowledge and technical skills (Sun, 2010). More future research should be conducted on how to design hybrid and effective curricula combined with academic and technical knowledge.

Third, it is essential to promote lifelong learning on vocational education through research-based evidence from academic efforts. Lifelong learning is a relatively new concept and trend in Chinese vocational education. It is an integral component of skill formation. It involves a drive between sectors within multiple options within educational systems, and it also creates a knowledge-based learning environment for learners to improve their knowledge and skills throughout working lives.

CONCLUSIONS

In this paper, China's vocational education and training system is described, as well as various challenges to this system. It demonstrates the reforms that are undertaken including policy transfer and borrowing from the German dual system, Singaporean vocational model, and the U.S. CTE system. Due to the country's unique geographical, cultural, political and economic situation, it is impossible for China to uncritically adopt models from other countries. However, elements of the models can be adopted. Future supports from governmental policy-making reforms and academic research needs to be developed. In addition, global cooperation with foreign vocational institutions needs to continue in the future under the trend of globalization.

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Reflection Levels of Values to Be Gained Explicitly in Secondary Schools on Textbooks

Tekin Çelikkaya [1], Uğur Başarmak [2], Simge Filoğlu [3], Bilge Şahin [4]

[1] Ahi Evran University, Education Faculty ,Kırşehir, Turkey, tcelikkaya@ahievran.edu

[2] Ahi Evran University, Education Faculty ,Kırşehir,Turkey, ugurbasarmak@gmail.com

[3] Ahi Evran University, Education Faculty, Kırşehir,Turkey, simgefiloglu@hotmail.com

[4] Vali Mithat Elementary School, Kırşehir,Turkey, bilgegomcu2008@hotmail.com

ABSTRACT

Which values take place, how much space the values cover, which ones are emphasised more frequently are of capital importance in Social Studies textbooks. This study which was conducted to determine the place of values in secondary school social studies textbooks was carried out by document analysis, one of the qualitative research techniques. The latest publications of secondary school social studies guide books for teachers belonging to both Meb and private publishing houses were analysed in the research The data collected from the books were analysed under 7 themes and 26 sub-themes and the findings belonging to the themes were presented in the tables and finally the sub-themes belonging to these themes were given as an explanation under the tables. While values of responsibility, cooperation, aesthetic, being scientific, sensitivity to cultural heritage, respect to rights and freedoms are included adequately, it can be stated that values of helping each other, hardworking, and sensitivity to natural environment, patriotism, honesty, being fair, respect to flag and the Turkish National Anthem, and peace are not included sufficiently. In terms of publishing houses, it can be stated that Meb publications are more efficient with regards to including knowledge related to values and values education in every class level and teaching values.

Keywords: *Secondary school, Social studies textbooks, values, reflection level*

INTRODUCTION

The states actualize their continuity and development, and carry on their customs and traditions via education system. In other words, they transfer their values via education system. One of the most important duties in this transfer belongs to the elementary schools and elementary schools serve this purpose with all their bodies. The people who pave the way for the transfer of values in elementary school curriculum are teachers. Elementary school curricula which guide the teachers in this process and the textbooks which provide the content suitable to the purpose of the curricula form one of the most important elements of this transfer (Sezer, 2005,p.2-3).

The main purpose of the schools is not only to raise individuals who are academically successful but also have them gain the basic values. In order to realize this purpose, the textbooks play an important role as well as the factors such as teachers, family, and environment because a student spends a considerable amount of time with his course book in school. According to a research conducted by Shannon (1982), the students spend between %70 and %95 of their time with activities relying on their textbooks in class environment. (Direct by: Ho and Hsu, 2011,p.93). It was determined with the studies conducted by Adıgüzel (2010) and Karaca (2011) in Turkey that the teachers usually use textbooks which are the main teaching tools and instruments.

The children in the world are increasingly affected by the growing social problems, violence and intolerance. Families and educators in many countries put emphasis on effective values education to get rid of these problems which threaten the social order (Tillman,2000,p.IX). Course books take an important place besides preparing an

effective curriculum for the values to be gained. Sanchez (1998,p.5) suggests that existence of one dimensional, traditional and randomly chosen reading texts in textbooks bring up the use of stories to choose the heroes and reveal their qualities. The textbooks studied in elementary and secondary schools can not enable the students to gain the desired values because they rarely tell all the qualities of the heroes (in terms of individual and cultural reflections.

Course books are the basic materials of education activities in schools. While the elementary school curriculum was renewed, the work book which covered the course book and the activities which included the gains was being prepared, guide book for teachers had been prepared for the teachers to help them during the lesson. "Guide Book for Teachers " not only guides the teachers about how to structure knowledge in the lesson and leads them to follow the way during the process but also it shows the students the gains, skills and values they have to acquire in the lesson. The values which are planned to be transferred directly in secondary school social studies curriculum are tried to be gained via texts, knowledge, pictures, photographs, proverbs, sayings, dialogues, cartoons, poems, heroes, stories, activities and evaluation questions.

Definition of value obtained from Özgüven (1999) takes place in Elementary Social Studies Curriculum. According to this definition, values "are the common ideas, purposes, basic moral principles or beliefs accepted as right and essential by most of the members of a social group or society to sustain and provide their existence, unity, functioning and continuance."(MEB, 2005, p.89). The teachers who are the practitioners of teaching programs play an active role in the transfer of values. There are various methods and techniques used by the teachers while teaching values. The most common ones are discussion based approach and student centred active teaching strategies. The other methods used in values education include drama, project work, applied activities, collaborative learning and group work, researches conducted by the students, educational games and entertainment days (Halstead,1996, p.11) The methods and techniques used by the teacher while teaching the course can help the students to internalize the desired values.

Social Studies is a value education course. One of the points which drew attention during the radical curriculum changes actualized in 2004 is that subject of values education is emphasised within the curricula. When Social Studies Teaching Curriculum is analysed, 20 values are aimed to be taught to the students (MEB, 2008; MEB, 2010). These values are determined to be "*Being fair, Giving importance to family values, Peace, Independence, Being scientific, Hardworking, Cooperation, Sensitivity, Honesty, Aesthetic, Tolerance, Hospitality, Freedom, Respect, Giving importance to being healthy, Love, Responsibility, Cleanliness, Patriotism, and Helpfulness*." While some of these values are taught only in one class level (for ex: hospitality in the 4th grade, aesthetic in the 7th grade), some of them are taught at the same time in some class levels (for ex: respect in the 4th, 5th, 6th and 7th grades).

Which values take place, how much space the values cover, which ones are emphasised more frequently in the textbooks which are used by the students and the teachers as the primary source in Social Studies course is of vital importance. Therefore, it was intended in the study to determine the status of giving place to values in the 5th, 6th and 7th grades of secondary school Social Studies textbooks. The questions given below were sought answers in line with this purpose.

1. In which form (visual, knowledge, activity, news, expression, evaluation and so on) and how often the values to be gained directly are included in the 5th, 6th, and 7th grades of secondary school Social Studies textbooks printed by Meb and private publishing houses?
2. Which values are given more space in the 5th, 6th, and 7th grades of secondary school Social Studies textbooks printed by Meb and private publishing houses?

RESEARCH MODEL

The research, which was conducted to determine the status of giving place to values in the 5th, 6th and 7th grades of secondary school Social Studies textbooks, was carried out by document analysis, one of the qualitative research methods. Inductive analysis was used for the analysis of data. Document analysis involves the analysis of written materials which include information about a fact or facts which are intended to be examined (Yıldırım and Şimşek, 2003,p.140).

Population and Sample

The latest publications of the 5th, 6th, and 7th grades of secondary school Social Studies Guide Book for Teachers by both Meb and private publishing houses were considered to be examined in this research. .

In the research, 5th, 6th and 7th grades of secondary school Social Studies Guide Book for Teachers was used according to the resolution of the Board of Education.

- ✓ 5th grade private publishing house (Pasifik Publishing) .According to the resolution of the Board of Education of Ministry of Education, dated 18.12.2011, numbered 244 ; and 5th grade MEB publication guide book for teachers. According to the resolution of the Board of Education of Ministry of Education, dated 18.12.2009, numbered 290;
- ✓ 6th grade private publishing house (Altın Publishing) According to the resolution of the Board of Education of Ministry of Education, dated 28.06.2006, numbered 294; and 6th grade MEB publication guide book for teachers. According to the resolution of the Board of Education of Ministry of Education, dated 17.12.2010, numbered 239;
- ✓ 7th grade private publishing (Anıttepe Publishing) According to the resolution of the Board of Education of Ministry of Education, dated 20.12.2009, numbered 309 ;and 7th grade MEB publication guide book for teachers. According to the resolution of the Board of Education of Ministry of Education, dated 08.12.2011, numbered 258.

DATA COLLECTION AND ANALYSYIS

The research data was collected by document analysis, one of qualitative research methods. In this sense, the analysis was carried out over the 5th, 6th, and 7th grades of secondary school Social Studies Guide Book for Teachers printed by Ministry of Education (MEB) and private publishing houses and also both student's book and student's workbook included in the guide book were also examined. The findings were comprised of the data included in this book. The examples given include the entire content of guide book, textbook and workbook. For example, one of the data belonging to the value of "Respect to Rights and Freedoms" is on page 193 in guide book, 159 in textbook and 109 in student's workbook. Because page numbers are different in each book, the page numbers of sample quotes presented in relation to the data obtained point the place they appear in guide book for teachers. The researchers coded separately in the books and consistency ratio was calculated by comparing the coding. In order to determine the reliability in content analysis, the consistency between the coders is calculated. Agreement percentage formula was used in this study for that purpose (Türnüklü,2000,p.551). By using this formula in the study, agreement percentage in coding was calculated to be 0,87 for the 5th grade private publishing house;0,88 for the 5th grade meb publication;0,93 for the 6th grade private publishing house; 0,90 for the 6th grade meb publication; 0,88 for the 7th grade private publishing house and 0,96 for the 7th grade meb publication. Reliability was obtained in terms of data analysis since %70 or above for agreement percentage is considered to be satisfying. The data collected from the books were examined under 7 themes and 26 sub-themes as presented in Table 1 and the findings related to the themes were presented in the tables and the sub-themes belonging to the themes were given below the tables as explanations.

Table 1. Themes and Sub-themes used in the analysis of data

Themes	Sub-themes
VISUAL	Pictures, photos, cartoons, poster, diagram
KNOWLEDGE	Dialogue, explanation, guide book knowledge, poem, folk song, march
CASE STUDY	Story, epic, inscription, case study,
QUOTES	Idiom, proverb, saying
ACTIVITY	Lead-in questions for the subject, questions about the subject, questions and activities in student's book, questions and activities in guide book for teachers
NEWS	Newspaper, Internet and news from magazines
EVALUATION	End of unit evaluation questions

FINDINGS

The findings obtained in the study which examined the reflection levels of values to be gained explicitly in secondary schools on textbooks were presented in tables.

Findings Related To the 5th Grade Social Studies Textbooks

Table 2. Findings Related to Reflection Levels of Values which are going to be gained explicitly in the 5th Grade Social Studies Texbooks of Meb Publication and Private Publishing houses

THEMES	VISUAL		KNOW-LEDGE		CASE		EXPRESSION		ACTIVITY		NEWS		EVALUATION	
Publishing house / Value	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE
Responsibility	8	24	24	64	2	2	-	-	14	59	2	-	8	11
Aesthetic	48	72	23	17	-	-	-	-	-	21	2	-	10	1
Sensitivity to Natural Environment	3	-	3	3	1	-	-	-	2	-	2	3	-	-
Hardworking	11	6	15	2	1	1	-	-	4	2	4	2	2	-
Academic Honesty	4	-	20	3	-	-	-	-	3	1	-	-	2	1
Cooperation	20	23	23	18	2	1	-	2	13	14	8	4	10	15
Being fair, Respect to Flag and the National Anthem	3	-	10	11	-	-	1	-	14	-	-	-	7	-
Sensitivity to Historical Heritage	17	24	6	5	-	-	-	-	8	-	4	-	3	1

Responsibility value was included in **Meb** publication with the photographs which showed that the students fulfilled their responsibilities (8) in **visual** theme; with knowledge such as explanation(13), guide book for teachers (2), dialogue (9) in ***knowledge*** theme, with examples such as *"…everybody fulfils their own duty…(p.78);…they have to fulfil their responsibilities towards the environment. (p.87); it is our responsibility to continue our primary education (p.90)"* ; with case studies such as a day in life of Ayşe (1) and an invitation to anybody (1) in ***case*** theme *;* with lead-in questions for the subject (2), questions about the subject(6) , questions and activities in student's workbook in ***activity*** theme with examples such as *"What are your rights and responsibilities in your school? (p.84);Specify which expressions that are put in Ayşe's list are the rights or the responsibilities.(p.85)" ;* with true-false questions (1), fill in the gaps (2), multiple choice questions (5) in ***evaluation*** theme with examples such as " *every role that is undertaken requires some rights and responsibilities if they weren't…(p.92)"*. ***Responsibility*** value was included in ***private*** publishing house with knowledge related to responsibility with both photographs (13) and pictures (11) in ***visual*** theme; explanation of responsibilities towards the school, environment, family and state by the students (10), guide book for teachers (37), dialogue (17) in ***knowledge*** theme with examples such as "*…specify the duties of the children such as doing their homework, cleaning their rooms and so on. (p.59); fulfilling individual responsibilities…(p.63); responsibilities for our country …(p.66); these are our responsibilities in our school(p.67);* case studies related to *individual's not being able to fulfil his duty* (1) or *being able to fulfil his duty* (1)in ***case*** theme; lead-in questions for the subject (4), questions about the subject(36) , homework in student's workbook (18) and project works (1) in ***activity*** theme with examples such as *"… state the responsibilities brought by the roles…. (p.54)";* multiple choice questions(2), true-false (1), matching (7) and essay type question (1) in ***evaluation*** theme with an example such as *"… match the relevant rights and freedom (p.73).*

Aesthetic value was included in **Meb** publication with map (1), historical artefacts (14), natural beauty (10), photographs of cultural richness (such as clothes, folk dances, handicrafts, anecdotes) (23) in ***visual*** theme; explanations(12), dialogues(7), guide book for teachers (4) in ***knowledge*** theme with an example such as " *…underline that our handicrafts carry aesthetic value, each of them is elegant, detailed, refined and motifs have different meanings (p.104);* internet news related to natural beauty (1) and cultural richness in ***news*** theme; true-false questions (1), essay type questions (4), multiple choice questions (5) in ***evaluation*** theme. In ***private*** publishing house, historical artefacts (23), natural beauties (12), photographs belonging to cultural richness (such as clothes, food, folk song, handicrafts, religious festivals and weddings) (37) in ***visual*** theme; an explanation (1) given about the beauty of the artefacts , their uniqueness, gracefulness, dialogue (15), guide book for teachers (1) in ***knowledge*** theme ; lead-in questions for the subject (2), questions about the subject(10) , questions and activities in student's workbook (9) in ***activity*** theme; and only a true-false question (1) in ***evaluation*** theme were included. .

Value of ***sensitivity to natural environment*** was included in **Meb** publication with the photographs of newspaper news and activities given in the study (3) in **visual** theme; explanations (3) in ***knowledge*** theme with an example such as *"…this will be actualized by the help of people who are sensitive about the natural environment. (p.135);* case studies in workbook (1) in ***case*** theme; questions and activities about the subject (1) and in student's workbook (1) in ***activity*** theme with examples such as *"what can be done to prevent environmental pollution and to reduce the harm given to the environment by the people?(p.135); why do we have to be sensitive about the protection of natural environment? (p.135)"*; and internet (1) and newspaper (1) news in ***news*** theme. In ***private*** publishing house, information of explanations (2) and guide book for teachers (1) in ***knowledge*** theme with an example such as *"... not damaging the natural balance… (p.125)"*; and internet news (3) in ***case*** theme were included.

Value of ***hardworking*** was included in **Meb** publication with the photographs of working and producing people (11) in ***visual*** theme; explanations expressing the professions and productions of the people (6) and dialogues (9) in ***knowledge*** theme with an example such as *"…we work in the coal mines… make great effort… with the effort of the labourers it becomes steel.(p.149)";* case study which the students tell their experiences in a project work (1) in ***case*** theme ; questions and activities about the subject (2), guide book for teachers (1) in ***activity*** theme ; internet (3) and newspaper news (1) in ***news*** theme; essay type questions (2) in ***evaluation*** theme with an example such as *"how does being hardworking and entrepreneur contribute to economy?(p.167)"*. In ***private*** publishing house, pictures of successful people (4), pictures related to productivity (1) and entrepreneurship diagram (1) in ***visual*** theme; dialogues (2) in ***knowledge*** theme; case studies about how a housewife becomes successful (1) in ***case*** theme; questions about the subject (1), questions and activities in student's workbook in ***activity*** theme and internet news about successful working (1) and entrepreneurship (1) were included.

Value of ***academic honesty*** was included in **Meb** publications with photographs showing the students' study conditions and how they do research (4) in ***visual*** theme; explanations which tell the ways about how to do scientific research in the last subject of the unit called "*Our Information Sources"* (20) in ***knowledge*** theme with examples such as *"…he made a plan. (p.184); to collect information about my research topic... (p.185); …I especially wrote from which sources I obtained information p.185."* questions and activities about the subject (1) and in student's workbook in ***activity*** theme with examples such as "why *is it important* to *give reference in the researches, do you think? p.185; we must benefit from the right sources while doing a research about a topic because …. (p.185)"*; and an essay type question (1) and multiple choice question (1) in ***evaluation*** theme with examples such as *"Which rules must be obeyed while doing a research about a topic? Why? (p.187)"*. In ***private*** publishing house, explanations (2) and information in guide book for teachers (1) in ***knowledge*** theme with an example such as *" … specify the sources you used as given below.(p.191)"*expression which only takes place in self evaluation form in student's workbook (1) in ***activity*** theme with an example such as *" I can show the sources I benefited from in the researches I conducted. (p.193)"*; true-false questions (1) and *"Doing research is academic honesty (p.192)"* in ***evaluation*** theme were included.

Value of ***cooperation*** was included in **Meb** publications with photographs (16) and posters (4) in ***visual*** theme; explanations (19), guide book for teachers (3) and poems in ***knowledge*** theme with examples such as *"…mention briefly the importance of helping each other and cooperation. (p.198); some non-governmental organization were founded to protect the rights of the children and to prepare them for the future.(p.197);… the people who are active citizens give importance to helping each other and cooperation .(p.205)"*; case studies related to a visit to Otash Camp and meeting students' expenses (2) in ***case*** ; lead-in questions (5), questions and activities about the subject (5) and in student's workbook (5) in ***activity*** theme; internet (3) and newspaper (5) news showing the activities of non-governmental organizations in ***news*** theme ; true-false question(1), fill in the gaps (1), concept map(1), essay type questions (5) in ***evaluation*** theme. In ***private*** publishing house, photographs showing the activities of governmental and non-governmental organizations (23) in ***visual*** theme; explanations (14), dialogues (3), and poems (1) in ***knowledge*** theme with examples such as " *We help each other in order to meet our need as an individual*

(p.198);…gave a lending help to children p.200"; case study which tells the aid of the hospital workers for LÖSEV (1) in ***case*** theme; with a quote of Mevlana in student's workbook which is "*A candle loses nothing by lighting another candle"(1)* and with "*Two heads are better than one .(p.214)"* proverb which is an answer to a multiple choice question asked in evaluation question (1) in ***expression*** theme ; questions and activities about subject (7) and in student's workbook (6), project work (1) ***in activity*** theme with examples such as *"paste the news about Turkish Red Crescent which runs for the help of people during the natural disasters in newspapers in the blank space given below .(p.206); What can you do to contribute to the works done by LÖSEV?(p.208)"* ; Internet news showing aid activities not only by governmental and non-governmental organizations but also by individuals (4) in ***news*** theme ; multiple –choice test questions (3), fill in the gaps questions (5), true-false questions (6), concept puzzle questions (2) in ***evaluation*** theme were included.

Values of ***being fair, respect to the flag and the Turkish National Anthem*** were included in **Meb** publication with photographs reflecting respect to the flag and the Turkish national anthem (3) in ***visual*** theme; explanations (6), poem (1), march and (1) guide book for teachers (2) in ***knowledge*** theme with examples such as " *this is your most fundamental right …(p.210); Emphasise that the meaning and importance of flag is great to Turkish nation (p.223); …. M. Akif Ersoy's patriotism, love of independence, love and respect to the …(p.225)"* ; a quote of Atatürk which is (1) "*Justice is granted with laws. (p.210)"* ; questions and activities about the subject (4), in guide book for teachers (1) and student's workbook (9) with examples especially about the administrator's being just such as *" What would be experienced if a governor or a district governor were not just with his decisions or activities? (p.221) and ... if you were to govern, what would you do as a just administrator? (p.221)"*in ***expression*** theme ; fill in the gaps (2), essay type questions (2), multiple choice (3) questions in ***evaluation*** theme. In ***private*** publication, being fair theme with dialogues (3), explanations (7) and poem (1) in ***knowledge*** theme with examples such as *"… protect the rights of the citizens (p.232); Ministry of Justice … fulfils their duty .(p.233)*"; respect to the flag with "a law passed on Turkish flag on May 29 ,*1936 (p.236)"* were included.

Value of ***sensitivity to historical heritage*** was included in **Meb** publications with photographs of historical artefacts (17) in ***visual*** theme, explanations (4) and information from guide book for teachers (2) in ***knowledge*** theme with examples such as " *Tell our students that historical artefacts, natural beauty and etc given as examples were all components of common heritage (p.240); …must be sensitive about conservation of historical heritage and their being reintegrated into tourism. (P.245)"* ; lead –in questions (1), questions about the subjects (3) and questions and activities in student's workbook (2) in ***activity*** theme with examples such as *"… historical artefacts and natural beauties are present . Why is it important to protect them? (p.240); … What could you do for the conservation of natural and cultural heritages?(p.241)"*; Internet (3) and newspaper news (1) in ***news*** theme; essay type questions (1), multiple choice questions (2) in ***evaluation*** theme. In ***private*** publishing houses, photographs of historical artefacts (24) in ***visual*** theme; explanation (1) and information from guide book for teachers (4) in ***knowledge*** theme with examples such as *"Emphasise that the purpose of UNESCO is to protect world heritages and transfer to the next generations .(p.252)* ; true-false question (1) in ***evaluation*** theme with an example such as *" Ministry of Culture enables the protection of historical artefacts in our country. (p.261)"*.

Findings Related To the 6th Grade Social Studies Textbooks

Table 3. Findings Related to Reflection Levels of Values which are going to be gained explicitly in the 6th Grade Social Studies Textbooks of Meb Publication and Private Publishing Houses

THEMES	VISUAL		KNOWLEDGE		CASE		EXPRESSION		ACTIVITY		NEWS		EVALUATION	
Publishing house / Value	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE
Being Scientific	5	3	13	25	-	-	3	1	10	20	-	-	6	6
Sensitivity to Natural Environment	-	5	2	6	-	-	-	-	1	8	-	1	-	-
Sensitivity to Cultural Heritage	8	29	20	31	-	-	-	-	10	12	1	1	2	6
Responsibility	6	1	6	1	-	1	-	1	4	2	1	-	1	2
Being Helpful	3	3	4	1	-	2	1	-	3	7	-	1	1	1
Respect to Rights and Freedom	6	7	46	41	-	1	5	-	22	28	6	2	5	14
Hardworking	4	-	1	-		2	1	-	-	4	14	4	-	2

Value of ***being scientific*** was included in **Meb** publications with the photographs showing that students do research (5) in ***visual*** theme; explanation firstly beginning with the fact and opinion concepts and then including the steps of scientific research (10); and information from guide book for teachers (3) in ***knowledge*** theme with examples such as *"Apart from our own opinions, we can also use the expressions whose truth can be proved scientifically in our daily life. (p.52); the teachers informed them about the scientific research steps. (p.64)"*; quotes of Atatürk (3) in ***expression*** theme with examples such as "*… their conservation and classification scientifically... (p.62)"* ; lead –in questions (1), questions about the subject (3) and questions and activities in guide books for teachers (5) in ***activity*** theme with an example such as *"Why is it important to apply the scientific research steps while doing research? (p.64)";* essay type questions (3), multiple choice questions (3) in ***evaluation*** theme. In ***private*** publishing house, photographs from library and search catalogue (3) in ***visual*** theme explanation (21), information from guide book for teachers (4) in ***knowledge*** theme with an example such as "*…citing somebody's information without adding footnotes won't be accorded with being scientific* …(p.28)"; quote of Atatürk (1) in ***expression*** theme ; lead –in questions (3), questions about the subject (9) and questions and activities in guide books for teachers (1) and student's workbook (7) in ***activity*** theme with examples such as *"Do a research on any subject you want or wonder by using the scientific research steps.(p.43)"* ; matching (1), multiple choice questions(2) and essay type questions in ***evaluation*** theme with examples such as *" which scientific research step is not mentioned in this talk?(p.67)"* were included.

Value of ***sensitivity to natural environment*** was included in **Meb** publications with only explanations (2) in ***knowledge*** theme with examples such as "*unconsciousness in the countries where there are rain forests and the timber demands of developed countries cause the destruction to increase* (*p.76); but due to much lumbering, teak trees and our forest are in danger of extinction. (p.77)"*; with a question *"In your opinion, what can be done to stop this extinction?(p.76)"*about the subject which is asked following the informative explanations (1) in ***activity*** theme.. In ***private*** publishing house, photographs showing the endangered animals (3) and the destruction of forest (2) in ***visual*** theme, explanation (5) and information from guide book for teachers (1) in ***knowledge*** theme with an example such as "*you can bring stories related to the subject as this part of the unit is allowed for the value of sensitivity to natural environment.(p.74)"*; lead-in questions (1), questions about the topic (3), questions and activities in student's workbook (4) in ***activity*** theme with examples such as "*in your opinion, what should be done to protect the forest?(p.74); an activity called let's give them a right to live (p.83)"* and Internet news about threat to natural environment and the precautions taken(1) in ***news*** theme were included.

Value of ***sensitivity to cultural heritage*** was included in **Meb** publications with pictures (4), miniature (3) and photographs(1) showing manners, customs and traditions in ***visual*** theme ; epics, books, inscriptions and

explanations about the life of scholars and statesmen and manners, customs and traditions (15), information from guide book for teachers (4) and dialogues (1) in ***knowledge*** theme with examples such as *" Turkey who gives importance to the conservation of cultural heritage …(p.103);the artefacts belonging to Gokturks were uncovered with the effort of The Turkish International Cooperation and Development Agency (TİKA) were started to be exhibited in museums…(p.103); one of our components is the weddings.(p.127);… state that our country contributes to the conservation of cultural heritage in that way.(p.130)"*;lead-in questions (1), questions and activities in guide book for teachers (2) and student's workbook (7) in ***activity*** theme with examples such as *"which handicrafts have survived in our day?(p.131)"*; news in newspaper about the activities of the Newroz Festival (1) in ***news*** theme; true-false questions (1) and essay type questions (1) in ***evaluation*** theme. In ***private*** publishing house, photographs showing historical artefacts (9), miniature and pictures (11), cultural richness (9) in ***visual*** theme; epics (3) and inscriptions (1) in **case** theme; explanations belonging to our cultural richness and the works of art left behind the scientists and statesmen (31) in ***knowledge*** theme with examples such as *"…Celebrations such as Festivals, Newroz celebrations, weddings and mesir paste festival are the indicators of our cultural richness. These are our values which compose, develop and keep our culture alive via language, religion, music, and literature.(p.116)"*; lead –in questions (2), questions about the subject (5) and questions and activities in student's workbook in ***activity*** theme with examples such as *"What is the place of festivals, ceremonies and celebrations in Turkish culture ?(p.113); What are the contributions of artefacts survived from the Seljuk Period to Turkish sense of culture, art and aesthetic? (p.130)"* Internet news showing the cultural richness (1) in ***news*** theme ; true-false questions (1), matching (1), multiple choice questions (2) and essay type questions in ***evaluation*** theme were included.

Value of ***responsibility*** was included in **Meb** publication with posters about paying tax(6) in ***visual*** theme ; an explanation about paying tax as a responsibility of a citizen(5) and a poem (1) in ***knowledge*** theme with an example such as "*It defends the importance and attention to paying tax in terms of its contribution to civic responsibility and national economy.(p.148)* ;a short story in student's workbook (1) in ***case*** theme; questions activities about subject (1) and in student's workbook (3) in ***activity*** theme with examples such as " *Why does Ataturk give importance to the civic duty?(p.149); As a civic responsibility … (p.149)"*; newspaper news about paying tax (1) in ***news*** theme; and only (1) multiple choice question is ***evaluation*** theme. In ***private*** publishing house, a cartoon story which tells the importance of paying taxes as a civic responsibility (1) in ***visual*** theme ; apart from the information given in visual theme explanation only (1) in ***knowledge*** theme with an example such as *"…we are required to review our approach to the environment and natural resources again.(p.151)"*; case study which mentions the responsibility of two students while doing homework assigned to them in ***case*** theme; quote of Ataturk which is *"the one who loves his country is the one who performs his duties in the best way.(p.149) (1)"* in ***expression*** theme ; questions about the subject (1) , homework which asks the students to prepare a poster about the responsibility for paying tax (1) in ***activity*** theme; matching (1) and multiple choice questions (1) in ***evaluation*** theme were included.

Value of ***helpfulness*** was included in **Meb** publications with newspaper news and photographs in the student's workbook (3) in ***visual*** theme; explanations about helpfulness and cooperation (3) and a poem (1) in ***knowledge*** theme; a proverb saying "U*nited we stand divided we fall.(p.176)(1)"* in ***expression*** theme; questions about the subject (2) and activities in student's workbook (1) in ***activity*** theme ; multiple choice question type (1) in ***evaluation*** theme. In ***private*** publishing house, photographs in case study (3) in ***visual*** theme ; apart from the explanations that take place in case study with the gain (1) called " *Realizes the importance of our country being in cooperation and solidarity about natural disasters and environmental problems with other countries.(p.180)"* under the topic called only difficulties are resolved together in ***knowledge*** theme; case study which tells the hand given to a student after an earthquake he lived through (1) and a short story in student's workbook (1) in ***case*** theme ; lead –in questions (1), questions about the subject (2) and in guide book for teachers (2) and student's workbook (2) in ***activity*** theme with examples such as *"Why are international cooperation and solidarity important in the face of natural disasters and environmental problems?(p.181)"* ; newspaper news (1) in ***news*** theme; essay question type such as *" What do you feel when you see people anywhere in the world who are powerless in the face of natural disaster or an environmental problem ? If you were asked to create a solution to prevent people from living through such problems, what kind of solution would you think? (p.187)"* in ***evaluation*** theme were included.

Value of ***respect to rights and freedom*** was included in **Meb** publications with diagram showing rights and freedom (1) and photographs showing the rights given to the women (5)in ***visual*** theme; dialogues (2), explanations (37), information from guide book for teachers (7) in ***knowledge*** theme with examples such as *"…State that one of the most fundamental features of Turkish Republic is to respect human rights and to be a secular state.(p.192)*"; quote of Mohammed The Prophet which is "*You have got rights over the women and they have got rights over you. (p.192)" (1)* and quotes of Ataturk which are *"...shortly the rights, interests, and freedom of a citizen working in any social institution are equal. (p.199);…without discriminating they can benefit from any rights and freedom announced with this.. (p.198); Republican administration parts from the other regime due to value it gives to human beings, and*

respect it shows to human rights and freedom.(p.199) " in ***expression*** theme ; lead-in questions (2) , questions about the subject (9), questions and activities in guide book for teachers (3) and student's workbook (8) in ***activity*** theme with an example such as *"What are the rights and freedom Mustafa Kemal Atatürk introduced with the Republic?(p.199)"* ; Internet (2) and newspaper news (4) in **news** theme ; true-false questions (2), and multiple choice questions (3) in ***evaluation*** theme. In ***private*** publishing house, photographs related to human rights to life, education, and care (5), picture (1) and cartoons (1) in ***visual*** theme; explanations which cite the reflections of rights given to human beings and even animals from past to present (41) by discussing the concept of right in history in ***knowledge*** theme with examples giving historical texts such as *" the codes of Hammurabi, last speech, Magna Carta and the laws of Suleyman the Magnificent , Declaration of Human Rights in 1789, the Ottoman Basic Law, Universal Declaration of Human Rights in1948 and European Court of Human Rights(p.210-214)"*; a play which is about a person who feels he has been treated unfairly and how injustice against him was rectified (1) in ***case*** theme ; lead-in questions (7) , questions about the subject (10), questions and activities in guide book for teachers (3) and student's workbook (8) in ***activity*** theme; newspaper news in (2) ***news*** theme; true-false questions (3), matching (6), multiple-choice questions (3) and essay type questions in ***evaluation*** theme were included.

Value of **hardworking** was included in **Meb** publication with photographs showing the products which emerged as a result of hard work and determination (4) in ***visual*** theme; an explanation which says *(1) "...raising hardworking and self sacrificing scientists ….(p.220)"* in ***knowledge*** theme ; a quote of Ataturk which is "*Our true mentor in life is science.(p.220)* (1)*"in* ***expression*** theme; *a* magazine covering the products that emerged as a result of hard work and determination (4), newspaper (6) and Internet news (4) in ***news*** theme**.** In ***private*** publishing house, short stories (2) in the textbook called "*Dream Thief*" and in student's workbook called "*An Unknown History of a Basketball Player*" in ***case*** theme; questions and activities about the subject (1) and in student's workbook (3)in ***activity*** theme; magazine news (2) in ***news*** theme , and true-false questions (2) in ***evaluation*** theme were included.

Findings Related To the 7th Grade Social Studies Textbooks

Table 4. Findings Related to Reflection Levels of Values which are going to be gained explicitly in the 7th Grade Social Studies Textbooks of Meb Publication and Private Publishing Houses

THEMES	VISUAL		KNOWLEDGE		CASE		EXPRESSION		ACTIVITY		NEWS		EVALUATION	
Publishing house / Value	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE
Respect to Discrepancies	2	2	4	4	2	1	1	-	-	4	-	-	1	1
Patriotism	-	-	-	-	-	-	-	-	-	2	-	-	-	-
Aesthetic	81	24	40	24	-	5	-	-	-	2	2	-	1	1
Being Scientific	-	-	8	2	-	-	-	-	-	-	-	-	-	-
Honesty	-	-	7	-	-	-	-	-	-	-	-	-	-	-
Being Fair	1	-	20	5	-	-	-	-	2	1	-	-	3	-
Peace	7	-	15	2	-	1	-	-	7	5	4	-	2	-

Value of ***respect to differences*** was included in **Meb** publications with photographs related to communication topic (2) in ***visual*** theme ; explanations especially expressing respect to differences of opinion (4) in ***knowledge*** theme with examples such as *"When our friends thinks differently from us ……. to show respect ……. (p.74); he tries to understand what the speakers feel and think. (p.76)"* ; short stories in guide book for teachers (1) and student's textbook (1) in ***case*** theme ; a quote of Ataturk (1) which is " *I appreciate listening to everybody one by one even though I will put into practice my own ideas*" *(p.86)"*in ***expression*** theme ; multiple-choice question type (1) whose answer is respect to differences*(p.89)* in ***evaluation*** theme . In ***private*** publishing house, pictures (2) in ***visual*** theme***;***

explanations (3), information from guide books for teachers in ***knowledge*** theme with examples such as *"specify what differences there are between the students in the visual. We have all have got different qualities. We must respect these differences. (p.34) and …showing respect to different opinions …(p.38)"*; case study called Efe's diary about the right of privacy topic (1); in ***case*** theme; lead-in questions (1), questions about the subject (3) in ***activity*** theme with examples such as *"How does showing respect to differences or not affect communication?(p.34)"*; a critical question (1) in ***evaluation*** theme with an examples such as *"Deliberately laying hands on the rights and freedom of a person and violating them (p.54)"* were included.

Value of ***patriotism*** was not included in **Meb** publications in any of the themes. In the units the rights of citizenship was mentioned. In ***private*** publishing house, a study called what can be done for the future of the country in student's workbook (2) and a song called *" Memleketim (p.78)* were included.

Value of ***aesthetic*** was included in **Meb** publication, with photographs of historical works of art built during the Ottoman Empire (35), miniatures depicting the events (17), photographs showing cultural richness such as clothes, food, and traditions (20) and pictures (9) in **visual** theme; explanations especially in line with the gain "*realizing the effects in the sense of culture, art and aesthetic in the framework of Ottoman-European relations.(p.140)"* citing expressions belonging to works of art and cultural richness such as " *unique example, the best example, reflecting art and aesthetic, compatible"(40)* in ***knowledge*** theme ; news in the newspaper (2) ;about " *"the mosque built without a single nail (Çivisiz Cami) (p.119) and The European composers were affected by the Ottoman Janissary Band (Mehter Takımı) (p.140)"* in ***news*** theme; and cultural richness with multiple choice question type in ***evaluation*** theme. In ***private*** publishing house, photographs of historical artefacts (13), cultural richness (5) and miniature pictures (6) in ***visual*** theme; explanations (10), quotations (11) and information from guide book for teachers (3) in ***knowledge*** theme with examples such as *"…you can draw the attention on the magnificent stonemasonry (p.86); you can emphasise that classical Turkish houses are both user friendly and they have aesthetic dimension (p.114); The Suleymaniye Mosque …. With its many technical features, the mosque is beyond the reach (p.118) "* ; epics (2) and short stories (3) in ***case*** theme ; questions about the subject (2) in ***activity*** theme; research homework (1) in ***evaluation*** theme with an example such as *" prepare an information file which reflects the historical and cultural qualities of the city where you live by benefiting from various document. Share the file prepared with your classmates. (p.127) "* were included.

Value of being ***scientific*** was included in **Meb** publication, with giving reference just under the quotations (8) in ***knowledge*** theme. In ***private*** publishing houses, explanations (2) such as "*to wonder, to know, and to learn are the most important qualities of humanity (p.142)"* which emphasises science concept in ***knowledge*** theme were included.

Value of ***honesty*** was included in **Meb** publication, with explanations where expressions such as honesty, righteousness, being fair were mentioned (7) in ***knowledge*** theme with examples *" …be as good as your word, ... (p.194); be honest …. (p.84); tell the truth about everything.* In ***private*** publishing house, no themes were included.

Value of ***being fair*** was included in **Meb** publication with photographs showing the inside of courtroom(1); explanations stating how the state, administrators, and judicial bodies secure justice (18) and information from guide book for teachers (2) in ***knowledge*** theme with examples such as *"While Egyptian pharaohs killed people, Turkish emperors only thought the welfare of the nation . (p.204); Divan was open to wishes and complaints of all the public without differentiating between religions and nations. (p.205); everybody had the equal vote right. (p.207)"*; questions and activities in guide book for teachers (1) and student's workbook (1) in ***activity*** theme with an examples such as *" How should a class president be chosen? (p.207)"*; and multiple choice questions (3) in ***evaluation*** theme. In ***private*** publishing house, explanations (5) in ***knowledge*** theme with examples such as *"There is no discrimination and privilege between the Turkish citizens. (p.193); Judicial bodies of the state are the most authorized institutions in distinguishing just or unjust. (p.197) ; , state provisions not being cruel was mentioned like that" don't be cruel; use cruelty against the evil, clear the whole country from the evil (p.185) "*; activity in student's workbook (1) in ***activity*** theme were included.

Value of ***peace*** was included in **Meb** publication with photographs showing the destruction caused by the war (1) and cartoons about global issues in student's workbook (6) in ***visual*** theme; explanations belonging to peace treaties to stop the wars and protocols and convention (15) in ***knowledge*** theme with examples such as *"…withdrew from the war by the Mondros Armistice Agreement.(p.233), …Global Environmental Convention was signed by some of the participant countries. (p.239)*" a question about the subject (1), questions and activities in student's workbook (6) in ***activity*** theme with examples especially in line with the pictures given in student's workbook such as ; *… write a composition about the importance of peace . (p.233); …write a composition including your opinions about the establishing and protection of peace. (p.241)"*; Internet (3) and newspaper news (1) about the solution of global issues in ***news*** theme; true-false question (1) and multiple choice question (1) in ***evaluation*** theme. In ***private*** publishing

house, explanations (2) in ***knowledge*** theme with examples such as *"… Mustafa Kemal is a unique genius who gave importance to peace at home and in the world. (p.217); If a continuous peace is wanted, international precautions are taken to enhance the conditions of communities. (p.217) "*; a short story which tells the contribution provided to peace by Einstein (1) in ***case*** theme; questions and activities about the subject (2), in guide book for teachers (1) and student's workbook (2) in ***activity*** theme with examples such as *" … discuss the damage terrorism gives to peace. (p.223), what can be done for peace? (p.219) and … what can be done to establish world peace? (p.218)"* were included.

CONCLUSION

While books published by private publishing houses were studied in some regions by Ministry of Education, books published by Meb were studied in some regions. While knowledge transfer related to values and values education took part in social studies guide book for teachers published in the 5th, 6th and 7th grade guide book for teachers published by meb, only the definition of relevant theme in the 6th grade guide book for teachers in publications of private publishing house was included. This condition is a negative situation for books published by private publishing houses because the information given in this book transfers important knowledge about values and values education to teachers and helps teachers in this process.

In the 5th grade textbooks by meb publication and private publishing house, values of ***responsibility and cooperation*** were discussed in the best and most efficient way nearly among all themes. Besides the knowledge given, whether this knowledge was acquired or not was tried to be evaluated with the end of unit evaluation questions. When compared to Meb publication, responsibility and cooperation were included better. ***Responsibility*** was primarily given as duties belonging to the roles the people have. Especially with the subject of *responsibility (p.62),* the responsibilities were given to the students explicitly, and it was determined that the students were required to possess responsibility. Value of ***cooperation*** was tried to be transferred by telling the activities carried out by the governmental and non-governmental organizations to solve the social and individual problems. In ***Meb*** publication and private publishing house, aesthetic value was tried to be acquired with natural assets in different places of Turkey, historical places, cultural richness, plays and clothes, houses, food, handicrafts, weddings, national and religious festivals. In the information given, especially aesthetic value was tried to be emphasised with words such as unique, beauty, fascinating, masterpiece, natural wonder, architectural wonder. It can not be stated that value of ***sensitivity to natural environment*** was not completely included in both of the publications of Meb and private publishing house. In the information it was given to prevent the damage given to the nature but love for nature was not mentioned. While ***hardworking*** value was given as a work of an occupational group and people's transformation of their opinions to production, it was not given in desired level in private publishing house but only as one of the qualities of entrepreneurial person. While value of ***academic honesty*** was tried to be transferred both in visual and knowledge themes by being emphasised in subject of information resources and steps of the research and giving references in the 5th grade meb publication, it was included only as giving reference in private publishing house but the value was not acquired sufficiently. While values of ***being fair and respect to flag and the Turkish National Anthem*** was included in the 5th grade meb publication with questions related to the administrator's being fair or not, respect to flag and the Turkish National Anthem was given with both activities and poems and marches. However, these values were not included in a private publishing house apart from knowledge theme. Value of ***sensitivity to historical heritage*** was not included in meb publication with any activity in the name of why the historical artefacts whose pictures were given should be protected, by introducing the historical artefacts and objects in private publishing house, their conservation and transfer to future generation was emphasised. It was mentioned that the conservation and completion of these artefacts would contribute to tourism and returns to national economy.

While in the 6th grade Meb publication, value of ***being scientific*** was included with both visual and informative knowledge by telling students about how a scientific research should be done, it was given as theoretical knowledge only in private publishing house. It can be stated that value of being scientific was included most explicitly and clearly in Meb publication. Both publishing houses tried to teach the value of ***sensitivity to natural environment*** under very few themes by presenting the negative situations taking place in the nature and their effects. Moreover, as it is expressed in the definition of value, while this value was being acquired, love for nature was not included among the gains. It can be stated that both publishing houses were insufficient to transfer the value. Value of ***sensitivity to cultural heritage*** was included in both publishing houses with activities related to nearly each theme under the title of celebrations of our living cultural values subject besides the expression of conservation of cultural heritage. Because value of ***responsibility*** was included in both publishing houses in the best way, the necessity of paying tax as a civic responsibility was emphasised in the 6th grade. Value of ***helpfulness*** was given efficiently in the 5th grade as value of cooperation in both publishing houses. This value was included in the 6th grade like that: the other countries are required to help the country that lived through a disaster mainly financially according to the relationships between

the countries. Although the expression in the 6th grade Meb publication (2012a,p.35) which said " "*Value of helpfulness should not be regarded as only financially. Sometimes sharing sorrow with a statement, listening to a problem, and giving hope are the expressions of being helpful. Therefore, being rich is not required to help"* were mentioned, helpfulness was only given as materiality. This condition reveals that value of helpfulness was not taught completely in social studies curriculum. ***Respect to rights and freedoms*** was taught generally in both publishing houses as the historical development of respect to rights and freedoms and the concept of respect was included especially as respect to different beliefs and culture. Moreover, giving the rights which people deserved was expressed as the respect to rights and freedoms. The maximum evaluation questions *(Meb,5;Özel,p.14)* were included in this values. Value of ***hardworking*** was tried to be acquired in both publishing houses by emphasising that the organized and disciplined works of the people had a role resulting in the latest technological developments in the science world. In addition to this, it is emphasized with *Dream Thief (p.174)* and *An Unknown History of a Basketball Player (p.247-248)* in private publishing house that to pull off requires to work very hard without giving up and to be determined.

It can not be stated that the values were included completely in the 7th grade books like in the 5th and 6th grades. While both of the publishing houses emphasized value of ***aesthetic*** most in the 7th grade social studies textbooks, initially ***patriotism*** which can involve the national feelings being inspired and many values and values of ***being scientific*** and ***honesty*** were nearly avoided. Value of ***respect to differences*** was tried to be taught especially with communication subject in both publishing houses. It can be said that this value was not included adequately. Value of ***aesthetic*** was tried to be taught with the attainment "*the Ottoman notices the collaboration in the sense of culture, art and aesthetic within the framework of her relationship with Europe*". While value of ***honesty*** was not included in private publishing house, it was mentioned with a few sentences about Ahi order and occupational ethics in meb publication. While value of ***being fair*** was included with informative explanations about the state's and the administrators' sense of justice in old Turkish states and the current Turkish Republic in meb publication, it was tried to be explained with the judicial sentences in the constitution and the presence of the courts in private publishing house. Value of ***peace*** was tried to be taught by giving the war and the bad results caused by the war in both publishing houses. The activities which was included in the expressions" *The ways to establish a positive communication to develop the relationships between the people and the countries must be sought. Art, sports, and cultural activities will help the people to get to know each other better and develop their friendship. Therefore, peace environment will be set up."* were not included in the 7th grade meb publication ((2012,p.30) for value of peace.

As a result, while values of responsibility, cooperation, aesthetic, being scientific, sensitivity to cultural heritage, respect to rights and freedoms were taught in a better way, it cannot be stated that values of helpfulness, hardworking, sensitivity to natural environment, patriotism, being fair, respect to flag and the National Athem, and peace were taught adequately. In terms of publishing house, it can be stated that Meb publications were more effective with regards to including information related to value and value education in each class level and teaching the values.

SUGGESTIONS

- ✓ Giving importance to education rather than teaching, especially value education while raising the future generations who are the future of a country can be evaluated as a good development. It is not enough to write the names of the values in Social Studies Curriculum. Therefore, the values given in the curriculum can be revised and the values which are transferred deficiently and inadequately can be involved more.
- ✓ The activity types related to values in books published by Meb and private publishing house can be varied.

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Storybook Reading in the Arab World

Nisreen Anati [1]

[1]
Assistant Professor of Curriculum & Instruction/English Education
Faculty of Education
Al Ain University of Science & Technology
Al Ain, U.A.E. (United Arab Emirates)
P.O. Box. 64141, Al- Ain, UAE
Tel. 00971 3 7611185
nisreen.anati@aau.ac.ae

ABSTRACT

Storybook reading at the kindergarten level is not given adequate attention by Arab parents and caregivers due to the perspective that children do not understand formal Arabic/FusHa and those children do not enjoy being read to from books. However, a body of research supports the hypothesis that storybook reading has a positive impact on children's literacy development and reading interest. In support with the research findings, the results drawn from the current study which targeted Arab kindergartners indicated that exposing children to storybook reading appears to support early literacy for Arab kindergartners. There was a noticeable increase in the proportion of formal Arabic vocabulary and clauses in the kids' utterances. Kindergartners have showed a positive progress on measures of comprehension and richly use of vocabulary and complex sentences in telling picture stories. Besides using words in FusHa, the children's speech has tended to become more distinct and more grammatical. They will pronounce the end of words more clearly and can distinguish between singular and plural forms- both of these attributes of literary Arabic. Most importantly, the children's reading motivation was positively influenced.

Keywords: *storybook, reading*

INTRODUCTION

Being in America for several years, I noted that storybook reading was given a great deal of attention in kindergarten classes in the United States. Storybook reading is the process by which the teacher/parent shares the content of storybooks with children, while at the same time encouraging social interaction (reading, showing illustrations, and encouraging student participation and conversation). This early exposure to storybook reading appears to support early literacy for American school children. I was wondering if reading storybooks to Arab children by Arab adults (e.g., parents, grandparents, siblings, friends…) will have a positive impact on Arab children's reading interest and literacy skills.

Arab parents believe that children do not understand formal Arabic and that children do not enjoy being read to from books. According to Ayari (1996) Arab children face a lot of difficulties learning the Arabic language mostly due to its "diglossic nature" (as cited in Fedda & Oweini, 2012, p. 351). Diglossia refers to the existence of two varieties of the same language: the standard Arabic or "FusHa" and the colloquial or "Ammiyya" (Versteegh, 2001, p. 189) which are linguistically distant (Saiegh-Haddad, 2003). Thus, language acceptance rather than social background seems to be the decisive factor in parents not reading to their children. An unfortunate consequence of the absence of story reading among Arab kindergartners is that these young children are deprived of knowledge and skills that will probably best aid their transition to literacy.

The reading habit among Arab families falls under one of the following categories: parents read to their children from books in very rare cases, more commonly, parents orally recite stories they remember from their own

childhood. And in the remaining families, parents use books in storytelling sessions but do not read from them. Instead, having read the story previously on their own, they relate it orally in Ammiyya while showing their children the illustrations. I became interested in the storybook reading activities that would make sense to Arab kindergartners and help them learn the formal, written register (i.e., formal literary Arabic) required in Arabic schools. Thus, it became my goal to share a number of Arabic storybooks with Arab children for a certain period of time to investigate the influence of storybook reading on Arab kindergartners' literacy development and reading motivation. To achieve this goal, I was extra careful that the selected storybooks use simple literary Arabic language targeting young children.

Storybook Reading

Storybook reading has become an increasingly influential activity in preschool and kindergarten classrooms. Proponents perceive it as one of the most meaningful activities for providing children with positive literacy experiences (Elster, 1994; Karweit, 1989; Teale, 1978; Wells, 1986). "Also, Yaden (1989) describes it as an activity that facilitates development of preschool children's ability to construct meaning in the context of a book and as a model of the rhythm and patterns of written language" (p. 208). Sulzby and Teal (1991) describe storybook reading as a social, creative, and interactive activity.

The Influence of Storybook Reading on Children's Literacy Development

Several studies have reported the constructive influence of storybook reading on children's literacy development. Otto's (1993) studies suggest that storybook reading programs increase children's involvement and interaction with storybooks in ways that spark increased literacy skills. For example, the results of one such study, which was designed to encourage urban kindergartners' daily interaction with storybooks at home and at school, reveal that seventy five percent of parents reported an increase in their children's interest in reading and literacy-related behaviors. Moreover, eighty-eight percent of these parents stated that their children engaged in storybook reading daily or several times a week.

Various inquiries into the benefits of storybook reading in the classroom suggest that it significantly improves a child's acquisition of new vocabulary, reading comprehension, book concept, internalization of reading behavior, decoding, and motivation to read. Storybook readers also experience increased social interactions with each other and adults through asking questions and conversing with others. Finally, storybook reading is credited with helping children develop comprehension skills, construct meaning by relating their personal experiences to the text of the story, and interact with the text openly as their teacher reads to them (see, for example, Carger, 1993; Clay, 1979; Durkin, 1966; Teale, 1978).

In addition to the benefits mentioned previously, storybook reading is also believed to significantly facilitate language and reading development at school (Teale, 1978; Wells, 1986). Fitelson, Kita, and Goldstein (1986) indicate that exposing children to storybook reading systematically helps them to develop their use of language and increase their reading comprehension.

Other studies on the benefits of storybook reading to children suggest that literacy development does not depend on the act of story reading alone. In fact, other factors such as the interaction between adult and child (which facilitate their ability to construct meaning from text), also contributes to a child's literacy development (Nino & Bruner, 1978). The evidence further implies that the effects of storybook reading on children's literacy development depends to a very large extent on the teacher's enthusiasm, opportunities for interaction with the teacher, and the size of the group (Karweit, 1989). Some even go as far as to say that the social interaction that occurs between an adult and a child is the most important element in storybook reading. In other words, many experts believe that a child's development of knowledge, attitude, and literacy skills is influenced by their social interactions (Sulzby, 1985; Teale, 1978; Teale & Sulzby, 1987).

Many investigators suggest a direct correlation between reading to children and their ability to read or succeed at school. Durkin's (1966) study of children who develop reading skills early demonstrates that these children were read to by others, such as parents or siblings. In keeping with this theory, a report from the National Institute of Education stated that "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (Anderson, Hiebert, Scott, & Wilkinson, 1985).

Several studies have explored possible relationships between being read to and particular aspects of literacy development. Wells (1986) presents a compelling argument in support of the fact that listening to stories and talking about them is a fundamental and significant source for increased vocabulary development. In another study, Purcell-

Gates, McIntyre, and Freppon (1995) examined the relationship between language development and literacy acquisition. They tested the hypothesis that children generally develop their knowledge of the written language over time through experiences with books. The results of their investigation revealed that while all the kindergartners in the study group had already developed some linguistic knowledge, the disparity in their literacy levels was significantly affected by the different methods of preschool instruction. Children in whole language classrooms learned more about written language than children in the skills-based curriculum. This study suggests that children can develop their knowledge by listening to stories and actively responding to them.

Recognizing the critical importance of reading stories to children, several researchers have focused on the best ways to maximize the benefits. Peters (1993), for example, emphasizes the role and place of story reading in the classroom, indicating that prescribed guidelines and practices should be considered when reading stories to children. In fact, she argues that story reading at school should be not thought of as a coincidental activity or simple practice. Instead, Peters suggests that teachers regard story reading as a fundamental aspect of the curriculum and carefully consider when and how to engage in story reading. This leads us to assume that even when parents read for their children they need to use their skillful reading habits to make the reading experience more enjoyable and more beneficial.

METHOD

Participants

Two Arab kindergarteners were the participants in this study, Omar a six-year old male; came to America when he was 2 years old and Aya a five-year old female moved to the US at age one. Their parents were graduate students at one of the American top ten universities. The language spoken at home was Arabic. The children attended the Islamic school two days a week (Sundays and Fridays) for three hours each session to learn two subjects only: Islamic Studies and Arabic language; where they received instructions in reading, writing, and speaking Arabic.

Materials

Children's story books. Criteria for story selection were (a) content that attracts children, (b) a narrative style, and (c) grammatically correct yet not archaic language. A search of available Arabic children's books revealed a preponderance of heavily moralistic material written in abstract and extremely difficult language. Consequently, 12 of the 20 stories that served as experimental texts were not originally Arabic children's books. Only eight Arabic stories were used in their original form, four were translations of English stories, four were bilingual stories-written in both English and Arabic texts, and four electronic simplified narratives. The language, of most of the stories, resembled Modern Standard Arabic, an in-between medium that is used today in newspapers and other mass media in Arabic-speaking societies. In other words, the language used in the storybooks, while not always literally "FusHa," was still considered "literary language" significantly different from their daily language for the purpose of this study. For the space limitation, I have reflected in this paper on 4 storybooks: 1 Arabic, 1 translated, 1 bilingual, and 1 electronic narrative.

Post assessment tools. Four pictures were used for a picture-storytelling task as a post measure for the participating children. Also an Arabic text taken from *Arabic for Beginners* (an Arabic textbook used in the Islamic school for kindergartners) served as a post assessment tool to measure children's comprehension.

Data Collection and Analysis

Storybook Reading Procedure

Usually, the shared reading session would start with unstructured discussion on the target text. The investigator may talk about the book cover, illustrations, title…Then they may start a picture walk while inviting the children to predict the topic of the story... Sometimes, before starting to read, the investigator would explain no more than three key words, without which children might not be able to understand the story. While reading, the investigator was to append Ammiyya terms to FusHa expressions she thought children might find difficult.

Examples of the Storybook Reading Sessions

As mentioned earlier, the investigator shared a number of Arabic picture books with the participating children. The section below includes an example on each book category and a reflection on each reading experience.

Arabic picture book. Generally speaking, Arabic children's books deal with different topics; good and evil, morals, good behavior, family relations, caring for animals, etc. The following is an example of an Arabic book that has been shared with the participants.

We shared *Ausrati (My family)* Arabic book which is about five-year-old Sarah who is introducing her family members. Here is a translation of the book's contents.

- This is my Father
- This is my Mother
- This is my brother
- These are my grandparents.
- I love my family.
- The End.

The investigator asked if the participating children liked the book and why, the following are some of the responses:

- Aya: I liked the pictures because Sarah's mom and grandmother put on a head cover like my mom.
- Omar: The grand mother looks funny, she is kind of ugly.
- Investigator: Is it fun to read in Arabic?
- Omar: This book is short and easy I can read it all by my self, but I do not like long ones, I get bored when I read them.
- Aya: I do not understand the story when you read it, but when you spoke it out loud, I liked it.

Comments on Ausrati/My family. When we started, I would read them one line and explain one line. These children for example, did not know what the formal Arabic words 'Ausrati' (my family), or Jadati (grandmother) mean. According to my observations, in the early days children had spoken up only rarely, but had done so whenever they felt like it. After three weeks of the experiment I would explain no more than three key words, without which children might not be able to understand the story. While reading I was to append Ammiyya terms to FusHa expressions I think children might find difficult. After a month or so I read them a whole page at a time, and they followed and comprehended.

Although I noticed a positive progress in the children's literacy skills and reading interest, I felt that the Arabic books didn't meet the children's expectations or interests. I tried my best to make the Arabic books as challenging and as interesting as I could. Although I had challenged them by asking questions, connecting the story with their life interests, and encouraging them to do art work or act the story out, yet the kids felt bored or not totally engaged. To be honest, I do not blame them because I have noticed that most of the available Arabic books lack the basic elements of children's literature. In the previous book *Ausrati,* for example, the author just kept saying this is my dad, this is my mom, etc. Where is the excitement element? Or even the story's events have been selected with no attempt to draw the reader's imagination or creativity. The story asks youngsters to respect their parents, but these morals are conveyed in a direct way that makes children quit reading.

After all, I realized that the lack of reading interest among Arab children was not just about language, it was also about the quality of the Arabic children's books. Some books were published over 50 years ago and include some fairytales that may no longer be suitable for today's child. A journalist in the *Magazine Of Egypt* ironically commented on the Children's Book Fair at the Cairo International Conference which ran December 1–6, 2006, saying, "Why is it that the Children's Book Fair is always well attended by hordes of schoolchildren enjoying a day trip with their

teachers, yet very few of them carry any books on their way out? Why should children be taken to the edge of the water only to be whisked away thirsty?" (Egypt Children's Book Fair). Then he claimed that some publishing houses found the fair to be a good opportunity to peddle all kinds of books that had nothing to do with children, including titles on religion, cookery, knitting and even politics. That's why Arab children hate books.

Translated storybooks. Eric Carle's classic *The Very Hungry Caterpillar/ Alyaraqah Al Ja'ah Jidan* was translated from English into Arabic. It is very engaging book with skillful illustrations on the stages of a butterfly.

Comments on The Very Hungry Caterpillar/ Alyaraqah Al Ja'ah Jidan.

- Investigator: Have you ever seen a caterpillar with so many colors?
- Omar: I have seen a green one only, I have seen one but it was not real.
- Investigator: How big is a caterpillar? Is it as big as this book?
- Aya: No it is as long as my finger. When it is sleeping it is as big as a jelly bean.
- Investigator: What will happen when the caterpillar is full?
- Omar: He will get fat. He will be a butterfly. My science teacher told us that. Yes, I have seen this in the "Big Big World" in the TV.
- Investigator: I need every one of you to make his/her Arabic book that has pictures of the caterpillar on one side and the things that he ate on the other side.
- Investigator: Now can you act out the story for me?

Children hid under the table then started to crawl, after they got out, they pretended to eat most of the items mentioned in the story. Finally, they pretended flying as a butterfly. They were not only engaged in the play but with paint and writing as well. They made an Arabic book about themselves and what they ate on different days of the week.

Eric Carle is brilliantly innovative designer and artist, and he has dramatized the story of one of nature's commonest yet loveliest marvels, the metamorphosis of the butterfly, in a picture book that can delight as well as instruct the very youngest reader or listener. The bilingual text facilitated the children's comprehension of the story. Whenever they listened to an unfamiliar word in Arabic the teacher would read the English counterpart. Cleverly die-cut pages show what the caterpillar eats on successive days, graphically introducing sets of up to 10 objects and also the names of the days of the week in rotation, as well as telling the central story of the transformation of the caterpillar. The final, double-page picture of the butterfly is a joyous explosion of color. Children have enjoyed learning most of the words that have been mentioned in the story; names of food, names of the days of the week, stages of butterfly, etc. in English and Arabic languages.

Bilingual storybooks. *The Journey of Ibn Batuta* . This book is written in both Arabic and English. The investigator would comment on the illustrations and read the Arabic print. "In the days when the earth was flat and Jerusalem was the center of the world, there was a boy named Ibn Battuta." So begins this wonderful book about the great Muslim traveler who began on a journey to Hajj (pilgrimage) and returned 29 years later, having traveled from Morocco into North Africa and throughout Asia. He shares his experiences as a Muslim scholar and traveler on colorful pages accompanied by Arabic calligraphy that adorns ancient style maps in this beautifully crafted book.

Comments on The Journey of Ibn Batuta.

- Investigator: Lets make-believe and ride behind Ibn-batuta on his donkey, to explore the world with him. Let's say together goodbye [to our relatives], and turn our donkey east, from Tangier to Mecca.
- Investigator: Now, we are in Jerusalem.
- Omar: Wow! This city is in my country Palestine. We have many pictures at home of Jerusalem.
- Investigator: Ready, we will cross the bridge to reach Mecca.
- Aya: Look! This is the ka'ba (a mosque-like place where Muslims go for pilgrimage). My Islamic studies'

teacher showed us [a similar picture] of Ka'ba.

- Aya: yes we made believe that we are pilgrims praying around the Ka'ba.
- Omar: (pointing to the picture) Why Ibn Batuta dresses up this way? Do pilgrims dress up like him?
- Investigator: Muslim men dress up [in a white] uniform when they go to Hajj (pilgrimage).
- Investigator: Are you tired guys? We need to rest in this country called Maser/Egypt.
- Omar: My father visited Egypt. How many hours is Egypt from the US?
- Investigator: This is Tunis. Do you have any friends from Tunisia?
- Aya: No… look! This is Jamal/ a camel.
- Investigator: Do you know that camel lives in the desert, and many people ride camels in the Arab World, and eat its flesh too?
- Investigator: (pointing to the print on the tea pot). Do you know what language is this?
- Omar: Chinese, which means we are in china. I have many friends in the English school who are from China.
- Investigator: We have been away from Morocco for 29 years, don't you think its time to go back home?

This map-like book introduces children to some Arabic countries, ancient Arabic calligraphy, and Muslim-Arabic traditional dressing. The English text describes Ibn batuta's journey in detail, while the Arabic text mainly covers the names of the countries that Ibn batuta passed by. It is a good chance for the children to study the names of some Arabic countries, see pictures of holy places like Ka'ba and Al aqsa mosque, and enjoy the traditional uniform of Arabs and Muslims. The author did not forget to draw the children's attention to the animals that mostly live in the Arab world. Little ones kept asking how a camel and a donkey look, so the researcher thought the best way to explain would be by showing them a movie about these animals. When I shared the book with my children they had the enthusiasm to see these big animals in reality. So I thought the best way to explain would be by searching the internet and show them some moving pictures of these animals. The idea of searching the internet, guided me to think of the effect of electronic books on the children's literacy and reading interest. The other reason for choosing electronic books was to meet the students interests, since all of them are studying and living in a developing country which has started using technology in its classrooms.

Electronic books. Electronic books are becoming prevalent in education as one way to teach students about content, literary features such as narrative structure, and even technology itself. These electronic storybooks take traditional oral or print stories, and add graphics, sound, animation, and video to create new interactive storybooks.

Assa Musa (Musa's Cane) is an example of the electronic Arabic narratives that was shared. Interestingly, the electronic storybooks have a magical impact on the participating children's literacy skills. They got completely engaged in all the elements of a story. All of these aspects are woven together to tell a rich, multi-sensory story. That's why the children asked the investigator to replay *Assa Musa* (Musa's Cane) several times and still enjoyed it. One day I saw Aya holding the same story book and pretending reading the exact words and phrases that she memorized from the computer. I was amazed to hear her uttering literary Arabic.

Not only has the children's Arabic reading improved but their writing as well. Aya couldn't write in Arabic but she knows her Arabic alphabets. In an attempt to introduce her to Arabic print, I labeled the Arabic letters and stuck them on the computer's keyboard, and then I asked her to type her name and other favorite words that she chose. The kids were very proud of themselves when they printed their names and could read what they typed. In sum, electronic storybooks have demonstrated a significant positive impact on emergent literacy skills.

Post Assessment Tasks

At the end of the experiment, two main tasks served as post measures:

Part 1: Students' comprehension and interaction task: with no suitable test for kindergarten-aged children

available in Arabic, I have chosen a unit from their regular textbook *Arabic Language for Beginners* that had not been taught to the children before. The unit included a narrative reading passage followed by a list of comprehension questions and vocabulary exercises. The investigator read the passage and asked ongoing questions while reading, occasionally, the students raised some questions either about the meaning of unfamiliar words or about the story characters or events. This kind of spontaneous discussion helped me in assessing the children's interaction and comprehension of the target passage. This task also allowed me to assess the literacy skills of the kids to consider the impact of the treatment.

I felt it would be fairer for the little kids to consider their overall performance. Therefore, I counted the number of "literary" words that the kids couldn't understand their meanings through out the reading passage. When the text was read to the participants, only 3 words were new to them. Thus the investigator appended the Aammyia terms to FusHa expressions she thought children found difficult. For example the word Jalas/ sat was given in colloquial Arabic. To measure the children's comprehension skills, five questions were raised. The students gave 4 correct answers out of five. They failed to answer the following question: "Why do you think the bird put small stones in the jar?" (The answer was: because there was a little bit of water in the bottom of the jar, and the bird could not drink so it put stones to raise the water's level to the top of the jar).

Part 2: Picture-storytelling task: Children's ability to tell a picture story has lately become a preferred way of assessing their language proficiency and knowledge of story schemata (Stein & Glenn, 1982). The task consisted of four pictures. In the first, a girl riding a donkey is distracted by a bird flying overhead. In the second picture, the girl is in the act of falling, after having run into a tree by the roadside. Another girl is running up from a nearby house. In the third picture, the second girl is helping the first, whose arm is hurt. The fourth picture shows both girls in a living room together with a grandmother figure who is bandaging the broken arm.

The investigator spread the pictures in front of the children in the correct sequence, then asked them ''to look carefully at the pictures from the beginning (pointing to the first) to the end" (moving their finger along the pictures from first to last). After judging from children's head and eye movements that they had complied, the investigator said, "These pictures tell us a story. Now you tell us the story that these pictures tell, from the beginning (pointing again to the first picture) to the end''(moving her finger along the pictures to the last one, as she had done before). The investigator, then said, ''Now Omar will tell us a story.' I wrote down a translation of the stories children told in Arabic.

Transcriptions of children's stories were rated according to three main categories:

- Causality: to measure children's ability to draw inferential conclusions on the basis of picture clues.
- Story beginnings: to assess children's familiarity with story conventions (Berman, 1988). Children's ability to introduce characters, and use of settings or openings like ''once upon a time".
- Story endings: story endings ranged from supplying a moral, or ending with future implications.

While the assessment of the children's active use of language depended on:

- Proportion of words: an estimate of the number of different words children used in telling picture stories. I listened to each child's story and counted the literary words that he/she used. I found that the average number of the literary words used by the kids was 6 literary words.
- Proportion of clauses: approximation of the number of clauses in children's stories. It was really interesting to hear the children uttering full expressions in literary Arabic that they have encountered during the treatment period. I heard them saying the following expression even in play time. "min faDlak"/excuse me. Both kids used 3 literary phrases in their picture stories.

RESULTS

Above all else, I'm impressed by the way the treatment (reading storybooks) influenced the kindergartner's language development. Literary allusions are appearing in the children's daily discourse. There was a noticeable increase in the proportion of formal Arabic vocabulary and clauses. Kindergartners have showed a positive progress on measures of comprehension and richly use of vocabulary and complex sentences in telling picture stories. Besides using words in FusHa, the children's speech has tended to become more distinct and more grammatical. They will pronounce the end of words more clearly and can distinguish between singular and plural forms- both of these

attributes of literary Arabic. They express themselves much better by using words from the stories. They use both FusHa and Ammiyya in their communications. For example, the children started to use the appropriate forms of the feminine and masculine nouns and verbs. They were able to use katab/he wrote, and katabat/she wrote in their communications.

The picture stories told by the children indicated that they were also better able to infer causal relationships from illustrations and to use causally connected episodes in telling their stories. In addition, their stories showed that they were more familiar with conventional story endings and more inclined to expect stories to have a moral.

Their switching between FusHa and Ammiyya during story-telling demonstrates that Arab children can acquire a second register through exposure to secondary (formal) discourses without the colloquial language of their home being stigmatized or abandoned.

It is possible to start this process before school entry. Further, exposing children extensively to literary language, without making any overt demands on their own use of oral language, has led to the children's spontaneous use of elements of literary language in everyday situations. Further study will be needed to determine whether children will eventually be able to adapt their choices of register to the needs of the situation and to the level of their developing competence.

CONCLUSION

Generally speaking, Arab children lack familiarity with literacy language and lack reading interests because Arab parents do not read to children from books. On the other hand, most Arab parents tell oral stories in colloquial Arabic as the available Arabic children's literature use complex classical Arabic which is hard for young children to grasp or enjoy. Thus, I attempted to share storybooks that use simple literary Arabic language targeting Arab young readers. I became increasingly impressed by the changes the study wrought in the children. Whenever they encounter pictures or book illustrations reflecting the Arabic culture, they feel so excited to ask about their heritage or ask about the meaning of new vocabulary or clauses in the book. The children's literacy skills and reading motivation were positively influenced. I became very convinced that listening to stories in FusHa (literary Arabic) has a myriad of beneficial effects on kindergartners. My ultimate goal is for Arab children to grow up loving Arabic books and proud of their own language.

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Student Level Factors Influencing Performance and Study Progress

Liv Susanne Bugge [1], Gerd Wıkan[2]

[1] Department of Social Sciences
Faculty of Education and Natural Sciences
Hedmark University College, Norway
liv.bugge@hihm.no

[2] Department of Social Sciences
Faculty of Education and Natural Sciences
Hedmark University College, Norway
Gerd.wikan@hihm.no

ABSTRACT

A large proportion of Norwegian youths are students in higher education. This is in line with Norwegian education policy. However, progress and performance are a problem. This is costly both for the individual and for the institutions. This paper examines which student-related factors seem to have a bearing on performance and progress. The analytical model includes sex, age, ability, parenthood, housing expenditures, social background and motivation. Aditional factors which are included are how many hours the students spend on their studies as well as how much and when the students have paid work. The paper also examines whether the study programme may influence performance and progress. Data was gathered in a quantitative study. 565 students in a Norwegian University College completed structured questionnaires. Five explanatory factors were found to have a bearing on performance and progress: ability, motivation, time spent on studies, time spent on paid work and social background. Some of these factors are interdependent. There are few detrimental consequences for academic performance when the students work a moderate number of hours, less than 15 hours weekly.practices with data drawn from classroom observations and scoring rubrics.

Keywords: *Student performance, study progress, paid work*

INTRODUCTION

A large proportion of Norwegian youths are students in higher education. This is in line with Norwegian education policy, which states that Norwegians should have equal access to higher education (Kunnskapsdepartementet, 2012). However, progress and performance are a problem and between 11 and 21% drop out during the first year, at some institutions 40% have dropped out before they complete the bachelor programme (Aamodt & Hovdhaugen, 2011). This is costly both for the individual and for the institutions. Because the financial system for higher educational institutions is based on the number of students passing exams this is a financial challenge for the institutions and there is an on-going discussion to find remedies to rectify this problem.

However, there are many factors which have an impact on study performance and progress. Some factors are at student level, some at institutional or programme level and others at structural level (Van den Berg & Hofman, 2005). In a comprehensive study in the Netherlands they find that variance in study progress and performance is largely determined by student factors. Such factors might be study techniques, ability, age, sex, motivation, time spent on paid work and time spent on studies. Some studies show that female students perform better than male (Chee, Pino, & Smith, 2005; Erten, 2009). The female advantage may be explained structurally (Alon & Gelbgiser, 2011). In Norway a higher proportion of male students do not complete higher education compared to female (Statistics Norway, 2012a). Even as early as at secondary school level female pupils perform better than their male counterparts (Bakken & Elstad, 2012).

With regards to motivational aspects studies show that student teachers regard intrinsic rewards as important

(Ezer, Gilat, & Sagee, 2010). There are also reasons to believe that intrinsic motives are of importance to becoming a teacher (Bruinsma & Jansen, 2010; Roness & Smith, 2009), and hence could probably have a bearing on the likelihood of for instance completing education. Goodman et al. (2011) find that there is a direct relationship between motivation and performance. They find an indirect relationship when effort is taken into account. Manthei and Gilmore (2005) find that family matters, illness, relationship problems, parenting and living costs influence the study situation. In a comprehensive Norwegian study it was found that students with low results from upper secondary school more often dropped out of higher education and to some extent this was also the case regarding students from low social backgrounds (Mastekaasa & Hansen, 2005). This can be seen in relation to a growing difference in academic achievement in Norwegian secondary schools related to social background (Bakken & Elstad, 2012). Lassibille and Gomez (2009) find that pre-enrolment academic ability, secondary school background, age and family background influence study progress.

During recent decades study time among full-time college students has declined (McCormick, 2011). Empirical research on the relationship between study time and performance is inconclusive (Nonis & Hudson, 2010). Some even find that study time is negatively correlated with academic performance, while others find that it is positively correlated with academic performance (Khron & O'Connor, 2005). A study of 2nd year business students found no effect of time spent studying on performance (Darwin, 2011). The lack of consistency in the findings might be because there are intervening factors between time spent on study and performance.

In a study which tries to isolate most of these factors, Nonis and Hudson (2010) conclude that time spent on paid work influences academic performance. As time at work increased academic performance decreased. During the last ten years we have seen an increase in part-time work by full-time students (Beerkens, Mägi, & Lill, 2011). A study reports that up to 90% of full-time students have paid work part-time during term time (Hlavac, Peterson, & Piscioneri, 2011). Reasons for working were mainly financial (Cox, 2009). The introduction of university fees in Australia appears to partially account for current levels of employment among students. These findings are consistent with findings from UK; employment amongst students has increased (Metcalf, 2003; Moreau & Leathwood, 2006). In a UK study Curtis (2007) finds that 59% of the students were employed during term-time. In another study Holmes (2008) finds that 83% of the students work during term and 58% do so to cover basic living costs. Some also worked so that they could have extra money for clothes and a social life. The majority of the students in her study from England worked 13-14 hours. This is the same as found in a New Zealand study (Manthei & Gilmore, 2005).

The negative side-effect of working is less time to study, which may imply reduced study progress or dropout (Vossensteyn, 2009) and affect academic performance negatively (Humphrey, 2006). Many researchers found that students working more than 10 hours a week reported that their work adversely affected their academic performance. Work hindered the ability to devote enough time to study, affected the performance in courses and caused them to take a longer time to complete the degree (Moreau & Leathwood, 2006; Holmes, 2008). Other studies report that those working more than 14 hours a week must face the consequences of lower academic performance (Hunt, Lincoln, & Walker, 2004; Manthei & Gilmore, 2005). Van den Berg and Hofman (2005) find that study progress is significantly reduced if students spend more than 12 hours a week in paid work during term. There seems to be few detrimental consequences on academic performance when the students work a moderate number of hours, for instance less than 6 hours a week does not have any negative effect in an Australian study (Hlavac, Peterson, & Piscioneri, 2011). In Estionia working less than 25 hours does not seem to influence study performance and progress (Beerkens, Mägi, & Lill, 2011), while a study from Canberra shows no negative effect on performance when the students work below 22 hours per week (Applegate & Daly, 2006).

Moreau and Leathwood (2006) argue that the tendency for English students to work more hours during term-time is a consequence of reduced financial support. They also find that working-class students are more likely to work during term-time than students from better-off homes. Thus this might exacerbate existing inequalities in English society. In Estonia, however, students from more affluent families are as likely to have paid work as students from poorer families (Beerkens, Mägi, & Lill, 2011).

As we see from this literature review there are many factors that might influence student performance and progress and the local context seems to have a bearing on the findings. In the present study we will see which student level factors influence performance and progress at a Norwegian University College.

Structural Context for Norwegian Students

Norwegian students can get a loan and grant from the State Educational Loan Fund but the amount is not sufficient to cover all the necessary living costs. In the academic year 2010/2011, the total amount (grants and loan) from the Loan Fund to a single person living away from home in higher education was 89 000 kroner. (Otnes, Thorsen, & Vaage, 2011). The value of loan and grant, corrected for inflation, has gone down by 1% in the period 2005-2010 (Barstad, Løwe, & Thorsen, 2012). Thus the financial situation for students has not improved and 60% of students work alongside their studies (op.cit.). On average, students work 8 hours per week in paid job. The most common reason for having paid work alongside study is that the support from the State Educational Loan Fund is insufficient. Two of three students cite this as the reason and 63% say they need more money to cover necessary expenses for food and housing. Furthermore, 35% respond that they need money to cover their social life (Otnes, Thorsen, & Vaage, 2011).

RESEARCH QUESTIONS

As seen in the literature review several factors might influence students' performance and progress. In the present study the analytical model includes sex, age, ability, parenthood, housing expenditures, social background and motivation as background variables. In addition we include how many hours the students spend on their studies as well as how much and when the students have paid work. We will also analyse whether the study programme, a factor at institutional level, may influence performance and progress. Many of these variables are interrelated. For instance ability may influence how much time a student will need to study in order to perform well.

Another example is cost of living which might influence the student's need to have paid work and then lead to fewer hours spent on study work. This might lead to weaker performance and progress, depending on the student's capability for studies. Low performance might also influence motivation negatively and thus lead the students into a negative circle. Not performing well leads to low motivation. On the other hand motivation might compensate for poorer ability and encourage the student to study harder and thus lead to good performance and progress. Figure 1 shows student level factors which will be analysed in relation to performance.

METHODOLOGY

Data was gathered in a quantitative study using structured questionnaires. A pilot study (N=112) was carried out during May 2011 in order to ensure validity and reliability. The pilot study led to a major revision of the questionnaire. The current questionnaire was administered between February and April 2012. Questionnaires were administered during compulsory lecture time. All students present on that occasion completed the questionnaires, which were collected immediately. Either one of the researchers or the lecturer in charge administered the data collection.

The questionnaire includes background variables (sex, age, living situation, parents' education, stream and grades from upper secondary school), reason for study choice, notes, evaluation of study programme, study progress, time used on study, time used on paid work and other activities, motivation for study and questions on finances.

The respondents are full-time campus students at Hedmark University College, Faculty of Education and Natural Sciences. They attend General Teacher Education Programme (233 students), Kindergarten Teacher Education Programme (168 students), Music Teacher Education Programme (47 students) or BA programme in Games, Arts and Simulation (117 students). In total 565 students completed the questionnaire; of these 79% are student teachers.

The students range from first year students to third year undergraduates. The response rate was 75. Compared to other studies the response rate is high, which strengthens the significance of the findings. However, given the objective of the study we must discuss the consequences of the missing students. If those who were not present when the questionnaires were administered are students often not attending lectures or/and are less motivated students, this might influence the findings. However, we are not able to tell if the non-attendance is systematic.

Some questions in the questionnaire are about time allocation. Respondents are in different ways asked to report how many hours they use on studying and on paid work. It is not clear to what extent time allocation reported retrospectively reflects actual behaviour (Sonnenberg et al., 2012). However it seems that data quality is better when respondents are reporting long-lasting and externally structured activities, such as paid work, compared to less structured, short-term and infrequent activities (op.cit). Diary-based data collection is also used to improve data

quality (Kitterød, 2003). To minimise poor respondent recall in surveys it is generally recommended to use questions that clearly frame a specific time period (Miller, 2012). In our questionnaire we have used expressions like "in a typical week" and "the last week before the exam".

For analytical purposes we have created two indexes, one for performance and progress (abbreviated to performance index), and one for motivation. The performance index is composed of the following variables: the academic results in their latest exam, whether they had ever failed an exam, and if they had had a normal study progression. On the basis of the index the students are divided into three groups; low, medium and good performance; 33% of the students have good performance while 17% are low-performing.

Motivation is an important factor in all studies discussing study performance. However, it is difficult to find valid indicators of motivation. In order to raise validity we have several indicators/questions that seek to reveal the students' motivation. These are: how sure the student is about study choice, whether it is regarded as important to complete studies on time, how motivated the student is to work with the study, how important is achieving good marks and how motivated the student is with regard to future occupation. We have developed a motivation index based on these variables. Each variable has the same weight. On the basis of the index the students are divided into three groups; low, medium and high degree of motivation. 29% of the students have a high degree of motivation, 13% have a low degree of motivation. When further discussing performance and progress we relate to these indexes.

Student Level Factors Influencing Performance and Progress

In this section we will discuss which student level factors influence performance, and we will use the performance index in the discussion.

In general there is no difference in performance according to sex. One of three students gets top score on the index, regardless of sex. However, there are differences according to study programme. Female teacher trainees perform better than male, while male students in Games, Arts and Simulation get better results than female. Age is another factor that may influence performance, but the differences are small and contradictory. Among students under 25 years 34% have good performance; in the eldest group 29% fall in this category. However, we also see a tendency that older students are more seldom low performing than younger students. The conclusion is that we do not find that age has any bearing on performance.

Ability is difficult to define. In the present study we have looked at results from upper secondary school and the study programme at upper secondary school. In principle there are two streams in Norwegian upper secondary schools, an academic stream and a vocational stream. The academic stream qualifies for higher academic studies. In Norway even students from vocational streams can be admitted to university studies. They must take one extra year in order to catch up on the most important academic subjects. We find that there is a correlation between results from upper secondary school and performance (Table 1). Students with better results from upper secondary school perform better than those with lower results, 37% and 20% have good performance respectively. However, the findings are weakened by the fact that only 316 out of 565 students have answered this question. We find some interesting differences according to study programmes. It is on the Kindergarten Teacher Education Programme that intake points seem to influence performance mostly. 29% of those with low intake points perform low compared to 9% of those with higher intake points.

Table 1. Study scores from upper secondary school and performance. Percentages (N)

	Low performance	Medium performance	Good performance	Total
<40	27	54	20	101 (56)
40+	15	48	37	100 (260)

We find no difference in performance according to study programme at upper secondary school.

Parenthood could be expected to influence performance. 51 students in our material live together with children. Children imply more tasks and responsibilities in family life, but it could also strengthen the ability and need to plan your time and thus have a positive effect on performance. In general parenthood does not seem to influence performance significantly. It is mainly students on the Kindergarten and General Teacher Education Programmes who have children of their own. Among general teacher education students we find that living with children is associated with better performance.

Housing expenditures will take more than 50% of the loan and grant given to a student per year, so this will be

the largest expenditure. Sharing accommodation will possibly lower the costs. Students in our sample live in a variety of types of households. Some share the rent with someone; others have to pay it all alone. It is likely that students with heavy financial burdens will work more hours paid work, and then have less time for studies and hence perform lower. In our study we find no support for this. Whether the student shares housing expenditures does not seem to affect study performance.

Social background is a factor influencing performance. However in this study social background, measured as whether the parents have higher education, seems to be of little importance regarding the students' performance. Nevertheless, students coming from a family background where both parents have higher education are more often good performing (42%) than students coming from homes with a weaker academic bakground (31%). In the Norwegian context secondary school results are clearly positively correlated with social background measured as parents' educational niveau (Statistics Norway 2012b). Thus our findings might be intercorrelated with students' ability.

We find a strong correlation between the indexes for motivation and performance. The better motivated the students are, the better they perform (Table 2). This is not surprising. Thus motivation for studies seems to be a crucial factor for good performance.

Table 2. Motivation and performance. Percentages (N)

	Low performance	Medium performance	Good performance	Total
Low motivation	**33**	**46**	**21**	**100 (63)**
Medium motivation	**17**	**51**	**32**	**100 (284)**
High motivation	**11**	**45**	**44**	**100 (149)**

Time spent on studies is a factor we would expect to have a bearing on performance. On average the students use 26,4 hours per week studying, though there is wide variation. Most students spend fewer hours than a full-time study should demand. The students who spend most hours on their studies perform highest (Table 3). The students who put in fewest hours are also the lowest performing students. However there are also students that put in many hours and are still not well performing. Students who spend many hours on self-study/home-work perform slightly better than those who put in fewer hours. How often the students are present at campus also seems to have a bearing on performance. Students who are present more seldom than weekly perform clearly lower than students who are present one or more days every week. So our data confirm that students who study hard and attend classes perform better.

Table 3. Total time spent on study work during a week and performance. Percentages (N)

	Low performance	Medium performance	Good performance	Total
1-17 hours study	**27**	**46**	**27**	**100 (128)**
18-29 hours study	**15**	**55**	**30**	**100 (258)**
30+ hours study	**15**	**41**	**45**	**101 (123)**

Paid work during term is expected to influence performance negatively. 57% of the students have paid work during term. On average they spend 12,8 hours a week on paid work, but there is wide variation. 29% have never had paid work during term time. Whether paid work influcences study performance negatively depends on the number of working hours. Those who work more than 14 hours a week perform slightly lower than the students who do not have paid work or work less (Table 4). Thus how many hours the students are in paid work has a bearing on performance; not whether the student have paid work or not.

Table 4. Hours in paid work during a week and performance. Percentages (N)

	Low performance	Medium performance	Good performance	Total
Not paid work	**14**	**50**	**36**	**100 (217)**
1-14 hours	**15**	**52**	**33**	**100 (193)**
15+ hours	**28**	**44**	**27**	**99 (113)**

Study Programme

The study programme might be a factor that influences performance. Some study programmes are more demanding than others and students must put in more hours in order to progress. Van den Berg and Hofman (2005) in their comprehensive study of factors influencing performance conclude however that study programme has little explanatory value on students' performance and progress. In our study performance varies according to study programme. Students who attend the Games, Arts and Simulation programme perform better than the other students (Table 5). Students in Games, Arts and Simulation are more often male students, have intake points as average, are at the same age but have more seldom a family of their own. The motivation is equal to the other groups. They have more often at least one parent with higher education. However, the main difference is the number of hours they put into their studies. Students in Games, Arts and Simulation are mostly full-time students; only 25% have paid work during term. They also work long hours on their studies. They are also among the students that are most happy with the social life at campus. 74% say that this is good compared to the average figure of 63%.

Table 5. Study programme and performance. Percentages (N)

	Low performance	Medium performance	Good performance	Total
GTE'	**20**	**49**	**32**	**101 (228)**
KTE'	**22**	**56**	**22**	**100 (163)**
MTE'	**0**	**61**	**39**	**100 (23)**
GAS'	**9**	**39**	**51**	**99 (109)**

*GTE: General Teacher Education Programme, KTE: Kindergarten Teacher Education Programme. MTE: Music Teacher Education Programme, GAS: BA programme in Games, Arts and Simulation

CONCLUSION AND DISCUSSION

In the article several factors have been studied to investigate whether they have a bearing on students' performance. We have mainly examined student level factors. There is a complex interrelationship between some of these factors. For instance there is theoretical and empirical evidence that performance is a function of ability and motivation according to Nonis and Hudson (2010). A student with high ability but little motivation will not perform well. Ability tests also reflect motivational differences (Chan et al., 1998). Thus the variation in motivation will influence the correlation between ability and performance.

In the present study we have five explanatory factors that have a bearing on performance and progress: ability, motivation and time spent on studies, time spent on paid work and social background (Fig 2). However, social background has only a weak influence and needs to be studied in a larger study. Some of these factors are interdependent. As mentioned earlier, in Norway we find a strong relationship between social background and ability measured as grades from upper secondary school. And we know that motivation might be negatively influenced if a student gets negative feedback in the form of low grades and slow progress.

Our findings partly support findings in other studies. Like Goodman et al. (2011) we find that motivation influences performance. In line with Lassibille and Gomez (2009) and Mastekaasa and Hansen (2005) ability is found to be a factor that influences performance, but in contrary to Manthei and Gilmore (2005) we find no support for the theory that parenting and family matters have a bearing on performance. In our study it is a clear finding that students who work hard with their studies perform better. 27% among the students devoting least time for studying are good performing, compared to 45% among the students devoting most time to study. As stated above research in general is inconclusive on this point.

We find that 57% of the students have paid work during term time. This is close to findings in other studies (Curtis, 2007; Hlavac, Peterson, & Piscioneri, 2011). The students on average worked between 12 and 13 hours a week, which is about the same result as in many other studies (Manthei & Gilmore, 2005; Holmes, 2008). We also conclude that there are few detrimental consequences for academic performance when the students work a moderate number of hours, less than 15 hours. But given the financial situation for the students most of them find that they must have paid work in order to support themselves. This is also in agreement with what other researchers conclude.

Our findings are limited to General Teacher Education Programme, Kindergarten Teacher Education Programme, Music Teacher Education Programme and BA programme in Games, Arts and Simulation. We do not know if there are specific aspects about these programmes which lead to our findings.

Another aspect is whether the institution can do anything to ease the situation for the students. One might discuss if the scheduling of lectures, online support etc might make it easier for students who combine study and paid work. We put this to the students without getting a clear picture. There seem to be different challenges depending on the study programme. Four of 10 students in Games, Arts and Simulation say that they would have preferred more compulsory lectures, and the same tendency is found among teacher trainees. The kindergarten teacher students would like fewer compulsory lectures while the students in Music Teacher Education are divided on this issue. These findings of course may reflect different regimes in different programmes today. All student groups would like there to be more net-based tutoring and that more of the teaching was offered in smaller groups.

Ability is another factor of importance for performance. If the institutions are able to increase the intake level requirements it is possible that more students would perform well. This has recently been done for the General Teacher Education Programme nationally but it is too early to see the results. The Games, Arts and Simulation programme is a very popular study with hard admission requirements, and we see that these students work very hard and perform well. However, hard admission requirements might not be a realistic option for all institutions and all study programmes.

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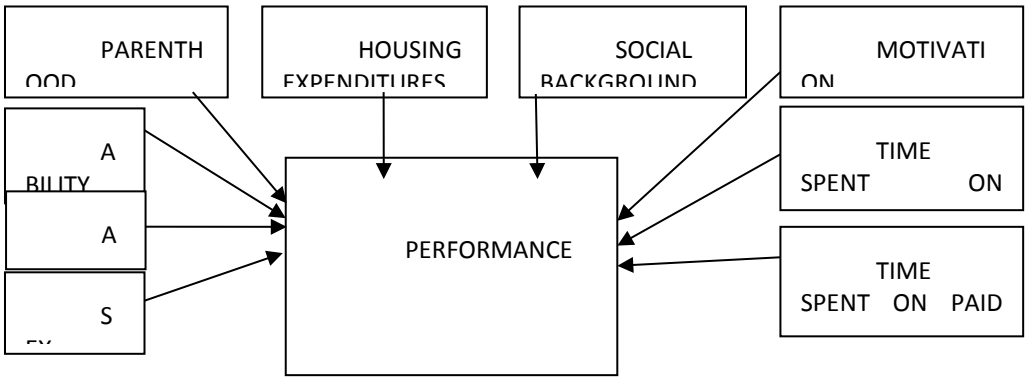
ANNEX FIGURES



Figur 1. Analytical model. Student level factors

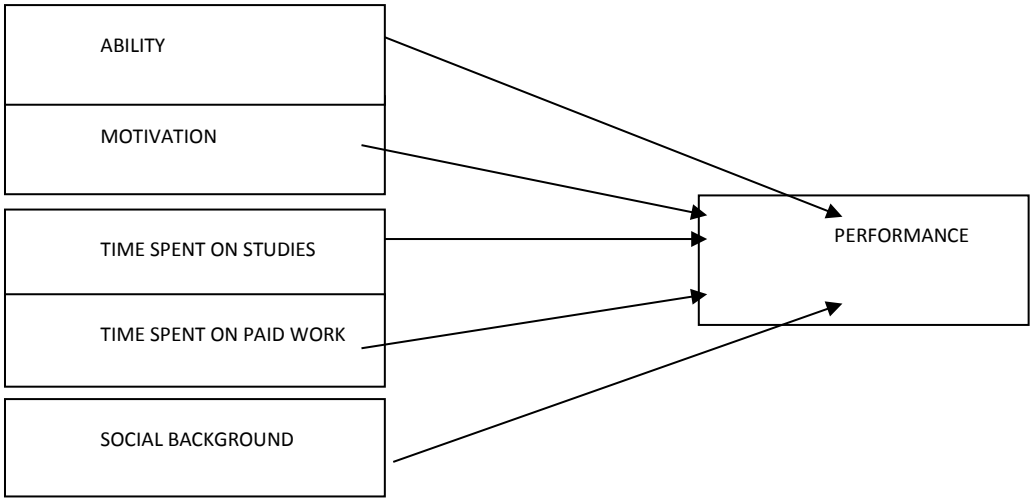


Figure 2. Student factors influencing performance

The "Digital Divide," Social Media, and Education-Related Outcomes

Shelley D. Lane [1], Tara N. Lewis [2]

**[1] Associate Dean of Undergraduate Education
Associate Professor of Communication Studies
School of Arts and Humanities, The University of Texas at Dallas
800 West Campbell Rd., JO 31, Richardson, TX 75080-3021
sdl063000@utdallas.edu**

**[2]
Assistant Dean of Arts and Humanities, School of Arts and Humanities, The University of Texas at Dallas, 800 West Campbell Rd., AT 10, Richardson, TX 75080-3021
Tara.Lewis@utdallas.edu**

ABSTRACT

Various scholars and practitioners advocate that instructors incorporate social media platforms such as Facebook and Twitter in higher education to enhance positive education-related outcomes. The push for integration relates to the perceived educational needs of the current generation of students who are enrolled in higher education and are known as "digital natives." However, this literature review illustrates that the oft-cited divide between digital natives and digital immigrants, which is used as rationale for course enhancement via social media, is specious. In addition, extant research suggests that the use of Facebook and Twitter in higher education is correlated with at least three positive outcomes: an increase in student engagement; an increase in student perceptions of instructor credibility; and an increase in student perceptions of instructor immediacy. However, research about the effects of supplementing traditional in-class interaction with Facebook and Twitter is in its infancy. The authors conclude that the integration of social media into higher education should be undertaken with care because Millennial students may not be as technologically-savvy as originally thought, and because extant studies about the benefits of integrating social media into higher education are limited.

Keywords: *reflection levels, gained explicitly, secondary Schools, textbooks*

INTRODUCTION

Arthur Levine, President of the Woodrow Wilson Fellowship Foundation and President Emeritus of Teachers College at Columbia University, writes that there is a mismatch between institutions of higher education and their students regarding goals and dynamics of education. Levine (2010) asserts:

> What is certain is that higher education needs to change, because students won't [sic], and the digital revolution is not a passing fad. To be sure, the purposes of the university have not changed. They remain the preservation and advancement of knowledge and the education of our students . . . . What must change, however, is the means by which we educate the digital natives who are and will be sitting in our classrooms – employing calendars, locations, pedagogies, and learning materials consistent with ways our students learn most effectively. It means that the curriculum must meet our students where they are, not where we hope they might be or where we are (para. 12 and 13).

Levine is not the only scholar who advocates changing methods of instruction to match the focus of "digital natives." Researchers in education and educational technology, scholars in economics and management, university advisors, student affairs professionals, and communication faculty and practitioners promote the integration of social media in university courses and activities to meet the needs of digital natives (Heilberger & Harper, 2008; Helvie-Mason, 2011; Jenness, 2011; Selwyn, 2011; Tapscott, 2011; Tay & Allen, 2011).

This literature review focuses on the issues associated with incorporating Facebook and Twitter in higher education.

Specifically, the researchers begin by providing a brief description of Facebook and Twitter, and how students use these social media platforms. The "digital divide;" that is, the social media disconnect between "digital natives" and "digital immigrants," is analyzed, and research concerning student engagement, perceptions of instructor credibility and perceptions of instructor immediacy and their relationship to Facebook and Twitter is presented. Implications for integrating Facebook and Twitter into higher education courses are provided in the conclusion.

Characterization and Student Use Of Facebook And Twitter

Created in 2004, Facebook was originally established for students at Harvard University but expanded to other university audiences and eventually opened to anyone over the age of 13. In September 2012, Facebook revealed that it has over 1.01 billion monthly active users and approximately 584 million users are active on the site on a daily basis (Olanoff, 2012). Facebook is a social media platform utilized by people who want to stay in touch with friends and family, and by organizations (companies, political groups, religious organizations, universities, etc.) that want to market and advertise their products, services, and viewpoints (Fact Sheet, 2012). Users can create a profile and request to "friend" others who already have profiles to gain access to their status updates. Status updates consist of brief comments that are visible to "friends," as are photos and videos posted for sharing (Helvie-Mason, 2011). Research illustrates that whether or not Facebook is purposefully integrated into the university classroom, students are using Facebook in university settings to reflect on the university experience; exchange practical and academic information; display supplication and/or disengagement; and to banter (Selwyn, 2009).

Twitter is described as an information network that allows users to share ideas, stories, news, and personal information. Users request to follow other users and in turn , a user's account may be "followed" in return. "Tweets" are small bursts of information limited to 140 characters. Users may also see photos, videos, and conversations in tweets ("About Twitter," 2012). The approximately 170 million active Twitter users may choose to send and receive tweets on a personal Twitter page, as text messages on cell phones, and as instant messages on a computer (Lunden 2012; Daniells, 2012; Watson, 2011). People use Twitter to chat, share resources (such as URLs) and to report news; these functions have been replicated when instructors invite students to use Twitter both in and out of the classroom. Specifically, students use tweets to share, collaborate, brainstorm, engage in problem-solving, and create (Dunlap & Lowenthal, 2009).

Digital Natives and Millennial Students

In his landmark 2001 article, Marc Prensky proclaimed there is a "digital divide" between "digital natives" and "digital immigrants." Those who were born between the years 1980 and 2000 are deemed "native speakers of the digital language of computers, video games and the Internet" (Prensky, 2001, p. 1). This generation of "digital natives" is identified by many labels, including, "Millennials, Generation Y, Generation Me," and the" iY Generation" to name a few. Concerning the manner in which Millennial students learn, Prensky stated, "Students think and process information fundamentally differently from their predecessors" (Prensky, 2001, p. 1). Prensky's concept of the "digital natives' and their computer-influenced styles of learning were reinforced by other educational scholars who also stressed the importance of adapting pedagogy to this generation of students. In fact, the idea that digital natives have different learning styles incited anxiety among academics and administrators in higher education. This in turn created an immediacy to implement more online courses and digital media use in academia (Yu, Tian, Vogel, & Kwok, 2010; Helvie-Mason, 2011; Tapscott, 2011).

The idea of a binary divide between digital natives and digital immigrants has been criticized for the lack of empirical support and the failure to consider differences among the members of the Millennial Generation. For example, in their review of evidence about digital natives, Bennet, Maton, and Kervin (2008) suggest that seminal literature about digital natives is "supported by anecdotes and appeals to common-sense beliefs" and that "this literature has been referenced, often uncritically, in a host of later publications" (p. 777). Helsper and Enyoun (2010) assert that "a generational distinction between natives and immigrants, us and them, is not reflected in empirical data" (p. 515). Other academics contend that claims about digital natives should be empirically challenged, such as the neuropsychological assumption that Millennials possess a different learning style compared with previous generations; a claim frequently used in arguments for pedagogical change (Brown & Czerniewicz, 2010; Selwyn, 2009b).

Educational researchers also question the assumption of generational differences and maintain that we should consider differences concerning the use of technology and learning styles among Millennial students. Helsper and Eynon (2010) found that breadth of use, experience, self-efficacy, and education are just as important, if not more, than age in explaining how people become digital natives (p. 504). Similarly, a study conducted by Bennet and Maton (2010) found that "young people grow up with different histories of access to technology and therefore different opportunities" (Bennett & Maton, 2010, p. 323). Bennett and Maton's (2010) findings are supported by the Pew Institute's (2006-2012) study on *Adult Gadget Ownership Over Time* which indicates that access and ownership of technology by adults and Millennial students is not much different. The study reports that by December 2011, 57% of adults owned a laptop, 55% owned a desktop, and 84% owned a cell phone. Additional studies suggest that Millennial students aren't necessarily digital natives. Research conducted by the EDUCASE Center for Applied Research (ECAR) about undergraduate students and Information Technology (IT) found that although only 53% of students owned a desktop computer, 87% owned laptops, 11% owned netbooks, and 55% owned a smartphone (Dahlstrom, Grunwald, de Boor, & Vockley, 2011). Furthermore, Brown and Czerniewicz (2010) found that familiarity and experience using digital technology is a more relevant factor than age in the determination of digital use. This conclusion is also supported in Helsper and Enyon's (2010) research, in which they site gender, education, experience, and breadth of use as important variables affecting how students use technology.

In all, "there is a pressing need to develop and promote realistic understandings of young people and digital technology if information professionals . . . are to play useful and meaningful roles in supporting generations of current young people" (Selwyn, 2009b, p. 366). We can promote a realistic understanding of the potential educational benefits of students' technology use by considering a more nuanced conception of the "digital divide." We can also develop a more realistic understanding of the relationship between the use of social media in the academy and positive education-related outcomes by examining theory and research associated with student engagement, perceptions of instructor credibility, and perceptions of instructor immediacy.

Student Engagement

Student engagement was originally conceptualized as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984, p. 297). Although Astin's conceptualization of student engagement is still referred to in the literature, the characterization of student engagement now includes the time and effort students invest in activities that are linked to positive education-related outcomes. Specifically, Astin's definition of engagement is limited to time associated with purely academic outcomes. The current characterization includes not only the college or university academic experience but also interaction with peers, faculty, and involvement in co-curricular activities (Kuh, 2009; Pascarella & Terenzini, 2005). Kuh (2009) discovered that in-class engagement ("academic engagement") and out-of-class engagement ("co-curricular" engagement) in educationally relevant activities are the two major components of student engagement.

Student engagement is associated with a variety of desired education-related outcomes and the concept has been studied extensively since 1984. Pascarella and Terenzine (2005) conducted a meta-analysis of studies regarding how college affects students and found that close faculty-student interaction is related to improved critical thinking and intellectual development on the part of students. This type of student engagement promotes student persistence and degree completion. Similarly, engagement in college-sponsored activities and having close on-campus friendships are correlated with student persistence and educational attainment. In addition, a high level of student engagement is correlated with a high level of knowledge acquisition and cognitive growth (Jenness, 2011; Pascarella & Terenzine, 2005). Student engagement is also positively related to moral and ethical development, psychosocial development, and self-esteem (Kuh, 2009; Yu, Tian, Vogel, & Kwok, 2010).

In *Good Practice in Student Affairs,* Baxter Magolda provides three principles to use when engaging students in active learning. These principles concern including students' experiences in the teaching-learning process, validating students as "knowers," and mutually constructing meaning (Magolda, 1999). For those students who are comfortable using social media, integrating such technology in the classroom has the potential to enhance and create a more active learning opportunity, thus meeting Magolda's first principle. Furthermore, the utilization of technology acknowledges and *validates* that a student's ability to process and assimilate information in a fast-paced environment is a valuable way of thinking, thereby fulfilling Magolda's second principle (Magolda, 1999). Utilizing social media to enhance classroom learning enables the mutual construction of meaning by faculty and students through course-related discussions, thus achieving Magolda's third principle. These discussions may also occur in conversations and communication outside of class. This is not to say that active learning promotes "letting students decide anything they wish, but rather advocates working jointly with students to put educators' knowledge alongside student's and engaging in genuine exploration of both" (Magolda, 1999, p. 27).

Further support for the use of social media platforms such as Twitter may be found in Arthur Chickering's theory of student identity development. Chickering, as stated in Evans, Forney, and Guido-DiBrito (1998), concludes that the student-faculty relationship can hold significant value in the development of college students. Specifically, Chickering suggests that students need to see faculty as individuals outside the classroom and may seek to engage students in a variety of interactions (Evans, Forney, & Guido-DiBrito, 1998). Twitter is a social media platform that can provide student-faculty interaction outside of the classroom. Writing about student-faculty interaction inside of the classroom, Taylor (2011) contends that in-class discussions are "less engaging for the majority of students, as the few most verbal and extroverted students tend to monopolize class discussion" (Taylor, 2011, p. 117). This may be rectified somewhat with social media platform integration within the classroom. When communicating online, people "feel less vulnerable about self-disclosing and acting out" (Suler, 2004, p. 322) and this may help reticent students engage in in-class discussions. The online "disinhibition effect" occurs when individuals or students separate online actions, personality, and lifestyle from those that take place offline. Suler (2004) further states that in the separation of actions, personality, and lifestyle, students essentially compartmentalize their online self. However, this compartmentalization "does not exist separate from the environment in which that self is expressed" (Suler, 2004, p. 325). Therefore, when utilizing a social media platform such as Twitter or Facebook in an educational setting, the expressed online self as student, although somewhat separated from the "real-life" self, is still a student because both online and offline environments are seated in academia.

Facebook and Student Engagement

Although student engagement has been studied extensively in terms of face-to-face contexts, few studies have researched the association between Facebook and student engagement. Heilberger and Harper (2008) analyzed a 2007 study conducted by Heilberger (as cited in Heilberger & Harper, 2008) of 377 undergraduates, along with a report from the Higher Education Research Institute (HERI) (2007) based on responses from 31,500 first-year students at 114 colleges and universities. The HERI study revealed that 94% of respondents indicated that they use social networks on a weekly basis but they do not spend less time studying or engaging in other activities when compared to peers who do not use social networks. Heilberger found that 63.3% of students who spend one hour or less on Facebook each day report that they participate in at least one student organization, compared to 78.1% who report that they spend more than one hour a day on Facebook (Heilbeger & Harper, 2008). In addition, 15% of students who reported more than six hours per week using social media also spent more than six hours per week participating in student groups and clubs (HERI, 2007). Heilberger and Harper concluded that:

> students who spend more time on social networks [such as Facebook] are also spending more time on real-life social activities such as interacting and connecting with friends and participating in student clubs or groups, and they have a stronger connection to their institution and feel better about their social life (2008, p. 27).

Student affairs professional Reynol Junco has conducted many studies about the relationship between social media use and education-related outcomes. Junco (2012a) researched the relationship between student engagement and the frequency of Facebook use, and the frequency of engaging in specific Facebook activities as they relate to student engagement. Using a 19-item National Survey of Student Engagement (NSSE) instrument, Junco found that in general, time spent on Facebook is negatively associated with student engagement. In addition, communicative activities, such as creating or commenting on content, is positively related to engagement, while non-communicative activities, such as playing games and checking up on friends, is negatively related to student engagement. However, Junco (2012a) also found that time spent on Facebook is positively related to time spent engaging in co-curricular activities. Facebook activities such as commenting on content, viewing photos, and creating or RSVP'ing to events are positively associated with out-of-class engagement. Junco (2012a) concluded that depending on the outcome variable, time spent on Facebook and time spent engaged in specific Facebook activities can be positively predictive, negatively predictive, or positively and negatively predictive of engagement. Junco (2012b) encourages additional research about the relationship between Facebook and student engagement because "a more engaged student is a more successful student" (p. 11). Moreover, because gains in academic performance occur when students use social media to communicate about course content, further research about the association between Facebook use and student engagement is warranted (Junco, 2012b).

Twitter and Student Engagement

Similar to the limited research concerning Facebook and student engagement, there are few studies about the effect of Twitter on student engagement. Junco, Heilberger and Loken (2010) sought to discover a causal link between the use of Twitter and other social media and student engagement. Student respondents were taught how to use Twitter and were asked to follow a single Twitter account and to follow each other. Using the 19-item NSSE scale and an examination of tweets, the authors found "students engaged with faculty and each other in a vibrant and connected virtual learning environment" (Junco et al, 2010, p. 8). NSSE scores were higher for the students who used Twitter than for students who did not. The use of Twitter not only resulted in a detailed discussion of themes in an assigned book (more so than would have been possible in a limited class period) but also facilitated the creation of relationships during academic discussions. Students shared values and interests and these connections occurred across diverse groups (Junco et al., 2010). Students also generated more and different types of questions about course content than would have been generated in typical class discussions. Specifically, some students were uncharacteristically candid, which influenced the researchers to suggest that Twitter helps "students feel more comfortable asking questions they may not be comfortable with asking in class" (Junco et al., 2010, p. 9). Overall, the authors concluded that the use of Twitter improved contact between students and faculty (because its use tapped into students' digital lifestyles). The use of Twitter also encouraged students to cooperate (in that they asked questions about course content, worked together on service learning projects, and provided emotional support to each other); and promoted active learning (because its use helped students relate course information to their experiences both inside and outside of class) (Junco et al, 2010).

Similar results concerning the benefits of student Twitter use were obtained in a study conducted at the University of Leicester in England. As reported in *Science Daily*, biologist and lead researcher Alan Cann, Ph.D., set up a system for first-semester students to communicate with faculty and classmates by tweeting. Cann said that using Twitter created a sense of community among students and was used as a peer support tool. Twitter was also used as a contact path between students and faculty ("Twittering the Student Experience," 2009). Specifically, Twitter helped to develop student peer support groups (with an increase of tweets occurring just prior to exams); develop personal learning networks (which were particularly helpful when students were physically isolated from their peers); and to develop and arrange social meetings ("Twittering the Student Experience," 2009).

Twitter has also been studied in relation to its effect on student interaction and engagement in large general education courses. Elavsky, Mislan, and Elavsky (2011) studied the use of Twitter during actual class time to determine whether its use can influence student perceptions of a large lecture hall course as being more intimate, interesting, interactive, and amiable. The researchers encouraged Twitter use during each class session and the Twitter feed was projected in real time during class at least one day per week. At the end of the semester, 3207 tweets had been posted. Results indicated that the quantitative level of student engagement with Twitter was not as widespread as expected, but "the technology did seemingly enhance student interaction above and beyond class-time parameters (in that they engaged with each other and class themes outside of class time in ways that could be empirically documented)" (Elavsky et al., 2011, p. 223). In addition, students reported their use of Twitter improved the overall class experience, the perception of class size (more interconnected and smaller), and their engagement with the class. Students also said using Twitter influenced them to believe they had gotten more out of the course (Elavsky et al., 2011).

Instructor Credibility

Similar to the studies regarding the relationship between Facebook, Twitter and student engagement, research about the relationship between social media and student perceptions of instructor credibility is limited. "Credibility" refers to the degree to which a speaker is perceived as believable (McCroskey, 1992). Instructors are perceived by their students as credible based on how well they are able to relate to their students (Teven & Hanson, 2004). Specifically, "instructor credibility" is the degree to which students perceive an instructor as credible in terms of her/his competence, trustworthiness, and caring (McCroskey & Teven, 1999). "Competence" relates to the extent to which an instructor is perceived to know what she/he is talking about; "trustworthiness" refers to the degree that an instructor is perceived as honest; and "caring" concerns the extent to which an instructor is perceived to have the best interests of her/his students' in mind (Mazer, Murphy & Simonds, 2009). Instructor communication behaviors, both inside and outside of the classroom, have the most influence on the perception of credibility (Obermiller, Rupport & Atwood, 2012). Instructors may attempt to create student perceptions of credibility by engaging in self-disclosure with students, either face-to-face or online. Perceptions of instructor credibility are associated with a variety of desired education-related outcomes. Benefits associated with perceived instructor credibility include the perception of greater learning, increased satisfaction with an instructor and course, and high student evaluations of

an instructor and course (Teven & McCroskey, 1997). Perceived instructor credibility is also related to student motivation to learn (Martin, Mottet, & Chesebro, 1997) and enhanced communication between instructor and student (Meyers and Bryant, 2004).

Perceptions of instructor credibility can be explained and predicted in terms of expectancy violations theory (EVT). "Expectancies" refer to behavioral patterns associated with specific individuals that are considered appropriate, desired and/or preferred. For example, students may expect their professors to be knowledgeable about a particular topic; honest when answering questions; and caring when discussing grades. "Violations of expectancies" occur when individuals deviate from appropriate behavior to the extent that the deviation is noticeable to others. Perceived expectancy violation may occur if a professor appears not to know about a particular topic; doesn't answer questions honestly; or seems not to care about students' grades. EVT suggests that expectancy violations draw attention to a communicator and intensifies the listeners' information processing needed to make sense of the situation (Burgoon, 1993; Floyd, Ramirez, & Burgoon, 1999). EVT also explains that communicators possess characteristics that are valenced. The "communicator reward level" suggests that we place communicators on a continuum that ranges from positive to negative, depending on their reward level. Communicators who have a high reward level present us with more positively valued messages than negatively valued messages. Interestingly, when expectancy violations are associated with rewarding communicators, we tend to "forgive" them and the violation more so than violations associated with less rewarding communicators (Burgoon, Buller, & Woodall, 1996). EVT also suggests that behaviors are positively and negatively valenced and that the "violation valence" occurs when observers interpret the behavior as either positive or negative. For example, if a well-liked and highly regarded professor meets a student's expectations by publically commending an oral report, the student's expectations are met. If the instructor criticizes the oral report and embarrasses the student, the instructor has committed a negative violation. If the instructor informs the class that the student's speech is the best speech the professor has ever heard, the instructor has committed a positive violation. Both high and low reward communicators can commit positive or negative expectancy violations, and EVT predicts that positive and negative violations committed by high reward communicators will result in more positive interpretations of the behavior. However, low reward communicators who commit positive and negative expectancy violations result in negative evaluations of the behavior (Dunbar & Segrin, 2012).

FACEBOOK, TWITTER, AND PERCEPTIONS OF INSTRUCTOR CREDIBILITY

Mazer et al. (2009) conducted a small-scale study that examined the influence of self-disclosure via Facebook and perceptions of instructor credibility. Self-disclosure was manipulated and occurred in three experimental groups (high, medium, and low self-disclosure) in terms of photos, biographical information, and posts on "The Wall." The researchers found that students report higher levels of instructor credibility when instructors engage in a high amount of self-disclosure on Facebook compared with a low level of self-disclosure. Therefore, the authors suggest that instructors can "strategically reveal photographs and personal information that present them as competent, trustworthy, and caring instructors" (Mazer et al. 2009. p. 180).

Instructor self-disclosure on Facebook is not without its risks, however. Although Mazer, Murphy, and Simonds (2007) contend that the amount of self-disclosure on Facebook does not affect student perceptions about an instructor's appropriate use of Facebook, the authors suggest that instructors:

> decide what information they want to reveal to their students in an effort to create a comfortable classroom environment that fosters student learning. At the same time, teachers must also determine what information to conceal from their students in order to avoid the negative ramifications of such communication and to protect their credibility in the classroom (p. 4).

Mazer et al. (2009) also found that while their research suggests that disclosure of personal photos, communication from family and friends, and personal opinions can influence students to perceive commonalities between themselves and their instructors, instructors should use caution when considering what to disclose on Facebook to facilitate perceptions of credibility. While the authors don't associate their findings with EVT, it may be that those professors who are perceived as "high reward" may be able to post more personal information on Facebook without experiencing a decrease in student perceptions of their credibility.

Teclehaimanot and Hickman (2011) studied which specific Facebook instructor behaviors are deemed appropriate and inappropriate by students and found that the least appropriate behavior is sending pokes. In contrast to the results found by Mazer et al. (2009), Teclehaimanot and Hickman's (2011) research reveals that students are

somewhat uncomfortable when instructors comment on their posts (overall, instructor comments on student posts border between appropriate and inappropriate). This finding also supports the warning that instructors should be strategic when deciding to share personal information with students on Facebook to create the perception of credibility. Professors may want to assess their "reward value" and determine whether their disclosures may be perceived as a positive or negative expectancy violation prior to posting on Facebook.

Current research about the relationship between Twitter and student perceptions of instructor credibility is limited to one study. As previously mentioned, instructors may attempt to create perceptions of credibility by engaging in self-disclosure with students, either face-to-face or online. The lack of research concerning Twitter and perceived instructor credibility influenced Kirsten Johnson to pose three research questions in her study about Twitter and student perceptions of instructor credibility. These questions concerned whether disclosing social information, scholarly information, or a combination of social and scholarly information enhances perceived instructor credibility (Johnson, 2011). Results indicate that student respondents who saw social tweets only rated a professor as more credible than student respondents who saw only the scholarly tweets only. The author suggests these results may reflect that "caring" rather than "competence" is the most important component of perceived instructor credibility as evidenced on social networking sites (Johnson, 2011). Johnson (2011) concludes:

> The nature of Twitter with its short updates, options to share pictures, and to easily post links may make it the ideal place to share information and carry on conversations with students outside of class. The use of social networking sites and platforms allows for conversations among users to continue and enrich a student's perception of the teacher (p. 34).

Instructor Immediacy

"Immediacy" refers to the physical or psychological closeness between people involved in interaction. Implicit communication theory provides the foundation for the concept of immediacy. Implicit communication theory explains that messages are communicated explicitly and implicitly. While explicit messages are verbal and convey content, implicit messages are nonverbal and convey emotion. However, immediacy refers to both verbal and nonverbal communication (Mehrabian, 1981; Whitt, Wheeless & Allen, 2004; Velez & Cano, 2008). Research illustrates that immediacy behaviors are associated with higher instructor evaluations by students and increased perceptions of learning (Christophel, 1990; McCroskey, Richmond, Sallinen, Fayer, & Barraclough, 1995). Verbal immediacy behaviors that can create an immediate classroom environment include using personal examples, addressing students by their first names, and using humor (Gorham, 1988). Students whose instructors use nonverbal immediacy behaviors such as gesturing, smiling at a class, and speaking with vocal variation perceive their instructors as having a high degree of credibility (Thweatt & McCroskey, 1998). Nonverbal immediacy behaviors and increased perceptions of learning are also related to students' willingness to talk during class discussions and in out-of-class communication (Cooper & Simonds, 2006: Jaasma & Koper, 1999). Immediacy may also be communicated in online contexts. Mediated immediacy refers to "the communicative cues in mediated channels that can shape perceptions of psychological closeness between interactants" (O'Sullivan, Hunt, & Lippert, 2004). Examples of communicative cues that affect perceptions of instructor immediacy include punctuation, language, and font use (O'Sullivan et al., 2004). Mediated immediacy is additionally affected by self-disclosure on personal webpages (O'Sullivan et al., 2004).

Facebook, Twitter and Perceptions Of Instructor Immediacy

In their study of Facebook and computer-mediated self-disclosure, Mazer, et al. (2007) found that instructors who engage in a high degree of self-disclosure on Facebook by posting photos, biographical information, and placing posts on "The Wall" are perceived by students as more immediate (in regards to a positive classroom climate) than instructors who engage in a low degree of self-disclosure. Respondents' open-ended comments about Facebook sites that are high in self-disclosure emphasized instructor strengths. Such comments include "She seemed like she would relate well to her students and make the classroom atmosphere enjoyable;" "I feel she is genuine and honest;" and "I think that as a teacher I would get along with her because of our common characteristics" (Mazer et al, 2007, p. 11).

J.A. McArthur (2011) researched student perceptions of instructor credibility and instructor immediacy related to the use of Twitter. Perceptions of instructor immediacy were measured using a modified version of the Nonverbal Immediacy in College Classroom Instruction (NICCI) scale. The NICCI scale has been used in prior research to predict instructor immediacy in terms of student perceptions of in-class, nonverbal behaviors. Students in McArthur's study

were also asked to answer questions about the appropriateness of Twitter as a way to contact the instructor and classmates. McArthur (2011) found perceptions of instructor immediacy are significantly and positively correlated with the level of student-instructor interaction on Twitter, as well as positively correlated with student perceptions of the appropriateness of Twitter as a classroom communication tool. The frequency of instructor Twitter use and student Twitter use is also significantly and positively correlated with perceived instructor immediacy.

An interesting finding in McArthur's research concerns the NICCI, which measures student perceptions of instructor nonverbal behaviors in the classroom. MacArthur determined that:

> A significant correlation between instructor Twitter use and immediacy indicates that students perceive that the instructor's demonstration of these non-verbal actions in the classroom is increased if the instructor interacts digitally with them on Twitter. This finding is compelling because the scale measures solely in-class, non-verbal behaviors. Fully understanding the impact of technology on non-verbal communication, in relation to the classroom as well as other forums, can help educators harness social media tools for maximum instructional benefit (2011, p. 14).

McArthur concludes that while out-of-class instructor availability influences students to perceive instructor behaviors more positively, most out-of-class opportunities to interact (such as meeting during office hours, using email, etc.) are one-to-one avenues of communication. Twitter, on the other hand, enables instructors to engage with and create learning opportunities for many students at once.

Implications for Course Integration

Recall that Facebook and Twitter are social media platforms that utilize status updates. Early and limited research shows that both platforms can increase student engagement, can promote instructor credibility, and can increase student perceptions of instructor immediacy. However, statistics reveal that Millennial students are not using Twitter as much as they are Facebook. Facebook incorporates activities and items including, but not limited to, photos, video, chat, status updates, and a variety of other applications, including online casual gaming. The focus for Facebook is primarily on one's self, sharing the details of one's life, and interacting with a pre-established social community of friends. However, Twitter encourages a focus on building community related to interests and topics, which are social, cultural, and/or academic. Therefore, the foundational premise of the technology tool may be what lends one platform to encourage out of class engagement (Facebook) and the other (Twitter) as a better tool for integration within courses.

Nevertheless, some instructors may worry that incorporating Twitter into their course will cheat students out of paying "mindful attention to the subject in front of them" (Hart, 2009, para. 12). However, implementing Twitter into the classroom can fulfill the student need for timely or instant feedback and account for the ways in which some Millennial students assimilate and file information in the fast-paced way they are accustomed to (Evans et al, 1998). Furthermore, faculty must consider and understand that in order to successfully enhance a course with a social media tool such as Twitter, students must have access, be self-disciplined and motivated, open-minded, willing to commit time to online activity, work collaboratively, have the ability to reflect, and believe learning can happen anywhere at any time (Palloff & Pratt, 2003).

CONCLUSION

Through an extensive review of the literature, the researchers have taken a small step into understanding and revealing the potential of the burgeoning field of social media integration into academia. Overall, it's important to note that:

> rather than being a wholly good (or wholly bad) thing for higher education, social media are perhaps best understood in more ambiguous terms. This is especially the case when one considers the complex and often compromised realities of students' *actual* uses of social media within educational contexts and in their wider everyday lives (Selwyn, 2011, p. 4).

Bennet and Maton (2010) assert that "the lack of evidence for the existence of an entire generation of digital natives seriously undermines arguments made for radical change to education because of a proclaimed disjuncture between the needs of young people and their educational institutions" (p. 325). In addition, while the limited research results concerning the integration of Facebook and Twitter into higher education holds promise, the integration of social media in higher education should be undertaken with care. In particular, faculty and administration should realize and understand that Millennial students must be taught digital literacy and should be guided in course-related social media use (Selwyn, 2011; Bennett, Maton, & Kervin, 2007). Nevertheless, through

experience, access and willingness to master and integrate social media platforms such as Twitter and Facebook, faculty will have the potential to create connections, build community, and increase student engagement and perceptions of instructor credibility and immediacy both in and out of the classroom.

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The barriers of using education technology for optimizing the educational experience of learners

Juliet Eileen Joseph [1]

**[1] Strategic Partnership Unit
University of Johannesburg
PO Box 524, Auckland Park,
2006, South Africa
jjoseph@uj.ac.za
South Africa
+27(11) 559 2325
jjoseph@uj.ac.za**

Technology- enhanced teaching and learning

ABSTRACT

The paper will discuss the impact that education technology has on the teacher-student experience. Does learning really take place or has the educator been removed from the teaching experience and environment and does this impact on the learning environment. The study will conclude that technology can enhance the teacher-student experience; although the educator-student learning experience cannot be replaced by technology, due to human and social elements which technology lacks. Education technology does not have interpersonal interaction and an increase in technology can lead to less interest within teacher-student relations. Communication constitutes of 80% of verbal communication through language, while 20 percent is nonverbal such as writing. The various types of education technology used in the teaching process falls into the 20 percent category which is nonverbal and can be ineffective and based on research if used alone is not the most effective tool for teaching and learning.

Keywords: *barriers; educational change; education technology; instructional technology, teacher-learner education; teaching and learning, technology integration*

INTRODUCTION

The communication and information age has progressed in ways never used before in society, work environments, institutions and people's lives through the use of mediums such as laptops, iPhones and iPods. The information age has led to an increase in the use of technology within all spheres of society, resulting in education institutions mainstreaming programmes which prepare learners to be compatible with the use of technology into their curriculum. Cradler (2003); (Schrum and Glassett, 2006) mentions that there is not sufficient evidence to show on the impact of education based technology on learners.

The purpose of the paper is to investigate the challenges that hamper the potential of education technology. The literature review will discuss the benefits and challenges that prevent for effective and efficient technology implementation. Computers were placed in schools from the early 1980s and will continue to impact on teaching and learning into the future, as Dawes (Bingimlas, 2009) notes that technology will offer more effective communication between instructor and learners. Berge and Mrozowski (1999) mention that education technology helps people become critical thinkers, independent researchers and allows for creativity and new ideas, which is aligned to new global professions. The paper will discuss the challenges to the use of education technology, in an effort to prescribe recommendation which allow for greater effectiveness of this type of education and ensure that it makes a meaningful contribution in the future and becomes used to embitter learning.

The Learning Age took off in 1998 mainly due to government's motivation for greater involvement, modernization in curriculum, inclusion of learners and greater accessibility. The global age led to a demand for new skills associated with emerging professions, distance learning was on the increase and the widespread use of technology in education. The use of technology in education was born as a result of the communication revolution

which was used alongside traditional teaching and learning to bring about more effective instruction to learners (Commission on Instructional Technology, 1970) (Earle, (2002). The previous use of technology focussed on hardware such as television and assumed that integration would occur therefore pedagogy was ignored, lacking the integration of technology and content related to the curriculum.

Bretag (2011) notes that education technology has led to a reconstruction and not re-modelling, as teachers are now instructing through the use of power-point slides as opposed to chalk boards. Education institutions use technology as a means to build onto existing methods, as opposed to optimally utilising the technology in more meaningful ways this is demonstrated when learners use laptops but limit their use of functionality on the laptop. Technology when used for educational purposes should significantly impact on the learning experience for both learners and teachers. This has not been the case due to the barriers such as time constraint, access to technology and no clear integration of technology and education that persist.

Technology will continue to dominate many aspects of human existence and if integrated optimally can only further ensure better teaching and learning takes place in the education experience of learners. There is a need to investigate whether education technology impacts on the teaching and learning experience in a positive way in comparison to traditional learning. The study focused on how education technology, through teaching and learning can ensure that the students have an optimal education experience and make a significant contribution to the existing literature. The research answered the following key research questions: Has education technology been successful in creating an optimal educational experience for learners? What is the result of education institutions using technology as a means of learning and its effects on the education experience of learners?

Education technology is a study and practice which facilitates learning in order to create, manage and use technology to improve teaching and learning (AECT, 2004). Education technology and learning technology has become an important aspect in skills development globally. In such education based technology has a number of barriers for all stakeholders involved. If the barriers are overcome, it will impact positively on the curriculum focussing on clear achievable goals which allow for it to be easily accessible to student.

The following secondary objectives were identified in order to achieve the primary objective:

* To conduct a literature review which will assist in identifying what education technology entails and its learning method?

* To review current empirical research on the topic

* To summarise, draw conclusions and provide recommendations based on the empirical results.

Berge and Mrozowski (1999) and Bigmilas (2009) define a barrier as a restrictive feature that disturbs the application of education technology and is therefore a disabler. Information technology is defined as hardware and software used to implement education and is often associated with computers. Earle (2002) defines technology as a technical method of achieving a practical purpose, by using machines. More specifically education technology or instructional technology, used interchangeably, has common interest in human learning and teaching. Perkins (1992) defines technology as the retention of knowledge. Cassidy (1982) notes that instructional technology improves the effectiveness of learning and uses social and machine technology. Gentry (1995) define education technology as orderly and universal involving strategies and techniques from behavioural and physical science to resolve instructional problems. Hence education technology is the use of machines in the teaching and learning experience.

Su (2009) notes that technology can be used for integration and transformation purposes. The integration of technology ensures that technology enhances current learning, whereas transformation allows for technology to teach learners things which were not taught until new technology was discovered. The paper agrees with Su's notion that technology should be used to transform education alongside traditional teaching methods; this can only further enhance education instruction. The concept of learning has evolved over time and the Association of Educational Communication and Technology (AECT, 2004) notes that learning currently uses different methods of technology in order to retain knowledge and improve the performance of the learners.

Learning medius that have been used include through virtual learning environment (web based); online learning (web based); blended learning (combined education technology and traditional teaching); ubiquitous learning (computer based) and mobile learning (pagers, laptops and Wireless Local Area Network) (Catherall, 2005). The mediums of learning identified are computer-based; video conferencing; satellite, webcast and CD-ROM (The

Economist, 2008).

Traditional teaching and learning takes place when the teacher instructs learners and student ask questions based on the teachers directives, these learning methods can be interactive and engaged. The content given to students is for the group and not for an individual, this can impact of individual learner progress because the teacher has to attend to a class of students; learners are placed in classes according to their age and the content and context is age specific. The content is presented in a personal manner and students can have access to the educator immediately, there are not stumbling blocks such as the absence of access to technology or a lack of motivation by the learners which hampers the effectiveness of the knowledge transfer process.

Constructivist learning entails greater engagement and interaction for students, the teacher is only a guide and enquiry is constructed by the learner. The content and progress is based on individual needs as in the case of using a personal computer. Learners interact across age groups either via peer learning or individual learning and due to technology student have greater interactivity and engagement (Su, 2009) through chat groups and social mediums. This types of technology based learning can occur at any time and place is self-paced or can be content-centric with little teacher-student interaction or learner-learner interaction and is learner- focussed where the learner navigates learning. This type of learning has replaced traditional face-to-face learning, it is not text-based learning and the instructor does not have to be present in the same room, as the learner receives technologically-based learning such as E-learning (Koller et al. 2001).

Jaffer et al (2007) said that education technology can enhance teaching and learning if the focus is on education objectives and technology can be used as a possibility. Catherall (2005) mentions that learning creates greater enquiry leading to problem solving from one's own experience. Koller et al (2001) said that technology based learning works just as well as traditional teacher learning and costs even less. The Economist (2008) however argues that technology can be costly due to upgrading costs and because of new innovative technology. In such technology can be used to enhance traditional teaching and learning, to advance the education experience. There remains a gap in learning objectives and content which are important in ensuring that greater learning goals. Traditional teaching fills the gap as the teacher oversees that learning goals are met, although the need for global competitiveness, communication, insight and thought, and research has not been filled. Even though technology use is on the increase, financial constraints due to the ever-changing needs of technology; leadership challenges, infrastructural demands and support continue to hamper the effectiveness of technology, particularly in less developed countries.

Based on the traditional and constructivist learning models it is clear that both methods have strengths, however traditional teaching is also interactive and engaged, is content-specific; entails peer learning and allows for the educator to motivate the students to work harder and challenges faced in learning can be addressed immediately, creating an added advantage..

Telland (2001), Grimus (200), Bradford et al (2000) and Wong (2006) (Bingimlas, 2009) noted that traditional education alone does not prepare students for the globalised technologically advanced workplace. Trotter (1997) argued that there is no evidence to support that technology improves student achievement and Viadero (1999) suggests that technology alone is not enough (sited in Earle, 2002). Bronner (1997) noted that there has been an "intellectual backlash" as technology is used for stylishness and glamour, has no return on investment and the curriculum is often not integrated into its mediums. Earle (2002) noted that when technology was used appropriately student achievement progressed. This highlights the need for greater research on content integration into education technology.

The benefits of education based technology

Education technology can be used anywhere; anytime, in large or small groups, is cost effective and can be updated. It has greater geographic reach, is self-paced to match the learner, scalability, effective learning delivery, has a variety of education methods available, and greater tracking of progress (Koller et al, 2001). Catherall (2005) noted that education technology can be flexible, improves IT skills of learners, creates greater learner-learner interaction and; ensures greater teacher-teacher interaction. Technology learning promotes for social learning (online chats) and there is imitation by peers within groups (The Economist, 2008) ; Technology learning ensures learning goals; creates meaningful feedback; identifies needs; modelling strategies; providing guided and independent practice; task engagement and performance; and elicit student work to create understanding of language and concepts (Digital Learning Imperative, 2012).

The barriers of education technology

Becta (2003) (Bigmilas) argues that the implementation of education technology varies in different environment, curriculums and it based on whether it will contribute to making education effective in a meaningful way. Catherall (2005) fragments education technology into two categories: namely the *student barriers* which include a reduction in contact with peers and the educator as technology replaces the educator. There thus becomes a need for more self-discipline by students as a result of this, and there is an increase in student demands such as special requirements needed by students for instance printing costs. The *educator barriers* associated with learning include how responsive the system is towards academic input; learning support availability; cultural implications impact on the attendance of learners; an information overload due to the internet, plagiarism and security threats are on the increase and not all subjects can be taught via learning such as Humanities and Arts.

Hendren (2005 (Bigimlas, 2009) divides the barriers into two categories, *extrinsic* which pertains to organisational barriers and *intrinsic* which refers to individuals such as teachers and student barriers. Blamskat et al (2006) separates the barriers into *macro* (education systems) and *meso* (curriculum context).

Koller et al (2001) question how credible education technology is in comparison to teacher-student traditional teaching and learning. This paper shares the views of Kirkup and Kirkwood (2005) and Wagner (2001) (Jaffer et al, 2007) that education should be driven by context and content objectives and not by technology. These scholars also note that technology can impact on teaching and learning positively, although it is not the only means and the successes of the instructional learning experiences must be identified and the areas where there is not significant impact must be omitted. The paper suggests that if learning goals on content are aligned to technological output, the result will be favourable for the learner.

Bennet (1997), Ginsberg et al (1998), and Muler and Olsen (1995) (Krysa, (1998) note that computers are not fulfilling their full potential as they substitute traditional teaching as opposed to implementation for significant change. Krysa (1998) notes that technology can make a significant contribution to eradicating illiteracy and for the handicap due to its advancements. The paper holds the view that education technology can enhance current teaching and learning if integrated into the curriculum effectively.

Table 1: The barriers of education technology

Cost implications; technology is disruptive; entrenched organisational culture focussing on traditional learning; technology can disrupt classes when opened in class; availability and access to information can lead to increased cheating and plagiarism (The Economist, 2008).
Dawes (Bingimlas, 2009) holds the view that change, might not be easily accepted-there will be some degree of resistance
Challenges around the those who have access to this technology an those who don't (digital divide) ; differing levels of computer literacy levels; less involved due to decreased teacher-learner and learner-learner interaction in the learning experience continue to persist (Koller, et al , 2001).
Barriers of technology include lack of motivation due to poor social skills, poor computer skills and a lack of availability of access; a lack of time and class time and a lack of motivation and social awareness and school culture (Catherall, 2005).
Bingimlas (2009, 1) said that the major barriers of education technology include a lack of confidence, competence and a lack of access to resources.
Misalignment between teachers and administrators creates difficulty for teachers (Park, Lee, Blackman and Belland (2005)
Contributes to learning content and increases learner modes of critical thought ensuring students' progress at their own level, such as through the use of multimedia applications, this allows for greater communication and collaboration skills, writing and research skills which are all the requirements for the fast paced global economy that exists today. Thus becomes critical factor when they become professionals in their respective fields.
The digital divide still exists ; educator challenges on training and challenges on support and infrastructure and accommodating disadvantaged individuals (The Economist, 2008)
Higher wearing a way of technology exists, high start-up costs, lack of proven results and credibility (and teacher support and infrastructure continue to prevail (Koller et al, 2001)
Catheral (2005) identifies challenges around infrastructure problems, upgrades are needed; integration and technical support problems.

Research design and methodology

Firstly, the study conducted a quantitative study on the nature of technology based learning and how this practice contributes to teaching and learning. Primary and secondary sources were used to conduct desk research; library sources; internet sources; documents reports; websites, and papers. Secondly, both teacher and learner technology integration barriers have been identified in an effort to increase the effectiveness of this practice. This aim of this study was to investigate how technology based learning contributes to teaching and learning, have education institutions that practice this been successful in their education goals?

FINDINGS AND CONCLUSION

FINDINGS

The findings revealed that when technology was used alongside traditional teaching and learning it impacted positively on the education experience of the learner. This resulted in student's positive outcomes such as developing independent workers; problem solvers; better communicators and collaborators and researchers. However there is scope for a study which focuses on curricular content and teacher motivation with technology and its impact on education in a meaningful way.

Table 2: The outcomes on education institutions using technology

The digital learning imperative concluded that 45 percent of student who used technology to solve problems, 42 percent used technology to for experiments or be creative 17 percent developed demonstrations and 13 percent designed and developed products.
Kozma (2003) conducted in a study for 174 case studies, of innovative pedagogical practices of technology over 28 countries. Traditional teaching when combined with technology led to the professional development for the teacher and student , participants become problem solving orientated; innovate ; managed information and developed stronger communication and collaboration skills
Honey (2005) (Earle, 2002) notes 15 instances where technology impacted positively on: reading; language and writing skills, better learning; better learning attitude and self-esteem; achievement in subjects, interaction and engagement.
Schacter (1999) researched five big studies on education technology as well as two small scale studies which used newer technology. The findings concluded: Kulik's Meta-Analysis Study: 1st study: meta-analysis was used over 500 individual studiesOutcomes: higher percentile scores, faster learning and positive attitude changes Challenges: Positive effects were not achieved in all field Sivin-Kachala's Review of the Research: 2nd study: reviewed studies with consistent patterns Outcomes: better achievement throughout school, improved attitudes Challenges: student population; software design access to technology and educator's role The Apple Classrooms of Tomorrow (ASCOT); 3rd study: reviewed a partnership between Apple and five schools Outcomes: Better problem solving and reasoning (not conclusive), better attitudes for teacher in teaching and students. Challenges: Apple participant scored the same as non-apple participants in reading comprehension; math's and work study West Virginia's Basic Skills/ Computer Education (BS/CE) Statewide Initiative; 4th study: Assessed West Virginia's 10 year education technology project Outcomes: better performance; positive attitudes by teacher and learner; departmental goals were met; cost effective , increased instructional time and tutoring was across ages Harold Wenglinsky's National Study of Technology's Impact on Mathematics Achievement; 5th study: assessed fourth and eighth grade students nationally using new advanced technology Outcomes: more stimulation and performance increased; professional development of teachers impacted on student performance; improvement in math's results. Challenges: Student who used education technology did not have immediate positive changes, only 5 weeks after inception in the program in comparison to non-users Student performed worse on drill and practice technology Scardamalia & Bereiter's Computer Supported Intentional Learning Environment (CSILE) Studies 6th and The Learning and Epistemology Group at MIT 7th study: analyzed two smaller merging studies using new

advanced technology which seemed promising
Outcomes for 6th study: measured understanding, reading and language, promotes reflection focusing on multiple perspective and greater thinking.
Outcomes for 7th study: better math's results; better learning.

CONCLUSION

The study has examined how technology shapes the future of education. Many continue to acknowledge the potential that technology has on education. There unfortunately is no going back as we live in a technological age and technology has become acceptable and institutionalized. However the challenges facing education technology vary and will continue to affect teachers and learners. Laurillar (2001) and O'Hagan (1999) (Katsifili, 2010) illustrate that education technology can impact on certain teachings and learning objectives, if it is aligned to the aims of the education experience. It will therefore contribute to the teaching and learning needs and not merely on using technology for the sake of it (Jaffer et al, 2007).

Recommendations and Implications or implications and future research

The paper agrees with (UCLA, 2007) recommendations that there is a need to investigate student engagement, information literacy and student learning and course design in the education technology future plans as not enough research has been done.Stone- Wisker (Schacter, 1999) said that education should be placed first before technology and the education gaols should drive the process, if not technology use becomes ineffective.. Cuban (1986), Earle (2002) , Wagner (Earle, 2002) and Roby (1992) noted that technology integration entails ensuring that pedagogy and technology need to be aligned for sound outputs, therefore instructional content and practice are important in overcoming the barriers. Brandsford et al (2000), Kozma (2003) and Bingimlas (2009) recommend that teachers become the driving force in ensuring technology integration for meaningfull change. Fullan (2000) (Earle, 2002) noted that teachers must become experts in pedagogical design which will ensure that the potential of technology use in education becomes recognised. Based on the above technology will remain well into the future and has positively left its mark in certain fields, surely if used in collaboration with traditional teaching can change and shape the face of teaching and learning well into the future.

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The Impact of Using Reflective Teaching Approach on Developing Teaching Skills of Primary Science Student Teachers

Eman Wefky Ahmed [1], Khalil Yousef Al-Khalili [2]

[1] Bahrain Teachers College (BTC)/ University of Bahrain
Faculty of Education / Sohag University, Sohag, Egypt
ewefky@uob.edu.bh

[2] Scientific Publishing Center/ University of Bahrain/ Kingdom of Bahrain
kalkhalili@uob.edu.bh

ABSTRACT

The article examines the impact of reflective teaching approach on teaching skills of primary science student teachers. Twenty-five science student teachers were trained for a whole semester on using reflective teaching approach. They were divided into five cooperative learning groups, each of which consists of five students. Each group was asked to prepare a science lesson. In each class, a representative of each group presents the lesson (15 minutes). After the presentation, the presenter was evaluated by the researcher and his colleague students according to an evaluation checklist. At the end of the training course, they were asked to respond to a questionnaire consisting of 26 open-ended questions that asked for their opinions and ideas on the reflective approach. Data analysis revealed that this approach was effective on developing the overall teaching skills of elementary education student science teachers. It is also effective on the following teaching skills: lesson-planning, introduction, use of new materials, classroom management, and evaluating their teaching and learning process. Furthermore, students involved indicated that the approach helps them in identifying strengths and weaknesses in teaching. They also indicated that it assists them in discovering means of correcting and improving their teaching. In addition, reflective teaching approach enables teachers to analyze, discuss, evaluate and change their own practice as well as to adopt a systematic analytical approach towards teaching. Consequently, it is highly recommended that students' teachers should be encouraged to use written reflections during teaching practice in the post-practicum seminars conducted after the teaching practice.

Keywords: *reflective teaching, student teachers, teaching skills, primary science teachers.*

INTRODUCTION

Education has never been more challenging and pertinent than in today's global world. It is considered as one of the most important factors in the development of nations. Irrespective of the vast reliance on technology, teachers remain the key in the teaching learning process. Therefore, the education and preparation of teachers is a critical issue in national development. Maarof (2007) and Cobb (1999) see that the attributes of quality teachers include possessing pedagogical knowledge, subject content knowledge, skills, and attitudes necessary for effective teaching, strong sense of ethics, and capacity for renewal and ongoing learning.

Reflective teaching which Dewey talked about in his book "How We Think" was reconsidered in recent research. In this book Dewey makes an important distinction between action that is routine and action that is reflective (Schon ,1983). He defines reflective action as that which involves active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it

leads. According to Dewey, reflection does not consist of a series of steps or procedures to be used by teachers rather it is a holistic way of meeting and responding to problems, a way of being as a teachers.

Greene (1986) defines reflective action as a process that involves more than logical and rational problem-solving processes. Reflection involves intuition, emotion, and passion and is not something that can be neatly packaged as a set of techniques for teaches to use. Schon (1983; 1987) clearly writes about reflection that is intimately bound up with action. Rather than attempting to apply scientific theories and concepts to practical situations, he holds that professionals should learn to frame and reframe the often complex and ambiguous problems they are facing, test out various interpretations, then modify their actions as a result.

Schon (1987) differentiates between reflection – in –action and reflection-on –action. Reflection-in-action is when a practitioner, who is often already an expert, learns to think on his or her feet and is able to improvise with new incoming information and is able to deal with the unexpected. An example Schon provides is that of people playing jazz music or of people having a good conversation. Reflection-on-action involves the practitioner reflecting and contemplating on the underlying, implied understandings and assumptions that he or she has and further analyses them consciously in order to arrive at deeper understanding of roles of the teacher and student, the motivations and behaviors in the learning context(Pickett,1999).

These concepts of reflection – in and on – action are based on a view of knowledge and an understanding of theory and practice that are very different from the traditional ones that have. Goodman (1992) uses the terms "off line" and 'on line 'to distinguish between reflection – on action and reflection – in action. Reflection – on action takes place after the activity (i.e. offline). When full attention can be given to analysis without the necessity for immediate action and when there is opportunity for the professional to receive assistance from others in analyzing the event.

Various approaches of reflective teaching were developed. Some of these approaches (Powell, 1985; Bailey, 1990) include the following: Peer observation, written accounts of experiences, self-report, autobiographies and journal writing.

Reflective practice in both pre-service and in–service levels of teaching were emphasized by various studies (Schon, 1987; Schon, 1996; Stanly, 1998; Kullman, 1998). Perspectives on reflective thinking include ideas derived from the domains of psychology, education, philosophy, and the arts. Early philosophers and thinkers such as Plato, Aristotle and Locke contemplate and discussed the ideas on reflection; meta-cognition or thinking about ones thinking (Maarof, 2007).

Schon (1987) defines reflective teaching as looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. Richards and Lockhart(1997) state that : "reflective approach to teaching is one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices; and the data are then used further to reflect critically about teaching" (p:1) . Richards (1990) sees reflection as a key component of teacher development. He indicated that self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking.

Reflection involves promoting techniques that include reflective journals, comprising dialog journals, peer reflection, diaries, learning logs and audio-video recordings and others (Pickett, 1999; Richards and Lockhart, 1997).

Pollard (2008) showed that reflective teaching leads to a steady increase in the quality of education provided for children. Indeed, because it is evidence based, reflective practice supports initial trainee students, newly qualified teachers, teaching assistants and experienced professionals in satisfying performance standards and competencies.

Arredondo and Rucinscki (1994) used reflective teaching journal writing in a workshop approach designed for graduate and undergraduate education students at university level. One of the strategies used in the workshop approach was journal writing. A total of 69 students in five classes participated in the study. The findings indicated that students had used meta-cognitive thinking. In this case, the journals helped foster thinking in-depth with their Japanese students, whereby the students were asked to write down their thoughts about the class lesson.

Rahman, Mohd Jelas, and Osman (1999) conducted a survey on the conception, perception, and practice of reflective thinking of 108 trainee teachers in a diploma of education program, and 133 trainee teachers from a bachelor of education program. They found that there is a weak understanding of the practice of reflection among the students. In addition, the practice of reflective thinking was found to be minimal and the students had inadequate exposure to reflective thinking. The results also showed a positive linear relationship between factors such as knowledge, perception and the roles of teaching practice supervisors and the practice of reflective thinking.

Ogonor and Badmus (2003) conducted a study to examine the reform outcome of reflective teaching introduced by the faculty of education among student teachers in a Nigerian university. The sample consisted of 304 students who were in the final and penultimate years at university. The findings indicated that student teachers were elated and had the opportunity for professional growth as they practiced reflective teaching.

Maarof (2007) examined the reflective journal entries of 42 trainee teachers who underwent teaching practicum in schools in Malaysia. The study investigated the types of reflections, strategies, and perceptions of the trainees toward reflective journal writing. The findings of the study indicated that 77% of the trainees stated that the task assisted them in evaluating their teaching methods, strengths, weaknesses, and problems in teaching.

The Problem of Study

Based on the above discussion, the present study attempts to develop teaching skills of elementary education student teachers of science through a training strategy to help them develop their overall teaching skills, as well as investigate the effect of this strategy on students' mastery of: lesson planning, introduction, use of new materials, classroom management and evaluation.

Questions of The Study

The study addressed the effect of reflective teaching on developing the overall teaching skills of elementary education student teachers of science, by providing answers to the following questions:

1. What is the effect of reflective teaching on developing the overall teaching skills of elementary education student teachers of science?
2. What is the effect of reflective teaching on developing elementary education student teachers of science teaching skills in: lesson planning, introduction, use of new materials, classroom management, and evaluation?
3. What are the students' perceptions and understandings of the reflective teaching approach

Hypotheses of the Study

The study tests the following hypotheses:

1. There are non- statistically significant differences between the mean scores of students' performance on the pre-application of the evaluation checklist versus the post application in overall teaching skills.
2. There are non- statistically significant differences between the mean scores of students' performance on the pre-application of the evaluation checklist versus the post application in each of the following aspects of teaching skills: lesson planning, introduction, use of new materials, classroom management, and evaluation.

METHODOLOGY

Design of The Study

The pre-experimental approach according to the one shot case study design was followed. It was performed on an available sample consisting of 25 primary science student teachers in their third year at Bahrain Teachers College, Bahrain University who were taking a course on science teaching in the first semester of the academic year 2010/2011. Their age ranged from 21 to 22 years old (10 females and 15 males).

Instruments

The present study used the following tools:

1. An evaluation checklist prepared by the researcher to evaluate students' teaching practice.
2. An open –ended questionnaire: the questions were constructed based on Richards and Lockhart's (1997: 16) Guidelines on Reflection Questions. The purpose of the questions was to elicit as much information as possible on students' conception of reflective teaching. The validity and reliability of this instrument were established by the developers.

Procedure

The study was carried out according to the following steps:

1. Students were divided into five cooperative learning groups, each of which consists of five students.
2. Each group were asked to prepared a science lesson.
3. In each class, a representative of each group presents the lesson (15 minutes).
4. After the presentation, the students were evaluated by the researcher and his colleagues according to the evaluation checklist (5 minutes).
5. In order to examine the students' perceptions of the reflective approach, they were given a questionnaire consisting of 26 open-ended question that asked for their opinions and ideas on the reflective approach. The questions were constructed based on Richards and Lockhart's (1997; 16-17) guidelines on reflection questions, which mainly focused on events that took place during a lesson.
6. The researcher held a discussion with the students about the strengths and weaknesses of their colleague's teaching.
7. Each student was given five times of teaching (one time as a pre teaching and four times as post teaching).

DATA ANALYSIS AND RESULTS

The statistical Package for the Social Sciences SPSS was used for data analysis. Frequencies and the t-test were used. In what follows a summary of the obtained results are organized and presented according to the research questions and hypotheses as follows:

Results Pertaining To The First Question And Testing The First Hypothesis

The t-test was used for answering the first question and testing the first hypothesis, which states that there are non- statistically significant differences between the mean scores of students' performance on the pre-application of the evaluation checklist versus the post application in overall teaching skills. The obtained mean score by students on overall teaching proficiency at the pre-application of the evolution checklist (9.324) was compared with their obtained mean score at the post application (13.712). The results of this analysis revealed (see table 1) statistically significant differences between these mean scores ($t = 11.432$ $df= 23$, significant at $\alpha= 0.01$). These results are evidently in favor of the post evaluation. In addition, the estimated effect size value is 6.87. This indicates that the effect size of the strategy is large in enhancing students' overall teaching proficiency. Thus, one can conclude that the training strategy based on the reflective teaching approach is effective in developing students' overall skills.

Table 1. T-test results for comparing the students' overall teaching proficiency on the pre-application of the evolution checklist versus the post application

Measure	Mean	S.D.	Mean Difference	S.D. of Difference	D.F.	T-Value	Sig	Effect Size
Pre	9.324	2.003	2.943	0.976	23	11.432	0.01	6.87
Post	13.712	0.737						

The t- test was used for answering the second question and testing the second hypothesis which states that "There are non- statistically significant differences between the mean scores of students' performance on the pre-application of the evaluation checklist versus the post application in each of the following aspects of teaching skills: lesson planning, introduction, use of new materials, classroom management, and evaluation.

Results Pertaining To The Second Question And Testing The Second Hypothesis

The t-test was used for comparing the mean score obtained by students on each of these five aspects of teaching proficiency at the pre-application of the evolution checklist versus the associative mean obtained at the post application. The results of this analysis revealed (see table 2) statistically significant differences between each of the tow associative mean scores in favor of the post evaluation.

Table 2.T-test results of students' performance on pre-application of the evaluation checklist versus the post application in lesson planning, introduction, classroom management, practice new materials and evaluation

Skills	Measure	Mean	S.D.	Mean Difference	S.D. of Difference	D.F.	T-Value	Sig	Effect Size
Lesson planning	Pre	5.762	0.853	1.998	0.897	24	11.7	0.01	5.12
	Post	7.861	0.2911						
Introduction	Pre	7.3512	1.82154	6.270	1.1858	24	13.569	0.01	6.54
	Post	13.5321	0.73585						
Practice of new materials	Pre	14.6846	1.9754	3.1606	0.8570	24	10.025	0.01	4.31
	Post	17.8452	1.1284						
Classroom management	Pre	8.2530	1.1955	4.313	.6331	24	13.543	0.01	5.8
	Post	12.5430	.46254						
Evaluation	Pre	5.6851	.81265	1.7434	.5625	24	10.562	0.01	5.2
	Post	7.4285	.3643						

Looking at the results of each of these five aspects we see that:

1. For the lesson planning, table 2 shows that the estimated t-value is 11.7 which has statistically significant difference at 0.01 levels in favor of students' performance on post-application of the evaluation checklist versus the pre-application. Moreover, the estimated effect size value is 5.12, which means that the effect size of training strategy is large in developing students' mastery in planning lessons.

2. For the introduction of the lesson , Table 2 illustrates that the estimated t-value is(13.569) which is statistically significant difference at 0.01 level in favor of students' performance on post-application of the evaluation checklist versus the pre-application in the introduction. Moreover, the estimated effect size value is 6.54 which means that the effect size of training strategy is large in developing students' performance in the pre-application of the evaluation checklist. This means that the training strategy is effective in developing mastery of introducing of the lesson.

3. For the presentation and practice of new materials, table 2 shows that the estimated t-value is10.025 which has statistically significant difference at 0.01 level in favor of students' performance on post-

application of the evaluation checklist as compared to the pre-application in presentation and practice of new materials. Moreover, the estimated effect size value is 4.31, which means that the effect size of training strategy is large in developing students' performance in presenting and practicing new materials. Thus, we could also conclude that the training strategy is effective in developing mastery of presenting and practicing new materials.

4. For classroom management, table 2 shows that the estimated t-value is 13.543, which has statistically significant difference at 0.01 level in favor of students' performance on post-application of the evaluation checklist vs the pre-application in teacher personality and classroom management. The estimated effect size value is 5.8 which means that the effect size of training strategy is highly effective on developing students' personality and mastering classroom management skills.

5. With regards to the evaluation, table 2 illustrates that the estimated t-value is 10.562 which has statistically significant difference at 0.01 level in favor of students' performance on post-application of the evaluation checklist versus the pre-application in evaluation. The estimated effect size value is 5.2 which means that the effect size of training strategy is large in enhancing students' teacher ability to evaluate their students. Thus we could also conclude that the training strategy is effective in developing student teachers' ability to evaluate their students.

The above mentioned results revealed that students achieved progress in their overall teaching skills after the implementation of the training strategy as compared with their performance before the strategy application. Moreover, students' mastery of teaching skills: lesson planning, presentation and practice of new materials, teacher personality and classroom management.

Results Pertaining To the Third Question and Testing the Third Hypothesis

The third research question states that: What are the students' perceptions and understandings of the reflective teaching approach? To get an answer to this question, frequencies and percentages were obtained on students responses to a list of 26 aspects reflective teaching approach. The answers of only 20 student teachers were analyzed because 5 students were absent when the questionnaire was distributed. Students were requested to tick mark how they think reflective thinking is helpful to them.

The results indicated that a very high percentage of students (88%) hold a positive response to this approach. The majority of them (86%) stated that reflecting teaching assisted them in identifying mistakes in their teaching. A quite high percentage (77%) of students said that reflective teaching help them in identifying the characteristics of a good, interesting, creative, and effective teacher. More than three fourth of them (76%) indicated that reflecting assisted them in evaluating their teaching in terms of their strengths and weaknesses in conducting lessons in class . Approximately 72% of the students said that reflective teaching helped them in evaluating the problem–solving method they used in the teaching and learning process. More than half of them (60%)indicated that reflective teaching helped them in their teaching and learning process. Only 12% of the students said that they disliked reflective teaching.

CONCLUSIONS AND IMPLICATIONS FOR TEACHER EDUCATION

It was shown that reflective approach to teaching involves changes in the way teaching is perceived and the teacher role in the process of teaching. It is evident that this approach was effective in assisting science student teachers in evaluating their teaching and learning process. It also helps them in identifying strengths and weaknesses in teaching. Furthermore, it seems that it assists the teacher in discovering means for correcting and improving his or her teaching. In addition reflective teaching approach enables teachers to analyze, discuss, evaluate and change their own practice as well as to adopt a systematic analytical approach towards teaching. Consequently, it is highly recommended that students teachers should be encouraged to use written reflections during teaching practice in the post-practicum seminars conducted after the teaching practice.

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