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BEDER UNIVERSITY
JOURNAL OF EDUCATIONAL SCIENCES

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Teaching English vocabulary to Albanian students and the importance of the semantic fields in the process of expanding it.

Abstract

Every language has its own semantic, phonologic, grammatical structure. When you try to make a comparison between the two languages, you know that they do not fully correspond in none of the structures mentioned above. Every language among the other things reflects the culture of a certain society, which the same as the language, is different in different countries. So it is the case with the English and the Albanian language. These two languages do not have any resemblance with each-other. The scholar Lyons would say that we have to deal with non isomorphic languages, due to the semantic structure, which is different. This phenomenon should be taken into account during the process of teaching, in our case of the English language. This paper aims at a comparison of the semantic fields of the two languages, based on the semantic field theory. It is more efficient if the comparison is made between fields and not between specific lexemes. Hence, this comparison can lead to a clear picture and a better understanding of the correlation, contrast of these two languages.

In this paper it is aimed a research which examines the basic concept of semantic fields, theoretical and practical foundations and implications of semantic fields as a method for creative foreign language teaching, especially in teaching English as a foreign language to

Albanian students at Tirana University and Beder University. Current research has found that having a knowledge in semantic fields makes it easier and helps students develop their conceptual understandings. It has been assessed that semantic fields constitute major lexical patterns in the vocabulary of a language and as such they are regarded as part of the native speaker's lexical competence. It has also been argued that learning a foreign language vocabulary entails learning, among other things, the meanings of lexical items in fields and the sense relations in terms of which these fields are structured. " Rudska et al. (1981a). Teaching new vocabulary through the use of semantic fields gives the learner the confidence and a native like competence in the language that they are learning. Learning outcomes and findings are often shown through descriptions of design interventions that have taken place in ordinary classrooms. In this research, attention has been paid if the use of semantic field analysis in the teaching of lexis in foreign language situations with respect to the language skills for which the EFL learners are learning English is effective. The use of new creative methods, diverse experiences of individual students within FL classes and what they take away from participation in such classes would make the circle complete and satisfactory.

Key words: semantic field, lexical pattern, expand and enrich the vocabulary

1-The introduction of the English language in the Albanian school system

English language has taken a great dimension worldwide; its influence is felt everywhere and it is spoken by a lot of people. The first contact that the Albanian language had with English was in 1866 when Kristoforidhi translated a poem from the English language titled ' The star up in the sky' by R.L. Stevenson[1]. Historical circumstances changed a lot the situation, the English language was introduced to Albanians in Elbasan in 1909 as an elective subject of the school curricula. An interesting fact was that in 1877 in order to get permission from the sultan, the ones who wanted to open it said that the girls' school of Korca would be in English language, but in fact it was not. English was not even included as a school subject. Some of the teachers though had been studying in American colleges in Bulgaria. Thus, it can be claimed that the contact of the Albanians with the English language are ancient.

This contact has had its own benefits; firstly it exposed the Albanians to other cultures. One can hardly separate the culture from the language and it would be like giving priority to one language, which may be seen as a threat to freedom of speech and to the ideals of multiculturalism. Secondly, it paved the way for the coming generations to be encouraged to study this language. Some people would choose to advance their knowledge and major in the English language and literature. Thus, providing the Albanian society with highly qualified English teachers, lecturers, scholars, researchers.

2-English language is taught in every school and the exigencies which emerge need a special focus.

When it comes to learning the English language there certain skills, which the students must acquire in order to master it successful. Wilkins assesses, "Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed" (1972: 111). Everyone would say that this is true, but when it comes to learning the vocabulary, still everyone would unanimously say that it is a boring task. On the other hand, we need to consider the other side of the coin. It is not only the students who find learning a vocabulary a daunting task, but even the teachers, lecturer, who have to perform this task in a very effective way, find it challenging. The difference

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1   Xh. Lloshi, " Raste ndërhyrjesh të huazimeve nga Anglishtja" Studime filologjike, nr 1-2, 2011, fq 10

between grammar and vocabulary is ultimately a matter of closed versus open sets:

"A closed set of items is one of fixed, and usually small, member-ship; e. g. the set of personal pronouns, tenses, genders, etc. An open set is one of unrestricted. indeterminately large, membership; e. g. the class of nouns or verbs in a language. In terms of this distinctionwe can say that grammatical items belong to closed sets, and lexical items to open sets. " (Lyons, 1968: 436).

One consequence of this difference between closed and open sets is that: "the vocabulary is much less strictly organized and less stable than the patterns encountered in phonology and grammar. Words or meanings can be added or dropped far more freely than phonemes, inflexions or suf-fixes. " (Ullmann, 1972: 367)

The two above mentioned quotations give a clear picture that the vocabulary of a language is always dynamic and consistently expanding due to the necessity to have an elaborated dictionary. It is true that words or meanings can be added or dropped far more freely than phonemes, in-flexions or suffixes, but on the other hand it makes it more difficult for a for-eigner to learn easily these new words and meanings. Therefore, it is useful to know how to use the knowledge that teachers have of the semantic fields in relation to the vocabulary learning process. How to make the teaching and learning of the new vocabulary more effective, what strategies do the students need and which are some useful exercises, are some of the ques-tion which will find an answer in this paper. It is aimed to help significantly in pedagogical aspect as well as to enlarge learners' vocabulary by building paradigmatic construction and patterns of new correlations and to expand learners' mastery of new vocabulary.

3- The semantic field theory

The field theory of semantics or lexical field theory is introduced by Jost Trier[2] in the 1930s. He states that:

a. The vocabulary in a language system is semantically related and builds up a complete lexical system. This system is unsteady and changing constantly.

b. Since the vocabulary of a language is semantically related, we are not supposed to study the semantic change of individual words in isolation, but to study vocabulary as an integrated system.

2   http://en.wikipedia.org/wiki/Semantic_field

c. Since lexemes are interrelated in sense, we can only determine the connotation of a word by analyzing and comparing its semantic relationship with other words. A word is meaningful only in its own semantic field.

Trier's semantic field is generally considered paradigmatic. It deals with paradigmatic relations between words such as hyponymy, synonymy and antonymy. This theory claims that each language has a unique semantic structure. The structure is a network of relations within which each lexical item derives its meaning from its relations with the other items. The meaning of a lexical item in a particular language, therefore, depends on the existence of other items within that language. This inevitably leads to the conclusion that it does not make sense to try to teach the meaning of a lexical item in complete isolation from the other items with which it forms a field or a subsystem.

For example, English words for snow are *snow*, *hail*, *sleet*, *ice*, *icicle*, *slush*, and *snowflake*. English also has the related word *glacier* and the four common skiing terms *pack*, *powder*, *crud*, and *crust*, so one can say that at least 12 distinct words for snow exist in English[3]. In Albanian we have only one word for snow " borë", however to explain different kinds of it there are some word collocations including the word snow. BOR/Ë,-A f. kryes. *Nj.sh. ~ ËRA, ËRAT. 1. Reshje me kristale të bardha, që bie flokë –flokë; shtresa e bardhë që krijohet nga kjo reshje; dëborë. Borë e dendur (e imët). Bora e parë, Borë e përhershme (shekullore). Flokë (fije, endë, pah, fjolla) bore. Top (ortek, shtresë) bore. Shtrat bore llohë. Ana e borës ana e veriut . Zog bore/zool. Borës, zborak. Mal me borë. Hodhi (zbardhi) bora. Çaj borën. Shkriu si bora në diell. i bardhë si bora. 2. Përd. mb. Shumë i ftohtë, akull; përd. Ndaj. Shumë (me mbiemrat " i bardhë" " i pastër")[4].*

On the other hand the theory of the other German linguist Porzig places a great importance to the internal relation of the co-occurrence between words. His theory is called syntactic field. He claims that a lexical item co-occurs with others in the same context, e.g., bite and teeth, lick and tongue, bark and dog, etc. They are bound together by what Porzig called essential meaning-relations. However, as we can see that one word appears in the syntagmatically-related lexical system, this word predicts the occurrence of the other because they are related to each-other. This syntagmatic relationship helps in the acquisition of the word knowledge, as well as in expanding the vocabulary background.

Actually the syntagmatic semantic field aims to prove that the components in a phrase are not only grammatically related, but also semantical-

3   http://en.wikipedia.org/wiki/Semantic_field
4   Fjalor I Shqipes Së Sotme, Botimet Toena, Tiranë, 2002

ly related. For example, in the phrases "*make* a work of art" (to make sth or to bring it to existence), "*make the bed*" (to fix), "make dinner" (to prepare) " make a speech" (to hold a speech). " make sb happy" (to render sb happy) the word "make" has different meanings in different contexts, and these meanings are determined by its collocation. Therefore, it is clear now why it can be admitted that the semantic field theory is an effective way of enlarging one's vocabulary.

4- Teaching and learning new vocabulary as part of pedagogical perspective

The English language is considered to have the largest vocabulary in the world (Crystal, 2002). Educated native speakers of English are expected to know approximately 20,000 word families or 70,000 words (Nation, 2001); however, educated non-native speakers of English know less than one quarter of the native speakers' vocabulary (Laufer & Yano, 2001).

Defficiency of vocabulary knowledge is a problem in all the four skills reading, listening, speaking, writing. Learners should be told that vocabulary plays a pivotal role in their L2 acquisition and development. Learners should make use of vocabulary learning strategies and resources in order to increase effectiveness in their vocabulary acquisition. A good idea is to be active in the learning vocabulary process because this helps in their fluency. Effective vocabulary acquisition training is integral for effective use of a language. The ability to read and write fluently requires learners to reach a "lexical threshold".

Vocabulary learning strategies are useful in learning/reviewing new word or phrases (Schmitt, 2000). Otherwise students simply forget what they are learning and have learned. Try using word cards and word parts, guessing from context, and dictionary use (Nation & Meara, 2010).

Some exercises might be to draw images or create grids and sets to visualize semantic networks of words, which will lead to better retention. One kind of exercise is taken from the Cutting edge method in the copybook that they accompany the students' book with for extra exercises.

Wordspot

world, earth, ground, floor

1. Do you have exact equivalents for these four words in your language? Choose words or phrases from the box to complete the explanations.

floor ,floorboards, earth, think the world, worldwide, this world, the earth, floor, in the world, on the ground on earth, top of the world, grounded, off the ground

a) You have plenty of time, and so you don't have to hurry: you have all

.... the time .

b) Added for emphasis to a question, or to show you are very surprised or

.... annoyed: e.g. What………is she wearing?

c) An idiom to say that something is very expensive: it costs……. ....

d) The land at the bottom of the sea is known as the ocean …….. ....

e) If you have great affection and respect for someone, you. ..of them.

f) At a club/disco, the place where people dance: the dance .

g) If parents punish their child by not letting him/her go out, (s)he is ……

h) An informal way of saying that something is so good it's unbelievable:

Complete the diagrams below with words and phrases from ex 2
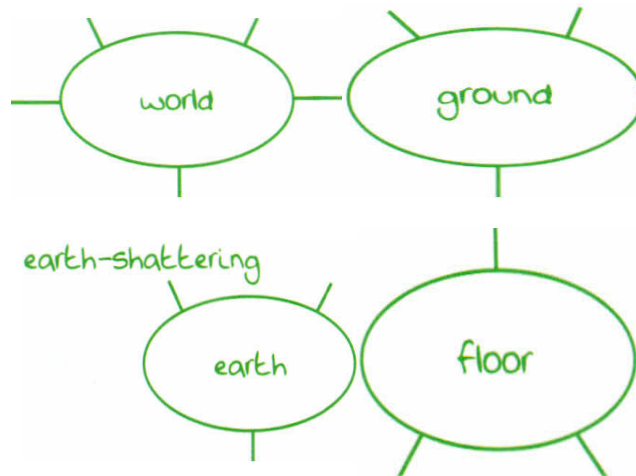
"The more a learner engages with a new word, the more likely he/she is to learn it" (Schmitt, 2010, p. 26) so being engaged is very important. As the semantic field is therefore a paradigmatically and syntagmatically structured subset of the lexicon. The lexical items of language can be classified into sets which are related semantically and divide up the semantic field in various ways. For example, Brown and Payne's vocabulary instruction has to do with synthetically pedagogical procedure of teaching new words as: pre-reading brainstorming.

If the students are to read a text related to money, possession, economy, then it would be a good idea if the teacher draws on the board a semantic field diagram where in the center is "transfer of possession" and the other words (related to the topic) surrounding it.

Transfer of possession (trade, sell, borrow, lend, inherit, exchange, hire, rent, buy, give, receive, lease, give away, donate, transfer)

Learners take an active part in this task and get a better understanding of the topic, thus becoming more interested in reading the passage. This helps to improve the reading efficiency. In this step, learners also form a basic semantic field related to transfer possession.

By using some of the features of the Semantic field a teacher would make a good use of it by implementing them in class. Before going to class it would be a good idea to find words which belong to the same semantic field because they usually share part of the meaning or the same structure, which of course, will be easier to be learned as a group than as separate

items. Teaching vocabulary in this way saves time and energy and achieves better results at the same time.

Another way is using hyponymy (is a word or phrase whose semantic field is included within that of another word, its **hyperonym)**[5] An example would be like writing the particle "off" with verbs of movement and the meaning of all of them is; to move from one place to the other "leave". Walk off, drive off, run off, ride off, etc, or another table, chair, shelf, cupboards are hyponyms of furniture.

Using this strategy of the semantic field theory helps students to increase their creativity but also help them make a connection of the newly acquired knowledge with previously acquired knowledge.

Polysemy help students not only learn the core meaning, but extended meanings as well. For example the word book has three meanings 1. a bound collection of pages 2. a text reproduced and distributed (thus, someone who has read the same text on a computer has read the same book as someone who had the actual paper volume). 3. to make an action or event a matter of record (e.g. "Unable to book a hotel room, a man sneaked into a nearby private residence where police arrested him and later booked him for unlawful entry."

These were some of the ways how to teach and learn vocabulary. Definitely the semantic field theory is one of the most useful, beneficial way for the students to advance and built their confidence when using a foreign language because as Celce-Murcia and Rosensweig (1979) argue that vocabulary is more important than syntax for communication even in the early stages: vocabulary should be recognized as a central element in language instruction from the beginning stages. From our own experience with non-native speakers of English we feel that a good amount of vocabulary with a minimum of structure often makes for better reading comprehension and more efficient survival communication than near-perfect structure with an impoverished vocabulary of 100 words or less. " (p. 242)

It should be emphasized the great importance of lexis for a better communication. If one can come up with grammatically correct sentences, that does not mean that they have a fluency in that language. Adequate attention needs to be paid to the fact that even though someone is able to produce grammatical sentences if one has not got the vocabulary that is needed to encode one's message then he is helpless to manage and build up a communication.

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5   http://en.wikipedia.org/wiki/Hyponymy_and_hypernymy

5-Conclusion

In Albania the English language is a priority for the education system as well as for the social status and the job market. In the education system it is included in the school curricula from the third grade of elementary school. Students have to take the English exam when they finish the high school. Even at the university level it is not an elective course, but a required one. Furthermore, it is quite hard to find a job and start a career without knowing English. Someone who knows English stands better chances and is viewed differently as being a well educated person. Hence enjoys a higher social status. This shows the real significance that this language has for the Albanian people. Therefore learning this language is the ultimate goal of every learner, especially to be able to communicate fluently and accurately. This can be achieved by mastering the four skills reading listening, speaking, writing. In the center of these four skills is the vocabulary. The size of one's vocabulary directly affects the development of one's linguistic competence. Therefore, the first task of vocabulary instruction is to enlarge learners' vocabulary.

In addition, learners may only know the literal meanings of a word and lack the knowledge of its connotation and collocation in different contexts. Teachers should not only teach the pronunciation and meanings of a word, but also explain its semantic relations, connotation and collocations. They can help students construct semantic fields under various semantic relations. In conclusion, teaching vocabulary by constructing the semantic fields of is efficient as well as necessary.

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An overview of syllabuses in teaching English for Specific Purposes

Abstract

When teaching courses of English for Specific Purpose, the course instructor is mainly concerned with finding and adapting the type of syllabus which best equips learners with skills and knowledge in order to meet the learners' future language needs. The article starts with describing the main types of syllabuses there are in English Language Teaching (ELT) and emphasizes that the syllabus designer must keep in mind many important criteria when choosing to design and implement a syllabus, especially in ESP. The various syllabuses described in this article are valuable input for the syllabus designer in creating a language program and course. The twelve types of syllabuses are examined and defined in separate contexts and it is almost impossible for one type of syllabus to be used and be successful in one English Language Teaching settings. It is becoming more and more convenient to use the integration of some types of syllabus. In ESP, like in most other courses, the syllabus gives details the content of what the learners will be taught during the course. It is through the syllabus that the teacher and the learner are able to measure progress. What is particular in ESP, it is the needs analysis process which is carried out prior to syllabus design which determines which language skills are needed by the learner. ESP makes extensive use of content-based approaches. Teaching activities are specific to the subject matter being taught and are arranged in a way to stimulate students to think and learn through the use of the needed language.

Finally, the article draws on the types of syllabuses studied to suggest on the most appropriate syllabuses to be used when considering designing a course of English for specific purposes. The recommendation is based on the essential features of ESP, that is the analysis of the needs of the learner and based on this criteria some syllabuses such as task-based, and content based are recommended.

Keywords: Syllabus design; English for Specific Purposes; need analysis, task-based, content-based

1-Introduction

Over the past two decades, syllabus design and teaching of English as a foreign language have come to reflect considerably the specific needs of students. Different institutions engaged in Teaching English as a foreign language despite teaching general English, have been increasingly offering English for Specific Purposes in order to meet the demand of the learners who might need English to perform in their job positions. The increase in the demand has primarily come out from the requirements of the international institutions, corporations, industries, businesses, offices and government agencies whose employees are usually required to have a good command of English language in order to deal with business-related activities. Therefore, when Albania opened up to the world after the nineties and committed to free and international trade after entering the free trade economy, language schools and universities rushed to provide to include English for Specific purpose in their curricula in order to produce students who would be able to compete more successfully in the job market and progress in their career. The same trend had happened throughout the world after the Second World War and since then English has been considered as lingua franca. What makes ESP different from general English is that it is centered toward the needs of the learners and consequently the syllabus is usually focused on a specified group of topics related to a particular profession in the job market, such as law, business, agriculture, aviation, engineering, etc. Therefore ESP courses are designed in a way that they do not make use of exclusively one single approach to syllabus design, but taking in consideration the principal criteria "the needs of the learner" use many approaches by drawing on elements mainly (but not limited) from a task-based syllabus, a situated syllabus, and a content-based syllabus.

When trying to define the process of syllabus design in ELT, Munby (1978:2-3) stated that ESP courses should be those where the syllabus and the materials were determined in all essentials by the prior analysis of the communication needs of the learner. In the early phases of ESP syllabus design, most syllabus designers started out by drawing up lists of grammatical, phonological, and vocabulary items. The task for the learner was seen as gaining mastery over these grammatical, phonological, and vocabulary items.

It was not until the 1970s, that the communicative approaches to language teaching began to be incorporated into syllabus design. The central question for proponents of this new view was, 'What does the learner want and need to do with the target language?' rather than, 'What are the linguistic elements which the learner needs to master? Syllabuses began to appear in whirls content was specified, not only in terms of the grammatical elements whirls the learners were expected to master, but also in terms of the functional skills they would need to master in order to communicate successfully.

The language in an ESP Course is not the subject matter, but is being learned as part of the process of acquiring some quite different body of knowledge or set of skills (Robinson, 1980) According to Philips (1981, p.92), the element that gives ESP its identity as a distinctive area of language teaching activity is the learners' purpose. This purpose is not restricted to linguistic competence only, but involves the mastery of skills in which language forms and integral part,

The designing of the syllabus for English for Specific Purposes poses the issue about the kind of English the learners want and need to acquire. Even though many syllabus designers are aware of the many subdivision within ESP, they assert that learners generally need English either for work, EOP (English for Occupational Purposes) or for academic purposes EAP (English for Academic Purposes).

2-Main types of syllabuses in ELT

No single syllabuses entirely different from any other type of syllabus. The syllabuses in language teaching arena integrated product of two or more of the types of syllabuses that will be listed below. Thus, although there have been various language teaching syllabuses introduced in this article, each independently described with their own peculiarities, rarely can they be found in isolated use in a given course. Usually, one type of syllabus is central for the course, while other types of content might be integrated and serve as complementary. In general, it is difficult to make a distinction between the content-based and topic-based syllabuses or task-based and skill-based syllabus. It is the instructional content used in the real teaching procedure which makes the determining factor in choosing a particular syllabus. The following list describes the main types of syllabuses used in Teaching Languages by paying special importance to En-

glish for Specific purposes.

1. A procedural syllabus

This syllabus presents the question of *"how* "the learner learns language because it is more concerned with the methodology in terms of "processes of learning and procedures of teaching" (White1988: 94). Proposed initially by Prabhu the procedural syllabus emphasizes that "that structure can best be learned when attention is focused on meaning",Prabhu (1980). From the title itself, a procedural syllabus gives importance to the activity, focusing on learning rather than linguistics. White (1988: 102) states that in this syllabus the focus is on the task and that it is learning-centered instead of learner-centered, consequently it is centered on graded tasks grouped by similarity, where it is the tasks and activities which are being planned in advance but not the linguistic content. The role of the syllabus designer in this aspect is to arrange the course around activities such as matching, simulation and gap filling and the learner is preoccupied with perceiving the language, understanding, working out, relating or conveying messages. Formally there is no syllabus with a structure, but "there is a mutual planning between learner and teacher, which leads to language learning, content, and actions explored and accomplished",Candlin (1987: 6). Therefore the learners acquire the language subconsciously while aiming to solve the meaning lying behind the tasks. Despite some differences in practice, the principles underlying procedural and task-based syllabuses are very similar. In fact, they are seen as synonymous by Richards, Platt, and Weber (1985), who describe them both as follows:

... a syllabus which is organized around tasks, rather than in terms of grammar or vocabulary. For example the syllabus may suggest a variety of different kinds of tasks which the learners are expected to carry out in the language, such as using the telephone to obtain information; drawing maps based on oral instructions; performing actions based on commands given in the target language; giving orders and instructions to others, etc. It has been argued that this is a more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake.(Richards, Platt, and Weber 1985: 289)

2. A situational syllabus

This type of syllabus put more importance to the situational needs of the learner rather than the grammatical units of the language. The Syllabus is arranged round a number of situations which represent language and behavior used in real life situations, outside the classroom. The rationale behind this syllabus is that language is part and parcel of the situations and contexts in which takes place. The syllabus designer uses the intuition in order to foresee the situations in which the learner might engage oneself, and makes use of these situations, for example; having small business talk, talking over the phone or giving instructions. The structure of the syllabus and the content of language teaching is a cohort of real or made up situations in which language occurs. The situations introduced in most parts present a number of participants who are engaged in an activity in a specific setting. These situations use language which includes a number of functions combined in part with available discourse activity. The situational language teaching syllabus aims at teaching language that occurs in the particular situations.

3. A skill-based syllabus

Skills are defined as abilities that people must be able to mastering order to be more proficient in a language. The content of this syllabus relies on learners' particular skills in using the language. A skill-based syllabus merges linguistic competencies (pronunciation, grammar, and discourse) with types of behavior, such as listening to a podcast for the gist, writing academic paragraphs, delivering successful speeches etc. Examples of reading skills may include skimming and scanning; writing may include writing memos or reports; speaking skills may involve giving instructions or personal information, and listening may consist of extracting specific information. This syllabus has as a chief principle the development of learners' abilities and competence in a foreign/second language and a secondary purpose of learning information incidentally available while applying the language skills. The ability to use language in some particular ways is partly dependent on general language ability, partly based on the user's experience and the need for a given skill.

4. A structural or formal syllabus

Also known as the traditional syllabus which is often organized along grammatical lines giving greater importance to language form, the structural syllabus holds the theory that functional ability arises from structural knowledge, and the focus is on the outcomes or the product. This syllabus aims at enabling the learner to increase the grammar collection by being instructed each structural step as well as using highly controlled, tightly structured and sequenced pattern practice exercises. Sentences are grammatically defined as simple, compound and complex. Morphology can also be found in structural syllabi. The language content of the structural syllabuses has been defined by Wilkins (1976) through the following items:

- *The notions or concepts the learners need to talk about,*

- *The functional purposes for which language is used,*

- *The situations in which language would be used, and*

- *The roles the learners might possibly play.*

5. A task-based syllabus

Language learning is considered dependent to task performance and language teaching occurs when the need for language arises during the performance of a particular task, therefore the tasks are best defined as activities with a particular purpose other than language learning in order to develop language proficiency.

The task-based syllabus enables the learners by using tasks and activities to make use of the language communicatively and purposefully. This syllabus specifies that the skill of speaking a language is best perfected through interaction and practice in a given situation. The course designer keeps in mind that tasks must be appropriate to the real life language needs of the learners. The tasks should be a meaningful in order to yield progress in the learning process. In the task- based syllabus, a number of multidimensional and focused tasks that the students want or need to carry out are presented with

the aid of the target language. These above mentioned tasks are a combination of language and other skills in specific contexts.

6. A process syllabus

Also thought of as 'task-based' or 'procedural' (McDonough & Shaw 1993:60), this type of syllabus is designed as the teaching and learning proceeds. It focuses on the language learning process and the contributions of the learner to it (Breen 1987: 159). The provided framework is one in which a predesigned content syllabus is publicly analyzed and evaluated by the classroom group, and the content is designed in an on-going way. In other words, this syllabus accepts the evolving nature of competence and adapts as it emerges gradually. In some cases, learners are encouraged to choose for themselves, but with guidance, which ways to follow-through loads of activities and materials, motivated by their own interest. Process syllabus takes in consideration alternative procedures, activities and tasks for the classroom group. It explicitly attends to teaching and learning and particularly the possible interrelationships between subject matter, learning and the potential contributions of a classroom.

7. A learner-led syllabuses

Breen and Candlin (1984) were the first ones to propose the idea of using an approach on how learners learn the language. As the name suggests, emphasis of this syllabus is upon the learner, who is engaged in the implementation of the syllabus design as much as it is possible. By so doing, the syllabus aims at increasing the learner's motivation and interest in the course as well as sharping the skills since the learner considers himself/herself participant in the syllabus design. The critics state that as the direction of the syllabus will be in the hands and responsibility of the learners, a learner-led syllabus will be too complicated to follow, radical, far-reaching and utopian. In addition, the lack of support with course book may cause therefore a lack of aims.

8. A proportional syllabus

This type of syllabus is basically practical and focuses on flexibility and spiral technique of language sequencing leading to the recycling of language. The proportional syllabus tries to develop an overall competence. This syllabus is appropriate for learners who lack exposure to the target language beyond the classroom. More specifically, this syllabus comprises a variety of elements with theme playing chosen by the learners as linking part through the units. At first, the form is of essential value, but later the emphasis will turn towards interactional elements. The shift from form to interaction can occur at any time and is not restricted to a particular level of learner ability. The dominant view in designing a proportional syllabus centers around the premise that a syllabus has to indicate explicitly what will be taught, rather than what will be learned. In closing, the rationale behind designing such a syllabus is to develop a type of syllabus that is dynamic with ample opportunity for feedback and flexibility.

9. A content-based syllabus

This syllabus is intended to design a type of instruction in which the crucial goal is to teach specific information and content using the language that the learners are also learning, Breen, (1984b). Although the subject matter is of primary and vital importance, language learning occurs concurrently with the content learning. The learners are at the same time language students and learners of whatever content and information is being taught. This syllabus can be exemplified by assuming a chemistry class in which chemistry is taught in the language the learners need or want to learn, possibly with linguistic adjustment to make the chemistry more understandable. Content based syllabus is closely related to the learner's subject discipline. The focus of this type of syllabus is content based in orientation as well as text and language-based. It makes use extensively of authentic texts drawn out of professional magazines, newspaper, podcast, TV reports, and so on, keeping in mind the learners' discipline. Therefore if examples are taken from field of Business English, the content of the material in this syllabus might come from finance, marketing, accounting, in English for Environment and Agriculture, the content

of the materials to be used would focus on climate change, soil properties, pollution, intensive farming and so on. In content based syllabus, the content provides the point of departure for the syllabus, is usually derived from some fairly well-defined subject area. This might be other subjects in a school curriculum such as science or social studies, or specialist subject matter relating to an academic or technical field such as economics agriculture, medicine or tourism.

10. A notional/functional syllabus

The notional-functional syllabus is a way syllabus designers use to organize language-learning curriculum, rather than a method or an approach, therefore instruction is not organized in terms of grammatical structure but instead in terms of "notions" and "functions". In this syllabus, a "notion" is a particular context in which the learner engages in, and a "function" is a specific purpose for the learner in a given context. Examples of functions are instances such as suggesting, advising, agreeing, inviting; and notions embrace status, color, age, size, comparison and so on. Notional-functional syllabus considers important the fact thatthe needs of the students have to be explored and analyzed by different types of interaction and communication a learner may be engaged in. Consequently, needs analysis is central to the design of notional-functional syllabuses in order to establish the necessary objectives. Described also as "the semantically-based syllabus" and also referred to as the Situational Syllabus in which the primary unit of organization is a non-linguistic category, namely the situation, it stresses the communicative properties of language where the central concern is the teaching of meaning and the communicative use of patterns. Wilkins (1976) wanted to identify the meanings that learners might need to express (the notions) and the communicative acts they would wish to engage in (the functions). Yalden (1987), also, says that these syllabuses are concerned with functions (e.g. agreeing, denying, persuading …) and notions (e.g. time, concepts …).

The situational aspect of these syllabuses is based on Hornby's situational method of using real activities performed in the classroom to emphasize getting things done rather than language laws.

11. A lexical syllabus

This type of syllabus concentrates on a detailed analysis of selected corpus (general or specific) of language reflecting the discourse of the target language community. Willis (1990, 129-130) points out that "taking lexis as a starting point enabled us to identify the commonest meanings and patterns in English and to offer students a picture which is typical of the way English is used". The syllabus designer is equipped with lists of the most frequently used words accompanied by their meanings and information about their typical grammatical and lexical environments.

Willis' lexical syllabus has foundations on real language. It draws on the COBUILD research which provides an analysis of a corpus of natural language of twenty million words. The COBUILD corpus provides the content of the lexical syllabus, the commonest words and phrases in English and their meanings. Thus, the picture of the language one pictures in designing such a syllabus is quite distinct from what one might present intuitively. In fact, intuition on its own cannot identify the most frequent words and phrases of the language, or even recognize their importance. The proposed lexical syllabus is actually based on a body of research into natural language rather than other pedagogic grammars. The result is to put forward a more complete pedagogic description of the language and a better balanced description as well.

12. A cultural syllabus

Since the early days when cultural syllabus emerged many scholars have tried and given up to give a proper and definite definition on the concept of culture. Seelye (1984:26) refused to define culture, calling it 'a broad concept that embraces all aspects of the life of man'. Stern (1992) introduces 'cultural syllabus' to be incorporated into second/foreign language education in order to have a better understanding of the term culture, and suggests that writers 'have tried to reduce the vast and amorphous nature of the culture concept to manageable proportions by preparing lists of items or by indicating a few broad categories'. An important feature of the CS

Syllabus is that it is skills-oriented (critical reading, comparing and contrasting, ethnographic and research skills). This gives the teacher the freedom to use different topics to practice the skills while at the same time avoids repetition.

Believing in the fact that there is a consensus on the objectives of teaching culture, Stern (1992) indicates that aims should be:

• A research-minded outlook

• The learner's own country

• Knowledge about the target culture

• Affective goals; interest, intellectual curiosity, and empathy.

• Awareness of its characteristics and of differences between the target culture

• Emphasis on the understanding socio-cultural implications of language and language use

3-Conclusion

When starting to design and implement a syllabus, there are many essential points to be considered. Flower dew argues that many syllabuses developed by course designers are not based on a particular syllabus, but take into account aspects of two or three different syllabus types. Swan (as cited in Robinson, 1991) argues that the real issue is not which syllabus to choose but more importantly how all the above listed syllabuses are to be integrated into sensible learning programs. Robinson (1991) suggests that all approaches should be simultaneously available, and syllabus designers should try to find the most suitable one when considering a syllabus design in English for Specific Purposes. In addition to the selection of the appropriate syllabus, Robinson (1991) emphasizes that "a judicious consideration of the student's needs and the objectives of the course, together with the institutional bias of the teaching institution should be taken into account".

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How Can We Create a Healthy Relationship
With Children?

Abstract

The quick changes of technology and science in 21st century have influenced many fields and this affect is still felt. Family itself is one of those that have felt these affects. Family, that is the core and representative of society has one important place in institutions. The role of family is essential in universal values and even in formation of personality. Mothers and fathers are irreplaceable in moral education of the child.

Even though school looks like it is the first place of education, it is family where the first steps are taken. The child during his life learns moral codes and rules that are needed, from his parent's education and takes them as model of life. Many positive values as generosity, sacrifice and honesty are transmitted during childhood in the family. At this point the communication and attitude toward the child are the basic factors that interwove their life.

In this article it is discussed theoretically the communication with children during the childhood and its effect in moral development. To create a successful and healthy communication the first condition is that parents should give examples from their own life. This follows up other factors as respect, share of personal life between the members of the family and managing the questions correctly. During the dialogue between the parents and children instead of the message "you" it should be "I, me" and paying attention is one of the indispensable elements in one healthy communication.

It requires a lot of effort to contribute in children's development of personality and socialization, or in contributing in his ability to improve his communication with the others and you should contribute in children's development of personality and socialization. It requires a lot of effort even in contribution to child's ability to improve communication with others and sharing community with them. If this is provided without experiencing a conflict inside the children he may become conscious and social person. This is why nowadays parents and educators by coming through a healthy communication with children and working on making more attractive the necessary moral values, is one human responsibility.

The purpose of the study is to guide parents in raising and education of children who are the future of our community. This study aims to show parents ways to communicate with children and getting to know them, and contribute the future studies.

1-Introduction.

How can a strong communication with the child be built? Communication with parents is one major factor in defining the behavior of the child and his being a constructive and compatible member of the society.

Communication is the mutual sharing of knowledge, attitude, feelings, and ability. At the same time, communication is a process in which individuals consciously or unconsciously shares feelings and opinions. If this process is completed successfully, it consists in the fundamentals of happiness.

In the communication between parents and the child, parents should accept the existence of the children, show them respect and make them feel valuable, in order for their children to have the opportunity to behave accordingly.

Communication does not only mean to speak, it is about parents knowing very well what to say, how to say it, where and when. Ant it is at the same time the ability to check if the child has received the message when you simplify the matter and explain to the child maintaining eye contact and concentrating attention on him. (Yavuzer, 2000, p. 11-12)

Meanwhile communication inside the family is understood as an exchange of thought between parents and children, or other members of the family. A child can get a moral of good values only in a family environment in which relationships between members are good.

For that reason, the good communication between mother and father plays an important role in the communication of the child with his parents. The good communication in the family depends on sharing the life.

Sharing the life does not mean sharing the house, or sharing material things. Sharing the life means sharing joy, happiness, difficulty together and being satisfied from it. An unhappy marriage, economical problems, and parents who face lack of attention from their parents cannot offer a healthy communication environment to

their children.

Relationships inside the family need attention and dedication. If basic attitudes of parents toward each other are wrong, then their communication with the child is problematic. Problems in a marriage are inevitable, but from the perspective of the child what is important are not problems but parents' reflecting it to their child.

1-Literature review

We can speak of parents who despite having serious problems are not relationships inside the family need attention and dedication. If basic attitudes of parents toward each other are wrong, then their communication with the child is problematic. Problems in a marriage are inevitable, but from the perspective of the child what is important are not problems but parents' reflecting it to their child.

We can speak of parents who despite having serious problems, are not reflecting them to their children, how comes then some other parents do not manage their problems and make children live the consequences. And especially serious discussion between parents in the presence of others, lack of communication and offensive words, and their distant attitude toward each other is the beginning of the end for the child.

If mother and father get along well and complete each other they become a source of happiness and tranquility for the child. If parents complain each other to the child, express their negative feelings about each other, it will shake the child's faith and it will prepare the situation for the deviation of the child and his alienating from family. (Önder, 2007, p.27-28)

Nowadays children and teenagers are offered a wider variety of alternatives compared to their previous generations. But at the same time there exist o lot of problems. Children need the guidance of their parents in order not to live any physical or psychological trauma or loss. Such guidance can be made possible only if families have a good communication with each other. And also communication between child and parent, child's right to speak play an important role in solving the problems.

A child who is given the right to speak and whose opinions are considered important feels he/she is paid attention and thinks he is

important. So he feels closer to his family and before taking any new steps he feels the need to consult them, and he takes important steps to the development of his character. (Onder, 2007, p.27,28). A child, who is not listened to and not taken seriously, thinks of him/herself as useless. And his negative behaviors are his way of saying: ''Listen to me. In order to attract his/her parents attention they behave negatively. And more seriously they can lie or steal in order to attract their parents' attention. A child whose word is not listened, by behaving like this is in fact giving the message: Please listen to me. (Göknar, 2004, p: 124-125.)

Then what should a parent do? Where will he (she) base his communication with the child? This question can be based on two essentials: the first one being 'active listening', the second one is about knowing how to talk to him/her, how to express our thoughts and wishes and behave correspondingly. And this is about using 'me' instead of 'you'. The active listening helps building a dialogue between parents and children, and makes possible for parents to understand their child's feelings.

1, Discussions and findings

The whole family members prepare an environment where he can breathe the air of justice, fairness, help and teach their children their beliefs. Because these things are rooted in us as a result of listening to parents' conversations or are taught at school or at home. (Avcı, 2000, p: 128). The following factors play very important roles in the family.

1,1 Attentive (effective) listening

Attentive listening is an indicator that shows the communication channels between the child and the parents are open. When the child has a need or he is bothered with something, he wants to convey his message and emotions to his parents. The parents using attentive listening method try to understand what the child's emotions are or what the message really means. Then, s/he gives feedback to the child in her/his own words in order to check if what s/he has understood is correct. Not only does the parent's judging, criticizing or advising attitudes weaken the attentive listening; they also hinder the child from expressing his needs or problems. Attentive listening is not just listening to the child without responding and not uttering

the needs

In order to be an attentive listening parent:

• There must be a time allowed to listen to the child, and you should avoid especially from distractive things

• You should leave your own viewpoint aside and be ready to get information from your child.

• You should listen to the message, summarize and repeat to the child. This is called 'reflective listening'. It is not sheer repeating of what has been heard, but what the child thinks and feels is deeply handled. Whatever uttered may not be the correct message.

• You should keep eye contact during the communication and pay attention to the child with nodding or using fillers such as 'Well, yes…'; 'I get what you mean' the child should be encouraged to keep speaking.

• You should accept and respect what the child says even though it is not what you think or expect. This is done by paying attention, not criticizing or judging the child.

• You should create opportunities for the child to solve the problems he encounters, encourage and guide him. (Yavuzer, 2000, p: 63-64.)

1.1. What does active listening provide?

Active listening develops a warm relationship between mother, father and children. Because the children understand that they are loved and listened to by parents, so they start loving their parents and bridges are built between them. Both sides feel intimacy, love and respect. The child explains his problem, the parent listens and the solution becomes easier.

A child who is listened by his family is more prone to listen to the others and take into consideration their opinions. Through active listening, the child gains the ability to analyze the problem him/herself, think upon it and find a solution. While using this method parents accept that their children`s feelings are different from theirs and consider him/her an individual who has his own ideas. If parents do

not leave aside their ideas and change themselves in order to look at the world with their children`s eyes, active listening cannot happen.

Not in all relationships between parents and children can active listening occur. Or it may not be the appropriate time for active listening. The most suitable time is when the child`s problem happens, and the needs are not completed. Like the times when he might have had problems with friends or is feeling sad.

Generally speaking, all children face such problems. Parents are prone to adopt their children`s problems. The most immediate thing to be done is that parents trust their child in the solution of the problem. In active listening, homes turn into places where the problem is discussed. The child explains his problem, finds the solution himself and overcomes the problem. (Avcı, 2000, p: 2-3.)

1.2.   Communication obstacles

Many parents give the message that certain behaviors of the child are not acceptable. Changing this requires behaving as no problem exists or leaving the problems aside. This approach is called 'language of not-acceptance'. This language that is accepted as barrier of communication is discussed within some items.

1) Giving orders, orientations. These kinds of messages give child the message that the problems are not important. The child behaves according to the feeling of parents. The power of mother and father and given intimidation causes fear and hostility.

2) Warning: These messages are like giving orders and orientations. This frightens the child and digests him. In these situations parents give the message that they don't respect the desires of child. Warning the same as giving orders rises in child enemy feelings. Sometimes child seeing the punishment of parents as something that won't be applied does actions that are not allowed. 3) Giving moralizing lessons: giving the child the thought that it would be better to accept the things that parents believe are the right ones.

4) Giving advice, solving problems; Belief of parents that the child has lack of ability in solving his own problems. In these cases the child can't think of himself, he becomes dependent on his parents. In every problem he waits that the solution will come from other authorities. 5) Teach, orate. While the child is accepting oratıon of parents in a

non-troubled period he will not accept this in a troubled period. Especially problematic children when they face these kinds of messages react with the feeling of inadequacy. Orating is one ineffective manner and after some time the child gets bored and stops listening.

6) To judge, criticize, blame; it has more negative effect than other messages. Negative evaluation causes erosion in child's self-esteem and criticism provokes him. Children that are constantly criticized hide their feelings and don't defend themselves; later on they reveal the thoughts that they aren't useful in anything.

7) Praise, have the same opinion. Even if praising isn't thought as harmful as criticizing, children can understand that these kinds of messages are applied to orient them. In fact the child that is praised a lot gets accustomed to that and constantly needs to get praised.

8) Putting nick-names, teasing. It causes negative effect on child's self-image. In these kinds of messages children react in the same way.

9) Commenting, analyzing; parent's awareness of child's feelings, realizing that his inner-thoughts can be understood, reduces the effect of sharing feelings in child. 10) Assuring; 'I trust you, you will make it' kind of approach gives child the impression that this is not true and he is being stalled.

11) Asking questions; parents that continuously ask questions to one problematic child, arouses in him trust and suspicion. This is a barrier in open and constructive communication.

12) Mocking; these kinds of messages shows lack of respect for child's feelings and creates the feeling that the problems aren't taken seriously. (Gordon, 2002, p: 79-80.)

The following table includes meanings of verbal communication. Even though some of them are considered as communication errors, it wouldn`t be right to think of all of them as errors.

1.3. Oral Communication and Meanings (Table-1)

Words	Communication way
Go straight to your room	Giving orders, directing them
If you don't sleep at 11 you will not have any money	Warning, intimidation
When you sneeze you have to close your mouth	Giving moral advice
Why don't you put your shoes into the shoe rack	Giving advice, saying solutions
Food is eaten with your right hand	Teaching
The books are not to be thrown they are to be read	Preaching
You are very clumsy	Judgment, criticism
Ok you are right	to share the same idea
Don't cry like a baby	Teasing
Do you want me to deal with you even though I am tired	Analysis, interpretation
I trust you, you can do it	Giving support
Where Did you learn that?	Questioning, testing
Why don't you study instead of watching cartoons ?	Changing the topic

The Continuous use of some of these forms of communication may be incorrect. Of course, parents will give advice to their children, and whenever it is needed they will warn them. (Aydin, 2012, p: 120).

1.4. Instead of 'you' communication to 'i' communication

Some of children behaviors may not be so much accepted by their parents. In order to change these behaviors instead of 'you' message it should be given the' I' message. The orders given by the parents to their children like "don't do that! Work! Why are you going? You should be better "affects the children character. Children, react to these orders in an angry and stubborn way. By using the 'I' communication parents can express their feelings. (Fir, 2004, p. 128) while the 'you' communication makes the child angry, ready to resist, the 'I' message may avoid them. It is better to openly say the effect of the child on parents rather than say that the child is bad. Because the 'I' message is appropriate, it allows the children to express their feelings honestly. The advantage of such a message is that it gives children the chance to know better their parents and helps them in having a good relationship.

1.5. Examples of 'you' and 'i' communication. (Table-2)

You-communication		Me-communication
You are very mischievous		Your fight with your friends makes me sad
You cannot be a man	or	Being a good man makes me feel good
Why don't you listen to me?		I'm happy when you do what I say
You are very lazy		How can I help you in your work?

Despite all these explanations and words the undesirable behavior of children may continue. Here, parents must show determination. And in emergent situations it may require more direct intervention. (Aydin, 2012, p: 121).

1. Method and methodology

In this study, both interpretive qualitative research method and descriptive qualitative research methods were used to identify and clarify the side effects of technology on everything including family and the role of family in order to teach universal values and even in

formation of personality.

2.   **Conclusion**

We can see that experiences during childhood and communication of parents with children during this period are very important. The communication language that is used in this period, including the child's personality's development, is important due to gain of self-confidence. The child that is listened in one effective way realizes that he is loved and estimated and he communicates with his parents. Factors like giving orders, declaiming, giving moralizing lessons, teasing etc. are the greatest barriers of communication.

Such messages, the same way as eroding trust, prevent the understanding of child. In the dialogue with child 'you-message' leads more to negative behavior than positive one. Instead of this the 'I-message' sending parent, contributes in the formation of desired behavior.

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Teacher as a Cultural Mediator

Abstract

These times we are living through,and everything is changing so rapidly, it is required to prepare students for the 21ᵗʰ century. It is widely accepted that culture is a very important element while learning a foreign language. It is impossible to learn a language without learning its culture. Teachers of foreign languages are indeed the mediators between two different cultures. The obligation of a teacher is not only to teach grammar, vocabulary but as well as helping and instructing students to understand and raise familiarity of the foreign language culture, encouraging learners to reflect on their own culture and other cultures, acquiring skills necessary for a successful communication with individuals of other cultures. Teachers have a crucial role as mediators of language and culture. This paper focuses on foreign language teacher as a cultural mediator. The methodology used is questionnaire with the teachers of secondary and high schools.

Keywords: *foreign language, culture, English language teachers profile.*

1-   Introduction

It is widely accepted that culture is a crucial element while learning a foreign language. Language and culture are closely inter-related, they cannot be separated. It is not enough to learn only the linguistic competence in order to have a successful communication. Teaching a foreign language doesn't mean you should teach only the theoretical aspects of a language (grammar rules, vocabulary etc.) but also some cultural competences that will help learners to com-municate effectively.

The society we are living nowadays is experiencing a massive mobility of people from one country to the other for different reasons such as work or study. A lot of businesses are requiring people who can speak more than one language to help establish international agreements. Due to this mobility it is required to prepare students not only for today but also for the future, to face all the changes and con-flicts that may occur as a result of culture differences. In fact, learning a foreign language is closely related to all the fields of life.

People belong to different social, religious, and ethnic groups and they have different norms, values, traditions, beliefs and if you are not willing to accept diversity that exist in the society it may be the first thing to cause cultural conflicts. Students must learn to accept and understand people of a different cultural background.

Nowadays, the foreign language teacher is seen as the me-diator between two different cultures. Foreign language teachers bear the responsibility to help students to understand and raise their awareness and familiarity of the target culture. Their role as a cultural mediator in foreign language classes is crucial.

2-   Methodology

The methodology that I have used is questionnaires with teachers. The questionnaire was filled in by 15 English teachers of different secondary and high schools. The reason why I choose this

methodology is to prove whether the English teachers considered themselves as cultural mediator. It resulted that teachers do not know how to develop intercultural competence even though they considered themselves quiet familiar with the culture of the foreign language or they do not consider it very important because in the state exams there are no questions regarding the culture aspects. Based on these quantitative findings I can divide the teachers in two sections: those who prefer to develop intercultural competence but don't know how to transmit and teachers who are against developing intercultural competence. To sum up foreign language teachers are not trained how to be a cultural mediator.

3-   Foreign language teachers' role

The changes that are occurring are affecting our society. Even teachers are facing with lots of changes, finding themselves with the role of cultural mediator. The teacher is considered as a person who prepares and equips the students with the right competence needed in their everyday life. Foreign language teachers are the cultural mediators of two languages and their goal is also to teach culture. When you talk, you also represent your culture. For this reason, besides teaching the linguistic competence *a. listening b. speaking c. reading d. writing*, we should teach an important element *e. cultural learning.*

Teaching culture is not an easy thing. Teachers have a lot of difficulties to sort out what type of culture information they should teach. It is very important to know how to teach culture, the way how they present the culture will affect the students since students have the tendency to take everything for granted. They need to be aware of the fact that culture should be taught from the beginning up to the advanced levels. From the data collected, I came to a conclusion that the methods the teachers use in the classroom are to enlarge students' knowledge of the English culture and don't develop skills to acquire intercultural competence.

3.1 What does a teacher need to do...

Let's imagine a discussion between two people who belong to different cultural groups, the meaning each person creates based on what is said during the discussion is completely different from each other if they don't have knowledge about others cultures. In order to avoid these cultural conflicts we need to acquire the adequate skills

to have a meaningful communication.

Teachers need to have the skills, knowledge, and ability to complete the task of the cultural mediator. They are going to be the mediator of two cultures by interpreting and analyzing the culture. Theymust help the students to reflect and understand their source and target culture despite the level of proficiency in the foreign language. They should work hard on students' attitudes; teach them how to be tolerant, to be free of prejudice of people from other cultures.

To be cultural mediator they must have very good knowledge about the target language:

-        Topics of everyday life, history and geography

-        Art, music, films related to culture

-        Norms, values, traditions, beliefs etc.

-        Religious, ethnic groups

In Albanian secondary and high schools it resulted that most of the English teachers feel familiar with these topics but are not willing to take the role of cultural mediator for these main reasons:

1. They hesitate to teach culture because they may encounter aspects that they are not enough competent to deal with.

2. They see the acquisition of language competence much more important than the cultural competence.

3. They don't see themselves as a cultural mediators or moving in this new direction.

Answer to the problems:

1.   It is important to keep in mind that culture is not a static but instead an on-going process. They are not going to teach facts, but help students to acquire the skills necessary to understand and interpret the target culture on their own.

2.   The opinion and general goals of teachers are import-

ant in order to understand if they are willing to teach culture and the effect it has in teaching intercultural competence but it's crucial to keep in mind that teaching linguistic competence is not enough if it is not supported by cultural skills.

3.   This is due to the fact that they lack training on the form and moments when to teach culture or it's not part of their goals.

3.2 How can teachers help...

Teachers should develop teaching techniques that encourage the acquisition of intercultural competence. Their role is to help the students to create an image of English-speaking countries through different discussion, analysis that can be done in the class. Their duty is not only to present facts but to interpret and analyze those facts. This can be done by encouraging comparison between students' own culture and the new culture they are learning. They should not focus only on teachers-center approach but to make a combination with student-center approach. The students must be encouraged to bring into the classroom their own contribution. They should take care in order to present and improve their syllabus by inserting the cultural element as a key point in learning a foreign language and improving the overall quality. This means that they have to:

-       Prepare very carefully the lesson plans to insert cultural activities

-       Use all the materials presented in the textbooks including here even pictures,maps graphs etc., even though the information provided in the textbooks is superficial regarding culture

-       Use of the role-plays or group pairs during discussion of different topics.

They should aim that every task should be active not passive: Their role is to help the students to have an active role by:

-       Encouraging discussions in the class

-        Encouraging tolerance towards other cultures.

-        Guiding students to reflect on their own culture

-        Comparison between both cultures

-        Accept other cultures

-        To identify problems and avoid obstacles as e result of cultural difference

-        Help the students to develop their points of view in different cultural context

-        Help the students to freely express themselves on different topics raised in the class

It is necessary for the teachers to learn how to perform deep cultural analyses of textbooks, in order to present in its best way the cultural diversity. They need to explain the cultural difference, facilitate any discourse and listen very carefully to the students' opinion. In the topics raised in the class teachers should aim at exchanging ideas in order for students to learn from each other.

4- Conclusion

Foreign language teachers are considered to be important mediators of two different cultures. As a result it appeared that all the English teachers are not trained to develop competence. English teachers should teach ways how to facilitate the process of communication between people of different cultures. By including cultural competence in their classes they will prepare students to know themselves and the others. Teachers should not focus any more on language development; they are charger with the responsibility to equip students with intercultural skills. It is now the time to change the goal of teaching a foreign language. In this articles were given only some suggestion to prepare teachers to work more effectively.

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Changes in Student's Labs at the University of Montenegro:

Embracing Design Thinking and Tinkering Work

Abstract:

This paper contributes to the transformation of pedagogy at the University of Montenegro. The radically new approach of teaching was applied: students as a producer and learning designer. Novel, cross-disciplinary technologies with intersection of physical and digital media were embedded into Basic Measurement in Physics course where design and system thinking were central to our teaching and learning process. Through designing the interactive systems, new engineering and design communities were created. In order to increase the student's awareness about the world they live in and to unlock and enrich their potential, we intentionally brought maker culture into our lab. The features of cultural-labs, fab-labs, DIY scientist's style and hacker-curiosity mentality were 'blended' into design of the lab in order to provoke and stimulate intellectual flow. We designed learning as a choreography where art meets science and awareness meets responsibility. By observing students' behaviour, their development and by analysing the learning outcomes obtained from formal assessments, we found that injecting maker culture in turn sparked intellectual flow and support self-actualization needs of learners, gendered and socio-technology identity, self-directed (regulated) - personalized learning, student-autonomy and authenticity. We also believe that the hacker mentality can be a very empowering and educational tool.

Key words: design thinking, self-actualization needs, self-directed - personalized learning, student-autonomy, authenticity, Do It Yourself (DIY), hacker mentality, maker movement, citizen scientists

1-Introduction

Do we understand the goal of education in the 21st century? Do we know where to go from where we are now? We leave it as an open-ended question and move to the story *The blind man and the elephant*, adapted by Frank Carr from Pali Canon. Buddha, the Indian Jesus, said 'Friends, long ago in this very city there lived a king who became weary of listening to the so-called wise men. You see, each of those men of learning had different ideas about the god and the sacred books, and they use to argue with tongues like razors. One day the prince gathered together in the market place all the blind men in the city. Near them he placed an elephant. Then he told each man to go to greet the beast and feel it with his hand. ... To cut a long story, each man described the animal differently. Each of the blind men was sure he was right and all the others were wrong. Tempers rose and so did voices. The city's learned men looked on at all this, amazed and amused. The prince turned to them and said, 'I don't know why you're laughing, gentlemen. Your own squabbles are just the like these poor fellows. You have your own narrow view of every question and you can't see anyone else's. You must learn to examine ideas all over, as the blind men should examine the elephant. You'll never understand anything unless you look at it from many different angles." Similar to this story, pedagogy or methodology has to be examined from different perspectives. A huge pool of research appeared supporting constructivism, connectives, situiedeness, student producer, rhizomatic pedagogy etc. Also another discipline appeared: 'Learning Design', emerging from instructional design, but with the focus on learning as the central concern of the design process.
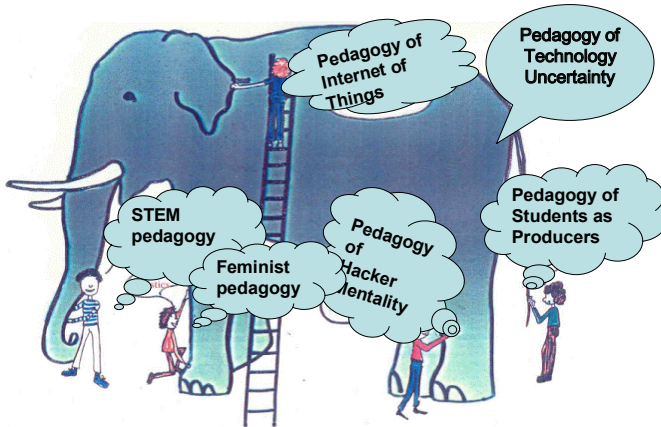
Figure 1: Education goal: Do we understand where we go from here?

This paper is not about theory of technology-enhanced learning. A theory of the enhancement would need to demonstrate on what new learning principle the added value of the technology was operating. Technology's and future's uncertainties make it more difficult for educators to determine which 'added' learning principle would work the best, in particular if we add the constrained by government educational policies which do not have always big aspirations for their citizens. This paper is more about designing learning the way which is in some way the result of the author's compromise with the digital world of the learner, compromise with the world which fosters and cultivates visual thinking, participation culture, and 'doing' to serve the 'economy knowledge' and the 'knowledge capital'.

We live in a digital world empowered with an institutional virtual learning environment and participation culture where interplay of play, simulation, appropriation, multitasking, collective intelligence, judgement, negotiation and distributed cognition create a meaning. Rapid changes out of the school environment have made classroom culture become the shadow of the teacher (Figure 2). Thus we designed learning into our lab with the thought to inject an enthusiasm in hope that it could shift the balance in modern science away from the theory. So, this paper is about a new paradigm in education at the University of Montenegro, shifting towards student's self-actualisation, their autonomy and authenticity where both students and

teachers create the course and learning occurs during their teaching. However, we have to keep in mind that while designing learning we deal with the future's uncertainty. The very ubiquity of variant environments may lend new value to encounter in the world. This world which is even now very complex and sophisticated will be in future enriched in multiple ways with data, and capable of being enriched further by capture devices, to the extent that learners will be able to carry with them detailed memories of their learning as it has evolved. Whether they can make good use of these records to reflect and present their achievement will dependent on how they thrive.

Classroom **culture** is the shadow of...

...the *teacher*!

.

Figure 3: Perception gap: classroom culture is shadow of the teacher.

Let us to give here a few illustrative evidences in the changes occuring through the world. Figure 4 displays the rapid growth of the world's population and the technology progress. At the same, the time autistic - machine oriented population follows the similar pattern of rapid growth (see Figure 5).

Figure 4: Growth of word population and the history of technology.
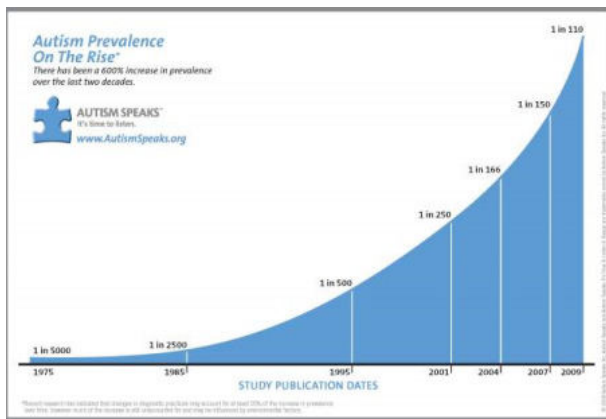
Figure 5: Growth of the autistic population.

New knowledge of the digital age, informational age is created causing the shift in freedom of expression, shift in self-confidence, and shift in creativity. New tools for the dissemination of knowledge have appeared: tangible interfaces, ubiquitous computing, augmented reality etc. Knowledge is doubling every 12months, soon it will be every 12 hours, as emphasized by futurist Buckminster Fuller who created the "knowledge doubling curve," (see Figure 6).
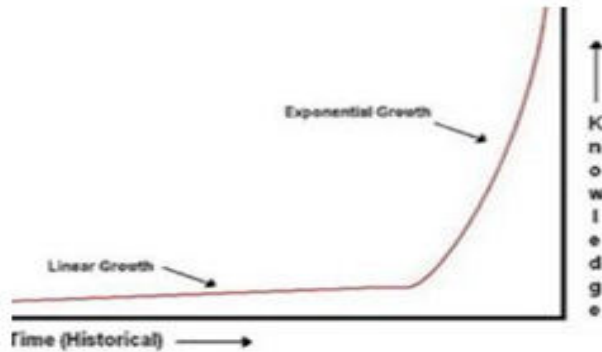
Figure 6:"Knowledge Doubling Curve" (Buckminster Fuller)

New forms of capitalism are established: informational, cognitive, cultural, human, algorithmic, symbolic, bio-informational and educational. "The concept of knowledge was understood until now as a noun denoting possession, but now it has become a verb denoting access", as quoted by Herbert Simon. Those with the ability to sort through the vast amounts of information and repackage it to give it meaning will be the winners in the digital competitive world. But, the problem of knowledge legitimating has also appeared. The definition of knowledge is determined by intertwining forces of power, authority, and government. Intriguingly we ask the question: Who is watching the digital players and for whom will they 'play' while innovation takes the place? It is obvious that knowledge becomes externalised, "produced to be sold" as quoted by Jean-Francois Lyotard (see illustration in fig. 7). Inevitably, a new form of educational capitalism - "responsibilization" is developed. Also, a new style of science has been established (citizen scientists, DiY). New types of labs are invented: fab-labs, cultural-labs, future labs. Inevitably, teaching also got a new pedagogy: students as producers with a hacker mentality.
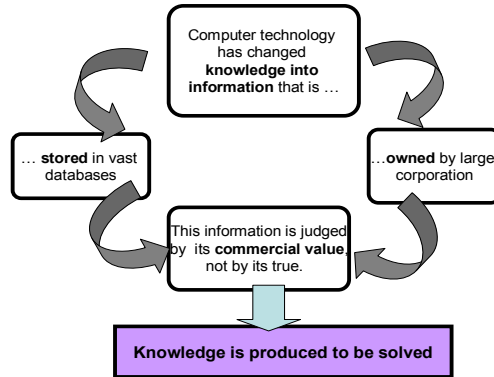
Figure 7 "Knowledge is produced to be solved", quotes by Jean-Fran-cois Lyotard.

Arguably, all the used products of knowledge are intellectual capitals of a very small portion of world citizens. However the question is what good is knowledge without action as illustrated by Figure 8.
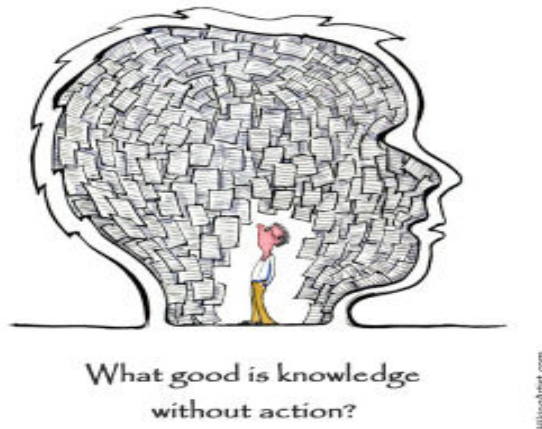
Figure 8: An illustration of a provocative question: What good is knowledge without action? (retrieved from the internet).

It seems we need a good designer to perform action with knowledge: a designer as 'an emerging synthesis of artist, inventor,

mechanic, objective economist and evolutionary strategist' (quotes by R. Buckminister Fuller). According to Fuller, 'everyone is born a genius, but the process of living de-geniuses them (Figure 9).
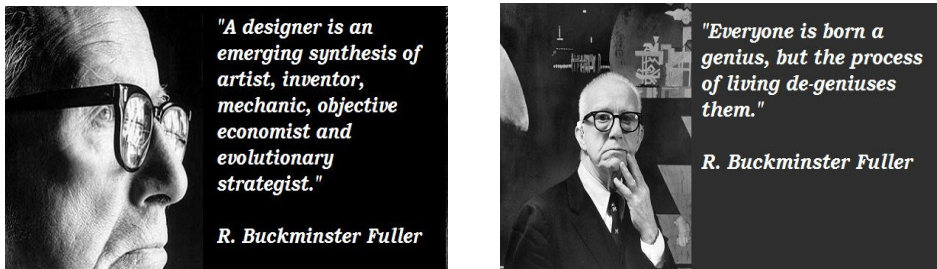
Figure 9: Quotes by R. Buckminister Fuller

2-Maker Culture, Hacker Mentality and Do-It-Yourself (DIY) Scientists

Tinkering and maker movement was introduced in the 1900s. It was an answer to consumption, and its paradigm was in re-cycling, re-using, mending, and repairing. DIY culture in the United States can be linked to many of the same philosophies of the Arts and Crafts movement of the 1900s, which sought to reconnect people with hands-on activities and the aesthetics associated with them. This was in direct opposition to the prevailing industrialization and modernization which was moving many aspects of the culture's aesthetics away from the hand-made artisan-created styles of the past and toward a mass-produced modern vision of the future. DIY culture in the US arguably evolved from a simple cost-saving activity of the 1940s and 1950s to an increasingly radical political activity which stood against the increasingly visible trends of mass-production, conspicuous consumerism, waste, and the industrial corporate philosophy of planned obsolescence. But, the tinkering movement become progressive only after the internet was invented. As digital technology progressed, the needs of digital consumers changed. Consumers become producers. Tinkering and maker movement diverged from what they have initially been in 1900. This time new progressive maker movement didn't oppose developing digital trends, but contrary 'blended' themselves into mass 'knowledge production'. But there are still some common grounds, such as public awareness and their response to the technology progress. Tinkering mentality was incorporated into maker movement encouraging novel applica-

tions of technologies, and the exploration of intersections between traditionally separate domains and ways of working including metal-working, calligraphy, film making, and computer programming. Community interaction and knowledge sharing are often mediated through networked technologies, with websites and social media tools forming the basis of knowledge repositories and a central channel for information sharing and exchanging ideas, and being focused through social meetings in shared spaces such as hackspaces.

3-Maker Movement in Education

Online guides help poor labs build their own equipment and provoke student's mind. Professional academics can also learn from the hacker community.

New forms of prototyping and manufacturing, combined with the culture of the maker movement, present new possibilities for teaching. Tanenaum et al (2013) assert, "Maker culture challenge traditional conception of the technology user. The dominant paradigm of user-as-consumer gives a way to alternative fragments of the user as creative appropriator, hacker, tinkerer, artist, and even co-designer or co-engineer". In other words, as pointed out by Weibert at al. (2014), an environment that supports technological innovations is created by this creative appropriation, and as a maker, culture generates communities and collective of practise. These collaborative interactions lead "to viral reproduction of ideas and creation where mutation, not replication, is the normal expectation", as it was pointed out by Silver (2009). The role of the maker culture in promotion of creative interactions, as well as collaborative agendas between makers was emphasized by Weinberg et al. (2014). The following was pointed out: "These agendas generate both communities of practice and playful engagement with one another, and artefacts that in turn support newly discovered contexts of use.... Maker culture reveals the potential, through collaborative and playful interactions with technological artefacts, for individuals to construct a multitude of socio-technical gendered identities." Maker culture brought a new trend at University - students as producers. This is the subject of research in the next Chapter.

4-Student as Producer is Hacking the University

In this chapter, a brief view is given in the published research

supporting the idea of a student as a producer. The argument for a student as a producer has been developed through a number of publications that assert that students can and should be producers of their social world by being collaborators in the process of research, teaching and learning (Winn and Lockwood 2013, Neary 2008, Neary and Winn 2009, Neary 2010, Neary and Hagyard 2010). "Students as Producer is not simply a project to transform and improve the 'student experiences' but aspires to a paradigm shift in how knowledge is produced, where the traditional student and teacher roles are 'interrupted' through close collaboration, recognizing that both teachers and students have much to learn from each other" as pointed out by Winn and Lockwood (2013). An important feature of Student as Producer pedagogy, as emphasised by Winn and Lockwood (2013) in not dependent on technology but recognition that Student as Producer paradigm and movement is deeply embedded in modern university life. It supports the increasingly collaborative nature of research discipline-specific Virtual Research Environment, and the creation of Personal Learning Environment in highly complex and rich surroundings where teachers and students use technology pragmatically appropriate to their needs and capacities. Likewise, technology can be used to understand and visualize the uses of physical and virtual space and underwrites critical institutional functions penetrating deep into the overall 'learning landscape' of university as pointed by Winn and Lockwood (2013), the conclusion based on the study of Neary and Saunders (2011). Arguably, as they pointed out in their research, networked technology is now ingrained in the very 'idea of the university' and the social production of knowledge. It is not a matter of asking "What is the role of the Web in higher education?" but rather, "What is the role of the university in the world of Web?" (Powell 2009). The 'Student as Producer' recognizes what the futuristic 'Edgeless University' called a "time of maximum uncertainty and time for creative possibility between the ending of the way things have been and the way they will be" (Bradwell 2009). "At a time when the higher education sector is being privatized and students are expected to assume the role of consumer, Student as Producer aims to provide students with a more critical, more historically and socially informed, experience of university life which extends beyond their formal studies to engage with the role of the university, and therefore their own role, in society" (Winn and Lockwood, 2013). Though 'pedagogy of excess' which as an idea appeared in the work of Neary and Hagyard (2010), the organizing principle of university life is "being redressed, creating

a teaching, learning and research environment which promotes the values of experimentation, openings and creativity, engenders equality among academics and students and thereby offers an opportunity to reconstruct the student as producer and academic as a collaborator" (Winn and Lockwood, 2013). In an anticipated environment where knowledge is free, the roles of educators and the institutions necessarily change. "The educator is no longer a delivery vehicle and the institution becomes a landscape for the production and construction of a mass intellect in commons, a porous, networked space of abundance" (Winn and Lockwood, 2013).

5-Making, Innovating, Tinkering at the University of Montenegro

In this section, the way the maker movement was brought into University Labs will be described. It was the part of the Basic measurement in the physics course of the Faculty of Science and Mathematics at the University of Montenegro.

Students often struggle to understand the concept of electronic circuits mainly due to pre-conception, more precisely, misconceptions. Additionally, there was a significant lack of student's awareness about the 'maker' world they live in and their 'indifferent' attitudes towards learning. Thus we decide to change the method of teaching, and instead of using blackboard and chalk we use the breadboard in physics lessons which allows us to implement authentic learning and makes it more alive. With research interest in exploring science pedagogy from interdisciplinary, process oriented perspective and divergent, creative thinking was designed as an effective method of teaching that includes STEM (science, technology, engineering and math) concepts and tries to bridge Art to STEM pedagogical goals as we found creativity as boosting power. Applying creativity and art, students become less fearful from failures. Applied method is about simultaneous communication of art and engineering educations. It requires interplay not only of artistic skills but also artistic mentality (perseverance) and scientific reasoning. It is about teaching electronic circuit and its design with emphasize on visualizing invisible, on articulation of student's thoughts through doing, it is about communication through medium, through materialization of thoughts by bridging product creation and mental learning process. We apply the way artists do when they create things. Artists communicate with the audience through their product, they materialize their thoughts and their perception using different mediums, they visualize

invisible. Visualizing the invisible requires developing perceptual and critical awareness – skills which were not taught comprehensively. The teaching method we invented following knowledge building pedagogy with special emphasis on few principles: real ideas-authentic problems, idea diversity, pervasive (ubiquitous) knowledge and building and democratization of knowledge. Design thinking and system thinking were central to our learning and teaching.

Why to induce the hacker mentality at University? Firstly let us explain the term hacker we use. We use the term hacker as an individual who by challenging his/her own intellect creatively explores technology and pushes it in innovative directions. We want to inject the same attitude and mentality into our students and our society, and thus embed thinking into making, and in turn the making into thinking, following 'ripple' behaviour. The way we design learning which allows student to become the creator of his/her own learning, self-regulator and self-corrector on his/her journey of discovery, was on some way an interplay of 'rhizomatic' (detachable, connectible, reversible, modifiable, and has multiple entryways) and 'ripple' pedagogy.

Students became inspired by publicly shared ideas that have been placed on web-pages (see Fig. 11). At the very beginning we wanted only to spark student's mind just by showing what someone else can do and how creative ideas can easily be developed, just by allowing ourselves to step outside of the box and wonder about wandering, by freely floating through the world of discoveries and not being afraid of failures and mistakes.
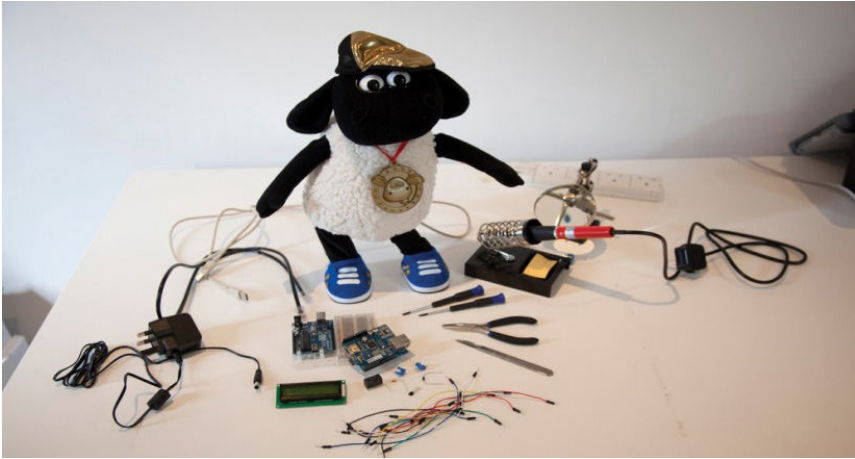
Figure 11: Our first inspirational idea students retrieved from http://www.digitalartsonline.co.uk/tutorials/hacking-maker/hack-toy-using-arduino

6-Tinkering Tools: microprocessor Raspberry Pi, microcontroller Arduino and Breadboard, DIY kits

We design network learning, supported by YouTube as a 'mentor' and built a project on open source platforms such as Arduino and Raspberry pi, or ChipKit. The Arduino microcontroller has revolutionized what we've come to call experiential design – the creation of real-world projects that interact with people. The users can either be in the same physical space as the project – or can communicate with it over the internet. Arduino is an inexpensive circuit board that connects to a computer via USB. It passes information to the computer from any sensor that is connected to it, and from the computer to a huge variety of output devices. User can download data from the internet and use it to control things back in the real world. The uploaded data (audio) is then used to trigger an electronic switch, such as a relay, that will activate a battery-powered toy or device – which will 'bleat' each tweet. Additionally, in order to manipulate data and to do data visualization and the audio-visual interaction, an LCD display was added so the interplay of sound and image was maintained and tweet and the sender were shown.
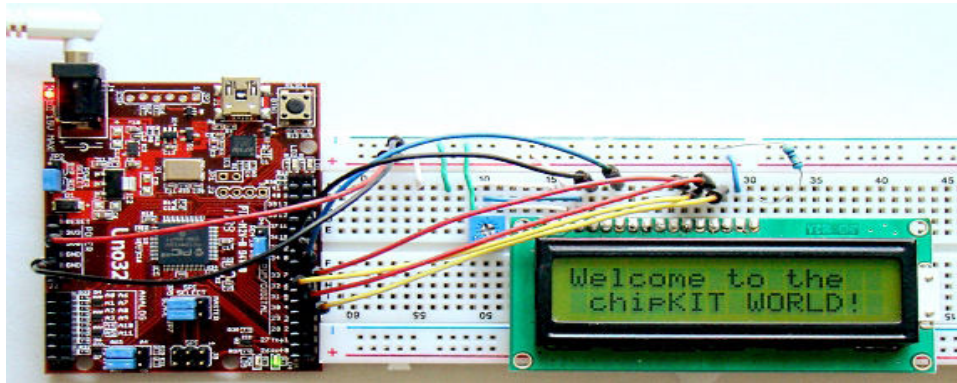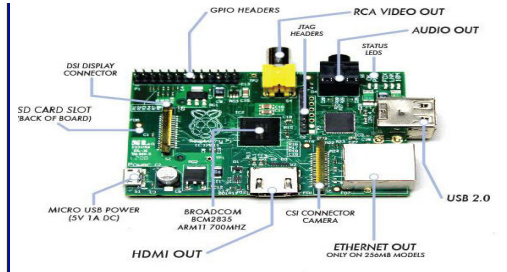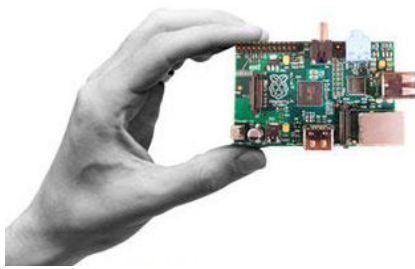
Figure 12: a) Raspberry Pi and b) its components, and c) Chip-Kit (retrieved from http://embedded-lab.com/blog/wp-content/uploads/2012/05/TitlePage.jpg)
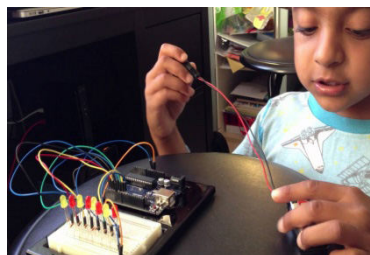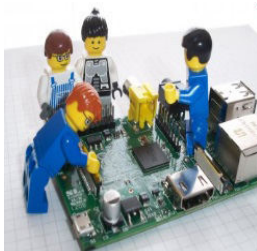
Figure 13: a) Raspberry Pi as building blocks b) Building blocks generation.

7-Overview of Tinkering Projects at the Montenegro University

The students' projects realized as part of Basic measurement in physics course of Faculty of Mathematics and science at the University of Montenegro (Figures 14-21) are displayed in this Chapter.

We believe that the photos are good enough to display also the content of students' projects. Figures 14 and 15 show our very early steps when students designed their projects towards "making invisible visible" and having an insight into the "body" of interactive toys by searching for the electronics that enable mimics of the phases, moving, producing sounds. Dissembling process helped the students a lot towards learning system thinking and system design as well as grasping the inter-communication of the toy's electronic parts rather than the functions of standalone components.
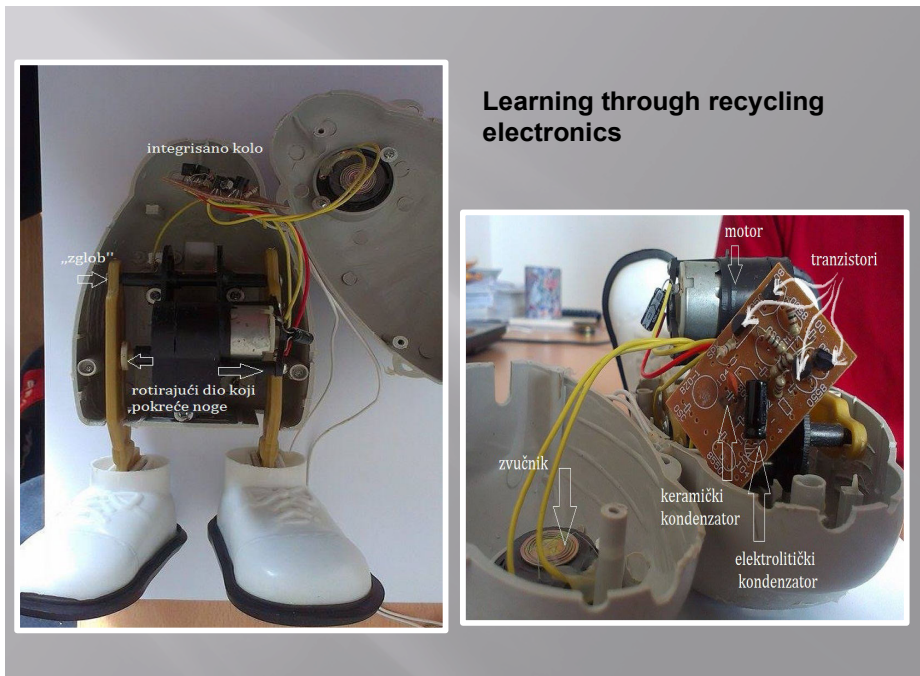
Figure 14: Student project: Learning with Recycled Electronics.
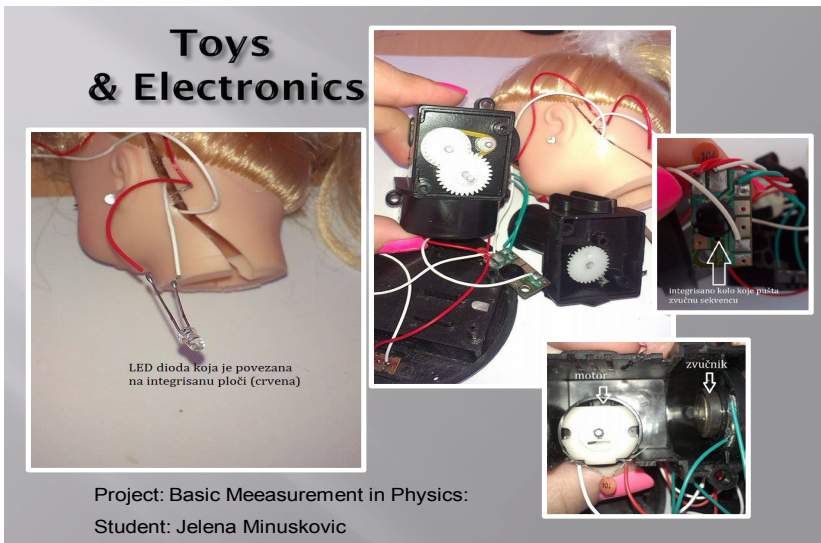
Figure 15: Student project: Learning with Recycled Electronics.
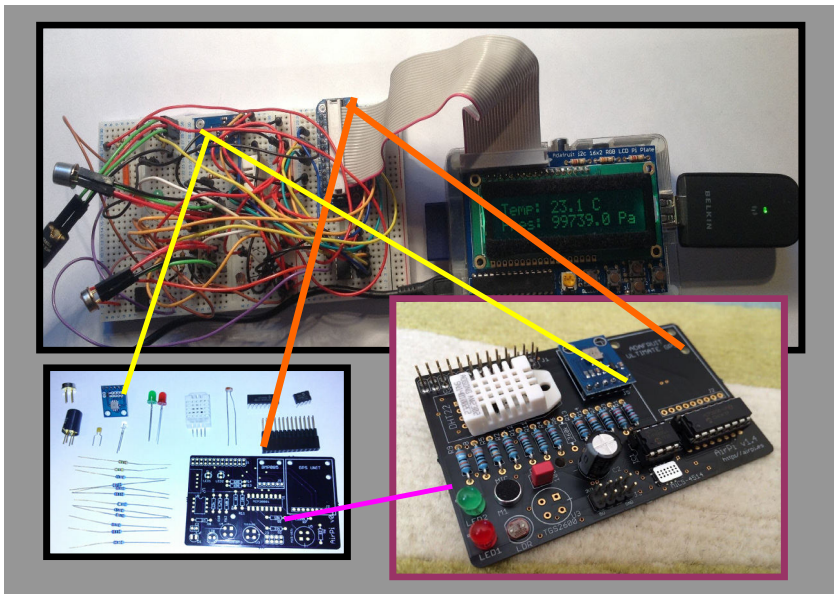
Figure 16: Air Raspberry Pi: Study of an weather station based on a microcontroller Arduino, with and without soldering (BreadBoard) (|it was designed according to instruction and material retrieved from the internet).
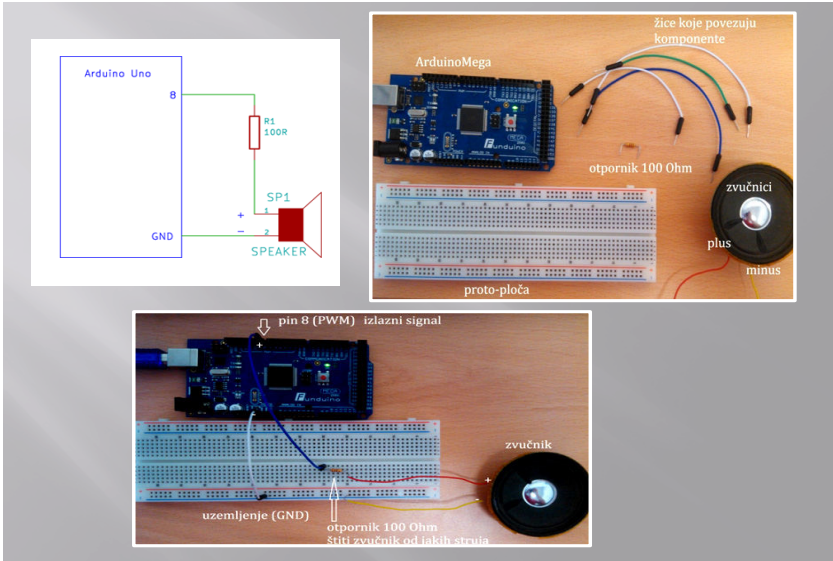
Figure 17: Student project: Electronic Composer
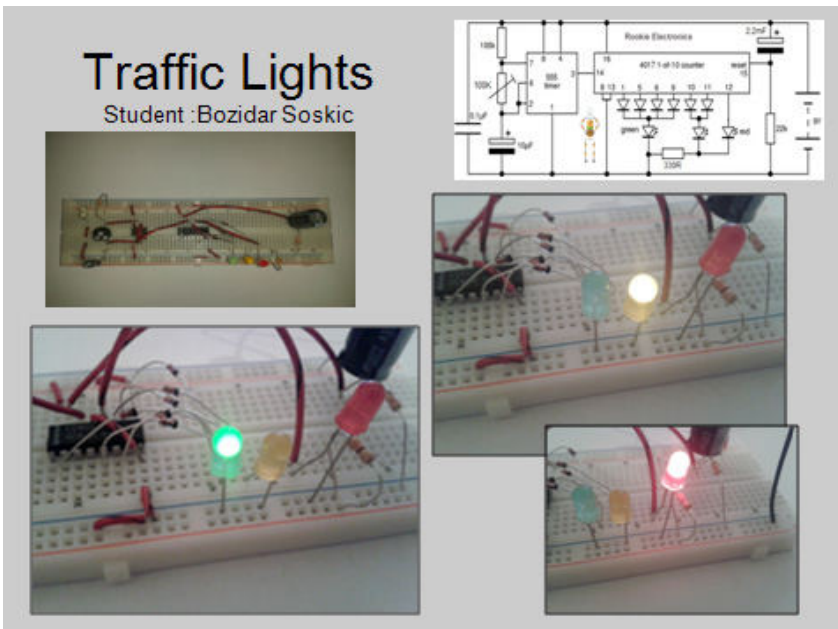
Figure 18: Student project: Traffic Lights.
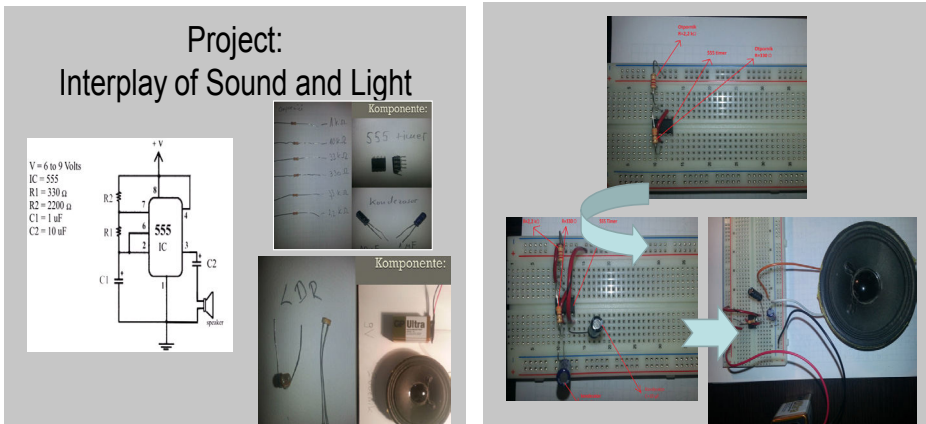
Figure 19: Student project: Sound and Light Interplay.
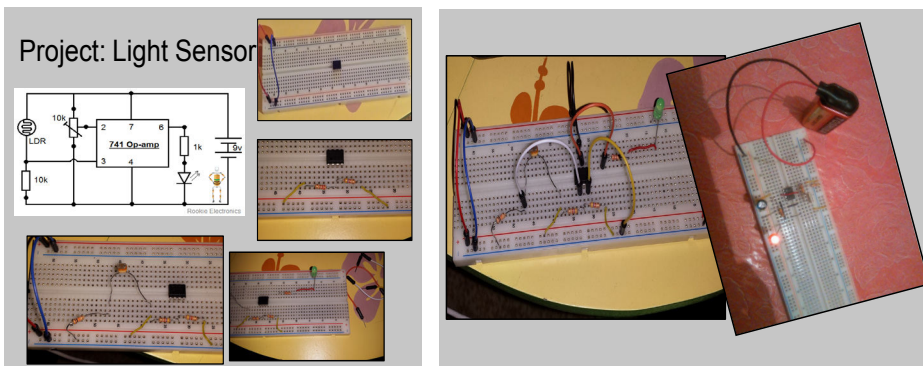
Figure 20: Student project: Light Sensor
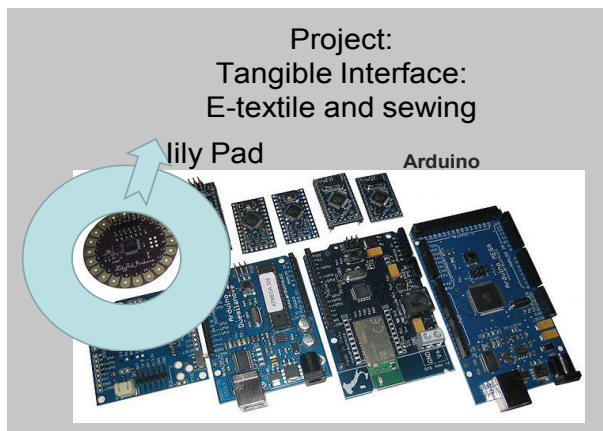
Figure 21: Student project: Tangibles in Education (e-textile design with LilyPad).

8-Our findings

The presented student projects integrate a Virtual Learning Environment, YouTube and 'instruction' web pages as backup resources when problems appeared, distributed knowledge and student-owned movable laboratories on the chip. Project support exploratory and serendipitous learning. Through work we also intriguingly found out that our design learning has a lot in common with rhizomatic pedagogy with no-ending and no-boundaries since our knowledge we construct together with students "spreads like the surface of a body of water, spreading towards available spaces or trickling downwards towards new spaces through fissures and gaps, eroding what is in its way. The surface can be interrupted and moved, but these disturbances leave no trace, as the water is charged with pressure and potential to always seek its equilibrium, and thereby establish smooth space", Deluze (1980).

There is no definite and conclusive answer which learning and teaching theory is the best, either which approach is the most perspective. Teaching is about experimenting with the internal and the external world of learner, it is about fascinating the needs of learner, and growing with the learners too. Teaching is working together with pupils and students. It is about producing knowledge together and sharing achievements.

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Improving Teaching and Learning through Action Research

Abstract

Action research can be considered as a continuous investigation through which the teachers aim to improve teaching strategies taking into account the strengths and weaknesses of students. This study will identify the importance of Action research as an instrument to ensure teachers methodological framework, to analyze and improve the process of teaching and learning. It will aim in gathering the positive practices of teachers in terms of research, which can serve as models for their colleagues in analog schools.

We will rely on the experience of teachers and school administrators of secondary schools of Durres and Elbasan. This study will make use of a structured questionnaire, as an instrument of data collection. It will gather information about the teachers' perceptions of the research impact on teaching practices and efficient class management.

The findings of the study reflected a positive perception of teachers about the process of action research, as an instrument of a successful teaching. Teachers should have the basic knowledge about action research in order to practice it as a part of their educational practice .The application of a quasi-experiment in two cases, created the possibility of a concrete commitment of teachers who applied the action research, passing each stage of this process. Such a practice should be ongoing in terms of identification and management of classrooms problems and offering a productive environment and a successful teaching.

Keywords*:* Action research, teaching, learning, reflective teacher

1-Introduction

The teaching process is a journey, in which teachers should explore and analyze its practice, to enhance the quality of this process. In educational practice a wide range of problems, including: Failure of learning tasks, hyperactivity, irregular attendance, aggressiveness, lack of attention, disengagement in activities inside and outside the classroom , the disobedience, the malfunction of a teaching method or lack of understanding of a concept, requiring solutions that cannot be found in books or training.

Each of these problems poses a challenge for the teacher, who must balance his successful efforts to convey new information, to facilitate learning among students and to manage the class. Considering this aspect, action research can be considered as a teacher aide in implementing the curriculum.   Rather than focus on theory, research allows practitioners to address those problems in their teaching environment, which they can influence and make a difference by giving us the right alternatives in solving problems.

In the Albanian context, system changes influence the education, in moving it towards teaching that enables the student to request information, develop critical thinking, and actively interact by sharing and collaborating. Undoubtedly, such reformations dictated the need of further qualifications for teachers, in order to be consistent with the new approach to education. Although many teachers are successful in their work, they cannot manage every dynamic created in the classroom. Increasing research would help not only teachers but also students, transforming the classroom into a friendly and effective environment based on their level of learning. Regardless of foreign literature cases of action research (Lewin 1946), we cannot find evidence of this practice in Albania.

This study will identify the importance of action research as an instrument to ensure teachers methodological framework, to analyze and improve the process of teaching and learning. Teachers should be trained to understand the impact of their teaching practices, student outcomes, to create a learning environment that encourages research, reflection, collaboration and experimentation.
The aim of this study is to gather positive practices of teachers in terms of research, which can serve as models for their colleagues in analog schools.

2-Literature Review: Basic concepts about action research

Action research is a process of continuous research on problems related to teaching and includes undertaking several actions to resolve them. It is regarded as a dynamic, purposeful and ethical process led by teacher in order to improve teaching and learning. Beginnings of action research dates back in 1940 with Kurt Lewin, whose work served as a benchmark for other researchers in the following years.

Action research aims to bring a change in the context of the given situation. According to Rawlinson and Little (2004), research enables teachers in learning about their teaching practice and continue to monitor student learning. Carr and Kemmis (1986) have described the research as a way to: (1) improving teaching practice, (2) improving the understanding of practice, (3) improving the situation in which the practice occurs.

For several decades, teacher's reflective practice has become an inseparable part of the teachers' practises, considering it as an essential part of teachers work and not as an act of adding (Brockbank and McGill, 1998).

Implementation of research in educational environments (classroom/and school) is considered as a positive impact and engagement of those, who work in these environments because the findings can be applied immediately and problems can be resolved quickly (Guskey, 2000). During the research, teachers may choose to focus on a small group of students, in one or more classes or the whole school. It depends on the support, needs, problems and interests of the teachers/ or school.The reflection on teaching practice is essential if the results necessary make changes in creating another class operation framework of the educational process.

Parker (1997) states that action research enables the teacher to reflect systematically on teaching practice. It is regarded as a continuous professional development with direct impact on teaching and learning. (Calhoun, 2002). It allows research to measure the impact of teaching practice and the results serve as a basis for planning and decision-making. Action research can be used in nurturing the art of teaching and helping the teacher to organize and facilitate learning.

3-Research in Action Steps

In an attempt to explain the action research, scholars engaged in this field, have built different research models based on some basic steps. Despite the steps identified in this process, research is considered as a cycle (Mertler and Charles, 2011). Other authors, like Parsons and Brown (2002) have described it concisely as the process of "obsevation- action-observation-adjustment"

Nine steps model of Mertel (2008) includes:

(1) **The planning stage**, which includes (i) identification of the issue, (ii) the collection of information, (iii) review of the literature, (iv) developing the research plan

(2) **The action stage**, which includes (i) the implementation of the plan and data collection (ii) data analysis

(3) **The development stage**, which involves developing the research plan

(4) **The reflection stage**, which includes (1) sharing and communicating results and (ii) reflecting on the process.

4-Advantages of action research for teachers

Boud, Cohen and Walker (1993) defines research as a process that involves the exploration of experience as a tool for emphasizing understanding. Researchers consider some advantages of research for teachers who apply it, considering it as a way to solve their problems, (2) as a process that can begin at any time and can produce immediate results, (3) brings opportunity to better understanding and improvement of educational practices, (4) promotes the establishment of strong links between staff, (5) provides the first alternative approaches to educational dilemmas and improve their teaching practice. (Mertler and Charles, 2008) . As stated above research is seen as progress towards professionalism helping in solving problems that teachers face in their classes. Given that research can be done in several ways, it responds to the needs of a single teacher, a group of teachers or a school.

According Koshy 2005, survey advantages lie in the fact that (1) it corresponds to a specific situation or context (2) the applicant may participate, (3) includes ongoing assessments and modifications, (4) through research we obtain open results. Baimba (1992) based on his work, emphasizes that teachers after applying action research: (1) have a clear idea about the aims and objectives of the curriculum, (2) understand the nature and ways of gaining knowledge, (3) become more creative, using local resources in classroom activities, (4) see themselves as researchers and feel of owning teaching modules.

Action research generally used issues and problems associated with the class and / school (Atweh and Burton, 1995, Stringer, 2008), such as teaching practice, problems and activities related to curriculum ,administration, organization and evaluation.   According to Mertler and Charles (2008) categories that can be the focus of the research are the classroom, teaching materials, classroom management, teaching methods, grades and assessment.

5- **Methodology**

The research model applied in this study is a direct study of teachers, gathering descriptive and quantitative data on the perception of teachers about action research.

a- **Research questions**

Research questions addressed in this study are:

(1) What are teachers' perceptions on the impact of action research in their teaching practice?

(2) Do the teachers' perceptions vary in rural schools about the importance of research?

(3) How does the experience of teachers influence their perceptions on difficulties in conducting action research?

The research questions will find answers through a structured questionnaire designed for this purpose.

b- **Instrument**

The instrument used for the collection of quantitative data in this study is a structured questionnaire constructed by 12 questions. Its design is made to obtain information on: (1) the experience of teachers on research (2) their perception of the areas on which research can be carried out (3) perception of obstacles and difficulties in the implementation of research. (See appendix 1)

Questionnaire items consist in two forms:

(1) Seven closed items by dichotomous answers "yes"; "No" (items 1-4, items 6 -7 and 11)

(2) five items based on a five Likert scale ranging from "Strongly Disagree" to "Strongly agree" on issues related to the incentives of research (question 5); possible areas of research (question 8); The main obstacles to conducting research (question 9); profile of a good survey (question 10). In the last question (12), the degree of difficulty encountered while conducting research used a Likert scale with five units ranging from "Not at all" to "Very".

Items of this questionnaire were created in aiming to measure agreement on issues related to, the need, perceived advantages and disadvantages of action research. As such, they serve strictly to the research questions raised and guide the establishment of relevant recommendations.

c- **Data analysis**

This study made use of SPSS 22, in analyzing quantitative data. Initially the program reviewed the statistical parameters of the instrument, in testing the internal validity expressed through Cronbach Alpha value and tested the correlations between different variables. Cronbach Alpha value was .76, reflecting a satisfactory reliability.

d- Results of the questionnaire

In binary response questions, it was noted a unique response between teachers with a few exceptions. All the teachers stated that they had information on action research. They also stated that they were aware for research that was generated in the respective schools. Being asked whether they themselves had undertaken any research, the teachers were answered positively. None of teachers being asked does not hesitate to consider research as an auxiliary instrument of teaching practice.

As stimulated factors for carrying out an action research, there is some degree of higher agreement between teachers, with the majority of them. According to an ascendent order, there were some factors, which were identified as key in conducting an action research, such as: (i) improvement in results of specific students (80%), (ii) management of student behavior problems and those hyperactive (from 74% of teachers), (iii) improving learning style and professional growth (74%) and (iv) improvement in the results of pupils (53%). It is worth to stress that for the half of the respondents, there are teachers that stand side to split the role of action research for learners to manage behavioral problems, their professional growth and improve the style of learning.

Only about 15% of teachers disagreed with the fact that every teacher is able to do action research, they stated that teachers were not prepared for this type of research. About 27% of the respondents, do not see connection between the pedagogical ability in themselves and teachers incitation of research. Most of the respondents are of the opinion that the teachers who have teaching skills are in the condition of conducting action research.

Asked about areas of interest of action research, which would have been supporting roles, the teachers have expressed their attitudes, which derive from concrete experiences in psyche-sociological, but also the requirements in the application of contemporary methods of teaching. Improved work in-group shows potential as a field of interest from teachers about 60% of them. Whereas 74% of teachers consider as valuable in practice education subjects and the involvement of learners in different projects that are considered as ways to drive creativity and cooperation between them. More than 87% of teachers consider as extremely important greater flexibility en-

gagement of parents and reinforcement of strategies of learning. Behavioral problems in psyche-sociological pupils remain a challenge for 60% of teacher, who identified it as possible a field of research. Teachers involved in this study promote critical thinking because the main goals of contemporary teaching are not only placing the learner at the center but also fostering analytical and exploratory learning.

About 94% of them consider the need to practice action research as techniques that stimulate critical thinking of learners. Moreover, 67% of teachers aim to teach more in terms of motivation of learners to read. The unappropriated use of books and education subjects is not considered to teachers inter priority concerns in their classes; meanwhile, the learners' attention during the learning stage is the main inconvenience of teachers. For more than half of teachers , the homework remains a challenge that reflects not only the fulfillment of the obligations that learners have, but also as a reflection of the work that should be carried out independently tated in the home.

Regarding the perceived or actual barriers faced by the teachers in the implementation of action research, lack of support, parents were considered as very important partners by 60% of the respondents. While 54% of teachers, did not consider the lack of qualifications as a limiting factor for action research. They see themselves as available to undertake the preparation of a process.

It is very interesting the fact that the same regulation appears the percentage of teachers have ambiguous answers in the absence of motivation as a limiting factor of research. While 80% of teachers have determined their problems about the lack of books as extremely important because it does not allow them to engage in research. Ultimately, 60% of teachers found difficulties in supporting materials in English, as shown in the table below.

Table1. Descriptive data about the obstacles faced by teachers in research

	N	Min.	Max	Mean	Std. dev
Derecognition of the process	15	2	5	3.73	.884
Limitations on the recognition of foreign languages	15	2	5	3.47	1.187
Lack of time	15	3	5	3.67	.816
Lack of support (leader / parent)	15	2	5	3.87	.990
Lack of qualifications to do research	15	1	5	3.87	1.356
Lack of motivation to do research	15	1	5	3.47	1.187
Lack of guidelines for research	15	1	5	3.60	1.404
Derecognition of the process	15				

Teachers are also asked about their perceptions a research, which may be considered as a good process. The selection of alternatives on this scale is made besides highlighting the perception of teachers, the control and remained recognition of this process from their point of view. Teachers have determined in a significant proportion of the research, which follows rigorous steps. Specifically, about 40% of teachers do not consider action research run by them. The teacher reflected that they were unaware of this process. On the other hand, about 67% of teachers related the quality of research to positive results. In 54% of cases, the teachers have identified the financial support as an element required for the success in research. While 60% of them supported the idea that an expert can do research

better than a teacher. In fact, this is contradicted to the above statement that they have qualifications and skills necessary for conducting research. The duration of action research, 67% of teachers do not consider as adequate for a good process.

Asking how often they felt necessary to reflect about their decisions in phytosociological, only 27% of teachers answered often. About 40% of them emphasize that it is necessary to reflect during their practice meanwhile 34% of teachers stated that they had never done it.

Based on variables such as age, education and experience, there are differences between core subcategories of teachers involved in the study. Neither the profile of urban and rural schools served not as a variable determinant of changes in perceptions of teachers surveyed.

Determining possible differences of the fore mention variables were analyzed correlations, which did not considered significant differences.

The first research question. What are perceptions of teachers on the impact of action research in their teaching practice?

It was observed that the processing of data was the fact that teachers regardless subcategories such as education level, age, experience and profile of rural or urban schools where they work, responded positively to the recognition of the process of action research. The first interpretation that can be made against such an attitude can be derived from a clear misidentification of action research as a form of research. However taking for granted their responses, the following discussion will be based on the results of questionnaires.

All respondents considered research as a helpful tool for teaching and accurately identify those priority areas in which action research can help. He is considered by Wallace (2000) as a local process on the context that aims to explore, develop and monitor changes in teaching practice. The exact perception of respondents remains the ability of any teacher to engage in action research.

A positive result attached to a research that brings results quantitatively and qualitatively in classrooms, judged a success. However, researchers see research although closely related to the context

and issues in which rise beyond this. Research not inadvertently regarded as a cycle in each stage which required teachers to reflect becoming the impetus for expected changes that are illustrated with self-reflection, improvements in the professional and the class as a whole (Ferrance, 2000; Johnson & Button 2000; Sax & Fisher, 2001). Despite being, a part of teachers' responses can flow intuitively assisted suggested assertions, saying that they should have kept the elements and aspects of the research. Teachers involved in this study shared the opinion that prevails in the districts of their international colleagues on the positive effects of action research as a facilitator for successful teaching.

The second research question. Do the teachers' perceptions vary in rural schools about the importance of research?

Although the profile of the school, rural or urban as there was not a deliberate variable in designing, the study, due to the accessibility created by Marinas school in the completion of the questionnaires, created a subcategory among respondents.

There was a perception that, as might be the stereotypical, sees teachers in rural and remote areas as teacher of less quality because there were fewer monitoring practices. Professional development can be costly, time intensive and teachers in rural areas appear to be fewer than their counterparts.

The literature shows that education in rural areas focuses on issues faced by teachers, students and community by leaning mostly on the negative aspects of rural schools. Among these issues can be mentioned the professional development of teachers, their recruitment for rural schools, a relatively large number of new teachers and social isolation that often accompanies rural areas. (Collins, 1999 Allen, 2000, Mathews, 2004). Collins (1999) also claimed that teachers in village schools should have a rural background and qualify in more than one subject, considering the basic elements of education in the village availability, acceptability, adaptability and support continued access.

The third research question. How does the experience of teachers influence their perceptions on difficulties in conducting action research?   For many teachers, research seems a complex series of steps difficult to engage during leisure time. In addition, in

fact different from the scientific publications, there are not many done by teachers. Apart from sporadic, their issues do not adjust too many daily activities within class. (Ferrance, 2000; MCBee, 2004).But beyond this, action research is done in different educational environments and classes are transforemed in «laboratory» of research by the teachers themselves and these classes are considered as best classes.(MCBee, 2004).

Action research considers the teachers as agents and sources of educational reforms not object to it. This process should be seen as continuing professional development that provides an orientation to direct some learning. (Calhoun, 2002).

Teachers enjoy equality of privilege through research that knowledge is power. Browsing the literature brings examples of perceptions and positive achievements of teachers who have conducted research, but nonetheless for large portions teachers remains an uncharted new approach properly. Research is considered as complex challenge for the teachers and it was used periodically as a development tool.

No doubt, about the fact that the teachers tend to be professional growth and the positive results during exercise can achieve practice of education subjects. The first in this view of action research comes as a form of professional growth, in encouraging study of personal pedagogy, critical and analytical view of their work, generally discovering what it is most effective in improving education practice subjects (Mills, 2007). Seen in this aspect, action research can influence their professional achievements, so teachers are reluctant to engage in research.

Having reviewed the findings of questionnaire with the teachers, noted that the experience does not adequately serve as a differentiator variation in their attitudes toward research. Comparisons more than most can be made for the teachers in the 0-30 years' experience criteria, as with a great experience criteria of more than 30 years were only two teachers. Teachers regardless of their years in teaching have recognized the importance of research in improving teaching.

It is noted that the majority of teachers, as a main obstacle to research, has designated the lack of leisure time. Lack of manuals

guiding identified, at most as obstacle by the teachers with 10-30 years' experience criteria. Teachers with the same regulation that the origins of these experiences intervals as illustrated in the tables, also identify the non-recognition of the research process as a factor that hinders their involvement.

An interesting fact noted a lack of motivation associated with half of teachers with different levels of experience have confirmed this obstacle, meanwhile that the other half has chosen to appear on staying neutral not refused this obstacle.

Attitudes of teachers included in this study, regardless of not involvement in action research, identify the obstacles in fact the same regulation and restrictions as those reflected in the literature.

6-Conclusions and recommendations

The study was conducted in three schools of Durres and El-basan although with a limited sample to act as a path in studies on the needs of teachers in conducting action research. Despite that, the participants of this study stated that they knew action research, their rejection for not being involved in quasi-experiment on grounds of ignorance of the process, rejected their prior claims.

Data collection during the stages of research indicated that teachers owned methodological skills necessary to understand and implement action research in education. This served as a framework to prop up and develop further, teaching repertoire. Considering the experience of several decades on the application of action research, it is worth to emphasize that the practice of research should go on.

Some of the recommendations that may arise are:

• Similar studies but with a more lengthy stretch are necessary to take place also in other schools of the district.

Action research should be offered as part of the formative curriculum of new teachers

For the teachers with experience criteria in schools it is necessary to develop training programs on action research, as the form of

Leaders in schools should support and stimulate the teachers to explore research in assisting their professional growth

In collaboration with the research experts who can serve as mentors for the teachers may organize consultations on the accurate identification of variables of pupils, classroms and those related to the teachers that impact to learners.

• Practice and monitoring methods must be monitored and designed in long-term effects of action research.

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School Attachment and Implications of Study Skills in Diverse Educational Settings

Abstract

The variety of the languages used by lecturers as the instruction language at a university level, educational approaches, methodologies, and instructional devices cannot be separate from school settings, students` foreground and background diversities (region, origin, gender etc.) and most significantly students` study skills in overcoming with challenging problems and achieving success in terms of academic achievement. Apart from aforementioned factors, pluralism in post-secondary education is one of the challenges of the globalized world, nonetheless it can also be considered as an advantage in joining a wider network of communication throughout the world which can elevate students` perceptual understanding of the world they live in. In this study, together with scanted data obtained by other researchers it is aimed to rephrase the significance of ``study skills`` in handling challenges of today`s post-secondary education as in raising self-awareness about variants of study methodologies as well as importance of language acquisition in pluralist (in terms of variant languages used for instruction) secondary and post-secondary educational settings. A partial data analysis of a survey obtained from 95 participants of a high school in Albania is also reflected in regard with students` study skills.

Keywords: *foreground and background diversities, study skills, educational settings, self-awareness*

1-Introduction

Schooling can be traced back deep in history, where animal leathers are used to store data, cave walls used for talents and other purposes; nowadays, digital tablets, touch pads, smart boards, special schools with utmost utilities to serve both teachers and students are spreading all over the world, moreover, internet based schooling is widening the concept of school to anywhere, anytime, as the school walls started to tremble in front of internet schooling. On the other hand, different needs brought different approaches and strategies to solve the broad area of study skills. The 21st century skills require quite complex approaches.

The literature reviewed in this study isalso of the sample in search of these approaches.As the United States continues to compete in a global economy that demands innovation, US educational institutions give even more emphasis on the 21st century skills, which include critical thinking and problem solving, communication, collaboration, and creativity and innovation (Duran, et. al, 2012). Individual differences, mixed ability classes are some of other problems that require concrete solutions in today`s world. Learners' individual differences in learning English as a foreign language with large-mixed ability classes needs a great attention in increasing their communicative language skills.

One of Learners' differences is learning strategies. Learning strategy has a great role to promote students' autonomy (Mattarima, et. al, 2011). In educational institutions dropouts and truancy are becoming more and more dangerous. The issue of high school dropout has long concerned policy makers, educational professionals, and the general public. In the gifted literature, this concern is no less pressing. Student engagement is becoming an increasingly discussed construct for conceptualizing the dropout phenomenon and designing appropriate interventions to prevent this phenomenon (Landis, et. al, 2013).

2-   Literature Review

The studies are emphasizing different approaches and methodologies in order to obtain data on different sides of study skills with

the aim of providing valuable solutions or suggestions to the problems encountered on the issue, both by teachers and students. One of the cornerstones of successful students' learning is their ability to use appropriate learning approaches.

The studies in this field are samples of these vast area each of which are to hold key roles in improving study skills through variant approaches. A case study aiming to build a bridge between learning and teaching through recognition of student`s learning approaches (Malie, S. et. al, 2012). A paper examining the effects of school bonding on academic achievement (measured by math achievement scores) in a sample of 12th graders from the Educational Longitudinal Study of 2002 (Ingels, Pratt, Rogers, Siegel, &Stutts, 2005; Bryan, et. al, 2011). The other case study focused on a small high school, located on a college campus and designed to address the educational needs of gifted 9th- through 12th-grade students. Eight teachers who taught 9th and12th grade classes and their 60 students were observed (Ratcliff, et. al, 2012).

Awareness and orchestration of learning approaches are central to self-regulation of learning—a key concept in explaining effective learning (Malie, S. et. al, 2012). Maile`s article also presented a detailed background study on the topic; There are volumes of research investigating the relationship between best practices in teaching by teachers and best practices in learning by students. Authors mentioned Malie, S. in this field include Biggs, Entwistle, Ramsden, Marton, Saljo, Trigwell, Prosser, Kember, Felder and others (Malie, S. et. al, 2012). Other findings indicate that students have different levels of motivation, different attitudes about teaching and learning and different responses to specific classroom environments and instructional practice (Felder and Brent, 2005; Malie, S. et. al, 2012). The role of school is one of the key components in providing a better setting for learning and teaching, a sense of attachment to the school on the student side would bring fruitful results; when students feel connected to or have strong bonds to their schools, they are more likely to experience academic success. They stay in school longer and attend school regularly (Centers for Disease Control and Prevention [CDC], 2009b). Yet only about 50% of the youth in schools report feeling connected to or engaged in school (Blum, 2005; Bryan, et. al, 2011). On the other hand, students with different needs may require special approaches and care. Especially, if the students are gifted,

extra effort is needed to provide appropriate school setting, and qualified teachers to approach their possibly hidden talents. Developing an appropriate learning environment is a critical factor in the successful instruction of gifted students. Hennessey (2004) noted that close attention must be paid to creating appropriate learning environments if student motivation, creativity, and special talents are to be augmented (Ratcliff, et. al, 2012).

The literature mainly agrees upon the fact that students` learning approaches and strategies are not merely enough to achieve academic success or a satisfactory learning. A holistic approach and strategies are needed to gain a better performance: Studies have also revealed that students use different learning approaches and strategies and these in turn influence their academic achievement. However, students' learning approaches and strategies are not the sole factors that impact their academic achievement (Malie, S. et. al, 2012). Even when the topic is limited to a particular part of the whole as in school bonding, the need for varying it is inevitable. They found that school bonding was multidimensional with four specific components: (a) attachment to school, (b) attachment to teachers and school personnel, (c) school commitment (comprising both beliefs and behaviors), and (d) school involvement (Bryan, et. al, 2011). In school where only gifted students are taught, the school and classroom setting can be valued together with teachers` effective roles. An implication of this study is that high-ability students respond to classroom environments that are active and engaging, despite the use of whole-class grouping, direct instruction, and low-level questions. These students performed well in quickly paced, stimulating environments where the teachers mentally engaged (interacted) with students through direct instruction (Ratcliff, et. al, 2012).

Although the literature review reflects different objectives and tries to enlighten the unsought parts of the approaches to the study skills, they mainly conclude on the fact that one factor on the student or teacher side is not quite eminent as the effects on the study skills indicate different variables. Groves (2005) reveals evidence that lends support to the notion that the learning approach is likely to be influenced by many factors other than the curriculum style, including teaching quality, type of assessment and learner characteristics such as personality type, age and previous work or academic experience (Malie, S. et. al, 2012). Case studies brought valuable results that help

us overcome difficulties encountered in particular moments with particular needs. Although some case studies were in settings that might be considered ideal for teaching, it is important to consider how the observed teacher behaviors and student–teacher interactions can be generalized to foster positive learning environments in traditional high school classrooms (Ratcliff, et. al, 2012). The findings of such case studies demonstrated that all four components of school bonding affect students' academic achievement at some point during high school, whether the effects are proximal or distal (Bryan, et. al, 2011).

3-   **Methodology**

        The article is partially based on statistical data collected from a pilot study of a survey implemented on high school students in Albania measuring their attachments to their schools as well as their study skills in relation with their connectedness to their school. The data is reflected through two tables; indicating a) students'` feelings for school and b) their belief in studying as well as skills in regard with the conventional notion of hardworking. Secondary data together with literature on the issue is also used to present other viewpoints and support the main framework of ideas reflected throughout the article. The tables are accurately reflecting the positive correlation between study skills and students` feelings towards school settings and belief in hardworking with predetermined study skills. Secondary data also shows implications and importance of study skills for school psychology among high school students. The research question of; is there a relation between study skills, academic achievement and school connectedness is sought throughout the article to be answered by above mentioned measurement tools.

4-   **Educational Settings**

        Work environments and different workforce and manpower requirement also determine on the strategies and study skills. In the last two decades, contemporary work environments required fundamental changes in the profiles of the work force, which basically stemmed from the rapid change and transformation in the nature of

information. For societies to survive in this competitive world, it is necessary to equip individuals with skills to conduct research, use and transform information, think critically and reflectively, and make higher order decisions (Duran, et. al, 2012). Teaching and learning process also require student and teacher oriented approaches. Shift in teaching and learning process from teacher-centered to learner-centered needs more various pro-student approaches. The approaches focus on students' learning activities. In doing their activities, students apply different efforts because of having different individual potencies. From these individual differences, they also learn in different ways (Mattarima, et. al, 2011). Dropouts could be justified among mainstream schools, but when seen among gifted students and schools with gifted definitely reflect deeper problems of our age. Dropout among those identified as gifted is a puzzling irony for educators. Gifted students, by definition, demonstrate potential for high scholastic achievement (No Child Left Behind Act, 2004). Indeed, a common criterion for gifted identification is scoring at or above the 95th to 97th percentile on a standardized achievement measure (McClain & Pfeiffer, 2012). In addition, teacher nominations serve as a common source for initiating the identification process for gifted students (McBee, 2006; Oakland &Rossen, 2005)(Landis, et. al, 2013).

The surroundings and facilities of a school shouldn`t be separate from the idea of safety as academic achievement is correlated with students` sense of safety in regard with feeling comfortable to receive information, otherwise his or her receptions will be closed to outer inputs. Following figure reflects the numeric data obtained from a school in Albania in regard with feeling safe at school. ``*Findings suggest that students' sense of safety may be positively linked to academic achievement through their prior academic achievement*``(Bryan et. al, 2012)

I don't feel safe in my school.

Disagree [30]

Neutral [11]

Agree [9]

Strongly Agre [4]

Strongly Dis [41]

Strongly Disagree	**41**	43%
Disagree	**30**	32%
Neutral	**11**	12%
Agree	**9**	9%
Strongly Agree	**4**	4%
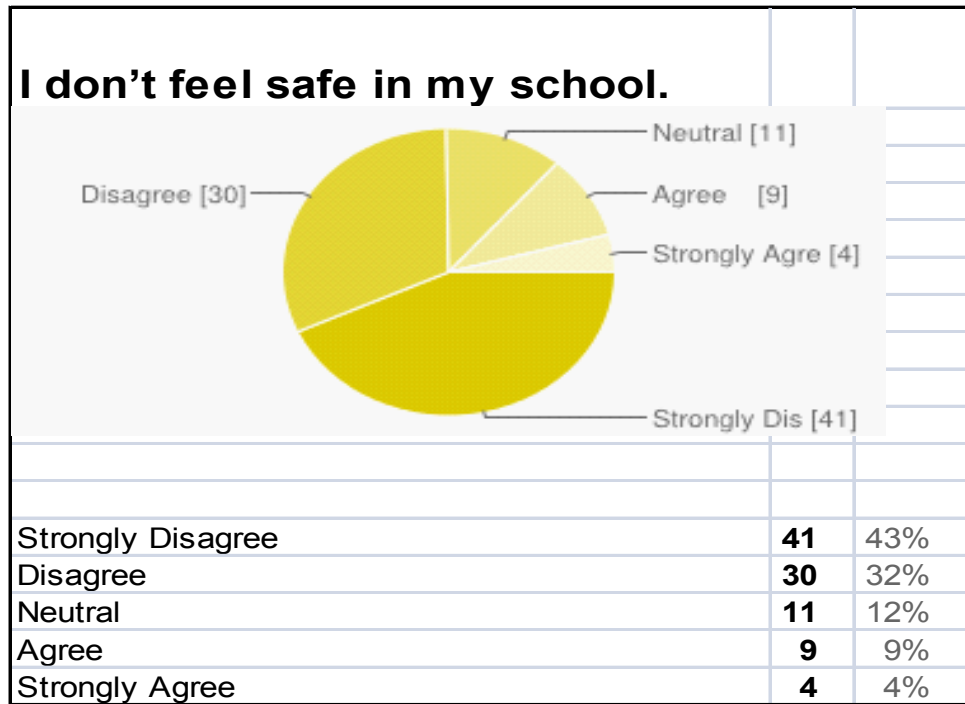
Figure 1 Indicates percentages for one of 5 question types of feelings about being at School

5-   **Study Skills And Critical Thinking**

Thinking at our age needs to be critical; higher order thinking skills like critical thinking, and problem solving are considered necessary skills for 21st century individuals. Thus, it is necessary to examine these notions objectively, study on the contents of these skills, and elaborate on the ways to equip individuals with such skills (Duran, et. al, 2012). Foreign languages should be taught with learner centered approaches; furthermore, because of different learning characteristics, Hannell (2008) argued that learning outcome can be different. Some students are found learning very easy but some others are found learning tougher and may comprise special needs. Their individual characteristics (like curious or apathetic, persistent or easily defeated, overly cautious or willing to take sensible risks and so on) will create the independence in learning.

One of the questions asked in the survey was about their in-

terest in learning in regard with their study skills. The following figure reflects the numeric value obtained from 95 samples in an Albanian school. As observed 50+35 = 85% of students are interested in learning showing high scales of interest in learning, whereas 12% being neutral, leaves only 3% of negative responses.The data also indicates the significance of individual level of interest in learning as ``*few studies have tested specifically whether the effects of school belonging act at the individual or the school level. ``* (Demanet, et. al, 2012).

11. Don't you believe it is important to work hard at school?

Strongly Disagree	**21**	22%
Disagree	**19**	20%
Neutral	**5**	5%
Agree	**26**	27%
Strongly Agree	**24**	25%
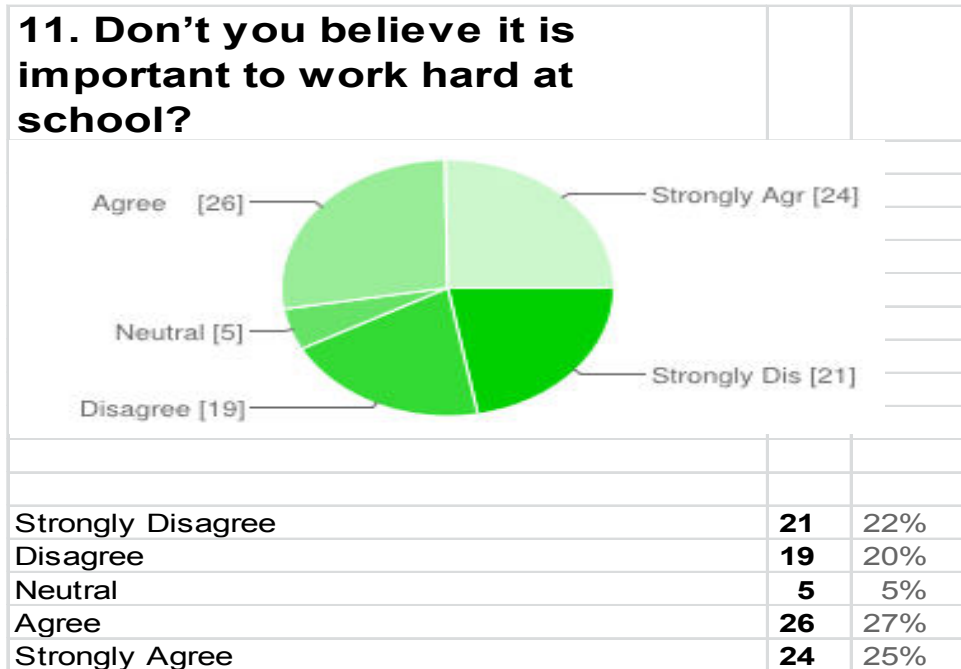
Figure 2 Indicates percentages for one of 5 question types of interest in learning in regard with study skills

The level of independence would create significant difference to the quality of their learning (Mattarima, et. al, 2011). School attachment should be reconsidered as more students are inclining to negative behaviors such as truancy and dropouts.The small gifted dropout literature base indicates that gifted student who dropout does so for a number of reasons, many of which are no different from the reasons expressed by the general population. For example, poor attendance, school failure, dislike of school, drug and alcohol use/abuse, learn-

ing disabilities, pregnancy, and family conflict are some of the many factors that have emerged in the research regarding gifted students dropping out of high school (Cramond, Kuss, &Nordin, 2007; Hansen &Toso, 2007; Matthews, 2006; Renzulli& Park, 2000, 2002) (Landis, et. al, 2013).

6 -Conclusion

As observed throughout the articles reviewed, today`s requirements are quite variant, technological developments brought great opportunities for teaching and learning strategies, nevertheless each improvement brought other problems that need to be dealt with.IT/ STEM experiences supported through technology-enhanced, inquiry and design-based collaborative learning strategies seem to have significant impact on development of critical thinking of urban high school students. The improvement is specifically evident in inference and inductive reasoning areas of critical thinking (Duran, et. al, 2012). Focus to understand students' learning strategies may lead teachers to promote students' autonomy in learning. So, it is a must for teachers to carefully understand their students' strategies before, whilst, and after learning process. Green, J. M. and R. Oxford (1995) stated that the more that teachers know about such factors, the more readily the teacher can come to grips with the nature of individual differences in the classroom (Mattarima, et. al, 2011). The gifted student who is at risk for dropping out is all too easy to overlook. Early performance on measures of aptitude and achievement may blind educators to the possibility of failure for these students.Applying the construct of engagement to the phenomena of underachievement and gifted dropout is an important course for research (Landis, et. al, 2013).

As students and teachers are centered on the same goals in terms of academic success through approaches used in study skills, the problems such as difficulties in language acquisition and other related educational challenges should be dealt with positive approaches and the usage of right methodology for each particular problem. Involvement of parents, teachers, and friends is quite essential in obtaining the right skill for the right subject as well as decision making process in post-secondary education (Coskun, L. et. al, 2014) and reaching goals mentioned earlier. Technology could also provide great opportunities when used in a good way and in good hands, otherwise, it could bring disastrous results in teaching and learning.

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Case Study: A Teaching Tool

Abstract

The use of case studies in education is an effective teaching method and learning vehicle. This paper introduces a brief history of case study, types of case studies, and the strengths and weaknesses of case studies. This paper indicates that case study based learning promotes learning processes and stimulates students to be a part of the process and focus on the cause-effect relations. This paper concludes that case studies improve cognitive skills of students and have positive impacts on students' critical thinking and on their effective problem-solving skills.

Keywords: case study, case method, teaching methods, active learning

1- **Introduction**

This study aims to investigate case studies, which also play an important role in learning environment for the betterment of education. It is essentially a form of qualitative descriptive research(Tripathy, 2009) that is taken into consideration by a group or members of a group.

A brief history of case study will be useful for clarifying this research method. In case study, researchers as participants follow some certain steps; such as interviews, examinations, tests, direct observation, collect data about participants, protocols, examinations of records, and collections of writing samples. This paper imparts information about types of studies, educational applications, identifying theoretical perspectives, the processes of conducting a case study and as a last designing a case study and presentation.

To some extent, this study introduces the strengths and weaknesses of case studies. The finding of this paper indicates that for motivation and active participation of the students, case study based learning method is fruitful for the good of lesson plan. Eventually, case study based learning takes students to the learning environment and makes them feel the learning processes and stimulate them to be a part of the process and focus on the cause-effect relations. Case studies challenge students to think, to process ideas at a higher and more complex cognitive level, and to experience environment as a process rather than as a collection of facts (Ribbens, 2006). Actually, `Experience is the best teacher` policy is describing the picture of case study quite well. Thus students take more responsibility for learning from the teacher and become an active learner in the process of learning.

2- **History**

Case study is not a new form of research; it is an inquiry in naturalistic way. Before scientific method it was the primary research tool. Sociology and anthropology benefitted from it so many years. Besides, in case study research, Doctors developed the clinical methods, social workers like historians and anthropologists developed casework method and Frederic Le Play developed qualitative

descriptions through the direct observation of individuals and their families and also Robert Park developed the techniques of newspaper reporters and novelists.(Becker et al., 1994-2012)

Between1830 – 1848, Le Play was a director in government statistical agency; he was trying to observe and understand families in details. He was in doubt about the value of statistics. He understood importance of direct observation in the society more than second data of statistics. To get reliable information regarding people, direct observation was beneficial for the research.(Thornton, 2005)

Actually he did not use standard sampling techniques, but selected the families that represented the larger population. Le Play`s technique necessitates overall interaction between researcher and the family studied. He was sure that meticulous attention to reality and direct observation could overcome prejudices related to research. He experienced that direct observation offered him to acquire extensive data collection activities, thus the more data collection activities he had the more data he acquired. He also used comparative method in his research to collect data. Through observation of society, He became sure that conclusions in social science should be drawn inductively not deductively.(Thornton, 2005)

Robert Park was at Chicago University as a reporter and editor in 1920s. He was also trying to express importance and value of human experience. In this regard, sociology was playing significant role. He urged his students not to look at papers and books but observe human experiences. He says, "Go and sit in the lounges of the luxury hotels and on the doorsteps of the flophouses; sit on the Gold Coast settees and on the slum shakedowns; sit in the Orchestra Hall and in the Star and Garter Burlesque. In short, gentlemen, go get the seats of your pants dirty in real research." Park`s aim was to describe the behavior of society in scientific language. When compared to statistics, case study is regarded as unscientific (Becker et al., 1994-2012).

Basically, he had curiosity to find out details of various life conditions. He then tried to develop different techniques to report social events in scientific languages. Naturalistic observation gives opportunities to reporters for describing the events in details and qualitatively. As a last, first hand data collection gives a rich environment to reporters for describing the situation as reliable as it is. Learning is a different process for each and every body. If you are an active

learner, you feel yourself in the situation; being a part of learning you are taking a responsibility to do your best. Active learning is to make the one feel the environment and situation and also to be a part of the event which is going on. To teach realities of life, throw the one to the lake and make him swim. In 1950s, quantitative methods became dominant approach for social matters, thus case study became less used practice method for research (Becker et al., 1994-2012).

3-   **Types of case studies**

There are different types of case studies. Selection of it depends on investigator and objectives. It is called as a data collection method, teaching technique or research method. Even though Case study is a qualitative method, but we may also collect quantitative data through it. We obtain logical and causal inferences in quantitative study with the aid of case study. For that reason, we should identify types of case studies while collecting data. For the betterment of the study, the following types of case studies are worth mentioning for clarifying the case study.

4-   **Illustrative Case Study**

It is also called descriptive study. Investigators use some instances of an event to describe the situation to give a clear picture of it. In this study, some things are unclear and unfamiliar to the readers. That`s why they find an ordinary language about the situation and illustrate it as possible as it is.

5-   **Exploratory or (pilot) Case Study**

Before implementing an extensive research, we need to focus on case. Basically, it is necessary to identify questions and select types of measurement in investigation. As pitfall of this study, we observe that initial findings can be seen as convincing, but conclusions can be seen as premature.

6-   Cumulative Case Studies

It is related to information collected from different sites at different times. Because of collection of past studies, it helps us for generalization without another study, additional time and cost.

7-   Critical Instance Case Studies

It is helpful for answering cause and effect questions. Examine a situation or sites and pose question and challenge to make a general and universal statement.

8-   Advantages of Case Studies

Firstly, it gives us an opportunity to examine data where they are in the context of its use; in fact, there the situation is taking place. It should be in an authentic text, the researcher should observe the subject within the environment and to find out some strategies, it is needed to read in learning environment and other places. Secondly, because of implemental, extrinsic and collective approaches to case studies, it provides us to acquire both qualitative and quantitative data. Thirdly, qualitative approach helps us find out and describe data in real life situation and also help us explain the complexities of authentic life (Zainal, June 2007).

9-   Disadvantages of Case studies

Firstly, it is considered as lack of rigor (validity). Secondly, it is not easy to generalize something from one single thing. If the basis of scientific generalization stems from a single subject, it will be doubtful. Thirdly, it is considered too long and difficult to conduct and to acquire data in massive amount. We cannot manage and organize data systematically (Zainal, June 2007).

10-   Case Study and Case Method

The case study and case method are similar, but the case method is shorter and more specific than a case study . The case method can be used with small groups of learners.Case studies often are long and detailed. Case method or case study learning approach facilitates problem solving, decision-making, critical thinking, self-directed learning, self-evaluation, and interpersonal communications as well as the retrieval, access, and use of information.Case method or study helps learners analyze a case, identify problems and solutions, compare and evaluate optional solutions, and decide how to handle the actual or hypothetical situation (Tomey, 2003).

11- Educational Applications

One of the teaching methods examining real world problems, instead of the simplified problems that are usually being used in traditional teaching, is the case method (Boubouka, Verginis, & Grigoriadou, 2008).Case study as a primary teaching method was used at Harvard Business School in 1950s. The main aim in case study is to assign more responsibility from the teacher to the student, so that to make the student an active learner in learning process.(Herreid, 2005)

Actually, we need to know its applications in educational institutions as method and benefits of it in teaching and learning environment for the quality of education and the good of education. The major advantage of this teaching method is that the students have the opportunity to deal with complex, semi-structured problems, similar to the problems they will encounter in the future as professionals (Boubouka et al., 2008).

Case study method achieves following benefits to students.

Affective benefits to students:

Student motivation;

student interest in material;

development of confidence.

Skill development of students:

oral communication skills;

written communication skills;

group interaction skills.

Cognitive bene. ts to students:

development of problem-solving skills;

development of judgement skills;

development of ability to solve problems addressing multiple issues;

development of the ability to deal with ambiguity;

development of an understanding of the real world;

comprehension of the material by students (Hassall, Lewis, & Broadbent, 1998).

If the students are on the ground, students figure out how to identify problems, the key players and the situation by dint of examination and various discussions. This opportunity makes awareness of situation that imparts contribution to the problem. Students have a scope to render their own solution and consideration to solve the problems overall. It is time for students to put their ideas into practice and to define and identify some factors to find out solutions. With the aid of the examination of a case, students have an environment to learn some issues and solutions by trial and error. It gives students an experience of exposure to settings and context. Case study method develops critical-thinking skills of students. Case study method gives an idea of learning from each other. During the process of the study, Students have freedom of directing their own learning, formulating the questions and obtaining responsibility (Carter, 1992; Elksnin, 1998; Fallon, 1996; Goor & Santos, 2002; McWilliam & Bailey, 1993).

12-   **Conducting Case Studies**

When learning objectives involve decision-making in complex authentic situations, we use case study. In global and societal context,

case-based teaching provides an excellent environment to address specific outcomes for acquiring an understanding of professional and ethical responsibility, knowledge of contemporary issues, and ability to understand engineering solutions. It is better to make scenarios to diagnose technical problems, to formulate solution strategies, and to make business management decision, it is needed to take into consideration technical, economic, and possibly social and psychological considerations and confronting ethical dilemmas. It is difficult to formulate a good case, that's why the instructor should check the libraries of cases in science and engineering related to their objectives (M. Prince & Felder, 2007; M. J. Prince & Felder, 2006).

In professional practice, students study historical and hypothetical cases, possibly scenarios they confront. Students are confronted with challenges to investigate their existing preconceptions and change them to provide the realities of the cases. Cases are well-structured and rich in contextual details, and students are familiar with the materials they are using in it. Cases are commonly used in law and management science education and generally in science. One effort to improve the learning of science is through case study teaching. Teachers use realistic or true narratives to provide opportunities for students to integrate multiple sources of information in an authentic context, and may engage students with ethical and societal problems related to their discipline (Lundeberg & Yadav, 2006).

Case-based teaching is learner centered, characterized by intense interaction between instructor and student as well as among students in a group. Conceptually, case pedagogy assumes that learning is more effective if students discover or construct knowledge with faculty guidance than if they sit passively and receive content from a distant. Students in a case-based course actively engage course material. They simultaneously learn curricular content—knowledge—and *how* to learn—skills and competencies such as writing, speaking, listening, and critical thinking (Tripathy, 2009).

Case-based instruction improves retention, reasoning, and problem-solving skills of the students (Jonassen & Rohrer-Murphy, 1999). Cases have positive impacts on student attitudes, class attendance, faculty, and learning outcomes. When compared to traditional instruction, case studies produce more gains in student understanding. As a last, in case studies, acquisition and remembering of actual knowledge is absolute.

13-   **Conclusion**

Case studies are regarded beneficial in research, for they provide to find out data at micro level. Through case studies, we obtain qualitative and quantitative data. They present us a practical solution. Real-life, authentic situations are provided by their help, even though they cannot be generalized. Rigor and tendency from a researcher can be criticized. Although there are criticisms, researchers use case study for real-life situations concerning social issues and problems. Besides, case study is a strong teaching tool and an effective learning can take place when the case study teaching method is applied in schools.

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How Efficacy Feel Student Teachers during Pedagogical Practice

Abstract

Faculty of Education at the University "Alexander Xhuvani" in Elbasan, is primarily aimed "teacher education". Pedagogical practice is an important component that affects the professional development of student teacher. Efficiency of teachers is an important variable in the development of a teacher. Efficiency is connected with teaching and learning. How efficacy feel student teachers during teaching in pedagogical practice? This study undertakes to answer this question by stating attitude of student teachers in connection with variables of the Teachers' Sense of Efficacy Scale during teaching in pedagogical practice. This finding may serve to improve the organization and planning of pedagogical practice. In this study participated 92 student teachers whose selection was done randomly. The data were collected through Teachers' Sense of Efficacy Scale (TSES) short form, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001). The collected data were analyzed by using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyze the results of the respondents. Findings showed that as before and after practice, student teachers feel efficacy in the same aspects of teaching. Involving pupils is the aspect in which student teachers feel less efficient.

Keywords: student teachers, efficacy, pedagogical practice.

1-Introduction

Faculty of Education at the University "Alexander Xhuvani" in Elbasan, is primarily aimed "teacher education". Pedagogical practice is an important component that affects the professional development of student teachers. Teaching has been shown to be important in the construction of teaching efficacy (Woolfolk and Hoy, 1990). Bandura (1997) emphasizes that the efficacy of teaching beliefs created easily in the early stages of the teacher training program.

Tschannen-Moran and Woolfolk Hoy (2001:783) in their study defined teacher efficacy as "a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated"

Results of studies on the efficacy of teachers have shown that it is a powerful tool for understanding the success of teachers and students. The teacher efficacy is powerful because of its clinical nature. This means that if a teacher has high levels of efficacy, it tends to give a large amount of energy and effort, which provides a better performance, thus increasing the efficacy of teachers. But, the teacher efficacy can go in the opposite direction. If the teacher has a low efficiency, it tends to give less effort featuring a poor performance as a result a reduction in efficacy of teachers (Tschannen-Moran, Hoy & Hoy, 1998).

Tschannen-Moran et al., (1998: 23) emphasize that in the initial teachers and student teachers, belief in the efficacy is related to attitudes toward students and keeping control. Students with a low sense of efficacy of teaching tend to have an orientation towards the control of the class taking a pessimistic view of pupils' motivation, relying on strict rules, inappropriate rewards and use punishment to make students learn. After involved in teaching belief in the efficacy of the student teacher has an impact on behavior. Teachers with high efficiency are less critical of the students, when they fail (Ashton and Webb, 1986). Interns student with higher personal efficiency of teaching, are evaluated more positively about their behavior in the presentation of learning, classroom management, teaching questions from supervisors, as well as their evaluation in practice (Saklofske, Michaluk and Randhawa, 1988).

Experienced teachers have the highest confidence in efficacy of teaching, rather than beginning teachers as the efficacy of teaching strategies and in efficacy for classroom management, but no differences in efficacy for student engagement (Tschannen-Moran and Woolfolk, 2007). Teaching and student management are concerns that frequently dominate the time and thoughts of beginning teachers (Pigge and Marso, 1997). Roberts, Harlin and Ricketts (2006), examined the Teachers' Sense of Efficacy Scale (Student Engagement, Instructional Strategies and Classroom Management) and concluded that student engagement have resulted in lower efficiencies in the four measurement periods during semester.

The study aims to answer the following questions:

- How efficacy feel student teachers during teaching in pedagogical practice?

- Are there differences in their efficacy before and after pedagogical practice?

2-Materials and Methods

a-Participants

Participants in this study were students of Elbasan University, Albania. The sample of this study consisted of 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". 95 % are female and 5% are male. 84% of the samples are at the age of 22. 60% are students in Elementary Teacher program study and 40% are students in Preschool Teacher program study.

b-Procedures

Students were given a self-report questionnaire containing two sections: demographic information, Teachers' Sense of Efficacy Scale (TSES). The questionnaire was distributed to the participants during the meeting between the students and the coordinators of the teaching practice. The administration of the questionnaire took about 10-15 minutes.

Measurements were made at two stages of development Pedagogical Practice, at the end of serial practice and the end of 8-week practice.

c-Instrument:

The instrument used was a two-page self-report questionnaire with demographic information including gender and study program as well Teachers' Sense of Efficacy Scale (TSES) short form, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001) and adapted into Albanian. Previous research reported adequate reliability and validity evidences.[6]

Teachers' Sense of Efficacy Scale- TSES is designed to gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. TSES (short form) is made of 12 items, for each item asked teacher to assess their ability to influence the outcome ("How much can you do?") and assessed by a 9-point Likert scale from 1 to 9, ranging from 1= Nothing, 3= Very Little, 5= Some influence, 7= Quite A Bit, in the 9=A Great Deal.

d-Data Analysis

The data were entered in the statistical analysis program SPSS version 17 and analyzed using Descriptive statistics: averages, standard deviation, frequency.

2-Results and Discussion

Descriptive statistics used to analyze the results of the respondents to Teachers' Sense of Efficacy Scale to student teachers (before and after practice).

Participants in the study, before the pedagogical practice were asked to evaluate their sense of efficacy about 12 items that included the Teachers' Sense of Efficacy Scale (Moran and Hoy, 2001), in a Likert scale from 1 to 9 points (minimum efficacy) to 9 (maximum e

6   Bilali, O. (2015). *Teachers' sense of efficacy scale: the study of validity and reliability*. Journal of European Academic Research (EAR), Volume 2 / Issue 12, ISSN 2286-4822, ISSN-L 2286-4822, **Impact Factor: 3.4546 (UIF),** **DRJI Value : 5.9 (B+).**

efficacy).

Table 1 describes mean, standard deviation, minimum and maximum for each statement. Higher means M = 6.76 has item 5, which relates to the possibility of designing good questions during the teaching, so the efficacy of Instructional Strategies. Subsequently the following item 3 (M = 6:50), which relates to efficacy of Student Engagement in school affairs, followed by the item 1, which has mean M = 6:32 and has to do with keeping the behaviors of concern class, ie Classroom Management. Item 11, which deals with the help can provide student teachers to families to help their children to be good in school, is the item which has the lowest mean (M = 5:51), the aspect in which student teachers feel less efficient.

Table 1. Descriptive statistics for item in Teachers' Sense of Efficacy Scale (before block practice)

	N	Minimum	Maximum	Mean	Deviation Std
Item 5	92	4,00	9,00	6,7609	1,06254
Item 3	92	3,00	9,00	6,5000	1,14354
Item 1	92	4,00	9,00	6,3261	,98459
Item 10	92	3,00	9,00	6,1413	1,09526
Item 6	92	3,00	8,00	6,0217	1,04806
Item 4	92	3,00	9,00	5,8804	1,21205
Item 2	92	2,00	9,00	5,8587	1,11515
Item 9	92	3,00	9,00	5,8587	1,07501
Item 7	92	3,00	8,00	5,8261	,97900
Item 8	92	3,00	9,00	5,8043	1,02966
Item 12	92	3,00	8,00	5,8043	1,02966
Item 11	92	3,00	7,00	5,5109	,87070

Participants in the study, after the pedagogical practice were asked to evaluate their sense of efficacy about 12 items that included the Teachers' Sense of Efficacy Scale (Moran and Hoy, 2001), in a Likert scale from 1 to 9 points (minimum efficacy) to 9 (maximum e efficacy).

Table 2 describes mean, standard deviation, minimum and maximum for each statement. Evident that, as before practice and after practice aspects in which students feel more efficient, represented by the same item 5, 3,1 before practice and 5, 1, 3 (M= 7.26, M= 7.21, M= 7.18) after practice. Similarly both before and after practice the same aspect of efficacy, which is represented by the statement 11, which has to do with the help can provide student teachers to families to help their children to be good in school, is the item which has the lowest mean (M = 5:91 after practice), the aspect in which student teachers feel less efficie

Table 2. Descriptive statistics for item in Teachers' Sense of Efficacy Scale (after block practice)

	N	Minimum	Maximum	Mean	Deviation Std
item 5	92	4,00	9,00	7,2609	,88789
item 1	92	5,00	9,00	7,2174	,76784
item 3	92	5,00	9,00	7,1848	,87617
item 10	92	5,00	9,00	6,9674	,81808
item 9	92	4,00	9,00	6,8913	,84459
item 12	92	4,00	9,00	6,6304	,79445
item 6	92	4,00	8,00	6,5543	,83025
item 2	92	4,00	9,00	6,5109	,76308
item 4	92	4,00	9,00	6,4130	,97386
item 8	92	4,00	9,00	6,2609	,83692
item 7	92	4,00	8,00	6,2391	,80342
item 11	92	4,00	8,00	5,9565	,76909

Based on the attitudes of student teachers noted that as before the and after the practice block student teachers feel the same effective in teaching aspects. Involving students is the aspect in which student teachers feel less efficient. But, before and after practice teaching, student teachers feel less efficient in relation to one aspect of efficacy associated with efficacy in Student Engagement – item 11: "How much can you assist families in helping their children do well in school?" This conclusion is consistent with Roberts, Harlin, and Ricketts (2006) who concluded that Student Engagement, have resulted in low efficiency in the four measurement periods during the semester.

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The Social Factors That Influence Affecting the Widespread Use Of Islamic Concepts In The Albanian Language

Abstract

A human being that a social is being having unlimited needs, has to live together with their fellow men. In order to meet their needs, human beings who are dependent on each other, have formed a number of institutions with different functions. Sociological and anthropological findings tell us that people in all societies throughout the history had such institutions as family, religion, education, economy and politics.

These foundational institutions which are considered as indispensable elements of the society serve as forming and shaping it. In this context, the aforementioned institutions played a crucial role in the firm establishment of the Islamic religion among Albanians and communicating through the Islamic concepts in the Albanian language. The Islamic Concepts, throughout the Islamization process, increased in number and came to a remarkable stage over time.

In this research, the process of transition of the Islamic concepts into Albanian Language has been elaborated from the perspective of the fundamental sociological institutions. Information obtained from written sources such as books, dictionaries and articles has been reached through document screening method.

Keywords: Islamic concept, Albanian language, social institutions, family, religion, education, economy, politics.

1-Introduction

Whichever nation that has been using their language and culture throughout the centuries, may be affected by societies through which, like a river, it has passed taking along some elements and always staying in contact. From this perspective, encountering words and concepts taken from the religion they chose in both speaking and writing of these nations' language is quite normal (Bağcı, 2002).

Concepts that have become part of the nations' language are important not only in terms of knowledge but at the same time in terms of the formation of accurate and precise thoughts' infrastructure. Islamic concepts are of great importance not only for providing knowledge about the religious life, but also from the point of transferring the knowledge about the spiritual and religious heritage to the next generation.

Concepts express not just the root meaning of the word, but also the meaning loaded into the word. In this aspect, the concept of something, at the same time means the information it possesses. Religious terms used in branches of science seen in Qur'an and Hadith as faith, worship, tafsir (commentary of the Qur'an), fiqh (Islamic jurisprudence), hadith (Prophetic tradition), Sufism (Islamic mysticism), Akhlaq (Islamic ethics), Islamic economy, history of Islam are named as Islamic concepts. Religious concepts; in a sense, mean religious knowledge. Knowing many religious concepts, can be considered as an indication of the solidity of someone's religious information's foundation (Dini Kavramlar Sözlüğü, 2006, p. 365,VIII).

2-Literature review

Islam, being accepted over a short time in a wide geography, spreading quickly among Albanians which are one of the Balkans' people, has affected the Albanian society's culture and lifestyle as well as the language they speak. Over time, concepts of the new religion have taken their place in Albanian and Islamic concepts have been shown to be preferred especially in subjects like faith, worship or morality.

Although Albanians have had early contacts with Islam, the islamization process of the Albanian population began and developed in the 15th century with the arrival of the Ottoman Empire. In the 16th century, Islam raised to the position of the most active religion in the regions

where Albanians lived (Pirraku, 2003, p. 78).

Sociology, which is closely related to many areas, particularly to social development and changes, helps us understand the world we live in and is a science which has an extremely wide field. (Bozkurt, 2008, p. 2)

Besides the social relations of people living with each other in the form of a community, the connections that make these relations essential are attempted to be explained by sociology. Sociology, which studies the manner of organization of a society, also examines these organizations in terms of features shown by the social structure and social changes (Günay, 1992, p. 10).

The organizational structures of the societies, in general, have similar characteristics and perform similar functions. In Türkkahraman (2009), Fichter's institutions that possess properties such as universality, necessity and importance, are termed as basic institutions. According to Fichter, institutions like family, education, religion, politics and the economy can be considered among the most important and basic institutions of society. Those which stand outside of this classification, are seen as a sub-institution of any basic institution. Sub-institutions are small-scale institutions covered by the basic institutions.

In this study, we gave as an example the general concepts in the Qur'an and hadith as faith, worship, tafsir (commentary of the Qur'an), fiqh (Islamic jurisprudence), hadith (Prophetic tradition), Sufism (Islamic mysticism), Akhlaq (Islamic ethics), Islamic economy, history of Islam and so on, representing religious terms used in such branches of learning. The origins of these concept used in Islamic literature, are mainly from Arabic and partly from Turkish and Persian passing to the Albanian language during the Ottoman period.

Although there isn't any independent work about the Islamic concepts in Albanian, Tahir Dizdari's study "The Vocabulary of Orientalist Words in the Albanian Language" (Fjalor i Orientlizmave në Gjuhën Shqipe) is a valuable work, including Islamic concepts in Albanian. Dizdari, traveling the country region by region, identified 4406 words used among the people mainly in Arabic, Turkish and Persian (Dizdari, p. IX).

The examples of the concepts, is given in this work, has been taken

from the Dictionary of Dizdari .Firstly, the concepts is written in this work as they are in the Turkish version, Secondly, as they are in the dictionary of Dizdari, and finally, the English meaning of the concepts is given in parentheses.

It would be appropriate to mention the impact of family, education, economy, politics, and religious institutions as important factors in the settling of Islamic concepts in the Albanian language.

1-Discussions

a-The Family Factor

Family, which takes place among social institutions and is in the position of the cornerstone of society, plays an important role in the survival of religious, national and cultural values. Family, which also has the distinction of being the first education place, also fulfills a vital role in the transfer of national and spiritual values to the new generation.

The transfer of society's values and culture to children and young people takes place significantly in the family environment. The function of the family is also very important in terms of religious education. Besides acquiring the first religious information, children also obtain the habit of prayer and worship in the family environment (Günay, 1992, p. 71).

While fulfilling this responsibility, one of the points a family needs to focus on cautiously is the language used. Because language, performs as both guardian and transporter of the national and spiritual values. As it is in everyday life, religion and culture can face the danger of being forgotten in our language too.

According to Gülen (2011), "language, besides being a means of speaking and thinking is an important factor in determining the perspective of people towards objects and events. Language serves as a bridge which transmits the historical richness to today and today's knowledge and composition to tomorrow".

Family can be considered as an effective component in the process of spreading of the Islamic concepts in Albanian. The religion they believe in is known to be one of the factors affecting the lifestyles

of societies just as their languages and cultures. The preference for communication within the family in Islamic literature, will contribute to both the teaching of Islam and putting on a solid foundation of the religious knowledge.

Family can be said to be effective in the settlement of the concepts used in everyday life such as *sevap>sevap (good deed), günah>g-jynah (sin), ajp>ayıp (shame), terbiye>terbije (manners), edep>edep (politeness), helal>hallall (halal), haram>haram (forbidden by reli-gion), hayır>hair (good), şer>sherr (evil), nimet>nimet (blessing), rahmet>rahmet(mercy), selam>selam (salaam/peace), gıybet>gibet (gossip), kibir>qibër (arrogance), sabır>sabër (patience), haset>ha-set (jealousy), iftar>iftar (iftar/breaking the fast), sahur>syfyr (sahoor/ meal before fasting), sadaka>sadaka (charity)* (Dizdari, 2005).

Likewise, on behalf of understanding the contribution to the spread of Islamic concepts of the Muslims Albanian families, if we take a look at the given children names of that time, names like that of proph-et Muhammad, his family and companions such as *Muhammed>, İsa>Isa, Musa>Musa, Harun>Harun, Eyyüb>Ejup, Adem>Adem, Bekir>Beqir, Ömer>Ymer, Ali>Ali, Osman>Osman, Hatice>Hatix-he, Aişe>Aishe, Fatıma>Fatime, Hasan>Hasan, Hüseyin>Hysen, Selman>Selman, Zübeyir>Zyber* seem to be widely used (Dizdari, 2005).

1.2 The Religious Factor

Religion as a social phenomenon is a basic human feature and need. The occurrence of religion even in societies considered as primitive, indicates that it is a requirement of human nature. Whereas the turn-ing of religion into an institution, was realized with the passage of societies to a sedentary life (Bilgin, 1981, p. 472).

Religion as a social factor in the changes undergone in the historical process, took its place at the centre of community life contributing to the mental development of its followers by bringing them value (Ke-skin, 2004, p. 8).

Religion, situated among social institutions, is a manifestation of the sense of belief placed on human nature. Religion, addressing to both the inner world of the individual, as well as its social life, is one of the

important reference sources of the individual and society. The individual, looking for answers to the questions regarding its role in the social life, often appeals to religion (Güven, 2012, p. 933).

Recognized as an important element of culture, religion is a phenomenon that always has an impact on cultures with its principles of faith and worship (Güven, 2012, p. 933). Religion is believed to have a significantly determining and shaping role in both the formation of shared values and culture and the development of the concept of morality (Aşıkoğlu, 1998, p. 45). Besides societies' lifestyles, it is also possible to talk about the influence of religion in the language they speak.

Islam, which spread quickly from the moment it started to be announced, was accepted in a wide geographical area in a very short period of time and we can see its impact on both culture and life styles and the language these people who accepted this new religion spoke. Islam, affecting the social structure of Albanian Muslims, has led to significant changes in their language and culture.

This newly accepted religion, resulted in the introduction of new words in community life and the widespread of the use of religious literature's concepts in many aspects, mainly in principles of faith and worship and furthermore in obligations, orders and prohibitions. Islamic concepts have been preferred in many aspects due to the influence of Islam on the life arrangement and lifestyle.

Every branch of science, profession and art seems to have its own notions which they prefer while executing their activities. Terms used in areas such as medicine, engineering, communications and industry, are expressed by their original names mainly in English, Latin etc. (Ünsal, 2010).

If viewed from this point, Islam, while describing its own characteristics and reporting orders, prohibitions and proposals to its members, uses a number of concepts, statements, and compositions. While deriving on one hand new words that correspond to the principles of Islam, on the other hand some concepts were used in their original form. Through these concepts which we can refer to as a religious language, religion, while expressing itself has been increasing its wealth of new words and terminology coming through the language and religious channel and expanding the size of interaction between

religion and language that occupy the position of the two main elements (Kutlu&Kutlu, 2013, p. 28).

Among the religious words that began to be seen with the spread of Islam among the Albanians and gradually increased in number with time, we can cite; *Allah>Allah (God), resul>resul (prophet), iman>iman (faith), itikat>itikat (beleif), şehadet>shehadet (witness), mushaf>musaf (Qur'an), Kur'an>Kuran, (Qur'an), ibadet>ibadet (worship), namaz>namaz (prayer), kader>kader (fate), ecel>exhel (death), ahiret>ahiret (hereafter), kıyamet>kijamet (doomsday), hesap>hesap (judgement), cennet>xhenet (paradise), cehennem>x-hehenem (hell), farz>farz (fard), vacip>vaxhip (wajib), nafile>nafile, (supererogatory worship) caiz>xhaiz (permissible),* as examples (Dizdari, 2005).

1.3-The Education Factor

As it is known, education is an important requirement to be met in terms of individual and social life. While meeting this requirement, the principles of the religion believed in have been taught through the education channel to the community as well as the new generation growing up. (Kılavuz& Yılmaz, 2009, p. 125).

The Islamic institutionalization of the Ottomans in the lands inhabited by Albanians, began with the Turkish tutelage over the Albanian principalities in the 80's of the 14th century. While in the 15th century, Albanian Muslims, having been active elements for a long time, after schools and libraries were open, built many social institutions such as mosques and takka (dervish lodge),. And in the 16th century, Islam became the most active religion in the whole Albanian region (Pirraku, 2003, p. 78).

Parallel to the mass Islamization of the Albanian regions, the Islamic educational institutions spread across the land and the Ottoman educational model was taken as an example for the organization of the Islamic education (Shllaku, 2002, p. 35). The first educational institutions in the territory inhabited by Albanians were opened in the 15th century. In 1445 the "Ishak Bey" madrasa and in 1469 the "Isa Bey" madrasa were built in Macedonia's capital Skopje followed by a madrasa built in Prizren now located in the territory of Kosovo (Ba-

jrush, 1997, p. 80-85).

In the city of Berat located in today's Albanian territory, in 1492 a complex containing mosques, madrasas, tekke (dervish lodge), imarets and schools was built during the reign of Sultan Beyazid the 2nd, (Kiel, 2012, p. 58). Throughout the 16th century, madrasas were opened in almost all of Albanian cities such as Manastir, Elbasan, Shkodër, Gjirokastër and Kavajë. Evliya Çelebi, in his visits made between the years 1660 to 1662 in the regions inhabited by Albanians some of which today are within the boundaries of Macedonia, Kosovo and Montenegro, stated that in these settlements there were 301 mosques, 177 masjids, 45 madrasas and 112 schools in total (Çelebi, 2000, p. 84).

The movement of the Anatolian culture patterns to this area can be considered to be among the reasons why the Turkish language traces are seen widely in Albanian. The adopting of Islam through Turkey in Albania, paved the way for Turks to be taken as an example in religious matters. The education of Muslim Albanians in Istanbul which was the educational and political center of the Ottoman Empire, and their living here for a long time emerges as an important factor. Especially those who had a religious education, after laying the foundations of written and oral Islamic terminology used in Anatolia, continued to use this literature after returning to their country.

> Religion and education, are among the oldest social institutions. This status has been confirmed in history by the fact that "the first formal education had been given in religious institutions" (Tezcan, 2000:65). So that the temples of the first civilizations served also as schools. Later, in the Christian and Islamic world churches and mosques also served for centuries as educational institutions (Bulut, 2011, p. 26).

Mosques and masjids, which carry out many functions, were used since the early days as places where educational activities were executed. The clerics of these places have undertaken an important mission in teaching and applying the religion believed in (Klavuz& Yılmaz, 2009, p. 125). The use of religious terminology by the clerics in preaching and sermons has contributed to make the people familiar to the concepts of Islamic literature.

However, there were schools in the Ottoman education system corresponding to the current primary school level. Through these institutions opened in the settlements of Muslims population, the functions of mosques increased and these places became an important center for the cultivation of future generations.

Mysticism, thus takkas (dervish lodges), had an important contribution to the widespread use of words belonging to the Islamic literature in Albanian. Although not mandatory, takkas (dervish lodges), gave lessons too. The basic principles of Islam like understanding the basics of faith, worship and moral and the implementation of religious practices such as ablution and prayer needed to be learned. Although the basis for the education of disciples was conversation (sohbet), the reading some Sufi classics is seen as a common tradition in the murshid's administration (Kara,2013, p. 170,175).

With the influence of Islam, as in many fields, many words of Islamic literature are seen to be used in Albanian in the field of education too. Words like *Mektep>mejtep (school), medrese>medrese (madrasah), ders>ders (lesson), müderris>myderis (teacher), kitap>qitap (book), imtihan>imtihan (exam), nasihat>nasihat (advice), talim>talim (exercise), alim>alim (scholar), ulema>ylema (scholars), ilim>ilem (knowledge), hadis>hadith (hadith), tefsir>tefsir (commentary of the Qur'an), tecvid>texhvid (tajwid), hafız>hafiz (hafiz/a Muslim who knows the Qur'an by heart.), icazet>ixhazet (madrasah diploma), talebe>talebe (student), edep>edep (politeness),* may be mentioned within this context (Dizdari, 2005).

1.4-The Economy Factor

Since every Muslim is obliged to preach Islam, honest Muslim traders who traveled for trade purposes not only to the Balkans but to the world's different regions, contributed to the spread of Islam by both living and teaching their faith.

It was stated earlier that Albanians had their first encounter with Islam and Islamization in the early periods. Due to its regional and geographical position, it became a haunt of Arab missionaries coming out of the Islamic world for commercial purposes since the medieval era (Duka, 2003, p. 99).

With the beginning of the Ottoman period, new settlements were

established in the newly concurred places in the Balkans and immigrants from Anatolia animated economy by settling here (Karpat, 1992, p. 29), comprehensive and radical political, economic and socio-cultural institutionalization have influenced for many years the Ottoman region (Sancaktar, 2011, p. 96).

Ottomans who built religious buildings such as mosques, masjids and takkas (dervish lodges); educational buildings such as madrasas and libraries; commercial buildings such as bedesten inn, caravanserai and bazaar in the city centers of the region, developed a new way of life and civilization by reconstructing the region. At the same time, thanks to the foundations established by the rich, they were able to maintain the presence of complexes which could help with people's all kinds of needs (Yalçın, 2009, p. 558).

The Ottomans, with the effort of preserving the coexistence of the Balkans communities with different religious and ethnic origins, with its service in many areas, paved the way for language and cultural interaction by providing the rapid spread of Islam in the region.

To give examples of Islamic concepts related to economy in Albanian, we might mention words such as; *mal>mall (goods), mülk>mylk (property), vakıf>vakëf (foundation), beytülmal>bejtylmal (public purse), mecelle>mexhele (the civil code of the Ottoman Empire), narh>nark (government regulated price), iflas>iflas (bankruptcy), müflis>myflis (bankrupt), bedel>bedel (price), cizye>xhizje (jizya/Islamic tax), haraç>haraç (tax), öşür>yshyre (tithe), fakir>fakir (poor), fukara>fukara (poor), garamet>garramet (paying for your deeds), iane>iane (donation), kabul>kabul (acceptance), kira>qira (rent), rehin>rehen (pledge), kefil>qefil (guarantor), vade>vade (terminal date), senet>senet (voucher), mukavele>mukavele (contract), hile>hile (cheating)* etc. (Dizdari, 2005).

1.5-The Political Factor

The Balkans is a region which for a period of more than six hundred years has coexisted in the same political and administrative structures as Anatolia (Bayraktar,2013,p.2). Turkish, being the official language of the state as well as being used by both official authorities and daily life, reached the position a respectable language and on this occasion, elements of the Turkish language and culture have shown their effect on other cultures over time (Bayraktar, 2012, 35).

Since Turkish (Ottoman Turkish) was the official language of the state, the local population felt the need to use Turkish in interaction with the local institutions. Concepts of the Islamic literature used extensively in Turkish, passed to Albanian naturally. Besides the need to communicate with the administration, the respect for the government can be mentioned as one of the reasons affecting the learning and use of Turkish. Because Turkish has been adopted as a superior language in Albania and other Balkan countries (Bayraktar, 2013, p. 2).

The city of Prizren in Kosovo can be taken as a present example of this situation. In Prizren, besides being an elite widely used language, Turkish is preferred by many Albanian families as a spoken language in their homes.

At the same time being governed according to the sharia and as an Islamic state, the Ottoman state uses many concepts regarding the administrative work. Words that have passed to Albanian such as; *adliye>adilije (courthouse), mahkeme>mehqeme (court), makam>-makam (position), avam>avam (the lower classes), itaat>itaat (obedience), emîr>emir (order), memur>memur (employee), halife>halife (caliph), hilafet>hilafet (caliphate), vatan>vatan (homeland), hükümet>hyqumet (government), meşveret>myshveret (consultation), şûra>shura (consultation)* are an example of this (Dizdari, 2005).

2-Methodology

In this study, both interpretive qualitative research method and descriptive qualitative research methods were used to identify and clarify the importance of Sociological and anthropological findings that tells us that people in all societies throughout the history had such institutions as family, religion, education, economy and politics. Actually, those institutions played a crucial role in the firm establishment of the Islamic religion among Albanians and communicating through the Islamic concepts in the Albanian language.

3-Conclusions

Mankind, being a social being and having to live in a form of community, to make life easier went towards the organized path, in order to meet his needs he created a number of institutions such as family, religion, education, economy and politics. These institutions, having different functions, are available in all societies and have similar char-

acteristics to each other.

Albanians met Islam in the 15th century and together with the islam-ization process there have also been changes in their social lives. Also in the language of Albanians, whose life styles had changed with Islam, the effects of the new religion they accepted became apparent. Family, religion, education, economy, and political institutions have had an impact on the settlement of Islamic concepts in Albanian. The settlement of Islamic concepts in the used language, as it provides knowledge about the religious life, also performs the transfer of knowledge about the spiritual heritage to future generations.

Families as the cornerstone of society, has an important position in the survival and teaching of both religious and national, and cultural values. Family members should pay attention to the language used while fulfilling this responsibility. Because language, performs as both the guardian and carrier of national and spiritual values. As it is in everyday life, religion and culture, if not lived, can face the danger of being forgotten in our language too. That is why the preference for communication within the family in Islamic literature, will contribute to both the teaching of Islam and putting on a solid foundation of the religious knowledge.

Religion, being a manifestation of the sense of belief placed on human nature, addresses to both the inner world of the individual, as well as its social life. Religion is believed to have a significantly determining and shaping role in both the formation of shared values and culture and the development of the concept of morality. Besides societies' lifestyles, it is also possible to talk about the influence of religion in the language they speak. With the acceptance of Islam by Albanians, this newly accepted religion, resulted in the introduction of new words in community life and the widespread of the use of religious literature's concepts in many aspects, mainly in principles of faith and worship and furthermore in obligations, orders and prohibitions.

Through education as an important requirement in terms of social life, the cultivation of new generations has always been shown a great importance. While meeting this requirement, the principles of the religion believed in have been taught through the education channel. Parallel to the mass Islamization of the Albanian regions, the Islamic educational institutions spread across the land and the Ottoman ed-

ucational model was taken as an example for the organization of the Islamic education. For this purpose, from an early period, in Macedonian where Muslim Albanians lived primarily as active elements, and then in today's Albanian territory, after schools and libraries were open, many Islamic social institutions such as mosques and takka (dervish lodge) were built. The adopting of Islam through Turkey in Albania, paved the way for Turks to be taken as an example in religious matters.

Especially those who preferred Istanbul and Anatolia to have a religious education, after laying the foundations of written and oral Islamic terminology used there, continued to use this literature after returning to their country. The clerics of religious places such as mosques, have undertaken an important mission in teaching and applying the religion believed in. The use of religious terminology in preaching and sermons as a common religious education method has contributed to make the people familiar to the concepts of Islamic literature. Also mysticism, thus teachings given in takkas (dervish lodges), can be said to have had an important contribution to the widespread use of words belonging to the Islamic literature in Albanian. Because although not mandatory, takkas (dervish lodges) gave lessons too.

In the newly concurred places by the Ottoman Empire in the Balkans, immigrants brought from Anatolia helped the animation of the economy by settling there. Building commercial buildings such as bedesten (covered bazaar), caravanserai and bazaar in the city centers of the region provided an economic development and with foundations established by the rich, they built complexes which could help with people's all kinds of needs. The implementation of Islamic law in commercial life, has influenced on the literature used by the public.

Albania, being part of the Ottoman State's political and administrative structure, felt the need to use the state's official language in their relations with public authorities. Over time, Ottoman Turkish, used also in the daily life, reached the position a respectable language, concepts of the Islamic literature used extensively in Ottoman Turkish, passed to Albanian naturally.

In the present day Albania, there isn't yet a research as to what portion of the words of the Islamic literature which passed to the Albanian language during the Ottoman Empire, are used in the daily life. However we can say that the use of concepts related to the Islamic literature has gradually decreased after the ban of all religions in 1967. A study relevant to the topic will reveal the current situation.

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