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Addressing Gender in the Education of Teachers: Dramatizing versus Dedramatizing Approaches

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Abstract: The dimensions of gender play an important part in disciplinary cultures. Studies have shown that the doubts and reservations girls have about STEM subjects can be explained by the explicitly male coded disciplinary culture rather than by a lack of knowledge or competence on behalf of the girls. On the other hand, the male coding makes the STEM subjects more accessible for boys. The stipulated transformation of the disciplinary cultures in mathematics and natural sciences aiming to open up STEM as a field of interest and occupation for girls takes effect not only by showing up career paths. Rather, a transformation of the underlying cultural codes is intended. This points to the fact that gender acts as a "deep structure". In order to bring out and reflect upon these structures within disciplines, teachers need firm gender competence. How this can be organized and communicated as part of the professionalization process is up to debate. Dramatizing gender issues by explicitly addressing the topic in the education of teachers stands against a less dramatic approach that includes gender into the process of imparting subject knowledge. Based on empiric examples gathered from qualitative studies, the respective strategies' risks will be juxtaposed. In order to address the gender encoding of different disciplinary cultures rather than the gendering of actors, the authors opt for a circle-model that includes dramatizing as well as dramatizing approaches.

Key words: gender competence, STEM, education of teachers

1. Introduction

It is a common place, that boys participate more successful in subjects like mathematics, natural sciences or informatics (Jacobs & Eccles, 1985). The PISA survey replies this finding with persistence (Organization for Economic Cooperation Development, 2009). The reservations girls show towards STEM subjects are verifiable, and they can be explained — so is the main argument — by explicitly male coded disciplinary cultures rather than by a lack of knowledge or competence on behalf of the girls. In fact, they rule out the STEM professions based on implicit decisions. Accordingly, the male coding makes the STEM subjects more accessible for boys (Kerr & Kurpius, 2004). Similar forms of gender encoding can be shown for other disciplines: for example the female coding of the social professions can be seen as the main reason for boys' reservations about these subjects.

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A variety of arguments have been put forth discussing prevailing gender norms, society's bipolar gender structure or issues of socialisation. Against this background we will discuss a special framing of the problem. We will focus on yet another circumstance that can give further insight into "why it is what it is" with women and STEM or men with the social professions: namely gender coding within disciplinary cultures. It is a commonly recognized aim to open up the fields of interest equally to all students in order for them to develop their individual skills independent of gender norms. In order to achieve this aim, the gender coding of the disciplines has to be resolved. Such an appeal to transform the disciplinary cultures in mathematics and natural sciences quickly leads to the question of an appropriate strategy. How can the re-coding of disciplinary cultures be realised?

Empirical research has shown a *covert connection* (Budde, 2011) between *gender* and *disciplinary culture*. Gender as well as disciplinary culture acts as, *deep structure*, inset into a complex and only partially conscious web of habituated action, tacit, and explicit knowledge (Hyde & Lynn, 2006). In a constructivist view neither of these components in question nor their intersection are fixed and stable. Rather, they are constructed in interaction processes. The well-known concept of "doing gender" (West & Zimmerman, 1991) theorize this processes. The disciplinary culture, too, is constructed through action, which, in turn, brings the actors into focus: In our research topic — the school — teachers can be regarded as representatives of disciplinary cultures.

A transformation of the disciplinary cultures understood here as a cultural change, calls for a transformation of the teachers' routine actions. The term *gender competence* refers to the capability or skill to transform and reflect one's actions. Such a guiding principle when it combines willingness, knowledge, and skill breaks up the gendered action structures and, as a consequence, the gendering of culture. Gender competence is even marked as a key competence for pedagogic professionals (Metz-Göckel & Roloff, 2002). The focus lies on *reflexivity*, a key capacity that opens up the disciplinary cultures to transformation processes.

2. Imparting Gender Competence

Focussing on the question of imparting gender competence in educational and professionalization processes of teachers we were searching for strategies. In short, the relevant literature discusses two different approaches. A direct approach that, for example, *explicitly* provides gender related education propositions. Here, gender has special status and is treated as an issue in its own right. For example, Mono-Education is a famous method. The reverse approach understands gender as a cross-sectional theme — rather than granting special status — and wants to *implicitly* address gender in context with other educational aims. Drafting this paper has compelled us to round up what *our previous qualitative studies* actually show with regard to those educational processes that make gender an issue. Three empirically identifiable discourse strategies can be differentiated:

(1) The explicit discussion of gender differences;

(2) The explicit discussion of the cross-sectional interrelations of gender issues;

(3) The conscious but implicit discussion of gender as a category of social inequality.

2.1 The Explicit Discussion of Gender Differences

Several studies point to the fact that an explicit discussion of gender differences in pedagogical settings tends to invoke gender stereotypes and dichotomies (Hannover & Kessels, 2002). Analysing studies about gendered educational offers for adolescents, we have been able to show that working with the differences between boys and girls reproduces what it is supposed to question and deconstruct. Examples would be on an organisational level forms of monoeducation or on a content-related level in tasks such as collecting "typically" male and "typically"

female traits (Harker, 2000; Parker & Rennie, 2002; van der Gaer, Pustjens, Van Damme & De Munter, 2004). The recipients connect the gendered educational process according to their own commonplace constructs of gender differences with the result that reifying effects can be made out.

Our studies on young men about career opportunities in the social professions confirm the hypothesis that gender stereotypes about disciplinary cultures seen as effeminate are among the primary reasons for ruling out a career in the social professions (Budde, Böhm & Willems, 2009). The young men interviewed were not opposed to the social professions *as such*. Rather, they dismiss them based on assumptions about a disciplinary culture seen as effeminate and a resulting negative image with regard to style, work time and social recognition. It is the symbolic capital of social professions which is uninteresting particular for traditional orientated young man. Here too, addressing the young men directly *as men* who want to take up a social profession (or vice versa young women as women equally qualified to take up a STEM profession) works to reify the dichotomy rather than to undermine it. Thus, it is argued that gendered education processes cannot simply aim to reduce the lack of information. Rather, a cultural change of the matter in question as well as gender concepts must be facilitated.

2.2 The Explicit Discussion of the Cross-Sectional Interrelations of Gender Issues

Viewed in this light, it is even more remarkable what we have found out in another study on teacher training with the topic "gendered and cross-sectional prevention of right-wing extremism": Even a complex theoretical and methodological approach works first and foremost to reproduce gender stereotypes and differences (Budde, Offen & Schmidt, 2013). Here, the *complexity* of the theory seems to be incompatible with the participants existing commonplace constructs about gender differences. When asked to transfer the theory into a practice project, the teachers, overwhelmed by the issue, revert to what appears as the most familiar — with Bourdieu one could say habitualised — theoretical proposition. As a result, for example one practice project for a biology lesson about "rats" puts Camus' "The Plague" on the curriculum for girls while the boys were asked to calculate the density of the rat population in the sewer system. Here too, the explicit discussion of gender issues reproduces — even reinforces — the dichotomous construct it wants to break up.

2.3 The Conscious but Implicit Discussion of Gender as A Category of Social Inequality

Explication stands up against implication. Therefore, a third educational approach is to incorporate gender issues without explicitly discussing them. Several ethnographic studies with teachers point to the fact that implicit discussions of gender tend to reinforce gender differences as well and result in gender stereotyped practices with students (Budde, 2009). Gender is introduced casually in the context of day-to-day experiences, personal presuppositions and common knowledge and discussed equally en passant during education processes that serve an entirely different purpose. A gender dichotomous sequence of calling on students may serve as an example for the de facto implementation of an implicit approach, the discussion of men and women in the Middle Ages as an example for dealing with gender issues in the context of subject matter (here history). These semi-theoretical constructs on supposedly gendered learning and behavioural performances result in social positioning processes focussed on difference (the male "class clown", the female "cow", the male "disturber", the female "darling"). On this note and with the goal of facilitating cultural change in mind addressing gender implicitly in educational processes does not seem an ideal strategy.

A different study with university lecturers for education and didactics enquires after the relevance of gender in the education of teachers and strategies to impart gender competence (Budde & Blasse, 2014). Consistently, interview partners identify gender as a relevant issue in the teaching profession. Equally consistently, however,

they understand gender as a crosscutting category within the framework of heterogeneity and prefer an implicit approach to the explicit treatment as a special issue. In this context, the 'danger of forgetting' is addressed. Stratifying the categories of difference (in question migration background and inclusion) take precedence over gender issues. Viewed in this light, treating gender within the framework of heterogeneity runs risk of neglecting and displacing gender issues.

3. Conclusion

Summarising our present findings on gendered education processes we observe the following fundamental problems:

(1) Treating gender as a *dichotomous category* proves to be problematic because it takes the form of either commonplace constructs or educational discourse. In both cases the differences between genders are ever-present.

(2) The only other option, however, appears to be the *deliberate or accidental dismissal of the category* of gender. At this point, we want to draw attention also to a study by Klinger that probes into the discourse on gender issues amongst university students in educational sciences (Klinger, 2014). It confirms that an engagement with gender issues does not directly result in a reflexive and deconstructing conduct.

We thus face a dilemma: Aiming to endow educational professionals with gender competence either *difference-focussed common-sense theories* are reified or gender issues are *completely phased out*. Both risks must be taken seriously if it is the objective to facilitate cultural change and, consequently, reflexive educational action that is poised between the awareness of societal dichotomies and their deconstruction and works to acknowledge the individuality of learning interests and learning processes.

As an alternative, considering both explicit and implicit approaches, we plead for a theoretically founded and more complex set of gendered discourse strategies made up of the following constituents: dramatization, differentiation, and dedramatization: The dramatization of gender issues can be initiated by difference-focussed theoretical approaches and self-referential analysis, for example by rationalising one's personal attitudes and experiences. Here, the objective is to determine gender effects within the disciplinary culture. Differentiation, on the other hand, expands on dramatizing and difference-focussed insights by incorporating other categories of social inequality and cross-sectional approaches. Here, the objective is to treat gender issues in relation and perspective. The component of dramatization aims to deemphasise gender issues in educational action in favour of situational aspects and to facilitate a reflexive process on the relevance of gender issues. It is the component of dramatization that opens up perspectives that go beyond dichotomous categories. With reference to the STEM subjects in question the gendered deep structure of the disciplinary cultures comes back into focus as a possible topic for gendered educational processes. In this way, a cultural change could be initiated, leading to a permanent transformation of action routines.
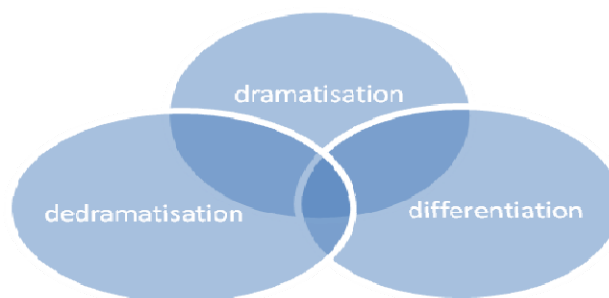
The abovementioned constituents cannot be treated isolated or individually. Rather, they should stand in constant tension and consciously consider self, society and disciplinary culture as reference points. The theoretical framework of tension between these three constituents must now be put into research and pedagogical practice. Existing strategies for imparting gender competence must be changed, adapted, and expanded on.

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Developing Students' Metacognitive Awareness of

Second Language Learning

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Abstract: This qualitative study investigated a general education course, entitled "Second Language Acquisition (SLA) — Theory and Practice", at a technological university in Taiwan. The purpose of this course was to provide students with a general view of SLA theories and hands-on activities so that they would be able to reflect on their own foreign (English) language learning experience. It was hoped that through their reflections, students would not only be able to understand themselves better in terms of language learning, but also get ready for any new challenges in their next language learning tasks. The above-mentioned teaching goal was evaluated through an open-ended questionnaire administered on students in the beginning and at the end of the semester in order to compare students' understanding of the important SLA concepts before and after taking the course. Meanwhile, students' final projects, which required them to analyze a case of a successful foreign language learner using the SLA theories, would also help to evaluate students' improvement in taking the course. Finally, three students were recruited at the end of the semester for an interview, each on their experience with this course and more in-depth views about metacognitive awareness of second language learning.

Key words: SLA, second language learning, metacognitive awareness

1. Introduction

Many general education courses in Taiwan, if related to foreign languages, teach mainly four language skills or literature or intercultural communication, etc. Very rare is there a course that teaches students about language learning itself; that is, a course that generally teaches how to learn a second language, even though many previous studies have looked into raising students' awareness in language skill classes, such as listening (Blancoa & Guisadob, 2012; O'Bryan & Hegelheimer, 2009), oral communication (Mitrofanova, 2012; Glover, 2011), reading (Alhaqbani & Riazi, 2012; Zenotz, 2012) and writing (Negretti & Kuteeva, 2011; Xing & Wang & Spencer, 2008), etc.

In an attempt to help students become more metacognitively aware of their overall second language learning process, a general education course, entitled "Second Language Acquisition (SLA) — Theory and Practice", was launched at a technological university in Taiwan in the spring semester of 2013. After the first year's tryout, the course content was slightly adjusted and the topics covered in the second year were listed in Table 1.

The list in Table 1 was generally based on H. Douglas Brown's textbook, *Principles of Language Learning and Teaching* (2007). However, for fear that technological university students' English reading proficiency was

not high enough to comprehend the original work well, students were assigned to use the Chinese translation of the textbook for this course.

Basically this course was divided into two major parts: Before the midterm exam, the teaching goal was on the theoretical side of learning and language acquisition, so the class was conducted mainly in a lecture format. After the midterm exam, the focus turned to individual differences in language learning, which were therefore, in addition to the teacher's lectures, supplemented with some assessment tools to help students understand themselves better, such as their learning styles, strategy use, language learning anxiety, motivation, etc.

Table 1   Topics of the Course (Spring, 2014)

Week	Topic
1	Introduction
2, 3, 4	Human Learning
5	Language, Learning and Teaching
6, 7	First Language Acquisition
8	Age and Acquisition
9	Midterm Exam
10, 11, 12	Styles and Strategies
13, 14	Personality (Affective) Factors
15, 16	Sociocultural Factors
17	Final Exam

Also, students were divided into small groups, each of whom took turns presenting the main points of the reading assignments to the whole class each week before the teacher delivered the lecture or administered the assessment tools. In addition to the written midterm and final exam, students were also required to submit a term paper on interviewing a successful second language learner or on reading an article about such a person and then analyzing this person's learning difficulties and successful experience based on the SLA theories they have learned from this course.

In general, the purpose of this course was to provide students with a general view of SLA theories and hands-on activities so that they would be able to reflect on their own foreign (English) language learning experience. It was hoped that through their reflections, students would not only be able to understand themselves better in terms of language learning, but also get ready for any new challenges in their next language learning tasks. In this regard, the above-mentioned teaching goal was evaluated in the present study to see how much this course could help students to become metacognitively aware of their second language learning.

2. Research Methods

To evaluate how this course helped the students to become metacognitively aware of their own second language learning, qualitative methods were used for the present study, which will be illustrated in the following subsections about participants, instruments, data collection and analysis.

2.1 Participants

In the spring semester of 2014, a total of 19 students took this elective course, including nine sophomores and ten seniors. They had mixed-levels of English proficiency, ranging from the CEFR-B1 level (considered as

'high' in this study) to the CEFR-A1 level (considered as "low" in this study). All of the students were required to answer ten open-ended questions regarding their understanding of SLA-related theories and applications in the first week and last week of the semester. And all of their final reports for the term project were examined for the research purpose.

Three students were recruited at the end of the semester for further interviews on their experience with this course and more in-depth views about their metacognitive awareness of second language learning.

The 19 participating students' background information, including the three interviewees', is listed in Table 2.

Table 2   Participating Students' Background Information

Pseudo name	Gender	Major	Year at college	English proficiency	Interviewed
Alex	Male	Mechanical Engineering	Sophomore	Medium	●
Betty	Female	Mechanical Engineering	Sophomore	High	
Cindy	Female	Mechanical Engineering	Sophomore	High	●
Derek	Male	Mechanical Engineering	Sophomore	High	
Elaine	Female	Mechanical Engineering	Sophomore	Low	
Flora	Female	Mechanical Engineering	Sophomore	High	
Gary	Male	Materials Engineering	Sophomore	Low	
Hank	Male	Materials Engineering	Sophomore	Medium	
Jacky	Male	Materials Engineering	Sophomore	Low	
Kevin	Male	Electrical Engineering	Senior	High	●
Louis	Male	Electrical Engineering	Senior	Medium	
Mandy	Female	Electrical Engineering	Senior	Low	
Nick	Male	Chemical Engineering	Senior	Low	
Oliver	Male	Business Management	Senior	High	
Peter	Male	Business Management	Senior	High	
Randy	Male	Business Management	Senior	High	
Steve	Male	Industrial Design	Senior	Medium	
Tom	Male	Visual Communication	Senior	Medium	
Victor	Male	Visual Communication	Senior	Low	

2.2 Instruments

As briefly mentioned in the previous section, the instruments used in the present study include a pre- and post-course questionnaire, interview guides and students' final reports for their term project.

Pre- and post-course questionnaire. A questionnaire was designed to collect data on students' basic understanding of the SLA-related theories and applications before the course began and after the course was completed. Ten open-ended questions were included in the questionnaire for eliciting students' such metacognitive awareness for further qualitative analysis.

Interview guides. A list of interview questions were prepared in advance to direct the interviewing process to stay focused mainly on students' learning experience with this course and their metacognitive awareness of second language learning, which might not have been grasped from the questionnaire results and might need further interpretation.

Final reports. As mentioned earlier, all of the students were required to conduct a term project either on

interviewing a successful second language learner or on reading an article about such a person and then analyzing this person's learning difficulties and successful experience based on the SLA theories they have learned from this course. Students' final reports were examined carefully to evaluate how well they could apply the theories into practice.

2.3 Data Collection and Analysis

In the first two weeks of the course while students were still dropping and adding courses, all the students sitting in this class were asked to complete the pre-course questionnaire for about 30 minutes. The same questionnaire survey was conducted on the students who were actually taking this course in the last class of the semester. The pre- and post-questionnaire results were then compared to see if there was any significant growth on students' metacognitive awareness of second language learning over the semester.

The post-questionnaire interviews were conducted with three selected students in Chinese to ensure mutual understanding between the interviewer and interviewee. Each interview lasted for about 20 minutes. All the interviews were recorded with a digital recorder and were later transcribed in full for further analysis.

At last, students submitted their final reports on the final examination day. All of their reports were examined carefully for any of their applications of the SLA theories taught in class to the learning experience of a successful second language learner that they interviewed or read about.

3. Results and Discussion

In this section, the pre- and post-course questionnaire results will first be compared and discussed. Then the interview data with the three selected students will be categorized for more insights, followed by the analysis of the students' final reports for their term project.

3.1 Pre- and Post-course Questionnaire Survey

As mentioned earlier, there are ten open-ended questions on the pre- and post-course questionnaire. Students' before-and-after responses to each of the ten questions will be discussed separately in the following subsections.

Q1-General perception of this course. Before taking this course, four of the students (Betty, Cindy, Louis and Oliver) mistakenly thought this course was an English language course teaching four language skills. However, as the course title suggests, most of the students still considered this course as a course generally teaching foreign language learning methods. After one semester, most students were able to identify specifically which part of the course has impressed them the most. In this case, six students mentioned "learning strategies", six mentioned "personality factors" and five mentioned "learning styles" that they were most impressed by. Interestingly, three out of the five students mentioning "learning styles" said they felt most impressed by the left- and right-brain functioning and were quite convinced by their test results on brain hemisphere dominance.

Q2-The making of a successful second language learner. When asked about what constitutes a successful second language learner in the beginning of the semester, most students obviously had a similar idea about their own definition. Almost all the students thought a successful second language learner is someone who is able to talk or communicate well with foreigners in the second language. However, in the post-course questionnaire survey, some students were able to bring about some ideas other than "fluent conversation", such as intercultural awareness, avoidance of L1 influence, command of one's own personality in terms of language learning, etc., although one half of the students still remained unchanged for their definition of a successful second language learner throughout the course; that is, "someone being able to converse in the second language".

Q3-Becoming a successful second language learner oneself. When talking about how they would become a successful second language learner, students seemed to have more to say than the previous question. In the pre-course questionnaire survey, most students simply indicated their belief in "practice makes perfect". After the course was completed, students clearly demonstrated more diversity in how they believed they could do to become a successful L2 learner, some of which could be traced back to the lessons learned in this course, such as adapting one's language ego, becoming more risk-taking, increasing one's self-efficacy, being not too worried about one's accent, using learning strategies, etc. However, only two students, Gary and Steve, showed consistency in responding to Q2 and Q3; the other students did not seem to be consistent in terms of what they believe a successful L2 learner is and what they believe they could do to become one.

Q4-Age and second language acquisition. The fourth question asks whether students agreed with a popular slogan in Taiwan, "the earlier a kid starts to learn a foreign language, the better speaker s/he is going to be". The results appeared to be split either in the pre- or the post-course questionnaire survey, with ten positive and nine negative answers. However, not all students remained on the same side throughout the course. Two students (Cindy and Randy) giving 'no' first to the question later changed their mind; on the other hand, two students (Jacky and Nick) who agreed with the slogan in the beginning turned out to show their disagreement at the end. What's worth noticing is that both Jacky and Nick mentioned Piaget's developmental theory to explain why they disagreed with the popular slogan.

Q5-Cross-linguistic influence. Question five is about what students think of L1 influence over L2 learning. Before the class started, 11 students thought there was indeed such an influence. However, after the course was completed, the number increased to 18; that is, only one student (Hank) in this class still insisted there was no such influence. Most students indicated that Chinese word order, grammar and even culture have influenced their learning of English. Students' views on this part might have been reinforced or changed by some examples of cross-linguistic influence given in class.

Q6-Learning styles for second language acquisition. For this question on students' learning styles for second language acquisition, almost all the students, before taking this course, could only refer to their English learning styles in layman's terms, such as memorizing vocabulary, watching English TV programs, listening to English songs, etc. After students completed this course, four of them were able to describe their learning styles in a more professional way, such as visual style (Alex and Cindy) and right-brain-dominance (Kevin and Peter). A few of them seemed to have mistaken learning styles for learning strategies, for example, Louis reported "monitoring one's own pronunciation" and Victor reported "using avoidance strategies" in their responses. However, at the end of the semester, the majority of students still described their learning styles in a way no different from their pre-course responses, indicating little progress in this respect.

Q7-Learning strategies for second language acquisition. In terms of language learning strategies (question seven), students seem to have much more to say either before or after taking this course. However, the pre-course questionnaire survey results show a rather limited repertoire of learning strategies that students could think of, such as repetition, mnemonics, note-taking, etc., all of which are cognitive strategies. On the semester-end questionnaire, however, students were able to include more strategies in their repertoire, and what's more, they included not only more cognitive strategies (such as translation, recombination), but also metacognitive strategies (such as directed attention and self-monitoring) and socio-affective strategies (such as cooperation, question for clarification, compensatory strategies), suggesting significant progress in students' awareness of the learning strategies available to them.

Q8-Affective factors for second language acquisition. As for whether students think affective factors could influence their second language learning (question eight), most students gave positive answers. However, when further asked what affective factors might influence their learning, it is surprising to find that, although students seemed to be able to indicate some important affective factors in responding to question three, most students did not give appropriate answers to this question in the post-course survey, not to mention in the pre-course survey. It seems that some students misunderstood the meaning of "affective factors" so they put down things like "interest" and "mood", which were not even mentioned in class. Only five students gave appropriate answers in the post-course survey: self-esteem (Elaine, Kevin), self-efficacy (Peter, Steve) and motivation (Alex, Steve).

Q9-Sociocultural factors for second language acquisition. Sociocultural factors are also an important issue in the field of SLA. Although most students agreed with such a statement in question nine (in both the pre- and post-course surveys), it is quite disappointing to see very little progress made in this respect throughout the course. In the pre-course survey, students mostly used their daily life experience to connect sociocultural factors with second language learning; for example, two students (Elaine and Mandy) indicated that they watched Korean dramas not only to learn the language but also the Korean culture. However, in the post-course survey, nothing more than "word usage" and 'etiquette' were found in students' responses, indicating that students' awareness of the influence of sociocultural factors on their L2 learning is still quite superficial.

Q10-General learning theories. The last question evaluates students' progress in understanding the general learning theories from this course. Obvious differences are easily seen by comparing students' pre- and post-course survey responses. Before the course started, almost no students got to name any learning theories on the questionnaire. At the end of the semester, most students were able to put down quite a few terms regarding learning theories, such as behaviorism, the nativist approach, functional approaches, instrumental-integrative orientation, left- and right-brain dominance, etc. However, this kind of 'progress' is also superficial.

3.2 Interviews with Three Students

In the last week of the semester, three students, Alex, Cindy and Kevin, were recruited for further interviews. In the hope that more insights could be revealed in addition to the pre- and post-course questionnaire survey results, these three students were deliberately chosen for their regular attendance to class and more active participation in class. The interview data were categorized into the following two major themes.

Previous metacognitive experience in learning English. The interview data with the three students show that their English learning experience before taking this course was mostly test-oriented, especially during their high school years. As for whether they had been metacognitively aware of their English learning prior to this course, Alex and Cindy did not seem to have been aware of it metacognitively, since no concrete steps were mentioned to have been followed. Both of them could only give a vague description of what they thought about learning English before, such as taking more English courses, reading more English magazines, etc., and they sometimes were not able to put their ideas into action. However, Kevin, with similar test-oriented English learning experience as well, seemed to show a little more metacognitive awareness of his own learning, because he reported he always tried to figure out what his problem was and then interacted with more experienced people (such as senior classmates or teachers) to solve the problem and that is his principle of leaning no matter in what field.

Achieved metacognitive awareness of English learning. In terms of the metacognitive awareness of English learning they have achieved throughout the course, both Alex and Cindy said that they now know there

are many other learning strategies they can use to help them learn English well, which never occurred to them before they took this course. Cindy also mentioned that she has started to reflect on her intrinsic and extrinsic motivation for learning English since she took the course. Kevin, on the other hand, still insisted on his own principle of learning; that is, knowing the problem with learning first and then finding a solution to it by interacting with experienced people. However, Kevin also pointed out the learning strategies he learned from this course did help him solve some of the learning problems, because, in the past, he might have located his own learning problems without being able to find the solutions properly. Now he thinks he has got to know many methods (strategies) to solve the learning problems he has had or might encounter in the future. In addition, Kevin's speculation of being a 'visual' type of person has been confirmed by the test results of brain hemisphere dominance, so he has a better understanding of his learning styles now. In sum, the three students have achieved their metacognitive awareness of learning English to a certain degree after taking this course, of which "learning strategies" seemed to be the most recognized.

3.3 Students' Final Reports

Among the 20 "successful second language learners" that students chose for their term projects (one student interviewed two targets together for her term project), 15 of them were Chinese speakers learning English or other languages and five of them (in four projects) were foreign speakers learning Chinese (including two overseas Chinese brother and sister from New Zealand, and three men from Japan, Vietnam and Thailand respectively). Students' final reports were evaluated with the following criteria: (1) how the student was able to identify the learning problems or difficulties of the so-called "successful second language learner"; (2) how the student was able to use any SLA theories to explain the learner's successful learning experience in overcoming those problems or difficulties; (3) any other findings.

Identifying the learning problems or difficulties. The targets that students chose for their term projects had a wide variety of backgrounds and experiences, but most of the targets were being studied for their student status when learning a second language. Some of these targets' learning problems or difficulties thus lay in their incapability of carrying out their schoolwork due to limited academic English. One very exceptional case was a graduate student in the translation and interpretation program, who failed at first not because of limited English proficiency, but limited background knowledge for doing oral interpretation. The second largest group of targets were people on the job, including businessmen, movie starts or even athletes. All these people had similar situations in learning a second language (mostly English); that is, they needed very fluent oral communication ability in the second language to fulfill their job requirements and they all survived the hardship on their way to success. In general, most students were able to identify the learning problems or difficulties of the people they chose for the term project.

Theoretical explanations for the successful learning experience. To explain the successful learner's experience in overcoming the problems or difficulties in learning a second language, almost all the students were able to apply at least one or two theories or concepts they have learned in class (some of them even gave a very long list). However, the majority of students still preferred to attribute the learner's success to their strategy use, such as repetition, note-taking, contextualization, inferencing, etc. One interesting case provided by Hank is about a Ph.D. student taking the TOEFL test 26 times within six years. This student's strategy for successful English learning is by preparing for the TOEFL test! The next frequently cited factors by the students were affective factors, especially self-efficacy and motivation. What is worth mentioning here is that one student, Steve, showed

pretty consistent views on second language learning, no matter in the pre- and post-course questionnaire survey or his final report; that is, he strongly believes in the important role that self-efficacy and intrinsic motivation play in second language learning, and he also shows his determination in learning English well in terms of these two affective factors. Only a few students remembered the learning theories discussed before the midterm exam, such as Skinner's Operant Conditioning and Ausubel's Meaningful Learning Theory, indicating it is not easy for students to absorb abstract concepts well but concrete or personalized concepts seem to be more acceptable to students.

Other findings. In addition to the theoretical explanations for the successful learning experiences, students were also required to write about what they have learned from this term project. As a matter of fact, not much was found in this part since most students seemed to repeat what they have said in the first two sections of their final reports. However, a few students did indicate their personal views about second language learning, for example, Betty, Derek, Flora, Gary, Hank and Nick more or less stressed the importance of one's own consistent efforts over any other learning theories. Cindy and Elaine, on the other hand, put emphases on the learning environment. Both of them think it is essential to create an English-speaking environment for learning the language well.

4. Conclusion

In general, the results of the pre- and post-course questionnaire survey, interviews and evaluation of students' final reports show that students seemed to have become more metacognitively aware of their second language learning after taking the course, although some of the progress might only be superficial on the ground that most of the students still stick to the deeply-rooted ideas about second language learning.

However, it is worth noticing that the majority of students have started to recognize the importance of strategy use in learning a second language after taking the course, indicating that students did need some concrete steps to follow when learning a second language. As for affective factors, which were also frequently brought up by students, it seemed that students had already had those concepts in mind, and the concepts were reintroduced and reconfirmed throughout the course, especially about self-efficacy and motivation. In contrast to the above mentioned concrete or personalized concepts, the relatively abstract learning theories, such as behaviorism, rationalism and constructivism, seemed too vague for students to absorb, although these theories are the foundations of such a course.

It is therefore suggested that more hands-on and personalized activities could be incorporated into the course in order to help students increase their metacognitive awareness more effectively. The theoretical parts are still essential for students to get started from, it is just that more personalized experiences or examples could be used to illustrate the elusive theoretical concepts.

Finally, as mentioned in the beginning of this paper, many previous studies have looked into raising students' awareness in language skill classes, such as listening, oral communication, reading, writing, etc., it is once again suggested that strategy use might deserve more attention in those classes, since, according to the present study, students would very much like to know what concrete steps to follow in learning each of the language skills.

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The Skype EFL Classroom: What's Not Said…

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Abstract: Computer-mediated communication (CMC) is often promoted as an exciting new educational medium that will be attractive to students. As it is commonly assumed that contemporary youth are as comfortable in virtual worlds as in face-to-face contexts, one might expect that a social presence naturally emerges within online educational environments that automatically generates student involvement and increasingly motivates them to actively participate in the ongoing online conversation. However, observations of a Skype EFL classroom at a Japanese university in which small groups of four or five students met with Philippine instructors twice a week over an academic year suggest that even among contemporary university students accustomed to an abundance of online communication platforms in their daily lives, the social presence of a virtual world cannot be taken for granted in online language-learning environments but must be actively managed. This paper discusses social presence in online educational environments and suggests ways in which teachers can actively frame instruction to harness the possibilities of CMC in foreign language contexts by creating both a meaningful and effective learning environment online.

Key words: English as a foreign language, computer-mediated communication, Skype, social presence, Japan

1. Introduction

Over the past couple of decades, the Internet has increasingly changed the ways in which learning is conceptualized and facilitated. In particular, language education worldwide has benefited from advances in computer-mediated communication (CMC) that have offered new avenues for authentic communication. This rapid expansion of online educational environments has been especially attractive to teachers in foreign language settings in which the target language is not spoken outside the classroom in broader society. CMC brings the promise that the wider world can now readily and economically be brought into the far-flung classroom, motivating students to actively develop their communication skills and global cultural literacy through authentic conversation in the target language.

CMC is also often promoted as an exciting new educational medium that will be attractive to students, the implicit assumption being that, aside from a newfound ability to communicate with peers worldwide, contemporary youth are inherently attracted to and adept at navigating new technology such that the promise of technology will outweigh any communication challenges. If contemporary youth are as comfortable in virtual worlds as in face-to-face contexts, for example, then one might expect that a powerful social presence will

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naturally emerge within an online educational environment that will automatically generate student involvement and increasingly motivate them to actively participate in the ongoing online conversation. However, observations of a Skype EFL classroom at a Japanese university in which small groups of four or five students met with Philippine instructors twice a week over an academic year suggest that even among contemporary university students accustomed to an abundance of online communication platforms in their daily lives, the social presence of a virtual world cannot be taken for granted. Just as in a traditional classroom, an online language-learning environment does not automatically appear but must be actively managed, thus reducing somewhat the cost benefit for which online platforms are often marketed to educational institutions.

Furthermore, the introduction of synchronous CMC within the traditional classroom creates an additional social context, and this complex social space possesses important boundaries that must be negotiated by students, providing both challenges and, if recognized by educators, learning opportunities for students in the socio-pragmatic aspects of language that are difficult to provide authentically in foreign language contexts but which become salient at the boundaries of the real and virtual worlds. Thus, upon close inspection, it appears that the costs and benefits of online educational environments may differ from those commonly assumed. This paper discusses social presence in online educational environments and suggests ways in which teachers can actively frame instruction to effectively harness the possibilities of CMC in foreign language contexts and create meaningful and productive learning environments for students online.

2. Context

The context for this discussion focuses on an undergraduate general education English language course that was piloted during the 2013 academic year at a private university in the Kanto region of Japan. The chief aim was to develop a curriculum that would promote student academic literacy in English in the four skills of listening, speaking, reading and writing, following the direction offered by multiple ongoing reforms by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). One such reform, the University Reform Action Plan, ambiguously calls for "nurtur[ing] students to be capable of corresponding to globalization" (MEXT 2012), while another, the Project for Promotion of Global Human Resource Development, was established "to foster human resources who can positively meet the challenges and succeed in the global field, as the basis for improving Japan's global competitiveness and enhancing the ties between nations" (MEXT 2012). The push to cultivate these "global human resources" (*global jinzai*) equipped with advanced language and communication skills is not limited to the university level, but extends throughout the educational system from elementary to upper secondary school. The English Education Reform Plan outlines more specific suggestions for high schools, including to "nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons," and to conduct classes in English with "high-level linguistic activities (presentations, debates, negotiations)" (emphasis in original, MEXT 2013). Amid this climate of reform, the pilot course discussed here sought to foster students' critical thinking skills, promote their academic reading and writing skills by developing their abilities to interact with and respond to texts, and improve their skills in discussing social, political, economic, and cultural issues.

The curriculum comprised two semesters (spring and fall) of English communication courses that met twice weekly, with each 90-minute class meeting divided further into two 40-minute components: a reading and writing section co-taught in the classroom by two university faculty members, and a speaking and listening section taught

by four instructors via Skype (For details see Grimes-MacLellan & Varden, 2014). The reading and writing component emphasized the development of students' academic vocabulary and reading skills through topics ranging from culture, environment, business and technology along with academic writing that progressed from paragraph writing to narrative and argumentative essay writing. The speaking and listening component emphasized active student participation through interesting discussion topics and confidence-building exercises to improve listening skills. The two 40-minute components were separated by a brief five-minute transition period to allow students to move between the two adjacent classrooms where the respective classes were held.

An important and novel feature of the speaking and listening component was the implementation of synchronous computer-mediated instruction (SCMI) in the form of Skype lessons, and this will be the focus of this paper henceforth. Twice a week for 40-minute lessons, small groups of four to five students met virtually through Skype with one of four instructors from Waku Work Online Teaching Services based in the Philippines. In consideration of the perpetual challenge in language learning classrooms to balance class size with providing students as many opportunities as possible to actively practice the target language, this approach substantially increased students' communicative opportunities compared to standard classrooms with a student-teacher ratio of 20:1 or more.

In addition to the advantages of smaller groups allowing students more individualized instructor attention and opportunities to speak, another rationale for implementing Skype lessons was a desire to alter the entrenched teacher-directed approach to English language education in Japan that commonly propagates a classroom environment whereby students tend to be reticent, speaking only when spoken to in many cases. In this way, Skype lessons were also seen as an opportunity to introduce students to a different vision of language learning that placed them at the center of the activity and encouraged them to recognize their individual responsibilities for participation and progress. To support this shift in expectations and participation, stated aims of the Skype lessons were to develop students' confidence and boost their motivation through a more intimate, less intimidating setting, to allow students to work intensively on their communication skills and strategies, to engage students in intercultural communication with a teacher from another cultural background while maintaining each group's attention on speaking English throughout each 40-minute lesson.

With the curriculum finalized, eighteen freshman students (nine women and nine men) who were International Business majors participated in the pilot curriculum. Their TOEFL ITP range was 430-440 and their English educational background was typical for Japanese students, having studied English as a compulsory subject in junior and senior high school where the curriculum focused largely on grammar, vocabulary and reading. Two students had experienced homestays abroad in English-speaking countries, but these were limited to two and four weeks. Although student backgrounds did not demonstrate unusual interest in the study of English, a survey conducted at the outset of the semester found that two-thirds of the students reported high motivation to participate in the pilot courses and the remaining one-third expressed neither high nor low motivation.

3. Early Assessment of the Skype Curriculum

An early assessment of the program at mid-semester was positive. While there were, at times, challenges due to technical problems such as dropped connections and poor sound quality, these diminished over time through enhancements in broadband and speaker equipment. University faculty responsible for implementing the program observed positive learning exchanges between instructors and peers and, based on their participation patterns,

smiling expressions and laughter, students appeared to be genuinely enjoying communicating in English. When students struggled with communication, the chat board feature in Skype was used by instructors to clarify their meaning through type-written text, and this feature was also used to explain and correct grammatical errors. Group members were also observed cooperatively sharing ideas and helping peers as needed and, overall, Skype lessons had a notably positive impact in promoting a participatory learning environment and engaging students in communicating with their instructors.

Student feedback on post-semester surveys as well was overwhelmingly positive and enthusiastic about Skype lessons. Class efficacy was rated on a five-point Likert scale ranging from "strongly agree" to "strongly disagree", and all students "agreed" or "strongly agreed" that Skype lessons were useful to their learning of English, with the vast majority (88%) responding that they used English more during Skype lessons than regular lessons and the remaining students (12%) "not sure". Similarly, class enjoyment was rated positively by students. In response to the prompt "I like studying English in a small group (4-5) students", 94% of students "agreed" or "strongly agreed" with the remaining 6% "not sure", while 81% of students responded positively to "I enjoyed doing online Skype lessons more than regular lessons", with the remaining 19% "not sure." However, although no student reported negative attitudes toward Skype lessons in terms of usefulness or enjoyment, these strongly positive evaluations were not reflected in responses concerning student confidence in studying English. Only 57% of students responded positively to the question "I feel confident communicating with my English teacher on Skype", while 43% were "not sure" or "disagree[d]". This is despite the fact that the Skype lessons did not appear to be excessively challenging, with only 31% of students responding positively to the prompt "It is difficult for me to learn English via Skype," while 69% were "not sure" or "disagree[d]". These results suggest that while Skype English lessons were attractive, manageable and perhaps even motivating to students, a lack of confidence in English ability remained strong even after having completed a semester of Skype lessons.

4. A Closer Look — What's Not Said

Despite generally positive attitudes expressed toward Skype lessons by on-site regular faculty during their brief observations and by students in their self-reports, more detailed observations of lessons and summative course feedback from the remotely-located Skype teachers on individual student performance both suggest a need to attend to the importance of developing a sense of commitment and community in supporting students' online language learning. This need became readily apparent during an extended observational period in which the following episode was recorded in fieldnotes after students had been taking Skype lessons for more than three months:

> The 10:55 a.m. bell signaling the beginning of second period classes has rung. Only 11 of 18 students are present, and none of the students are seated around their computer stations. Instead, students are standing and milling around the classroom, greeting one another and chatting in Japanese. At about 10:58, the sound of incoming calls through Skype can be heard at each of the four computers. Or can they? As I observe while the calls are ringing, students do not disperse to their computer stations. They do not look around, but continue chatting with their classmates. I count eight rings, nine rings… but students do not take notice. Finally, the teaching assistant for the class period scurries around the room from one computer to the next, clicking each large screen with a mouse to pick up the calls. Only at that point, at about 11:02, do students slowly make their way to their groups and sit down. When everyone is finally seated to greet their Skype teacher, 15 of the 18 students are present.

The lack of student initiative in this episode was striking. The ringing of the incoming Skype call did not signal students to move to their computer stations, take their seats and answer the calls to begin their lessons. Moreover, there was a lack of any observable response or recognition that incoming calls were even ringing. Only after the teaching assistant had moved from computer to computer to pick up the calls did students then slowly move to their regular workstations. Meanwhile, the Skype instructors in the Philippines were left waiting on a live telephone call until students settled down and opened their textbooks.

This episode highlighted a need to examine the Skype classroom from the perspective of what was not happening during lessons — the inactivity or silence — that could potentially impact student learning. The nature of the EFL classroom environment and the goal of Skype communication lessons to enhance opportunities for students to improve their speaking and listening skills had focused all attention on tokens of talk and activity to the exclusion of tokens of silence and non-responsiveness. Tannen and Saville-Troike (1985, p. xi) write that silence is a "relatively neglected component of human communication." They note further that, "silence is most often an out-of-awareness phenomenon — the ground against which the figure of talk is perceived" (Tannen & Saville-Troike, 1985, p. xi), but that by studying it we gain access to its complex nature, and its various types, meanings, and functions.

Further observations of the Skype classroom and comments from Skype teachers in their individual student evaluations revealed at least four forms of recurring silence or unresponsiveness during lessons: 1) absence or minimal levels of communication, 2) unengaged body language, 3) off-task behavior, and 4) lack of response to the computer technology such as the incident previously described. Of these, an absence or minimal level of communication was frequently observed throughout the Skype lessons. Many students spoke in English only when directly responding to the Skype teacher's questions or prompts, and these responses usually consisted of a single word such as "yes" or "no". Some students spoke in Japanese during the lessons even though the Skype teachers did not understand Japanese. When a communication breakdown, misunderstanding or other miscommunication occurred, most students did not attempt to ask clarification or follow-up questions to signal their lack of understanding or need for additional information. Often this lack of understanding was expressed in the form of perplexed expressions with minimal or no verbal response to the teacher's questions. When one late-arriving student, for example, was asked by her Skype teacher why she was late, her only response after tilting her head to the left (a common Japanese gesture suggesting confusion) and looking up at the ceiling for over a minute was "ba-su", the Japanese pronunciation for "bus." When the Skype teacher responded, asking if she meant that the bus had been late, the student — still with head tilted — offered no response or acknowledgement of the teacher's question. Finally, meeting only silence at the other end of the line, the teacher said "I see." and moved on with the lesson and another student.

The body language of students also reflected their degree of engagement in lessons. While a few students sat close to the computer screen and leaned forward when spoken to, others backed their chairs away from the speaker, making it difficult for their voices to be heard. Still other students placed their heads down on the tables, causing Skype teachers to note on their summative reports that too many students were tired much of the time and unable to concentrate on the lessons. Meanwhile, other students even pushed their chairs out of view of the camera on the screen so that teachers could not see them well or at all. These students in particular tended to eat or drink during class and engage in the off-task behaviors discussed below. One Skype teacher went as far as evaluating a student in the following way: "There are times that she's physically present, but mentally absent."

While students' body language demonstrated a range of engagement, frequent off-task behavior was

unequivocal. Most often, when one student answered a question from the Skype teacher, other students were tuned-out, not paying attention to that communication. It appeared that students interpreted their English class time as the portion in which they were actively interacting individually with their teacher, consisting of approximately 20% of the 40-minute Skype lesson. Skype teachers noted that some students were not good listeners to classmates' opinions, instead, tending to chat with one another in Japanese, check their cell phones, do other work or even play air guitar. Moreover, some students regularly did not bring their textbooks or completed homework to class and as a result, subsequent students were often not prepared to answer even the same question that had already been asked of a previous student. Due to this lack of attentiveness, whole group discussion with the Skype teacher often did not evolve beyond a simple single question-and-answer format. This off-task student behavior was not missed by the Skype teachers. One teacher, for example, noted that a specific student "is usually late and sometimes absent in class. There was a time when she came to class two minutes before the class ended. She also does something else during the lesson. She uses her mobile phone and she answers papers which are not part of the class."

Another way in which students displayed a lack of responsiveness during lessons concerned technical problems encountered with Skype connections and computer hardware. At the beginning of the semester, students received instruction about what to do when technical difficulties occurred. When connections were disrupted, students were told to discuss among themselves the questions that were intended to be discussed with the Skype teacher and to submit a written summary of what was discussed at the end of class. However, when connection problems inevitably did occur, students did not follow those instructions. During one such occasion, a student from one group rose up from her seat and walked to her backpack to check her cell phone. Her peers in the same group remained seated, chatting in Japanese about sports. This was a typical response when calls were dropped either for short or longer periods of time. On one occasion in another group when the large computer screen tipped over, students laughed and did not move to set the screen upright even though the Skype teacher was calling to the students asking what had happened. In the several minutes before the teaching assistant came over to manage the problem, group members laughed and joked about the situation in Japanese and even when face-to-face communication was re-established with their Skype teacher, the students continued to giggle when asked what had happened. Finally, precipitating further laughter, one student responded "fall down".

By listening for and observing what is not said in the Skype EFL classroom, salient problems that impact learning become illuminated, as silence and unresponsiveness deliver their own meanings. Student reticence, disengagement and apparent disinterest may stem from feelings of unease or lack of confidence. Alternatively, silence may be used pro-actively as a strategy by students, with ignorance feigned in hopes that he or she will be called upon less and less. These responses may be influenced by a confluence of larger structural or cultural dynamics, the immediate context and peer group relations. In regard to Japanese students, passivity or reticence is a widely documented cultural characteristic in language classrooms (Cutrone, 2009; Doyon, 2000; Anderson, 1993). Schooling in Japan, for example, is frequently teacher directed and students are not usually encouraged to participate in class discussions, and this classroom culture carries over to the EFL classroom. Peer relationships between senior and junior students and between genders also prescribe behavior that is often counter-productive to the participatory demands of speaking and active interaction that is commonly associated with learning a foreign language. However, although the local cultural context no doubt contributes to the challenges of foreign language learning in Japan, the extent to which lesson time is characterized by absent or minimal communication, non-participatory body language, off-task behavior, and lack of responsiveness to the technology, ranging from

ringing calls to connection breakdowns, strongly points to a lack of engagement in and commitment to a community ethos required within the learning environment. In many ways, student involvement in Skype computer-mediated communication could be characterized less as an engaged interaction with a teacher and peers and more as background noise from a TV during a lunch-time chat among friends in the school cafeteria.

5. Social Presence in Online Educational Environments

Despite students' reported enthusiasm for Skype-based EFL lessons (English Education Reform Working Group, Meiji Gakuin University 2013), findings from observations and Skype teacher evaluations suggest that student interest and enthusiasm alone are not sufficient for the development of a successful CMC-based communicative classroom environment. In particular, even for contemporary students adept in the latest communication technologies and comfortable interacting in virtual worlds, students also need encouragement and support to recognize, develop and maintain social presence within the CMC learning environment. Short, Williams, and Christie (1976, p. 65) define social presence as the "degree of salience of the other person in a mediated communication and the consequent salience of their interpersonal interaction." In other words, social presence refers to the quality of the relationship between interlocutors in social interaction. A classroom with a high level of social presence among students helps to establish a socially-engaged learning environment, whereas a low level of social presence tends to result in a less personal, less motivating, and ultimately less participatory learning context.

While all classrooms can benefit by promoting students' social presence, facilitating this in CMC settings is particularly challenging due to its inherently impersonal nature. For example, Aragon (2003, p. 59) writes, "The challenge in online learning environments is facilitating this degree of interpersonal contact with the instructor and other participants. When individuals participating in online learning events are separated by physical or geographic location and sometimes are working in isolated conditions, the ability to establish interpersonal contact with others greatly diminishes because all contact is electronic."

Observations of the Skype classroom noted a lack of sustained involvement in the communication process, both in verbal and nonverbal actions. This suggests an absence or insufficient sense of intimacy and closeness among participants, particularly between students and Skype teacher, along with a weak sense of immediacy, two factors that Gunawardena and Zittle (1997) indicate are associated with social presence. This lack of intimacy is reflected explicitly in the distance from the computer screen of some students (sitting back or even out of sight), but also in the lack of participation as a group and in peer interactions with the instructor. Moreover, Gunawardena and Zittle's (1997, p. 9) reference to immediacy as a "measure of the psychological distance that a communicator puts between himself or herself and the object of his/her communication" is reflected in Skype teacher comments about students being "physically present" but "mentally absent." While social presence is not the only significant factor in establishing a successful online learning environment (others include student-teacher ratio, group dynamics, individual learning motivation and so forth), in the case of the Skype learners discussed here, it would seem that attention to helping students cultivate their social presence is a first step to taking greater advantage of this learning opportunity.

6. Cultivating Social Presence in Skype Lessons

While there is great potential for language learning in the Skype EFL classroom, the above discussion

suggests that intimacy and closeness among participants and, ultimately, social presence within the communicative environment, does not naturally occur and therefore cannot be left to chance. Rather, it needs to be intentionally facilitated in order to counter the inherently impersonal nature of CMC contexts. In the Skype EFL classroom discussed here, it was recognized during the early stages of implementation that attention to developing the classroom as a community of learners had been overlooked. Despite lower student-teacher ratios that provided more opportunities for students to use the target language, these smaller groups did not spontaneously provide a warm and intimate learning experience encouraging students to actively and positively engage with the teacher and peers. Based on this study, five strategies for creating social presence in the Skype EFL classroom have been identified and will be discussed in turn.

6.1 Create Guidelines and Instruct Students in Expectations for Lessons

Students need to be explicitly guided in the use of Skype for educational purposes. Rules about responsiveness should be clear and explicit. This is particularly important in Japan, with its teacher-directed educational culture and importance of practice and preparation for important activities. In Japan, the lack of explicit guidelines conveys to students a lack of importance.

6.2 Spend Time Building Rapport between Teachers and Students and among Peers

First and foremost, a level of comfort must be created within the learning environment so that students feel at ease around the instructor and peers. Although this is an explicit aim of many teachers in traditional classrooms, it tends to be forgotten in online situations. It does not usually occur spontaneously however, and so there is a need to establish an initial rapport and then continually foster a sharing environment beyond the first day of class. This is particularly important if we consider student confidence, for while students reported that they were motivated to learn English via Skype, they nonetheless also reported that they did not feel confident or comfortable in doing so.

Where possible, some educators in CMC environments attempt to establish social presence through a face-to-face meeting before the online course begins. While this is not possible when the teacher and students are remotely located, as in the Skype EFL course, other means of establishing and maintaining rapport include encouraging five minutes of small talk at the beginning of lessons for students and the teacher to get to know one another. Addressing everyone by name and drawing on students' interests and activities during lessons, sharing personal stories and experiences, and including humor in the lessons can also ease the discomfort of social distance. The Skype teacher, by inquiring about students' lives, can come to understand the students more closely, and by encouraging students to strike up conversations on their own, can re-direct off-task conversations back into the lesson.

6.3 Structure Collaborative Learning Activities

In the Skype EFL course, most interactions were structured as one-to-one communicative events between teacher and a single student and this inadvertently promoted alternating "on-stage" and "off-stage" student communicative behavior, and much of the observed off-task behavior occurred during perceived student "down time." Rather than structuring the group-based Skype classes as sequential individual interactions with the teacher, social presence can be enhanced by developing collaborative activities that engage all participants in communication simultaneously.

6.4 Address Cases of Sociopragmatic Failure

In the Skype EFL course, students appeared to understand that their opportunity for English-language

communication existed only during the periods when their Skype teacher was visible on the computer screen. Reframing the educational experience to include managing the infrastructure can allow students to take advantage of sociopragmatic learning opportunities that are especially difficult to replicate in EFL contexts.

Linguistic and lexical knowledge is not sufficient for competency in a foreign language, as pragmatic competence (the ability to understand and be understood in varying communicative contexts) and sociopragmatic competence (the ability to accomplish and respond to social maneuvers through language) are also important aspects of using a language effectively (Takahashi & Beebe, 1993; Blum-Kulka & House, 1989; Leech, 1983; Thomas, 1983). What was observed in the Skype EFL classroom were multiple pragmatic and sociopragmatic failures. Students did not possess, for example, the knowledge as to how to vary their language output in speech acts according to different situations and/or social considerations. Not only were some students unable to accomplish the pragmatic speech act of apologizing when they were late to class, they also apparently were not attending to the sociopragmatic need to apologize. While pragmatic failure leads to unintelligibility, sociopragmatic failure (which in this case may be related to the lack of social presence) leads to even more negative consequences, as these failures often lead to attributions of personal character as they are seen by their interlocutors as social failures rather than as language failures. The technological features and problems associated with managing the CMC environment provides additional opportunities for students to develop their pragmatic and sociopragmatic language skills by learning how to properly answer calls, engage with the instructor and peers, tackle technological challenges and establish their own social presence. In the Skype EFL class, all of these conversational contexts for language learning had been overlooked.

6.5 Promote Student Responsibility for Their Own Learning

While this case suggests that educators must actively facilitate the initial establishment of online conversations, students should also be held accountable for contributing and eventually initiating conversations. This can be achieved through such mechanisms as assigning one student to be the small-talk initiator at the beginning of each class. This will help students to build skills in initiating conversations and, with the support of the teacher, gain confidence in doing so.

Lower teacher-student ratios provide additional opportunities for students to speak in Skype EFL classes compared to traditional classes. This can subsequently promote stronger engagement in discussions whereby students can delve deeper into topics of study, making important connections and constructing their own learning. A more personalized learning environment can also promote student motivation and provide more opportunities for authentic language exchange. Perhaps the most important impact of Skype in the language class is having students perceive the importance of learning a language as a communication tool. Being taught by diverse international teachers, students can learn about different cultures, develop a more nuanced understanding of cultural differences, and experience diversity in language use within the English language itself.

However, in order for some of these potential outcomes to be reached, students require guidance and management in developing their social presence and exercising sociopragmatic language use. Such strategies are not novel, as teachers attend to these issues in traditional classrooms, but there appears to be a tendency to take such issues as social presence for granted in online environments, assuming that these issues will take care of themselves, when in CMC learning environments, such efforts may be needed over a longer period of time to help students establish their social presence. Further, the benefits of guiding the development of students' social presence are important not just in the short-term, but learning how to actively interact is a step toward more

autonomous language learning and promoting students to take some initiative and control over their continued progress.

7. Conclusion

CMC is often promoted as an exciting new educational medium that will be attractive to students. As it is commonly assumed that contemporary youth are as comfortable in virtual worlds as in face-to-face contexts, one might expect that a social presence naturally emerges within online educational contexts and that this automatically generates student involvement and increasingly motivates them to actively participate in the ongoing online conversation. However, as discussed above, observations of a Skype EFL classroom at a Japanese university in which small groups of four to five students met with Philippine instructors twice a week over an academic year suggest that the social presence of a virtual world cannot be taken for granted in online language learning environments, but must be explicitly taught and actively managed. While Skype might imply conversation, it does not accomplish it without the active support of teachers.

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Investigative Study of Wearable Computers with Optical Head Mounted Displays (OHMD) Effects on University Campuses

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Abstract: Nowadays technologies are evolving at a rapid pace, which affect human lives in all aspects. One of these advancements is Wearable Computers with Optical Head Mounted Displays (OHMD). Multiple companies have issues beta versions of this technology and will soon introduce fully operational ones into the market. Similar to any new technology, there has been speculations about the pros and cons of their use. This included health, social, and psychological aspects. However, no research has addressed the expected effects on a university campus. Consequently, this paper investigates the students, faculty, and administration perception at a Large Midwestern University in regards to four research question, namely (1) What changes could occur socially and academically for students and faculty; (2) What is the usability of OHMD for social networking and education; (3) What are the affordability level of such new technology; and (4) What are the security and privacy issues associated with such technology. The adopted research methodology utilizes a campus wide electronic survey instrument. The outcomes of the current research task provide insight that is much needed for university faculty and administrators as well as technology developers.

Key words: Wearable Computers with Optical Head Mounted Displays, OHMD, smart glasses, educational technologies

1. Introduction

Certain technologies that were thought to be a part of the future are soon going to be a part of the present. From the end of 2013 through the beginning of 2015, various companies are scheduled to release their own version of what is to be known as *smart glasses*, a new form of wearable technology that is to perform many of the same functions as a smart phone, but be worn as a pair of glasses. Google has created their own product called Glass, which can provide Global Positioning System (GPS) directions, make phone calls, take pictures and video, send messages, and browse the internet, among other things. Other companies, including Vuzix and Telepathy have also created prototypes of their smart glasses known as the M-100 and Telepathy One respectively. With the introduction of this new technology many questions arise about the potential — positive and/or negative effects it

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will have human welfare. When the telegraph was invented many had high hopes for the change it would bring, but Henry Thoreau thought differently. He said it was, "an improved means to an unimproved end....We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate....We are eager to tunnel under the Atlantic and bring the old world some weeks nearer to the new; but perchance the first news that will leak through into the broad, flapping American ear will be that Princess Adelaide has the whooping cough" (Thoreau & Shanley, 1971). Even though this was in reference to the telegraph, similar controversies could be raised about smart glasses.

Since the beta release of Google Glass in early 2013 many speculations and questions have come from bloggers, usability testers (Glass Explorers), and professionals in various fields. Some usability testers are working on new ideas to expand the use of smart glasses. A group known as Open Glass has discussed the possibility of using smart glasses to help visually impaired people (Dorrier, 2013). Although the potentials for smart glasses are vast, there are concerns with how it could affect the health of an individual. "Though conventional wisdom is that a poor diet and lack of exercise are the prime factors contributing to heart disease, scientists have also identified the Roseto Effect, which posits that human interaction also has a preventative influence" (Wasserman, 2013). This doesn't mean that wearing smart glasses affect your health, but the use of them could cut back on your face to face interactions, which in turn could affect your health. Dr. Fredrickson, a professor from the University of North Carolina commented about the use of smart phones and problems they can cause with an individual's health. "In short, the more attuned to others you become, the healthier you become, and vice versa. This mutual influence also explains how a lack of positive social contact diminishes people. Your heart's capacity for friendship also obeys the biological law of "use it or lose it". If you don't regularly exercise your ability to connect face to face, you'll eventually find yourself lacking some of the basic biological capacity to do so" (2013). Besides the health issues that have been presented, others have questioned how smart glasses will affect privacy and public safety. With the capability to take a picture just by winking an individual's privacy could be violated. A technology journalist, Joshua Topolsky went into a Starbuck's with a film crew, and the crew was asked to stop filming. However, they did not know that he continued to film the whole time with his smart glasses (Arthur, 2013). When it comes to public safety, the capabilities of smart glasses are largely speculation. West Virginia state Representative Gary G. Howell is concerned about how smart glasses could affect driving safety, so he has proposed a bill to ban smart glasses, such as Google Glass to be worn while driving (Griggs, 2013).

Even with all these considerations there is much to be discovered. With the release of many smart glasses in the near future, much of current research has been speculation. Research has been done on physical, health, and security issues among other things. However, an important factor to be considered are the social consequences. With a new technology such as smart glasses one thing that should be thought of, is its effect on education. Education is something that everyone is involved with in some form or another. The world of academia is ever changing with society, as one changes the other evolves to meet that change. With the introduction of smart glasses in our society it is important to understand how this technology will effect a college campus for the students and the faculty. In an effort to cover this thoroughly this paper attempts to address four research questions as a starting point on a line of research. The first being what changes could occur socially and academically for students and faculty. Second, what is the usability of smart glasses for social networking and education. Third, what are the affordability level of such new technology as well as its suitability for college campuses. Finally, on a college campus security and privacy are important to be acknowledged when a new technology like smart glasses are introduced. Consequently, the investigation of security and privacy violation threats is much needed. As a

result, the current research task provides a solid point of departure for the aforementioned line of research through investigating the students, faculty, and administration perception at a Large Midwestern University in regards to the posed question though a campus wide electronic survey instrument.

2. Background

Current research has gathered a significant amount of data so far in the area of wearable technology such as smart glasses. As explained before various companies and research groups are taking a look at the possibilities of smart glasses, and taking note of its possible affects. Open Glass, a research group is looking at many uses for smart glasses, "but the most powerful early uses of augmented reality may be for people with disabilities. The visually impaired, for example, could benefit from whispered descriptions of various items in a room or directions to avoid obstacles walking down the road — like digital braille and a virtual guide dog" (Dorrier, 2013). With what these devices could bring, it could make the world much more universally accessible. This could be a great advantage for those with a disability, but it could also significantly impact those without disabilities. One company, NTT Docomo has developed a new program for their product, Intelligent Glass. This program allows a user wearing the smart glasses to look at things such as signs, books, and restaurant menu's that are in a foreign language and the device will automatically translate, and overlay that translation into the device. This would allow anybody to read a foreign language almost instantly (Pfanner, 2013). With the advantages that could come with the implementation of smart glass technology, it is easy to get caught up in the hype, but it is important to look at technologies such as these critically.

A new technology has the potential to cause a large impact on not only society, but individual's. One implication to be considered is how will a new technology effect health. Some researchers have started to hypothesize what could happen with the release of smart glasses. As Wasserman stated, "Google Glass has the potential to make us more inwardly focused and less prone to take part in real-life conversations" (2013). A professor from the University of North Carolina performed a research on smart phones, and how they affect the health of an individual. Upon the conclusion of her research she found that a dependence on smart phones could negatively affect our ability to connect with other human beings (Fredrickson, 2013). However, Timothy Jordan, who is part of the team in charge of developing Google's version of smart glasses said in his presentation that part of Glass is to address that problem. "I mean, we all love technology and what it can give us, the ability to take and share pictures, but it feels like tech is often getting in the way more than it needs to. And that's what we're addressing with Project Glass. It's so that you can still have access to the technology that you love but it doesn't take you out of the moment" (Jordan, 2013). This is what Google has released though, it may not be the same for other smart glass producers.

With many new technologies new things are introduced to society. When smart glasses hit the market there are many safety and privacy concerns that will need to be addressed. Some of these will develop as people use them, and figure out new uses, but some policies have already been developed. One concern that has been brought up is the privacy of individuals. One ability of some smart glass models is to record video and take pictures, and since it is so effortless some people are uncomfortable with the idea of possibly being filmed without their consent. "Technology often moves more quickly than our ability to deal with its implications, and I think that's what's happening here" (Marshall, 2013). With smart glasses somebody can film something at any point or take a picture at any time by giving a voice command. There is even an app that has been developed to allow users of Google

Glass to take a picture by winking (Souppouris, 2013). With concerns over privacy, laws and bans have been created. "No recording devices (cameras, video recorders, sound recorders, etc.) are permitted to be used within any Regal Entertainment Group facility", the admittance procedures for the Regal Entertainment Group plainly state" (Golijan, 2013). This is one of many examples that can be found restricting the use of smart glasses. When it comes to safety for the users of smart glasses some law makers are trying to get ahead of the curve to prevent injuries. Representative Gary G. Howell proposed a bill that intended to, "amend and reenact §17C-14-15 of the Code of West Virginia, 1931, as amended, relating to traffic safety; specifically, establishing the offense of operating a motor vehicle using a wearable computer with a head-mounted display" (2013). In the bill proposed, the term "wearable computer with a head-mounted display", is a synonym to smart glasses. Google responded to the bill saying, "We actually believe there is tremendous potential to improve safety on our roads and reduce accidents. As always, feedback is welcome" (Griggs, 2013). With the release of many of the smart glass products in the near future there is still much speculation on all of these issues.

3. Research Objectives

By taking a look at the social and educational implications of wearable computers with OHMD's students, faculty members and administrators will be better prepared to anticipate the use of such a device, and determine its effects. In order to seize these opportunities, the relevant research questions and hypotheses are summarized as follows:

Objective 1: To develop an understanding of the effects of introducing such a technology into a Large Midwestern University campus on the social and academic behavior of students and faculty.

Research Questions: (a) What is the level of acceptance of students and faculty for using OHMDs in class and outside it? (b) What are the projected uses, benefits, and /or harms associated with using OHMDs in class? and (c) What are the most important parameters to quantify for appropriate evaluation of these effects?

Hypothesis: (1) The investigation of the current perspective of university personnel regarding adopting new technologies; and (2) Measuring attitudinal parameters of students, faculty, and administrators about the use of OHMDs in class rooms including ease of data access, comfort parameters, and potential uses can provide a better definition of the domain problems investigated under this study.

Objective 2: To gain insight on the suitability of OHMDs for social networking and education within Ball State University.

Research Questions: (a) What are the current practices and time spent by students, faculty, and administrators on social networking? (b) What are the expected changes on such behavior by introducing OHMDs for use within university campuses? and (c) Are there any expected benefits from using OHMDs for educational purposes?

Hypothesis: The investigation of the students', faculty's, and administrators' perceptions about the aforementioned questions will provide an understanding of the suitability of use of OHMDs in a university campus.

Objective 3: To develop an understanding of how affordability, and the need for this technology could affect the its adoption within a college campus.

Research Questions: (a) What are the factors upon which students, faculty, and administrators determine the importance of a technology? and (b) What is the dollar value that is to be associated with this technology from the perception of students, faculty, and administrators?

Hypothesis: People at different categories (social, economical, and political) have different thresholds to the affordability. Evaluating the perception of students, faculty, and administrators about the affordability concept of new technologies and identifying the dollar value association will shed more light into the extent of impact of OHMDs on university campuses.

Objective 4: To identify the security concerns related to using wearable computers with OHMDs on campus life

Research Questions: (a) What are the security concerns from students', faculty's, and administrators' perceptions related to using OHMDs in campus and class rooms? and (b) What are the security categories of concern (personal, exams, classrooms, ... etc.)?

Hypothesis: within a university campus there are a number of security concerns to be addressed with using OHMDs. Consequently, analyzing these concerns from the students, faculty, and administrators point of views will help define the overall appropriateness and suitability of adopting such technologies in a large Midwestern University.

4. Research Methodology

The adopted research methodology under the current task attempts to identify the perception of students, faculty, and administrators within a large Midwestern University about four components, namely expected changes in the social and academic life style, appropriateness of wearable computers with Optical Head Mount Devices (OHMD) for college campuses, affordability of such technology, and personal security and privacy threats.

4.1 Survey Instrument

The data required under the current research will measure two constructs. The first is behavioral aiming at identifying and evaluating the current practices of using mobile technologies within a large Midwestern University campuses by students, faculty, and administrators for social media, networking, and educational purposes. To that end, a survey instrument composed of five point Likert-type scale questions was developed to collect data related to behavior aspect in an ordinal nature. The second construct is an attitudinal one evaluating the perception of students, faculty, and administrators about the four aforementioned research questions. To that end, an electronic survey instrument including a set of 28 questions was developed. The instrument includes four section identifying the followings.

- Demographic Information;
- Current level of use of Smartphone and/or tablets for social media and educational purposes within the campus;
- Susceptibility of this domain for adopting OHMD as a new technology;
- Expected changes in social media and educational engagement levels due to the use of OHMD; and
- Affordability level of OHMD technology in the form of a dollar value.

4.2 Survey Instrument Administration

The survey for the current study was administered on a web mode through Qualtrics. The sample was recruited through mass email sent through the University email server after attaining required approvals. The survey instrument was distributed in the form of two electronic waves. The recruiting and data collection spanned

over a period of three months. The following section describes the details of the three waves.

- <u>First Wave:</u> An email was sent through the university's email server to each student, faculty, and administrator to attain their approval to participate in the current survey as well as to encourage him/her to do so. The email highlighted (1) intent of the survey; (2) benefits to be achieved from the survey; (3) description of the survey instrument; (4) information about the University and the PIs affiliation and personal contact information; (5) IRB information and approval; (6) confidentiality of the attained data; and (7) volunteer participation. This email included a link to survey instrument with automatic login mechanism imbedded into the link. The participant were aware and notified of this within the body of the email.

- <u>Second Wave:</u> A reminder email will be sent after 7 days from the first wave urging non-respondents to participate in the survey.

Through the use of electronic survey instrument, each survey participant was able to attend to the survey at their convenience using a computer. Taken into consideration that participant may not have enough time or the leniency to attend to the full survey at once, and to minimize the number of break-off, a save mode was implemented in the survey. Each participant will have the ability to stop at any point, save their answers, and attend to them at a later time. It is anticipated that the survey required between 10 to 15 minutes to be answered in full.

4.3 Subject Population and Sample Size

The subjects under the current survey consist of students, faculty, and administrators in the University. In regards to the students, the total estimated number of students enrolled in the University (undergraduate and graduate students in campus and online) is 17,920. Taking into consideration a sampling error of 5% at the 95% confidence level, a sample size of 376 students is needed. On the other hand, the estimated total number of faculty (Instruction/Research/Public Service Faculty) as of end November 2013 is 940; taking into consideration a sampling error of 5% at the 95% confidence level, a sample size of 273 faculty is needed. Whereas, at a total estimated number of administrators (Staff and Service Employees) of 2,872 and a sampling error of 5% at the 95% confidence level, a sample size of 339 administrators is needed.

4.4 Inclusion and Exclusion Criteria

To that end, the inclusion criterion for the current study is that the student, faculty, and administrators have to be enrolled and/or employed at the University.

5. Results

Over the period of three months, a total of 355 individuals participated. However, three (3) opted out of filling the survey at the stage of Informed Consent and 11 provided incomplete responses yielding a final response rate of 341 participants. Table 1 provides a detailed account of the participants demographic information.

As can be seen from table 1, the majority of the participants were students at the age of 18-25. A further look at the students distribution highlights that it was equally distributed among different undergraduate class statuses and graduate after combining master and doctoral students. However, out of the 189 students, 133 were only taking classes on campus in comparison to 12 and 44 taking classes only online and mixed mode respectively (Please refer to Figures 1 and 2).

Table 1   Demographic Information

Item	Option	Answer	% Response
Age	1	Under 18	1%
	2	18-25	41%
	3	26-35	14%
	4	36-45	14%
	5	46-55	13%
	6	56-65	13%
	7	Over 65	4%
Gender	1	Male	44%
	2	Female	56%
Occupation	1	Student	55%
	2	Faculty	24%
	3	Administrator	18%
	4	Both (Faculty/Administrator)	3%
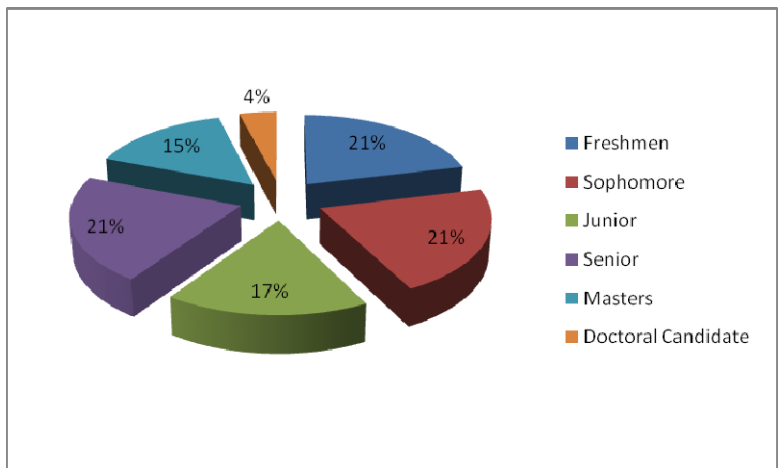
Figure 1   Respondents Distribution per Class
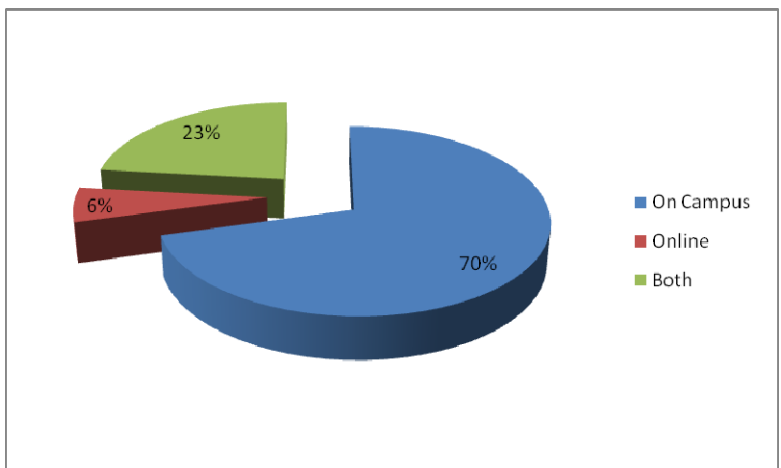
Figure 2   Distribution of Student Participants per Education Delivery Mod

In an attempt to understand the expected changes in students, faculty, and administrators behavior due to the use of OHMDs, it was necessary to develop a baseline on current practices of using electronic devices like Smartphone, tablets, and computers for social media and educational purposes. The collected data highlight the followings

- Eight seven percent (87%) of the participants own a Smartphone, IPod, and/or Tablet;
- The majority of the participants (76.43%) do not use the aforementioned technologies to record lectures and/or take notes in class; on the other hand, the majority (41.95%) stated that they use them for social media (please refer to Figures 3-5); and
- Ninety seven percent (97%) of the participant feel comfortable to use the abovementioned technologies while among friends and family member (please refer to Figure 6).
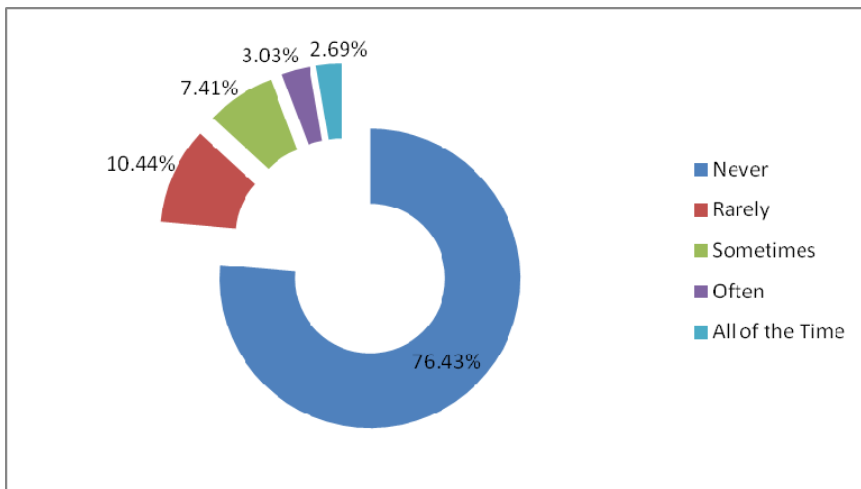
Figure 3   Percentage Distribution of the Use of Smartphone, IPod, and/or Tablet to Record Lectures
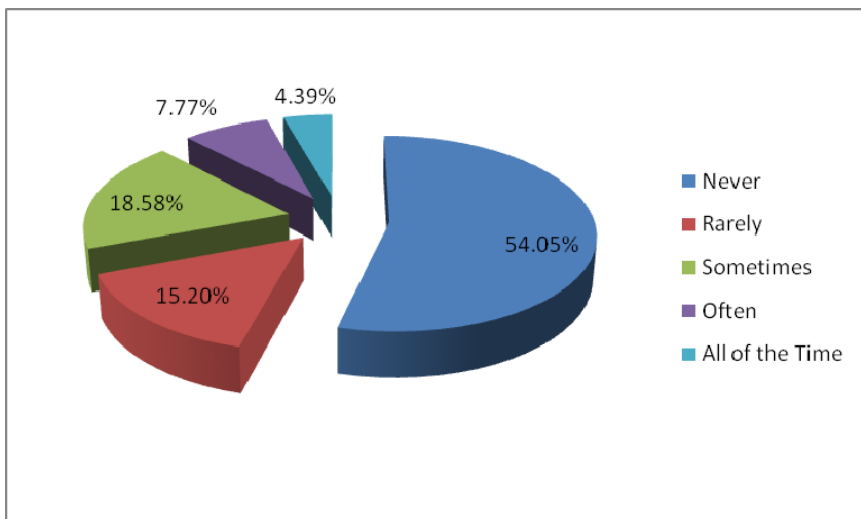
Figure 4   Percentage Distribution of the Use of Smartphone, IPod, and/or Tablet to Take Notes
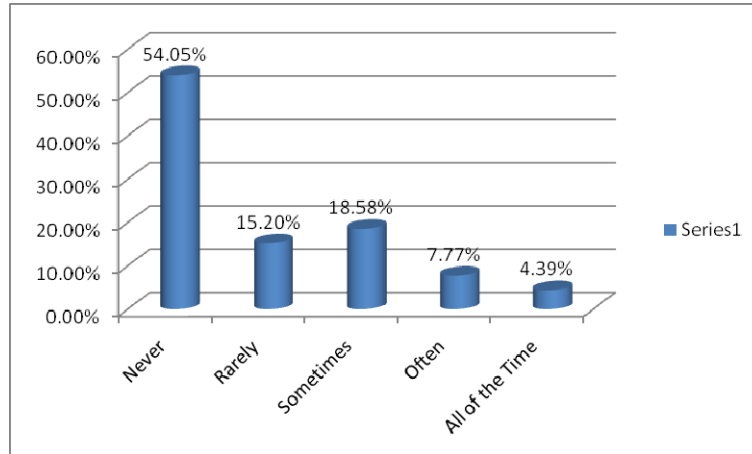
Figure 5   Percentage Distribution of the Use of Smartphone, IPod, and/or Tablet for Social Media
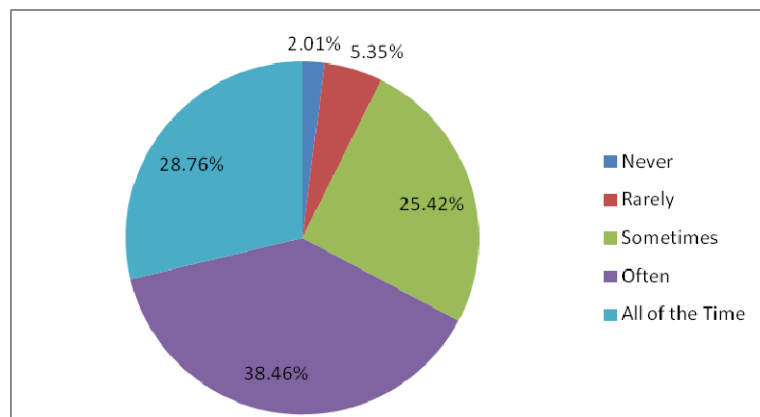
Figure 6   Percentage Distribution of the Use of Smartphone, IPod, and/or Tablet Around Friends & Family Members

A closer look at the behavior of the participants in regards to social media engagement highlights that the over half (57%) use a one or more social media venue on daily bases. In addition, almost quarter of the participants (22%) use it on hourly basis. Among the different social media outlets Facebook consumed the highest participation at (95%) followed by LinkdIn, Twitter, Pinterest, and Instagram. Table 2 provides the detailed breakdown of multiple social media outlets addressed under the current research.
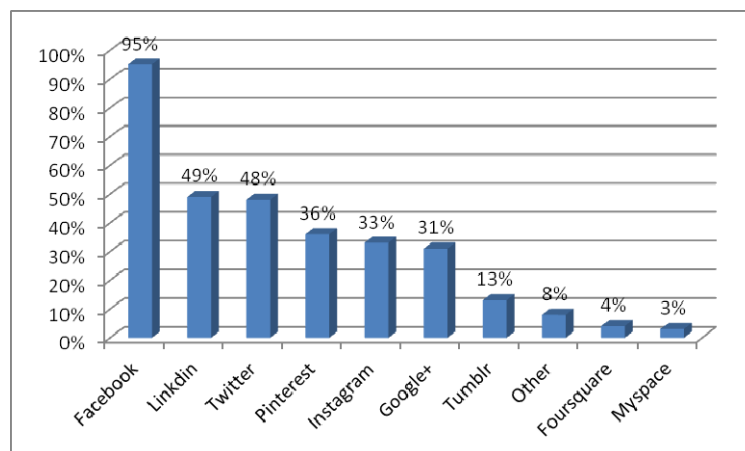
Figure 7   Social Media Response Breakdown

It was noticed that multiple other venue that were not included in the instrument were highlighted by participants. These included by order of highest participation Academia.edu, Snapchat, Blogger, MailChimp, Flckr, Gmail, deviantART, Research Gate, MMORP, Reddit, YouTube, The Berry, ifunny!, MeetMe, weebly, and hangouts.

After developing a benchmark for current practices within a university campus, the research team focused on understanding the acceptance levels as well as expected changes due to the use of OHMD technology. As a starting point, it was essential to know if participants have prior knowledge of such technology to understand their suitability to its use. Seventy four percent (74%) of participants stated that they have heard about OHMD technology before filling the survey. The survey instruments included multiple scenarios for the use of OHMD where participants were asked to indicate on a scale of 0 to 5, with 0 being the least likely and 5 being the most likely, their expected behavior. The collected data highlight the followings. Please refer to Table 2.

- Between 40%-50% of the participants stated that they are least likely to use a wearable computer with OHMD to update social media accounts, to take notes in class, to record lectures, while interacting with friends and family, while in public, and for online classes.

- When participants were asked about their level of comfort for using or being around others while using OHMD technology in public, the results were almost equally weight towards all choices within the scale with minor skew towards not likely. Please refer to Figure 8.
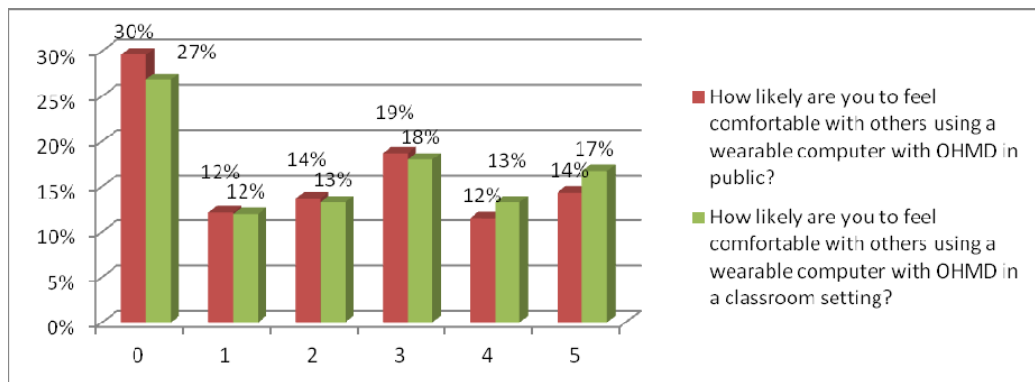
Figure 8   Percentage Distribution of Participants Preferences for Use of OHMD Technology in Public

Table 2   Behavioral Changes Due to the Use of OHMD Technology

#	Question	0	1	2	3	4	5
1	How likely are you to use a wearable computer with OHMD to update your social media accounts?	47%	16%	10%	10%	9%	8%
2	How likely are you to use a wearable computer with OHMD to take notes in class?	53%	12%	10%	13%	7%	6%
3	How likely are you to use a wearable computer with OHMD to record lectures?	50%	11%	10%	10%	10%	10%
4	How likely are you to use a wearable computer with OHMD while interacting with friends and family?	45%	16%	13%	12%	9%	6%
5	Would you use a wearable computer with OHMD while in public?	41%	12%	12%	11%	12%	13%
6	What is the likelihood of you using a wearable computer with OHMD for online classes?	44%	12%	11%	12%	12%	10%

When participants were asked about their likelihood of using OHMD at different public settings, it was noticed that there is a general consensus about the unsuitability of such technology. A closer examination of the data show highest rejection levels when on a date or a family dinner. Although the majority of participant leaned towards a least likely to use OHMD at a bar, beach, sport event, work, and school, the rejection level was less than

50%. However, over 40% highlighted that there is a high likelihood of using OHMD while at home. Please refer to Table 3 for detailed breakdown of participants responses at the aforementioned situations.

Table 3   Percentage Distribution of Participants' Preference for OHMD Use

#	Question	0	1	2	3	4	5
1	At Home	11%	6%	7%	14%	20%	41%
2	On a date	72%	16%	4%	4%	2%	2%
3	Family dinner	63%	19%	7%	6%	3%	3%
4	At a bar	48%	15%	17%	9%	7%	5%
5	At a sporting event	34%	15%	10%	15%	13%	13%
6	At work	26%	13%	13%	19%	16%	13%
7	At a beach	42%	13%	10%	11%	12%	12%
8	At school	24%	14%	14%	18%	13%	17%

To further asses the acceptability of OHMD technology, the research team attempted to establish a benchmark for the likelihood of integrating such a technology with day to day activities. Similar to cell phones and tablets, OHMD might evolve to be an essential component of the users daily lives. To that end, participants who wear prescription glasses were asked if they would integrate an OHMD with their glasses. To that end, out of the 341 participants 225 wear prescription glasses out of which 103 indicated their acceptance of OHMD integration (please refer to Figure 9).
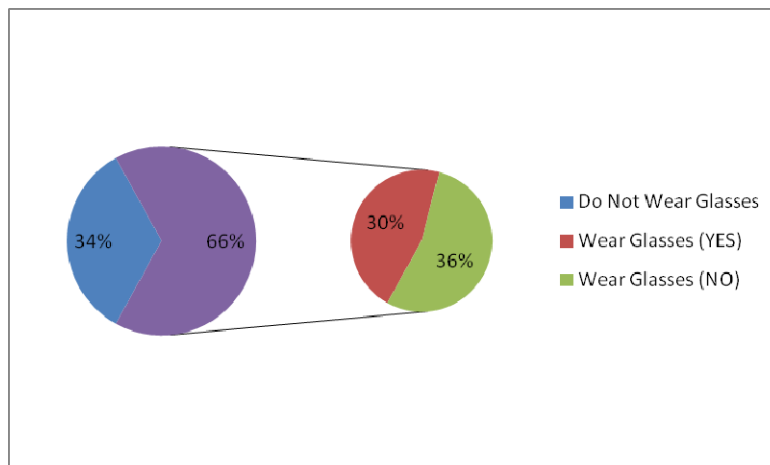
Figure 9   Percentage Distribution of Acceptance to Integrate OHMD

Since OHMD technology is relatively new, the research team attempted to get a general understanding of two items, namely (1) the expected future users opinion about respect to others privacy; and (2) level of attachment to such technology. To that end, two questions were included in the survey instrument. The first raised a scenario in which users are asked to remove OHMD while in a public establishment like restaurants. In response 92% of the participants answered yes to such situation. The second question asked about the willingness of participants to buy OHMD. The opinions were almost equally split as participants answered "NO" at a rate of 55% compared to "Yes" at 45%. The final piece of the puzzle was to establish an understanding of the users perception about level of affordability of OHMD. As a consequence, the participants were asked to assign a dollar range that they are willing to pay to acquire OHMD. To that end, six ranges were provide within the question, namely $0-$100,

$101-$200, $201-$300, $301-$500, $501-$1000, and Over $1000. It was noticed that as the dollar value increase, the willingness to buy decreased. The highest percentage of participants (47%) choose $0-$100. Please refer to Table 4 for detailed breakdown per each dollar category.

Table 4   Response Percentage Breakdown Per Dollar Category

Category	$ Amount	% Response
1	$0-$100	47%
2	$101-$200	14%
3	$201-$300	16%
4	$301-$500	15%
5	$501-$1000	6%
6	Over $1000	2%

6. Discussion

In an attempt to draw inference from the attained survey instrument results, it is essential to understand the response rate. It is inevitably clear to the research team, that the response rate was much lower than the expectations. The original design of the instrument as well as the administration procedure were devised based on the followings assumptions.

- As mentioned previously, the target population under the current study is composed of students, faculty, and administrators at a large Midwestern University. The total population size is estimated to be 21,732 based on university published records as of November 2013. Table 5 provides a breakdown of the population per category.

Table 5   Population Breakdown Per Category

1	Students	17,920
2	Faculty	940
3	Administrators	2,872

- Similar to the target population, the sample design under the current study is three folds. Each sample relates to a specific category illustrated in table 5. To that end, the current study did not choose a specific sample from each category. On the other hand, mass emails were be sent out through the university system to members of all categories. In accordance with the common norms of survey conduct, it was expected that a 65% non-response rate might be encountered. Consequently, the sample size of Students, Faculty, and Administrators was expected to be 6,272, 329, and 1,005 students respectively. With these responses a marginal error of +/-0.049, +/-0.05, and +/-0.053 at a confidence interval 95% is anticipated for the category respectively.

A reassessment of the achieved response rate indicate that there is a low chance to extract strong statistical inference from the achieved results. Table 6 provides a breakdown of the marginal error per category at a confidence level of 95%. In other words, the outcomes of the current survey instrument cannot be used to provide generalization to opinions among all university campuses. However, the collected data are still valuable as they provide insight into the understanding of the research question. A closer look into the administration procedure of the survey provides account of such low response rate. This could be attributed to that fact that the instrument was

administered at the last month of spring semester and through the summer. It is a common practice for students (who are engaged in internships, post graduation activities, ... etc), faculty (who are involved with summer teaching and research activities), and administrators to pay less attention to mass emails from university mail servers.

Table 6   Marginal Error Analysis

#	Category	Population Size	Response Count	Marginal Error
1	Students	17,920	189	5.62
2	Faculty	940	92	7.77
3	Administrators	2,872	61	9.93

Given the aforementioned fact, a closer look at the collected data provide valuable insight to establish a solid point of departure for a research line aiming at investigating the posted research question. In regards to the current practices of students, faculty, and administrators, it has been found that the majority of participants are familiar with the use of new technologies within day to day activities. This is attributed to two facts. The first is that 87% of the participants own a Smartphone, IPod, and/or Tablet and 74% of participants stated that they have heard about OHMD technology before filling the survey. These two parameters increases the confidence of the research team that the participants are providing feedback while having adequate understanding of the survey questions and topic. It further could be deduced that the sample under investigation is heavily invested in using such technologies for social media engagement in comparison to educational activities. It could be concluded that introducing OHMD technology to university campuses will not deter that trend. The deduction is supported by the fact that (1) 76.43% do not use the aforementioned technologies to record lectures and/or take notes in class; while (2) 41.95% use them for social media; and (3) 40%-50% of the participants are least likely to use a wearable computer with OHMD to update social media accounts, to take notes in class, to record lectures, while interacting with friends and family, while in public, and for online classes. Some of the concerns, which were raised by participants, that contribute to such behavior include but not limited to;

"My intensions might be mistakenly understood"; "At this point, it is unnecessary"; "I do not want to be judged by others"; "Unlikely since it wouldn't be efficient at that task"; "That is a possibility. I could wear it while reading my textbook and speak my notes aloud".

These comments further raise some interesting points that relates to human nature like (1) humans are always aware of their image. As a consequence, they do not want their intensions to be mistakenly understood due to the use of OHMD; and (2) as the case with multitude of new technologies, humans are skeptical about any added value or its benefits. However, this view might change with time, as the technology becomes more commonly used. As stated by Bill Gates "I believe that if you show people the problems and you show them the solutions they will be moved to act." (Sources of Insight, 2015). In reality, this is what happened with all Smart Technologies that have become part of our daily lives.

In regards to acceptance of OHMD technology, it could be concluded that there is a long way to go before fully accepting them. Thirty Percent (30%) of the participants highlighted that they are least likely to use such technology in public places. This could be contributed to the abovementioned facts as well as a general sense that it can lead to personal privacy breach. Among the comments received by participants which support this notion are

"I don't like the idea because they can record me without my knowledge. With a phone you can see someone

pointing it at you. I have seen people wear a OHMD and you cannot tell if they are recording or not.", "I would feel comfortable, but I would wonder what they were up to if they don't look like they are paying attention", and "I see it as a distraction and I would not be able to tell if I was being recorded, which I do not like. It feels like an infringement."

Furthermore, combining the above deduction with the fact that most participants are willing to acquire OHMD if it is less than $, provide little evidence that the technology is believed to be of significant value. The general consensus within a university campus is that OHMD provide no added value as they will not be used for educational purposes. Meanwhile, there exists other means that are readily available with participants, including Smartphone, tablets, and laptops, which could be used for other needs like social media engagement.

7. Conclusion

The objective of this paper was to investigate the expected social and behavioral changes within a university campus due to the introduction of wearable computers with Optical Head Mounted Devices (OHMD). The current research task focused on assessing the aforementioned changes within a large Midwestern University. To that end, an electronic survey instrument was created using Qualtrics and distributed via mass email to students, faculty, and administrators in the abovementioned institution. The instrument included a total of 28 questions targeting two constructs. The first is behavioral aiming at identifying and evaluating the current practices of using mobile technologies for social media, networking, and educational purposes. The second construct is an attitudinal one evaluating the perception about the need, suitability and affordability measures of OHMD within a university campus. The instrument was administered over a period of three months yielding 342 responses. The collected data instigates that

- The technology is not expected to cause changes in the general trend of behavior;
- There is not added value to the use of OHMD in contract to Smartphone, tablet and other handheld technologies within a university campus;
- There is a general consensus among participants, excluding technologically savvy persons, that the use of OHMD might result in personal privacy infringement; and
- This technology has a long way to go before achieving general acceptance for use by students, faulty, and administrators.

8. Limitations and Future Work

The current survey attained low response rate in comparison to the general expectations of the research team limiting the ability of generalizing significant statistical inference to other university campuses. However, it provided an evaluation of the adopted research methodology. It further instigates the need for detailed measurement of associations between the different research questions addressed and each specific category analyzed, namely students, faculty, and administrators. These considerations and others will be the subject of future study by the authors.

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An Investigation of L1 effects on Macao Cantonese English Learners in Their English Writings

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Abstract: English maintains to be a de facto language within the educational system in Macau, a Cantonese-speaking region, making the city a special context to study first language (L1) effect on second language (L2) learning. The fact that L2 learners' assumption of word-for word translation from L1 to L2 rendered the language transfer inevitable yet could be detrimental to the less capable L2 learners in particular.

A small scale study was conducted from March to December in 2013. 200 pieces of English writings collected from the university 2012/2013 admission examination were studied to identify tokens of word-by-word translation. "Word-by-word" translation was found in over 70% of the writings. 30 Macau students who were weak in their L2 writing were then interviewed. 70% reported that L1 has negative effects on their English learning. 1/3 described themselves as a "translator" instead of a writer, and that they realized they somehow lost the train of learning an L2 but simply another version of their L1.

The present study suggested that word-by-word translation, evidently and inevitably a consequence of learners' L1, is extremely salient among low proficiency Macau ESL learners. Equally significant, the researcher called for the attention of Macau students' general poor performance in English writing and their losing train of learning an L2 (English), which appeared to be detrimental to the written output.

Key words: L1 effect, L2 learning, word-by-word translation

1. Introduction

Being the official language of 73 countries, English enjoys absolute superiority over other languages. It is the most learned language and in fact, a world-wide, or the so-called universal language that each and every man is expected to know a little, if not a lot. This is particularly paramount in a globalized era when an individual's livelihood no longer limits to his or her own birth place but stretches out, and a country's survival depends no more only on domestic growth but intertwines with policies and interests of its counterparts from the rest of the world.

The learning of English as a second language or foreign language is evidently important. For many Asian countries, English is a required subject in their primary and secondary curriculum, and it is as well a stated test subject for university entrance exam. Macao is no exception. Situated at the Pearl River Delta of the south-eastern coast of Mainland China, the Cantonese-speaking region demonstrates prominent demand and application of

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English in various respects. Cantonese remains the lingua franca among Chinese in the region on one hand while English, on the other, maintains to be a de facto official status within the civil service and educational system in Macao.

1.1 English in Macao: Status and Functions

Chinese and Portuguese are specified as the official languages of the region according to the Basic Law of the Macao Special Administrative Region (SAR) (Chinese Government, 1993), however, there is a prevalent use of English among government departments, business sectors, and local populace within the territory. The Basic Law of the Macao SAR per se offers an English version along with the two official languages. Moody (2008) reported that about 70% of the government websites provides in English additionally to the public. And among all civil servants in Macao, more than 58% has fair command of English (SAFP, Macao, 2008). The prevalence of English is also illustrated by the English ability of its local residents. In 2011, more than 113,000 Macao residents (21.1% of the population) are able to speak English, almost five times the number and percentage ten years ago (Statistics and Census Service, 2011). All suggest to the fact that English permeates official and daily operation and as well fulfill a wide range of functions within the region.

1.2 English Education in Macao

A brief review of the Macao schooling system is necessary prior to a closer look of its current English education and its teaching and learning practice. Viewing from history, Macao has been a Portuguese colony for more than four hundred years before it was handed over to Mainland China in 1999. This tiny fishing village was almost left unattended by both countries until the signing of the Joint Declaration in 1987 which implied the end of Portuguese colonial rule and obliged the colonial government to pave the way for China's takeover of the territory's sovereignty (Vong, 2006, 2007).

Macao-Portuguese government's laisser faire attitude and non-intervention policy exerted profound influence to the region's development, and education is the best-case scenario. For long, Macao's educational landscape has been characterized by a huge majority of private schools and a "self-reliance" culture. A total of 119 schools are officially registered in Macao region-wide (DSEJ, 2012) and of which 107 are private schools. About half of the private schools are run by religious bodies, associations and individuals, and the rest are patriotic schools run by traditional pro-China organizations. The majority enjoys considerable self-autonomy over curriculum, teacher recruitment, school policy-making and the like. The government has little say over education affairs, restricting its involvement to the level of financial assistance (Vong, 2006). Public schools are, on the other hand, owned by the government and adopt the Portuguese education system. Diverse and disorganized as mentioned, the education system in Macao has never been universal. By and large, schools employ the Chinese, Portuguese or British education systems in accordance with their own missions and philosophies. No standardized curriculum and school-leaving examination hitherto have been established even though the Education and Youth Affairs Bureau successfully standardized the number of years attended by students from different education systems with the implementation of Law No.9/2006 "Fundamental Law of Non-tertiary Education System" (MSAR Government, 2007).

Among the sizeable proportion of private schools, only 13 (12%) of them are English-medium. These commonly-called "private English-medium schools" instruct all subjects (except Chinese) in English and typically carry prestige since parents, more often than not, believe that a fluent command of English guarantees their children a better future. Some 13% of Macao students were enrolled in such English medium schools in 2009

(Moody, 2009). Meanwhile, all private Chinese-medium schools specify English as a compulsory subject and require teachers to lecture in English as much as they can. That is often not the case, however. In most cases, low-end private Chinese-medium schools found themselves trapped in a vicious circle — unenviable reputation and meagre resources attract no quality teachers, mediocre or inferior quality of teaching team results in low proficiency students which in turn labels the schools a poor reputation. English is taught in students' mother tongue, Cantonese, in quite a lot of these schools and students are deprived of listening and speaking English in a context to which they have extremely limited exposure.

In this sense, English education in Macao appears to be even more complex and highlights the fact that almost all students in Macao are English-knowing yet their proficiency level varies widely (Education and Youth Affairs Bureau, 2001). A report revealed by the ETS (Educational Testing Services) in 2011 with Macao ranking at 117th among 163 countries in the TOEFL test could be a clue to this. Macau test-takers' scores in the four skills — listening, speaking, writing, and reading across-the-board were below the average.

As mentioned, researches on English teaching and learning in Macao were scarce, much less those targeting in SLW. The paucity contributed to a fairly strong rationale for the present study.

2. Literature Review

2.1 SLW Framework

Second language writing (SLW) is a complex activity. It requires not only linguistic skills but also challenges learners cognitively. Characterized by its multifaceted nature, SLW has gained its significance more than three decades ago (Cumming, 2001; Leki, 2000; Matsuda, 2003a; Tanova, 2012) and developed into an independent field of study that drew much attention in language teaching practicum as well as the second language acquisition (SLA) discipline.

Theoretical framework of SLW was shaped conventionally upon views of seeing L2 writing as a product and influenced much by linguistic trend and research. In late 1960s and early 1970s, L2 writing was no longer studied through the "product" perspective but a "process" point of view, accompanying by a research shift from composed product to the composing process (Matsuda, 2003b). Flower & Hayes (1981), advocators of the cognitive process theory, demonstrated profound influence in SLW research among the predecessors (Atkinson, 2011; Raimes, 1985; Zamel, 1985). They proposed that writing theory to be developed on four premises: "(a) writing is a cognitive activity of organizing different processes; (b) these processes are hierarchical; (c) it is goals-oriented; and (d) goals are also hierarchically orchestrated by the writer into high-level goals and subgoals." Regarding the composing process, Flower & Hayes identified three elements namely (a) planning (i.e., generating ideas, goal setting, and organizing), (b) translating (i.e., putting ideas into words or linguistic signs), and (c) reviewing (i.e., evaluating and revising).

Drawing upon Flower & Hayes' model, Wang & Wen (2002) further advanced an L2 composing process model which consists of three parts: the task environment, the composing processor, and the writer's long-term memory. The major difference yet a contribution as well of this model were the detailed dissection of writing process. Wang & Wen proposed five elements namely (a) task-examining, (b) idea-generating, (c) idea-organizing, (d) text-generating, and (e) process-controlling. Interrelation among the five activities was emphasized to depict the recursive nature of SLW and the effect of L1 to SLW was repeatedly mentioned.

2.2 Previous Findings on SLW

Substantial studies pertinent to SLW have made constant attempts to draw out a whole picture of the language transfer (L1 to L2 or vice versa) took place within learners when writing. Lay's (1982) case study of four native Chinese ESL writers revealed the language use during the composing process and concluded that better compositions in terms of ideas, organization, and details could be a result of abundant language switches. Quite a number of subsequent studies gave L1 credit to L2 writing particularly in learners' "planning" process that involved "generating ideas, searching for topics, developing concepts, and organizing information" (Uzawa & Cumming, 1989, p. 180) (e.g., Jones & Tetroe, 1987; Kobayashi & Rinner, 1992; Wang & Wen, 2002). The benefit of L1 was more than ever true and salient for low proficiency L2 learners as more researchers (e.g., Cumming, 1990; Friedlander, 1990; Karim & Nassaji, 2013; Uzawa & Cumming, 1989) discovered it a composing strategy and in fact a tool these less skilled L2 learners relied on (van Weijen et al., 2009) to facilitate the writing process.

A coin has two sides and so does the function of L1. It could be a facilitating effect to SLW in a way but a hindrance in another. Less capable L2 learners might fail to escape from L1 thinking and trap in L2 syntactic concepts and its application. Neither could they produce grammatically correct sentences nor could they sense the accurate L2 grammar structures. L1 influence or interference has been substantially investigated and widely discussed in literature, more importantly, the fact that L2 learners' assumption of word-by-word translation from L1 to L2 rendered the language transfer inevitable, thus, to think in their L1 and change the ideas into L2 were implicitly encouraged and allowed.

A handful of studies have been conducted to look into the written errors made by Cantonese ESL learners (e.g., Budge, 1989; Chan, 2010; Green, 1991; Webster et al, 1987 etc.) and all reached consensus that the errors could be attributed to mother tongue influence. An in-depth study was carried out by Chan (2010) to investigate the written errors of Hong Kong Cantonese ESL learners. In her study, some 700 pieces of untutored free-writings were examined and a range of lexicogrammatical error types were identified which were later developed into a proposed 32-item taxonomy of written errors aiming to shed more lights on the nature, sources, and prevalence of learner problems. Of the 32 types of identified errors, more than half were consequences of L1 interference in which Cantonese has been at work in an adverse way. L1 influence was evident to be an inevitable cause, more importantly, "Calquing", which was defined as "word is translating into the equivalent morpheme or word in another language" or simply understood as "word-by-word translation" was the most frequently spotted errors among Hong Kong Cantonese ESL learners' L2 written output. There was a risk that L2 learners, less proficient ones of particular, relied too heavily on such "word-by-word" translation that their L2 awareness was being weakened or even eradicated. Learners might forget they were in fact acquiring a new language but perceiving themselves learning a translated version of their L1. The consequence could be detrimental to English learning.

To the author's knowledge, neither any local research has been done to understand Macau Cantonese ESL's SLW performance nor has any attempt been made to discern their written errors and its cause. The present study whereupon aimed to address the following research questions:

(1) What types of written errors are commonly found among less capable Macau Cantonese EFL learners?

(2) Is word-by-word translation notable in Macau Cantonese EFL learners' English writings?

(3) What are the perceptions of Macau Cantonese EFL learners on L1 effect and L2 writing?

3. Procedure

Taking a qualitative approach and be in line of Chan's (2010) taxonomy, the current study examined 236 pieces of English writing of college admission exam of the scholastic year 2012/2013 to address research questions 1 and 2. Moreover, 39 students from the Macau University of Science and Technology (MUST) who were fairly weak in their L2 writings were interviewed to elucidate informative data for the last research question.

The collection of data began with randomly selecting a stack of writings from the collected admission exam paper. A total of 236 pieces of writings were picked. The full score for the writing session was 20 and learners that earned less than half of it were considered to be less capable L2 writers in this study. Thus works that were marked a "10" or above and a "0" were sorted out. 200 pieces were now singled out to identify "word-by-word translation". Next, 100 pieces of writings were randomly picked from these 200 for two purposes: (a) calculated "word-by-word translation" frequency as well as (b) identified written errors on the basis of Chan's (2010) framework. Finally, 39 students (out of 42 invited) consented to do a semi-structured interview with each lasted for an average of 15 minutes.

4. Findings

In phase I, of the 236 randomly selected writings, 11 had a score of "10" or above and 25 scored a "0". Amazingly, "word-by-word translation" was found in 142 pieces of works out of the remaining 200, which was more than 70%. In phase II, 100 writings were randomly picked from the 200 and findings were reported as shown in Table 1.

Table 1   Frequency of "Word-By-Word" Translation Found in the 100 Writings

	No. of writings	Percentage
word-by-word translation	45	45%
writings that scored a "3" or below	32	32%
writings that scored a "9"	6	6%

Almost 50% of the writings produced "word-by-word translation" and a notable data was that writings that were poorly graded a "3" or below accounted for 32%. Taking a closer look of these inferior works, students either provided an incomplete, incomprehensible passage or simply an off-the-track one which would undoubtedly be granted a failing score. 17 pieces, on the other hand, were found to be "word-by-word translation" free yet scored fairly low. Simple sentences, loose content as well as missing main idea were the possible reasons for the poor scores; unfortunately, they were the shared weaknesses among less capable Macau EFL learners who generally suffered from little or no awareness of grammar norms.

Regarding Chan's (2010) taxonomy of written errors, there were 13 items (as shown in Table 2) possibly resulted from L1 interference. Table 2 also indicated the number and types of errors spotted out in the 100 pieces of writings.

Surprisingly, out of the total 322 identified errors, 259 fell into groups of errors that caused by L1, or what Chan called "L1-related" error. In other words, about 80% of written errors made by Macau EFL was a consequence of their mother tongue. Furthermore, "omission of subjects" was the most frequently found error where low proficiency L2 learners tended to word-by-word "translating their ideas" or to be worse in this case, "translating spoken Cantonese" rather than "writing their ideas". The example in #456 shown in Table 2 was a

typical one. Cantonese EFL learners produced subjectless or fragmented sentences under an L1-interferred condition coupled with negligence of grammatical norms.

Table 2   No. and Types of Errors Identified

L1-related error	Freq.	Example
inaccurate directionality	13	*#440 He borrow to me the swim suit
Synonym confusion	15	#417 According my question, I know her family live without her, always fight her…
Vocabulary compensation	9	#489 We should touch more different anything.
Pseudotough movement	12	#404 It can let us easy to solve problem
Misuse of conjunctions	5	#471 Although in community was happened more thing it's sad, but I can see this thing to make me feel I grow up…
Independent clauses as objects or subjects	16	#421 I should know my mother is so hard
Pseudopassives and undergeneration of passives	7	#392 I dance I feel very happy any problem will solved
Omission of subjects	52	#456 use our eyes, see anywhere, is very bright, very white save our life
Existential structures	34	#491 There has an extracurricular activity that I thought that is the most significance
Serial verb constructions	20	#464 Father go take me to swimming
Transitivity pattern confusion	40	#473 listen their say thank you to our
Omission of copulas	49	#506 I will happy everday

Finally, the quantitative data presented in Table 3 illustrated opinions on L1 effect and SLW of the 39 interviewed students. Almost all interviewees reported to think in their L1 as the very first step when asked to do English writing. The only exception had experience of studying abroad for a semester, and that changed his usual "habit" to generate ideas in L2 rather than L1. In addition, over 75% of participants reported to undergo "word-by-word" translation in the process of writing, conforming to the high recordings of this straight forward translation coded in their works.

Table 3   Learners' Perception of L1 Effect and SLW

	No. of learners	Percentage
Think in L1 when writing English	38 (39)	97.4%
Word-by-word translation in English writing	30 (39)	76.9%
Agree that L1 has negative effect on English writing	21 (39)	53.8%
Being a "translator" rather than a writer in the process of English writing	14 (39)	35.9%
Somehow lost the train of learning an L2	10 (39)	25.7%

5. Discussion

The current study was motivated twofold; the insufficient research on English education in Macao and the general poor performance in English of Macao Cantonese EFL learners. Cantonese is a minor dialect — only limitedly and natively spoken in a few Asian regions including Macao, Hong Kong and Guangzhou. Yet the impact of the mother tongue to L2 learning was overt and perhaps detrimental. "Calquing", or what hereby referred as "word-by-word" translation could be one of the most disadvantageous. As mentioned in Chan's (2010) study, Hong Kong Cantonese ESL learners suffered from L1 influence which appeared to be an important source of the lexicogrammatical error types identified in their English writings. In light of this concern, the present paper

investigated Macao students' English output in terms of written error type on the basis of its counterparts as well as students' perception on L1 influence.

Statistically shown, "word-by-word" translation was salient among Macao low proficiency EFL learners, and that L1 interference was evident in their L2 writings. L1 influence was negatively at work in at least two aspects: Cantonese L2 learners thought in L1 at the very stage of writing, i.e., they generated, organized, and drafted their ideas in L1 before they "translated" into L2; Cantonese L2 learners tended to choose to work in L1 at the expense of L2 grammar or any other syntactic norms. As several interviewees reported, "I didn't care about the grammar when I write", "I translate my ideas into English, word by word, and that's it." The vice of ignoring grammar among Macao low proficiency L2 learners during writing could be a consequence of a phenomenon the researcher suggested — the losing train of learning a language. Almost 1/3 of participants mentioned that they regarded English as a "subject" rather than a "language" and their misconception of treating English as a "version" of Chinese drove them to produce the grammarless "Chinese English". One typical example was, "You have not feel?" when in fact should be correctly written as "Do you have the feeling (of)..?" The segment "You have not feel" was straightly a Chinese version (translation) of 你(You)有(have)沒有(not)感覺(feel).

"Word-by-word" translation or "Chinese English" were not unusual and negligible L2 learning obstacles, which have possibly turned SLW a challenge or even a threat for Macao students. And that fear could partially explain the relatively high rate of the empty writing (section) found in the study. More than 10% (25 out of 236) of writings were left blank and over 30% were incomplete, scrabbled up or unreadable. The percentage of test-takers' abstaining from writing was indeed alarming.

6. Conclusion

The study aims to take the initiative to closely look into English learning in Macao, herein reporting a genuine condition in SLW performance among Macao Cantonese EFL learners and at the same time opening up various aspects for further investigation. It has to be cautious, however, that the findings should not be over-generalized due to the small size of this study. Finally, the researcher believes the academical glimpse of Macao's current English learning is of value to follow-up researches and significance to the development of coping pedagogies and remedies.

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Promoting Entrepreneurship Studies in Practical Nurse Education through Joint Curriculum Planning

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Abstract: The present research deals with the curriculum development process realized in the practical nurse education in Oulu Diakonia College. The curriculum has been developed since the middle of the 1990s into a competence-based curriculum. The process has been spurred by the necessity to produce exams and knowledge to meet the needs of work life. The purpose was to design a program which included compulsory entrepreneurship education. It was implemented through cooperative learning and planning processes among the teaching staff.

When preparing the new theme, the staff and students were engaged in the process. The teachers defined and shared common aims, defined their mental models, assessed their personal competences and decided what to learn more. They used team work to share the ideas and conceptions. They examined their plans to make them conform to those of the foundation (ODI). They brought their conceptions and experiential knowledge to their joint efforts. The students evaluated the changes.

In the beginning the staff members had diverse attitudes to the change: some understood its importance at once, others needed more time for it. The process resulted in transformative learning experiences: both the staff members and the school organization were changed. The students valued the entrepreneurship education high, and many of them chose optional entrepreneurship courses in addition to the compulsory ones.

Key words: attitude, community learning, cooperation, transformation

1. Introduction

How a teacher should carry out entrepreneurship education in vocational contexts? The principles of entrepreneurship education were stated by the EU (European Council, 2006) making entrepreneurship a basic skill of citizens. Consequently, entrepreneurship education was taken into the national curricula of general and vocational education in Finland. The following pages describe the process of integrating added compulsory and free choice entrepreneur education in the studies of practical nurse's education through joint curriculum planning of the teaching staff in the Diakonia College in Oulu.

Oulu Diakonia College offers studies in health and social services to young and adult students after compulsory education or matriculation examination. Young people study in degree-oriented programs and adults in the competence-based system. Vocational study programs consist generally of 120 credits: 90 credits of

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vocational studies including at least 20 credits of on-the-job training and a final project of at least 2 credits, plus 20 credits of core subject studies and 10 credits of free choice studies, At least 5 credits of entrepreneurship studies are generally included and 1.5 credit of obligatory counseling. During the present pilot project the amount of entrepreneurship education was raised up to 10 credits of compulsory and 5 credits of free choice studies. They are not offered as separate courses, but are included in all subjects taught. In this way all teachers are responsible for the entrepreneurial contents in their own subject fields.

The teachers in Diakonia College are multi-subject academic, pedagogically competent teachers with at least master's degrees. No one was a specialist in entrepreneurship education in the start, but they started to educate themselves for it.

2. Curriculum

The comprehensive school reform in Finland in the 70´s was a fully centralized process, but the next reform in the 80´s involved teaching staff. The modern implementations, the newest since 2010, pay attention to intertwined personal and professional commitments of the authorities, students and the staff. Thus the system tries to support linking the theory and practice of educational communities.

Reflection is aimed at helping students and teachers to develop multiple goals and encourage transformative development. Transformation is not one significant emotional event; rather it is a series of experiences which teach critical thinking. Reciprocal processes enable the students and teachers to construct meanings. Both of them occur within the context of relationships, for example in group reflection and discussions.

While in many countries, for instance in the USA, Australia and Great Britain, teachers' autonomy in school decision-making has been diminished in the 1990's, the trend has been opposite in Finland. The sectors that formerly used to dictate and order teaching no longer assume this task, and teachers are more and more expected to define their norms of practice themselves of what is good practice and what are the priorities.

Autonomy and pedagogy may be seen as interrelated and interdependent concepts, if their meanings are deeply analyzed and interpreted. To start with, there are two assumptions: first, that there cannot be any "real", genuine learning and teaching without the autonomy of the teacher, without his/her freedom in decision-making and action; and second, autonomy of a teacher does not lead to what is educationally worthwhile or educative, to what is good for students, unless it is backed by a teacher's consideration and tactfulness (Lauriala, 2002; Nissilä, 2002; Korpinen, 1996). Autonomy is neither soloism nor egoism; it is team-oriented working based on the shared aims, recognized mental models and personal competence of the staff (Senge, 2006).

In transformational leadership teachers are committed and self-motivated to respond to changes in the long term. Lieberman and Pointer Mace (2009) described the role played by experienced teachers in professional learning communities and the importance of the fact that these practitioners made their teaching public and shared. It resulted in the conclusion that the robust, lasting professional development must begin with what teachers know and do, effecting educational reform from inside the educational units (Lieberman et al., 2009). Thus the whole community is engaged in the sharing of knowledge that enhances the creation of professional knowledge. The reciprocal dynamics create a web of relationships and construct individual and organizational identities. They emerge from a variety of sources depending on the issue or the individuals' expertise and creativity (Harris & Muijs, 2003; Mitchell & Sackney, 2000). Personal strength goes hand in hand with effective collaboration. Personal and group mastery thrive on each other in learning organizations (Nissilä, 2006; Fullan, 1993).

According to Leithwood and Riehl (2003) educational institutions are today undergoing critical changes and they need the combination of different forms of leadership that involve mobilizing the learning community staff and clients to face and take on the task of changing teaching and learning culture. The necessity also concerns harnessing and mobilizing the resources needed to support this process of change (Spillane, Halverson & Diamond, 2001).

The change in an educational organization needs a distinctive model, since using concepts foreign to the values of the community will most likely fail to engage the very people who must bring about the change (Kezar, 2001). Consequently, the following features should be taken into account: interdependent organization, relative interdependence of the environment, unique culture of the organization, institutional status, values-driven, multiple power and authority structures, loosely coupled system, organized decision-making, professional and administrative values, shared governance, employee commitment and tenure, goal ambiguity and image and success (Kezar, 2001, p. 8).

In a sense organizational change is always based on learning. According to the social cognition theories we can assume that sustainable change will take place through the learning of individuals if there emerges reflective sense-making interaction among institutional actors (Kezar, 2001).

The problem of a teacher is the relation to his/her students: how to assist such deep learning that will make a difference. This speaks for intensive teacher in-service learning which promotes authentic teacher competencies and activates the teacher identity formation (Karjalainen & Nissilä, 2008). Teachers' power to change education is more and more conditioned by their reflective capabilities and professional competencies (Loyd Yero, 2002; Menges & Rando, 1989; Fox, 1982).

Transformative learning has brought a change from strict curriculum thinking towards learning environment thinking which emphasizes everyday practices and competence-based learning in the education for them. They bring real contacts to education and add to motivation, enhance more meaningful practices and encourage critical reflection. When the actors in vocational contexts develop and gain new perspectives, the change should follow in the organizations as well.

3. Entrepreneurship Education

How entrepreneurship education could be included and carried out in practical nurse´s education? At its best the process should be flexible. Work life changes set challenges to develop one´s competences throughout the career. Since work is a more and more important environment of learning, new methods for supporting personal development in work places are needed. The purpose of the present project, entrepreneurship education in social and health services is firstly to create students a path from an educational institution to work life, secondly to provide the staff with opportunities to promote their professional competences, and thirdly to meet the increasing needs of social and health services in today's society.

In entrepreneurship education leading oneself is the basis of meaningful action. It presupposes self-knowledge, ability to regulate one's actions, define meaningful aims and act effectively towards them. Creativity, self-confidence and innovativeness should be supported by them as well.

Entrepreneurship education in Finland is defined through three main components: self-oriented, internal and external entrepreneurship (Kyrö, 1997; Seikkula-Leino et al., 2013). They will be dealt with in this study to find out how the path from attitude creation leads through "intrapreneurship" to outer entrepreneurship.

The aim of inner entrepreneurship is to support the significance of entrepreneurship at individual level in

studies and work life as well as to help the learner understand that they keys of success will be found in him/herself. At the same time the learner will be guided to find the meaningfulness in his/her life and become socialized in society.

Outer entrepreneurship is the hoped-for continuance of inner entrepreneurship. It should be supported by vocational education as well. In all national economies employment is supported more and more often by private and public entrepreneurship, and this process is desirable. Above all, the most important aim is still the individual person, his/her inner entrepreneurship and success. The inner spirit of entrepreneurship should be cherished in every individual. Finding it out needs a wise pedagogue who asks: what can we do to kindle the spark? (Pietilä, 2012)

A school community which functions in an entrepreneurial way is not dependent on money and resources in the first case, but is, instead, dependent on ideas and measures to reach the aims with, maybe, less money. The reforms and innovations shall be guided by strong core prospects and strategies, and the whole staff should be involved in it (Pietilä, 2012).

The curricula and courses should integrate entrepreneurial contents availing of working and teaching methods, e.g., the support of autonomous learning, team work, tutoring, mentoring and activities sponsored by connected enterprises. These aims should be opened also in research strategies, staff development, business networking and everyday cultures of educational organizations. Didactical ways of organizing teaching will be presented in the following table (Table 1).

Table 1. Different Approaches of Traditional and Entrepreneurial Didactics (Gibb 2008).

General traditional didactics	*Entrepreneurial didactics*
learning from a teacher	learning from the others
passive role as a listener	learning by doing
learning from a written text	learning from personal discussion and argument
learning in the framework of the teacher	learning by finding out
learning from the teacher´s feedback	learning from many people´s reactions
learning in organized scheduled environments	learning in flexible, informal environments
purposeful learning	learning without the stress of purposes
copying from others is evaded	learning by borrowing from others
mistakes are feared for	mistakes are for learning
learning from notes	learning by solving problems

A research carried out in Oulu University of Applied Sciences, The school of Vocational Teacher Education showed that there were numerous differences in the foci of traditional and entrepreneurial learning approaches, as is seen in the following table:

Table 2. Foci in Traditional and Entrepreneurial Learning (Pietilä 2012)

Traditional education	**Entrepreneurial education**
the past	the future
knowledge	insight
passive understanding	active understanding
absolute objectivity	emotional sharing
symbolic processing	processing of events
written communication and neutrality	personal communication and influence
concept	problem or possibility

Entrepreneurship can also be seen as a goal of personal development and as the aim of individual and social growth and development. Individual employment and success in work life are highly connected to the commitment to communities, guidance of one´s life and positive self-image as well as to the capacity to change personal aims. They will lead to a lifelong professional growth process of an individual.

4. Research Methods

The aim of the present research is to find out how the practical nurse's education and entrepreneurship education can be intertwined in a degree education and how in-service teachers' professional and pedagogical development can be connected to it. The research persons represented two levels of vocational education: students at the basic secondary level and teachers in continuing (in-service) education including a wide range of respondent ages and experiences. The study tried to find such ways of acting which seemed profitable both to students, teachers and work life. The participants' theoretical and practical premises were also charted as well as their attitudinal expressions about them.

Research questions were:

(1) How did the practical nurse students in vocational basic education react to entrepreneurship education which integrated theory and practice? 1a) How did it appear in designing the learning program according to their opinions? 1b) What did the students expect the teachers to take into account when preparing lessons?

(2) How did the teachers in the practical nurse education define the meaning of entrepreneurship education? 2a) What did integrating entrepreneurial cognitive thinking into pedagogical thinking mean in their practices according to their self-assessments? 2b) What was the process like in their reflective practices?

The research group was made up of multi subject, academic teachers in the college of social and health services (n = 20), newly qualified students after the first round of entrepreneurship education (n = 19) and beginning students (n = 92). The teachers participated in different data collection occasions 3 times. The total number of respondents is 131.

Researchers. The researchers are engaged in vocational education, vocational teacher education and vocational teachers' continuing education.

Methodology and data collection. The research approach was mainly phenomenographical, supported by some quantitative data. The data sources were complementary including experiential information vocalized by the participants. The data sets included: questionnaires, action/ context observations, interviews, portfolios, written reports and background statistics. Prior to any data collection the respondents were appropriately informed about the research, and they consented to participate.

Data analysis. A selective reading approach was employed to analyze the data. Each relevant passage was read and the statements were isolated which captured the meaning expressed by the participant. These idea units ranged in lengths from a few words to sentences. Thematic patterns were developed. They were examined in their entirety creating a hermeneutic cycle. Thematic codes were organized to give meanings to themes.

Trust worthiness. By utilizing multiple sources of data, the researchers were able to construct converging lines of inquiry which lead to the descriptions to be presented here. Through the prolonged engagement with the participants and the incorporation of member checks, the truth value was sought to be established (Moschovich & Brenner, 2000).

5. The Process of Curriculum Design and Implementation

2010. Autumn 2010: the Principal of the Diakonia College, MNSc Liisa Ukkola participated in the entrepreneurship education organized by the National Board of Education.

2011. Spring 2011: three teachers participated in the same education. All employed teachers wrote essays about their expectations concerning entrepreneurship education.

2011: the community was still dubious about entrepreneurship education. The principal and two "key" teachers went on educating themselves.

2011: in June the joint work on planning entrepreneurship education as a part of curriculum was started. To begin with, all teachers prepared their portfolios ("Files of growth").

2011: at the beginning of summer all the staff made a study visit to Denmark to a college of sister organization. Travelling and shared experiences increased togetherness within the staff.

2011: in autumn the qualification for entrepreneurs in practical nursing was included in a non-degree-based qualification as optional contents.

2011: in autumn the new curricula were introduced. The courses within practical nursing were planned to have entrepreneurship education as a red thread through all teaching. The curriculum presupposed the teachers to use team teaching, project learning, collaboration with work life and learning journals as their methods.

2012: in spring the first group that was given the possibility to choose entrepreneurship education as an optional course within degree-based studies was started. In the spring of 2012 the college also joined the Business Oulu, the driver of business and industries, for collaboration.

2012: in spring the knowledge charting of 20 teachers was carried out.

2012: in autumn10 study weeks of entrepreneurship education was made compulsory in the degree-based course of young entrepreneurs in nursing. The qualification for entrepreneurs in practical nursing was continued as optional contents (home services and care for the elderly, 10 credits).

2012: in autumn the development discussions with all the teachers (20) were carried out.

2012: working on the portfolio during the whole year began to bear fruit: new pedagogical methods were taken into usage, for instance more and more often teachers began to create teams for teaching.

2012: during the whole year inner entrepreneurship was present in the exhibitions and advertising of the college.

2012: during the whole year the students prepared learning portfolios.

2012: the follow-up education of the National Board of Education concerning project learning (entrepreneurship academy) took place. The slogan for advertising: a little better knowing

2010–2012: entrepreneurship education has been included in the agendas of all monthly development days of the college. The teachers in charge of several training programs (Support and guidance of growth, Nursing and care and Support of rehabilitation) piloted entrepreneurship education in the courses working in pairs. When necessary, they sent the feedback and experiences of the courses to other teachers through e-mail for comments. In the next team meeting a joint decision concerning the practices was made.

The development days are and were forums open for criticism, opinions and suggestions for developmental measures. The team meeting dealt with joint decisions. In the leader team of the college, three persons (the

principal, vice principal and strategic head)devised the strategic guidelines.

Students started to plan and implement various projects autonomously within the subjects they were taught. The projects were accepted as part of their entrepreneurship studies. For instance they took initiative in "postcard days", Park Day and a day in Caritas nursing home. In arranging the National Conference of Practical Nursing Students they were active and shared the responsibilities with the teachers.

Students developed also comprehensive projects, some of them outside their own locality. An example of them is offering nature-experiences to handicapped persons in a course called Explore the wild. It included wandering in wild nature making observations, boating on a lake and making coffee on an open fire.

5. Findings

(1) How did the practical nurse **students** in vocational basic education react to entrepreneurship education which integrated theory and practice? How did it appear in designing the learning program according to their opinions? What did teachers have to take into account when preparing lessons?

During the last two spring terms the students finalizing their studies were interviewed about the pedagogical methods that they think have best supported their professional growth. The most significant are on-the-job learning and practical exercises. Team work and functional, activating methods have gained increasing popularity. They are also the methods that are used in entrepreneurship education.

For students the methods mentioned above mean that their expectations concerning their studies are congruent with the realization of learning and teaching. It also means that theory and practice were and will accordingly be given attention to.

For the teachers the results concerning student experiences of learning in the school contexts and outside school meant that they had to be able to see learning as a continuum including several elements, not as separate events. To spur the planning of learning the teachers construed flexible teams both to benefit their students and to take care of their coping. Up to this the project has been successful. The next figure (Figure 1) shows the most popular methods evaluated by the students and the growth of their popularity during one year.
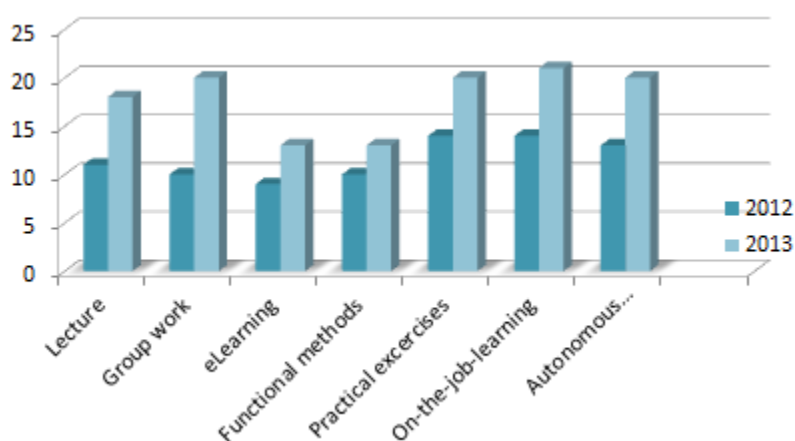
Figure 1   The Methods that Support the Development of Students' Inner Entrepreneurship According to Student Experiences

A similar trend is in examining the teachers and their experiences of reformed and/or reorganized teaching events and planning processes. The research question concerning teachers was the following:

(2) How did the **teachers** in the practical nurse education define the meaning of entrepreneurship education? What did integrating entrepreneurial cognitive thinking into pedagogical thinking mean in their practices according to their self-assessments? What was the process like in their reflective practices?

The comprehensive development of entrepreneurship education at institutional level is challenging. The evaluations were made in 4/2011 and 4/2013 among the teaching staff concerning their assessments of entrepreneurship education development at organizational level. Their evaluations were put in the frameworks of seven viewpoints (Figure 2). The answers were produced in groups of four. The first set of questions was answered in spring 2011 after three training events.
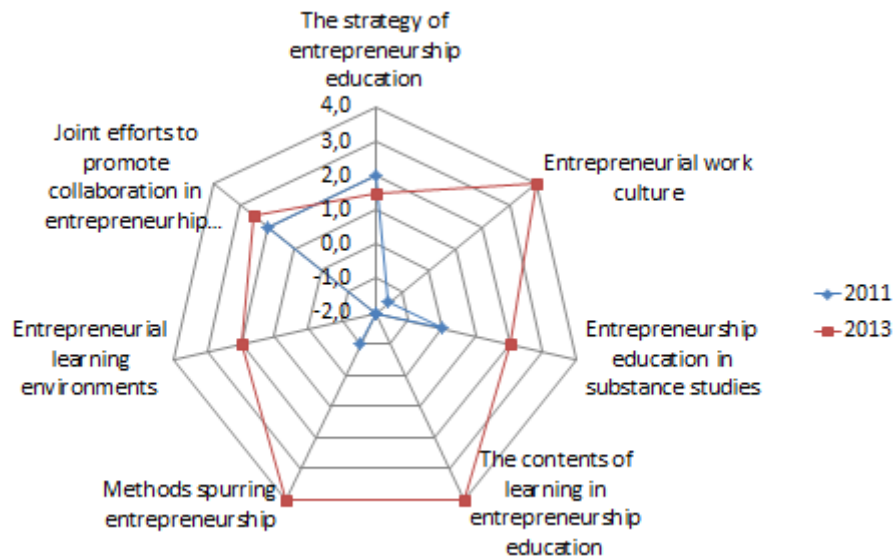
Figure 2   Developing Entrepreneurial Education at Institutional Level According to Teacher Experiences

The feedback in 2011 revealed resistance to change which divided the teacher teams into two parties and hindered the work community from proceeding as a whole. As one of the teachers put it:

"In coffee table discussions some teachers have a negative attitude all the time."

The teachers did not have enough courage to think of their teaching and teaching methods innovatively. Still part of them commented at the end of training days that

"I had nearly forgotten (to think innovatively) and sunk in the endless swamp, i.e., devising PowerPoint presentations in the evenings before. Now I am courageous enough to give the reigns to students concerning their learning."

The same set of questions was repeated in the spring of 2013. The greatest changes had taken place in the working culture and the contents of teaching as well as the implementation of various teaching methods. Still, the strategy of entrepreneurship education needs clarification. The strategy is being worked on by two teachers, and the results are discussed in the development days later on concerning how the values which guide the entrepreneurship education of the college are actually understood.

According to the inquiries, entrepreneurial culture has proceeded especially strongly to a positive direction. Similar processes have taken place in the learning and guiding methods as well as the learning environments encouraging to entrepreneurship.

In general, teachers were courageous enough to rely on student learning without teachers' strict control. In

other words autonomous learning was given space, which increase student motivation, but also presupposes mutual trust. Teachers' cognitive ad pedagogical discrepancy seemed to ease — for the best of the students. For teachers it is not easy to leave old habits and thinking. It also concerns promoting entrepreneurial action in their teaching. They need a lot of reflection, both individual and collective reflection. It is the only way of development in teacher thinking. All kinds of reflection was given time and space in the organization.

Developing into experienced expert teachers demands sharing knowledge, practices and skills. Teachers should have integrated, holistic conceptions of their work, develop their situational sensitivity, ability to problematize the unproblematic, look for challenges, engage in experimentation and exploration, theorize the practical knowledge and interpret the theoretical knowledge (cf. Tsui, 2009).

In Figure 2 the changes in teachers' thinking about entrepreneurship education are shown at seven check points according to two inquiries (in 2011 and 2013).

The greatest changes have taken place in the attitudes to entrepreneurial learning environments, methods spurring entrepreneurship, the contents of learning in entrepreneurship education and entrepreneurial work culture.

In spring 2013 the teachers gave their written conceptions on what they now think of entrepreneurship education. The majority of the feedbacks told that entrepreneurship education is an important and natural part of practical nurse's education. It has come to stay and is characterized as an element of high quality practical nurse's education. A suggestion was made to carry out shared peer evaluation action in the courses. The teachers saw that entrepreneurship education meant student responsibilities on studies, shared action and learning in joint projects and events. It is both the presence and the purpose.

6. Conclusion

The purpose of entrepreneurship education is to develop such competences, skills and attitudes as are needed in work life, independent of the person's position either as an owner-entrepreneur or as an employee. Developing the needed competences presupposes creating the kind of vocational education that trains the students towards their goals. For that reason it is utterly important to evaluate the ways and methods that the teachers use during education and develop them continuously.

In the future the need of competent workers in health and social services will follow both from the number of retired employees and increasing need of services. A clear message from work life to vocational education decision makers is that, in addition to single skills and knowledge, the workers will need more and more comprehensive competence and ability to react responsibly and creatively to their work and encountering new phenomena, for instance the need of private enterprises in the field of social and health services. This challenge was met by Oulu Diakonia College, and it was answered by including entrepreneurship education in the curriculum.

7. Discussion

Under current conditions of change there are things to be conscious of and to be avoided: retrospective identity formation emerges out of collective or individual narratives from the past and provide us with examples and criteria of the past for the present and the future. Prospective identities are essentially future-oriented and may rest on narrative resources, but ground the identity in the future. They are launched by social movements and are

engaged in conversation to provide for the development of their new potential (Bernstein, 1996, p. 79). Prospective identities of vocational teachers point to collective action and professional development activities.

The teacher's duty is tied to social responsibility which will appear as teachers' mental models, activities and ability to read weak signals. Today's students will be part of work life after 50 years. It means that teachers have an important task to educate tomorrow's successful workers who will be able to meet future challenges. To a greater extent in the future the well-being will have to be built from several employments, since there won't be permanent employments after the so called heavy industries have decreased.   We shall have to educate and train survivors for communities which will become more and more complicated (Pietilä & Nissilä, 2014).

In times of rapid change professional identity of vocational teachers cannot be seen to be fixed, it is negotiated, open, shifting, ambiguous, the result of culturally available meanings and open-ended power-laden enactment of those meanings in everyday situations (Kondo, 1990, p. 24).

The core of vocational professionalism is an emphasis on collaborative, cooperative action between teachers, students and educational and occupational stakeholders. The dialogue between persons, environments and cultures is constantly shaping and reshaping personalities, cognitive and metacognitive capacities, emotions, social competences and work identities (Nissilä, 2013).

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The Effect of Mobile Language Learning on ESP Students' Achievement

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Abstract: This study aims to look at the effect of the WhatsApp method of learning English for Specific Purposes (ESP) students' achievement at the community college of Tabuk in the academic year 2013/2014. The sample of the study consists of 36 students from the Administration Science Department at Tabuk Community College (TCC). In order to guarantee the uniformity of the participants, the students were randomly divided into two groups. The control group was taught by conventional methods, while the test group was taught through the proposed what's App language learning method. The results revealed that the students in the experimental group showed significantly higher progress in ESP posttest terminology. The differences between the mean scores and the standard deviations of the two groups on the posttest were 52.83 for the control group and 67.50 for the experimental group, which mean that the results were statistically significant.

Key words: mobile learning, ESP, ICT, EFL

1. Introduction

The total number of English speakers in the world adds up to around one billion two hundred, while the total number of native English speakers is around three hundred and fifty million. This implies that there are approximately fifty-eight million people, who speak English as an additional language. English has become an ideal language for academic and scientific purposes, and most reference materials are written in English. It is the main language of communication for most technical and computer applications, and it is the first language in many modern and advanced countries such as the United States of America, the United Kingdom, Australia and Canada. English is also the official or the second language in other countries such as India and South Africa, and it is taught as a foreign language in most countries of the world.

In the Kingdom of Saudi Arabia, English is used as the medium of instruction in some schools and colleges such as those of science, engineering, agriculture, medicine and nursing. It is also taught in schools, institutes, community colleges and universities as a compulsory course. The students learn English for seven years and receive 4–6 hours of English instruction a week during the academic year. So it is presumed that students at the secondary schools can communicate in English with native speakers or with their foreign language professors in the universities. The first strategic goal of the University of Tabuk is imparting quality education that is nationally and globally competitive and relevant to the 21st century. It does this through mandating the delivery of the highest quality instruction in English to develop and sustain a globally competitive environment.

Perfect or ideal educational systems are impossible to create. This is because of unavoidable weaknesses that

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may emerge from the fact that educational systems are established to deal with unstable creatures, that is, human beings. So teaching a foreign language may be associated with difficulties and problems. In fact, teaching languages may not be as easy as it seems to be. Strevens (1977) stated that the complex circumstances of showing and learning — with various types of students, educators, points, targets, methodologies, strategies and materials, classroom systems and benchmarks of accomplishment make it immeasurable that any single technique could attain ideal achievement in all circumstance (p. 19).

Some decisions have been taken in this field, but educationalists must participate in solving these problems via the process of developing procedures and methods of teaching English in major sectors, notably in colleges and universities. The last 10 years has witnessed the progress of wireless phone technology, mainly mobile phones, in schooling as the foundation of scientific development in (ICTs) information and communication technologies. It has offered a distinctive prospect to propose education in a different way and to improve students' learning practice in such a manner that expands ahead of the conventional teacher-headed classroom. This, thus, has prompted a fruitful expansion of exploration and request in the mobile teaching and learning (henceforth M-learning) area to comprehend the essentials of the combination of mobile phone advances in the field of instruction, particularly second/distant tutoring and learning.

M-learning (M-learning or mobile learning) uses small mobile devices such as mobile phones, PDAs, tablets, Pocket, iPod and any device that has some form of wireless connectivity. Now they are supports for distance learning, which began in 1873 when Charles Toussaint and Gustav Langenscheidt language taught in Berlin by correspondence. Progressively and intensively, education is incorporating new information and communication technologies to the training process.

The M-learning has many pedagogical, psychological and social benefits. Undergoes rapid change, due to increased smartphone among the world's population (and there Smartphone billion) and combines perfectly with classroom teaching.

According to the researchers' observations at the University of Tabuk, more than 90% of the students own mobile phones. In Saudi society overall, cell phones are more numerous than students. Youthful Saudi individuals have been speedy to embrace a cell phone that gives them a chance to email their companions and access the Web as they travel through their every day plans. In this study, the researchers needed to know to what degree cell phones were consistently utilized for instructing/learning English as an outside language among the Tabuk Community College (TCC) students at the University of Tabuk and if there were any huge contrasts in students' learning of English terms through the Whatsapp system versus the traditional strategy.

2. Literature Review

Acquiring a second language includes the retention and practice of various vocabulary words and linguistic structures. For students of English as a Foreign Language, 500 base words are viewed as insignificant for comprehension a non-concentrated English content (Laufer, 1997). In the process of acquiring a second language, it could make use of ICT to enrich and encourage each of the approaches mentioned, as most students have lived with ICT in a natural way, have grown with them in many areas of daily life and now only have adopted in their educational work, but must adequately integrate their learning processes, if they are to develop skills or communication skills.

One of the integration of ICT in the field of mostly implemented at present education is given in the area of

languages under the name of computer language learning (CALL, for its acronym in English) attended, as a new method which arises from the concern of professors and researchers to integrate the use of ICT in the teaching and learning languages. Another integration of ICT has been carried out by the students, who make use of increasingly sophisticated technological resources, by necessity or fashion, and it is they who "have sought to venture into the application of these tools. Learning English is within the educational curriculum for basic education levels; however, it appears that the effort to incorporate this language from an early stage of the student's education has not been sufficient and learning outcomes have not been desired. This may be due to teaching in which in general are trained and evaluated is passive and assumes that all students have the same learning needs, when actually learn a different rhythm and a single method is not equally appropriate for all or get the same results (Laufer, 1997).

Terms and phrases as exceedingly contextualized expressions are assumed a main part in acquiring a language (Wu, 2008). In any case, authority over the sense of English terms has consistently been a disputable issue among English as Foreign Language (EFL) learners. Getting maxims obliges language learners to go ahead a basic literal understanding procedure to incorporate metaphorical sense into relevant data (Colpo, 1998). By and by, much second language learning may occur in a non-informative, unnatural, teacher-observed connection where language is viewed as the subject and object of study independent of the genuine setting in which it happens.

Some researchers (Sharples, 2000; Mellow, 2005) suggest it is for the most part recognized that gadgets like cell phones, personal digital assistants (PDAs) and Mp3 players have a place with the classification of cell phones.

Trifonova and Ronchetti (2003) characterized cell phones as PDAs and computerized cell phones, however more in general, several tools that are tiny, independent, and self-effacing sufficient to go together with the user every instant (p. 1794).

Appropriately, as a consequence of cell hones' fast expansion and their uncommon usefulness and ubiquity, they are the most generally utilized versatile wireless gadgets as a part of the m-learning practices (Pęcherzewska & Knot, 2007). Stone (2004) and Harley et al. (2007) state that among the distinctive capacities that a cellular phone can bear, the short message service (SMS) is generally used to broadcast and get learning and data content; then again, the fundamental utilization of the application has been for regulatory as opposed to educational intentions. The plausibility of SMS as a tutorial instrument has additionally been acknowledged in the m-learning environment (Goh & Hooper, 2007).

Among the educational appliances, acquiring the language order seems set to profit from these improvements to address learners' instructive necessities. A few scientists in the field of language educating (Levy & Kennedy, 2005; Cavus & Ibrahim, 2009; Li, 2009; Thornton & Houser, 2001) have researched the push element of SMS messaging, in addition to different capacities of cellular phones, for example, mail, voice and mixed media abilities, as instructional stages at the college level. In such studies, SMS has essentially been seen as a medium by which to educate distinctive language parts, for example, vocabulary and linguistic use. It was assumed that expose students to the educational equipment at repeatedly dispersed time interims would encourage the educational procedure (Thornton & Houser, 2001).

Assessment demonstrated that students for the most part appreciated the element of short instant messages on their cell phones, as they allowed general study and helped the students' learning modification. In a comparative manner, the benefit of messaging in expressions learning at the secondary school level was likewise reported. Lu (2008) exploited the promptness of SMS to send English vocabulary lessons on students' cellular phones in a professional secondary school in Taiwan. The results showed that the SMS-based group had "greater vocabulary

gains" in correlation with the paper-based group. Different studies have been directed in the adaptability and presence parts of learning vocabulary through SMS on a huge scale (BBC P.O., 2003).

To give occupied learners a chance to learn genuine spoken English "on the go", the BBC World Service sent to Chinese English learners' cell phones every day instant messages containing English expressions identifying with an assortment of distinctive themes (e.g., game, business and way of life), alongside their Chinese interpretations (BBC P.O, 2003). Comparable SMS-based language learning exercises were likewise embraced by BBC World Service's Learning English segment in relationship with English tutoring radio projects in French-speaking West African nations (Norbrook & Scott, 2003).

Despite the fact that the field of m-learning has been investigated by a few specialists, concerning the differences and multifunctionality of portable mobile phones and devices, research has still left different areas unexplored in the m-learning environment. In a large portion of the m-learning studies, analysts attempted to utilize the latest, high-end hardware and software programming innovations, which regularly obliged substantial endowment from the scientists or members. Some required the advancement of unique SMS application frameworks that requested innovative backing from instructive professionals also. Unlike the prior studies, the present study planned to take a mobile phone, i.e., a cellular phone, which is about dependably nearby in most instructive settings, alongside its most user-friendly utility, to look at the impact of what's App-built language realizing in light of ESP students' accomplishment at the TCC. That is to say, most hardware and foundation details harmed in most related studies, which render them curious, were rejected, and the study was led in an environment that is inbuilt in cell phones.

To be sure, there are numerous commonsense explanations behind not voting for unreasonable and refined m-learning endeavors in expansive scale settings, as the way of the vast majority of these undertakings involves the configuration and even spread of certain mechanical and infrastructural underpinnings that are past the extent of students, instructors and everything except instructive technologists. The what's App framework consequently can in no time be viewed as a commonsense and sensible m-learning innovation for utilization in characteristic settings.

There are just a couple of studies that incorporate the what's App framework for formal language learning. Notwithstanding, these studies likewise have not completely analyzed the effectiveness of all the while teaching diverse segments or subcomponents of language through the WhatsApp framework in examination with different techniques (e.g. relevant learning or study toward oneself methodologies). Moreover, teaching maxims, among the instructing of other language parts, for example, vocabulary and punctuation, has not been given due consideration in mobile-assisted language learning practices. A few researchers (e.g., Kempen & Harbusch, 2002; Kietzman, 2011; Howard, 2012) accept that phrases/maxims oblige unique consideration in language programs, since they are habitually experienced in both spoken and written communication and ought not to be consigned to a position of optional or tertiary vitality in the educational course. Since many teachers and students have access to cell phones, there is an opportunity for the educational system consider how to leverage an infrastructure that is already widespread in many of the communities in which it operates.

Fernando (1996) keeps up that the absolute figure of maxims and their high recurrence in conversation make them an essential part of vocabulary obtaining and language adapting when all is said in done (p. 31). In this way, this study included English phrases, among other language segments, to be taught by means of cellular phones' short instant messages. As a substitute for low-cost computers, cell phones can increase access to the Internet and digital educational content, and because it is portable devices can facilitate learning inside and outside school. The penetration rate in Middle East is very high for traditional cell phones. In 2012, over 80 percent of children 10 to

18 years in region had a cell phone, including adolescents. And, unlike computers, cell phones are affordable for the majority of the population in the region.

3. Research Questions

Derived from the above arguments, the following questions become prominent:

(1) What is the effect of the WhatsApp-based method of teaching English on the students' English achievement at the TCC?

(2) Are there any noteworthy distinctions in students' learning of English terms using the WhatsApp method of language learning versus the conventional method?

4. Methodology & Data

4.1 Participants

The students who come to the first year of college are 19–20 years of age (preparatory and secondary year students). The majority come from Arabic language medium schools. The students have had six to seven years of English in intermediate and secondary grades. In principle, therefore, they enter the first year of college with a weak knowledge of the structure of English, and they are supposed to understand and express themselves in good English. But in reality, that is not the case.

Most students, therefore, when they come to college, suddenly realize that they need English if they wish to study computer or medical records or administrative science, or they need it at least as a class language. They are shocked when they are faced with the lecture method teaching of English in the college classrooms. In short, there is always a big gap in reality between the real level of proficiency of the first-year college students with respect to general English and the take-off point in the teaching of English at the college level; this gap invariably results in a cumulative language deficit.

This study is an immediate response to the urgent need for the use of technology by the students of the TCC at the University of Tabuk, and it is an attempt to bridge the gap between the processes of teaching and learning English and the use of modern technology.

Thirty six Arab Saudi students of English language section, who had been studying general English for seven years in state schools and for one semester in the TCC at the University of Tabuk in 2013/2014, were taken as the population of the study. The age range of the participants was between 18 and 20 years. All the learners had effectively concentrated on English as a mandatory subject in their government funded schools and in TCC. To record for the uniformity of the members, these students were randomly divided into two sections; Group 1 represented the control group, while Group 2 represented the experimental group.

4.2 Treatment

The handling in this study was diverse for each one gathering. For the control assemble, a printed handout containing 50 English terms alongside their English definitions and specimen sentences was viewed as the specific instructing material. The treatment for the second gathering, which got what's App-based material, the instructor sent a text from his phone and went directly to the students' phones. For this group, looked over the same accumulation of terms as in the handout, two terms were sent every day by the educator to the members, and they were required to learn them at timed interims. Sayings (Watson, 1991), in which English expressions were

presented in distinctive short sections, together with diverse activities, was taken as the treatment for the exploratory group, that is, for the second group. For this group, the instructor was viewed as a sorting out and also learning asset in conjunction with other course assets, to be specific, the English reading material (English for Business by Ferrier Mavor, 2003).

The instructor could draw upon the learning encounters of the students and expand their enthusiasm toward language learning practices. The scientists may find that the educator's commitment to the trial group helped the level of teacher–student communication that would excite the class and spur the students to reflect upon the substance of the correspondence and to develop their own substance in English. At last, a pre-test and a post-test for both groups (the gathering utilizing the customary methodology and the what's App-based groups) were utilized as a part of the study, for information accumulation and information investigation.

4.3 Pretesting

Prior to the beginning of the instruction, a pre-test was given that consisted of 25 multiple-choice questions related to English terms used for business and administrative purposes and expressions adapted from the English textbook. The question paper was utilized to discover the members' learning of English maxims. The substance and face legitimacy of the inquiries were researched by three evaluation and estimation specialists in this field and were discovered to be attractive, since the tests were professionally created by a panel of experts in teaching English as foreign language.

Thus, the inquiries had adequate problem ranks and could segregate between learners of distinctive capability levels. The test was comparative for both groups of learners and was directed utilizing paper and pencil. The guidelines for the test were on the first page, and there was 50-moment time point of confinement appointed for culmination of the test. Students were orally guaranteed that the test would not tally towards their class scores, yet would just be utilized to focus their insight into terms keeping in mind the end goal to better get ready for their learning. When the tests were finished and returned, scoring emulated. There was an aggregate score of 100, as four scores were relegated to each one test thing.

There was no negative score appointed for any wrong reply, in place not to debilitate students from utilizing their instinct to answer the inquiries. After the members' tests were scored, they were welcome to get guideline in English terms by two separate techniques: the customary technique and the WhatsApp-based realizing system. That is, each one group got the direction comparing to the system they were allotted to.

Table 1 represents the analysis of the pretest groups. It contains sample size, mean, standard deviation, and standard error.

Table 1   Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Control group	18	34.78	10.893	2.567
Experimental group	18	36.78	7.448	1.756

Table 2 shows the homogenous test; the t-test is for the two independent samples (control and experimental). In Table 2, columns 2 and 3 are assigned to perform the homogenous test; since sig. = 0.019 < 0.05, consequently, we accept the alternative hypothesis, which means that the samples are not homogenous. Columns 4, 5 and 6 in the same table are assigned to the t-test; since sig. = 0.525 > 0.05, this means that the null hypothesis is acceptable. It states that the means of both samples are equal, which means that there is no difference in the students' level between both groups, in view of the significance ratio of 5%.

Table 2　T-test for Equality of Means

	Levene's Test for Equality of variances	t.	Df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
							Lower	Upper
Equal variance assumed	Sig. 0.019	0.643	34	0.525	2.000	3.110	8.321	4.321
Equal variance not assumed		0.643	30.045	0.525	2.000	3.110	8.352	4.352

4.4 Identification of Terms

The terms and declarations distinguished to be taught all through the study were chosen (with some minor adjustments keeping in mind the end goal to meet the 50-Latin-character information restriction of the What's App-based learning method) from English for Business (Mavor, 1998), a textbook intended for students of Administration Science at the second level in the second term of 2013/2014, at the TCC. It provides over 400 common terms that are sorted out specifically, with smaller than expected stories and dialogs contextualizing the terms in reasonable and intriguing circumstances. In making this choice, the recurrence and trouble levels of the terms in their characteristic connections were ensured, as most terms happened at any rate twice in any unit of the book, and over 50% of them were polished three times in a mixture of activities.

As indicated by the length of the examination and the constrained scope of terms in the defined time (20 days), 60 terms were chosen for the study on the grounds of such components as their pertinence and suitability for the instructive settings and the showing capacity criteria. Actually, the researchers endeavored to suit those terms that were very had some expertise in English for authoritative purposes, especially in the students' major, furthermore to incorporate terms that managed a specific subject or were in related functional fields.

4.5 Post Testing

A post-test was conducted toward the end of the test to gauge the students' accomplishment furthermore to focus the productivity of every strategy for instructing for the maintenance of terms. The post-test was like the pre-test (a 25-thing various decision test) and was directed toward the end of the study. The implications of the terms utilized as a part of the analysis were asked, and it was normal that after the investigation, students would have taken in the terms and accordingly accomplishes higher imprints contrasted and the pre-test. The states of the two tests (the mode of the assessment, no negative score for any wrong reply, the term of the test and the test setting) were indistinguishable.

Table 3 represents the analysis of the post-test group. It contains the sample size, mean, standard deviation and standard error for the control and the experimental groups. In Table 3, columns 2 and 3 are assigned to the means and the standard deviations of the results from the post-test; the mean of the control group is 52.83, and the mean of the experimental group is 67.50.

Table 3　Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Control group	18	52.83	13.206	3.113
Experimental group	18	67.50	11.759	2.772

Table 4 represents the homogeneity of the samples and the t-test for the independent samples (control & experimental groups). In this table, columns 4, 5 and 6 are assigned to perform the t-test; since sig. = 0.001 < 0.05, we consequently reject the null hypothesis, which says that there is no difference in means of the control group

and the experimental group (i.e., negation of the null hypothesis), and we accept the alternative hypothesis.

Table 4   Independent Samples Test for Equality of Means

	Levene's Test for Equality of variances	t.	Df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
							Lower	Upper
Equal variance assumed	Sig. 0.195	3.466	34	0.001	14.444	4.168	5.974	22.914
Equal variance not assumed		3.466	33.552	0.001	14.444	4.168	5.970	22.919

5. Discussion

The purpose of this study was to investigate whether or not the what's app-based method of teaching and learning English terms for Administration Science in the TCC would develop students' achievements in English in the second semester, 2013/2014.

Table 5 shows the descriptive statistics for the results of the pretest and the posttest for the conventional method of teaching English terms in the control group and the experimental group.

Table 5   Descriptive Statistics (Control Group)

N	R	Min	Max	Mean		S	S²	Skewers		Kurtosis	
St.	St.	St.	St.	St.	Std. E	St.	St.	St.	Std. E	St.	Std. E
Pret 18	30	25	55	36.78	1.756	7.448	55.477	1.003	.536	1.079	1.038
Postt 18	47	30	77	52.83	3.158	13.400	179.559	.074	.536	1.088	1.038

(Experimental group)

| Pret 18 | 30 | 22 | 52 | 34.78 | 2.567 | 10.893 | 118.654 | .447 | .536 | 1.401 | 1.038 |
| Postt 18 | 47 | 38 | 85 | 67.50 | 2.772 | 11.759 | 138.265 | 1.354 | .536 | 2.181 | 1.038 |

Where, St. = Static, R = Range, Std. E = Standard Error, S = Standard Deviation, S² = Variance, Pret = Pretest, Postt = Posttest.

Table 5 shows that the mean score and the standard deviation of the 18 language learners in the control group who took the test are 36.78 and 7.448, respectively. To ensure the equality of the participants, the same pretest was conducted with the learners in the experimental group, and the results of the pretest were computed. The mean score is 34.78, and the standard deviation is 10.893.

In this table, the mean score and standard deviation for the control group of learners in the pre-test and post-test can reveal whether the traditional method of teaching contributed to learning improvement.

To test whether there are any noteworthy contrasts between the scores got from the pre-tests and post-tests in each one gathering of guideline, a t-test was controlled for each one gathering. As indicated by the information in Table 5, factually critical contrasts were found between the mean scores of the members in the two gatherings, between the pre-test and the post-test (36.78 to 52.83 in the control group and 34.78 to 67.50 in the experimental group), which indicates the effectiveness of the two methods of teaching English terms, through participants' mean grade improved from pre-test to post-test.

Notwithstanding the groups' pre-test scores being given or take near to one another, their post-test scores varied fundamentally. Thusly, the degrees of adapting, as an after-effect of taking distinctive sorts of guideline, were diverse in each one gathering. The impact size of the results is additionally joined into Table 5. The mean of

the post-test is 52.83 in the control group, while the mean of the post-test in the experimental group is 67.50; this permits us to judge the extent of the distinctions display between the two gatherings and consequently builds the functional importance of the results.

The researchers reasonably decided that significant differences existed between the two instructional methods in terms of their efficacy for teaching English terms. That is, the what's App-based group platform was more effective than the conventional instruction mode, because the conventional group acquired the lowest degree of significance compared with the experimental group.

6. Conclusion

The what's App realizing system has developed around a few pedagogical ideas: it expands student inspiration through the utilization of commonplace engineering, it pulls in even apathetic learners towards this sort of innovation and it builds students' eagerness to practice the four aptitudes: tuning in, talking, perusing and composing. This apparatus helps students get to be more equipped in English, it advances the utilization of English for imparting truth be told and it helps in evaluating the language expertise of the learners. M-adapting likewise energizes individualization, learning toward oneself, self-governance, and innovation and playing amid available time. Individualization implies that the portable empowers students to work alone at their own particular pace. Through the utilization of the versatile in direction, feeble students can do extra practice outside the classroom, so the instructor does not need to back off whatever remains of the class. The portable additionally permits the instructor to keep up great student enthusiasm by giving students progressed materials.

Generally speaking, the consequences of the study uncovered that the what's App-based realizing system, the most client prepared and savvy capacity of cell telephones, could be viewed as a feasible medium for showing and learning English terms. At the same time educators ought not to overlook the intrinsic practical obligations of mechanical segments alongside the pedagogical contemplations. That is to say, in spite of the numerous profits of cellular phones, at last, a language class should not be totally versatile focused, in light of the fact that this may diminish the part of the educator, who ought to be the genuine supplier of info and persuasion in class.

There are likewise occasions when the topic is better taught through the ordinary showing devices accessible in the quick setting of the classroom. There will dependably be times when a bit of chalk can show improvement over a cellular phone. At different times, a language instructor may find that m-learning gives simply the right sort of student-teacher connection that will animate the class and inspire the students. Along these lines, from one viewpoint, language instructors ought not neglect the genuine estimation of conventional classroom adapting, yet then again, the genuine capability of learning with versatile innovations ought to be generally welcomed (Hayati, 2009).

Teachers likewise must remember that the across the board utilization and acknowledgment of mobile phone advances among learners for learning designs is commonly connected with the student demographics' acknowledgement of those innovations' as learning devices. Stockwell (2008) contends that while actualizing m-learning, it is important to let learners inspect, go for and become acquainted with mobile phone innovations keeping in mind the end goal to see their profits over the long run, regardless of the fact that the students appear apathetic in their first trials.

Subsequently, if the recently coordinated versatile advances in training are gotten well by the learners, it may be sensible to be idealistic about learners' engagement in cell phones learning exercises. As demonstrated by

Hayati (2009), a cell phone based methodology is best viewed as a "student motivating system", whose mission is to sway the students to keep in changeless touch with the language, with the educator and with their kindred students. It can likewise be taken to mean a "self-learning mobile system", suggesting no control from the educator as the coordinator of the class.

Finally, cell phones are social instruments that encourage real and significant correspondence and cooperation among learners. This makes them perfect apparatuses to backing the hypothesis which expresses that learning is more prone to occur when data is relevant and can be put to quick utilization (Lave & Wenger, 1991).

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The Influence of Family and Parent Types on the Child Rearing Practices

of Parents: Nigerian Experience

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Abstract: This study investigated the influence of family and parent types on the child rearing practices of parents of children in day care centres in Akwa Ibom State, Nigeria. Two research questions were answered and two hypotheses were tested. The population studied consisted of 12080 parents of children (age from birth to 3 years) in the 604 government approved crèche/nursery schools in the State. A sample of 1200 parents (respondents) was drawn from this population using multistage random sampling technique. The instrument used for data collection was a 51-item Child Rearing Practice Scale (CRPS) with Pearson's average reliability coefficient of 0.84 adapted to evaluate child rearing practices under the five domains of child rearing related to infancy, namely: feeding, cleaning, protection, stimulation and monitoring of growth and development. Mean and standard deviation were used to answer the research questions while one-way analysis of variance and independent t-test were used where appropriate to test the null hypotheses at 0.05 significant level. The findings revealed that family-type and parent-type of parents of children in day care centres in Akwa Ibom State, Nigeria significantly influence the child rearing practices of such parents. Parents of children from extended family do significantly better in child rearing practices than their nuclear family counterparts, while those of two-parent families do significantly better than their single parent and step-parent counterparts. The findings are of practical essence to day care centres, social welfare centres, government and some non-governmental organizations.

Key words: family type, parent type, child rearing, mother.

1. Introduction

The role of families and parents in providing their children with basic needs through child rearing practices is very crucial in bringing up children. Wendorf (2004) warned that we as parents literally have in our hands the ability to create a violent culture or a peaceful one. As in many parts of Africa, Nigeria today is bedevilled with criminality and problem behaviours such as vandalization of public property, kidnapping or abduction, ritual killings, corruption, robbery, examination misconduct, fraud, divorce, lack of respect for law and order and a host of other anti-social behaviours. The country has witnessed violence of serious dimensions such as violent conflict in Niger Delta as a result of skewed revenue sharing formula and accumulative instinct of public officers at all levels of government, political, ethnic and religious violence resulting to wanton destruction of lives and

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property; Boko Haram insurgence in the North East with devastating consequences on human life and socioeconomic activities that threatens Nigeria's continued survival as a nation (Enweremadu, 2014); domestic violence such as rape, acid attacks, molestation, wife battery and corporal punishment which has been on a nationwide increase in the past three years from 21% in 2011 to 30% in 2013 (CLEEN Foundation, 2014). Nigeria Watch (2014) reported that between 1st June 2006 and 31st May, 2011, there were 7,645 incidents of violence in Nigeria resulting to 30,375 deaths; and a total of 21,394 deaths due to violence between June12, 2011 and August 31, 2014 (NST, 2014). These problems can be traced back to the socialization process of the child in his or her early years of life. Hence Nwankwo (2011) citing Bukoye (2004) has decried the parent-child relationship in some Nigerian families in which incidences of child neglect and abuse such as excessive corporal punishment in the name of discipline, emotional abuse, social neglect and even gender discrimination are common place. The degree of care and love a child receives in the early years dictates a child's sense of relationship to the society and to himself or herself. A child cannot care for or   nurture others if he or she is not cared for or nurtured first.

The family and parent types of the children as part of the social environment in which the children are cared for or nurtured and from where they draw their models matter a lot in determining the successful rearing of such children. The problem is that if the social environment of a particular family structure does not relatively facilitate the child rearing practices of parents, and if no measures are taken to identify and improve such social environment in which such parents rear their children, the society will be adversely affected on the long run. Hence the need to investigate the influence of various family and parent types on the child rearing practices of parents of children in day care centres in Akwa Ibom State, Nigeria.

Child rearing refers to bringing up children by parents or parent substitutes (Saramma & Thomas, 2010). That is, child rearing describes the way parents bring up their children. It consists of practices derived from cultural patterns and beliefs. According to Iliya (2000), it includes the type of control, degree of care and emotional tone of the home. It is probably the most challenging responsibility for a mother during her child's infancy. Evans and Myers (1994) remarked that successful child rearing is essential for the child's overall development and realization of self-esteem. In line with this view, Darling and Steinberg (1993) said that how a child is raised or the parenting style influences his behaviour and psychological development and affects how successful he can be later in life. When an infant is a newborn, parenting involves caring for his basic needs, but as a child progresses through infancy to her first birthday, parenting differs among families. The early experiences with child rearing are formative and contribute to the child's temperament as he grows up.

In Africa, even though other elder members of the family also contribute to child care, the mother is the primary caregiver for infants (Armar-Klemesu, Reul, Maxwell, Levin, & Morris, 2000). In fact, the important components or major domains of child care are maternal activities that promote the children's physical, intellectual and psycho-social development so that they may grow up to express their full potentials. Saramma and Thomas (2010) identified such major domains or components of child rearing during infancy as feeding, meeting the needs of cleaning and protection including prevention of accidents and injuries, providing appropriate infant stimulation, and monitoring growth and development.

1.1 Some Theoretical Motivations

Maslow (1970) in his theories of self-actualization and motivation wanted to understand why certain people are successful? His "Hierarchy of Needs" visualized in a pyramid, explained the spectrum of human needs, from basics like food to complex social needs like respect. Maslow theorized that a person could not achieve higher

needs without satisfying basic ones. He postulated that all humans had basic needs, and that until those needs were met, all other needs would be perceived as subsets of those needs.

Maslow's theory of Hierarchy of Needs, which is readily applicable to a growing baby emphasized five levels of human development for the attention of parents especially at the early age when they are not yet capable of providing for any of these needs themselves (Campbell, 2014). Maslow's hierarchy of needs can be broken down into two categories: the instinctual needs and the growth needs. The first four levels on Maslow's hierarchy, the instinctual needs, are the most applicable to babies and children. These are the needs that, if not fulfilled, will gain importance and focus as a child becomes highly compelled to fill them. The levels, which fall into the instinctual needs category are physiological, safety and security, social needs and esteem.

The physiological needs include nutrition, oxygen, hydration, shelter, rest and human touch. This level involves meeting an infant's most basic needs so that he can be nurtured to a higher stage of development. The need for food, shelter, and warmth are the basic needs to be provided by families and parents for the survival of the child. Without meeting these needs which are associated with psychological development of children, an infant will likely suffer from a failure to thrive, and he will not be able to develop trust in his care givers (Campbell, 2014). After the physiological needs sets in the other three needs, safety and security, social needs, and self esteem, in that order.

Once a child has his or her physical needs satisfied, feels safe and loved, he or she wants to be respected by his peers. The esteem level on the Maslow Hierarchy of Needs will occur when a baby enters childhood. This is the stage when he will begin to focus on his own self-worth. Between age 9 months and age 3, a baby makes tremendous strides toward mastering his world. A secure baby explores his world, confident that his achievements will be admired. Encouragement and respect by families and parents are important, as is positive discipline and the opportunity to learn life skills. During this tier, children will begin to build upon confidence and independence. At this level, Maslow's hierarchy of children's basic needs emphasize the duty of families and parents to promote self esteem and support achievements in their younger children possibly by using rewards and praise. Fulfilling all these basic needs may vary from family to family and parent to parent, depending on circumstances, family and parent types. It is therefore of interest to examine the extent to which parents of children (age birth-3) from different family and parent types in daycare centres in Akwa Ibom State meet the instinctual needs of such children.

1.2 Concluding Remarks on Maslow's Theory

According to the above Maslows hierarchy of needs, a child without adequate nourishment cannot strive for affection and a sense of belonging; he is physiologically stuck in the first level of development. A child who never received consistent love is incapable of striving for self-respect and the respect of others, as these needs rely first on the ability to give and receive love. Maslow further proposes that self-actualized, conscious people are naturally connected to the planet, have the capacity to be concerned with global issues, and can appreciate the beauty in nature and in living.

If this theory holds true, as evidence seems to indicate, proponents of Attachment Parenting are making invaluable strides to improve the future of the society. And, as Wendorf (2004) asserts "if bonding in the early years dictates a child's sense of his relationship to the world and himself, then baby-parent bonding is critical, in the development of both strong individuals and ultimately, a peaceful, harmonious community". Consistent response to the baby's needs; smoother parent-baby interactions; ability to read the baby's cues and anticipate his needs; and inclusion of the baby in parent's daily social interactions; contribute to an infant's sense of trust,

confidence, and security. A confident baby who receives consistent, unconditional love and whose needs are respected and met is able to become a caring, considerate, and independent member of society. Wendorf (2004) therefore warned that we as parents and families literally have in our hands, the ability to create a violent culture or a peaceful one. Our future rests in the hands of the children we raise, the values we impart on them, and the way they learn to perceive their relationship with the planet. The survival of our planet is determined by how we choose to raise our children!

Hence in order to change the destructive path which some youths in Nigeria are currently on, we need to cherish our young, nurture and help them maintain their connection to humanity, and ultimately, to the planet. A child cannot care for others if he or she is not cared for first. She cannot nurture another without being nurtured herself. Children who mature without these basic needs become adults incapable of giving unconditional love, support, and sympathy and who toe the path of destruction and other vices in the society.

From the foregoing review, this researcher was motivated to investigate how family type and parent type influence the child rearing practices of parents with children in day care centres in Akwa Ibom State, Nigeria. This is because it appears that in response to the varied challenges posed by the different family and parent types, more children in Nigeria in general and in Akwa Ibom State in particular are now cared for in child care centres even from as early as six weeks of age. Unfortunately, as observed by Oduolowu (2000) and which is also evident from Maslow's Theory of Needs, no agency can be a complete substitute for family life in terms of the intimacy of education, care, training and discipline it gives. Hence, it is certain that day care centers in Nigeria in general and Akwa Ibom State in particular cannot serve as a complete substitute for parents in terms of providing adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices, industries, etc). One is therefore concerned that the challenges posed by the different family or parent types are likely to exact some kind of influence on the child rearing practices of those parents with children in daycare centres in Akwa Ibom State. That is, in the context of the significant differences in the family and parent types, how are children from such families or parents now raised relative to the challenges of the five domains of child rearing practices, namely: quality feeding, cleaning, protection, stimulation, and monitoring growth and development? The family types and parent types investigated are extended family, nuclear family, two–parent family, single-parent family, and stepfamily.

2. Research Questions

The following research questions were posed and answered in this study:
(1) Does family type influence the child rearing practices of parents with children in day care centres?
(2) Does parent type influence the child rearing practices of parents with children in day care centres?

3. Hypotheses

The following null hypotheses were formulated to guide the study:
(1) Family type does not significantly influence the child rearing practices of parents with children in daycare centres.
(2) Parent type does not significantly influence the child rearing practices of parents with children in daycare centres.

4. Research Method

4.1 Area of Research

The study was carried out in Akwa Ibom State. The state, named after the Qua Iboe river occupies a total land mass of about 8000 square kilometers with coastline of about 129 kilometers long in the South-South part of Nigeria, lying between $4°33'$ and $5°33'$ North, and longitude $7°33'$ and $8°33'$ East. The state has a population of over 5 million people. It was created in 1987 from the former Cross River State and is currently the highest gas and oil producing state in the country. The state capital is Uyo with over 500, 000 inhabitants. It has 31 local government areas divided into 3 senatorial districts of Eket, Ikot Ekpene and Uyo.

4.2 Population and Sampling

The population of the study consisted about 12080 parents of pupils (age from birth-3) in the 604 government approved daycare centres/creches in the three senatorial districts that make up the state. (Ministry of Education, Akwa Ibom State, 2013).

A multistage random sampling technique was used in selecting 60 schools from urban and rural settings in the 3 senatorial districts, representing about 10% of the 604 Government approved crèche/nursery schools in the state. Because of the unequal number of schools in the three senatorial districts proportional stratified random technique was used to draw the 10% from each district. 1200 parents were drawn from the associated 60 schools at about 10% per school. To select the 10% of the pupils (age from birth-3years) whose parents were used from the total population in each of the schools in the sample. Hat and draw method was used for each parent to pick a piece of paper marked "Yes" or "No".

The number of the folded papers marked "yes" corresponded to only 10% of the total population of pupils (age from birth-3) in each of the schools in the sample, others had "no". Parents were allowed to pick the paper as many times as possible depending on the number of children (from birth-3) they had in the sample school(s). Parents that picked "yes" formed the sample.

4.3 Instrumentation

The instrument for data collection for this study was a 51-item Child Rearing Practice Scale (CRPS) adapted from the Child Rearing Practice Scale developed by Saramma and Thomas (2010) to evaluate child rearing practice under the five domains of child rearing related to infancy, namely: feeding, meeting the needs of cleaning, protection including prevention of accidents and injuries, providing appropriate infant stimulation, and monitoring growth and development. The instrument CRPS was divided into three parts A, B and C. Part A sought information on the parent's/child's family socio-demographic data which included type of family, and type of parents in the family.

Parts B and C consisted of 51 items that covered the five major child rearing domains related to infancy, namely: feeding (items1- 8 and 10 -16), cleaning (items 17-24), protection (items 25-36), infant stimulation (items 37-47) and monitoring growth and development (items 9 and 48-51). The items were scored based on the behaviour response of the mothers on these four domains. Out of the 51 maternal behaviours in the CRPS, 9 (items 1-9) were dichotomously scored (Section B: Yes = 1, No = 0 questions) while the remaining 42 (items 10-51) were rated on a 5-point scale of Always (A) = 4, Often (O) = 3, Occasionally (K) = 2, Rarely = 1 and Not at all (N) = 0 (Section C). Items 6, 7, 26, 28 and29 were negative items while the rest were positively framed (see Appendix A). For the negative items, the scores were reversed, i.e., Yes = 0, No = 1 point, Always (A) = 0 point,

Often (O) = 1 point, Occasionally (K) = 2 points, Rarely (R)= 3 points, Not at all (N) = 4 points. The Maximum CRPS score was calculated as the sum total of the scores in Sections B and C and ranged from 0 to 184 with maximum of 16 points from Section B and maximum of 168 points from Section C. High scores indicated better child rearing practices. A score below 92 representing 50% performance on the child rearing scale was regarded as low; e a score between 92 and 111 was regarded as average, while a score above 111 (60%) was regarded as high.

4.4 Validation and Reliability of the Instrument

The instrument, Child Rearing Practices Scale, CRPS was submitted to one expert in Early Childhood & Special Education and two other experts in Measurement and Evaluation for vetting. Each expert was requested to evaluate whether or not the individual items in CRPS (56 items) were indeed relevant and covered the five domains of child rearing practices related to infancy (birth-3yrs). These experts vetted the instrument to ensure that it appropriately covered the five domains of child rearing practices. They also checked for content validity to ensure that the items satisfactorily measured the variables under consideration. Their observations, criticisms and vetting helped in modifying, excluding and/or replacing some items after which they certified 51 items as relevant.

The reliability of the instrument was determined using the test- retest reliability technique. This was done by administering the instrument (Questionnaire) to a sample of 50 parents with children in day care centres in Uyo who were not part of the main study. The questionnaire for each of the 50 respondents was coded and the respondents were requested to take note of their code numbers. The instrument was re-administered to the same group of parents after two weeks. After the re-administration, the two sets of responses were scored and the Pearson's product moment correlation coefficient for each of the items of the CRPS was computed and tested for significance at the 0.05 level (two- tailed) using Statistical Package for Social Science, SPSS. The result shows that the reliability coefficient for the 51 items of the instrument ranged from 0.7 to 1.0 and that the correlation for each item of the CRPS was significant at the 0.05 level. Thus the CRPS has a computed average reliability coefficient of 0.84 which is sufficiently high.

4.5 Administration of the Instrument

To administer the questionnaire in the 60 schools, the researcher was assisted by teachers in the schools and some research assistants engaged in each of the 15 Local Government Areas in the sample. The researcher inducted the research assistants on how to administer the instrument. Respondents who could not read, were assisted by the researcher/research assistant to complete the questionnaire. The completed copies of questionnaire were retrieved within 24 hours. Out of the 1200 copies of instrument administered, the researcher was able to retrieve 1082. This gave a response rate of about 90% which was very satisfactory for a survey of this nature.

5. Data Analysis and Results

The data gathered in this study was analysed by computing the mean, standard deviation, independent t-test and univariate analysis of variance using Statistical Package for Social Sciences (SPSS). Independent t-test and univariate analysis of variance were used to determine whether the sub-variables of family type and parent type of children as appropriate, significantly influenced the child rearing practices of the parents with children in daycare centers while the means and standard deviations were used to answer the research questions.

Research Question 1: Does family type influence the child rearing practices of parents with children in day care centres?

Table 1   Means and Standard Deviations of the CRPS Scores of Parents Based on Extended and Nuclear Family Types

Family Type	N	Mean ($\overline{X}$)	Std Deviation
Extended Family	309	119.80	30.15
Nuclear Family	773	106.14	28.55
Total	1082	112.97	29.35

Table 1 shows that parents of children from extended family type obtained a mean score of 119.80 and standard deviation of 30.15 on the Child Rearing Practices Scale (CRPS) while parents of children from nuclear family type obtained a mean score of 106.14 and standard deviation of 28.55 on the same scale. That means that family type influences child rearing practices of parents in such a way that   parents of children from extended family type obtained higher mean score (performed better)   than parents of children from nuclear family type on the scale of child rearing practices.

Hypothesis 1: Family type does not significantly influence   the child rearing practices of parents with children in daycare centres.

Table 2   Independent Samples Test of the CRPS Scores of Parents Based on Extended and Nuclear Family Types

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Observed Equal Variances Assumed	.91	.34	6.33	891	.00	13.66	2.16		9.43	17.89
Equal Variances Not Assumed			6.18	437.78	.00	13.66	2.21		9.32	18.00

Decision: Significant at p < 0.05

As seen in Table 2, the Independent t-Test shows a p-value of 0.00 which is less than 0.05. This implies that the mean difference in the child rearing practices of parents of children in day care centres between family types (Extended family and Nuclear Family) is significant. That means that parents of children from extended family system performed significantly better than parents of children from nuclear family system in child rearing practices.

Research Question 2: Does parent type influence the child rearing practices of parents with children in day care centres?

Table 3   Means and Standard Deviation of the CRPS Scores of Parent Types

Parent Type	N	Mean ($\overline{X}$)	Std Deviation
Mother Only	190	101.89	25.02
Mother & Father	789	125.01	29.74
Step-Mother	103	92.12	12.85
Total	1082	106.34	22.54

Table 3 shows that parents of children from two-parent family (mother and father) scored 125.01 on the average with a standard deviation of 29.74 on the CRPS while parents of children from mother only family obtained a lower mean score of 101.89 with a standard deviation of 25.02 on the same scale. The least child rearing practices mean score of 92.12 with a standard deviation of 12.85 on the CRPS was obtained by parents

who are step-mothers to the children in daycare centers. This means that parent type influences child rearing practices in such a way that two-parent family type (mother and father) has the best positive influence on the childrearing practices of parents compared to single-parent family type of mother-only or step-mother parent type of step-mother only. However, the result shows that single parents who are mothers performed better than step-mothers on the same child rearing practices scale.

Hypothesis 2: Parent type does not significantly influence the child rearing practices of parents with children in daycare centres.

Table 4   Univariate Analysis of Variance of the CRPS Scores of Parents Based on Parent Type

(Single Mother, Mother & Father, and Step-Mother Family Types)

Source of Variation	Sum of Squares	DF	Mean Square	F	P
Parent Type	157100.45	2	78550.22	101.84	0.000*
Error	832238.13	1079	771.31		
Total	1.60	1082			
Corrected Total	989338.57	1081			

R-Squared = 0.159
Decision: * = Significant at P < 0.05.

The Univariate analysis of Variance in Table 4 shows a p-value of 0.000 which is less than 0.05. This means that there is an overall significant influence of parent type on the child rearing practices of parents with children in daycare centers. The result further shows that about 15.9% of the total variance in child rearing practices of parents can be attributed to parent type. Since more than two groups of parent types are involved, a Post Hoc test becomes pertinent to determine which of the parent types significantly influences the child rearing practices of parents.

Table 5   Multiple Comparisons Analysis for Parent Type

					95% Confidence Interval	
Parent Type I	Parent Type (J)	Mean Difference(I-J)	Std. Error	p- Value	Lower Boundary	Upper Boundary
Mother only	Mother & Father	-23.12*	2.24	0.000	-27.53	-18.72
	Step- Mother	9.77*	3.40	0.004	3.11	16.44
Mother & Father	Mother	23.12*	2.24	0.000	18.72	27.53
	Step- Mother	32.90*	2.91	0.000	27.19	38.61
Step-Mother	Mother	-9.77*	3.40	0.004	-16.44	-3.11
	Mother & Father	-32.90*	2.91	0.000	-38.61	-27.19

Decision * = The Mean Difference is significant at P < 0.05.

From Table 5 each of the p-values of the mean difference for each of the mother types is less than 0.05 and is therefore significant. This means that each of the parent types (Mother, Mother & Father, Step-Mother) contributed significantly in influencing child rearing practices of the parents.

6. Discussion of Findings

This study investigated the influence of family and parent types on the child rearing practices of parents of children in day care centers in Akwa Ibom State, Nigeria. The findings of the study were as follows:

The analysis of data on the influence of family type on the child rearing practices of parents shows that the result was significant as the p-value for family type was 0.00 which is less than 0.05. The null hypothesis of no significant influence of family type on child rearing practices of parents was therefore rejected. The result implies that family type significantly influences the child rearing practices of parents. Moreover, since from Table 1, the means and standard deviations of the child rearing practices scores were 119.80 and 30.15, respectively for parents of children from extended family system but 106.14 and 28.55, respectively for parents of children from nuclear family, it means that parents of children from extended family performed significantly better than their counterparts from nuclear family.

These findings are supported by the findings of Wusu and Isiugo-Abanihe (2006) that in the extended family system in Nigeria, child rearing support are given by close relations in terms of emotion, time, finance and other material support and the cost of child rearing and training is spread among family members whereas in the contemporary society dominated by nuclear family system, child rearing support by family members is no longer a common practice and child rearing cost rest largely on the biological parents of the child. Such shared responsibility for child rearing that is operational in the extended family system could explain why parents of children from extended family system perform significantly better than their counterpart from nuclear family in child rearing practices as considered in this research.

There is no doubt that a situation in the nuclear family system where for instance, the mother is the cook, maid, babysitter and sometimes money maker, such mother might have a tendency to burn out from attempting to meet family needs and this obviously would affect negatively on her child rearing practices. This is because without any assistance, that will leave little time for nurturing and caring for children. Stress, depression, anxiety or other problems can all be a problem of nuclear family burn out. This researcher further observed from the data of Table 1 that the ratio of children from extended family system to nuclear family system was 252:641 (Approximately 2:5). That means that about 70% of children in the day care centres in Akwa Ibom State are children from nuclear family system. This finding corroborates the findings of Wuse and Isiugo- Abanihe (2006) who observed that lack of support from other family members accounted for high patronage of crèche and day care centers by parents especially the working class mothers.

The findings that about 70% of the families of children in day care centers in Akwa Ibom State come from nuclear families and that the parents from such nuclear families do not perform as well as parents from extended families in child rearing appears to strengthen the earlier findings that there has been a steady decline in parental presence at home such that even in rural areas, both the man and woman are bread winners. The effect is that the role of child rearing might have been entrusted in the wrong hand of caregiver which might not augur well for the child's emotional health and moral development as some of the care givers may have negative behaviors which the child could internalize as acquired values.

Analysis of data presented in Table 4 and Table 5 show that the type of parent (single parent or two-parents or step-parent) is a significant factor influencing child rearing practices of parents. Moreover, it shows that the mean differences between the child rearing practices scores of the three different types of parents are significant. It then means from Table 3 that two-parent type (mother and father) significantly offers the best child rearing services compared to single-parent type (step-mother). The result of this study is consistent with that of Amato (2005) who found that children in step families receive less child rearing attention than children with continuously married parents and about the same level of attention as children of single parents. Although the data of this research suggest that children may be better off in terms of child care if single parents (mothers) care for them

rather than step-parents (step-mothers), Aronson and Huston (2004) found no significant difference between children in single parent families and step-parent families. On the other hand, Blake (1981) reported that among African Americans, children living with step parents were better off in many respect than those children living with single parents. Some other family characteristics and factors such as the presence of other adults may have accounted for the inconsistent research results on the comparative influence of single parents and step- parents on child rearing practices. However, consistent with earlier results, children in single-parent families and step-parent families receive less child rearing attention than children in two-parent families. This would partly be because single parents and step parent families tend to have much lower incomes than two-parent families. The result of this study suggests that two-parent families should be promoted as a means of ensuring improved child rearing practices.

7. Summary

This study investigated the influence of family and parent types on the child rearing practices of parents of children in daycare centres in Akwa Ibom State, Nigeria.

Existing literature (Wusu & Isiugo-Abanihe, 2005, 2006) revealed among other things that there was a steady increase in nuclear family system and a rising number of single parents who could not afford to feed their children with quality food. It further revealed that the mother-child bond is weakening because the care of the child was left earlier than before in the hands of other caregivers. In view of Maslow's Theory of Heirarchy of Needs which emphasized five levels of human needs for the attention of parents especially at the early age of children development when they are not yet capable of providing for any of those needs themselves, this researcher was motivated to investigate the extent to which the family types and parent types of children in day care centres in Akwa Ibom State, Nigeria influence the child rearing practices of such parents. The findings showed that Family type significantly influenced the child rearing practices of parents in such a way that parents of children from the extended family system performed significantly better in child rearing practices than parents of children from nuclear family system. Also parent- type significantly influenced the child rearing practices of parents in a way that two continuously married caregivers (mother & father) performed significantly better than single parent caregivers (mother only) in child rearing practices while single parent caregivers in turn performed significantly better than the step-parent (step-mother) caregivers.

8. Implications and Conclusion

The findings of this research has brought to the fore the importance of child rearing practices and some of those family variables that could significantly influence effective child rearing practices. This is because children are emotionally dependent on their parents to provide their needs and regulate their emotions. When babies are born, they utterly depend on their parents to eat, speak or move   Bonding or lack of it dictates a child's sense of relationship to the world and him/herself.

Our future rests in the hands of the children we raise. A child cannot care for or nurture others if he or she is not cared for or nurtured first. Children who mature without their basic needs significantly met become adults incapable of giving unconditional love, support and sympathy. Incidentally, as revealed in this study, the extent to which parents are able to care for and nurture such children by providing their needs of feeding, cleaning, protection, stimulation, growth and development depends on the family and parent types of such children. The

implication of the findings of this research to early childhood education cannot therefore be over emphasized. Parents will discover from this study how their family structures could influence the extent to which they could provide good care or nurture for their children and therefore make necessary adjustments in the interest of proper upbringing of their children. They will discover that effective parental care cannot be divorced from the nature of the family structure and characteristics.

Parents will see the need to embrace extended family collaboration where many relatives living together could also work towards a common goal of raising the children. This is particularly important since the research result showed that about 70% of the population studied live in nuclear family system with lower performance in child rearing practices than parents of children from extended family system.

Another implication of the findings of this study is that any programme or policy intervention that will assist parents improve on their performance in child rearing practices will be more beneficial to parents of children from nuclear families than extended families. It will also be more beneficial to children growing up in single-parent and step-parent families than children living with two continuously married biological parents who already receive better parental care.

Furthermore, a consideration of the nature of the family and parent types of a child is necessary in any assessment or programme on how well a child was reared by parents.

The further implication of this study is that early childhood and special education providers, family and community based interventions and even caregivers, should consider children in family context. This is because the result of this study pointed to the fact that children could be vulnerable to decreased parental care and possible unmet needs as a result of their family and parent types.

The result of this finding means that the techniques of child rearing by parents that have to do with feeding, cleaning, protection, infant stimulation, growth and development will go a long way to facilitate or hinder the child's optimum growth and development depending on the family and parent types.

This study has amply drawn our attention to numerous standard child rearing practices and the important aspects of the responsibilities of parents towards their children during infancy which have implication for the emotional, physical, social and even intellectual development of the children later in life. It also raises serious concern on the extent to which families and parents of various backgrounds with children aged birth-3 years in day care centres in Akwa Ibom State, Nigeria meet up with their responsibilities of feeding, cleaning, protecting and monitoring the growth and development of their children.

The findings of this study shows that the ability to nurture such people depend on family and parent types. Unfortunately, in Nigeria, community and extended family support of mothers have waned, forcing parents to rely on others to supplement their child rearing so that mothers can continue to feel valued by the society. But the important lesson to learn from the findings of this study and as supported by Maslow's Theory of Hierarchy of Needs is that irrespective of the challenges, the functions of families and parents in providing basic care for their children needs to be re-emphasized so that they will not transfer their duties totally to the child care centres.

Families and parents in Nigeria need to return to our natural, biological, and instinctive way of parenting. Babies are born utterly dependant, unable to eat, speak, or move without assistance. They are also emotionally dependent on their parents to affirm their existence, to regulate their emotional responses, and to model appropriate love and attachment. It is in the consistency of this relationship that babies learn to feel safe, to trust others, and ultimately, to trust themselves and become independent and self-assured. This autonomy, security, and confidence enables babies to grow into children and adults who respects the norms and values of their society and

who can afford to look beyond themselves and their own needs. A person who is loved can give love; a person who is supported can assist others. These are the people Nigeria needs — loved, supported, nurtured, independent — to care for our society and our future. Only such people could be free from criminality and other social and problem behavior presently experienced in Nigeria.

9. Recommendations

To attain a high level of child rearing practices that would eventually lead to social adjustment in the child, parents should try their best to maintain intact families for the proper upbringing of their children. In case of separation by death or divorce, effort should be made by the parents to meet up with the rearing of the child. The environment should be stimulated from time to time by exposing children from nuclear families, single-parents and step parents to film shows and plays.

Caregivers in crèches and daycare centres should understand that the children found in their classrooms come from different family and parental background. Hence, the caregivers have to keenly observe each child and note the deficient patterns of his/her behavior as a result of deficiencies in child rearing practices so as to plan strategies to bridge the unacceptable patterns of behavior due to poor child rearing practices or reinforce or strengthen what the family has started.

The findings of this research will provide awareness to parents and to early childhood educators to know how the family and parent types considered in this research would influence significantly child rearing practices. This knowledge might not only be of practical essence but could also be used to enrich the curriculum of early childhood education in Nigeria.

Parents should as much as possible take advantage of the services and assistance obtainable from the extended family system in enhancing their child rearing practices. Interventions and family life programmes that could increase the number of children reared by continuously married biological parents should be mounted, encouraged and intensified by government, churches, and social welfare societies and communities through marriage courses, awareness programmes and other services. Such interventions should be geared toward strengthening marriage, decreasing the rate of divorce and improving the well-being of families so as to decrease mortality rate of parents.

Social welfare centres, government and some non-governmental organizations and schools should pay special attention to children growing up in single-parent and step-parent families since the weight of research evidence suggests that such families increase children's risk of a variety of cognititve, emotional and social problems because of poor child rearing practices by their parents. To create a violent-free society, in Nigeria, proper attention and social support should be given to families and parents by government and non-governmental organizations to provide the instinctual needs of their children especially at infancy.

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Students' Speaking Skill through Voice Chat at University of Iqra Buru

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Abstract: The objectives of research were: (1) to find out whether or not the use of Voice Chat improves the students' speaking skill, and (2) to find out whether or not the students are interested in joining speaking class. This research employed Quasi Experimental Time Series Design. The sample consisted of 15 students of second semester of English Department of University of Iqra Buru in academic year 2012/2013. The data were collected through three kinds of instruments: speaking test to obtain data of students' speaking skill, questionnaire to obtain data of students' interest, and observation to obtain data of students' activeness in joining speaking class. Data on students' speaking skill were analyzed using descriptive and inferential statistics, data on students' interest were analyzed using Likert scale, and observation data were analyzed descriptively.

The results of the research were: (1) the use of Voice Chat in teaching speaking improved the students speaking skill; (2) the use of Voice Chat increased the students' interest in joining speaking class. It can be concluded that the use of Voice Chat was effective medium to improve the students' speaking skill in terms of accuracy, fluency, and comprehensibility, and VC can increase the students' interest in joining speaking class.

Key words: speaking skill, Voice Chat, interest

1. Introduction

Speaking has played an important role in foreign language setting. It was considered to be the undervalued skills. Perhaps this is due to the assumption that the main indicator of success in learning a language is the ability to speak that language. Unfortunately, many students of English Department of University of Iqra Buru (UNIQBU) in Ambon, Indonesia, they cannot communicate with each other in English well, either in the classroom or outside the classroom. Although English has become a compulsory subject in Indonesia from the fourth grade of elementary school up to university level, students are still poor in speaking English.

My first observation shown the poor level of students' speaking skill caused of the low of their activeness and interest in joining English class especially in speaking. It can be proven by their attendance the subject less than 75%; they were frequently passive in practicing their English such in the classroom or outside the classroom. Even though the faculty has made a rule that was standard on the use of English at faculty and some area of campus which was categorized as speaking area; they were inactiveness to discuss the subject using English; they have difficulty to express their idea in English; they were ashamed to speak and to make mistake when speaking. The main reasons above solely caused of the lack of vocabularies mastered by the students. Besides, the lack of lecturers' ability in teaching English; where they still used conventional method -using speech method and teacher

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cantered- without giving the chances to the students for practicing; they have no skill to create an interested media of teaching, and they have low ability to use computer and internet as media of teaching even thought the facility was already on campus.

Those phenomenons have become more worried to the faculty and university performance which will produce graduators who have no quality and invaluable in English if the problems wouldn't be solved soon. In order to teach speaking successfully, a teacher should concern about the students' motivation and interest. The use of media, somehow, would help the students to reach the objective of teaching (Hamalik, 1993; Gerlach Vernon S. & D. P. Ely, 1980; Long Van Nguyen, 2010; Jie Xiaoping, 2011).

Nowadays, the use of internet was familiar and it has enabled changes in the way of people life, work, interact, and acquiring knowledge and learning. It has increasingly become popular communication tools used by millions of worldwide users at home, at work, and at school. It seems to become favorite supporting tool for real time communication. Most people almost never miss their time to get online every day whether to browse something or to chat with other people using instant Messenger (IM).

Some of previous studies on the field of internet as teaching media shown that the internet can serve as an excellent tool for language acquisition and improving language competences, it also can increase students' interest and motivation and hence learning better through the media when they are relaxed and enjoyable in teaching and learning process (Garrett, 1991; Jaeglin; 1998; Crolotte, Mary, Anna, 2005; Xiao Mingly, 2007; Lin Shen & Jitpanat Suwanthep, 2011).

Background above, the researcher implemented a study to enhance students' speaking skill using synchronous *Computer Mediated Communication* (CMC) namely *Instant Messenger* (IM) that is *Voice Chat* (VC), it is a free instant tools provided by Yahoo Inc. to chat via the internet orally and written among people over the world, it was easy to use and free of cost, it was certain can be available as a medium to increase the students' speaking achievement. The researcher convinced that this medium can increase students' interest and motivation in joining English class. Besides, it was easy and enjoyable to use and free of cost, the students also have already registered on VC, so they can log in directly and practice their English orally and written amongst native or non native speakers of English around the world without feeling ashamed, and it is spontaneously will increase their English skill such as listening, speaking, writing, and reading. And this research focused on speaking skill in terms of Accuracy, Fluency, and comprehensibility and also the students' interest.

2. Method

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This research applied *Time-Series Design*. It was part of a *Quasi-experimental* design that involved periodic measurements on the dependent variable for a group of test units. This is a quasi-experiment, because there was no randomization of test units to treatments, and the timing of treatment presentation, as well as which test units are exposed to the treatment, may not be within the researcher's control (Gay L. R., 2006).

The population of this research was all the second semester students of English Department at University of Iqra Buru in academic year 2012/2013. There was only one class consisted of 15 students so the total number of population was 15 students. Since the population was absolutely small in number or the total number of sample was 15 students with one class, then all of them have been involved as the samples of this research. This sampling

technique by Sugiyono (2010) was called by *Census Sampling Technique.*

Before conducting the treatment, a group has been administered pre-tests repeatedly until pre-tests score are stable; than the group was exposed to treatments and after treatment implementation, repeatedly post-tested then giving a questionnaire to know the students' interest. If a group score essentially the same on a number of pre-test and the significantly improves following a treatment, the research can be more confident about the effectiveness of the treatment than if just one pre-test and one post test were administered (Creswell John, 2008). In this research, the researcher intended to use interrupted time series which examined difference scores between the pretests and posttests. On the other hand, the score in pretest Seri 1 will be compared with posttest 1, pretest Seri 2 with posttest 2, pretest Seri 3 will be compared with posttest 3, and pretest 4 will be compared to pretests 4, then pretests series and posttests will be processed and analyzed to answer research questions and test the research hypothesis is accepted or rejected.

3. Finding and Discussion

3.1 Finding

The hypotheses were tested using inferential analysis. In this case, the researcher used t-test (testing of significance) or paired samples test for independent sample test, that is, a test to know the significance of difference between the result of students' mean scores in all mean score of pre-tests and post tests.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 15, where N1 - 1 = 14 is 2.145. This means that if the result of computed t-test is less or same as 2.145, H_0 (Null Hypothesis) is accepted. In contrast, if the result of t-test is more than 2.145, H_0 is rejected. Below are the T-Test results in all series in term of accuracy, fluency, and comprehensibility:

Table 1　The Probability Value of T-Test of the Students' Achievement on Pre-tests and Post-tests in Term of Accuracy, Fluency, and Comprehensibility

	T	2 Tailed Value	(α)	Remarks
Pre-tests and Post tests (Accuracy)	11.675	0.00	0.05	Significantly Different
Pre-tests and Post tests (Fluency)	11.660	0.00	0.05	Significantly Different
Pre-tests and Post tests (Comprehensibility)	13.860	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 1, on pre-tests and post tests in term of accuracy, fluency, and comprehensibility, the researcher found that the Probability value (0.00) was smallest than the level of significance at t-table (0.05) and the degree of freedom 14. The data also showed that the probability value was smaller than α (0.00 < 0.05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. In the other word, there was highest significant difference between the students' speaking skill in pre-tests and post tests after the treatment given. Below is the T-Test result as whole as pre-tests and post tests:

Table 2　The Probability Value of T-Test of the Students' Achievement in All Series of Pre-tests and Post tests

	T	2 Tailed Value	(α)	Remarks
All Pre-tests and Post tests	18.992	0.00	0.05	Significantly Different

The result of data analysis as summarized in Table 2 on pre-tests and post tests show the Probability value (0.00) was smallest than the level of significance at t-table (0.05) and the degree of freedom 14. The data also

showed that the probability value was smaller than α (0.00 < 0.05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. In the other word, there was highest significant difference between the students' speaking skill in pre-tests and post tests after the treatment. It means that the application of Voice Chat in teaching speaking can increase the students' speaking skill, but the most that can be increased was comprehensibility because of students' habitation in communicating with native or non native speakers of English that might help them to understand the speakers' intention. The whole result of students' score in term of accuracy, fluency, and comprehensibility can be seen in the following Figure 1.

Chart of Each Indicator

Treatment	PRETESTS				POSTTESTS			
Comprehensibility	62.3	69.1	61.2	65.7	82.1	86.5	86.5	84.3
Fluency	48.9	54.4	61.2	64.5	75.6	77.8	81.0	81.0
Accuracy	57.8	50.0	61.2	56.7	74.5	74.5	77.7	73.4
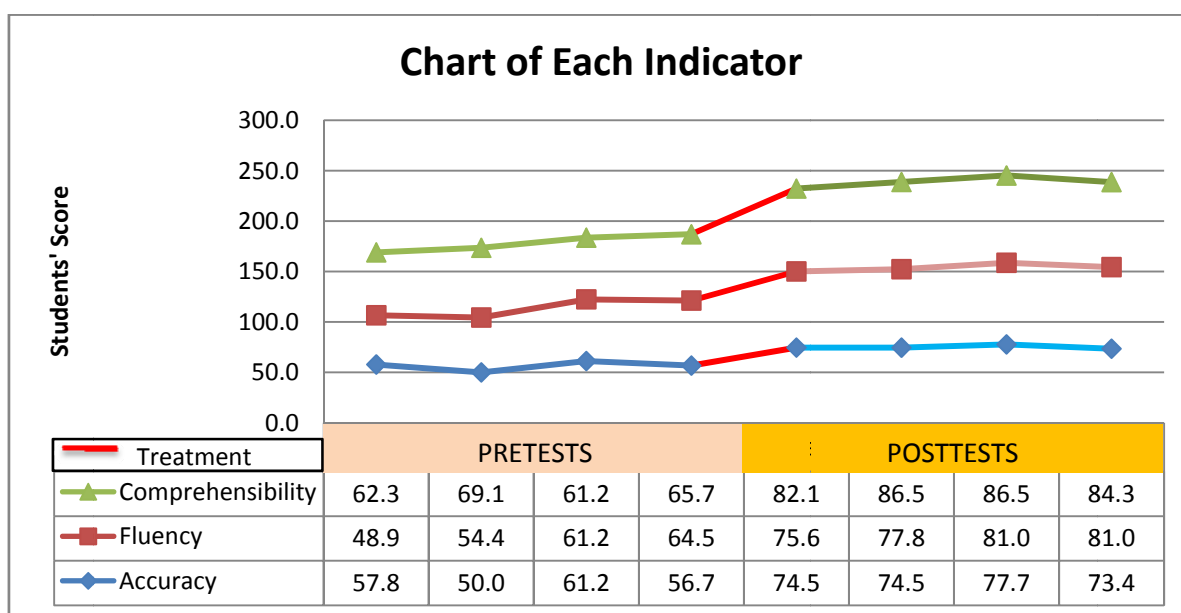
Figure 1   Students' Achievement in Pre-tests and Post-tests (Seri 1, 2, 3, 4) in Term of Accuracy, Fluency, and Comprehensibility

The figure shows that the comprehensibility in all post test was higher than the scores in pre-tests. It means that there was significance different between pre-tests without treatment and post tests after treatment through VC. Those scores were used to analyze whole of students' achievement in speaking which can be seen in the Figure 2 below:
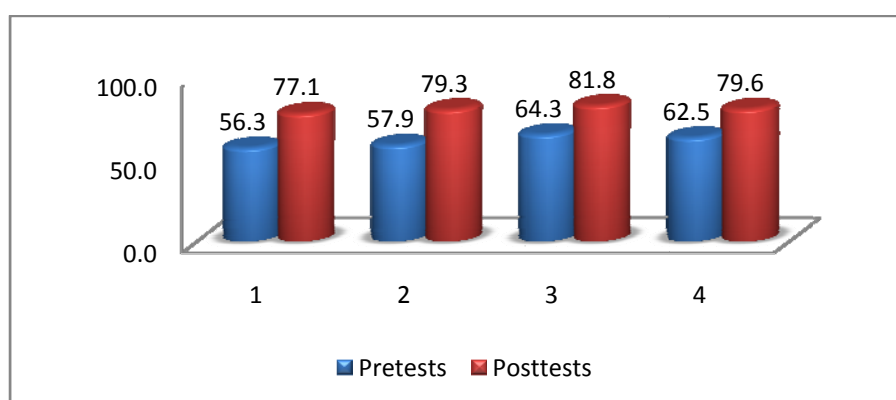
Figure 2   Students' Speaking Achievement in Pre-tests and Post-tests in Seri 1, 2, 3, and 4

Based on the result of data analysis as summarized in Figure 2 on pre-tests and post tests of Time Seri Design (Seri 1, 2, 3, and 4), the graphic could be made as the following.
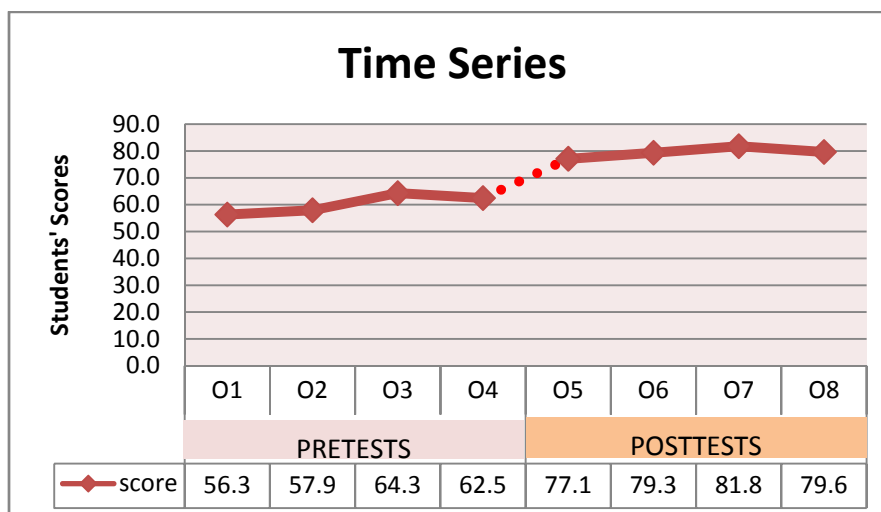
Figure 3   Time Seri Design Graphic

The students score in post test 1, 2, and 3 shown the students' scores go through the improvement from Seri to Seri. In the last Seri shown that the students' score goes through decreasing caused of the boredom of   while there were many facilities provided by Voice Chat may be used to avoid from the students' saturation in learning that will become a note for the teacher and next researchers that will conduct teaching through VC.

The questionnaires were distributed to the students to know their interest toward Voice Chat in teaching speaking at English Department of University of Iqra Buru. The students' score interval of questionnaires can be shown in Table 3.

Table 3   The Percentage of the Students' Interest toward Voice Chat

Interval Score	Category	Interest toward Voice Chat	
		F	%
80-100	Very high	12	88.0
60-79.99	High	3	12.0
40-59.99	Moderate	0	0
20-39.99	Low	0	0
Total		15	100

The data of the students' interval score based on the questionnaire in table 3 indicates that the use of Voice Chat in teaching speaking was very interested, it shown that 12 students (88.0 percent) felt strongly positive, 3 students (20 percent) of the students felt positive, and none of the students felt neutral, negative and strongly negative. Further analysis showed that the mean score of Voice Chat was 88.00 which were categorized as very high interest.

3.2 Discussion

In this research, there are three items that researcher try to find out, they are accuracy (77.66), fluency (81), and comprehensibility (86.43). The highest score was comprehensibility. Comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (1991) says that if two people want to make communication to each other, they have to speak because they have different information. If there is a "gap" between them, it is not a good communication if the people still confuse with what they say. To avoid from the gap, the speaker should pay attention to the process of constructing meaning. An interactive

process of constructing meaning involves producing, receiving and processing information (Burns A. & Heken, Joyce, 1997). Its form and its meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, an acceptable level of language, and the purposes for speaking.

The context of speaking tests were familiar for the students, so they have many experiences before, and at least, they have memorized many words related to the topics even though they forgot some words but they can understand the speaker intention through recalling and guessing the meaning based on the context. Beside, the medium was used (VC) here can increase the students' interest so they have good physical environment to speak with native or non native speaker of English without assumed, and without fear to express their ideas and the level of language used was daily conversation that helped students to be easy to understand the speech. It also caused of most of the time were used to speak and it could make them adapted to communicate and understand the meaning and also it made them habitual to speak.

Even though comprehensibility was the highest score but most students get problems in speaking to express their ideas so that the speaker can understand their intention and those caused of inhabitation, lack of vocabularies or nothing to say, and the influence of mother tongue or first language (Ur. Penny, 1996). Therefore, to solve students' inhabitation, lack of vocabularies, and mother tongue, the teacher should pay full attention in teaching and learning activities such as monologue, dialogue, question and answer, and speaking game.

Another problem faced by the students in expressing their ideas was pronunciation. Pronunciation is one of the important components that a good English speaker uses when he/she expresses his/her ideas in an interaction in order to have a good communication. In fact, the students made some mistakes in pronouncing some English words. They found it hard to pronounce some English words because mostly they were influenced by the use of their mother tongue. This is in line also with Wenden (Wenden Anita, 1987) said that to be successful in language leaning, one should use the language as often as possible, think with the target language, and live and study in an environment here the target language is spoken. Therefore, to get students' good pronunciation, the teacher should pay attention in teaching and learning process.

Students' score in term of comprehensibility were higher than fluency and accuracy because of fluency and accuracy did not lie totally only on mastering the language system but it also lays on the vocabularies as using the language system communicatively, and without too much hesitation. As Richard and Rodgers (2001) stated that fluency is the ability to produce written or spoken language easily. This indicates that spoken language is produced naturally with hurtles. They also added fluency is the ability to speak with a good but necessarily perfect command of intonation, vocabulary and grammar. So the lack of vocabularies and grammar or mastering language system has become hindrances and obstacles for the students to speak fluently and accuratively. That caused of the students have low achievement in fluency and accuracy.

Students' score in term of comprehensibility were higher than fluency and accuracy also caused of medium in teaching. Students were interested to learn speaking through Voice Chat because VC has many facilities that can be used as medium in communication such as orally and written. VC can help the students to communicate with native or non-native speakers of English around the world. So that, they can learn how to pronounce the words correctly, understanding the speakers intention, and know more several of English dialect in the world. As Ur (1996) has defined characteristic of successful speaking activities are a lot of learner talk, even participation including media, high motivation, and an acceptable level of language. What the students need and want, they can get them through VC.

The students' score in all series show the improvement in term of accuracy, fluency, and comprehensibility numerically, but statistically on the graphic of scores in all series showed there was decreasing or declining of students' achievement in Seri 4 in all sub variables. These caused of two factors, they are; unfamiliar material to the students and the limit of saturation. The lack of knowledge and vocabularies made the students were difficult to express their idea and they got saturation or boredom for joining speaking class because only one medium was used in this research. According to the theory of Heinrich Gossen I (1810-1858) which familiar with" *the law of diminishing marginal utility*" stated if the fulfillment of a need for the type of goods carried out continuously, the sense of joy and fun at first will seem high, but the longer the pleasure is declining emulate finally reached saturation limit (Gilarso, 2003).

Based on the research observation, the researcher concluded that the use of one medium of facilities provided by Voice Chat continuously was effective at the first, second, or maybe on third time and in the next time it will be boring. To avoid from the limit of saturation or boredom, a teacher must creative in create learning activities or by mixing two or more facilities that provided by Voice Chat.

Although the students got high score in all Series of post tests in term of accuracy, fluency, and comprehensibility then in pre-tests, it did not mean that they were good to communicate in English or it did not show that they were perfect without any deficiencies and mistakes they have done. So below are the explanations of each indicator of speaking and the students' deficiencies or mistakes made by the students in speaking.

3.2.1 The Students' Speaking Skill in Terms of Accuracy

The use of Voice Chat in teaching speaking gained a better result in students' speaking performance in term of accuracy. It can be seen from the result of post-tests in each component of students' speaking performance in term of accuracy in each Seri of *Time Seri Design* and compare it with pre-tests. However, it cannot be denied that the second semester students made some mistakes during the process. The mistakes that the students made were exemplified in the following description.

(1) Mispronunciation

Pronunciation is one of the important components that a good English speaker uses when he/she expresses his/her ideas in an interaction in order to have a good communication. In fact, the students made some mistakes in pronouncing some English words. They found it hard to pronounce some English words because mostly they were influenced by the use of their mother tongue. This is in line with Wenden said that to be successful in language leaning, one should use the language as often as possible, think with the target language, and live and study in an environment where the target language is spoken. Therefore, to get students' good pronunciation, the teacher should pay much attention in the teaching and learning process. Some mistake that the students made when pronouncing English words are as below:

1) The substitution of phonemes, as below;

a) /θ/ becomes /t/. Example: Thank /θænk/ becomes /teŋk/. Think /θiŋk/ becomes /tink/

b) /ð/ becomes /d/. Example: Then /ðen/ becomes /den/. They /ðei/ becomes /dei/

2) The omission of consonant cluster, examples are:

a) Next /nekst/ becomes /neks/

b) World /w3:ld/ becomes /word/

3) English words which are pronounced based on the written print. The examples are:

a) Various /væries/ becomes /variuos/

b) Literature /litræce/ becomes /literatur/

The most difficult of pronunciation problems that the students faced were the difficulty to pronounce the phonemes /ð, ø/ either in initial, middle and final position of the words, the consonant cluster /ght, rld/ in the final position.

It can be concluded that the students need an active situation where they can practice pronunciation as well. This respect refers to the implementation of Voice Chat for the students to learn how to pronunciation through their chat partner from native or non-native speakers of English around the world without feeling shy or assumed.

(2) Grammatical Errors

Most of the grammatical errors the students made were patterns of syntax, such as: concord, word order, and incomplete sentences. In fact, the researcher found that the students lack of grammar mastery. In making English sentences, they used the Indonesian (L1) system to get the understanding so that they could communicate in English.

The grammatical errors that the students made can be seen below based on the research data of speaking text script:

1) The misuse of singular and plural nouns.

For example; "I have many hobby, one of them is singing."

It *should be* "I have many hobbies, one of them is singing."

2) The omission of suffix –s in predicate as the third person singular indicator.

For example; "My father says to me, my name mean 'son' in Arabic."

It *should be* "My father said to me, my name means 'son' in Arabic."

(*Resource*: Research data of speaking text script, 2013)

It can be noted that most of the students still needed more practices to overcome their barriers in grammar. Therefore, during the implementation of teaching learning process, the teacher corrected the students' grammatical errors.

(3) Inappropriate Word Choice

The inappropriate use of English words is the words that the students use because of wrong diction, and wrong class of words, the students' mistakes in word choices are as below;

1) Wrong diction. The examples are:

a) "Do you wonna come to visit my hometown?". It *should be* "Do you want to come to visit my hometown?"

b) I am gonna be success man. It *should be* "I am going to be success man."

2) Wrong class of words. The examples are:

"I want to be an English teaching." It *should be* "I want to be an English teacher."

It can be noted that the students' mistake in word choice were caused by the lack of English vocabulary and the non-mastery of word usage. Ur states that some situation to decrease of the problem in accuracy, They are: use group work, base the activity in easy language, make a careful choice topic and task stimulate interest, give some instruction or training in discussion skills, and keep students speaking the target language. From the explanation above can be concluded that Voice Chat is able to be the solution because it offers almost all solutions explain by Ur.

3.2.2 The Students' Speaking Skill in Terms of Fluency

The researcher found that the lack of students' English vocabulary and the non-mastery of grammar hindered them to speak fluently. They made too many pauses, halting, and repeated words several times. This condition

automatically influenced the rhythm of their speaking. They looked stammering so that it fell down their speaking performance. However, in implementing the Voice Chat, the students spoke expressively and bravely. One of the most advantages for the students to use VC is they can ask their partner about the difficult world written while running the dialogue or making. The students' inhibitions in speaking fluency are as below;

(1) Unnatural pauses. It is a pause that the speaker makes when he wants to say something but he loses of words or of the though he wants to express. Example:

a) I like ee.. I like ee.. western music because with western music we can ee…know about character of foreigner.

b) In Jikumarasa beach..we can..ee..we can diving and there we can found ee.. find traditional food

(2) Deliberate halting. It is a stop talking and it is because the speaker does not know what to say. Examples:

a) They always come to the place…just for application ee..the internet program..that has ee.. the place provide..the place provided ee..and also..ee….just like that.

b) The place here still nature and…the best view.....I think so sir.

(*Resource*: Research data of speaking text script, 2013)

The examples above show that the students' inhibition to speak smoothly, easily, and expressively. And the fact that they tried to look for meaningful expressions always occurred naturally.

3.2.3 The Students' Speaking Skill in Terms of Comprehensibility

The researcher found that the lack of students' English vocabulary and the non-mastery of grammar hindered them to speak fluently and the lack of phrases and idiom mastering that made them misunderstand and misinterpret about the phrases in a sentence. As the result, they did not understand the speakers' intention and on the contrary the speaker did not understand what the students' intention. Some reasons back to the influences of first language (L1) system when they are talking.

a) The lack of students' mastering vocabulary and phrase. For examples:

L   : So what should I call you?
RM: Ya?
L   : What should I call you?
L   : Could you tell me your reason for me why have you chosen this department
RM: What?
L   : Explain for me why you chose English department

b) Influencing of first language (L1). For example: According to me… *It should be*: In my point of view…In my opinion, in the <u>era</u> <u>globalization.</u>   *It should be*; In the globalization era.

3.2.4 The Students' Interest

In this study, the interest of the students was considered as output because they were expected to have very high interest category toward the use of Voice Chat in teaching speaking. The students stated that joining the speaking class by using VC could build their interest in learning process. Most of students agree to use VC in teaching speaking class. According to Waejana & Rzak (2009) Voice Chat is a synchronous communication tool such as chat working in real time and with real people beyond the confines of the classroom. So the students can talk/chat to a lot of people at the same time, they can meet different people with interesting characters around the world such as native or non native speakers of English. This increased students' interest toward the medium used in this research.

Voice Chat also can help students to develop others skills that are essential in the active world, such as personal skill (independence or autonomy, interpersonal skills (asking, listening, interviewing, discussing,

debating, suggesting, and helping), and organizational skill (setting objectives, time and project management). Those advantages of course created an enjoyable, entertaining social learning which gives pleasure to the students. Of course, those benefits made the students more interested in joining the speaking class and automatically influenced the students' achievement.

Comparing with the result of speaking achievement and interest in joining the speaking class using Voice Chat, it shows that this strategy was more effective and useful to increase the students' interest and achievement. It is indicated that the main score speaking achievement in post tests of series were 75.01 which is classified as a good category, while the main score was 88% which is classified as very high interest. It is in line with Campbell and Dickinson (1996) state that teachers need to incorporate a variety of strategies so that they reach and successful with more students than they have been in the past. It means that teachers should apply various techniques or teaching and learning styles and media to cover the intelligence that occur in the class. It is indicated to avoid students from boredom in learning process.

4. Conclusion

Based on the research findings and discussion above, the researcher concluded that the use of Voice Chat in teaching speaking improved the students speaking skill in term of accuracy, fluency, and comprehensibility that is the mean score of the students' post tests in all Series (75.01) are higher than all pre-tests Series (56.43) and also the use of Voice Chat increased the students' interest in joining speaking class.

It is strongly suggested for the teachers to use this medium in teaching English in different skills such as reading, listening and writing that can increase the students' interest in joining the class because students can learn English enjoyable and fun through new media that motivated them to study. In conducting research or teaching and learning process through Voice Chat, teachers and next researchers should take into account many aspects of online learning. With more elaborated preparation, more careful monitoring to places and facilities of computer, timely adjusting of the project, and cost, so greater achievement arising from Voice Chat would be more promising for language teachers and learners.

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Language Testing at Entrance Examinations for Master's Degree Program and PhD in the Republic of Kazakhstan

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Abstract: Higher education predetermines the socio-economic role of a government at the global arena. The education system of Kazakhstan has undergone many changes in order to improve its quality and create conditions to ensure its adaptation to integration requirements into the Bologna process, as well as changes in the world economy, culture, and social society on the whole.

The article represents the entrance exam technology for the master's degree and doctorate in the form of testing. Entrance exam on foreign language is an important criterion for selection of candidates. It reveals the importance of foreign language skills at a country scale and the need to modernize the principles of creating tests, taking into account the international language certification.

A comparative analysis was made based on test results of 2012 and 2013, using of statistical processing by the Rasch model for dichotomous ratings "a correct answer — a wrong answer". This analysis allows determining the quality of functioning items, as well as compliance with the difficulty level of the test to the readiness level of applicants. Statistical analysis shows the advantages and disadvantages of test and as a consequence the practicability of modification of their structure and specifications.

Key words: language certification, the entrance exam to master's degree and doctorate, analysis of the quality of tests

The education system of Kazakhstan has undergone many changes in order to improve its quality as well as access to the worldwide educational arena. One of the most important changes was the transition to a three-level system (secondary-higher-postgraduate), carried out as one of the parameters of the Bologna process. Postgraduate education in Kazakhstan is becoming increasingly necessary, as a result of socio-economic and general cultural progress of society.

A key component of the lexical funds of Kazakh people is the knowledge of foreign languages as means of international business communication. Master's and doctorate's educational program includes training abroad,

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participation in international conferences, which determines the need foreign language skills at a sufficient level.

Thus, the priority way of selection of candidates for admission to programs of master's degree and PhD became the foreign language skills. For admission to Master's degree and PhD program in Kazakhstan it is necessary to pass two entrance exams: 1) on foreign language proficiency and 2) on profiled subject.

The entrance examination on foreign language is carried out centrally in the form of testing since 2004 by the National Testing Center (NTC).The purpose of testing is to evaluate the level of language proficiency, determine the level of communicative skills of listening and reading comprehension as well as structuredness speech.

Level of foreign language knowledge among applicants increases each year; and in order to meet the modern needs, the system of admission to Master's degree and PhD program is developed, updated and improved, taking into account the particularities of educational system of the country and the international system as a whole. With this aim the Memorandum of Understanding in the field of educational testing was concluded between the National Testing Center of the Ministry of Education and Science of RK and Educational Testing Service (ETS) Global BV.

The first step towards the integration of Kazakhstan to international language certification was the approbation which was held in November, 2012 in accordance with procedure adopted in the world educational system.

88 of Master's students studying by state educational order from national universities with different levels of English who had been involved at the entrance examination in accordance with the NTC procedure in 2012, took part in the approbation (Table 1).

Table 1   Comparative Table of Approbation and Entrance Examination Results

Traditional Mark	Credit System Marks	Number of Applicants	CEFR Levels				
			Without Skills, A1 < 337	A2 337-459	B1 460-542	B2 543-627	C1 > 627
"2"	F (< 0-49)	0	0	0	0	0	0
"3"	D (50-54)	0	0	0	0	0	0
	D+ (55-59)	4	0	4	0	0	0
	C- (60-64)	2	0	2	0	0	0
	C (65-69)	3	0	3	0	0	0
	C+ (70-74)	11	1	9	1	0	0
"4"	B- (75-79)	11	0	9	2	0	0
	B (80-84)	21	1	13	7	0	0
	B+ (85-89)	13	2	4	4	3	0
"5"	A- (90-94)	19	0	7	11	1	0
	A (95-100)	4	0	0	2	2	0
Total		88	4	51	27	6	0

Comparative analysis of the testing showed that the language testing of NTC allows determining applicants who know the language by minimum requirements of foreign language skills, as 84 (95.4%) of applicants confirmed their entrance examination results.

However, NTC tests don't differentiate applicants by the level of language proficiency, NTC tests' results demonstrate overestimation, possibly due to differences of test structures.

NTC tests are concentrated on following blocks:

Listening – 20%, Lexico-Grammer test – 50%, Reading – 30%,

ETS tests:

Listening – 36%, Structure and writing speech – 28%, Reading – 36%.

This analysis showed the need in changing of test structure and specifications taking into account the requirements of international standards in accordance with level ranking of languages (Table 2). In accordance with the suggestions of experts, changes in test structure and specifications should be carried out in stages for each type of speech activity.

Table 2   Comparative Table of Test Structures

Test Structures	Total Number of Items	Listening				Lexico-Grammer test		Reading			
		Num. of Texts	Num. of Items of each Text	Overall Num. of Items	%	Num. of Items	%	Num. of Texts	Num. of Items of each Text	Overall Num. of Items	%
TOEFL ITP	140	4	12-13	50	36	40	28	4	12-13	50	36
NTC 2004-2012	100	4	5	20	20	50	50	4	7-8	30	30
NTC 2013	100	4	7-8	30	30	40	40	3	10	30	30
NTC 2014	100	4	8	32	32	32	32	3	12	36	36

In 2013, the changing of the test structure carried out in favor of Listening block.

Also the requirements for items formation were changed, included items on comprehension (understanding) of the text and items with examples of usage of grammatical structures (in accordance with international language standards).

The experimental innovation became a linking estimation of test results, the appropriate to credit scoring, with international language standards (CEFR): A1–Beginner, A2–Elementary, B1–Intermediate, B2–Upper-intermediate, C–Advanced. According to the credit scoring, the applicant shows a minimal knowledge of the subject in the recruitment of 50% points. To agree with test standards, this test was deliberately made easier at 0.6 logits.

Testing goals and tasks were changed. Now during the entrance exams is determined a language proficiency level. Test is same for all preparation levels (Master's degree, PhD Program).

The technology to hold entrance examination is to hold the centralized testing of applicants throughout Kazakhstan having the NTC as a controlling center.

So, in 2013, due to a large number of applicants the entrance exams on language proficiency were conducted in five days. Number of applicants who did not get a threshold score was 25.42%.

Entrance examination holding technology allows conducting statistical analysis according to classification of applicants on training forms, the status of educational organization, as well as the language context.

According to Table 3, over 90% of test takers were applicant son Master's degree program. Moreover, according to testing results the percentage of test takers who did not get threshold scores, for all forms of training is in the range of 23.7% to 25.5%.

Over 95% of test takers passed an examination on English language, about 3% of applicants on German and less than 0.5% of applicants on other languages (Table 4).

Table 3   Distribution of Applicants According to Their Entrance Examination Results in 2013 in the Context of Preparation Form

Preparation Form	Number of Applicants		Scores							
	Participated	%	0–49 «2»		50–74 «3»		75–89 «4»		90–100 «5»	
			Pers.	%	Pers.	%	Pers.	%	Pers.	%
Master's degree program	27826	90.1	7108	25.5	12643	45.4	6372	22.9	1703	6.1
Residency	987	3.2	234	23.7	489	49.5	223	22.6	41	4.2
Postgraduate Military	12	0.04	3	25.0	6	50.0	3	25.0	0	0.0
PhD program	2072	6.7	508	24.5	833	40.2	637	30.7	94	4.5
Total	30897		7853	25.4	13971	45.2	7 235	23.4	1838	5.9

Table 4   Distribution of Applicants According to Their Entrance Examination Results in 2013 in the Context of Language

Language	Number of applicants		Scores							
	Participated	%	0 – 49 «2»		50 -74 «3»		75-89 «4»		90-100 «5»	
			per.	%	per.	%	per.	%	per.	%
Kazakh	115	0.4	0	0.0	13	11.3	57	49.6	45	39.1
Russian	71	0.2	3	4.2	10	14.1	25	35.2	33	46.5
English	29541	95.6	7 582	25.7	13 531	45.8	6 787	23.0	1 641	5.6
German	1073	3.5	247	23.0	378	35.2	332	30.9	116	10.8
French	97	0.3	21	21.6	39	40.2	34	35.1	3	3.1
Total	**30897**		**7 853**	**25.4**	**13 971**	**45.2**	**7 235**	**23.4**	**1 838**	**5.9**

In accordance with the Rules, Kazakh and Russian language exams are taken by non-residents of Kazakhstan.

For improving items and bringing them in line with international language certification the test results are analyzed.

Statistical analysis of the test results in 2013 compared with2012 showed the influence level of changes in test structure and specifications (Figure 1).
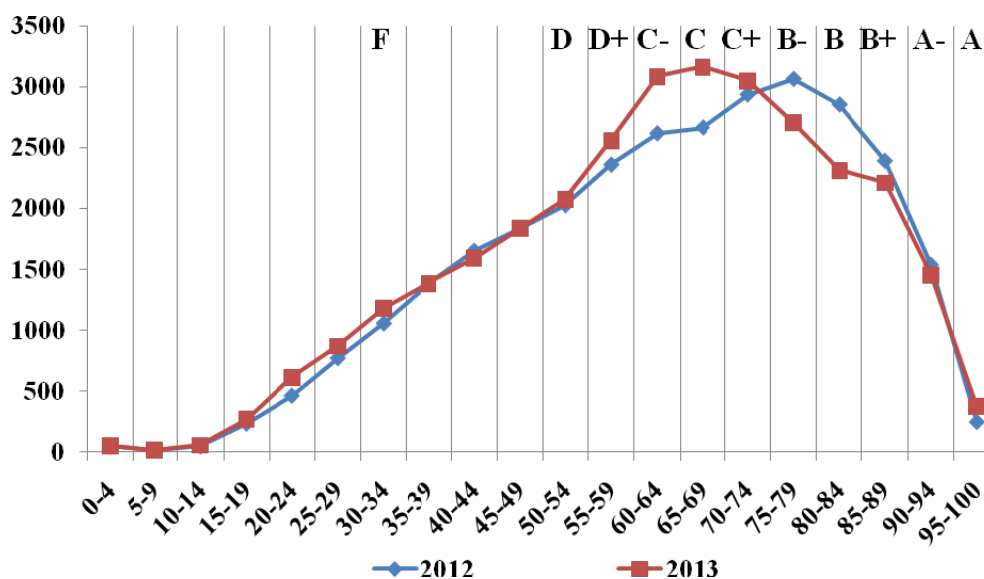

Figure 1   The Distribution of Applicants According to Scale of Credit Scoring for Years 2012 and 2013

According to the comparative data in Figure 1 can say that the amendments have been smooth. Percentages of applicants who did not get threshold scores (50 points) in the previous and current year are relatively equal, while the number of applicants who have got in the limit of 75–89 points has decreased, which indicates more reliable evaluation of the knowledge level of applicants.

Figure 2 shows the distribution of applicants according to the score in CEFR system in 2013. The necessary and sufficient requirements to each level are defined in the test specification.
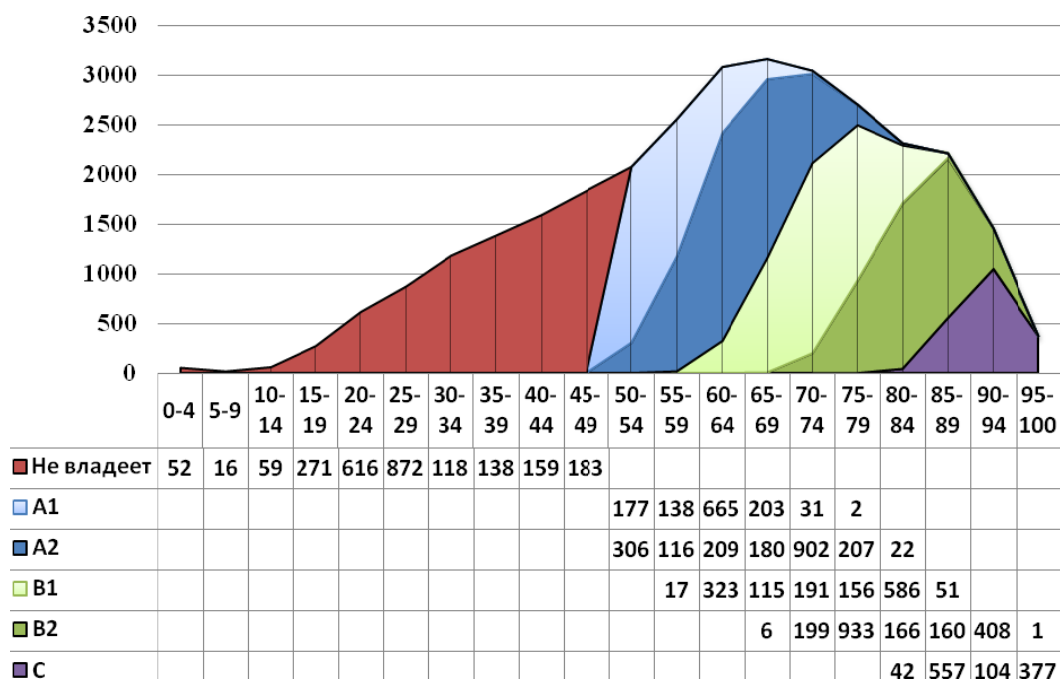

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
■ Не владеет	52	16	59	271	616	872	118	138	159	183										
□ A1											177	138	665	203	31	2				
■ A2											306	116	209	180	902	207	22			
□ B1												17	323	115	191	156	586	51		
■ B2													6	199	933	166	160	408	1	
■ C																42	557	104	377	

Figure 2   The Distribution of Applicants According to Language Skills in 2013

This graph shows that applicants who have got the same points can be assigned different levels of language proficiency. This evaluating the results of testing takes into accounts the difficulty level of each item. For example, the A2 level will be appropriated to an applicant if he correctly answers items of the A1 and A2 levels and items of other levels has slight number of the correct answers. If the applicant correctly answers items of different levels, but doesn't show the minimum requirements of one of the levels, he will be appropriated a lower level.

All test variants were analyzed to assess the suitability of the test as a measuring tool. The software RUMM 2020 (Rasch Unidimensional Measurement Models) was selected as the analyzing tool.

Conducted analysis revealed the following:
- test reliability;
- compatibility test set;
- variation range of items' difficulty level;
- gradation of items distribution by difficulty;
- compliance of test's difficulty level with the applicants' ability level.

For example, the main characteristics of one of the variants is given, which was used in one of the universities in 2013 (Table 5).

Table 5   The Main Characteristics of Test's Variant

Indicators	Value
Person Separation Index	0.95
Cronbach Alpha	0.951
Total-Item Chi Square	229.75
degrees of freedom	200
Chi Square Probability	0.07316
The variation range of applicants' ability level	-1.758.. +3.356
The variation range of items' difficulty level	-3.982.. +2.434
Intermediate level of applicants	0.611

The diagram of compliance is given between the ability level of applicants and the difficulty of items. The compliance degree of testing data by the Rasch model is determined on basis of Chi-square statistics (Figure 3).
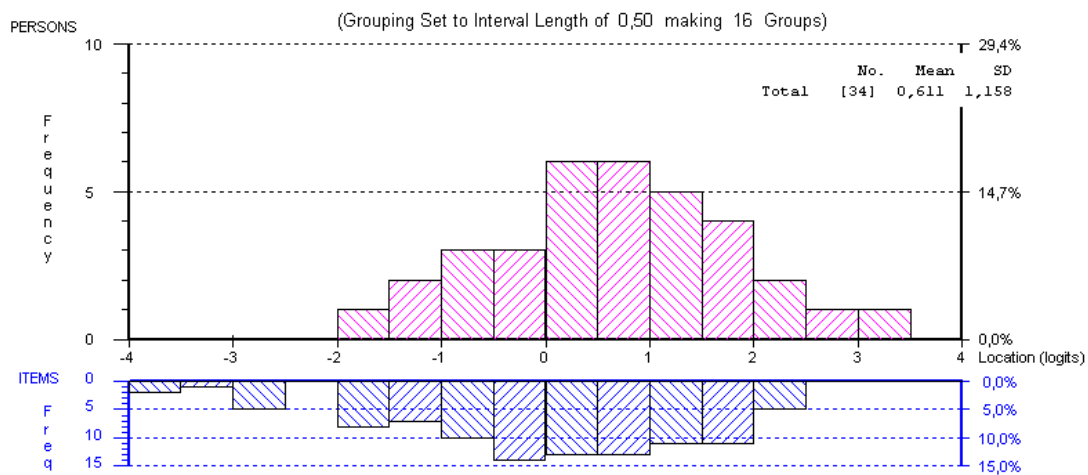

Figure 3   Person-Item Location Distribution

Thus, results of executed work can be judged according to statistical analysis, which showed that systematization on difficulty levels of items had a positive impact on increasing the reliability and objectivity of assessing the knowledge level of applicants.

The statistical analysis showed the objective distribution of applicants' results according to language proficiency level, which confirms the appropriateness and quality of the transition to the international language standards.

The Republican workshop-session on the international language certification in conditions of Kazakhstan was held in November 2013, with participation of educational-methodical board representatives from all of the higher educational institutions of the country and international experts in the field of language testing. At this session the NTC was offered to continue work on transition to the international language certification by means of bringing in changes into structure and test specifications.

Regularity of introduction of innovations in language testing determines purposeful training of applicants for examination, makes the favorable environment for their further training in specialized language which will open them access to global professional field.

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Honoring George W. Bush Academic Awards and University Governance

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Abstract: Over the past several years, colleges and universities in the United States have gone through the embarrassment of inviting and then disinviting distinguished and well known individuals to give commencement speeches, receive awards, and to be honored by the school. This paper does not attempt to resolve the problem of who should be chosen and who should not but addresses the issue of process. Is there not a better way to avoid the conflict and protests that have accompanied academic honors in recent years? The example here focuses on honoring President George W. Bush and suggests a way out for institutions of higher learning.

Key words: George W Bush, academic awards, disinviting speakers, university governance

> The Evil that men do lives after them;
> The good is oft interred with their bones
> William Shakespeare, Julius Caesar, Act 3, Scene ii

In the fall of 2013, my University presented President George W. Bush with an honorary award at an annual and gala banquet at a hotel on downtown Denver.[1] The event was designed to raise money and has always featured prominent diplomats, military leaders and successful business men and philanthropists whose work is celebrated. Protests are rare but not unknown because famous figures make enemies as they rise to the top. They also make decisions which make people angry and create both ethical and moral problems that can be deeply troubling at the time and long after their careers have ended. Honoring George W Bush was bound to be problematic because he is not well loved in academe and because the original title of the award was announced as The Improving the Human Condition Award which angered people haunted by the Invasion of Iraq and the support of torture as part of his administration's war on terror. It was later changed to the Global Citizen Award which was certainly less provocative but also so innocuous that it could be given to anyone who travelled a lot. One angry Professor, on his blog, noted that the name change was akin to putting lipstick on a pig. Lost in the very public debate over honoring President Bush was the story of how the decision was made and any constructive ideas on improving the selection process to avoid public conflict in the future. The recent spate of commencement speaker outrage suggests that there is work to be done. I sometimes think that if Jesus Christ was being given an Improving the Human Condition award, there would be protests from the Society for the

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[1] It is called the Korbel Dinner in Honor of the outstanding diplomat, author and educator Josef Korbel. Korbel was the founder of the school of International Studies.

Protection of Money Changers in the Temple demanding a dis-invitation to say nothing of protests from those scholars who believe that the onset of Christianity retarded scientific progress.

1. In the Beginning

Information on the origins of an award for George W. Bush is scarce. We do know that that three senior administrators, the Chancellor, the Provost, and the Dean of the Korbel School had been active participants in the process from the start. In the spring of 2013 there were several faculty meetings at the Korbel School but the idea of an award for Bush was not mentioned. If anyone on the faculty knew about this development it was kept a secret. Indeed the usual rumor mill that exists in what is essentially an academic village was silent on this subject. Only slowly and over a period of a month or so did word of the award begin to emerge. Perhaps the three administrators who did sign off on the Bush award made a conscious decision to present the faculty and students with a fait d'accompli or found it best not to stir up trouble prematurely. What we do know is as soon as what was initially The Improving the Human Condition award was announced the reaction at Korbel was fast and largely negative. Enterprising students went to Change.org and established a protest site with a petition that was ultimately signed by over 1600 people.[2] Many were students at the school but Change.org is designed to reach into many different communities and there was no shortage of people who were angry at the policies of the Bush administration. Faculty response was also swift from those who thought that an award for Improving the Human Condition was not warranted and several Professors began to draw up a petition designed to urge the Chancellor to rescind the honor. From the beginning the faculty and most students made it clear that there was no problem in inviting President Bush to attend the Korbel dinner or to appear on Campus but an award was another matter. As one might expect, blogs and commentaries on various news sites exploded. A few samples will suffice "The Only thing Bush should be awarded is a long prison sentence for war crimes." "Perhaps Osama Bin Ladin should be awarded the humanitarian award. He is just as worthy as Bush." "He implemented population control. He killed people."[3] Suggestions for new titles were offered. The agent of Mass Destruction Award, The War Criminal Award, and, well you can imagine. Conservatives jumped in with several lines of defense. There were lots of comments on the good work that Bush had done in Africa supporting HIV/AIDS program which purportedly saved the lives of many people. Other commentators pointed out that the very same people who were trashing Bush on torture charges would not protest an award to President Obama in spite of his policy on drones. This raised interesting problems of moral equivalency which we will touch on later. There were comments on the necessity of water boarding and other enhanced interrogation techniques because the dangers of radical Islam made this essential. Money was also on the table. Pro award people arguing that money makes the world go round noted that in the brutal world of University financing it was important to cater to rich Republican donors who were committed to the idea of a Bushian resurrection for the sake of the party. Both the petition on Change.Org and in many other places contained pledges never to make a contribution to the school because of the cheapening of their degree because now associated with the award. At one point several articles were published claiming that the amount of money to be with held by donors totaled $335,000 or more.[4] There was, in the end, a modest victory for the faculty and student protestors when the name of the award was changed to the more neutral and

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[2] Change.Org, Bush Petition.
[3] Ibid.
[4] Donors Threaten U., Denver over George W. Bush Award, College Insurrection, July 18, 2013. Alumni May Withold $335K, The Clarion, July 15, 2013.

ambivalent Global Citizenship Award.[5]

While 24 faculty members signed the anti Bush petition, it should be noted that a significant minority did not. One faculty member wrote that it might endanger contributions to AIDS in Africa programs. Honorary Award realists, Korbel is a school of international studies, argued that you have to do messy things for the greater good. This reflected Winston Churchill's comment about making an alliance with the Devil to defeat Adolph Hitler and, for the historically minded, Francis I alliance with the Turks. Others, no doubt, with thoughts of retribution in mind, decided to put their personal interests ahead of principle which is, of course, a common response in and out of academe. Bystanders to conflict are never in short supply.

The press, Lead by the Denver Post responded in a number of articles in June and July. The Conservative editorial writer for the Post, Vincent Carroll titled his op ed piece **Bush League Protest at DU** (Vincent Carroll, 2013). The faculty, retitled a posse, was accused of not respecting the office of the President and then referenced an invitation from Notre Dame to President Obama to speak at the 2009 commencement in spite of differing views on abortion. Carroll brought in the now popular drone argument and in a quote from the Dean of the Korbel School expressed support for the award in the name of "presenting multiple points of view and promoting civil discourse among diverse individuals." (Vincent Carroll, 2013). This became a common theme for those supporting the Bush award to encourage open debate, and the beauty of campus ideals like academic freedom, uncensored discourse, and the advancement of learning.

Perhaps the most interesting exchange occurred in the Sunday Denver Post in a segment titled Point-Counter Point where William Stanfill the Chairperson of the Social Science Foundation, an independent board that supports the Josef Korbel School and Professor Alan Gilbert who teaches political theory at the institution. Arguing that the University made the right call, Stanfill paid homage to Josef Korbel the founder of the Graduate School and referenced Dean Hill's distinguished public service (William D. Stanfill, 2013). While there was no reference to the award, Stanfill argued that the school had a long tradition of welcoming opposing points of view and that he looked forward to a dialogue between Bush and Hill which he thought would be enlightening. Whether a hotel banquet is the proper venue for such a dialogue was not addressed. Professor Alan Gilbert focused on torture and in particular water boarding which he called a "paradigm of torture" (Alan Gilbert, 2013). He mentioned Guantanamo where prisoners of the United States are held without trial and argued that "Torture is a war crime and that Bush's policies were a violation of International Law and concluded that "torture crosses a line from the civilized world to barbarism. It violates the core of law" (Alan Gilbert, 2013). After references to the illegality of the war in Iraq, Gilbert argued that Bush made the United States a rogue state and should not be honored by a school devoted to human rights .

The Stanfill\Gilbert exchange took place only a few days before the Korbel dinner which sold out. A protest was organized outside of the hotel which was attended by students and others in the community but not by faculty members from the Korbel School. The University closed the event to the press so we have no written reports about the dinner, or if the hoped for dialogue between Hill and Bush materialized. One of my colleagues who attended told me that President Bush was warmly received and received a standing ovation from the audience. The school raised a great deal of money and it was the most successful fund raising event in the history of the Korbel Dinner. Afterward, there seemed to be a desire to get back to normal as quickly as possible. All references to honoring Bush disappeared from University sites by the next morning and the faculty turned quickly to the more

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[5] University of Denver Caves to Pressure, Nixes Humanitarian Award for Bush, *National Review*, July 9, 2013.

comfortable tasks of teaching courses and interacting with students. Case closed.

2. University Honors and the Human Condition

Not many would have predicted that an award conflict would break out over the good and evil that is present in the lives of those in public service. How does one reconcile on the well known scale of justice supporting HIV\AIDS research vs. Water boarding? I have saved lives. I have tortured and killed people. We do not have a formula for University administrators to consider when passing out University honors. Those who accused the protestors of hypocrisy for castigating Bush and remaining mute on drone issues have a point. Where is the line and how should it be drawn in the honors arena? My thoughts on this problem lead me to reflect on American presidents and other powerful statesmen who might draw protest if institutions considered them for honors. Going back to the original award title, Improving the Human Condition as opposed to the mushy phrase global citizen, here are some thoughts on who may or may not pass muster. The most obvious example of statesmen who might not meet the awards standard is President Richard Nixon and his Secretary of State Henry Kissinger. In a recent book by Gary J. Bass, *The Blood Telegram: Nixon, Kissinger, and a Forgotten Genocide*, the author begins my reminding us that "untold thousands of people were shot, bombed or burned to death in Dacca alone" during the attempt to suppress the rebellion in East Pakistan, now Bangladesh, in March, 1971 (Gary J. Bass, 2013). The United States under Nixon and Kissinger were allied with Pakistan and loyally stood by its ally in one of the worst slaughters-some would say genocide- of the latter twentieth century. Without qualification, Bass states that "Nixon and Kissinger's support of a military dictatorship, engaged in mass murder is a reminder of what the world can easily look like without any concern for the pain of distant strangers." (Gary J. Bass, 2013). Because of its dislike of India and its use of Pakistan as its gateway to China, the United States partnered with genocidal killers.   If you add to this fearful story, the role of our two leaders in Vietnam and Cambodia as well as intervention in Chile to bring down the Allende regime, (we don't even have to put Watergate on the table) to walk away from academic honors consideration for these two gentlemen. They crossed the line.

In order to demonstrate that denial of academic honors is not a war on Republican leaders, it fairly easy to put President Johnson in the not acceptable category. In spite of his war on poverty and his 1965 success in pressuring Congress to pass civil rights legislation, he remains saddled by the war in Vietnam. Historian David Kaiser called this war which the United States lost "the greatest policy miscalculation in the history of American foreign relations" (David Kaiser, 2000). Much of this places blame for the escalation of conflict under Johnson and his Secretary of Defense Robert McNamara. If you add to this tale of manipulating the country into enhanced conflict because of the Gulf of Tonkin incident the Vietnam conflict looks vaguely like the war in Iraq. Fredrik Logevall in *Choosing War: The Lost Chance for Peace and Escalation of War in Vietnam* makes a similar arguments that Johnson was not pulled into this war because of structural forces but because of his own decisions which ultimately make him unworthy of awards (Fredrik Logvall, 2001). Issues like necessary and unnecessary wars, the amount of blood on the hands of American decision makers, and the results of conflicts which cannot be seen in advance.

Lets deal with some tougher cases. If we could resurrect President Franklin Roosevelt from the grave, Universities might rush to give him an improving the human condition award because of his significant role in winning World War II. Students of foreign policy, however, and this includes many Roosevelt fans know that part of the story includes a fake story which is very much on a par with the Gulf of Tonkin and weapons of mass

destruction. It is the Greer incident of 1941. Here is how Robert Dallek tells the story.

> Roosevelt found the basis for an announcement of his policy in an exchange of fire between a German submarine and the American destroyer Greer in the North Atlantic. On September 4, after a British plane informed the Greer of the presence of a U-boat ten miles ahead, the destroyer and the plane stalked the submarine. Before returning to base, the plane unsuccessfully attacked the U-boat with four depth charges. Some two hours later, with the Greer still in pursuit, the submarine fired a torpedo. The Greer answered with eight depth charges and the submarine fired one or two more torpedoes. When the Greer relocated the U-boat two and a half hours later, it dropped eleven more depth charges without effect, and an hour later ended its chase. There was "no positive evidence that [the] submarine knew [the] nationality of [the] ship at which it was firing," the Navy reported to FDR on September 9. (Robert Dallek, 1993)

Like President Johnson at the Gulf of Tonkin which Dallek refers to in his account, President Roosevelt announced his escorting and shoot on sight policy by informing the American people that the sub had fired on an American ship claiming that this was an act of piracy on the high seas. The announcement of undeclared war in the Atlantic was a significant escalation toward war and involved twisting the evidence and deviously pushing the country into what turned out to be World War II. Roosevelt also ordered FBI investigations of his political opponents, unlawful wire taps, and notoriously supported the internment of Japanese Americans during the war. Still he has a monument on the Mall and while he is not on Mount Rushmore, he would probably end up in a second edition of that monument if a patriotic sculptor undertook that task.

We could go on and saddle any President and his crew with evil deeds. The complicity of President Eisenhower in the overthrow of President Arbenz was a disaster for the growth of democracy in Guatemala. The role of the same administration in the overthrow of Mossadegh in Iran in 1953 has poisoned relations between and the United States to the present day. Iran contra saddled the Reagan administration with a trading arms for hostages scandal that might have destroyed his ability to govern. As one of my colleagues recently noted in a conversation, Thomas Jefferson was a slave holder and Woodrow Wilson was a racist. In the end the charge that a line has been crossed runs into the thorny problem of where is the line, can it be drawn in any kind of consistent manner. Is the idea of a line in the honorific sand tainted immediately by political, ethical, and moral bias? What is unacceptable behavior for decision makers and how should it be applied in by colleges and Universities? Crossing the line is like the now fashionable and equally imprecise phrase, inappropriate behavior.

3. University Governance and Awards

Throughout the debate on honoring George W. Bush, there were only a few references to how awards should be made by academic institutions. The most impressive was a short but powerful letter to editor of the Denver Post in early September by the Chair of our local AAUP chapter, Dean Saitta who is a stalwart for the cause of academic freedom and shared governance at American colleges and Universities. Challenging a comment by Vincent Carroll in the aforementioned op ed piece attacking left leaning college faculty, he argued that the real problem was the failure of "autocratic administration" for not consulting with "stakeholders" which was the faculty, staff, students and alumni before presenting a controversial award. Unfortunately the Saitta statement did not spark a debate on the nature of University governance and the consequences of failing to broaden the decision making process.

Let us follow up on the Saitta statement not to resolve the issue of what statesman or politician has crossed ill defined lines, but to focus on a process which might improve selection. In politics we know that one of the

problems of autocracy is that while you are free to make decisions at will, if things go wrong you will also take all of the blame for the consequences. Thus all power becomes all weakness and the lack of shared governance can lead to a catastrophic fall from grace. We have many examples of this in history but I always think of the last days of the Shah of Iran who was assumed, in particular by the United States government, to be all powerful but who quickly lost power when a coalition of the many blamed him for everything that they perceived as disastrous in Iranian life and politics. There are too many cases in history of all power turning into all weakness to mention here but one would like to think that the Chancellors and Provosts in academe might want to examine this record before taking on the responsibility of honoring individuals like President Bush. While it may be cumbersome there are many advantages for proceeding with more than a troika behind you.

Let me present an example from the Academy awards which I follow every year with great attention. As an avid film buff, I have always developed a stake in the best picture of the year. Sometimes the choice makes me happy as was the case in 2013 when Twelve Years a Slave was victorious. It was time, in my view, for the Academy to pay attention to the dark side of American History and this searing account of being kidnapped into slavery in a country which celebrates freedom was long overdue. I worried that the movie Gravity would win because I found the story line trite, unimaginative, and boring. Would technological excellence triumph over the complexity of race and slavery in American life? I went to bed happy when the Academy made the right choice. In other years, I have been profoundly disappointed. I hated Braveheart with its made up Scottish history and anti English, anti gay, and souped up battle scenes later replicated in an even worse film, The Patriot. When Titanic won the academy award I could not help but remember that I was the only one in the theater cheering for the iceberg. You win some, you lose some but in the end, I cannot attack any individual voter because I do not know any of them and at least I have the comfort of knowing that lots of people participated in the decision. Thus, I cannot make the charge that Dean Saitta makes against a few autocrats who may have knowledge deficiencies but do have dictatorial authority. My anger is diffused and soon disappears because of shared governance in decision making.

In the case of University awards as opposed to academy awards the arcane autocratic system invites protest reminiscent of the aforementioned fall of the Shah. It is unfortunate that many University leaders do not recognize that shared governance might protect them from attack when they make controversial awards choices.

Let me conclude by setting up a hypothetical system for award choice and examining its strengths and weaknesses with regard to individuals like President George Bush. Whatever the convenience might be of having two or three individuals in high places make awards without consultation, the downside of this autocratic approach is obvious. Indeed it is ironic that in institutions of higher learning, individuals without the credentials to evaluate the life and career of a President like George W. Bush or any other important political figure are allowed to make the choice. By definition there needs to be some scholarly input and Universities are ideal places to find this kind of talent. In the Bush case, there were plenty of scholars who knew something about torture, the war in Iraq, HIV/AIDS, and so on to be on a committee of evaluation. Would this be perfect? Of course not, academics even fair minded and highly skilled ones are often prisoners of their ideologies and ideals. None the less this is better than turning the process over to those with no qualifications whatsoever. It also softens the charge that such selections are made solely because of financial considerations. Money may make the world go around as the song from Cabaret tells us but it cannot and should not be the only criteria for linking an institution of higher learning to individuals of questionable reputation. A special committee of scholars who have studies and taught about, in this case, foreign policy is superior to a few people who may know nothing at all about the person. If there are not

enough scholars, in this case, Bush scholars on campus, the school could appoint distinguished academics from other nearby schools or even ask for letters of reference, if you will, so that there is a dossier of worthiness or unworthiness on the table. At the same time the committee could make sure that the award was carefully worded so that problematic like Improving the Human Condition which turned out to be an invitation to conflict mismanagement would be avoided. In this case, lack of proper vetting resulted in a choice between a highly dubious generality and, with regard to global citizenry: mush. I would like to think that a responsibility, if they approved of an award might have simply focused on specific achievements and offered the controversial President an award on that which was less controversial: FOR CONTRIBUTIONS TO THE PREVENTION OF HIV/AIDS IN AFRICA. Angry liberal academics could mutter…and for starting an unnecessary war or for reintroducing water boarding into International politics. Angry conservatives could mutter…and helping to protect the United States from terrorism after 9/11. Some might even claim the HIV/AIDS award was also inappropriate but on that we could simply say that reasonable academics can disagree. Of course, this process would be less efficient than simply arbitrary decisions at the top. It would take longer and might lead to a great deal of contention in the committee. In the end, there would be a vote and some people will be happy and others sad. But like the academy awards everyone would know that there was a process which involved people of competence and concern and no one could legitimately quarrel with that. In a future of awards choices, I would expect to sometimes say this was the equivalent of giving an award to Twelve Years a Slave. Hooray. I would also expect to sometimes booooo. When an award was given to the academic equivalent of Braveheart. In the end I would say this is a process which is a vast improvement over what happened in the past and I would smile knowing that in an age of administrative over reach, a committee of experts was a step toward shared governance in academic institutions.

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Against the Modern World: A Different Ontological, Ethical, Epistemological and Esthetical Overview on Sufism and Sects

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Abstract: The Western Europe based Renaissance and Reform movements as a revolt against the authority of the Church lead to the liberation of mind, a human-centered understanding and gave birth to the Enlightenment movement. The outputs of the Enlightenment movement are modern, post-modern and hyper-modern understandings and lifestyles. The Enlightenment and therefore the modernity promised to bring the heaven to the world, save mind from the captivity of magic and the next world, liberate mind and human and an illuminated, peaceful world. As a result of the Enlightenment, a small portion of the world became extraordinarily wealth while the rest became poor and stayed under the threat of famine and war. The cost of two world wars to the world is that millions of people either died or became disabled.

I think it will be possible with a new worldview to liberate man from his iron cage to remove unsustainable growth idea from being an absolute myth, to open the door of a different world with the idea that man has a soul, to eliminate the hostility emerged by the competition idea and to make the world a peaceful place. This means that you have something to say to this modern world. At the same time this means that there is a creator of the universe and the positions of the man in the universe are "the essence of the universe" and "the most honourable of the creatures". This understanding is most obviously found in Islamic Sufism understanding. Such principles like multiplicity in unity and unity in existence give important clues related to this subject. Sufism exists in social field through the sects. While the sects should be the institutions to reflect the Islam in the best way, it is both interesting and worrisome that today, the sects have transformed into institutions functioning as bridges to carry water to the modernity ship and to transfer modernity to those who are late to be modernized.

Key words: modernity, tradition, sufism, sect

1. Introduction

Sufist Islamic interpretation can be seen as a different understanding and performing of Islam. The importance of the Sufism movement in the history of Islam and Islamic world of thought cannot be ignored. The institutionalized form of Sufism movement is called as sect. Sects have been unprecedentedly respected in Turkish history and performed extraordinary functions. It functioned as pioneer in and before the occupations, achieved the social cohesion during the Mongol invasion and mobilized the society during the war of independence.

Sects have prevented moral corruption and tolerated social, economic inequalities and discontents; taught the

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society art and esthetical feelings and transferred rules and conventions during the urbanization of the society, revealed a living religion and provided different information types as an episteme; and therefore the importance of sects because of their infinite contributions to the Islamic history and culture cannot be ignored.

As we all know, Renaissance which emerged in a particular time period and region and the Enlightenment movement lead to a modern world with the help of modern science and technology. Then, the industrial revolution came true and this modern movement leads to the emergence of a modern society. Modern thought surrounded all societies and did not give passage to other thoughts and lifestyles. The contributions of modern thought to the world cannot be denied. Most importantly, the idea of bringing the heaven to the earth made world prosperous. Apart from the opportunities provided by the modernity, it should not be ignored that it has removed the man and the society from the reality and confined to the quantitative world, monotype thinking and rationalism and as Weber stated confined to an "iron cage". Is not it the modernity which is the reason behind today's risk society, nihilist and idealess man, the information as a hostage of mind and senses, an understanding which does not allow different worlds and contingencies?

It is not appropriate to categorize the modern as modern, postmodern and hypermodern for us. This is because of the fact that all the modernisms are continuation of each other. Even if, some people take postmodernism as a revolt against the modernism, we take it like adopting itself. According to Bauman, it strengthens our argument to state that postmodernism is a modernism free of false consciousness. The most important element that makes us believe in that way is the relationship of modernism or postmodernism with the tradition and their understanding of tradition or sanctity. They are not different from each other in terms of the interpretation of sacred and their relationship with the sacred. Moreover, it is noteworthy that postmodernism has no connection with anything and its contact with the tradition is only limited to consumption and commoditization.

The way to handle the outcomes of modernism, satisfy the impossible non-satisfaction and consumerism, overcome hostility and environmental disasters caused by cruel competition and society, man and universe lies at reading aimless man, society and universe again with a different perspective. It should not be forgotten that the modernism which promises a heaven on the earth caused millions of casualties because of two world wars and poverty and famine because of the egocentrism.

The new things which are put forward by the Muslim world since they encountered the modernity and forgot that they have the reality and accepted to live in modern captivity do not represent their world but the verbalism that the dominant world would approve and appreciate. The discourses, approvals of the dominant world and repeating these discourses and approvals prevent us from being ourselves. By that way, it becomes impossible to perceive our history, geography and world of thought in their own integrity and consistency. In that point, we can say that the ancient needs to be discovered. I think we need to understand that it is only a hallucination to accept that there is another way to reach the tradition and roots.

In this study, we assume that a new reading of the society and the universe is only possible through revealing the traditional thought and understanding of life in the sense of correlating with the sacred (not in the sense of tradition). The most vivid manifestation of this tradition is seen at the Sufism. By considering the fact that Sufism perceives the world in a different way, we discuss the opportunity of creating an unmodern world through the Sufist teachings.

However, even if the Sufism has the potential to overcome security problem, egocentrism, hedonist and narcissist feelings, aimless, idleness and nihilist tendencies through a different ontology, epistemology, ethics and

esthetics, today the sects feed the current modern or postmodern ontology, epistemology, ethics and esthetics and support the rational and sensational one. It stands as another problem that institutions, which are expected to present a new, unmodern world, are functioning as a bridge for the modernism.

In this study, we examine what the modernism is and what kind of a world it promises, Sufist Islamic thought and the world that it presents and we aim to tell what opportunities Sufism can present to the man and the universe and how it can be a new breath opposing the modernism.

2. What Does the Modern World Mean?

In order to understand the modern world, it is essential to examine the meanings of modern and to witness the emergence of modernism in historical process.

In the Large Turkish Dictionary; the meanings of modern word are "Be appropriate for the present time, era, day; contemporary, new, appropriate for the West and Europe, rootless, traditionless" (Doğan, 1996, p. 779), its French counterpart consists of such meanings like contemporary and related meanings (Bolay, 2009, p. 251), and Turkish Dictionary of Turkish Language Association gives the meaning of up-to-date. The counterpart of the English word, modernity, is "modernite" or "modernlik" in Turkish. Modernity is a different way of believing, knowing, thinking and lifestyle. When we look at the past from the present, modernity, in terms of an outstanding paradigm, definition, concept and reality, refers to a new human experience which challenges and overthrows all experiences and aggregations of the history.

It is impossible to understand the modernism without taking the mental elements that constitutes the modernity. Moreover, it cannot be denied that modernism should be accepted as a philosophy (Kahraman, 2004, p. x). We mean both the modern and the postmodern by the modernism concept. In spite of the deep differences between each other, the challenging situation to include both of them is obvious. On the one hand, postmodern has a function to transform the modern, on the other hand, it needs to be said that postmodern creates a transformation, an inflection rather than a diffraction and disengagement considering its internal features (Kahraman, 2004, p. 11). While the modernism is the process to develop a power, postmodernism is the process to eliminate the power and liberate the individual as much as possible (Kahraman, 2004, p. ix). Actually, it is possible to say that postmodernism is at a proper position in the world proposed by the Sufism. However, because of their attitudes towards the tradition, reference points, proposed worlds and lifestyles, recognized authorities; we have shown courage to put them into the same equation. While the modernity perceives the entity from the wrong point, the fact that postmodernism break the entity into pieces may constitute our starting point. Because we face with the loss of reality in the postmodern world.

In this context, to say the followings will not be wrong: Modernity stands opposing to the traditional world. Because it exists by eliminating the roots, beliefs, paradigms. Traditional world refers to the world in which information, thought and culture passes from generation to generation. This process has a social function to guarantee the stability and sustainability (Toku, 2000, p. 170). We do not mean the conventions and customs by the tradition. The word, tradition, especially in this study refers to "ad-Din", all sacred things, or in other words, his manifests. It refers to the constants of the religion which exists for centuries (Nasr, 2007, p. 70). Yet, all solid things evaporate in modernism (Berman, 2013). Modernity is a anthropocentric worldview consisting of all basic philosophical assumptions of the Enlightenment. A special profile, bracked human soul's desire and requests, is meant by the anthropocentric (Bulaç, 2012a, p. 10). No matter what it is called, whether a great revolution or a

magnificent transformation, all historical, cultural, religious, philosophical, traditional aggregations have been ignored with the modernism and the idea that there is a creature which cannot be seen or sensed has been ignored with a new knowing and sense of creature and a totally secular and profane world has been created (Akgül, 2012, p. 181). Modernism is the differentiation of family, economics, politics, religion and art and increasingly instrumentalisation of these elements found in life. Here is the point where the word, modern, intersects with profane and secular.

A modern world totally excludes finalism or a teolist understanding. Weber, defines the rejection of "celestial" by positioning profanation and disenchantment right opposed to the divine plan (Touraine, 2012, p. 25). There is universe constructed on how rather than why and God is replaced with the science.

Modern society design is an agent created by people who do an act in the permanent progressive historicity (Yıldırım, 2012, p. 19). Modern project has a content in compliance with the hegemonic history reading which excludes singular history understanding and all multiple readings. The content involves an evolutionary perspective from the primitive society to the modern society. History has reached to an unrivalled end by extending to modern west civilization (Yıldırım, 2012, p. 21). This progressive theory takes historical process as from cave dweller to superman, from barbarism to civilization, from stupidity to wisdom or genius, from war and survival struggle to peace, harmony and cooperation (Sorokin, 1997, p. 17). As a result, the West is hailed as the winner of this process. As the West is advanced, the others are naturally not advanced and they are perceived as the late societies (Altun, 2011, pp. 40, 45).

It would not be wrong to say "modern world is a world without tradition"; and it is the name of a world in which new and "advanced" ones and all things, which belong to the past and sacred, evaporate. In contrast, modern means, for us, the thing pulled off from the principles which manages everything and notified through the revelation and pulled off from the excessive ones (Nasr, 2012, p. 98). The relationship between modernity and the rejection of the sacred, postmodernism's understanding which does not accept any constant or authority push both of them beyond the tradition. Modernity distorts the reality and postmodernism breaks the reality into pieces and man is slided into chaos (Bulaç, 2012b, p. 31).

Five stages are named that societies have to get through in order to create a modern society. First one is traditional society stage. The last one is the consumer society which is one of the most important indicators of postmodernism (or newly debated hypermodern) (Rostow, 1960; quoted by Altun, 2011, pp. 49-51).

Modernism, which shapes our lives, stands as a hegemony which requires us to shape our lives. Exclusion of the past and canonization of the new. On the other hand, postmodernism means that there is no reality, constant, authority, ultimate and self-generated one. Everything is possible. Everything depends on the perspective and everything is relative.

Modernism has become a imperious system attempting to organize the daily life since 19th century. This is a radical change. This change is a transformation involving the reorganization of the society and emergence of new relationships.

Generally, four modernisms are told which are the political modernism, cultural modernism, economical modernism and social modernism. Some certain features about the modernism and modern man can be determined by analyzing through these four dimensions of modernism: The first features are told to be positivism and rationality in these characteristics. The only verification authority is mind and senses in the modern world. Modern man, who perceives the mind as everything, does not want to know anything besides those generated by mind and senses. In other words, the modern man is positivist and rational.

Another important feature of the modernism is humanism. Humanism, as one of the most obvious features of the Western metaphysical tradition, stands out as a powerful, self-directed subject notion: A subject that references itself and the measure of everything itself. Renaissance accepts "man" as the most magnificent creature as its main philosophy. There is no need for God, anymore. This formation gained strength from the thought system of Enlightenment Era and positivist worldview (Türkdoğan, 2008, p. 467).

From a postmodern perspective, the humanism opportunity is provided with a metaphysics which cast human as central and exclusionist. This situation points out the end of all spontaneity ideas including God and subject notion (Küçükalp, 2003, pp. 126-137). We can say that while the modern perspective is humanist, the postmodern perspective is anti-humanist. Man is removed from the reference source position and no other reference or authority replaces the man in anti-humanist thought system.

Secularism is the principle feature of both modernism and postmodernism. While, modern objects to the sacred and religion and does not accept religious information as an information source, postmodernism accepts religious information as an information source and states that religion can be placed. Even if religion is an acceptable element in postmodernism, it is not accepted as a reference source. It would not be wrong to state that both of them are secular and the world has entered into the process of secularization during the postmodern period. Modern man is secular. We can infer the followings from the secularization term:

(a) Restriction of desires, happiness and pleasure to this world; requirement to achieve the goals immediately and in this world;

(b) Exclusion of everything related to excessive, abdomen and afterlife issues from our minds, lives and the world;

(c) Taking the earthly desires of man into the center;

(d) Rationalization of the religion, purifying it from the sacred and excluding it from the world; by that way the world itself will become the absolute (Bulaç, 2012b, p. 30).

Everything seems more artificial, moved away from its essence and distorted in the modern life (Guénon, 2004, p. 242). At this point, it can be realized that reality is replaced with a simulation. There is no longer a reality, there are simulations and we take them as real (Boudrilard, 2011, pp. 13-21). By that way, we watch the things on television as if they are real even if we know that they are not. This theme commodifies everything surrounding our lives. Everything is degraded into tradable things and a world, in which we exist as much as we own, has been created.

Both modernists and postmodernists question what is moral. One thing for sure is that international moral values are denied and reference to the sacred is disregarded.

Individualism, emerged with the modern lifestyle, has brought ethical pluralism. The main problem of this pluralism is whether there are ethical principles to determine good and bad. In other words, modern and postmodern perspectives of our era are deprived of a moral basis. Each modernism, which cut its connection with the sacred, has become the alimentative element of multiple moral understandings. Morality and rightfulness seem like a jactitation in these modern times when values are pluralized, moral ones are simplified, freedom and wealth state are equalized, strong ones are right, semantic maps are lost, the spell is broken, values are lost, the man is divinized (Bayram, 2006).

The relativity of morality, which has become inextricable today, allows man to marry both to the fellow creature and, for example, a dog. The belief that man is a self-commanding creature and the only authority over his body legitimates both abortion and the nudity. Moreover, this legitimacy allows man to be the decision-maker

over death. In other words, modern man has the right for euthanasia. Because, life and death are up to the man. Moreover, they decide to have children. The child, which is "the grant of God" in the traditional ontological perspective, transforms into an object which is brought to the world by parents in modern ontology.

There is no place for dedication, permanent ones and altruism. These values are for the traditional world. If you have a connection with the sacred, you can let the dedication, altruism, generosity, modesty, solidarism, cooperation exists in your world. The abovementioned values do not have a meaning in the modern world of hedonist feelings, brought with the excessive individualism.

One of the most important indicators of the modernism is individualization. In this sense, "Where does the modernism lead us?" question is always present. Studies in this field have shown that people care less about self-realization, independence and privacy. In other words, self-determining, leading an exciting life, reaching something in the life, to feel pleasure as much as possible are among the life purposes of the modern man. Individualization brings about the individualism. Individualism, indispensably leads people to hedonism, egoism and narcissism. Some others state that individualism stage should be achieved for the emergence of free individuals and by that way we can move from self-pressure to self-realization. Therefore, it is believed that individuals, who can choose freely, organize their lives independently and rationally free from all authorities, will exist in the society. Yet, while small authorities, social allegiances and environmental audits get lost, large scale anonymous allegiances emerge. As, the traditional protective communication networks come loose, state, fashion, media, government (definition of Focuoult[*]), consumption and related systems replace them (Loo- Reijen, 2006, pp. 163-165).

Freedom is found among the biggest promises of modernity. This refers to create the free individual who is self-deciding and judge of his own destiny. Moreover, this understanding refers to free man from all information and beliefs outside the material world and to liberate and liberalize man with the free mind.

Is the free individual a legend? Escape from Freedom of Erich Fromm states clearly that the free individual is a legend. Modern man wants to escape from freedom. There are three main reasons for the escape: First reason is the need to be connected to an authority. The second is the destructiveness. Destructiveness arises from the need to destroy another to deal with the emotional isolation. The third reason is the conformism. To place reliance, the challenging decision making process and the responsibility of the decision leads to re-enact the actions of others. (From -Erich Fromm - Loo- Reijen, 2006, pp. 176-178) Free modern man's attitude towards the freedom leads him to other addictions.

The freedom promise of modernity resulted in the instrumentalisation of the mind and captivated man, who is not made up of the material ones and mind, in "iron cage". The main factor constituting the "Iron Cage" is the epistemological approach of modernism. An information understanding, which ignores the worlds other than the sensorial, rational worlds that can be experienced, is the main obstacle before the liberation of man. Unsustainability, insufficient and meaninglessness of modernism's this approach lead man to begin a quest and accepted all kinds of information with the postmodern understanding. Epistemological perception, which emerged parallel to the ontological disengagement of modern man from God and revelation, keeps its connection with the revelational esoteric (internal) information temporary.

The West and Western values have been presented as superior values all over the world by supporting the

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[*] The thing that is perceptibly found in the hands of each individual and can be transferred to create an authority, a political sovereignty. Foucault, Dits et écrits.

theory that modernism has a progressive historical understanding with technology. The fact that everyone living on earth wants to consume and live like a Westerner resulted in unsustainable development understanding, production and consumption relationships. In this sense, modern man put competition in the centre instead of solidarism, replaced the "Why did we come to this world and why do we live?" question with how to lead a life of good quality. When this production and consumption manner caused the destruction of nature, it lead to the emergence of a new risk society. While the risk society created the worrisome modern man, this man became a hasty, uneasy and unsatisfied individual.

Modernity promised a heaven on the earth by this progressive history understanding and denying the relationship among afterlife-sacred-man. Modernism, excluding itself from the sacred and "afterlife" understanding, attempts to create the heaven on the earth. While the claim to bring the heaven to the earth feeds infinite life passion, it turns the "habitable" world into a hell for all the people outside the Western world in order to create a world in which pleasures are enjoyed at the maximum level. In order to provide all blessings more than the religions promise, it is attempted to create an imaginary wealth and therefore people want to enjoy the pleasures as much as possible in this consumption based world. The realization of this situation will make the rest of the world suffer and will lead to unsustainable exploitation of the world and destruction of the nature.

Modernism is based on exclusion the death from the life. Death stands out as a problem. It does not give meaning to life; instead it makes the life unbearable. Therefore, nobody wants to face the death and even the cemeteries are built outside the city.

In the modern worldview, which has no references to the death and cleaned from the sacred, life has only an instrumental importance and value without any holiness. As the world does not have any sacred and immanent value for the modern-secular man, people experience a meaning loss in case of such situations like illness, getting older and injury as they are deprived of the pleasures of young and healthy life. Confronting with the death, which makes life miserable and cause people to leave from the earth heaven, is the sourest agony. Nobody wants to die anymore and people do not die in their beds but in hospitals. Everything is indexed to live a few more minutes (Şişman, 2011, pp. 52-61).

In a platform where man leaves his own nature, doomed to be completely homeless, relationships are artificial; alienated from himself, nature and production-consumption objects, it is obvious that man needs a new life understanding. Ontology, epistemology, ethics and aesthetics understandings of this world are totally different from the modern one.

3. Sufistic Life: A Different Stance against the Modern Life

In this part, we attempt to explain sufistic school of thought and sufistic lifestyle which will protect man and especially the Muslim against the crisis of modern life by reviving his bound with the sacred.

Islam religion divides into three components: Faith, which involves everything that the individual believes in; Islam, which involves everything the individual is supposed to do and the goodness as an active virtue which makes believing and practicing perfect. Shortly, goodness is the symbol of mind and will which intensify and deepen faith and practices (Schoun, 2012, pp. 265-266). We know that from the Gabriel hadith of the Prophet. In this hadith; Gabriel: What is faith? What is Islam? What is goodness? Gabriel asks and the Prophet answers. In reply to the goodness question, he says; it is to act as if you see the God. This answer refers to the esoteric dimension of Islam. (For the Gabriel Hadith: Muslim, Faith, hadith no: 1, 5. Bukhari, Faith, Hadith no: 37;

Tirmidhi, Faith, hadith no: 4; Abu Dawud, Sunnah, hadith no: 16; Nasa'i, Mevakıt, hadith no: 6; Ibn Majah,, hadith no: Muqaddima, 9).

It is possible to say that Sufism is an emphasis on the ascetic life in Islam. However, it is hard to say that there is complete similarity between the current movement and the initial ascetic movement emerged with Hijra Bayazid Bastami, Mansur al-Hallaj after in the 2nd century, and with people like Suhreverdi and Ibn Arabi in later centuries. It would not be wrong to say that an ascetic movement which reached perfection breed sufism with a completely esoteric (internal) understanding.

As the Islamic Studies were started to be coded from the first century of Islam, the ascetic and spiritual life principles of Islam were preached and sufi science emerged as a branch of science and conceptions of life. The ways were searched to call communities which were fed up with the political discussions and occupied with world and consumption by getting away from the afterlife thoughts by saying "The sign of falling in love with God of a God lover is to be subject to the Prophet with his practices, morality, commands and sunnah" to ascetic and to live upon taqwa (Kara, 1990, pp. 13-32; Günay, 1999, pp. 82-90).

Three stages of sufist movement are told in Islamic history. The first two centuries of the Hijri time period corresponds to a period in which the spiritual and moral life of the Islam is highlighted. Representatives of this are called ascetic, abid, nasik and kurra. Hasan Basri, Veysel Karani, Malik bin Dinar, Rabiatü'l Adeviye are the outcomes of this period.

The second stage is the sufist era. The sufist movement emerged in this era brought science, skill and ecstasy which were of secondary importance during the ascetic period to the forefront. Bishr Hafi, Maruf Karkhi, Bayazid Bistami, Sahl Tusteri, Sırrı Sekati, Hamdun Kassar are the outcomes of this period.

The third stage is Unity of Existence. The idea that there is only one entity in the universe, this entity is the existence of God whose existence is absolute, universe consists of the different manifests and transfigurations of this existence is the obvious characteristic of this period. To raise the skill, discovery and aspiration is the common slogan of this period's sufies (Uludağ, 1994, pp. 124-127).

The fourth stage is the period in which the movement was started to be called and institutionalized and attained a place. During this period, many sects like Qadiriyya, Naqshbandi, Qubrevi, Khalwati were derived. It cannot be said that there are certain divisions among these stages. They are mostly connected to each other.

In all cases, it can be said that sufism means to feel under the supervision of God no matter where the individual is or what he is doing. The purpose of the sufism is to breed the perfect man; more precisely, to make the man reach perfection. This situation starts with the acceptance of universe's thelo. The attempt to exit from the narrow patterns of the material world and to reach the real entity underlies the sufism. In this sense, it is necessary to mention a different ontology and a different epistemology which is the source of ontology.

The modern man, who is coded to live the life without exploring its meaning, attempts to make sense of himself under the meaningless, purposeless grippers by consuming. The attempts to make sense by consuming emerged a man profile desired by the capitalism, interest groups, dominant ideologies and government (Foucault's definition). The lifestyle proposed by the sufism functions as a counter stance against the consumption understandings. This is the man model who seeks for the teleology of life at himself not at the objects. Modern man feels his existence as much as he owns. Traditional sufist thinking examines how much he matures with the information he has. In other words, this means that you are not "what you own" but "what you are looking for" (Kılıç, 2012, p. 11).

Humanism, as one of the basic characteristics of the modernity, bases on the beliefs that man should be the

focus point and man is the measure of all things. God is replaced with the man, in a way. It is a complete paradox to present a sacred opposed to the idea of modernism to clean the world from the sacred. The main philosophy constituting the main opinion of Islam and especially the essence of sufism is the unity of existence and the holiness of assets deriving from this one existence. The caliph of God adjective to qualify the man in the sufist literature is;

> "Nicely behave yourself; you are the essence of universe. You are the apple of the eye of creatures."
> "Nicely behave yourself; you are the essence of universe. You are the apple of the eye of creatures." by the words of Sheikh Galip. The difference of this understanding from the humanism of modern thought lies behind its of God and universe. While the modern understanding leaves man unguarded and alone by him, Islamic understanding aims to liberate man who has the status of being the caliph of God in the perfect man sense and is believed to carry a soul from the God by He is not a simple creature. All the creatures in the world were commanded to grovel to him (Kılıç, 2011, p. 173).

Modern ontology leaves no place for the man apart from the material world. The material world covers a place which can be seen and sensed. In the sense of existence, the spontaneity of the creature is the essence. As an universe apart from the material reality cannot be imagined, there is no place for a creator. There is no world apart from this one. Sufies do not accept any other entity apart from the Almighty God. The third verse of Hadid/57 suras declares that Allah is Al-Zahir, al-West, al-Awwal and al-End. In this sense, Ibn Arabi says "no", "He is the only entity" to the "Did God really leave room for a fifth circumstance?" question. The idea that there is no other supreme creator whose existence is absolute and everything is He or his transfiguration lays the basis of sufist ontology. A totally amalgamative understanding is dominant instead of the binary (Cartesian/dualist) world. This thinking manner is called "unity in abundance" in sufism. The idea that everything is He provides a complete area of freedom. The individual, who gives himself only to one entity (God) which is completely different in terms of existence, becomes abstemious against other individuals and creatures (Kılıç, 2012, pp. 30-33).

There is no such term as heart in the modern terminology. He accepts thinking as a mental function and his view towards the verses are shaped within the rational framework (Kılıç, 2008, pp. 102-103). Sufistic information is based on observation and inspiration unlike the sensual and empiric of modern science understanding, reading and memorizing of Salafism, rational equating and logical regulations of Kelamiye. "Information source of us and others who are on this path is not mind or thought but advance of the God" saying of Ibn Arabi is frequently repeated. Sufistic information is inherently secret and esoteric. It had protected its flexibility by protecting these characteristics and had become innovative. There is no other organization which has contributed to the deepening and expansion of Islamic thought as much as the sufism did thanks to its subjectivity and being discovery centred. This course is what keeps Islam alive in the hearts with its novelty, freshness, liveliness and excitement (Uludağ, 1994, pp. 123-172).

The discourse of sufism gain importance as the modern world is like a captive of pleasures, consumption and fashion centres in spite of its cartesian worldview, positivist and rationalist epistemology and freedom promises. The unity in existence concept of sufism may be a remedy for the shredded man. With the help of inspirational information and invention experience, sufism may save the man from epistemological understanding, which is the "iron cage" of man who is positivist and tends to exclude all information apart from the sensual ones. It may help the man to taste new and different spiritual experiences. The idea to be with the God while fighting with the loneliness as a result of individualism and depression caused by this loneliness and to enjoy experiences in the world as the manifestation of God may be the remedy for this loneliness and worries about alienation from the nature.

We think that the modern man, who is isolated from the modern values system, greedy, consumer, competition and therefore struggle centred, raised in a education methodology free of mercy, unaware of "dying for", solidarism, fidelity, needs a new perspective (Kılıç 2011, p. 174). "Reed flute" metaphor of Rumi may help us with both this perspective and destruction of nature and environmental disasters caused by the empery logic which resulted from the mechanical universe consideration and perceives the world as yielded for the man: The reed flute, which is transformed from the reed plucked from the reed bed, always moans. It reflects its sadness because of being away from its home. Guiding is up to person's behaviours which is away from his home in this world and pines for his home as a traveller.

Here, we need to open a special parenthesis for consumption. We are living in an era in which everything is tradable, even the values are commoditified and consumed. Everything is indexed to consumption in life. Today, consumption does not mean to meet the general needs by good or service. Instead, consumption should be interpreted as a global and consistent indicator system regulated by codes and rules. In this order, the world of needs, natural and biological order is replaced with values and categorizations. It would be correct to call the societies, in which this order is constantly alive, as consumption societies. There is no division between the real needs and fake (pleasures) needs. Man believes that purchasing, owning and performing the consumption act bring privilege and prestige. He exists as much as he consumes, owns and appears. The concept of need has passed beyond meeting a material and physical need and become a need for differentiation and awareness. The individual is always encouraged to purchase in a rational and hierarchical needs system created by the society. Consumption is a necessity, habitus, and lifestyle for the individual. In this sense, consumption is no longer an action performed freely. It is nearly an obligation and symbol of survival. The alienation emerged as a result of force is so inclusive that consumption becomes the structure of the society and gains incontestability. Henceforth, the benefactor customer is replaced with the participant one.

Besides goods and services, culture is also affected from the consumption. We witness that culture is accultured and transformed into a consumption object in the shopping malls. This is what Adorno calls as culture industry. Culture reaches to cultural use value. In this way, status determination through accultured magazines, encyclopaedia leads to a sharp competition.

While machine was the symbol of industrial society, gadget is the symbol of consumption society. Gadget can be defined as functional uselessness of the consumed object. Let's look around us; which one can be called functional as it is necessary? As if we are surrounded by plenty of trinkets which are not necessary. However, gadget is perceived as the reality of object consumed in the society.

Advertisements and brand name are two important symbolic values of this world. Status acquisition is attempted through brand fetishism while brain atrophy is provided through advertisements (Boudrillard, 2012, p. 18). Consumption of sexuality itself is the subject of another article.

For how long the environmental destruction and intense pressure on natural resources of the production carried out to consume the resources of the world can be maintained? How will the sense seeking of the modern man be responded? How will the modern man, who lives meaningless, unchecked and addicted to deprivation get the satisfaction? Oriental religion mysticism and Islamic sufism perspectives, which attract attention in the West, may point us the starting point. The way to overcome the anomaly of consumption society lies at the poverty and traveller understanding of sufism. The modern people can find his sense and insignificance problem a solution by putting importance on spiritual pleasures, trivializing the world before leaving and prioritizing the afterlife.

The encounter of Muslim with the modernism has been either confrontational or cohesional. As

confrontational Muslims accepted the arguments of modernism, they became more developmental, democratic, rationalist, secular and pro-nation-state and therefore highly modernized. The cohesional Muslims, who thinks that the modern thought owes all its acquisitions to the Islam, have taken the modern thought as contemporaneity and have not noticed what the Enlightenment Thought, which laid the foundation of the modern thought, means and therefore what kind of threats have been waiting for them. We can see that the thing, which will rescue the world from crisis, lift the man up the real meaning world and make sense of the universe, life, death, creature and nature is to overcome the modernity and "to reach the excessive one" (Bulaç, 2012c, pp. 245-276).

Those who talk about being a modern Muslim or adaptation of Islam to the modern one are actually talking about bringing two different worlds together. It does not seem possible to wait the modern understanding, which ignores nonsecular and irrational ones, to come to an agreement with Islam.

> "As the Muslims struggled against the first Christian methods and endeavours with their historical experience of 14 centuries, today they have been struggling against the modern world and become a part of this world." "Modernism has been expecting the Islam to have a new role and/or function by transforming without separating from its history. Because, Islam has faced the problem to be thought, perceived and practiced in the 'life universe' whose physical world and tools were changed and which was shaped by an epistemological and with a different world of values." "In other words, Islam/Muslims are against a world which is interpreted, shaped and even rebuilt by the modernity; and Islam is either going to reinterpret itself for this world or overcome this world with a proper interpretation of its own ideals and epistemological priorities." (Aslan, 2012, p. 133)

We need to know that the way to overcome the modernity and post-modernity is through traditional insight. As emphasized above, the traditional word is used related to the sacred or ad-Din. The insight tradition puts a difference between knowing and being intellectual. It states that is possible through insight by connecting self-realization to being intellectual. Because, it is stated that the heart comes into play prior to mind. While knowing is related to mind, being intellectual is related to the insight of the heart. In this sense, self-realization leads to the realization of God. "men Arefe Nefsehu Fekad Arefe Rabbehu" (the one who knows himself knows God.) Because, Quran tells us to "think with heart".

4. Sects without Sufism

Islamic world has been facing with a difficult battle today. The battle has continued on different dimensions. One of the dimensions is to surrender to the modern world by leaving the struggle. This implies to interpret the revelation through the modern perceptions. It has appeared as making peace between the modern world and religion and religionization of secularism. On the other hand, sticking with its own context is considered as the traditional interpretation method. It would be appropriate to portray this understanding as the contemporary interpretation of Islam. The second dimension is related to how to involve Islam as an Islamic law order in the life. In this context, "Islamic Life in the Modern World" viewpoints insinuate this issue. The third dimension is related to whether the revelation will be loyal to the reality understanding of its own tradition, how the reality will emerge and whether it will create a connection with the sacred.

Muslims have been suffering from the modernity since 18th century. Military and technological superiority pushed the Muslims to be like the Westerners and the development and modernization was anticipated without considering the histo-incompatibility. Today, we see that we have not been able to save us from the modernization and societies have had different experiences of modernization. These experiences were subject to such a

conceptualization like "Non-western modernisms". It was thought that everybody would have a different modernism as a result of this conceptualization. Yet, the following questions are still unanswered: Is there any change at the main elements (positivism (modern science), rationalism, secularism, nation-state) of modernism? For how long have the countries with different modernism maintain these differences?

Since the beginning of the study, we have emphasized that sufism is the most important understanding to save both the modern world and the modern man from the crisis. The sufism thought, which prioritises the afterlife, convey the universe and man to the meaning world of ontologically existence in unity and unity in existence principles, takes the universe and man as of the divine existence and in that way perceives the entity as deposit, will lead us. Moreover, the sufism thought will illuminate us by assigning the position of "essence of universe" who obeys only God and in that way reaches to the freedom and by taking the environment and its components as deposits to be respected. Its approach to the nature and temporary universe understanding and perfect human being thought will change the consumption patterns and existence will precede owning.

Considering today's sufism movement, or more precisely the institutionalized sects, we see that they are far from the above mentioned meaning search. Most of them has transformed into "congregation members" from "sect members" and practiced on relation and identity principles.

It is debatable how much these communities are similar to the sufism with their problematic relationships of sufism with its basic terms. Sufism is based on the principles like inspirational journey, removing obstacles to becoming a perfect human being, soul purification, the massive abandonment, prioritising humility. The intersections of these concepts and today's sects are subject to debate.

The sects, which are generally classified as religious groups, have been transforming into modern congregations. Most of the religious and sufist groups in Turkey have acquired the important characteristics of modernism by putting importance on science, technology, global trade, capital investments (Efe, 2008, p. 81). They have been swiftly modernizing through their foundations, secular educational institutions, media institutions, parties, even banks. It would not be an exaggeration to say that they arbitrated in the process of conveying modern elements of modernity to the classes who have been late to face with modernism. It is an important indicator that the institution named ESI, which is Europe based, used the concept of "Muslim Calvinists" to define the conclusion of its research conducted with businessmen in Kayseri.

As religious groups transformed into modern congregations have been attempting to create a political and economic power basin for themselves. Therefore, I do not think that these groups, which confuse the meaning world of Muslims, will provide a solution to overcome modernity, which has problems with the sacred and tradition, and reach "transcendental (excessive) one". However, the sufism thought has the strongest potential to present an alternative world against the modern world, modern ontology, modern epistemology and modern morality.

The sufism movement is never at a symmetrical maturity and nobility with past successes. It is not possible to wait a bright future from those who have no relation with the Islamic thought in general and more precisely with the sufism movement, unaware of the philosophical, social, scientific and ideological problems of this world. (Uludağ, 1994, p. 171)

There is no remarkable sufist movement in either Turkey or other Muslim countries. The current sects and their followers cannot go beyond repeating the past incompetently. There is neither a sufi like Rumi nor a sufi work like Masnavi. Moreover, today's sect followers are not even able to understand Ghazali, Ibn Arabi, Suhrawardi and Rumi in real terms (Uludağ, 1994, p. 127).

5. Conclusion

There is no doubt that people, who are alienated while modern life is constantly crowded, are under the pressure of ambitions, dissatisfaction and stress caused by anxiety. The individualized and alienated man is doomed to an artificial and virtual world by getting away from the natural ones through the technology. There is an increasing need of people for sincerity, love, warmth, beauty, glory and transcendence. There is a greater need of modern man than ever before for spiritual, emotional ecstasy, mental, moral condition that sufism has given. (Günay, 1999, p. 311). There is almost no similarity between the traditional sufist understanding and today's modern congregation — sect understanding. Because, the sufism, which is no more than the traditional religious interpretation, and all other traditional authentic religious interpretation besides sufism have to clash with the modernism. Because, wisdom, namely the knowledge of reality, pays tribute and serves to the nature. The understanding of governing the nature in order to collect power has lead to the exploitation of the nature as much as possible. It is a crystal-clear fact that this understanding is not authentic.

Religious groups, especially the sects seems to have chosen the way to come to terms with modernism rather than fighting, struggling or at least settling accounts. For example, the technology is not a "devil invention" anymore. Moreover, it is another subject of study that believers are tech-savvy. Therefore, Muslims do not want to discuss the fact that the technology used determines their comprehension patterns.

The chosen modern secular pattern of education has been making all nature compatible acceptances of the religion invalid one by one. Building secular educational institutions instead of working on a new epistemology can only be because of accepting the situation. Accepting the situation and the fact that our children are waiting for their thirties to be parents and to carve out a career for themselves is worrisome. We do not understand that this bar will be fourties in the future because of the acceptance of modern life.

As the children are supposed to grow up in their houses and mother's bosom and the authentic interpretation of religion also, we need to question the modern life. While, we need to change our ontological viewpoint in order to provide the opportunity for the children to grow up in their houses and mother's bosom, we are questioning the religious structures who are proud of building the best pre-school teaching institution. Those religious parents who push their children to take the mercy and compassion feelings away from their mothers in preschool teaching institutions from the paid instructors or push their children to the virtual world so that the children will not bother them, do not get advice from the wisdom of Khidr, even from the sharia of Moses.

The most prominent image of modernism, capitalism or post-capitalism is on the consumption. The most determinant characteristic of consumption is plentifulness and saving. This characteristic provided the denial of scarcity in a mysterious and crisply way (Baudrillard, 2012, p. 17). The plentifulness and saving has excluded the saving and divine gift belief of religious individual. Extravagance concept is replaced with consumption and divine gift is replaced with handsome profits.

In brief, whether sufism or not, as the religiousness has compromised with the modernism through the government and ideology, it assumes the volunteer strutting of modernism and functions as a volunteer bridge to create the connection between the traditional society and modernity. In that way, the promised world of sufism becomes impossible because of the congregations which functions as the strutting of modernism and a bridge.

The world needs to progress towards the transcendental (excessive) one without having a conflict or harmony with modernity. It can be said that the sufism has the potential to meet this demand and open the door of a new world.

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