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POETICS AND POLITICS OF SUBVERSION IN MILDRED TAYLOR'S ROLL OF THUNDER, HEAR MY CRY AND BEVERLEY NAIDOO'S THE OTHER SIDE OF TRUTH

AL-MOUSA

ABSTRACT

Roll of Thunder, Hear my Cry (1976) and Beverley Naidoo's The Other Side of Truth (2000). This peculiar quality of the narrative is well accentuated in the foregrounding of marginalized people, especially children, as the central characters in the two novels .The stories in the two novels are told from the point of view of children. Seeing events in the two novels through the eyes of oppressed young children offers a fresh vision of the social and psychological reality for children as they struggle against the structures of different types of authority that dominate the social, political, and cultural world they live in. Characteristically, children in the two novels are presented as both victimized by the dominant power structure and as capable of interrogating and resisting that power structure. The subversive agency given to children in the two novels will be viewed as part of a wider context of disruption of traditional structures of power and authority in the time and place in which the action in each of the two novels is set. In The Other Side of Truth, the action is substantially set in England in the late 1990s. The main bulk of action in this novel revolves around the injustices, racial discrimination and oppression inflicted on two Nigerian young children (Sade and Femi) who are smuggled to England to escape punishment in their country on account of their father's radical political views. This state of affairs in The Other Side of Truth invites comparison with the moral plight of several children in Roll of Thunder. The action of this novel, which is set in America during the years 1933-41 deals mainly with the injustices a white, racist, and lawless society inflicts on African American family in rural Mississippi. The children's remarkable resistance as a means of counteracting practices of power figures as a pivotal issue in the two novels. The narrative's peculiar gravitation towards *promoting subversive ideologies that undermine the prevailing power structures presented in the two novels reflects the two novelists' commitment to radical political agendas, agendas which give the two novels their ideological and political structures.*

Keywords: Discourse, Subversive, Agency, Power, Politics

REEVALUATION OF LOT ORACLES IN ANCIENT GREECE AND ANCIENT EGYPT

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ABSTRACT

The comparative analysis of the shrines of Ancient Egypt and Greece shows that lot oracles were given not only on political cases but also on the questions of the ordinary people. There is a difference in that practice. Lot oracles in Egypt were given mainly to the pharaohs if they wanted to get some god's confirmation of their home and foreign policy and to the ordinary people on questions relating to judicial disputes. Greeks mostly used lot oracles to inquire about their personal life although there are some cases when Greek politicians wanted to get a prophecy in order to get the sanction of the gods to support their political plans and ambitions. Egyptian lot oracles were involved in the judicial practices of ordinary people in order for priests to be able to gain the support of the Egyptian population and get the opportunity to resist the policy and the cult of the pharaohs. Greek lot oracles did not have the aim of getting the wide support of the population as far as there was not such a powerful priesthood in Greece which needed to resist Greek politicians who were not the representatives of the gods and who lived in the terms of policies particularism.

Keywords: oracle, lot, Egypt, Greece, Amun, Dodona

VOCATIONAL EDUCATION TO SUPPORT SMART CITY PROGRAMS IN INDONESIA

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ABSTRACT

information which is used to manage assets and resources efficiently. Educational institutions are an important supporting factor in the development of Smart City through the creation of programs in the field of education. active in school. SMK Mitra Bakti Husada (SMK MBH) is a vocational school in Indonesia that supports Bekasi Smack City program by creating programs to Bekasi Smack City in education actively.

SMK MBH has graduated one generation, but public confidence in the vocational MBH is very good. This is realized by the increasing number of students who are interested in becoming students of SMK MBH, because SMK MBH always get the trust of the students and parents. SMK MBH always improve the quality of school management with support quality teaching and learning activities in accordance with the education calendar of the Education Office of Indonesia.

Another advantage of SMK MBH is that this vocational school conducts learning activities by practicing more frequently than other private schools. Students of SMK MBH have more experience in the field of vocational due to practice more frequently in school. This creates a higher level of parental trust that affects school reputation and public trust to SMK MBH, thus earning Accreditation with an A grade.

The result of observation by using SWOT Analysis showed that school strength is a competency-based vocational school supported by potential teachers and has a high work ethic. Competence owned by SMK MBH graduate is a social capital to support the creation of Smart City in Bekasi

Indonesia. While the weakness that becomes the constraint of the development of SMK MBH is the lack of land owned because it is difficult to do the development of a dense residential environment.

Keywords: SMK Mitra Bakti Husada, Smack City, SWOT Analysis, competency

GAME-BASED LEARNING WITH KINECT TECHNOLOGY: TEACHERS' VIEWS

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ABSTRACT

The present study investigates teachers' views about game-based language learning with Kinect technology in foreign education course. The study was conducted at a state university located in Central Turkey. Foreign language education is promoted in Turkey, however students still cannot develop their language skills because of several factors, among which classroom size, weekly hours of teaching, and student motivation prevail. The literature shows that these problems might be minimized making use of technological advancements effectively in the classroom. Therefore, game-based language learning with Kinect technology through which students carry out meaningful tasks based on real-life scenarios to develop their communication skills, is getting an increasing attention. In this study, three game-based activities with Kinect were used in foreign language education course during the spring semester of 2017. At the end of the course, semi structured interview was conducted with the course teachers. The results showed that course teachers' views were generally positive about game-based activities. The teachers thought that the activities used will make a greater contribution to the listening and speaking skills than the skills such as reading and writing. In addition, teachers have made several suggestions about games with Kinect. This study is supported by the project of TUBITAK (The Scientific and Technological Research Council of Turkey) with project no:115K489.

Keywords: Game based learning, Foreign language education, Kinect technology

LI-FI MOST IMPORTANT APPLICATIONS : A REVIEW

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ABSTRACT

Li-Fi is a powerful wireless optical networking technology used for transmission of data that uses the speed of light bulb whose intensity varies faster than the human eye can follow. Light Fidelity could be at the core of an entire new industry for the next generation of wireless communications, because it provides better bandwidth, efficiency, availability and security than Wi-Fi . This literature has reviewed the most significant applications of Li-Fi technology in medicine , under-water ,transport ,indoor navigation ,and Robots industry.

Keywords: Li-Fi Technology, medical application, under-water ,transportation ,indoor navigation, robot industry

1 .INTRODUCTION

Fig.1 Li-Fi bulb

Light Fidelity or Li-Fi is a new form of wireless communication technology. The basic idea behind this technology is that the data can be transmitted through an LED light bulb whose intensity varies faster than the human eye can follow. Also , Li-Fi has proven to have higher speeds than Wi-Fi. [1]HARALD HASS, who invented the Li-Fi technology, says that the unique physical properties of light promise to deliver very densely-packed high-speed network connections resulting in orders of magnitude improved user data rates. Based on these very promising results, it seems that Li-Fi is rapidly emerging as a powerful wireless networking solution to the looming RF spectrum crisis, and an enabling technology for the future Internet-of-Everything. Based on past experience the number of wireless applications increases by the square of the number of available physical connections, Li-Fi could be at the heart of an entire new industry for the next wave of wireless communications. Li-Fi provides better bandwidth, efficiency, availability and security than Wi-Fi and thus increases the data transfer speed [2].

Li-Fi is typically implemented using white LED light bulbs at the downlink transmitter is shown in fig.1. These devices are normally used for illumination only by applying a constant current. However, by fast and subtle variations of the current, the optical output can be made to vary at extremely high speeds. This very property of optical current is used in Li-Fi setup. The operational procedure is very simple-, if the LED is on, you transmit a digital 1, if it's off you transmit a 0[3]. Visible light communication can prove to be very useful in areas where radio signals cannot be used due to its interference with other appliances. These areas may include hospitals, mines, oil rigs, planes etc. Li-Fi can also be called as a form of green technology. It is said so because there won"t be any harm to animals, birds as well as humans from any kind of Radiation[4]. The possibilities are numerous and can be explored further. If this technology can be put into practical use, every bulb can be used something like a Wi-Fi hotspot to transmit wireless data and we will proceed toward the cleaner, greener, safer and brighter future. The concept of Li-Fi is currently attracting a great deal of interest, because it may offer a genuine and very efficient alternative to radio-based wireless[5]. This research looks into the different Applications of Li-Fi Technology. Section 2.1 Describe the Medical application. Section 2.2 Underline the underwater application. Section 2.3 Describe the transportation application.

Section 2.4 Describe indoor navigation. Section 2.5 Describe the robot industry application. The last section concludes and underlines the future work.

2. Li-Fi APPLICATIONS

2.1 Medical Application

For a long time, medical technology has lagged behind the rest of the wireless world. Wi-Fi is place in many hospitals, interference from smart phones and personal computers can block signals from monitoring equipment. Li-Fi solves two problems: lights are not only allowed in operating rooms, but tend to be the most glaring fixtures in the room [6].

2.1.1 Monitoring the Patient's Conditions

Based on the concept of visible light communication, a prototype model is built with the PIC microcontroller and basic sensors as peripherals and tested it's working [7].

Temperature Sensor

LM35 can be used to measure body temperature. It is an integrated circuit temperature sensor which converts temperature radiated by human body into voltage waveform.

Electrocardiogram (ECG) Sensor

Figure 2 Electrocardiogram (ECG) Sensor

ECG sensor is shown in Fig. 2. ECG electrode is attached to a patient's body during electrocardiogram procedure. Each heartbeat produces an electrical pulse. ECG details are of much help in diagnosing heart conditions.

Glucose Sensor

Blood glucose sensor is an instrument used for monitoring glucose level in blood. The test is performed by piercing the skin to draw blood which is then placed on a disposable test strip that the meter reads and uses it to calculate blood glucose level. The meter then displays the level in mg/dl.

2.1.2 Doctors, Nurses and Patient Communication

In each patient room , there may be several medical equipment. The equipment is Li-Fi ready to communicate with Li-Fi LED bulb and camera installed on the ceiling. There may be one or more bulbs installed in each room. Once the medical data is transferred from medical equipment to camera on the ceiling, the information is first sent to data center through heterogeneous access network. When any of the client device queries on specific patient's information using its own hardware platform (smart phone, smart watch, tablet or desktop computer), data center will send appropriate data to the requesting device based on the query. When the data is exchanged, each information block for each query includes specific information with which room and which equipment it comes from and for which patient [8].

2.1.3 Secure Data Transmission In Medical Application

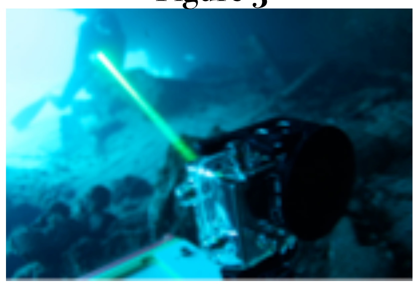
In this system they used Li-Fi technology and zigbee module to have a proper and secure data transmission in medical application. In this , they are showing how ambulance can send it message data through the Li-Fi technology. One additional part is tolerant distance in it. It will help to detect ambulance is in hospitals area or not.

The technology helps to get ready for treatment when ambulance send it the message to the hospital [9].

2.2 Underwater Application

There are some methods adopted by different technologies to enable wireless data transfer possible through lifi for underwater applications. Some involving the communication between source and receiver using LASER technologies with the help of modulation schemes. Some

Figure 3



using microcontrollers and some without any micro devices[10] look at fig 3.

(Prof.B.R.,Thawali, Deshmukh Vishvajeet, Mhaske Nawanath, Shirgire Vitthal) proposed ship to ship communication, on their system, the first ship sends the information to the other ship also the other ship gives the response on which the information is received from the ship. Li-Fi comprises a wide range of frequencies and wavelengths, from the infrared through visible and down to the ultraviolet spectrum. It includes sub-gigabit and gigabit-class communication speeds for short, medium and long ranges and unidirectional and bidirectional data transfer using line-of-sight or diffuse links, reflections and much more .

2.2.1 For Fisherman Security

The System is useful for the fisherman also if the fisherman finds some problem in sea or his ship then he can send the message to the other ship or central authority.

2.2.2 Rescue Operations in Sea

If the rescue operation taking place in the sea then the one information can be transfer from one ship to another.

2.2.3 Alerts for Ships

If the hurricane occurs in the sea then the alert information can be sent to the ship also if the pyrites in the sea is available then the message also sent to the ships.

2.2.4 For Defense Operations

The proposed system is useful in the Defense operation. While Patrolling if the Unknown Ship is find in the sea then the patrolling ship also send the information to the Central authority[11].

2.2.5 Large Distance Underwater Communication

Communications can be established by Li- Fi technology along with the use of Buoys attached with antenna and photodiode These Buoys are linked to a satellite(in air) to pass a message. The satellite passes the message to the designated destination. large distance underwater communication can be done using Buoys connected to the satellite in which the data rate would be nearly same as the terrestrial data communications. Since the transmitted signal is in encoded form, so the Hacker cannot track the signals easily, so the privacy /Security of information is obtained. Motor is used to rotate LED/LASER to direct the signal towards the photodiode. So that data is not lost [12].

2.3 Transportation Application

Information can be shared through LED head lights to tail lights of next vehicles that can prevent accidents. Normal traffic lights, street lights can replace with led lights which can co-ordinate with vehicles and this will enhance the management of traffic and safety [13].

2.3.1 Highway Navigation

[14](Patni, Abhishek, Bhavini Mishra, Harsh Aditya, Yogesh Kumar, and Rohit Sharma) Explore the possibilities of using Li-Fi in highway navigation as it will provide for an alternative to GPS. The transmitter they have used here is a smart pole. It has many components such as LED which is a high glow white light emitting diode, crystal oscillator which is working at 11.085 MHz to provide constant frequency so as to maintain constant clock pulse, voltage regulator, which is

giving a constant voltage of 5V by stepping down the supply voltage from transmitter and receiver. The photo detector absorbs the incoming light from the LED's and passes onto the microcontroller which intercepts the light into data to visible on the LCD in the vehicle. The buzzer will beep as soon as the data is received by the photo detector.

2.3.2 Vehicle to Vehicle communication

When vehicle 1 is braking, the speed meter in the vehicle will be sensing that the current speed is lower than the previous speed. Thus, a message will be sent through the transmitter which is placed in the rear lights to vehicle 2. The message will be received by vehicle 2 using the photodiode which is placed at the front of vehicle 2. A notice of (Slow DOWN) will be displayed in vehicle 2 using an LCD [15][16].

2.3.3 Bus Tracking

There are two modules in this project. In the first module, if a passenger wants to enter into the bus he wants to use the RFID card (i.e.) RFID card must be starched to enter into the bus. After this process a message can be send to the passenger's home using GSM technology. This message contains the details of the time that the passenger enters into the bus and the place where he enters into the bus. The second module with the help of LIFI location of the town bus intimated to the passengers who are all standing in the bus stop through LED board and we can also track the bus location through GPS. This GPS could be used in many applications and it is possible to follow routes and locations driven a vehicle by means of GPS. They develop a web based system presenting vehicles' locations to the user [17].

2.4 Indoor Navigation

The market of localization based service (LBS) is increasing. The acquisition of physical location is the fundamental basis for LBS. GPS, the de facto commonplace for out of doors localization, does not work well in indoor setting because of the block of signals by walls and ceiling. To acquire high accurate localization in indoor setting, many techniques have been developed.

2.4.1 Blind Person Indoor Navigation

The blind person module consists of a mobile connected through LiFi, a vibrator, and an

Figure 4

ultrasonic sensor. Ultrasonic sensor will monitor obstacles in the path. LiFi is used to give the zone alert to the blind people and particularly to give the voice guidance of the path. Vibrator is used for sudden alert to the people [18] look at fig.4.

2.4.2 Indoor System for College Navigation

[19](Kumbhar, Avinash, Praful Wadkar, Mayur Virkar, and Shubham Bhalekar) are proposing novel approach for college organization, using LIFI module in their project. If user wants to find some particular destination within collage, he/she will enter his/her query. This data is transmitted to server through LIFI. Server will fetch required data from database. This data is sent to user through LIFI. Data will be displayed on user` s mobile. This is efficient technique for searching location.

2.5 Robot Industry

Li-Fi is a replacement of Wi-Fi for high speed data transmission rate. In industries robots are used to avoid any accidents that occurred because of workers mistakes[20].

2.5.1 Voice Controlled Robot

[20](Patil, Meenakshi, Neha Joshi, Asmita Tilekar, and Poonam Shinde) are controlling the movements of robot through the voice of operator. The voice is made transferable through the speech algorithm in Matlab software. When we give commands to the robot, the voice is

compared with the database with the help of MFCC algorithm. It will compare the two speech signals and if the voice is matched then it will give signal to the ARM7. Then these commands are transmitted through Li-Fi transmitter. The Li-Fi receiver receives the signal and gives to the DC motor driver IC. The driver IC drives the DC motor and the movements of robot are achieved.

2.5.2 Further Movement of Robot

[21] (Tambat, Aishwarya, and Pallavi Gaikwad) proposed another system to control the movement of robot, At the control room, they are using GSM, GPS, and MODE & OPERATION SELECTION SWITCHES & LASER LEDS as light transmitter also a single photodiode as receiver. Mode selection is used to select robot to work in either automatic or manual mode, in automatic mode they can drive the robot through GSM to perform specific operations i.e. pick place or cleaning. Also in automatic mode GPS will receive the location & transmit it to users mobile. Now if mode switch is in manual mode the robot will be manually operated to perform specified task. Also in same way if operation Switch is 0 then L3 will glow & P3 will detect the signal & robot will perform cleaning operation.

CONCLUSION

Li-Fi technology is currently attracting a great deal of interest, a significant number of researchers and scientists are currently working on this revolution. If this technology can be put into practical use, every bulb can be used as a WiFi hotspot to transmit wireless data and the future applications of the Li-Fi can be extended to different areas like traffic control, under water application, medical application, education , indoor navigation ,and many other fields.

BIOGRAPHY

Faten Subhi Abdelrahman Alzazh is a computer science researcher, have a masters degree in computer science from NYIT, worked as computer science instructor at Tabuk university, then worked as computer science lecturer at Taibah university. I have many publication in the field and one award, my aim to achieve phd scholarship from reputed university.

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CULTURAL REPRESENTATION, SPACE AND ARCHITECTURE IN FILMS: THE CASE OF "L'IMMORTELLE" (1963)

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ABSTRACT

Architectural works and spaces have been used and are continuing to be used in the representation of ideas, thoughts or concepts. In films, architecture and space have become one of the most important representational tools among others, which include the use of music, different shooting and editing techniques. Films can be understood as a communicative media that often constructs a narrative around a story while using architecture and space as its taking place. The close relationship between architecture, space and film, can be considered as related to the social and cultural aspect of space and architecture, since they are connected to daily practices of people and are the setting of people's lives. Films also use this connection between people, culture, space and architecture, since space and architecture is being used as places within the narrative. The media of film has the means to represent different concepts, including culture or ideology; as well as to represent different thoughts or emotions. In this study, it is aimed to examine the complex relationships between culture, cultural representation, space, architecture, and film. French director Alain Robbe-Grillet's 1963 film L'Immortelle, which takes place in Istanbul, Turkey; is selected as a case study to discuss the use of material culture, space and architecture in the representation of culture. In the film, many dichotomies were used such as modern/ traditional; reality/ imaginary; native/ foreign surrounding the daily life and culture of Turkey and Istanbul in the 1960s. In this study, the film L'Immortelle is examined to understand how those ideas or concepts were reflected in material culture, space and architecture. Furthermore, the contribution of these different elements to the representation of culture in the film is discussed.

Keywords: Cultural Representation, Representation, Architecture, Film, L'Immortelle

Introduction

Representation can be understood as an important concept, which can be used to convey ideas, thoughts or concepts, through different systems or languages. There are many representational systems that surround people including the images or texts circulating in the mass media; architecture; photography; and film. The modern idea of representation, as a political concept, dates back to the seventeenth century and the most basic definition of the term is re-presentation; it is “a making present of something absent” (Pitkin, 1969, 16). According to Peirce (1931), representation involves a sign of some kind, which mediates between an object and an interpreting thought. Curtin and Gaither (2007, 44) explain this by stating that, “Representation is the form an object takes and the meanings encoded in that form.” In other words, representation can be seen as a part of process where meaning – which is socially constructed in relation to the historical and cultural processes – is produced and exchanged among people (Hall, 1997).

Cultural representation, which can be defined as the representation of culture through the use of different types of media, has the potential to carry information regarding a culture that go beyond the local setting (Munkelt & Schmitz, 2013). Here, it is important to note that in this study the term culture, which can be used describe “a particular way of life belonging to people, a period or a group (Williams, 1985)” among its other meanings, is understood as a heterogeneous and diverse concept, rather than a fixed and homogeneous one. Hall (1997) explains the relationship between culture and representation by explaining that there are no fixed, unified meanings in culture and therefore there are different ways to represent and sustain it. However, in certain representations, it is possible to observe that some images, ideas, or objects concerning different cultures are being used more than other aspects of them, which may be called stereotyping in some cases.

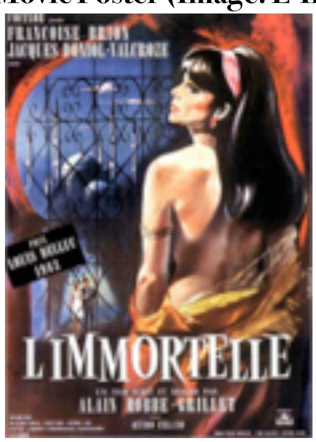
According to Vinacke (1949, 265), stereotyping is the “…tendency to attribute generalized and simplified characteristics…” It exaggerates and fixes the characteristics of what they are applied to. Similarly, Hall (1997) explains that stereotyping has essentializing, reductionist and naturalizing effects. Consequently, use of stereotypes in the representation of culture may have similar influences in terms of ignoring its diversity, and contributing to fixing a specific image of it. According to Saro (2008, 309), “Stereotypes as social phenomena gain their power from everyday practice, social agreement, and tradition.” Mass media, especially films since they reach audiences around the world, holds an important place in the spreading of stereotypes while representing different cultures. At this point, it is important to note that stereotyping in films or generally in mass media, does not only effect the representation of a culture but it also concerns the representation of races, religions, women, politics and so on.

Film can be understood as a system of representation – a language – that uses many elements including space; time; architecture; music; movement; and editing to construct a narrative around a story. They can be viewed as a reflection of the world people live in, since they use spaces and architecture as their taking place. Therefore, space and architecture, which also has the means to represent concepts or ideas, has an important representational role in their use of films. Consequently, in films that represent a specific culture, it is considered important to question the use of space and architecture, since they may reflect its diversity or may contribute to fixing a specific image of it through the use of stereotypes.

Cultural Representation, Space and Architecture in L'Immortelle (1963)

L'Immortelle / The Immortal One is a Franco-Italian coproduction movie written and directed by Alain Robbe-Grillet (Figure 1), who is an internationally known novelist in experimental and

Figure 1 – L'Immortelle Movie Poster (Image: L'Immortelle (1963), IMDB)



avant-garde writing, and a filmmaker (William F. van Wert, 1977), born in 1922 in Brest, France (Armes, 1981). Alain Robbe-Grillet traveled to Istanbul to write and shoot L'Immortelle in 1961, however due to the revolution against Adnan Menderes his work got interrupted and he returned to France and wrote a different screenplay for L'année dernière à Marienbad / Last Year at Marienbad (1961) (Smith, R.C., 2000). In 1963, the political situation in Turkey allowed Alain

Robbe-Grillet to complete L'Immortelle (Armes, 1981), which was awarded the Prix Lois Delluc / The Louis Delluc Prize (Smith, R.C., 2000).

Alain Robbe-Grillet's works are mainly categorized as nouveau roman (new novel) (Armes, 1981), which is a genre emerged in the 1950s (Jefferson, A., 1980). According to Hawthorn (2010), "In the nouveau roman the accepted conventions of fictional composition are deliberately distorted or flouted in order to disorient the reader and to foreground certain processes of artistic illusion or narrative convention". Even though nouveau roman is a novelistic development as its category implies, it is possible to observe a similar approach in the writing and directing of L'Immortelle (1963). Similarly, Smith (2000, 1-2) explains Robbe-Grillet's approach through the following characteristics that are included in his films and writings, which are "...an absence of narrative linearity; the instability of time, space, and meaning; and multiple narrative perspectives."

According to Morrissette (1966) in Alain Robbe-Grillet's works, especially in L'Immortelle, it is possible to speak of fictional structures, which are characterized by the following;

"...circular and spiral plot movements which double back upon earlier scenes, objectified subjectivities (projections of desires and fears) and, above all, memory repetitions of earlier scenes that are re-introduced, deformed, and rearranged in space and time by the psychological processes of doubt, jealousy, fear , and erotic passion." (Morrissette, 1966, 39)

L'Immortelle (1963), which is a 100 minutes black and white film, was shot in and around Istanbul, Turkey, as the setting of its story. Here, it is important to note that the film has a documentary value, since it shows Istanbul in 1960s. According to Armes (1981, 46), "The film was totally pre- scripted, and during the shooting Robbe-Grillet adhered absolutely to the written text despite often complete opposition from his technical crew." In a lecture given by Robbe-Grillet, L'Immortelle (1963) was categorized as a Poetic Mystery Story (Robbe-Grillet, 1989).

The film has two main characters, which are a French professor who recently arrived to Istanbul and a mysterious woman. The exact names of these characters are unknown. However, the professor (played by Jacques Doniol-Valcroze) is designated as N in the script and the woman (played by Françoise Brion), who is called Leila, Lia, or Lale, is designated as L (Armes, 1981). According to Morrissette (1966), who refers to the preface of Robbe-Grillet, the letter N indicates that this character has a role in the film that is similar to a narrator in novels. There are other characters that are watching these two characters including M, who is around L in many scenes, a fisherman, and an unidentified woman. However, there is no concrete evidence of organized surveillance and as Duffy (1996, 63) states, "the observers may simply be 'flaneurs' innocently watching the world go by."

In L'Immortelle, N meets with L in Istanbul and has a relationship with her. However, he never really knows her name, address or what she is doing in Istanbul. After several meetings, suddenly L disappears and N starts to search for her. In his search, people give him false directions or claim that they do not know L. Afterwards, N finds L in a street corner but before she can explain who she is or why she disappeared, L dies in a car crash. The film continues with N searching who L was and what happened, but he also dies in a car crash in the same way L does (Figure 2). It is important to note that, events in the movie generally do not occur chronologically. There are many repetitions of scenes, some of which are considered as memory repetitions of N, and same places are being used with different characters in them, with different focuses. This circular and spiral use of plot makes it possible to interpret the movie in different ways.

Figure 2 – Deceased L and N characters in two different car crashes (Images: L'Immortelle (1963)

One of these possible interpretations is that even though the scenes are not chronological, the events happened and there is a possible criminal explanation, regarding L's actions. Another possible interpretation is, as explained by Duffy (1996, 65) by referring to the suggestion of

Robbe-Grillet at a round table discussion of L′Immortelle, is that the love story between L and N "…is the product of N′s imagination and is based on the initial generative stimulus of a single meeting with L, his imagined narrative having been fed by chance encounters in the course of his exploration of Istanbul." A further interpretative possibility underlines the "creative role of the viewer", which allows the viewer to construct their own narrative that is based on the visual stimuli of Robbe-Grillet's camera (Duffy, 1996, 65).

In L'Immortelle, there is an important relationship between static and dynamic shots. There are many scenes that can be considered as photographic. Robbe-Grillet gives the sense that time stops as some characters or fragments of memory moves within spaces. This stillness allows the viewer to observe the spaces where events take place. Since the movie takes place in Istanbul, there are many photographic shots that resemble postcards. Prior to examining cultural representation, space and architecture in L'Immortelle, it is important to mention that Robbe-Grillet recognizes stereotypes that surround Istanbul and rather than avoiding them, he infuses them with the narrative in the creation of his mythical, imaginative Istanbul. The viewers observe these stereotypes from the European characters' point of view, while L reminds that this is an imaginative view with statements such as: "You have arrived in the legendary land of Turkey… Mosques, castles, secret gardens, harems…Just like in the books"; "Look there is the mosque of your dreams…All this is a product of your imagination"; or "You have arrived in the Turkey of your dreams…"

After a ride alongside the ramparts with a Turkish song in the background, L'Immortelle starts with photographic shots of some of the places that L and N meets in the movie. These places include Byzantine Ramparts, the shoreline of the Bosphorus that is seen through the vapur (ferry), and an Ottoman Cemetery (Figure 3). In these shots, it is possible to view two important past cultures of Istanbul (Byzantine and Ottoman Empire past), as well as the 1960s Istanbul. Following these scenes, L is seen in the interior of professor's house, and as the shutters of the window closes, N gazes outside through the openings between the shutters, which leads to the meeting scene of L and N.

Figure 3 – The opening shots of L'Immortelle with L as the figure includes Byzantine Ramparts, Shoreline of the Bosphorus, an Ottoman Cemetery and a Beach. (Images: L'Immortelle (1963)

In the meeting scene, L offers N a ride with her white, convertible, American car (Chevrolet), which is also seen in many other shots in the film (Figure 4). Here, it is considered necessary to mention that, the American car can be seen as an image that reflects a side of Istanbul in the 1960s, since there were many imported cars during that period. Also to understand how L'Immortelle represents Istanbul in 1960s, it is important to state that Istanbul had major changes after the 1950s, and that it became the center stage of Turkey, which previously was Ankara, as the new and modern capital in the 1930s. Bozdoğan and Akcan (2012, 107) explains these changes in Istanbul by stating that there were "massive modernization projects following a master plan by the French urban planner Henri Prost (1874-1959)…" which included "the opening of new roads, public squares and parks and the construction of new, iconic modern buildings…" In other words, in the 1960s, there was a modern side of Istanbul that is not reflected in the mythical and imaginative Istanbul that are seen through the eyes of the characters in L'Immortelle.

Figure 4 – The American Car that was used in different places in L'Immortelle (left), and Dolmabahce Camii; a traditional house with clothes hanging on the rope; and the American car on the road (Images: L'Immortelle (1963)

Following their conversations in the car, N invites L to a house gathering. The place used as the house of N in L'Immortelle was the Ipsilante Yalısı / Yalı of Prince Ypsilantis (built in the 18th century), which used to be a French Summer Embassy in Tarabya that was previously owned by Prince Ypsilanti (Figure 5)(Levantine Heritage Foundation, Web). After the building was destroyed in a fire in 1913, it was reconstructed in 18th century residential Turkish style architecture, and today the building is still a wooden yalı, as it used to be (Girardelli, 2014).

Figure 5 – Ipsilante Yalısı. A postcard of the French Summer Embassy (Left) and N's house in L'Immortelle (Images: Levantine Heritage Foundation, and L'Immortelle (1963)

Before L arrives to the house gathering she was invited to, camera moves around the house showing the furniture, which includes a modern looking sofa with throw pillows; armchairs; rugs on the floor that are stacked on top of each other; a mirror; a lampshade; coffee tables with ornate wood carved legs; frames (photographs or paintings); and lastly a tulip drawing (Tulip means Lale in Turkish, which is one of the names L gives to N) on a traditional rug that hangs on the wall (Figure 6). In the house gathering scene, while N introduces L to one of his friends, it is possible to see another side of the interior, where there is an Arabic writing hanging on the wall, and a large ornate vase is placed on a pedestal (Figure 7).

Figure 6 – The Interior of N's house, one side of the living room (left); the tulip (lale) drawing placed on a traditional rug hanging on the wall (middle) (Images: L'Immortelle (1963)

Figure 7 - The Interior of N's house, the other side of the living room with Arabic writing on the wall and ornate vase (left); and the oriental painting (right) (Images: L'Immortelle (1963)

After L asks N, what he thinks of the women in Turkey; the camera zooms to an oriental painting that hangs on the wall, which depicts the interior of a harem and originally is the work of Thomas Allom (Interior of a Harem, 1855), who was a British architect (Figure 7) (Schiffer, 1999). In figure 6, it is possible to see a dichotomy in terms of both modern and traditional furniture being used in the design of N's house. On the other hand, in figure 7, it is possible to see that the decorative elements that are being used in the house are mainly traditional, or even exotic (oriental in this case), which creates a contrast with the modern outfits of the characters.

The next meeting place of L and N is a café near Galata Köprüsü and the camera moves around to show the silhouette of Istanbul in that scene. As L arrives to the café, they leave and catch the vapur (the ferry). In this scene, as the vapur passes Dolmabahce Palace (built in the 19th century), L states, "fragile constructions by the water's edge… the magical east of the picture postcards…", which can be understood to reflect the mythical and imaginative image of Istanbul. In the following scene that image is reinforced by L's speech in the park, where she states "…it isn't a real mosque at all…it's the naval museum!" The building she refers to is the Dolmabahce Mosque (built in 19th century), which was used a naval museum for period of time.

Another meeting place in the following scenes is a mosque. This scene is thought to reflect the religious side of Istanbul. Here, it is important to mention that in many scenes, in addition to the mosque scene, there is use of religious music, as opposed to violin playing in various scenes. In the mosque scene, the interior of the mosque and the ezan (Islamic call to prayer) contrasts with the actions and outfits of the European characters (Figure 8). In the following scene, L and N visit a bazaar, where they go into an antiques shop. In the bazaar scene, it is possible to see various Turkish salesmen, selling traditional clothing; tin cauldrons; and rugs (Figure 8). As the scene ends, the camera turns into posters attached to a wall, that shows belly dancers and next L and N is seen in a nightclub with a belly dancer on stage. In the nightclub, the only woman in the audience is L, who dances in an oriental manner in N's house in a later scene.

Figure 8 – Interior of the Mosque (left) and the Bazaar (right) (Images: L'Immortelle (1963)

There are two other significant places where L and N meet; that are an Ottoman cemetery; and Byzantine Ramparts (Ramparts around the Yedikule Fortress) (Figure 9). As mentioned previously, these two places capture two important past cultures that are embedded in Turkey's past (Ottoman and Byzantine Empires). After these two scenes, L disappears and N starts to wait for her in an Ottoman cemetery, in a park and also in his house. In the interior of the house, we see the traditional rug hanging on the wall several times (with the tulip drawing), since N lies down in front of it on a traditional divan looking sofa; and also the camera focuses on several items that were not shown previously, such as a semaver (a traditional tea urn) or traditional rugs that are stacked on top of each other on the floor (Figure 10).

Figure 9 – Ottoman Cemetery (left) and Byzantine Ramparts (right) (Images: L'Immortelle (1963)

Figure 10 – The Interior of N's house, N lying in front of the traditional rug (left) and the semaver (right) (Images: L'Immortelle (1963)

It is important to note that all of the meeting places of L and N included above are seen more than one time in L'Immortelle. There are other places in the film that are not discussed here such as Yerebatan Sarnıcı / Basilica Cistern (built in the 6th century, Byzantine Empire), since they are only seen briefly. As previously mentioned, after L disappears, N finds her briefly and she dies in a car crash without any explanations. N continues to search some answers but N dies in the same way L does (Figure 2). L'Immortelle ends with L laughing on the vapur, with the silhouette of Istanbul in the background.

Conclusion

In L'Immortelle (1963), it is possible to see that Alain Robbe-Grillet carefully constructs a stereotypical image of Istanbul through his selection of architectural works, spaces and material culture; while constantly reminding the viewer that this is an imagined fantasy. In the construction of that image, he uses several elements, which includes the use of space-time; music; architectural works; touristic attractions (palaces, mosques, or the image of harem); and also oriental and traditional decorations in the design of spaces. However, he also contrasts these elements with music that is more associated with the "West" (such as the violin); modern clothes; or the American car. In the film, the viewer constantly questions reality through the statements made by L; changing and repetitive spaces used in a non-chronological manner; and the interruptions in the flow of time. Robbe-Grillet creates many dichotomies through the contrasts he offers in the scenes such as reality/ imaginary or fantasy; real-time/ memory modern/ traditional; European/ Turkish; and native/ foreign.

The construction of Robbe-Grillet's Istanbul heavily relies on the spaces and architecture that is being used in L'Immortelle. He uses a traditional wooden yalı as N's house; Ottoman mosque, Ottoman cemetery and Byzantine ramparts as meeting places of characters; and vapur (ferry) rides to show the silhouette of Istanbul as well as important structures such as the Dolmabahce Palace. In conclusion, it is possible to state that the film does not necessarily represent the culture and lifestyle of Istanbul in 1960s, since the city had major changes after the 1950s in terms of its continuing process of modernity, but rather it focuses on its past cultures especially on the Ottoman Empire past. In L'Immortelle, Alain Robbe-Grillet offers both the critic of a stereotypical image of Istanbul and the guilty pleasure of an exotic dream world lived through the eyes of European characters, and in doing so he gives the choice of how they wish to see Istanbul to the viewer.

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Biography

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INSTRUCTIONAL DESIGN FOR ENGLISH AS A LINGUA FRANCA IN A JAPANESE CONTEXT: BASED ON CAN-DO STATEMENTS FOR FOUR SKILLS INTEGRATED LANGUAGE LEARNING

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ABSTRACT

English as a Lingua Franca (ELF) refers to the usage of English as a contact language between people who have different mother languages. Recently, a shift from English as a second/foreign language to ELF has been indicated in the documents of the Ministry of Education, Culture, Sports, Science and Technology of Japan. Together with the reformation of the English education curricula, renovation of the teacher education system has also been carried out. Therefore, this study purposed to develop a four skills integrated ELF curriculum for pre-service teachers. Along with the ELF curriculum, exemplar lesson plans and teaching materials were developed. Furthermore, formative evaluation suggested that the four skills integrated ELF curriculum is useful and valid, though supplementary education might be needed for some students with rather lower proficiency level. Also, it was pointed out that efforts should be made to reduce the class size for the four skills integrated approach.

Keywords: English as a Lingua Franca (ELF), Four Skills Integrated Approach, Instructional Design, Curriculum Development, Can-do Statements, Common European Framework of Reference for Languages (CEFR)

1. Introduction

English as a Lingua Franca (ELF) refers to the usage of English as a "contact language between people who have different first languages (Jenkins, 2014)", including native English speakers. Brown and Lee (2015) explain that the richness of integrated skill courses promote students' motivation that leads to the enhancement of their language proficiency. In Japan, a shift from English as a second/foreign language (ESL/EFL) to ELF has been indicated in the documents of the Ministry of Education, Culture, Sports, Science and Technology (hereinafter abbreviated as MEXT). On June 30th, 2011, the Commission on the Development of Foreign Language Proficiency proposed in the "Five Proposals and Specific Measures for Developing Proficiency of English as a Lingua Franca" to "promote students' awareness of necessity of English in the global society", to "stimulate motivation for language learning", to provide "students with more opportunities to use English through effective utilization of ALTs, ICT and other means", and to reinforce "English skills and instruction abilities of English teachers (Commission on the Development of Foreign Language Proficiency, 2011)".

On December 13th, 2013, the Education Minister stipulated in the "English Education Reform Plan Corresponding to Globalization" that English education should begin from third grade in 2020, which means that the starting year from the current fifth grade will move up two years (MEXT, 2013). It was also announced that third and fourth grade students would participate in English activities twice a week, with the purpose of nurturing the foundation of communication skills, while fifth and sixth graders would study English three times a week as an official English language subject, with the purpose of enhancing basic English language skills (MEXT, 2013). On March 31st, 2017, MEXT announced the revised Course of Study for primary schools and lower secondary schools, which are going to be in force on April 1st, 2020 (primary schools), and April 1st, 2021 (lower secondary schools). According to the next Course of Study, English classes in lower secondary schools are going to be taught basically in English (MEXT, 2017), while English classes in upper secondary schools are already taught in English since 2014.

Along with the revision of the English education curricula, renovation of the teacher education system has also been carried out. On December 21st, 2015, the Central Council of Education (CCE) proposed in the "Promotion of School Teachers' Qualities and Abilities for School Education in the Future: Report" that teacher training universities should improve pre-service teachers' knowledge and skills in English education and English as a subject (CCE, 2015). The

Council also suggested universities and boards of education to cooperate to develop core curricula for pre-service and in-service English teachers (CCE, 2015). Taking these suggestions, Tokyo Gakugei University announced the Core Curriculum for pre-service English teacher education under commission of MEXT on March 31st, 2016 (Tokyo Gakugei University, 2016). After formative evaluation, the Core Curriculum was revised and re-announced on March 20th, 2017 (Tokyo Gakugei University, 2017). Table 1 shows the structure of the Pre-Service Teacher Education Core Curriculum for English education for secondary schools. Teacher training universities are to revise their curriculum by March 31st, 2018 in response to the Core Curriculum. The Core Curriculum focuses on promoting students' communication competences based on a four skills integrated approach while it emphasizes on English linguistics as a basis of English communication. Therefore, it is indicated in the Core Curriculum that the concept of English as a Lingua Franca together with the history of the English language must be taught in pre-service teacher education.

Table 1. Core Curriculum for English Education: Pre-service Teacher Education for Secondary Education (Source: Tokyo Gakugei University, 2017, Translated by Author)

Subject Groups	Categories	Course Details
English Pedagogy (8 credit units)	Curriculum / Syllabus	"Course of Study"
		School Textbooks
		Objectives and Plans
		Educational Continuity
	Teaching Skills and Methods	Listening
		Reading
		Speaking (Interaction and Presentation)
		Writing
		Phonics
		Alphabets
		Lexicon
		Grammar
		Cross-cultural Understanding
		Study of Teaching Materials
		ICT Integration
		ALTs and Team Teaching
		Interaction in English
		Instruction Based on Students' Traits and Proficiency Levels
	Instructional Design	Instructional Design Based on Can-do Statements
		Development of Lesson Plans
	Assessment and Evaluation	Evaluation, Criteria, and Grades
		Assessment and Evaluation of Communication Competence
	Second Language Acquisition	Knowledge and Utilization of SLA
Specialized Knowledge and Skills in English (20 credit units)	English Communication	Listening
		Reading
		Speaking (Interaction and Presentation)
		Writing
		Domain Integrated Language Activities
	English Linguistics	Phonetics, Phonology
		English Grammar
		History of English Language, English as a Lingua Franca
	English Literature	English Expression in Literature Works
		Cultural Diversity in Literature Works
		Representative Works of English Literature
	Cross-cultural Understanding	Intercultural Communication
		Intercultural Exchange
		History, society and culture of English-speaking Countries

In order to promote ELF with a four skills integrated approach, the English curriculum for upper secondary education was reconstructed in 1999. English Communication I was set as a compulsory subject, and the title name and contents of the subjects were totally reorganized. While the previous Course of Study aimed to develop each of the four skills area (speaking, listening, writing, and reading) separately in different subjects (MEXT, 1999), the present Course of Study adopts a four skills integrated approach with the emphasis of teaching English for communication purposes (MEXT, 2008; 2009).

Thus, teaching ELF in a four skills integrated approach is being implemented in Japanese schools and teacher training universities. In such situation, it is crucial to develop a well-constructed English curriculum and/or learning materials for pre-service teachers. Therefore, this study purposes to develop a four skills integrated ELF curriculum for pre-service teachers.

2. Purpose

The purpose of the study is to develop a four skills integrated ELF curriculum for pre-service teachers, and to examine the validity of the curriculum.

In order to develop a valid and useful curriculum, diagnostic evaluation with the aim of identifying students' English proficiency level was conducted at first. Then, can-do statements based on current students' English proficiency level were developed.

3. Preliminary Study

Preliminary study was carried out from January to April, 2014. Firstly, English proficiency level of the current students was diagnosed. As a result, it was revealed that first grade students were at Common European Framework of Reference for Languages (CEFR) A2.1 level, second graders were at CEFR A2.2 level, and third grader students of the English Department were at CEFR B1.1 level.

Secondly, 289 standardized can-do statements of CEFR, Association of Language Testers in Europe (ALTE), TOEIC, TOEFL iBT, EIKEN, and the Japan Forum were collected in order to grasp the whole picture of the skills and behaviors required for English education. Five researchers assessed the needs of the 289 statements on a 3-point scale: 0 (not important), 1 (moderately important), and 2 (very important). Then, statements with the average score of 1.40 or higher were extracted, and statements that were similar to each other were removed from the list, leaving 85 statements for further investigation.

Thirdly, five researchers evaluated the usability of the 85 can-do statements. Researchers judged if the statements were unusable (0), usable for first grade English classes (1), usable for second grade English classes (2), and usable for third grade English classes. As result, 47 statements were extracted for further discussion.

Fourthly, the 47 can-do statements were broke into clauses. In earlier studies, Bailly et al. (2001) and Shiozawa et al. (2010) defined the elements of can-do statements as 1) conditions, 2) topic/setting, 3) text type, and 4) action, while Gronlund and Brookhart (2008) recommended to include criteria or standards in an educational objective. Therefore, the 47 statements were broke down into clauses that describe the 1) topic/setting (e.g. daily life and culture in a given country or community), 2) text type (e.g. a brief summary or article), 3) action (e.g. conduct interviews, summarize results), 4) conditions (e.g. after reading or listening to a brief summary or article), and 5) criteria/standards (e.g. to a small group of their peers) of the statements. Next, statements with the similar topic/setting, and text types were integrated into a single statement. In this process, statements for language production and language reception based on the same topic/setting were combined into one statement. This is because in a four skill integrated approach, reception generally accompanies production. As a result, seven can-do statements for first grade English Communication I, II and six statements for second grade English Communication III, IV were developed.

4. Main Study

Based on diagnostic evaluation of the current students' English proficiency, and development of can-do statements, a four skills integrated ELF curriculum was developed in April, 2015 by five researchers majoring in English education, English linguistics, educational technology, intercultural communication, and English literature.

The course outline and course syllabi developed are shown below. The thirteen can-do statements that were developed in the preliminary studies were incorporated into the class objectives. Another feature of the developed ELF curriculum is that it focuses on intercultural communication and cross-cultural understanding, as non-native English speakers tend to use "figurative expression from their own lingua-cultural backgrounds (Pitzl, 2009)", so it must be essential to encounter other cultures in order to promote students' intercultural communicative competencies in an ELF context.

Course Outline

The purpose of this four-semester course is to introduce students to practices of English language learning and use that will serve them in their current and future studies and in their lives beyond university. English Communication I and II focus on familiar topics such as personal preferences and interpersonal relations. The main objective of these classes is for students to explore problems individually and in small groups while studying English that connects their work in the classroom to the real world. It is hoped that the thinking and study skills acquired through the task-based activities in this liberal arts English course will apply not just to the study of English, but also to other liberal arts coursework, and to courses in students′ respective disciplinary majors.

Through multilevel encounters with a wide variety of English language texts and other media from the real world, students will begin to develop communicative, intercultural, and cognitive competencies for the 21st century. Specifically, this course aims to foster students' 1) English communication skills, 2) intercultural communicative competencies, 3) higher order thinking skills such as critical thinking and logical thinking, and 4) positive attitude towards more autonomous language learning.

Course Syllabus of "English Communication I, II"

Year, Semester, Credits

First year, First (EC I) and second (EC II) semester, 1 credit each (compulsory)

Class objectives (CDSs)

After reading and/or listening to a brief summary of daily life and culture in a given community, learners can demonstrate awareness of key points and basic information.

After reading and/or listening to a brief summary or article about daily life and/or culture in Japan or a foreign country, learners can exchange brief opinions and thoughts with each other and/or with the instructor orally and/or in writing (in printed and/or online form) using simple sentences.

After reading or listening to a brief summary or article about daily life and culture in a given country or community, learners can conduct interviews, questionnaire surveys, or a survey of relevant literature and summarize results to a small group of their peers.

Students can demonstrate awareness of common areas of phonological interference between Japanese and English that can lead to misunderstanding.

Students can identify some basic cultural beliefs and values.

Students can compare familiar cultural beliefs and values.

Students can reflect upon their own English learning experiences and find level-appropriate materials to enjoy outside of class and share with classmates.

Course Schedule

English Communication I, II are task-based courses focused on a variety of familiar topics that students will be expected to explore cooperatively. As in the example below, 3-5 unit themes, each with subtopics, are designed to provoke thought and student-centered discussions.

Unit I: School Life

Week 1: High school and college

Week 2: Clubs, circles, hobbies

Week 3: Accomplishments / Learning outside of school

Unit II: English Language

Week 4: English sounds

Week 5: Learning strategies

Week 6: English education in Asia and beyond

Unit III: Preferences and Tastes

Week 7: Play

Week 8: Travel

Week 9: Food

Week 10: Health

Week 11: Music

Unit IV: Cultural Diversity

Week 12: Interpreting colors

Week 13: Fashion

Week 14: Movies

Week 15: Sports

Unit V: Beauty

Week 16: Beautiful people

Week 17: Make-up

Unit VI: Education

Week 18: Bullying and teasing

Week 19: Conscription

Week 20: Learning environments

Unit VII: Human Relations

Week 21: Pets

Week 22: Parents and children

Week 23: Pet-peeves

Week 24: Quarrels and misunderstanding

Unit VIII: Love and Friendship

Week 25: Dating

Week 26: Friendship

Week 27: Life partner

Unit IX: Education

Week 28: Part-time jobs

Week 29: Money and budgeting

Week 30: Dreams

Prerequisites

None

Course Syllabus of "English Communication III, IV"

Year, Semester, Credits

Second year, Third (EC III) and fourth (EC IV) semester, 1 credit each (compulsory)

Class objectives (CDSs)

Upon reading or hearing a summary of a writer's thoughts and opinions about a country or community's cultural practices, students can express the text's main ideas, conclusions, and viewpoints.

Upon reading or listening to the thoughts and opinions of authors about the daily life and cultural values of various countries and locales, students can respectfully, thoughtfully, and empathetically exchange opinions and feelings of agreement or disagreement using compound sentences to form extended utterances in spoken or written form (including online forums.

Students can conduct brief presentations based on preliminary surveys, interviews and information they gather, expressing main points and their point of view.

Students can recognize ways that value differences in intercultural encounters can lead to misunderstandings, and can think about ways to deal with such problems constructively.

Students can analyze and explain some cultural perspectives of individuals and institutions within a society.

Students can reflect upon their own English learning experiences and find level-appropriate materials to enjoy outside of class and share with classmates.

Course Schedule

English Communication III, IV seek to engage students in cooperative learning tasks that problematize the complexities of culture and identity in our age of globalization. As in the example below, 3-5 unit themes, each with subtopics, are designed to provoke thought and student-centered discussions.

Unit I: Self and Other

Week 1: First impressions

Week 2: Cultural identity

Week 3: The individual and society

Week 4: Ethics and the environment

Unit II: Communication

Week 5: Communication styles

Week 6: Real and virtual communities

Week 7: Gender, culture, and communication

Week 8: Non-verbal communication

Unit III: Home and School

Week 9: Parenting and child-rearing

Week 10: Foreign language education

Week 11: Curricular decisions

Unit IV: Language and Power

Week 12: Politeness

Week 13: Local language, national language, Lingua Franca

Week 14: Media Messages

Week 15: Censorship and the limits of free speech

Unit V: Religion, Values, and Ethics

Week 16: Organized religions and pluralism

Week 17: Development and sustainability

Week 18: Crime and punishment

Unit VI: The Language of Art, the Art of Language

Week 19: Aesthetic preferences, personal and cultural

Week 20: Interpreting visual art

Week 21: Language play

Week 22: Poems and lyrics

Unit VII: Home and School

Week 23: Time and technology

Week 24: Work and play

Week 25: Workplace communication cultures

Week 26: Hierarchy and harassment

Unit IX: Multiculturalism and Diversity

Week 27: Etiquette, manners, and consideration

Week 28: Patriotism and Nationalism

Week 29: International marriage

Week 30: Culture shock

Prerequisites

English Communication I and II

4.1 Development of Exemplar Lesson Plans

Development of four skills integrated can-do statements and revision of the English curriculum should cause a substantial change in English teaching and learning. That might lead to confusion not only for students but also for lecturers who teach English classes. Therefore, exemplar lesson plans to provide guidance and training for English teachers were developed.

Based on the four skills integrated approach, pair/group work was actively introduced to enhance interaction: sending and receiving messages. Activities which entail intercultural encounters and cross-cultural experiences were also included in the lesson plans to promote students intercultural awareness, cross-cultural understanding, and intercultural communicative competencies.

Shown below is an exemplar lesson plan of English Communication I for first graders (first semester, eight week), and a lesson plan of English Communication IV for second graders (fourth semester, twenty-second week).

Exemplar Lesson Plan for English Communication I

Year, Semester, Week

First year, First semester, 8th week

Objective

Students will be able to design a travel plan using an online travel agency.

Entering Behaviors

Students can search the Internet for needed information.

Students can enter formulas and create an Excel spreadsheet.

Students can use the AutoCaluculate feature to calculate the sum and average.

Students can write e-mails in English.

Time	Activity	Materials, Learning Format
5 mins	Students fill in the blank concept map on “traveling”.	○ Concept map ○ Individual work
5 mins.	The teacher explains the advantages and important points of using an online travel agency.	○ MS PowerPoint slide ○ Lecture
5 mins.	Students learn vocabulary related with “traveling”.	○ Website (Expedia.com) ○ Pair work
5 mins.	The teacher explains why airport codes were developed, and what popular airport codes stand for.	○ MS PowerPoint slide ○ Website (world-airport-codes.com) ○ Lecture
5 mins.	Students study popular airport codes.	○ Website (world-airport-codes.com) ○ Individual work
10 mins.	The teacher explains how to use online travel agencies to book airplane tickets and hotels.	○ MS PowerPoint slide ○ Website (Expedia.com) ○ Lecture
5 mins.	Students search for the cheapest and most expensive airplane ticket to Honolulu, Hawaii for a five day summer vacation.	○ Website (Expedia.com) ○ MS Excel ○ Pair work
45 mins.	Students design a travel plan for a week with a budget of 300,000 yen in a group of four.	○ Website (Expedia.com) ○ MS Excel ○ MS Word ○ Group work
5 mins.	Students complete the concept map on “traveling”.	○ Concept map ○ Individual work

Exemplar Lesson Plan for English Communication IV

Year, Semester, Week

Second year, Fourth semester, 7th week

Objective

Students will be able to compose English poems considering words, rhythm, and rhyme.

Entering Behaviors

Students can explain what syllables are.

Students can separate words with syllables.

Schedule

Time	Activity	Materials, Learning Format
5 mins.	Students fill in the blank K (What I know) and W (What I want to know) of a KWL chart about "poetry".	○ KWL chart ○ Individual work
5 mins.	The teacher explains the elements of poems (words, rhythm, rhyme).	○ MS PowerPoint slide ○ Lecture
10 mins.	The teacher explains how to compose an acrostic poem and introduces an example (e.g. <u>F</u>ather <u>A</u>nd <u>M</u>other, <u>I</u> <u>L</u>ove <u>Y</u>ou.).	○ MS PowerPoint slide ○ Lecture
10 mins.	Students compose two acrostic poems.	○ Worksheet ○ Individual work
5 mins.	Students introduce and evaluate their acrostic poems in pairs.	○ Worksheet ○ Pair work
10 mins.	The teacher explains what a syllable is and how to compose a haiku in English.	○ MS PowerPoint slide ○ Lecture
10 mins.	Students form a group of three, and compose three haikus incorporating a cooperative leaning method called "circle of writers".	○ Worksheet ○ Group work
5 mins.	Students introduce and evaluate their haikus in a group of three.	○ Worksheet ○ Group work
10 mins.	The teacher explains what a rhyme is and how to compose limericks.	○ MS PowerPoint slide ○ Lecture
10 mins.	Students form a group of four, and compose limericks.	○ Worksheet ○ Group work
5 mins.	Students introduce and evaluate their haikus in a group of four.	○ Worksheet ○ Group work
5 mins.	Students fill in the blank L (What I learned) of a KWL chart about "poetry".	○ KWL chart ○ Individual work

4.2 Development of Exemplar Teaching Materials

Along with the development of exemplar lesson plans for four skills integrated English classes, exemplar teaching material were also developed.

As the English classes were to be taught in four skills integrated approach, receptive skills (listening and reading) were incorporated with productive skills (speaking and writing) in the teaching materials. Therefore, each exemplar teaching material included (1) reading and discussion, (2) oral communication (listening and speaking), and (3) writing and speaking sessions. Moreover, as the classes were to promote students' knowledge and skills on English linguistics as a basis of English communication, each exemplar lesson plan included (1) vocabulary/phrases, (2) grammar focus, and (3) prosody sessions.

An example of a teaching materials developed in this study is shown below.

Exemplar Teaching Material: Learning Outside of School

Year, Semester, Week

First year, Second semester, 13th week

Objective

SWBAT identify and use direct speech and indirect speech with the purpose of explaining their part-time jobs and/or their experience outside of school.

Pre-unit Research

Do you work part-time? What is your part-time job? Many universities in Japan introduce students to suitable and meaningful part-time jobs. Check information about part-time job opportunities on the university notice board and write the English names of ten jobs introduced by your university.

Word Puzzle: Jobs and workplace

Find words about jobs and workplace hiding across, down, backwards and diagonally. The remaining letters will spell out a quote about working.

B	S	O	C	I	A	L	I	Z	E	W	M
A	O	E	R		K	S		W	I	P	O
L	T	W	R	H	O	A	U	T	L	A	T
A	O	V	A	V	E	L	A	B	O	R	I
N	I	U	S	G	E	A	S	L	A	T	V
C	A	S	H	I	E	R	O	T	U	T	A
E	V	H		E	R	Y	Y		M	I	T
O	T	E	H	E	E	G	A	N	A	M	I
R	T	R	E	C	O	M	P	E	T	E	O
C	O	M	M	U	T	E	R	E	S	A	N
	I	N	D	I	V	I	D	U	A	L	

Word List: balance, cashier, commute, compete, individual, labor, manage, motivation, part-time, salary, server, socialize, tutor, usher, wage

Word-level pronunciation

[a: r] star, far, part-time, hard, bar

[ə: r] stir, fur, earn, were, worm, bird, word

[ɔ: r] store, four, war, warm, board, ward, lawn

Reading and Discussion: Unique Part-time Jobs

Making wake-up calls is a unique part-time job among college students in Korea. Seo-Yun, a twenty-one year-old university student in Jeju says she earns KRW 400,000 a month making wake-up calls to eight customers. She says, "I chose the work because it is an easy job and I can earn a decent wage. All I have to do is wake up early, and make calls to my customers." She spends her money on her pleasures.

Tree-planting is a popular summer job for Canadian college students. Logan, an eighteen year-old university college student in Toronto is paid CAD 160 a day for planting 1,000 to 2,000 trees. He claims that tree-planting is a physically and mentally tough job. Logan says, "I walk on average 15 km per day and repeatedly plant trees for about ten hours a day. I chose the job because I can balance work with study." He works to pay his college tuition.

Check your Understanding

Are the following sentences true or false? Circle T of F.

1. Logan thinks of tree planting as an easy job.	T	F
2. Seo-Yun is pleased with her part-time job.	T	F
3. Seo-Yun's daily wage is higher than Logan's.	T	F
4. Logan covers his school fees by doing a seasonal job.	T	F

What do you think?

1. Do you think making wake-up calls is a good job? Give two reasons why or why not.

2. Would you like to do tree-planting during the summer vacation? Give two reasons why or why not.

Grammar Focus: Direct and Indirect Speech

*** Direct Speech**

Telling exactly what somebody said is called direct speech.

Direct speeches use quotation marks to show what the person said word for word.

e.g. He said, "Today's lesson is on part-time jobs."

*** Indirect Speech**

Indirect speeches don't use quotation marks to enclose what the person said and it doesn't have to be word for word.

1. Pronoun Change in Indirect Speech

In reported speech, the pronoun often changes.

e.g. She said, "I work twice a week."

She said she works twice a week.

2. Reporting Verbs Used in Indirect Speech

Say, tell and ask are common verbs that are used in indirect speech.

We use ask to report questions.

e.g. I asked my boss how to use the cash register .

We use told with an object.

e.g. He told me to punch my timecard.

We usually use said without an object.

e.g. She said she was going to teach online.

Prosody awareness: Plosive Reduction

[p] [t] [k] [b] [d] [g]

e.g. part-time, good-bye, football

Exercise

1. Look at the (white) (tiger).

2. Please (take) (care) of the baby for a while.

3. (Sit) (down), it's time for class.

4. You (looked) (dead) (tired) yesterday.

Oral Communication: Working Overtime

All types of workers are regularly asked to work late, usually for extra pay. Some are pleased to do this, but others are not. Yet it is difficult to refuse overtime.

How can you avoid doing overtime work? Give two excuses.

e.g. I will say, "I have to visit my sibling in the hospital."

e.g. I will pretend that I have a bad stomachache.

What ways can you make workers "overwork"? Write two replies.

e.g. I will say, "If you don't overwork, I will fire you!"

e.g. I will give dirty or hard tasks to the worker.

Writing and Speaking: Part-time Work Questionnaire

A. Write about your part-time work. If you have no job(s) now, pretend that you do.

1. What part-time job do you have?

2. When did you begin the job?

3. What is your work schedule?

4. What is your pay or salary?

5. Why did you choose this job?

6. What is most interesting or unique about your work?

7. What have you learned from your job?

B. Ask your partner questions 1-7 and write down his/her answer. Prepare your response then read this to the class. Follow the pattern of the sample.

For example: Masaki works at a restaurant as a waiter. He began the job in May. He works from 10 AM to 6 PM on both weekends. He takes orders and brings meals to customers. He receives about 48,000 yen each month. He says meeting people is the most interesting part of the job. He has learned about responsibility and the value of money.

5. Formative Evaluation

Formative evaluation was conducted from July to September, 2015 with the purpose of examining the validity and usefulness of the four skills integrated ELF curriculum. Participants were eight native English teachers who taught English communication classes. Participants were asked if they find the contents of the four skills integrated ELF curriculum valid and useful, and if they find difficulties or challenges in teaching English classes based on the curriculum. The main results of the formative evaluation were as follows:

All of the participants replied that the contents of the four skills integrated ELF curriculum are quite valid.

Seven out of eight of the participants mentioned that the can-do statements for the ELF curriculum are appropriate, while there should be some students who cannot achieve the behaviors stated. Therefore, remedial or supplemental classes for such students might be needed.

All of the participants supported the idea to develop standardized syllabi, with the reason that teachers can evaluate students on consistent criteria. On the other hand, they expressed concern that if all of the class activities and materials are commonalized, it would be difficult to reflect teachers' learning beliefs and teaching styles in classroom lessons.

Four participants commented that the present class size of approximately forty students is too large for the four skills integrated approach. They suggested that the class size should be sufficiently small: at least thirty or below for significant results.

6. Discussion and Conclusion

The purpose of the study was to develop a four skills integrated ELF curriculum for pre-service teachers, and to examine the validity of the curriculum.

At first, preliminary study was conducted to diagnose English proficiency level of the current students, and to develop can-do statements for four skills integrated ELF. As a result, a total of thirteen can-do statements were developed.

Then, a four skills integrated ELF curriculum was developed in April, 2015. Together with the development of the curriculum, exemplar lesson plans and exemplar teaching materials were developed as reference materials that provide guidance and training for prospective English teachers.

After development of the curriculum and materials, formative evaluation was carried out. According to the results of the formative evaluation, it is suggested that current English teachers considered that the four skills integrated ELF curriculum is useful and valid, though they recognized that the proficiency level required for the students might be somewhat high for some students. Participants also commented that standardization or commonalization or of the syllabi is necessary, however, over-standardization might cause trouble. Furthermore, it was pointed out that class size of approximately 40 students is too large for the four skills integrated approach, so efforts must be made to reduce the class size to less than thirty students.

Along with the development of a four skills integrated ELF curriculum, future attempts should focus on investigating pedagogical methods and techniques to promote pre-service teachers' abilities to teach English. It is also expected to specify the changes in the roles of English teachers' in four skills integrated ELF so as to promote elementary and secondary students' English proficiency.

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Biography

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A SENSE OF PLACE

M. ISABEL NAUMANN ISSM
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ABSTRACT

Unlike the Marian pilgrimage places that owe their existence to an extraordinary event, an apparition of Our Lady (as for example Fatima), the Schoenstatt Shrine stands within the ordinary order of faith, in the long tradition of "sacred places" known to us from different religious traditions, Sacred Scripture and the history of the Church (for example the temple in the Old Testament, or from more recent history).

In this paper I will discuss the Schoenstatt Shrine as a place dedicated to the Mother of God and hence a place of pilgrimage in a multicultural and religiously diverse country, Australia; a pilgrimage place known beyond national borders. This will be unfolded within the framework of cultural expressions and the notion and significance of place.

EMPIRICAL RESEARCH OF DEPENDENCE BETWEEN ENVIRONMENT AND DIGITAL LITERACY OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN

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ABSTRACT

The paper presents a study that shows different aspects of the influence of the environment on the development of digital skills of preschool and primary school students. A relationship between the use of technologies by the adults from children's environment and the formation of their ideas and skills to use technologies as a means of achieving a goal is under investigation.

The relationship between the environment in which children grow and their motivation to learn new knowledge among students who are focused on activities related to technology and those who are trained in a standard learning environment is studied.

Some relations between the environment in which children live and study and the level of their digital skills are under investigation. The authors investigate factors such as the digital literacy of the parents, the family conditions as standard of life, the technological equipment of the learning environment at school, the level of digital literacy of the teacher, and so on. Especially critical is the use of Internet technologies and social networks by children of preschool and primary school age.

Keywords: digital generation, digital literacy, environment, internet technologies

Introduction

Contemporary children also called "digital generation" grow up and develop themselves in a technologically rich environment. They form their views for the world and find their place in it based on their everyday experiences, family, school and internet environment.

When creating mechanisms for forming a child′s personality and a worldview in the conditions of a technological society, pedagogical science needs to explore how and to what extent digital technologies are part of these processes.

The article presents studies on the environment in which children develop and learn - digital literacy of parents and family conditions, the digital environment and the conditions in the institution (kindergarten, school), digital literacy and the way the teacher works.

We are exploring the skills and motivation for new knowledge of children who are focused on technology-related activities and children studying in a standard learning environment.

The use of information and communication technologies is part of the digital skills and competences that should form the modern personality. ″Digital literacy is the awareness, the attitude and ability of people to appropriately use digital tools and to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media messages, and communicate with other people in the context of specific life situations to enable constructive social action as well as to rationalize this process″ (Allan Martin & Jan Grudziecki, 2006).

″Digital competence is a set of knowledge, skills, attitudes (including abilities, strategies, values, and awareness) that are needed when using ICT and digital media to perform tasks, solve problems, communicate, manage information, collaborate, create and share knowledge efficiently, appropriately, critically, creatively, independently, flexibly, ethically, consciously engage in work, leisure time, participation, learning, communication, consumption, and expanding watt and opportunities″ (Ferrari, 2012).

Of an utmost importance for the digital competency are the skill needed when working on the Internet, rated as being crucial for ″digital inclusion″ (Alexander J.A.M. van Deursen, Ellen J. Helsper & Rebecca Eynon, 2015).

Research on the use of information technology and social media by children has increased significantly in recent years. The results indicate that the age limit is diminishing and technology is taking on more and more of their leisure time, studying process, and social relationships (Holloway, Donell & Lelia Green & Sonia Livingstone, 2013), (Sonia Livingstone, Leslie Haddon, Anke Görzig, 2011), (Livingstone, Sonia and Haddon, Leslie, 2009).

The impact of using technology and social media in specific socio-cultural environment of children has not been studied and described in detail.

During the last several years significant changes these years in the use of information technologies and media habits in preschool and primary school children have taken place. They are due to the emergence of new technologies and media, their family and social role (Amante, 2016).

Parental intermediation is a key strategy for developing children's skills to use and interpret media and information technology, to foster positive outcomes, and prevent negative media outcomes. The family and the school occupy a leading position in child's life and it is necessary to define their role in the formation of digital literacy of children.

The new technologies influence the development of the child and his/her role and relationships in family, school, society. The changes in the environment in which children grow up and develop are becoming more and more dynamic. This is as a result of the apeearance of new technologies and digital media that are also used by the children from the considered age group.

The attitudes of children show that they are ready to study through digital technologies, all the more so that they are their natural environment and naturally will perceive the presentation of the material with the help of the new technologies (Parijkova, 2017).

Research objectives

The target group of this study are children that are 8-9 years old. The empirical research examines their capabilities to work with information technology. Through a survey, we have reviewed the conditions in which skills and habits for the use of information technologies, the Internet and the media have been developed.

A study with children from all over the country was carried out. Its aim was to identify if the 8-9 year old children are capable to work with information technologies. Children are offered a file in which two elements have been drawn. They have to finish the drawing according a predefined theme. The theme children are working on is "Spring in the Forest". They work with MS Paint. All children are familiar with the program and the tools. The results show that children who study information technology at school easily use different tools in many ways in order to turn their ideas into a reality. They apply what they have learnt in school when working in a new environment. This demonstrates the transfer of knowledge. There are students who know the environment and the tools, but have not performed systemic tasks to get to know them. These children often use tools that remind them of free hand drawing on a piece of paper (Fig. 1).

An exploration of children's digital capabilities is being done every year from 2010 on a different theme.

The survey presented in this article was conducted with a representative sample of students and their parents. After an analysis of the answers and the results, correction of the questions and the structure of the surveys is being planned, in case it would be needed. After the correction of the surveys it is predicted the study to be conducted with pre-school and primary school children, their parents and teachers throughout the country. It is planned that the scope of the survey will be targeted at different groups of the population with regard to certain aspects such as:

- small, medium and large town, village;
- children who study information technology and who do not;
- children, using different technologies in their education and children who are not;
- parents with a high level of education and those with a low level of education;
- others.

Fig. 1. Work with MS Paint on 8-9 year old children

The purpose of the research is to determine the conditions in which young pupils have been growing up and are being educated in terms of technology and new media.

To accomplish the goal, the following tasks are set:

1. Identify the technologies that parents use.

2. Determine the functional applicability of technologies and new media by parents.

3. Determine parents' attitudes and mediation towards the use of technology and new media by their children.

4. Determine the inclusion of parents in the educational activities of children requiring information technology.

5. Determine how much the responses of children and parents match in relation to Internet usage, social media and other related issues.

The subject of research is exactly how much and in what way technology and new media play a role in the education of children in the 2nd grade and what is the contribution of the family and the school in these processes.

The survey was conducted with two study subjects and an expert opinion of a teacher has been researched.

The pupils are in 2nd grade from a school in Burgas. The city is a big one - the fourth largest in Bulgaria. The school where the surveyed children study is a primary school.

Students have been studying information technology 1 hour per week since they've started first grade. For all subjects, the teacher uses information technology - an interactive board and exercises for it. Since the beginning of the school year, the class has been included in a program where children learn robotics. Once a month, the teacher prepares a task that is related to a certain learning content. It is aimed for realization at home and is called "Child and Parental Task". The task is to search for information on the Internet.

From the description of the surveyed children's school environment, it can be concluded that this is a rich technology environment. The use of technology is controlled and the aim is educational.

The survey, which examines the family environment in terms of technology, is structured into several sections that track the following information:

- for the parent - age, education, marital status;

- the type of devices available in the home;

- the use of devices and information technology by the parent;

- the parent's opinion regarding the use of information technology by his child;

- the parent's point of view regarding the protection of his child's Internet hazards.

The survey, which explores the environment in which the child develops in technology, is structured into several sections that track the following information:

- for the child - age, family environment

- the type of devices available in the home;

- devices and information technologies used in school;

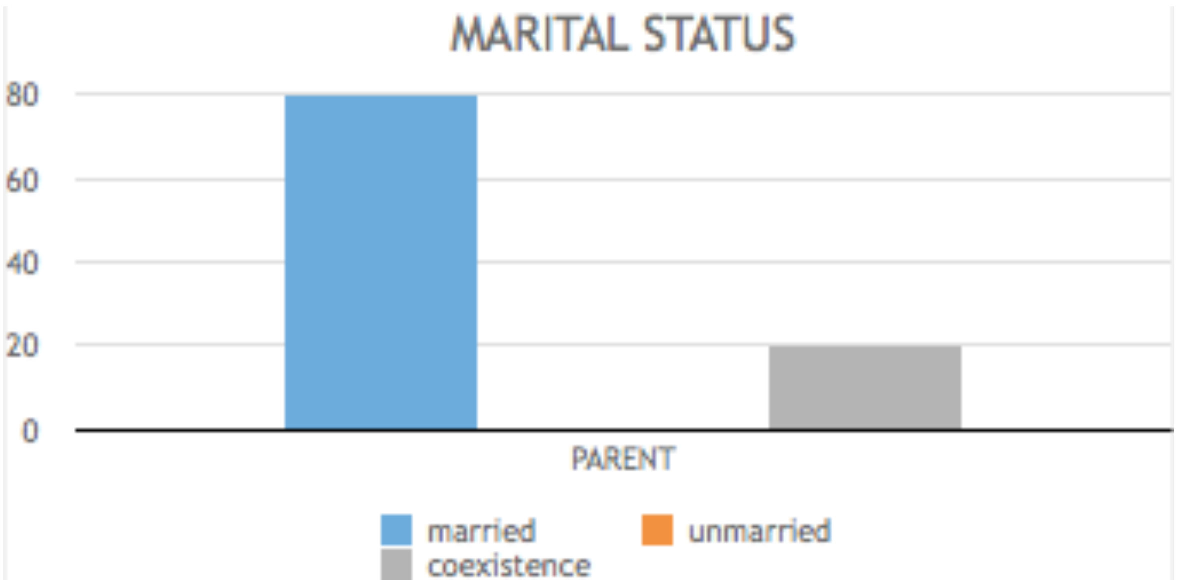
- use of devices and information technology by the child;

- prevention from online hazards.

Results of the parents' poll

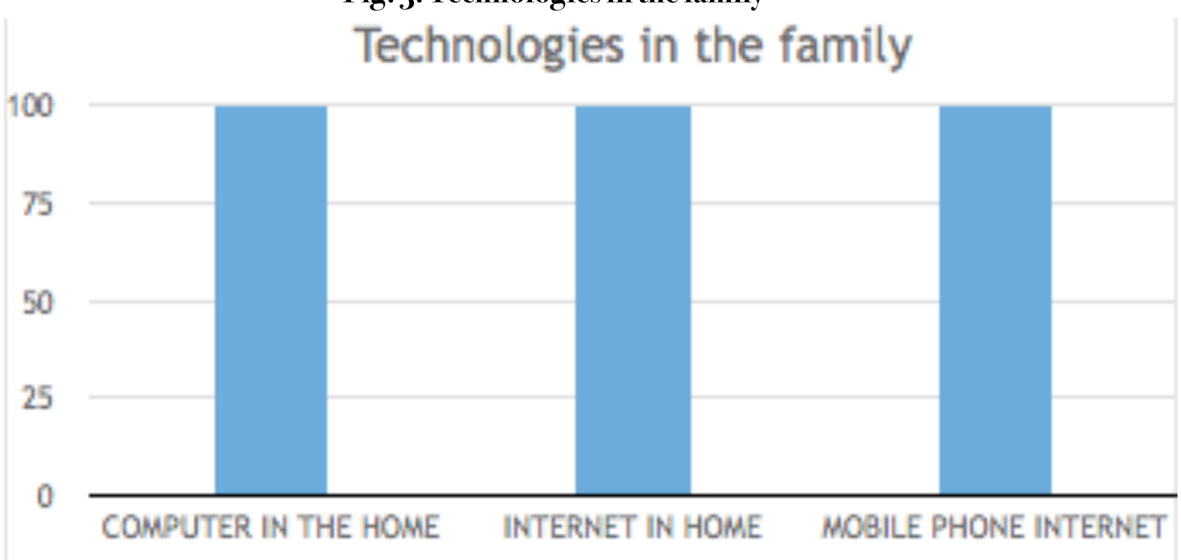
The surveyed parents are aged 33-45. 80% of them have University education. Fig. 2 presents the family status of the investigated parents.

Fig. 2. Family status of parents



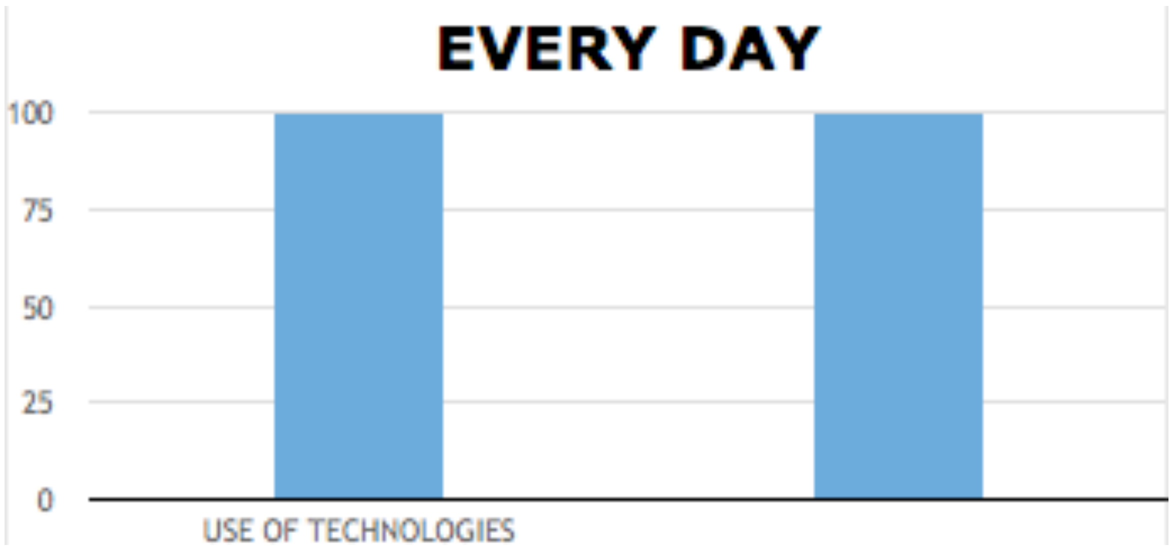
According to the survey, the families have a computer and internet at home. All parents have mobile internet on their phones (Figure 3). These facts show that the model that parents present to their children is technology-bound.

Fig. 3. Technologies in the family



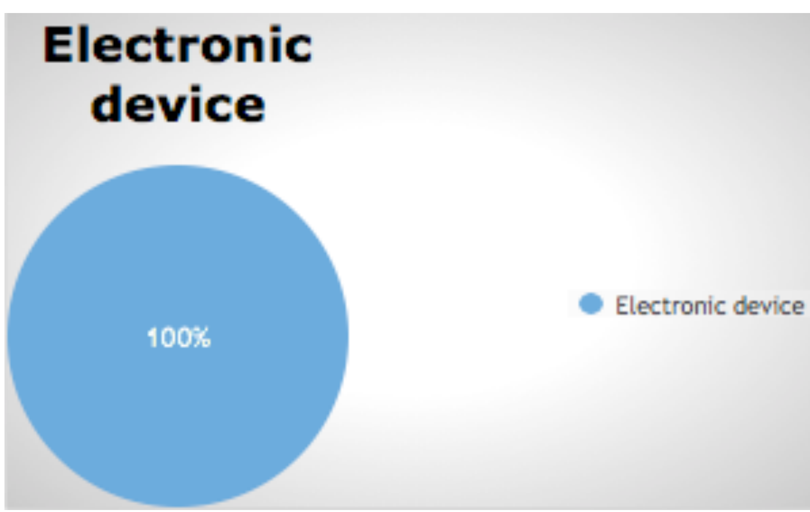
The data shown in Fig. 4 presents that parents use computers and internet in their day-to-day work.

Fig. 4. Use of Technologies



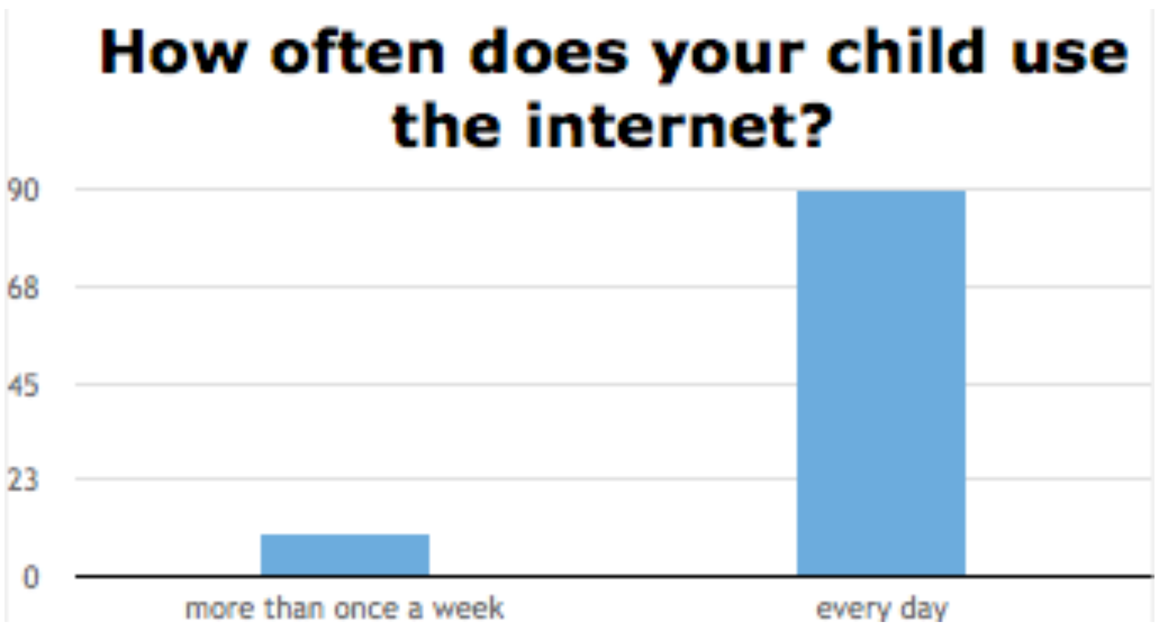
From the following questions, it becomes clear that a computer and specialized programs are being used by parents whose work is related to computer processing. Others use a computer for a connection with Internet, social networks, contacts, movies, books.

Fig. 5. Types of electronic devices that children hold



The second section focuses on parents′ attitudes, opinions, and commitment to technology and their children. The question ″Does your child own an electronic device?″ all parents answered positively. The devices they have listed are tablets, PSP, mobile phones (Figure 5). Only 26% say their children have mobile internet on one of their devices. At this age, children still do not have their own computer, which shows that if the child wants to use the Internet, it will be via home computer under the control of the parent. However, although a small percentage of children of this age have free access to the Internet, consideration should be given about information and prevention. The data presented in Fig. 6 show that parents admit that a huge number of children visit Internet daily. All parents responded that their children were playing when using Internet. When being asked to list sites that the children visit, no parent has written a name or address of a particular site. They describe what children do and what they play. This fact shows that parents do not know exactly where their children go. They do not use the Parental Control function, but rely on the fact that their children are still too young and couldn't get into an unwanted situation.

Fig. 6. Frequency of internet use by children according to parents



The majority of parents indicate that their children are not familiar with Internet rules (Figure 7). The reason according to the parents is that their children just play online, and the games are designed for them. Parents do not take into account the fact that games gradually and imperceptibly become more and more engaging for children, and they may not know when their child will be involved in a shared game.

Fig. 7. Rules on the Internet

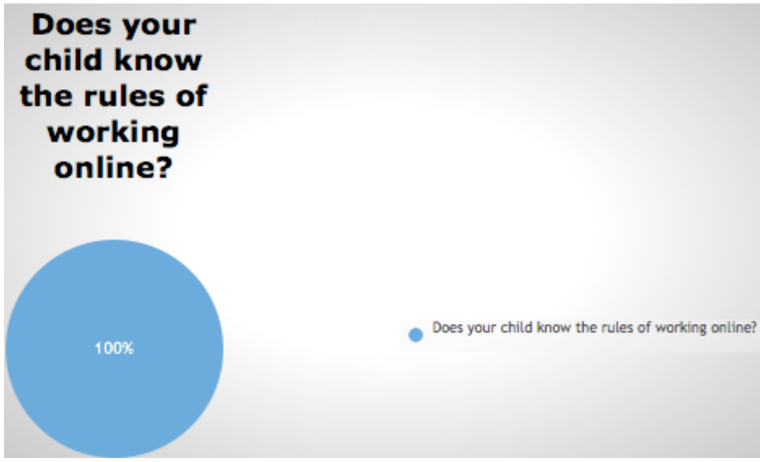
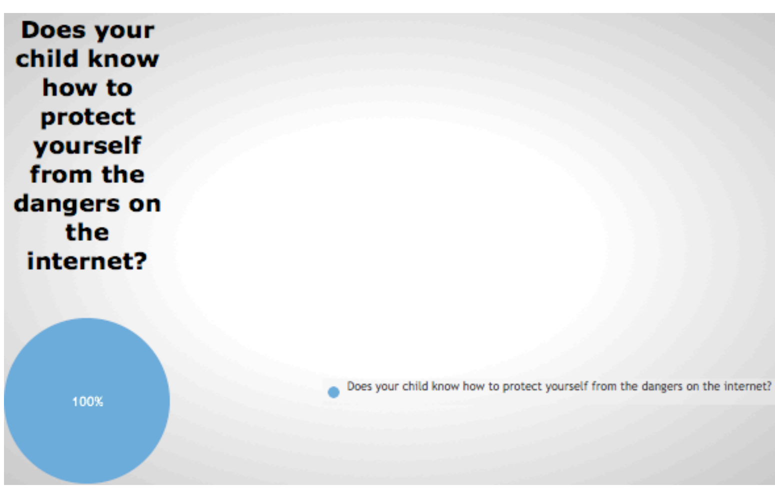


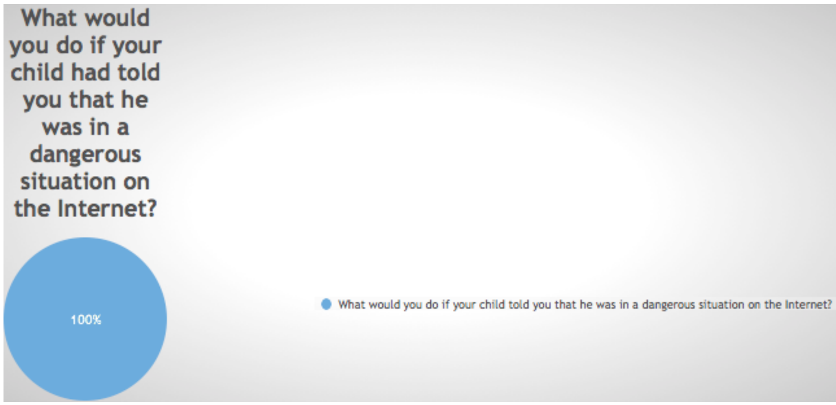
Fig. 8 shows the answers of the parents regarding their opinion whether the child knows how to protect him/herself in internet. They admit that children do not know how to protect themselves. Fig. 8 shows the responses parents gave to what they would do if their child was in a dangerous situation on the Internet. All responses are related to prohibitions that the parent will bring to the child. No parent offers prevention of such a situation. This fact shows that parents are also not prepared for the rapid penetration of technology in their children's lives. When the parents themselves have begun to use technology and the Internet, they have already been awared with built-up habits and control abilities. In modern society, the age limit for using the Internet is decreasing.

Fig. 8. Protect the Internet



In the Bulgarian school students should start using the Internet in 3rd grade. Then they will have to learn the rules for its use. The results indicate that preventative work should begin earlier.

Fig. 9. Parent's actions



Parents intend to ban certain activities for their children. They do not plan to prepare them for the dangers they may encounter.

Results from the students' poll

The class consists of 28 students - 12 girls and 16 boys.

Fig. 10. How often do you use a computer?

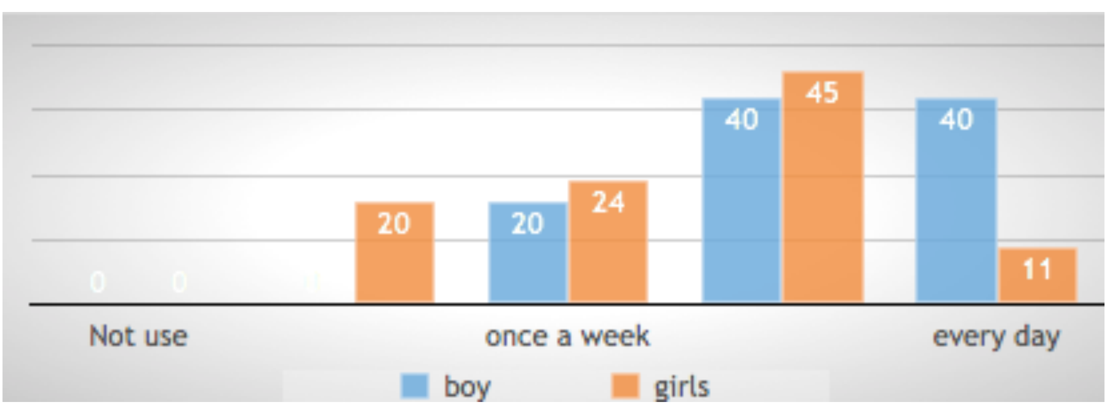


Fig. 11. How often do you use internet?

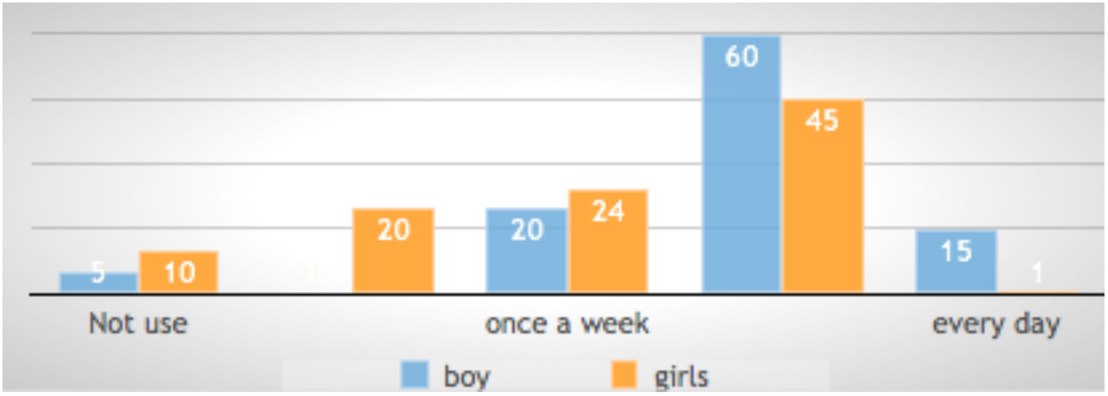
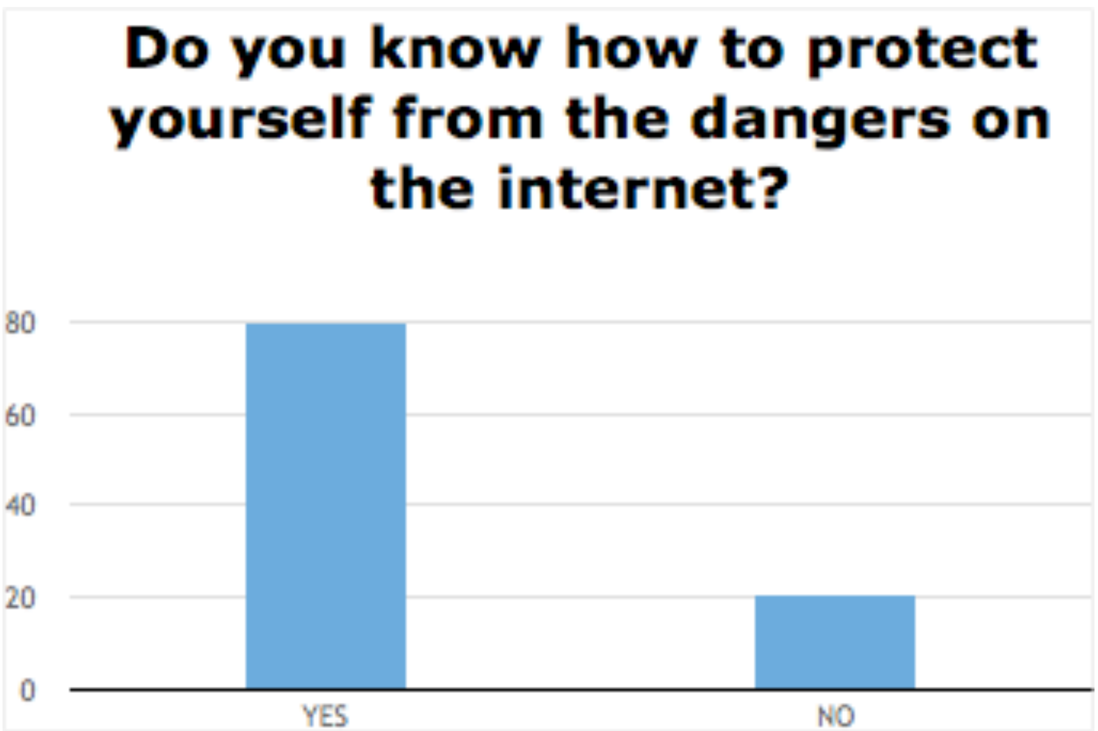


Fig. 10 to 11 shows that boys use computer and internet more than girls.

Fig. 12. Protect yourself?



When being asked the question "Do you know how to protect yourself on the Internet?" most children respond positively. But to the question "How?" they have no set answer.

Children from the very early age should be offered options how to act in different situations online.

Children's responses on being questioned what do they use a computer and internet are: for games, drawing, movies, learning tasks. Answers do not include responses such as ″Communicating with friends″, ″Searching for new friends″, which shows that children in this age group become Internet users and it is appropriate to carry out appropriate preventive activities.

The children surveyed say that if something bothered them on the internet, they would tell a teacher or a parent.

Conclusion

In conclusion, the following statements and recommendations for pedagogical practice can be set:

• The activities on building digital and media literacy must be conducted systematically and purposefully, starting from pre-school age.

• Educational institutions (kindergartens, schools) and parents should work together to achieve sustainable results in terms of developing skills.

• Getting parents acquainted with the possibilities to stimulate the cognitive activity of children in digital skills formation and to apply control over children′s use of Internet.

• It is necessary to offer measures and activities to familiarize children with the rules for using the Internet, for communicating online and preventing dangerous situations.

When the two most important institutions in a child′s life - school and family work together to build digital competency for adolescents, the results will be positive. This is the best way to shape the skills of future generations needed to form a modern society and build a knowledge-based economy.

Brief biography of each author

Assoc. Prof. PhD Krasimira Dimitrova is a professor at the University ″Prof. Dr. Asen Zlatarov″ Burgas. She is teaching formation of elementary mathematical notions, methodology of teaching mathematics at Primary School and methodology of information technology in kindergartens and primary schools. Her interests are focused in the field of integration of information technology in the learning process in the primary school and the development of cognitive abilities of children of preschool age. Assoc. Prof. Dr. Krasimira Dimitrova participated in the organizing committee of the Scientific and Educational Forum "Innovation in learning and cognitive development" and publish self-titled magazine.

Prof. Papancheva, PhD is a lecturer at University "Prof. Dr. Asen Zlatarov", Burgas, Bulgaria. The main field of interest are technologies based teaching and learning and the use of alternative teaching methods and organization of the teaching/learning process at preschool and primary school, pedagogy of teaching mathematics at primary school, e-learning. She is the editor-in-chief of Education and Technologies journal – open access journal for pedagogy and education research and practice. Author of books and papers concerning the content and organization forms of teaching and learning at early age.

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CURRICULUM AND COMMUNITY ENTERPRISE FOR THE RESTORATION OF NEW YORK HARBOR WITH NEW YORK CITY PUBLIC SCHOOLS

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ABSTRACT

Research consistently shows that children who have opportunities to actively investigate natural settings and engage in problem-based learning greatly benefit from the experiences. They gain skills, interests, knowledge, aspirations, and motivation to learn more. But how can we provide these rich opportunities in densely populated urban areas where resources and access to natural areas are limited? This project will develop and test a model of curriculum and community enterprise to address that issue within the nation's largest urban school system. Middle school students will study New York harbor and the extensive watershed that empties into it, and they will conduct field research in support of restoring native oyster habitats. The project builds on the existing Billion Oyster Project, and will be implemented by a broad partnership of institutions and community resources, including Pace University, the New York City Department of Education, the Columbia University Lamont-Doherty Earth Observatory, the New York Academy of Sciences, the New York Harbor Foundation, the New York Aquarium, and others. The project focuses on an important concept in the geological, environmental, and biological sciences that typically receives inadequate attention in schools: watersheds. This project builds on and extends the Billion Oyster Project of the New York Harbor School. The project model includes five interrelated components: A teacher education curriculum, a student learning curriculum, a digital platform for project resources, an aquarium exhibit, and an afterschool STEM mentoring program. It targets middle-school students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in

STEM fields and education pathways. The project will directly involve over forty schools, eighty teachers, and 8,640 students over a period of three years. A quasi- experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of the five project components. Regression analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of the five program components. Social network mapping will be used to further asses the overall "curriculum plus community" model.

Keywords: Environmental Restoration, Citizen Science, Inquiry based Learning, Educational Technology, Collaborative Learning Models

CONSTRUCTION AND METHODS OF EMPIRICAL RESEARCH OF READING HABITS AND DIGITAL LITERACY OF YOUNG CHILDREN UP TO 11 YEARS OLD

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ABSTRACT

Children's reading literacy is so important nowadays as digital literacy, because Reading is a prerequisite for almost all cultural and social activities. That's why it is necessary to pay attention to the formation of both since the earliest ages of children.

The article presents the construction and methods of a survey among students of primary schools that will be provided. The survey is a part of a study by the Working Group "Interconnection between Reading and Digital Literacy of Children under 11 years old" of the project funded by the Bulgarian Science Fund – Digital Competencies and Media Education at Pre-school and Primary School Age (DN 05/8 14.12.2016, Prof. Papancheva).

The focus of the study is on the opportunities offered by the usage of digital technologies for the education of children and their development, for creating the conditions for digital literacy, as well as the benefits that new technologies give in cognitive way to our children.

Keywords: students, survey, reading, digital literacy, interaction

1. Introduction

After Guttenberg, literacy has been dramatically transformed. We are witnesses of radically transformation of the literacy now as that Guttenberg development did.

Children live in digital era and their everyday life is inevitably associated with digital technologies since their birth. Alpha generation (born after 2010) is expected to be the most transforming ever (McCrindle, 2012). Alpha kids interact with a touchscreen from a very early age. They will not think of technology as a tool; they integrate information technologies into their lives – Internet for them is everywhere. There will not boundaries between real and virtual life.

At present, all across Europe there are insufficient research data about the degree, scope and opportunities of using the new multimedia devices at an early childhood age in the family, in the community and at school, as well as about the extent to which reading literacy affects digital literacy and vice versa. According to Richard Lanham, literacy has extended its semantic reach from meaning "the ability to read and write" to now meaning "the ability to understand information however presented" (Lanham, 1995).

The problem of digital literacy and reading literacy has not been studied in Bulgaria. What is more, some major documents regarding education do not include terms such as "digital literacy" or "digital competence" ("digital competence" of students is indeed mentioned once in the Pre-School and School Education Act, published in the State Gazette, No. 79/13.10.2015, effective from 01.08.2016, but it is not defined).

The term and the concept of digital competence are still new and insufficiently studied and described. The fact that technologies lie at the basis of digital competence makes it even harder to identify precise criteria to define them. Information technologies change extremely rapidly and hence follows a change of practices and necessary competences (Papancheva, Dimitrova, 2017 : 6116).

The issue of the risks of digital technologies in all aspects is widely discussed in the international as well as the Bulgarian environment. But the opportunities offered by the usage of digital technologies for the children's education and their full development are spoken and sought for purposeful education in this direction, mainly in Western Europe (See, for example COST Action IS1410 „The digital literacy and multimodal practices of young children" (DigiLitEY), Australia and the United States. There are such initiatives in Bulgaria, but we can not talk about the trend.

There are some research in Bulgarian language connected with children and their digital technologies usage. The National-representative survey 'Online behaviour of children in Bulgaria' (2016) of Bulgarian Safer Internet Centre is among 9-17 year-olds using the Internet. The main conclusion of the study is like that: 'More time online does not make children more digital/media literate' (Kanchev, Georgiev, Haydinyak, & Apostolov, 2016a : 5). The report 'Are children born in the digital age digitally literate?" is also a part of this national study. It describes that children born in the digital age cannot develop their digital and media literacy by themselves, but their parents, school, and society are responsible for do this (Kanchev, Georgiev, Haydinyak, & Apostolov, 2016b).

The study 'Young Children (0-8) and Digital Technology: A qualitative exploratory study across seven countries' (2016), funded by Applied Research and Communications Fund, is a part of the project 'Empowering Children in the Digital Age through Early Digital Literacy' (Shahbazyan, Haydinyak, & Kumanova, 2016). Parents should talk to children about risks in Internet such as exposure to inappropriate content in movies, violence videogames, and other users′ behaviour as well as some ads as children often see in the virtual space. According to the study many parents have a positive opinion about online technology, but most of them use them as a babysitter. A small majority of parents are aware of the long-term effects of using digital devices from children. Most are worried about the dangers of the Internet – contacting unknown people, violent sites, fake information, etc. Some of interviewed believe that using digital devices is useful because they give to children skills that are important for their realization. But parents themselves do not stimulate the usage of digital technologies for creative activity, although they try to find a balance between positives and negatives. Parents should teach their children to use technology safe and creatively.

2. Research Objectives

The problem of digital competencies and reading skills of students is important because reading literacy is based almost every cognitive activities and is implemented in the digital literacy. There are not any studies in Bulgaria about a connection between reading literacy and forming of digital literacy.

Reading enriches intellectually and emotionally, but there must be assess the motivation for reading, the subject's need to absorb information, a desire for self-improvement, and if there is no desire, it could be difficult to find a way to stimulate it. (Parijkova, 2017 : 2996). Reading is a prerequisite for almost all cultural and social activities (International Literacy Agency).

In this context is the current project „Digital Competencies and Media Education at Pre-school and Primary School Age (DN 05/8 14.12.2016) with project manager Prof. R. Papancheva. This fundamental research is in an area of social sciences. The focus of Working Package "Interconnection between reading and digital literacy" is on the creation of the conditions for digital literacy's formation, as well as on the advantages and positives which new technologies give in children's cognitive development.

The study refers to the results of national and international surveys and builds its main hypothesis on them. The analysis of existing Bulgarian literature related to children's digital literacy clearly indicates that the emphasis is placed on the risks posed by usage of digital devices by children. The research questions are "How not to oppose reading literacy and digital one?" and "Is there a tension between the book and the tablet for example?"

The main purpose of the study is to reveal the interaction between reading literacy and the use of digital technologies from the point of view of students. This goal will be accomplished by solving the following tasks:

- to study students′ attitudes towards books and reading; their interests and habits for reading;

- to reveal pupils′ attitudes towards digital technologies and their use;

- to seek the interrelation between reading and digital literacy.

The subject of this study is students up to 11 years old, and the object is their attitude to books and digital technologies and their impact on the formation of reading and digital literacy respectively.

The research is based on the hypothesis that if a student reads more, then he/she will develop his digital literacy better. Mark Warshauer discovers that reading and writing skills and cultural literacy help students make full use of the Internet, find information, create meaningful multimodal content (Warshauer). The main thesis of the study is that reading and functional literacies are at the heart of the formation of the digital one.

The project's focus is on the positive effects of technologies on the education. The negatives will not especially investigate.

3. Method

3.1. Participants

The study will be conducted among primary school students (up to 11 years old). Tablets and smartphones are the favorite devices of 3-4 years old children, and even earlier, kids use them primarily for entertainment – games, movies, videos, animation, communication. Most of them are passive consumers, especially these from lower-income families (Parijkova, 2017 : 3004). The report "Young Children (0-8) and Digital Technology: A qualitative exploratory study across seven countries" presents that all children aged 6-7 years from the 6 surveyed families in Sofia, regardless of the parents′ social status, use digital technologies. By the age of six, children in the surveyed group are "regular users of at least one, and in most cases, several, digital devices" (Shahbazyan, Haydinyak, & Kumanova, 2016 : 35). With this in mind, this survey is based on the presumption that children over 7 years not only know digital technologies but also skillfully deal with them. However, while Western Europe and Australia have years of experience in developing digital literacy programs since the kindergarten, there are schools in Bulgaria where up to 4th grade is not covered by IT training. That is why, in the age category that is in focus in the study (initial stage of training – up to 11 years old), we cannot talk about digital literacy yet, but only for forming of conditions for digital literacy.

3.2. Materials

The survey toolbox contains a questionnaire with 43 questions for students and a questionnaire for a semi-standardized interview for the second stage of the project. The design of the study is divided in three parts – section Reading, section Digital literacy and Connection between them. There is also a demographic part.

3.3. Measures

The first section of the study Reading consists 16 closed questions about reading habits of students and their parents, what the child thinks about reading, about shared reading, etc.; and two open-ended questions, connected with quantity of read books, an explanation of the reason that student likes or doesn't like reading books, what kind of books prefers responded student and how many hours per week he/she reads books.

The study will compare parent's education, reading-stimulating home environment (parents read, home library, regular visits of cultural events), early literacy in the family, etc. The most important in this age group is the influence of parents, so attention is paid to the study of this impact on children.

The Criterion An environment conducive to reading has three indicators: An existence of a library at home; Usage a library at school or town library; Attendance at cultural events – theater, concerts, etc. The Criterion Reading for pleasure and Reading on duty will be measured with Number of read books, Frequency of reading, Choosing a book – for reading and for present, Evaluation of satisfaction from reading. The Criterion Best Practices for reading at home has three indicators: Parents read to their children; Parents buy/borrow from library books for their children and Parents read books – personal example.

Second section "Digital literacy" consists 20 closed questions – student should compare information from different sources, upgrade information; will have the ability to make conclusions. It will also investigate how the students use applications for creating texts; and one open-ended question: How many hours per day do you use digital technologies? Criteria and Indicators are as follow: Criterion The role of digital technologies with indicators Access to technology at home; Time spent with technology; Attitude towards technology; Applications.

The Criterion Formation of digital literacy with indicators Critical thinking – identifying, searching, storing and critically evaluating information; Online communication; Creating digital content – creating and editing text, photos and videos, etc.; Online safety – knowing of the risks on the internet, problem solving skills; Self-estimation of digital competencies.

Third section "Connection between reading and digital literacy" has 4 closed questions about reading and technologies. Indicators are Enrichment of knowledge; Developing specific skills, Accessing to information; Developing creative thinking. The last one is: Is it true this statement: "If the student reads more, he/she will work better with technology".

The selection criteria will be based on the results of quantity of read books, age of starting reading, respect for books and reading, but also ability to work with digital technologies. One of the most important questions is connected with applications that students prefer – it will be search positive association between access to apps and print knowledge. The results will be processed through SPSS and analysis.

3.4. Procedure

Methods for collecting and registering sociological information are direct individual anonymous survey for students as well as a semi-standardized interview with selected students after an analysis of the interviews in the next stage of the project. The stages of the survey include an organizational stage; recruitment and registration of sociological information; processing of the collected sociological information; analysis of the results of the sociological survey and semi-standardized interviews.

The survey is based on a random sample, the poll is being conducted according to the classification of the cities of the Law on Territory Planning – 'very large cities' (with population over 200,000 inhabitants), 'big cities' (from 100,000 to 200,000 (with a population of 30,000 to 100,000 inhabitants), 'small towns' (with a population of 10,000 to 30,000 inhabitants) and 'very small towns' (population below 10 thousand inhabitants).

Students of 5 Bulgarian towns (3 from capital Sofia, one or two classes from 4 different towns will be asked to fill out a questionnaire.

4. Results

This study explores the traditional reading of the students, and when asking questions about reading we mean reading a paper book. When asking about electronic readers and digital reading, it is explicitly mentioned in the questions.

The technique of reading and understanding of read text is formed when a student is on primary school. This is the period that has been forming reading literacy. The first section is addressed to explore the family-generated learning conditions in book love and reading. The aim is to describe the students′ family environment and to determine to what extent it influences their formation as readers. The behavior of parents, the context that they have been created for their children, their active or passive attitude to the studied objects has formed the children′s attitudes towards reading, books, digital devices. Shared reading, upbringing in love for books creates a lasting positive attitude of children to language and written words. A "good foundation in communication and language is a prerequisite for further skills and literacy – such as writing and reading, for example" (Billington, 2016 : 5). According to other researchers up to the age of 5, the child′s vocabulary will impact on an educational success and on an income when this person gets 30 years old (Duckworth, Feinstein, 2006).

The results of own survey at the preparatory stage of the project also confirmed that when someone's talking about "reading" he/she means reading a book in a traditional paper one not on screen (Parijkova, 2017a : 3001).

The questions are connected with the students' abilities to extract essential information from texts. The study asks children about their digital skills. The study relies on student's self-assessment, which in itself is not the most reliable method. That's why it will be conducted an additional study – based on an interviews – with specially selected students from this survey.

Understanding of the general content of the text, extraction information from the text, adequate communication, an identification of key information in the text are some of the most important measures for reading literacy.

PISA analyzes Reading literacy is reported on three subscales – retrieving information, interpreting text, and reflecting on and evaluating text. Following the PISA 2000 assessment, five proficiency levels were developed to indicate students' capacities in the reading assessment. Students at the highest level are able to carry out high order tasks such as locating complex information from within an unfamiliar text which contains competing information, whereas at the lowest proficiency levels students are only able to locate information which is more evident and has less competing information accompanying it. At the highest levels students are expected to reflect on the goals of an author in a certain piece of text, whereas students at the lower levels would be expected to make a simple connection between information in the text and everyday life (PISA). There is a criterion in the survey: ability to transfer knowledge, which may measure with some indicators – rationalization of knowledge and its proper usage out of context; an ability to use knowledge in different situations. The criterion 'Solving creative tasks' will be identifying by some tasks that students should make – for example – to create an appropriate title for a new text and/or to devise a short story in five random words.

The family and an environment at home are the most important things for the formation of reading literacy of young children – the parent's behavior, their reading preferences, home library, and an attendance at cultural events – theatre, concerts, etc.

Kres and van Leeuwen (2001) and Burn and Durran (2007) adapt Bill Green's 3D model of literacy and Colvert (2015) revises what has been done and gives a new definition of digital literacy and its elements – Design, production, distribution and acceptance are the new key elements of meaning-making process. These processes are contained in the creation of text and reading /viewing all kinds of formal education and everyday life.

Digital literacy does involve the acquisition of skills, including traditional skills related to alphabetic print, but also skills related to accessing and using digital technologies. This category might also include skills related to the processes involved in accessing, using and creating knowledge (Sefton-Green, Marsh, Erstad, and Flewitt, 2016).

5. Discussion

The questions about different kind of reading devices /as a traditional/paper book, an e-reader or an interactive e-book/ are not relevant to the Bulgarian reality. Many publications worldwide (primarily in the UK, Australia, and the USA – for example Kucirkova, 2016; Neumann, 2014) present conducted research that investigate which format children and their parents choose, and why. But in Bulgaria e-books for children are not popular. There aren't interactive e-books at all.

Technology can play an important role in supporting early communication, language and literacy by offering new opportunities such as interactive and intuitive presentation from eBooks and applications as well as video calls. But the interaction with adults should not be missed. Rather, Technology should be used as a teaching tool. It is known that if used properly technologies can play an important role in groups of children who have any problems or in boys (Billington, 2016).

6. Conclusion

New in the 21st century is multimodality in education, not digital. The multimodal is that the child uses sounds, music and normal paper book. Apps should help to education, not replace it! The study of digital competence and its relation to reading by children can contribute to acquiring sustainable knowledge that can be used in teachers' guidebooks, educational policies and recommendations for parents and pedagogues.

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Biography

Dr. Lubomira Parijkova is an Associate Professor in the Library Management Department at the University of Library Studies and Information Technologies in Bulgaria. She is the compiler and editor of the book „The Book – Our more meaningful Present“ (2011-2015), Co-compiler of „Good Practices for Readership Competence in Children and students“ (2013). Dr. Lubomira Parijkova is an author of more than 100 articles, two monographs and 3 textbooks, an initiator of many practice-oriented events and projects. She has been teaching History of Book, Rhetoric and New forms of knowledge's organization at the University. Her interests include digital literacy, reading, knowledge management, philosophy of the book, communication skills, science studies, etc. She is Management Committee Member of COST Action № IS1410 „The Digital Literacy and Multimodal Practices of Young Children“, member of Forum UNESCO – University and Heritage (FUUH), Outsourcing Institute, UNESCO Department at the University of Library Studies and Information Technologies, Books, Publishing & Libraries Research Network and International Literacy Association.

ANALYSIS OF WORKPLACE BULLYING LITERATURE IN THE SOUTH AFRICAN CONTEXT, 2006-2016: TRENDS AND IMPLICATIONS FOR FUTURE RESEARCH

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ABSTRACT

This article aims to provide insight into the trends on the publications of workplace bullying This article aims to provide insight into the trends on the publications of workplace bullying articles in the South African context. The study utilized research articles published on workplace bullying in South Africa to analyze trends on published articles of workplace bullying. Sixteen research articles were obtained after an intensive search of articles published on the phenomenon of workplace bullying in the South African context. Content analysis was used to analyze data. Seven of these studies were qualitative research approach. The others were quantitative approach. Qualitative approach studies used in-depth interviews, semi-structured interviews, unstructured interviews and structured interviews. Quantitative approach studies used questionnaires as data collection instruments. No studies that used mixed methodology to deepen the understanding of workplace bullying in South Africa were found. Majority of the studies on workplace bullying published between 2006-2016 in the South African context focused on educators or teachers. The psychological effects of workplace bullying on both bystanders and targets have not been vividly investigated in all sectors or departments in the South African context. Based on the analysis of workplace bullying articles within the South African context, it is rational to conclude that researchers and scholars have not given enough attention on the variable understudy. Thus, the study concludes that, in the South African context workplace bullying has not been intensively researched and published. Workplace bullying has a significant negative influence on both the employees and employers. Therefore, great attention need to be *given in researching and understanding the phenomenon of workplace bullying, particularly in the South African world of work.*

Keywords: Workplace bullying; Publications; Qualitative approach; Quantitative approach

INTRODUCTION

The concept of workplace bullying has, over the years, become a well-established research topic. Initially the phenomenon was studied in school settings in which children were bullied by their schoolmates (Aquino & Bradfield, 2000). Olweus (1978), for example, conducted a study involving aggressive behaviour amongst school children. However, attention is also now focused on bullying in workplace settings.

Einarsen, Hoel, Zapf and Cooper (2011) concur that bullying within the workplace comes in many shapes and shades with multiple causes on many levels, and with diverging views on its very nature. Therefore, this phenomenon is complex and it is more likely to occur in different ways, some of the incidents are easy to recognize and others are significantly difficult. In the opinion of Felblinger (2008), workplace bullying involves an extensive range of negative behaviours, from blatant threats to subtle incivilities. Thus, workplace bullying actions can be difficult to prove. Therefore, much consideration should be given when trying to understand, diagnose and manage bullying behaviour in the workplace

Workplace bullying is one of the phenomenon that has attracted growing public attention over the years worldwide. As such, scholars and researchers have shown interest in the phenomenon. A potential for bullying is always present in situations where people continually interact. Currently, workplace bullying has become a phenomenon that can cause significant problems when ignored. Workplace bullying refers to offending, harassing, or socially excluding someone or even negatively affecting someone's work (Einarsen, Hoel, Zapf & Cooper, 2011). Einarsen et al. (2011) further highlighted that the negative action constitutes to workplace bullying, the bullying behaviour has to occur repeatedly and regularly and over a period of time.

Hoel, Einarsen, Keashly, Zapf and Cooper (2003) define work place bullying as a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several people, in a situation where the target of bullying is unable to defend himself or herself against the actions. According to Einarsen, Hoel, Zapf and Cooper (2011), workplace bullying is defined as instances where an employee is repeatedly and over a period of time exposed to negative actions (i.e. offensive remarks, constant abuse, teasing, social ridicule or exclusion) from co-workers or subordinates, supervisors or managers. As such, it seems rational to conclude that most researchers agree that workplace bullying is about recurring and continual negative actions directed to a person over a period of time. It is plausible to state that, because of the repeated and prolonged negative behaviour, the target is more likely to become defenceless, and henceforth power difference become apparent. Additionally, it may be argued that continual and prolonged nature of workplace bullying is most likely to render people unable to resist and leave them powerless.

Workplace bullying refers to offending, harassing, or socially excluding someone or even negatively affecting someone's work (Einarsen et al., 2011). Einarsen et al. (2011) further highlighted that the negative action to constitute to workplace bullying, the bullying behaviour has to occur repeatedly and regularly and over a period of time. In 1980's Hein Leymann used the 'mobbing' to define bullying because the targets can be bullied by more than two perpetrators.

Von Bergen, Zavaletta and Sope (2006) describe workplace bullying as harassment that inflicts a hostile work environment upon an employee by a co-worker or co-workers, typically through a combination of repeated, inappropriate and unwelcome verbal, non-verbal and/or low-level physical behaviours that a reasonable person would find threatening, intimidating, harassing, humiliating, degrading or offensive. Contrary, Le Roux, Rycroft and Orleyn (2010) defined bullying as unfavourable or offensive conduct that has the effect of creating a hostile work environment.

Beyond any reasonable doubt, workplace bullying has been defined differently over the years by different scholars or researchers. Thus, there is still a debate on issues definitional elements of workplace bullying. Nevertheless, the definition of workplace bullying as defined by other scholars consist of significant elements that can be taken as a unified meaning of workplace bullying. Elements such as continuous and unwanted action directed to one or more employees, distress, humiliation and negative actions. Therefore, there seems to be a broadly similar understanding of the concept of workplace bullying. As such this clearly shows that there is a greater possibility of having a unified definition of workplace bully. Beside, definition of workplace bullying provided by all scholars or researchers focused mainly on the effect of workplace bullying on both victims and bystanders. However, it is plausible to conclude that scholars and researches largely agree that workplace bullying is about recurring negative acts directed on an individual employee over a period of time within the organisation. It seems reasonable conclude that prolonged and repeated nature of behaviour, the victim is more likely to be defenceless.

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RESEARCH OBJECTIVES

The main purpose of this current study was to explore the trends of studies conducted on the phenomenon of workplace bullying published in the South African context and about South African world of work. The current study was guided by the following research objectives:

To identify the number of quantitative research objectives versus number of others (i.e. qualitative and mixed methods) publications within the South African context on the concept of workplace bullying.

To determine the trends data collection methods used, research designs and methods of data analysis or interpretation in the research publication on workplace bullying, solely in South African world of work since 2006 until 2016.

To determine the trends of research on workplace bullying in the South African context.

RESEARCH DESIGN

Research approach

According to West (2007), scholarly literature may be categorized into six dimensions, namely; comprehensive reviews, publication productivity, meta-analyses, methodological investigations; and citation analysis. Therefore, the current study can be categorized as comprehensive review, seeing that its focus was on the workplace bullying studies that were conducted in the South African context between 2006 and 2016.

Research strategy

Following the example of previous researchers (Coetzee & Van Zyl, 2014; Neil & Koekemoer, 2016), content analysis was chosen as the strategy to establish basic patterns of research and scholarly communication, focusing especially on publications on workplace bullying research in the South African context. Content analysis can also give scholars an indication of the extent to which journal editors and authors prioritize research methods, and whether there have been changes in the application of the research paradigms, methodologies and methods over time (Stead, Perry, Munka, Bonnett, Shiban & Care, 2011).

Research setting and sampling methods

A comprehensive search was conducted to determine the studies conducted on workplace bullying within the South African context. Thus, the present study focused on trends in both quantitative and qualitative research conducted on the phenomenon of workplace bullying. All research articles that could be found on workplace bullying that were published between 2006 and 2016 were analyzed and included in the study. It is significant to note that for the purpose of this study editorials, introductions, errata, notes and book reviews were not included in the sample of workplace bullying. The table below shows the articles published in the South African context on workplace bullying.

Data collection methods

A systematic search was conducted to identify research articles that were published on the concept of workplace bullying in the South African world of work. Google scholar and database (e.g. Ebsohost & Sabinet) where the main search strategy that was utilized to gather related articles on the subject matter. The fact that all the articles were open access made the search even easier. The search took place during the period of January to and June 2016. The initial search delivered on 16 (n = 16) published articles. Furthermore, it is important to take into consideration of those irrelevant articles on the subject matter that were eliminated.

Data analysis

Data analysis was done in three ways. Firstly, in all the selected or obtained articles, a specific area of interest was identified and analyzed to understand the specific focus and scope of study. Study area of each selected research article provides a significant way of understanding the specific area of study as well as the trends on the workplace bullying publications in the South African context. Furthermore, data analysis was done through the analysis of methodological research approach on the selected research articles. Thus, research articles were categorized in terms of the methodological approach in order to comprehend the methodological approach on the workplace bullying publications in the South African context. Lastly, the results reported by scholars on workplace bullying were analyzed to determine any significant importance that scholars have identify on the phenomenon of workplace bullying.

FINDINGS AND DISCUSSION

In this current study, 16 studies on workplace bullying were noted. Seven (7) of these studies used a qualitative research approach. On the other hand, nine (9) studies used a quantitative approach. Qualitative approach studies used in-depth interviews, semi-structured interviews, unstructured interviews and structured interview as means to collect data from the respondents. Furthermore, content analysis was used to analyze data.

Quantitative approach studies used questionnaires as data collection instruments to determine the level of workplace bulling in the South African world of work. However, most studies used South African Employee Health and Wellness Survey (SAEHWS) to collect data with only one article using Negative Acts Questionnaire (NAQ). Negative Acts Questionnaire (NAQ) is mostly used in the European countries and United States of America as data collection instruments to measure workplace bullying. Statistics Package for Social Sciences (SPSS) was mostly used to analyze quantitative data. Thus, it is vital to note that there are currently no studies that used mixed methodology to deepen the understanding of workplace bullying in South Africa.

The results show that majority of these studies on workplace bullying published from 2006-2016 in the South African world of work focused on educators or teachers, with only one study focusing on academics. Regardless of bullying behaviors' consequences, its psychological effects of on both bystanders and targets, bullying behavior have not been vividly investigated in all sectors or department in the South African context.

Results further shows that in the South African context, research on workplace bullying is grounded on the Western knowledge and perspectives. Furthermore, just like most phenomenon, knowledge on the concept of workplace bullying is not indigenous in the South African context. Therefore, policies and procedures on workplace bullying in the organisation are most probably formulated using Western knowledge and understanding on the phenomenon. As such, Western knowledge of workplace bullying might not be adequate to generalize African understanding of workplace bullying because they are of cultural differences.

Thus, it is important to conclude that the phenomenon of workplace bullying is more Western focused with minimal original contribution from African knowledge or perspectives. Its development and origin is largely a reflective of Western knowledge and perspectives. Therefore, this shows a significant gap to study this phenomenon from African perspective.

Studies all over the world agree that bullying occurs frequently in the world of work (Zapf, Einarsen, Hoel & Vartia, 2003; Bilgel, Aytac & Bayram, 2006; Baillien, Neyens, De Witte, & De Cuyper, 2009). This makes it a phenomenon worth investigating in any sector, department, as well as in any country. Yet, the results show that research on workplace bullying in South Africa is still in its infancy. Despite the fact that international research has shown a growing interest in workplace bullying (Agervold, 2007), scholars in the South African context have shown less interest on the concept of workplace bullying. Global research has concentrated on the likelihood that distinctive race groups experience diverse levels of workplace bullying (Fox & Stallworth, 2005; Lewis & Gunn, 2007). However, based on the analysis of studies in the South Africa context there is limited information on how different races perceives and experience the phenomenon of workplace bullying.

Gender differences in the experience of workplace on the other hand, likewise receive some consideration in international research (Jóhannsdóttir, & Ólafsson 2004; Ortega, Hogh, Pejtersen & Olsen, 2009). Nevertheless, Cortina, Magley, Williams and Langhout (2001) highlighted that the results of these studies have been questionable. In the South African world of work, there have been only two studies so far that investigated whether one gender group experiences more workplace bullying than the other does (Pietersen, 2007). Nonetheless, the studies only focused on the two sectors (health and academic sectors). This means that there are limitations in terms of the application of the results to other sectors or department.

International research on workplace bullying and age has also been studied. However, these studies reported contradictory results for workplace bullying and age. Magerøy, Lau, Riise and Moen (2009) found that younger employees experience more workplace bullying than older employees. Nevertheless, Høgh, Pejtersen and Olsen (2009) found no significant differences between age groups. However, in the South African context, there is a lack of information on significant differences workplace bullying and age differences between groups with higher and lower levels of education have also been investigated internationally. As such, only two international studies found significant differences based on education (Niedhammer, David & Degioanni, 2007; Ortega, Høgh, Pejtersen, & Olsen, 2009). Currently, there is no literature in South Africa regarding differences in the experience of workplace bullying based on age or education.

Trends over the last decade

In early research, Pietersen (2007) conducted a phenomenological study to explicate seven informants' experience of interpersonal bullying behaviors in a South African work context. she found that perpetrators predominantly used verbal and indirect negative acts to bullying subordinates. Furthermore, she reported that racial tensions contributed to bullying behavior. Bernstein and Trimm (2016) conducted a study on the impact of bullying behaviour on individual wellbeing. They reported that bullying have a direct influence on employees' well-being, self-esteem, job satisfaction and intention to leave. Visagie, Havenga, Linde and Botha (2012) conducted a study on the prevalence of workplace bullying in a South African mining company. They reported that more than a quarter of the participants reported they had experienced workplace bullying.

According to Bartlett and Bartlett (2011), it surfaced that research on workplace bullying mainly focuses on the nature and extent, the causes and effects of workplace bullying on individuals and organisations. Contrary to an abundance of international literature on the topic, studies on workplace bullying in the South African context focused on exposure to workplace bullying (De Wet & Jacobs, 2013), the impact of workplace bullying (Upton, 2010) as well as systems psychodynamic description of organisational bullying experiences (Cilliers, 2012).

Numerous investigators have vividly highlighted the physical illness, mental distress, emotional effect, pain and career destruction faced by workplace bullying targets (Hoel, Einarsen, Zapf, & Cooper, 2003; Needham, 2003; Namie & Namie, 2003; Roscigno, Lopez, & Hodson, 2009). Exposure to workplace bullying has been reported to be significantly related to stress symptoms (Kaukiainen, Salmivalli, Bjorkqvist Osterman, Lahtinen & Kostamo, 2001; Bilgel, Aytac & Bayram, 2006). Particularly, exposure to workplace bullying have been found to be related to employee's higher recovery need (Notelaers, De Witte & Einarsen, 2010) and to increased level of employee's worrying (Hubert, Furda & Steensma, 2001). Taking into consideration the impact that workplace bullying may have on employee's wellbeing, workplace bullying in the South African contexts need serious attention and focus.

Table 1: *Workplace Bullying articles in South Africa (2006-2016)*

Authors and Year	*Title of Article*
De Wet (2006)	*Free State educators' experiences and recognition of bullying at schools*
Hutchinson, Vickers, Jackson & Wilkes (2006)	*Workplace bullying in nursing: towards a more critical organisational perspective*
Pietersen (2007)	*Interpersonal bullying behaviours in the workplace*
Upton (2010)	*The impact of workplace bullying on individual and organisational well-being in a South African context and the role of coping as a moderator in the bullying-well-being relationship*
De Wet (2010).	*The reasons for and the impact of principal-on-teacher bullying on the victims' private and professional lives.*
De Wet (2011)	*Educator-on-educator workplace bullying: A phenomenological study*.
Cunniff (2011)	*Workplace Bullying of South African Employees - North-West University*
Cunniff & Mostert (2012)	*Prevalence of workplace bullying of South African employees*
Schalkwyk, Els & Rothmann (2012)	*The moderating role of perceived organisational support in the relationship between workplace bullying and turnover intention across sectors in South Africa*
Visagie, Havenga, Linde & Botha (2012)	*The prevalence of workplace bullying in a South African mining company*
Cilliers (2012)	*A systems psychodynamic description of organisational bullying experiences.*
De Wet & Jacobs (2013)	*South African teachers' exposure to workplace bullying*
Jacobs & De Wet (2014)	*The Perpetrators of Workplace Bullying in Schools: A South African Study*
De Wet (2014)	*The professional lives of teacher victims of workplace bullying: A narrative analysis*
De Wet (2014)	*Educators' understanding of workplace bullying*
Bernstein and Trimm (2016)	*The impact of workplace bullying on individual wellbeing: the moderating role of coping*

CONCLUSION AND FUTURE IMPLICATION

The phenomenon of workplace bullying appears to be gaining momentum in the public discourse. This can be realized through stories (Price, 2009; Field, 2010), self-help books (Spindel, 2008; Kohut, 2008), and articles published are becoming more common. However, based on the results of the study, this is not the case in the South African context. Workplace bullying is at infancy in the South African world of work. Thus, unavailability of knowledge or information on workplace bullying in the South African context will increase its prevalence. Another focus of future study on workplace bullying is to propose a model of legislation on workplace bullying. However, there are currently no articles published on the subject that emphasizing the need of workplace bullying legislations in South Africa. Furthermore, it is vital to note that in South Africa, there is a general law on harassment chargers (Section 203, 2 of Labour Relations Act, 1995), similarly chargers on harassment are also difficult to prove since the victim have to prove that the harassment really took place. Therefore, this shows that there is a possibility on workplace bullying legislations that can be promulgated in the South African context.

Over a decade, Ntuli (2002) emphasized that indigenous knowledge systems are a counter-hegemonic discourse in the context of the African Renaissance. Thus, this shows a need to generate indigenous knowledge on workplace bullying to construct or develop suitable solution to the phenomenon.

The focus of the studies on the subject in the South African context did not provide a clear understanding of why “bullies” are “bullies”. In other word, studies on workplace bullying in the South African context did not provide an understanding of bully behaviours. It is important to note that studying the behaviour of people in the workplace has been of interest to researchers of Management Sciences all over the world (Kralj & Solnet, 2011). Understanding of employees’ behaviour in order to accomplish the roles and obligations in a better way will result in the improvement of performance and the enhancement of organisational effectiveness (Ehsani, Sofddel, Amiri, Masrur & Hossini, 2013).

Based on the analysis of workplace bullying articles within the South African context, it is rational to conclude that researchers and scholars have not given enough attention on the variable understudy. Thus, in the South African context workplace bullying has not been intensively researched and published. Workplace bullying has a significant negative influence on both the employees and employers. Therefore, great attention need to be given in researching and understanding the phenomenon of workplace bullying, particularly in the South African world of work.

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THE ROLE OF LOCAL COMMUNITY NEWSPAPERS IN COMMUNICATING HIV/ AIDS EDUCATION IN CAPRICORN DISTRICT, LIMPOPO PROVINCE

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ABSTRACT

The study investigated the role of local community newspapers in communicating HIV/AIDS in two South African local community newspapers, namely, Polokwane Observer and Rise 'n Shine. The study adopted a qualitative research method and thematic content analysis was used to analyse the data. Local community newspapers were collected and semi-structured interviews were conducted with the readers of the two publications. A purposive non-probability sampling technique was used to select a study sample of 27 local community newspapers and 20 readers of the papers. It was found that in the community newspapers studied, they had only five (5) (18%) stories published for a period of eight (8) months, and from those stories, none of them was educating. According to the findings, local community newspapers are not effective in educating its community about HIV/AIDS. Additionally, the findings from the readers shows that both local community newspapers are not effective in terms of turning the tide against HIV/AIDS, the issue is not part of their agenda because (85%) of the readers pointed out that they hardly come across an HIV/AIDS report but only after or before an HIV related event has or about to occur. This concludes that HIV/AIDS is not communicated in the local community newspapers.

Keywords: Local Community Newspapers, HIV/AIDS, Polokwane Observer, Rise 'n Shine; Capricorn District, Limpopo Province

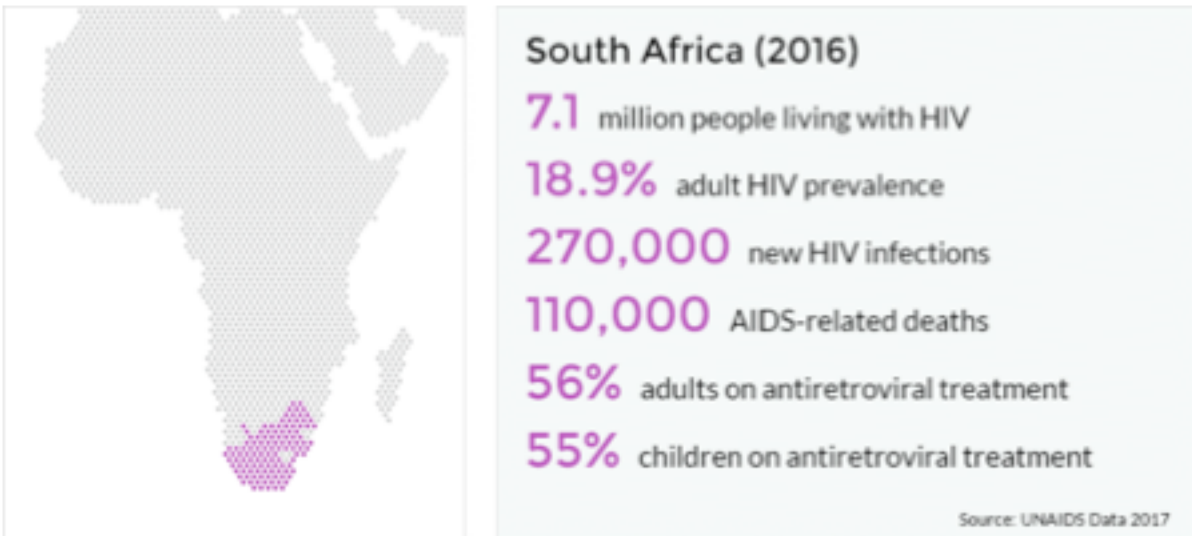
Introduction

Local community newspapers play a significant role in the development and education of a community in terms of reporting, for example, on health-related stories. Veldsman (2007) is of the view that these newspapers allow local people to have access to information on various issues because they are familiar with the needs of the communities that they serve. As such, they are in a better position to positively contribute towards socio-economic development in these respective communities (Langa, 2010; Harande, 2009).

Ayesha (2006) contends that the press plays an important role in the society; it keeps the community updated with what is happening in the surrounding areas. It also plays the role of informing, entertaining and educating the community. Local community newspapers can also provide information about the developments surrounding a topic such as HIV/AIDS. The press can have several functions, especially the educational and informational function (Davidson, 2013). Therefore, the media becomes one of essential tools in combating HIV/AIDS, through communicating to the audience. More than any other virus, HIV/AIDS is driven by a combination of social factors, including inequality, stigmatisation and ignorance. However, Foreman (2013) asserts that the media either fuel the epidemic through sensationalism or poor reporting.

Local community newspapers encourage the development of a community. According to Brunetti (2000), health is one of the sectors dealing with developmental challenges, along with others such as education, employment and other social issues. Thus, it is important to investigate the effectiveness of local community newspapers in communicating health issues such as HIV/AIDS. The communication of HIV/AIDS in local community newspapers can influence readers' decision making. By communicating HIV/AIDS issues, community newspapers do not only promote people's knowledge on health issues, but also shape an understanding of the matter (Rakshana, 2007).

The Human Immuno-deficiency Virus and the Acquired Immune Deficiency Syndrome (HIV/AIDS) are a problem in South Africa. According to Statistics South Africa (Stats SA, 2015), it is estimated that 7 million South African population were HIV positive. South Africa remains the epicentre of the global HIV/AIDS epidemic, which shows no evidence of declining (UNAIDS, 2015).



According to UNAIDS Gap report of 2017, the above statistics presents 2016 cases, whereby there were 7.1 million people living with HIV/AIDS; 18.9% adult prevalence, which means 270,000 new infections; 110,000 AIDS-related deaths; and 56% adults on antiretroviral (ARVs) treatment. Current statistics by UNAIDS (2017) reports that there are 8.5 million people living with HIV/AIDS. The world has committed to ending the AIDS epidemic by 2030.

According to Stats SA, the HIV prevalence for South Africa is the percentage of people that are HIV positive in the population out of the total population at a given point in time. One of the main HIV statistics for South Africa is that by the middle of 2017 12.6% of the population, that is 7.06 million people were HIV positive.

There are 1.86 million more People Living with HIV (PLHIV) than in 2008, when the percentage was 10.6, that is 5.2 million people. The increased prevalence of HIV in 2017 is largely due to the combined effect of new infections, and a successfully expanded ARV treatment programme, which has increased survival among people living with HIV.

The subject of HIV/AIDS is of paramount importance to the South African society. Swanepoel (2010) is of the view that local community newspapers are particularly in a good position to inform readers about HIV/AIDS. For this reason, the media should focus more on this subject in order to influence behavioural changes among media users. The way local community newspapers write about HIV/AIDS is important because readers can misinterpret or distort the message if it is used out of context. Failure to convey HIV/AIDS messages to the public has the potential to generate false impressions. The media have the potential to improve general awareness and understanding of HIV/AIDS, and to set the agenda for public discussion and policy making about the pandemic (Odemelan, Onumadu & Arua, 2014).

In South Africa, the media are considered as one of the key and critical stakeholders for a healthy and robust democratic state that grows and flourishes. To that end, it can be argued that the media should be seen to be engaged in constructive criticism of the government on a number of issues, not only the Arms' deal debacle and HIV/AIDS. Ngam (2007) states that 'qualitatively assessed', the prominence of the infected and affected in the media has increased lately with the announcements of the HIV/AIDS status by prominent public figures. The prominence of the Treatment Action Campaign's (TAC) 'public disobedience approach' places the voices of the infected and affected 'more prominently in the public domain'.

Vilakazi (2004) believes that it is essential that the news media, along with other institutions, be challenged to be fair and accurate. He calls on media consumers to become media activists and talk back to the media and demand relevance when they see unfair, biased or inaccurate news coverage. "The first step in challenging biased news coverage is documenting bias. For the community media to fairly represent their communities, news contents should relate with the community" (Vilakazi, 2004).

In order to play a constructive role as watchdogs ensuring that appropriate policies are being implemented, journalists need to analyse and promote effective and proper responses, rather than simply criticize inaction or despair of the way in which funds are being spent. As such, it is important to recognise that the shortcomings of HIV/AIDS reporting in South Africa are not the responsibility of news groups and journalists alone.

Research Problem

The HIV/AIDS issues have been part of social discourse for many years in various media platforms, to a point whereby it stopped receiving attention (Moqasa & Salawu, 2013). Through the reading of local community newspapers, one has realised that the coverage of HIV/AIDS issues in these mass media is not sufficient for the proper mitigation and management of this pandemic. In the past two years, the number of HIV/AIDS stories/articles has been declining in these newspapers. Moodley (2011) states that the core function of local newspapers is to inform, educate and entertain the community. Betrand, O'Reilly, Denison, Anhang and Sweat (2006) are of the view that regular communication of health messages, such as HIV/AIDS can influence a person's behaviour and perception towards HIV or any health-related topic, but when people do not read about it, they forget about the virus and the risk factors that are involved.

The study examined the dissemination of HIV/AIDS information in the community newspapers. The newspapers do not take into cognisance the fact that there are individuals and cultural differences in the way people accept process and interpret information about the pandemic. The problem also arises when the reader cannot understand or interpret the communicated messages. In this situation, community newspapers provide insufficient information in the fight against HIV/AIDS.

Aim and Objectives of the Study

Aim of the Study

The aim of the study was to investigate the role of local community newspapers in communicating HIV/AIDS education in the Capricorn District Municipality in Limpopo Province.

Objectives of the Study

The objectives of the study were:

To analyse the content of the HIV/AIDS stories in the local community newspapers;

To explore the readers' perception pertaining to the role of local community newspapers towards communicating HIV/AIDS education; and

To determine the frequency of HIV/AIDS coverage of two local community newspapers.

Scope of the Study

The study focused on the Capricorn District, Limpopo Province, doing content analysis of two local community newspapers, namely, Rise 'n Shine and Polokwane Observer. The target readers of the two local community newspapers were engaged. The study investigated the role of local community newspapers in communicating HIV/AIDS education. It also attempted to establish the capability of the media in South Africa to effectively inform, educate and motivate the public on HIV/AIDS and related issues. Thus the media output on HIV and AIDS issues were investigated.

Methodology

Research design

Qualitative research design was used in this study to investigate the role of local community newspapers in communicating HIV/AIDS in two South African local community newspapers. As supported by Karren (2009), qualitative methodology is appropriate when one intends to examine the properties, values, needs or characteristics that distinguish individuals, groups, communities, organisations, events, setting or messages; it is based on specific assumptions.

This research is a content analysis of the Local community newspapers published for a period of 8 months; which is 27 issues, the goal was to collect 32 publications but due to limitations, 27 issues were collected. Not only will the study conduct content analysis but it will also explore the readers' perception pertaining to the role of local community newspapers towards communicating HIV/AIDS education using semi-structured interviews. The data collected from the interviews was also analysed using thematic content analysis to determine the public opinion of the local community newspaper coverage of the pandemic.

Qualitative research design is suitable for the exploration of areas where limited or no prior information exists. In addition, the approach is appropriate in the description of behaviours, themes, trends, attitudes, needs or relations that are applicable to units being analysed (Du Plooy, 2009). As such, data collected through qualitative design is likely analysed through content analysis, which according to Creswell (2013), is a systematic analysis of written or verbal responses or visual material.

Sampling

The two local community Newspapers (Polokwane Observer & Rise 'n Shine) were purposively selected. In each of these newspapers, months were selected at random. Finally, twenty (20) respondents were purposively selected within the period under study to ascertain their perceived determinant. Data collected were analysed with thematic content analysis. Bless, Smith and Sithole (2013) describe a sample as a subset of the population that is representative of the entire population. Purposive sampling technique has been used to select the two local community newspapers: Rise 'n Shine and Polokwane Observer. This is because they met certain parameters or criteria considered important in this study namely, language of publication, their style, format, audience type, circulation/ reach of the paper, the time of publication and target readers. De Vos (2005) claims that purposive sampling technique is used when the researcher knows the type of participant needed.

The sample size was 27 local community newspapers were collected, 20 from Polokwane Observer and 7 from Rise 'n Shine. These local community newspapers are published weekly, data collection was focused on a period of eight (8) months from both publications, which made a total of thirty-seven (27). The population number is evidenced by the free copies each publication delivers weekly. Purposive sampling was used to select twenty (20) participants from different parts of Capricorn District to form part of the study. Adding to an advantage of purposive sampling, it enabled the researcher to obtained information on local community newspaper's effects in communicating HIV/AIDS.

Data collection

Leedy and Ormrod (2001 in Pepler 2003:35) say data are "manifestation of, among other aspects, the reality, a phenomenon, a process or a problem that the researcher is investigating." Data was sourced from the two selected local community newspapers for the period of eight (8) months, to uncover frequency, prominence, themes, key ideas, output location, message type, and importance of HIV and AIDS reports. To aid to the aim and objectives of the study, data was also collected from the readers of the local community newspapers in a form of semi-structured interviews.

Data analysis

All the data sourced from the local community newspapers and readers was analysed qualitatively through Thematic Content Analysis (TCA). The data collected from semi-structured interviews was also analysed using TCA. Bunard, Gill, Stewart and Chadwick (2008) concur that the TCA method is a descriptive presentation of qualitative data because qualitative data take the form of interview transcripts collected from the research participants.

Participants and setting

A total number of twenty (20) participants were involved in the study, the number in terms of sex were equal.10/10. The age group of between 17-25 years old is actually the highest in the study with a 75% high while the lowest is the age group of 26 which has a 25% participation in the study. It is important to note that all (100%) participants were black. See table 1 below. This finding complements findings made by many scholars, the scholars include Shao, (2009:14) who concurred that most users of the media and consumers of the current technological applications are youth.

Analysing the content of the HIV/AIDS stories in the Local Community Newspapers

The content hereby explain the nature of the stories found in the local community newspapers in terms of the functions they serve, whether informative, educative, entertainment, infotainment, edutainment or whatever the role might be. Due to limitations of the community newspapers as they are not regular but weekly publications only 27 issues from both papers were analysed. Polokwane Observer 20 (74%) and 7 (26%) Rise 'n Shine. The chart below represent the local community newspapers studied in percentage.

The above pie chart represents Polokwane Observer and Rise 'n Shine analysis of the type of news stories in the newspaper. The stories presented in the local community newspapers demonstrate media's lack of HIV/AIDS discussions. Generally, the coverage of HIV/AIDS discussions is not deplorable in these newspapers, rather there are articles that demonstrated the newspaper's capacity to be a media for development in terms of health stories. Secondly, there are unevenly disbursed articles pertaining to HIV/AIDS issues throughout the year within these two publications, this can be a result of "World AIDS Day," which is annually the 1st of December. World AIDS Day is an event with clear relevance and significance for the country; consequently, there is expected news coverage around this date. This means that the local community newspapers only write about HIV/AIDS when there is an event that covers or it is about HIV/AIDS. The guidelines of obtaining these themes are based on the methodological process of thematic content analysis (TCA).

These main themes identify the primary discussion within news text in this context. The subthemes are smaller debates, issues and ideas that occur throughout the texts in the context of HIV/AIDS education. There is a constant interplay of themes and subthemes throughout the texts; this implies that messages are not always clear cut but complex and intertwined. The themes and sub-themes are as follows: these sub-themes illustrate the lack of engagement of the local community newspapers with the issues of HIV/AIDS. Exclusions to this theme and sub-themes would be, for instance, if an article speaks about HIV/AIDS but does not mention educational information. Finally, according to the fewer HIV/AIDS articles found, only talk about the World Aids Day and the statistics of this pandemic, however statistics can also be educational in such a way that if for example the percentage is high, people are likely to be more careful. The researchers went through the newspaper articles in search for HIV/AIDS stories, however from the few stories about HIV/AIDS that were, the stories were categorised into sub-topics and themes. Out of the 20 issues of Polokwane Observer collected only 3 stories about

HIV/AIDS were found. And out of 7 issues of Rise 'n Shine only 2 stories about HIV/AIDS were found.

Distribution of news articles published in the newspapers

Results from table 2 shows that the two local community newspapers publish fewer stories on HIV/AIDS. Polokwane Observer only managed to publish at least 3 (16%) stories out of 20 issues collected that reported on HIV/AIDS. Rise 'n Shine only managed to publish at least 3 (11%) stories that reported on HIV/AIDS out of 7 issues that were collected. When added together, the total percentage of HIV/AIDS stories published on both local community newspapers for the period of 8 months is 5 (19%) for Polokwane Observer and Rise 'n Shine. According to the table representation of the data BELOW, Rise 'n Shine holds 11% and Polokwane Observer holds 16%, Polokwane Observer seem to be low in percentage due to the total articles collected, out of 20 local community newspapers, only 3 stories related to HIV/AIDS were found and out of 7 newspapers collected of Rise 'n Shine, only 2 HIV/AIDS related stories were found.

The content of HIV/AIDS stories were analysed and the findings suggest that the local community newspapers are not effective in the role of communicating HIV/AIDS education. However, the content about HIV/AIDS that was analysed only communicated about the increasing number of HIV infected rate in Limpopo Province and some of the content was about gender issues where they covered HIV/AIDS issues as well. However, it can be argued that when an article or a story informs the reader, it is in the same time educating him/her. According to the content analysed this concludes that local community newspapers do not communicate HIV/AIDS education, the HIV/AIDS issues get to be on the agenda when there is an event related to it.

The results show that both these community newspapers are less effective in terms of educating about HIV/AIDS in their communities. Rise 'n Shine has fewer stories as compared to Polokwane Observer, the coverage of the stories is very low.

Result on the above table compares on the monthly coverage of HIV/AIDS information on the Polokwane Observer and Rise 'n Shine local community Newspaper. Findings indicated level of differences within the newspapers, Polokwane Observer managed to publish at least three (3) articles on HIV/AIDS for the period of eight (8) months and Rise 'n Shine published two (2). Critical look at the table shows that HIV/AIDS information were not published regularly throughout the period understudy and the poor occurrence depends on the degree of attention given to it by the editor. The results further table reveals that Polokwane Observer had at least the highest number of stories on HIV/AIDS with a frequency of 3, Rise 'n Shine had 2. The findings can also result in readers of the specific communities to lose trust and reliability in both publications.

The frequency of HIV/AIDS coverage on the two local community newspapers The results indicate that the local community newspapers do not communicate HIV/AIDS stories as often as it should. HIVAIDS news has lost its credibility or newsworthiness because this local newspaper has a perception that they cannot communicate it anymore because it has been communicated many times in the past by various media platforms. However, it should not be the case because no matter how many times it has been communicated, it can never lose credibility because it is still a mystery to the whole world, experts are still trying to find a cure to this pandemic and people at large are still suffering from this pandemic. The two local community newspapers only publish fewer times sometimes the newspaper can take few months without being published, sometimes they publish two times a month, this is due to the fact that local community newspaper are still struggling financially. The table shows distribution of HIV/AIDS stories by editions of the two local community newspapers, Polokwane Observer and Rise 'n Shine from June 2014–March, 2016.

Result on the above table compares the monthly coverage of HIV/AIDS information on the Polokwane Observer and Rise 'n Shine local community Newspaper. Findings indicated level of differences within the newspapers, Polokwane Observer managed to publish at least three (3) articles on HIV/AIDS for the period of eight (8) months and Rise 'n Shine published two (2). Critical look at the table shows that HIV/AIDS information were not published regularly throughout the period understudy and the poor occurrence depends on the degree of attention given to it by the editor. The results further table reveals that Polokwane Observer had at least the highest number of stories on HIV/AIDS with a frequency of 3, Rise 'n Shine had 2. The findings can also result in readers of the specific communities to lose trust and reliability in both publications.

Variable(s)	Categories	Frequency	%
Gender	Male	10	50
	Female	10	50
Age	17-25	15	75
	26+	5	25
Race	**Black**	**20**	**100**

Table 1: Demographic variables: gender, age and race

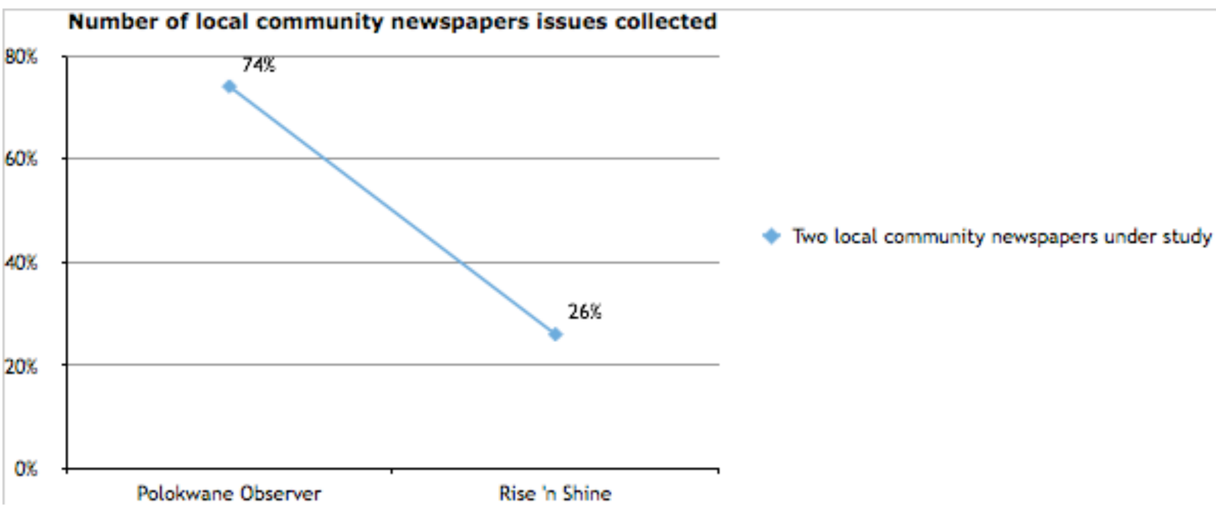


Figure 1: Graphical representation of the two local community newspapers studied

News category	*Polokwane Observer* no. of stories	*Rise 'n Shine* no. of stories	Total no. of stories	*Polokwane Observer* (%)	*Rise' n Shine* (%)	Overall percentage
HIV/AIDS content	3	2	5	16%	11%	19%

Table 2: Table Distribution of news articles published in the newspapers

Months	**Polokwane Observer Frequency (no)**	**Rise 'n Shine Frequency (no)**
October (2014)	**1**	**-**
November (2014	**-**	**1**
December (2015)	**-**	**1**
April (2016)	**-**	**-**
May (2016)	**-**	**-**
June (2016)	**1**	**-**
July (2016)	**1**	
August (2016)	**-**	**-**

Table 3: Distribution of HIV/AIDS stories

Conclusion and Recommendation

The coverage of HIV/AIDS issues have declined over the years not only on community newspapers, but on other forms of media. As this may be, HIV/AIDS is still a significant problem in South African. As such, media should put more focus on HIV/AIDS issues. With that being said, the study recommends that, attention should be paid to training health reporters whose beat is to cover stories such as HIV/AIDS. It is not enough for these reporters to have on-the-job training alone; they need to be taught the cores of reporting health stories, interpreting relevant statistics and being able to understand medical terminology so that they will feel confident interpreting them. The local community newspapers have to be socially responsible by providing regular and consistent information on HIV/AIDS education.

This is a responsible thing to do since there is no known cure for HIV/AIDS. The local community newspapers should humanise the stories on HIV/AIDS by presenting stories from the perspectives of people living with the virus. These approaches provide a subtle means of making the disease more familiar, thereby creating the perception that HIV/AIDS is not synonymous with death and dying, but it can also be about life and living.

The newspaper can create special columns for youths to talk openly about HIV/AIDS. It can be a column, handled by a youth, who will write viewpoints, opinion analysis, and encourage letters from the readers. Stories written on HIV/AIDS should avoid a tone of pessimism and rather employ a tone of hope and optimism. Any negativity may create more despondency in the person living with the disease.

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THE COMPARISON OF MALE AND FEMALE EMPLOYEES' PERCEPTIONS OF WORKPLACE BULLYING AT THE SELECTED INSTITUTION OF HIGHER LEARNING

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ABSTRACT

The purpose of this study was to compare male and female employees' perceptions of workplace bullying at a selected institution of higher learning (N=65). The study utilised a self-administered questionnaire to solicit data from 65 participants randomly selected from a South African higher learning institution. The statistical package of Social Sciences (SPSS) version 24.0 was used for statistical analysis of collected data. The Independent T-test was used to compare the male and female perceptions of workplace bullying and lastly, the acceptable Cronbach's Alpha coefficient yielded supports the reliability and validity of the study. The results show that there is a significant difference between males and female employee's perceptions of workplace bullying. The paper questions the prevailing notion that there is a difference in the male and female perceptions of workplace bullying and puts forward an agenda for future research in this area.

Keywords: Workplace bullying; Academic staff; Supporting staff; Gender

Introduction

In South Africa, to date, bullying is still connected with children at school because in the beginning, studies on bullying focused on children worldwide. Bullying in the workplace got much interest from researchers studying management and organisational studies in countries such as Europe, North America and Australia throughout the years (Crothers & Minutolo, 2009). Workplace bullying consists of different events as bullying behaviour can sometimes be easy to recognize and identify or more difficult and hard to clarify. The former type may include intentionally weakening a competent employee with steady feedback or ridiculing or belittling before employees. The latter may include setting unreasonable and deadlines that are out of the question, refuse giving employees information that can affect their performance and overbearing supervision.

Furthermore, workplace bullying was frequently confused with different negative acts, such as victimisation, harassment and discrimination. This explains the reason why workplace bullying research in the last 20 to 30 years concentrated on defining the negative behaviour of non-sexual and non-racial harassment in the workplace, such as spreading bitter rumours about employees, deliberately blocking promotion or other opportunities for staff that are competent, victimization, screaming at, and embarrassing individuals in front of others (Hoel & Cooper, 2000; Hoel, Glaso, Hetland, Cooper & Einarsen, 2010).

Workplace bullying became to be a recognized phenomenon over the world when scholars, leaders and managers felt they can no longer ignore the fact that many employees are silently carrying this freight of outbreak. Cunniff and Mostert (2012) indicates that many more employees are probably becoming the targets of workplace bullying due to an increase in organisational restructuring efforts, economic uncertainty, and overall instability in the global marketplace. This implies that workplace bullying is stimulated by an increase level of stress due to organisational and job-related changes. Workplace bullying is an unethical dilemma as targeted person's right are invaded or denied. Workplace bullies disrespect targeted persons and along these lines, they violate their moral rights. As stated by Einarsen, Hogel, Zapf and Cooper

(2011) workplace bullying has become a severe problem for workers compared to issues that are work related combined. Thus, this shows a significant need to study bullying behaviour.

Researches on workplace bullying have been conducted for years (Lopez, Hodson & Roscigno, 2009; De Wet, 2011; Cunniff & Mostert, 2012; De Wet & Jacobs, 2013). However, very little information is available on employees' perceptions of bullying behaviour in higher learning institutions, particularly in the South African context. According to Mabasa and Ngirande (2015), educational institutions in South Africa are expected to play a critical role in the development of human resources for social development through the production of knowledge and high-level person power. Thus, the concept of workplace bullying is imperative to study in academic institutions, especially universities which are the foundations of human resources and solely responsible for educating the intellects of nations. Institutions of higher learning are the central element in educational system holding various important responsibilities, such as teaching and learning, research inputs, etc.

Problem statement

Workplace bullying is a challenge that seems to gain strength in the public discourse. Through the use of self-help books, news stories and articles in trade publications, people are becoming more knowledgeable about this issue and they are able to describe and discuss their experiences (Namie & Namie, 2000; Kohut, 2008; Spindel, 2008; Field, 2010). Although when it comes to challenges relating to workplace bullying, higher education institutions are different workplace environments, given the practice of tenure and loosely couples organisational structure of academic units, they do not offer much from other types of workplace environments (Meyer, 2002). Several authors such as Westhues, (2002); Westhues (2004); Westhues (2006); Twale & DeLuca, (2008); Gravois, (2006); Fogg, (2008); Schmidt, (2010); Wilson, (2011) revealed that higher education institutions are particularly vulnerable to nurturing a culture of bullying behaviour.

Gender is one of the most important ways of signifying relationships of power as it is often associated with power and powerlessness (Rodriguez-Muñoz, Moreno-Jiménez, Vergel & Hernández, 2010). This implies that gender may have implications for bullying in many ways. It appears that extensive research has been conducted to address workplace bullying and less has been conducted in exploring the perceptions of male and female employees regarding this concept, especially in South African higher education institutions. Therefore, the current study was conducted with the aim to answer the question as to whether there is significant difference in the perceptions of male and female employees on workplace bullying at a selected higher leaning institution.

Research objectives

To determine the significant difference between male and female employees' perceptions of workplace bullying

To recommend ways of addressing bullying in the workplace.

Hypothesis

H0: There is no significant difference between male and female employees' perceptions of workplace bullying

H1: There is a significant difference between male and female employees' perceptions of workplace bullying

Literature review

Although the concept of bullying has been discussed for many years, the original research, on this behaviour, focused almost exclusively on school-aged children, within academic settings (Aquino & Bradfield, 2000; Olender-Russo, 2009). However, more recently, this concept has been recognised and investigated in the world of work. As such, recent studies have shown that workplace bullying is indeed prevalent among employees and organisations, and that it exists at many levels within the organisational hierarchy (Olender-Russo, 2009; Baillien, Neyens, De Witte, & De Cuyper, 2009; Lopez, Hodson & Rosigno, 2009). However, workplace bullying is a complex and widespread phenomenon, making it a challenge to understand such a complex and widespread organisational phenomenon, with numerous labels and terms that are used interchangeably by researchers, media and the public, when describing the behaviour (Glendinning, 2001; Lopez, Hodson & Rosigno, 2009).

The word "bullying" is generally connected in an institutional setting, and is a subset of rehashed forceful conduct in contrary to a person experiencing bullying (Cowie, Naylor, Rivers, Smith & Pereira, 2002). Lee and Brotheridge, (2006) state that bullying is the sort of conduct that is redundant and keep on developing after some time. According to Namie (2003) bullying can be seen as a continuous sequence that starts with incivility, then shift to bullying and end with working savagery.

According to Einarsen, Hoel, Zapf and Cooper (2011), workplace bullying is defined as "a repeated and continuing act which includes imbalances of power between the victim and the perpetrator and incorporates a component of subjectivity with respect to the victim as far as how they see the conduct and the impact of the conduct". Einarsen, Hoel, Zapf and Cooper (2011) further describe bullying as "harassing, offending, or socially excluding someone or negatively affecting someone's work". Einarsen et al. (2011) point out that "bullying often follows an escalating pattern and that the person confronted over time ends up in an inferior position".

According to Magley, Gallus and Bunk (2010), workplace bullying may include objection and embarrassment from a specific worker with the intention of causing pain, dread, or mischief to the victim. Other authors feel that the idea of workplace bullying refers to "relational negative and forceful conduct in the workplace that causes psychosomatic and mental issues for the target" (Leymann, 1996; Einarsen, Hoel, & Notelaers, 2009; Bentley, Catley, Cooper-Thomas, Gardner, O'Driscoll, Dale, & Trenberth, 2012). The synthesis of the description presented above implies that workplace bullying can be viewed as negative acts, be it physical, verbal, or psychological intimidation, which are repeated and unwelcome.

Cowie et al. (2002) and Einarsen et al. (2009) contended that the central idea impacting the definition of workplace bullying contains two different components, namely; unwanted negative behaviour as well as detrimental effects on the victim. They however regarded that unwanted negative behaviour is possible the most fundamental component of workplace bullying. Various authors agree that "the existing definitions of workplace bullying do not identify all the characteristics of bullying conduct in the workplace and the evaluation of the definition of workplace bullying has been proposed by a few researchers to come up with a more thorough definition" (Bentley et al., 2012; Einarsen et al., 2009; Leymann, 1996).

Regardless of the fact that workplace bullying has been defined differently over the years by different scholars or researchers, there is still a debate on issues definitional elements of workplace bullying. However, it is plausible to conclude that scholars and researches largely agree that workplace bullying is about recurring negative acts directed on an individual employee over a period of time within the organisation. Thus, this shows that there is a general agreement amongst researchers about the most salient features workplace bullying. For instance, Lopez, Hodson and Roscigno (2009) as well as Einarsen at el. (2009) have reported that bullying behaviour is characterised by frequent, ongoing, detrimental incidence of inappropriate behaviour. Therefore, this means that a single act of bullying behaviour cannot be recognised as experiences of bullying in the workplace.

The different forms of workplace bullying can be grouped into two distinctive forms, namely; work-related bullying as well as personal bullying. One of the things that realised when looking at the literature regarding work-related bullying was that the position that individuals hold in the organisation has the power to establish opportunities for the bully to apply power over the target. According to Jennifer, Cowie, and Ananiadou (2003), different forms of work-related bullying were considered in terms of work processes, workloads as well as evaluation and advancement. Jennifer et al. (2003), further states that individuals' exposure to excessive workloads is one of the forms of bullying. Contrarily, early research also indicates that workload bullying was reported to also include removing responsibilities and delegation of menial tasks (Vartia, 2001).

On the other hand, personal and psychological types of bullying can be divided into two forms, namely; indirect and direct types of bullying behaviours. Various authors identified forms of exclusion and isolation that amount to ignoring as examples of indirect personal bullying behaviours (Vartia, 2001; Gardner & Johnson, 2001; Jennifer et al., 2003; Djurkovic, McCormack & Casimir, 2005; Fox & Stallworth, 2006; Agervold, 2007; Yildirim, 2009). Reported indirect bullying also include bullies not returning communications such as phone calls, memos, and emails, which further isolate a victim. Additional indirect personal methods of bullying identified by other authors include spreading gossip, lies, false accusations and undermining an employee (Simpson & Cohen, 2004; Agervold, 2007; Randle et al., 2007; Hershcovis, 2010).

Direct personal bullying refers to interactions between the bully and the target. Direct personal bullying types, where bullies have direct contact with the target, include a spectrum of behaviours from interrupting others to more severe acts such as intimidation and threats (Gardner & Johnson, 2001; MacIntosh, 2005; Djurkovic et al., 2005; Fox & Stallworth, 2006).

Literature regards direct personal bullying behaviour as cases where bullies use tactics such as verbal harassment, belittling remarks, yelling, and interrupting others (Gardner & Johnson, 2001; Djurkovic et al. 2005; Fox & Stallworth, 2006). Direct bullying also includes engaging in persistent criticism, intentional demeaning, personal jokes, negative eye contact, and humiliation (Fox & Stallworth, 2006; Agervold, 2007; Yildiz, 2007 Randle et al., 2007; Baillien et al., 2009). Intimidation, manipulation and threats are regarded as more severe forms of direct personal bullying (MacIntosh, 2005; Von Bergen, Zavaletta & Soper, 2006).

Research methodology

The quantitative research design was used in this study to investigate employee's perceptions of bullying behaviour. The study population consisted of both male and female employees at a selected higher learning institution in South Africa.

Participants and setting

Sixty-five employees (both academic staff members and supporting staff members) from a South African higher learning institution participated in this study (males = 38,5%; females = 61.5%; age range 21-29= 21.5%, 30-39= 47.7%, 40-49= 26.2%, 49 years and above= 4,6%). Thirty (53%8) participants were academic staff members; thirty-five were supporting staff members (see Table 1 for demographics).

Data collection measure

Negative Acts Questionnaire (NAQ) was used to measure the exposure to workplace bullying. NAQ was structured and developed as a comprehensive, but brief scale to measure the negative actions experienced by victims of workplace bullying. Negative Acts Questionnaire consists of 22 items ranging from opinions and views ignored to threats of violence abuse. Negative Acts Questionnaire items are measured on a 5-point frequency scale ranging from "never" to "daily".

In terms of the reliability Negative Acts Questionnaire, a Cronbach alpha of 0.81 was reported by Lutgen-Sandvik, Tracy and Alberts (2007). For the purpose of this study, Cronbach's alpha 0,916 was obtained.

Data collection procedures

In collecting data, permission was sought and granted from the university's research office and management to distribute questionnaires to employees. Consent was also requested from the respondents before distribution of the questionnaires. The questionnaires were physically distributed to the respondents in their offices. Respondents were given three working days to complete the questionnaire and they were made aware of the time they had to complete the questionnaires. After three working days, questionnaires were collected from the respondents for inspection before they were coded.

Data analysis

This study used the IBM Statistical Package for Social Science (SPSS) version 24.0 to analyse the data. SPSS is a computer software package specifically designed to perform statistical operations and facilitate data analysis (Johnson & Wichern, 2002). Descriptive statistics including means, standard deviations and percentages, was used to describe the data and t-test for independent samples was used to compare employees' responses.

Ethical considerations

When insuring ethical consideration, ethical issues such as voluntary participation, informed consent (respondents of this study were clearly informed of their right to participate); rights of respondents and issues of confidentiality was taken into account. Participants were not forced to take part as subjects in this current study. In other words, participation in the research was voluntary and respondents were free to decide not to participate. However, participants were motivated and encouraged to participate by informing them how such research may contribute to the body of knowledge through. Participates were made aware of the fact that only group results will be analysed. For that reason, confidentiality was maintained by making sure that respondents do not write their names when completing the questionnaires.

Results and Discussion

Response rate

One hundred (100) questionnaires were distributed to employees at the selected higher learning institution. Out of One hundred (100) distributed questionnaires, sixty-five (65) usable questionnaires were returned. This indicated that a response rate of 65% was achieved. This was considered acceptable to continue with the analysis of the data. Bryman and Bell (2011) concur that response rates above 60% are acceptable in business research.

Hypotheses testing

Hypothesis 1: There is a significant difference between male and female employees' perceptions of workplace bullying

The different level of workplace bullying presented through an independent t-test, with the results shown in Table 2 and Table 3. The results of the independent samples t-test first show the statistics for the two groups, with their means and standard deviations. The results show that for male respondents (25) the mean level of workplace bullying was 56.92 (SD was 9.810) while for the 40 female respondents the mean was 66.83 (SD was 8.941) therefore female employees suffered higher levels of workplace bullying than male employees. In other words, female employees experienced buying behaviour than male employees. Thus, this shows a significant mean difference between male and female employees' e perceptions of bullying behaviour. The mean difference was -9.905 (see Table 3).

The homogeneity of the level of workplace bullying was also presented in this study. F-value is 0.811 and sig (p) is 0.371 ($p<0.05$) which indicates that the homogeneity of the variance (equal variance) cannot be assumed (Miller et al., 2002). The t-value is -4.096 and the degree of freedom is 47.508 (see Table 3) therefore, the difference between the means of employees' perceptions of workplace bullying is significant ($p<0.05$). This means that H1 which states that "there is a significant difference between male and female employees' perceptions of workplace bullying" is supported. Thus, we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant difference between male and female employees' perceptions of workplace bullying. Vartia and Hyyti (2002) reported similar results.

Table 1: Demographic variables: gender, age and occupation

Variable(s)	**Categories**	**Frequency *(f)***	**Percentages *(%)***
Gender	Male	25	38.5
	Female	40	61.5
Age	21-29 years	14	21.5
	30-39 years	31	47.7
	40-49 years	17	26.2
	49 years and above	3	4.6
Occupation	Academic staff	35	53.8
	Support staff	30	46.2

Table 2: Comparison of the means between male and female employees

<table>
<tr><th colspan="2">Gender</th><th>N</th><th>Mean</th><th>Std. Deviation</th><th>Std. Error Mean</th></tr>
<tr><td rowspan="2">Employees' perception of workplace bullying</td><td>Male</td><td>25</td><td>56,92</td><td>9,810</td><td>1,962</td></tr>
<tr><td>Female</td><td>40</td><td>66,83</td><td>8,941</td><td>1,414</td></tr>
</table>

Table 3: Independent Samples t-test of Workplace Bullying: Comparison between male and female employees

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employees' perception of workplace bullying	Equal variances assumed	0,811	0,371	-4,186	63	0,000	-9,905	2,366	-14,634	-5,176
	Equal variances not assumed			-4,096	47,508	0,000	-9,905	2,418	-14,769	-5,041

Conclusion and recommendation

Findings of this study suggest that there is a significant difference between male and female employees' perceptions of workplace bullying. In other words, the study provides evidence that females are more likely to be bullied than males, so it is encouraged that employers develop ways to stop workplace bullying from occurring. It is also recommended that the top-level management deal with all employees in a same manner, and put their cultures and ethnic habits into considerations. Bentley et al. (2012) discovered that the most effective strategy is by creating and involving respectful communication and proper ways for individuals to be directly involved with each other or interacting with other employees as this will result in successful control of bullying behaviours in the workplace. Additionally, the results of the present study are therefore believed to have contributed to the field of organisational behaviour and industrial psychology in general, on both the academic and theoretical level.

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THE RELATIONSHIP BETWEEN INTELLIGENCE SCORES AND LEARNING RESOURCES OF THE ACTIOTOPE MODEL OF GIFTEDNESS: SAMPLE FROM TURKEY

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ABSTRACT

Recent models of giftedness, such as the Actiotope Model (AMG), highlighted the importance of internal and external moderators that transform gifts into excellence. According to the AMG these moderators are the learning resources: educational and learning capitals. In contrast traditional models about giftedness rely generally on internal factors such as cognitive abilities and intelligence scores. The present research explored the relationship between intelligence scores and learning resources of the AMG among 61 primary school children (mean age = 7.09, sd = 1.65) and their parents. 40 of the students (27 boys and 13 girls) identified as gifted (x= 132.4; sd = 9.0) and 21 of them (15 boys and 6 girls) as average students (x= 111.3; sd = 4.91). The Wechsler Intelligence Test for Children (WISC-R) was used to determine the IQ scores of the children and the Questionnaire of Educational and Learning Capital (QELC) was used to assess the resources described in the Actiotope Model of Giftedness according to their parents. Academic achievement scores of the children also were collected. Preliminary data analyses with a subsample indicated correlations between WISC-R subscales, QELC subscales and academic achievement.

DISABLED AND NIEPEŁNOSPRAWNY - CONTEXTS OF THE USE OF WORDS REFERRING TO PEOPLE SOCIALLY EXCLUDED IN ENGLISH AND POLISH

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PHD

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ABSTRACT

The contemporary meanings of the word człowiek [a human] are a continuation of the centuries-old tradition of the Polish language. What seems exceptionally inspiring is the fact that in the secular history of this lexeme, there was always present the positive connotation of the word. In other words, we – the Poles – have always understood człowiek as someone who has an undeniable value, someone who is simply good. This meaning is also present in other languages, such as English. It is therefore interesting to look for this element of axiology in different denominations of people and – at the same time – to seek the answer to the question: how is this element of axiology present in different designations of the human?

The purpose of the presentation is to focus the analysis on words niepełnosprawny and disabled, as well as their synonyms. These are the words that refer to people who are frequently excluded from society, from public discourse − to people whose value is often debatable according to some members of society.

According to Wielki słownik języka polskiego [Great Dictionary of the Polish Language], niepełnosprawny [a disabled person] is defined as 'one who does not reach full physical or mental efficiency' [taki, który nie osiąga pełnej sprawności fizycznej lub psychicznej]. Is a human in this case, by definition, deprived of the fullness of humanity? The author will analyse, using methodological tools of pragmatic linguistics, the contexts of the use of Polish and English words *referring to people with different kinds of disability. She will show the stylistic variety of the lexemes in question, depending on the type of texts they appear – examples from the Internet, traditional press, TV, as well as linguistic corpora will be provided, so as to present as accurate image of these words as possible.*

Keywords: disabled, niepełnosprawny, disability in Polish and English, people socially excluded, pragmatic linguistics, axiology, a human, człowiek

Biography

Małgorzata Ciunovič has achieved Ph.D. in linguistics. She is a lecturer at the Faculty of Humanities of the Cardinal Stefan Wyszyński University in Warsaw, and a graduate of the Faculty of Polish Studies and the Faculty of Modern Languages at the University of Warsaw. She is interested in the culture of Polish language, linguistic persuasion and language in the media.

NARRATIVE PSYCHOLOGY AND ITS ROLE IN ILLUMINATING THE EXPERIENCE OF SUFFERING

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ABSTRACT

The examination of narrative in psychology has a long tradition, starting with psychoanalytic theory and embracing over time cognitive, social, and personality psychology, among others. Narrative use has been richly detailed as well in medicine, nursing, and social service. One aspect of narrative that has ready utility in varied settings is the exploration of suffering and its meaning. Because it is such a densely examined topic, suffering provides a window into identity, sense of purpose, and views of humanity and of the divine. Storytelling analysis permits an exploration of a host of specific manifestations of suffering such as pain and illness, moral injury, and the impact of prolonged suffering on love and relationships.

This presentation will review the origins and current understandings of narrative theory in general, and will draw from psychology, medicine, ethics, nursing, and social service in exploring the topic of suffering in particular. It is suggested that the use of narrative themes such as meaning making, agency and communion, generativity, and loss and redemption allows for a finely grained analysis of common and more atypical sources of suffering, their resolution, and the acceptance of their continuation when resolution is not possible. Such analysis can enrich one's empathy and one's sense of both the fragility and strength of everyday life.

Keywords: Narrative theory, suffering, meaning

CONSUMPTION CULTURE AND CHANGING VIEWS ON ARCHITECTURE AND SPACE: SELLING LIFESTYLES THROUGH ADVERTISEMENTS

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ABSTRACT

There are many different factors that guide the ideas of people, their values and consumption habits. These factors, which can cause changes in the culture and consumption of people, could become a lifestyle if people accept them. The notions of design and architecture may also be affected in relation to the demands and consumptions in the market. In addition to that, architectural works and designed spaces can be configured according to the changing culture, values and needs of people, which depend on their consumption views. Marketing techniques and advertisements are very powerful tools in the configuration of perception of consumption. This may occur in accordance with both the user's basic aesthetic values, taste or needs; and also with the presentation techniques, marketing strategies, audio and visual sources used in advertisements; which can result in a situation where the individual may gain a strong sense of social status and happiness by the possession of that space, product or property. This brings us to the idea that advertisements are very effective tools in selling a lifestyle to consumers, rather than just selling a product that may be a house or a space. In this study, it is discussed that the opinions of consumers can be altered due to the features being offered in advertisements, since they may accept these constructed, new, and unthinkable ideas. Also, how these ideas are being reflected through advertisements, and how they affect consumption culture and consumers will be examined. Furthermore, visual and textual advertisements regarding contemporary architectural houses and space complexes will be interpreted.

Keywords: Consumption Culture, Consumption, Architecture, Architectural Advertisements, Marketing Strategies

Introduction

In daily life, there are too many factors that affect people's habits, needs, behaviors, desires, senses of satisfactions, judgement of values, in terms of their views towards and against each other. Briefly to explain, these factors can also affect; change or manipulate their lifestyles. All these changes, influences or manipulations could play a role in shaping people′s production and consumption habits. Notions of consumption and production have parallel relations and development processes with each other. Some of the concepts that are effective in changing the views of individuals and their relation to other people can be summarized as socio-economic situations; culture; personal knowledge and backgrounds; politics; and environmental conditions. One of the effective tools of this process is media, which includes visual and printed presses. Specifically the effective and different use of advertisements are very important tools which can reach the society. It can be argued that advertisements can have positive and/ or negative impressions on people who are consumers, that is, on the whole of society. In this context, it is necessary to first talk about consumption and consumer relations, which can be explained through the literature of consumption culture. In the later chapters of this research, the relation between consumption culture and media; and the effects of advertisements on the consumer society will be discussed. According to these discussions, the relations between advertisements, consumption and architecture will be analyzed and the role of architecture in the consumer society will be interpreted. Furthermore, while this interpretation is being made, some of life complex (residence) advertisements will be examined and; the idea of ″this is not just a simple property or product purchase, it is actually an offer about having a different lifestyle″, to consumers will be explained and criticized.

1. Consumption Culture and Consumer- Consumption Relation

The term "consumption", when examined in the context of what is really referred, has different meanings, In the Oxford Dictionary; consumption is defined as follows: 'The reception of information or entertainment by a mass audience'; 'The purchase of goods and services by the public'; 'An amount of something which is used up or ingested'; and 'The action of eating or drinking something.'

It may not be completely accurate to approach the concept of consumption through the meaning of the word. When the concept of consumption is considered in conjunction with other concepts and the human factor, who could be defined as consumer, what consumption is and what it shows can gain full meaning. Azak (2016, 11) explains this by stating consumption is an active way of communication between society and the world, and he also thoughts that, modernization increases the consumption habits of people. He conveys Baudrillard's (2004) and Featherstone's (1996) comments as follows:

> "Consumption is the way to respond to all questions about the world. The symbolic values and indicators of the consumptive object becomes a part of purchase action. Consumption is no longer just about the objects that is purchased, enjoyed, possessed, or about meeting natural needs. (Azak, 2016, 11)"

According to statements above, it could be explained that, consumption is, not only related to the concept of purchasing; but it is also about expressions of some feelings and impressions about consumers' self-image. This brings us to the idea that, the relation between consumption and consumer are more complicated than an action; since it includes behaviors, habits and culture of the society. In different researches; this relation is explained with the term of "consumption culture". Güneş& Aydın (2016) states that, the main aim of capitalism is to ensure that consuming becomes permanent while consuming the existing overproduction to adopt it as a culture. In this framework, consumption and consumption culture, which is a culture centered on pleasure-focused life, has been put forward. Consumption culture does not primarily focus on benefits of financial products; at the same time it also concerns means of communication, economics, and cultural dimension. Therefore, it is important to focus on the cultural and social changes that are created rather than on the economic benefit it provides. This situation could be interpreted by stating that, consumption is a more complicated action rather than an action which responds to have needs, and it could be realized with symbolic purposes (Gunes& Aydin, 2016, 223).

Actions of production and consumption are attached to each other and are developed in parallel processes. The rate, quality and variety of production could alter depending on the changing culture and habits. To consume in a consumption culture is not only in the form of having an ′object′, but also in the process of desiring and by loading meaning into that object. It is possible to state that, the reason of the everlasting consuming may be the desire of diversification. This desire of diversification and consumption relation could be explained by stating that; people gain social status through the things they consume. This status becomes their culture in time. However, this use of goods as a tool for gaining social status, neither makes the people consumers, nor makes them the consumption society. In other words, the product, which is owned, corresponds to a certain culture or is derived from the culture in which people consume (Senemoğlu, 2017, 73). It is possible to state from these explanations that; desires, needs and choices of consumers has changed with the perception and socio- economic or environmental situations of them. In this process, culture has also changed and the consumer has actually acquired the product from what already has a certain culture. Senemoğlu (2017) supports these statements by saying that "Today, we are talking about consumption culture, consumption is about seeing that it has become a culture itself." He also explains the term of 'consumption culture' as "… the culture of consumption society. This term relies on the assumption that it is accompanied by a massive consumption of symbolic production, a general reorganization of everyday experiences and practices" (Senemoğlu, 2017). Featherstone (2007), explains the development of consumption culture as follows:

> "If from the perspectives of classical economics the object of all production is consumption, with individuals maximizing their satisfactions through purchasing from an ever-expanding range of goods, then from the perspective of some twentieth-century neo-Marxists this development is regarded as producing greater opportunities for controlled arid manipulated consumption. The expansion of capitalist production, especially after the boost received from scientific management and 'Fordism' around the turn of the century, it is held, necessitated the construction of new markets and the 'education' of publics to become consumers through advertising and other media. (Featherstone, 2007, p.13)"

Before explaining the relation between consumption and media; the relation between production and consumption could be summarized as below:

> "… It is necessary to address a number of issues concerning the sometimes complex nature of the relationship between production and consumption. Unless one is prepared to operate with a highly segmented notion of the individual and their actions, that the activities of work and of consumption are entirely distinct in both intent and realization, one has to accept that production and consumption are both part of the overall activity of

> the individual and of society. The advantage of recognizing that, in the broadest sense, acts of consumption have essentially the same motivations and purposes as acts of production… Becoming more interested in acts of consumption does not mean that we have to provide an entirely new or distinct understanding of the causes of social activity (or incidentally, to invent an entirely new kind of society where such things might go on). (Ransome, 2005, 2)."

According to Feathersone (2007, 13), "the accumulation of goods has resulted in the triumph of exchange-value, which the instrumental rational calculation of all aspects of life becomes possible in which all essential differences, cultural traditions and qualities become transformed into quantities." It is possible to interpret from these explanations that the goods could define social status levels of the society. With the transformation of culture, habits, behaviors and perception, the consumption will be formed according to the consumers' desires. In this context, knowledge becomes a very important factor for consumption.

The relation of production, consumption and consumer society is explained through the statements above. It is possible to infer from these statements that the form of production shapes in relation to the society. The consumer society constitutes culture, which could become the consumption culture in time, with the help of some factors such as desires, habits, pleasures etc. Some of the effective elements of consumption may be explained as the pleasures, desires, and social images, which they want to have, of the consumers. The development of consumption can be related to how different tools are being used to create this image how it is being transferred to the society. The society needs to have knowledge about these goods to possess and consume. One of the important tools, which are being used to manipulate the consumer to the products, is media. The appropriate and active use of media can give information about products to the consumer. At this point, it may be argued that, advertisements are very powerful tools in terms of consumption in media. The use of advertisements ensures that even if the consumer does not fully remember, he or she is aware of the product in a way that is productive. This brings the consumer the idea that they want to possess the product. Ransome (2005, 4) states that "production and consumption are thus united in that they are both measured in terms of utility defined as satisfaction and pleasure." Advertisements, which are designed with an order to trigger the desire of possession, can manipulate the consumer to have the product even if they don't need it. In the next chapter of this research, the relation between consumption and advertisements will be explained with interpretations and statements of related works in the literature.

2.The Effect of the Advertisements to Consumption Culture

The consumption isn't just an action for consumers. It could be defined as an experience, which effects their lives. Caru & Cova (2012, 164) explain that "the consumption experience is understood as the set of phenomena whereby a consumer comes into contact with a product, service, brand, event or place, and this generally occurs in the company of others who may or may not also be consumers. Consumption cannot be seen only as a shopping action. When it is examined as an experience, emotional and physical approaches come forward. With these approaches, it could be observed that this experience includes a process of possession and a sense of satisfaction." As mentioned before, the consumption occurs both to satisfy a need and also to fulfill the desire of diversification, and to gain a social status and pleasures. According to these interpretations, it may be more accurate to explain consumption as an experience, rather than the action of shopping. Caru & Cova (2012, 165) conveys some statements about this experience and its relation with marketing as follows;

> "Experience produces emotions and also supports the consumer's self-image. Offering experiences can be a solution to the commodity trap for any kind of business, including pure retailing where the aim is to build up a set of strategies that offer the consumer physical and emotional sensations during the shopping experience. (Caru & Cova, 2012, 165)"

Advertising represents to the society an image of their real sources of happiness, which may include family lives, friendships, free time; freedom and control of life. Furthermore, advertisements are mirrors that reflect what people imagine, instead of how they react (Aydogan, 2012, 229-247). In other words, Aydogan (2012) explains, "Advertising concentrates on convincing the consumer having the things that are not needed instead of the things which people actually need." It could be inferred from these explanations that the focus of an advertiser is designing an imagined requirement. According to this observation Caru &Cova states that "advertising companies must work to enunciate and materialize the theme, which involves creating theatre effects and staging the company's product or service offering, effectively putting the consumer on stage through careful attention to decoration, environmental design and atmosphere. These efforts revolve around sensory and imaginary devices that serve to stimulate consumers' sense and imagination (Carù & Cova, 2012, s. 166)." Kelly- Gagnon (2011) explains the importance of advertisements on consumption by stating that "Advertising is useful to consumers because it supplies them with information that helps them make choices among various companies' products and services (automobiles, cell phone plans, etc.) based on their specific needs". The consumption experience is acceptable for all products, properties or goods that the society can consume. In this context, Van Raaij (1993) states the relation between consumption and architecture with these explanations "The architecture of buildings we live and work in, are part of our daily consumption. We partly adapt our behavior to the built environment. The built environment facilitates or inhibits well-being and behavioral expressions." It is possible to observe that there are many variations of different life-style reflections around the world, which are visible in the selected international life complex advertisements below (Figure 1&2).

Figure 1. The photographs are retrieved from https://www.youtube.com/watch?v=T9XC4p7YXR4 on 07.03.2018

Figure 2. The photographs are retrieved from http://www.citygatesingapore.org/ on 07.03.2018

To understand the consumption experience in architecture and realize the manipulation of changing life-styles and choices, some examples of life complex will be examined and analyzed through their visual and textual advertisements below.

2.1 42 Maslak

The first example of the advertisements belongs to a life complex, which is located in İstanbul. The architectural project has different options including residence, office or penthouse. Some of the advertisements, which are published at its own magazine below:

Figure 3. The advertisements of 42 Maslak, which published at the 42 Maslak Magazine

42 Maslak is described as the following quotation in the official web-site, which can be acquired at the homepage:

> "Life is the art of creating senses. For us the meaning of life's under qualifying every moment of life. That's why we place people, art and life itself in the focus of 42 Maslak. 322 Residences, 16 Penthouses, 195 Multi- Offices, Flat offices on a 61.000 sqm area, 42 shops mall on a 27.500 sqm area. Everything you need for a perfect life is all in 42 Maslak, the most extraordinary mixes life center in Turkey."

Another text which was used to mark and emphasize the life in the complex describe the penthouse and social life about the project as follows:

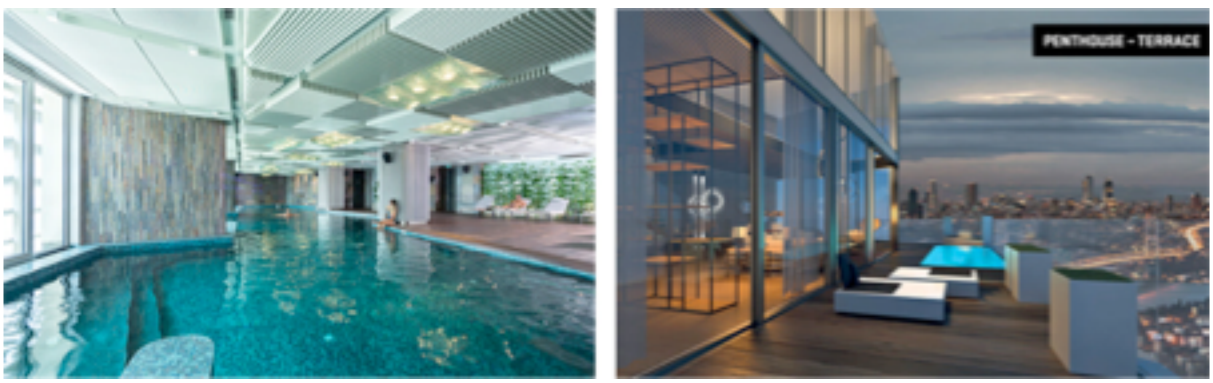

Figure 4. The advertisements of 42 Maslak, which published at the 42 Maslak Magazine (Left Photograph, taken from http://www.42maslak.com/residences/yasam/) (Right Photograph, taken from http://www.42maslak.com/penthouses/konsept/)

> "Located on the 25th floor is a luxurious spa, pool, fitness room, sauna and a massage room overlooking the amazing views of the Bosphorus and the Belgrade Forest (Figure 4, left)...42 Maslak Penthouses provide a privileged peak of city life. 42 Maslak provides 16 penthouses with amazing sky gardens. Let your imagination run wild at the possibilities for a higher living concept... 42 Maslak provides you a view that is so spectacular that you will feel that you are in the clouds. Being a resident at 42 Maslaj will make a positive difference in your living experience. Let the city follow you now. (Figure 4, right)"

The project is described as a future life complex. The costume of the model and the space car is used as a symbol of the future (Figure 3). It is possible to infer from these visuals that, the aim of the project is composing a life for the consumers, which is very different from the contemporary residential life. Higher standards and qualities, happy people and extraordinary habits are reflected in the advertisements such as the pool at the 25th floor and the sky gardens (Figure 4).

DAP Royal Center

DAP Royal Center is located in İstanbul. In the presentation video, the project and DAP Construction is explained as these statements: "Cities rise up with the ideas", "The projects come forward for the expectations, needs, aesthetic and technology", "It doesn't just built houses, it also touches the lives and hearts", "It rises the life standards and Turkey".

One of the mottos of this project is "enjoy living like kings on prince islands". In the official web-site of the project, it is described as the following quotation:

> "The dance of the blue and green…The blue of the sky meets the water here. A thousand different kinds of green brings us serenity. Two residence tower, which rise from this serenity take a piece of white from the clouds."

Figure 5. The photographs are retrieved from http://dapyapi.com.tr/dap-royal-center on 07.03.2018

In the ads and promotions of the Royal Center, texts and narrations are used more effectively rather than visual items. It could be observed that in the advertisement the aim is to transmit an imaginary life to the consumers through their psychological needs. The focus point of this project is nature. Besides the nature, the video reflects a life style, which is elite, natural, calm and upper style. This explains that advertisements are very effective media tools, which convince the consumer to have the life they actually desire, who may not have that kind of habits or lives.

The project sells a property, as wells as habits, social statues and life-styles with the effective use of advertisements.

Sinpaş Marina Ankara

The project is located in Ankara. The main strategy of the project and advertisement could be explained as bringing the sea to Ankara, a city that does not actually has a sea and coast in its borders. It could be inferred from this idea that, the purpose of the advertisement is, to convince the consumer that they can do any kinds of activity which could be done at a sea coast at the Sinpaş Marina. In the advertisement; Hülya Avşar, who is one of the famous actresses of Turkey, acts as a resident at the Marina. The actress has a wonderful and happy life there. The reason of choosing her may be explained through the thought that, a familiar face may have a positive effect on the consumer. There is three main points in the advertisement, which are criticized as follows:

Two of the city images; 'Atakule' which is located in the Çankaya district and a sculpture of Hittite, which is located in the Ulus district are used in the advertisement video. However, these two city images are shown like they are located at the sea coast in the video, and the city looks like an island. Second observation is about the use of exaggeration notion, which is used very effectively in the video and the project. The actress is driving a boat on the water, which is used as an emphasized element in the video. The aim of this advertisement could be to convince the consumer to an unreal world. The advertisement draws a different image of the city, and it brings the consumer to the idea that, being a resident at the Marina is an elegant experience. The third observation made regarding the advertisement is that the life complex includes skiing activity. In the scene the actress goes skiing after going up the hill with a cable car. There is an artificial skiing area at the Marina (Figure 6). It could be stated that, this advertisement tries to impress consumers to believe a dream. This dream includes the activities which the residents can join, even if the environment does not have the appropriate conditions and qualities naturally.

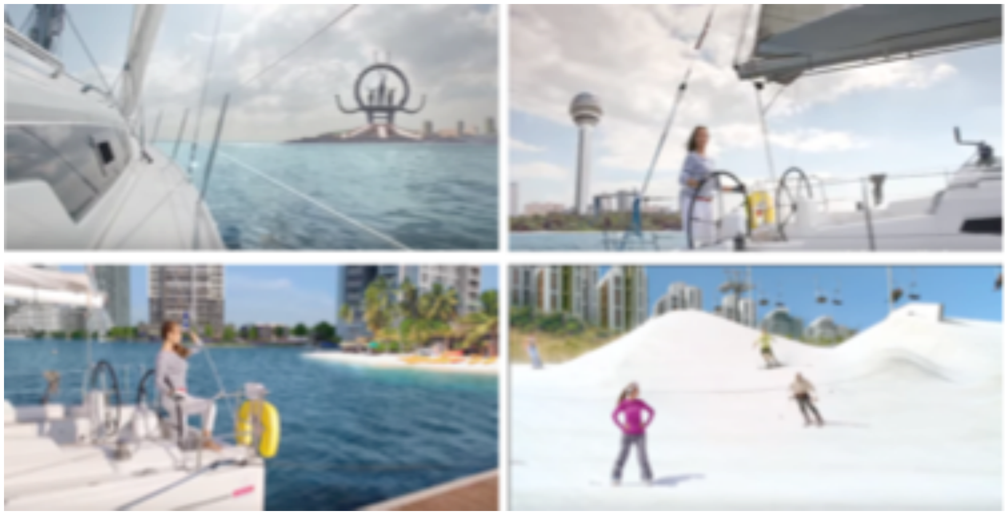

Figure 6. The photographs are retrieved from https://www.youtube.com/watch?v=t2-r2LdvEsA on 07.03.2018

Advertisement examples of 42 Maslak, DAP Royal and Sinpaş Marina projects were briefly presented through selected texts and images. The 42 Maslak advertisement, offers an extraordinary life experience and an advertising fiction which focuses on the future life. The DAP Royal adopts an advertising and promotional fiction that tries to influence the consumer more verbally, with a more poetic approach through the senses and emotions of the consumer. The Sinpaş Marina advertisement has a strategy that tries to convince consumers that they have unlimited possibilities through having a property there.

Conclusion

The common features of these advertisements, which tries to attract people with different approaches, are that consumers are persuaded to a life where they can meet their every need in these life complexes. Furthermore, it can be observed in the international examples and examined cases above, no negative emotions are being conveyed to the consumers in the advertisements. Everyone is very happy, active and full of life in advertisements, and the green gardens and areas, and shiny and sunny blue skies are transmitted in the fields. The families are always laughing, and their lives are shown as healthy, sportive and distinguished. According to Aydogan (2012, 233), advertisements propose the individual a new identity with the purchase of a particular product, by offering them ″a new, very attractive, very successful, highly respected image of them″. Furthermore, she explains that on the one hand advertisements teach individuals the values that would like to be widespread in society and on the other hand, they identify with social behaviors. In this sense, advertising also acts as a kind of socialization tool besides directing the consumption demand (Aydogan, 2012, 233). Toffolletti (2014, 71) explains the relation between consumption and advertising in her book, where she discusses Baudrillard's opinions as the following; "some advertising campaigns encourage us to think about the roles that images play in the sale of lifestyles and identities as well as commodities". Toffoletti also states Kellner's opinions by stating,

> "In consumption society, consumption takes production's place as central behavior style. It is now possible after this point that the society is subjected to an understanding and critical analysis. According to Baudrillard; consumption is; an existence style, an identity in the contemporary society, a way to gain a meaning and prestige." (Toffolletti, 2014, 98)

It is possible to state from the interpretations and analyzed examples that the relation of the advertisements between consumers and architecture could be summarized as:

- Advertisements are very effective audiovisual tools, which helps to shape the society and culture.
- Advertisements are focused on selling a lifestyle to the consumers through the spaces by selling geometric forms in addition to the properties with users in them, who has the properties that are being sold and lives there.
- Advertisements, which present different lifestyles, are focused on having different hobbies, activities and happiness through possession of that property in the ads.
- The possession of the object that is advertised is an experience for the consumer, rather than just being a shopping action.
- The projects, which are being sold in the ads, present life- complexes to the consumer, where the consumer can fulfill any kind of physical, psychological and emotional needs as well as their sheltering needs. New life-style images are being constructed in the complexes through the advertisements.

In conclusion, it is possible to state that the spaces in the advertisements present an image to the consumer that, possessing that property can give the consumer the opportunity to have a brand new environment, life, life-style and culture. It could be inferred from the statements in the research that advertisements are helping to sell fairy-tales based on the realization of desires, real life and habits of people and that architectural spaces are being presented with a new life-style that can be reached.

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Biography

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DESIGNING AND PRINTING 3D INSTRUCTIONAL MATERIALS: PRE-SERVICE TEACHERS' VIEWS

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ABSTRACT

One of the crucial competency of a teacher is to create instructional materials. Moreover, teachers should adopt to technology and must be able to meet the learning needs of nowadays students who called digital natives. Moreover to raise individuals who have information, media and technology skills of 21st century skills, teachers should use technology effectively.

3D (three dimensional) printers have growing field of use and it is expected that they will be preferred technology for personal use in the future. The aim of the study is to investigate potentials of 3D printers for design and production of instructional materials. For this purpose, an elective course were designed for senior students at Computer Education and Instructional Technology department at fall semester of 2017-2018 education year. During the semester, students have been tough a CAD (Computer Aided Design) software and usage of 3D printer. At the end of the semester, they produced instructional materials by using 3D printer.

An online questionnaire has been applied to 42 pre-service teachers to get their opinion about 3D printing technology on instructional materials printing and the elective course. Result of the study, show that nearly all off the students have gained required competency to model and print an object, main advantages of 3d printers is to embody any idea and long printing time is identified as main disadvantages of 3d printers. (This work was supported by Scientific Research Projects Coordination Unit of Kırıkkale University. Project number 2017/37)

Keywords: Instructional materials, three-dimensional (3D) printer, 3D design, 3D production

TECHNOLOGY ADDICTION

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ABSTRACT

The aim of this research is raise to awareness about technology addiction. This project involves the technology addiction test that help people to reach a judgement about whether or not they are addict. It also includes advices to get out of technology addiction.

Keywords: Technology addiction, Social media, Technological devices

INTRODUCTION

The modern world today has brought many innovations to us. Uncountable advantages. Such as technology and social media. This paper is especially about internet addiction. People started to google everything. We don't even have to go to a mall anymore. We can shop online just by a click. We started to share everything on social media. When we see a nice view we take a picture of it and share it instead of enjoying it. We can say that technology and social media are getting like real life to us. So we can ask these questions:

Can we control our usage? Is it possible that if we are an addict?

In general, the Internet is a highly promoted technological tool making detection and diagnosis of addiction difficult. Therefore, it is essential that the skilled clinician understand the characteristics which differentiate normal from pathological Internet use. (Young, 1999)

Technology addiction is a common problem which most of the people ignore. That's because we can't see the effects directly and cannot notice that this kind of addiction can cause serious problems. Addiction of technology may sound as a simple issue but actually it is significant.

WHAT IS INTERNET ADDICTION ?

According to DSM-V Internet addiction appears to be a common disorder that merits inclusion in DSM-V. Conceptually, the diagnosis is a compulsive-impulsive spectrum disorder that involves online and/or offline computer usage (1 , 2) and consists of at least three subtypes: excessive gaming, sexual preoccupations, and e-mail/text messaging (The American Journal of Psychiatry, 2008) .There are so many articles about this study. In a simple way we can define it as having none control using it just like drugs, alcohol etc. Addict people start to use the item that makes addiction increasing day by day. When people try to control the usage, they fail. People get nervous when they stay away of it. Like while surfing on the internet if an addict gets bothered by someone he/she can flare.

So how can we know that if we're an addict or becoming one. According to psychologists there are many ways to understand this. In this paper we will focus on the test that Young developed.

Internet Addiction Test (IAT)

The Internet Addiction Test (IAT) is the first Validated measure of Internet Addiction described in the IAT Manual to measure Internet use in terms of mild, moderate, to several levels of addiction.

Based upon the following five-point likert scale, select the response that best represents the frequency of the behavior described in the following 20-item questionnaire.

0 = Not Applicable

1 = Rarely

2 = Occasionally

3 = Frequently

4 = Often

5 = Always

1. ___How often do you find that you stay online longer than you intended?
2. ___How often do you neglect household chores to spend more time online?
3. ___How often do you prefer the excitement of the Internet to intimacy with your partner?
4. ___How often do you form new relationships with fellow online users?
5. ___How often do others in your life complain to you about the amount of time you spend online?
6. ___How often do your grades or school work suffer because of the amount of time you spend online?

7. ___How often do you check your e-mail before something else that you need to do?
8. ___How often does your job performance or productivity suffer because of the Internet?
9. ___How often do you become defensive or secretive when anyone asks you what you do online?
10. ___How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?
11. ___How often do you find yourself anticipating when you will go online again?
12. ___How often do you fear that life without the Internet would be boring, empty, and joyless?
13. ___How often do you snap, yell, or act annoyed if someone bothers you while you are online?
14. ___How often do you lose sleep due to late-night log-ins?
15. ___How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?
16. ___How often do you find yourself saying "just a few more minutes" when online?
17. ___How often do you try to cut down the amount of time you spend online and fail?
18. ___How often do you try to hide how long you've been online?
19. ___How often do you choose to spend more time online over going out with others?
20. ___How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?

After all the questions have been answered, add the numbers for each response to obtain a final score. The higher the score, the greater the level of addiction and creation of problems resultant from such Internet usage. The severity impairment index is as follows:

NONE 0 – 30 points

MILD 31- 49 points: You are an average online user. You may surf the Web a bit too long at times, but you have control over your usage.

MODERATE 50 -79 points: You are experiencing occasional or frequent problems because of the Internet. You should consider their full impact on your life.

SEVERE 80 – 100 points: Your Internet usage is causing significant problems in your life. You should evaluate the impact of the Internet on your life and address the problems directly caused by your Internet usage.

HARMS

We can see from the researches that internet and technology addicts have psychiatric problems.

- Anxiety disorder %10

-psychiatric disorder %14

- depression or dysthymic disorder %25

-mood disorder %33

- do drugs %38 (Yesilay, 2018)

other problems:

-obesity

-poor sleeping habits

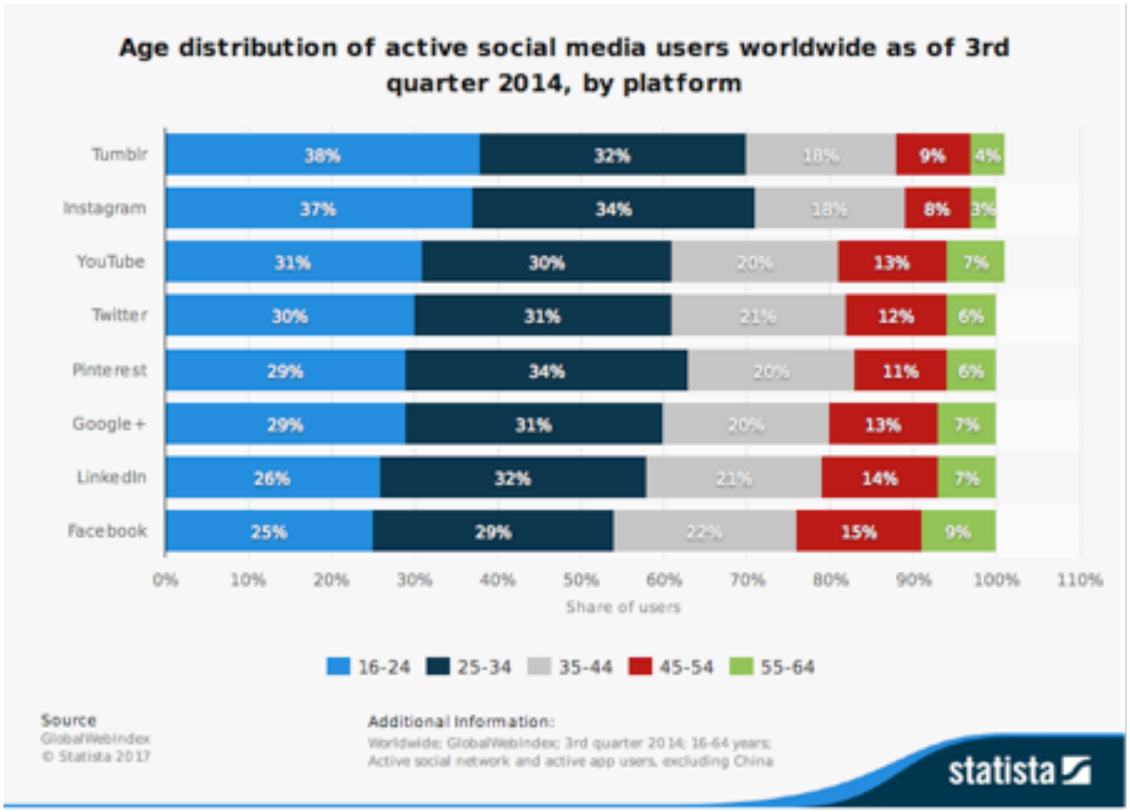
-no private life

-distractibility (media multitasking can cause this)

-head and neck pain

-isolation (The addicts start to do everything by their own. Maybe they are chatting with their friends on social media but is this sociability ?) (Yesilay, 2018)

AGE DISTRIBUTION OF ACTIVE SOCIAL MEDIA USERS WORLD WIDE AS OF 3RD QUARTER 2014, BY PLATFORM



From THE STATICS PORTAL we can see the registrations about distribution of social media users by age and platform

and 34. (The Statistics Portal, 2018)

WE CALL IT SOCIAL MEDIA: IS IT REALLY SOCIAL?

First lets see what does 'social' mean

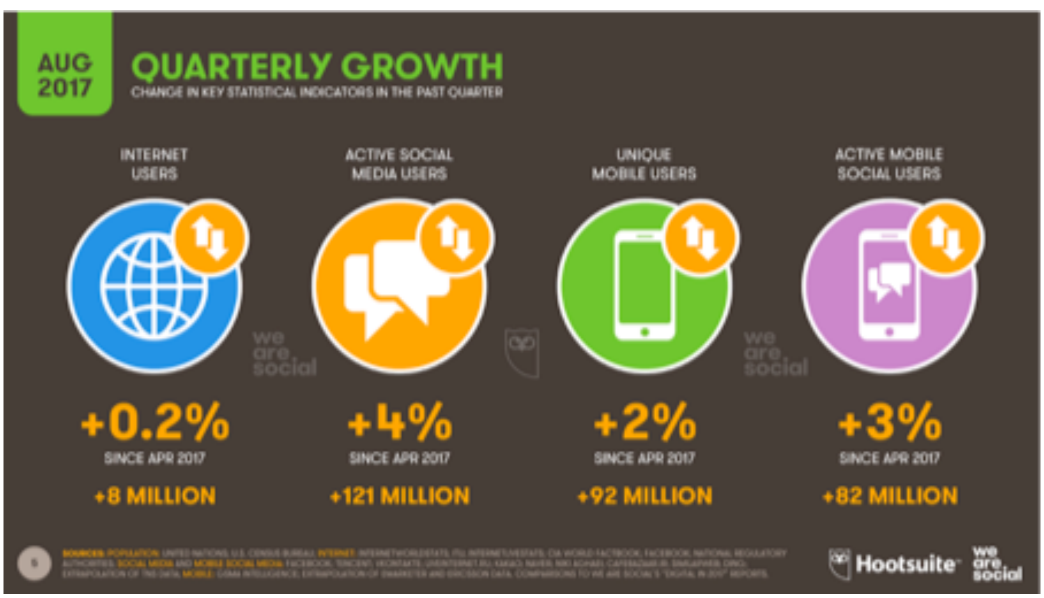
Cambridge dictionary defines it as 'relating to activities in which you meet and spend time with other people and that happening during the time when you are not working (going out).'

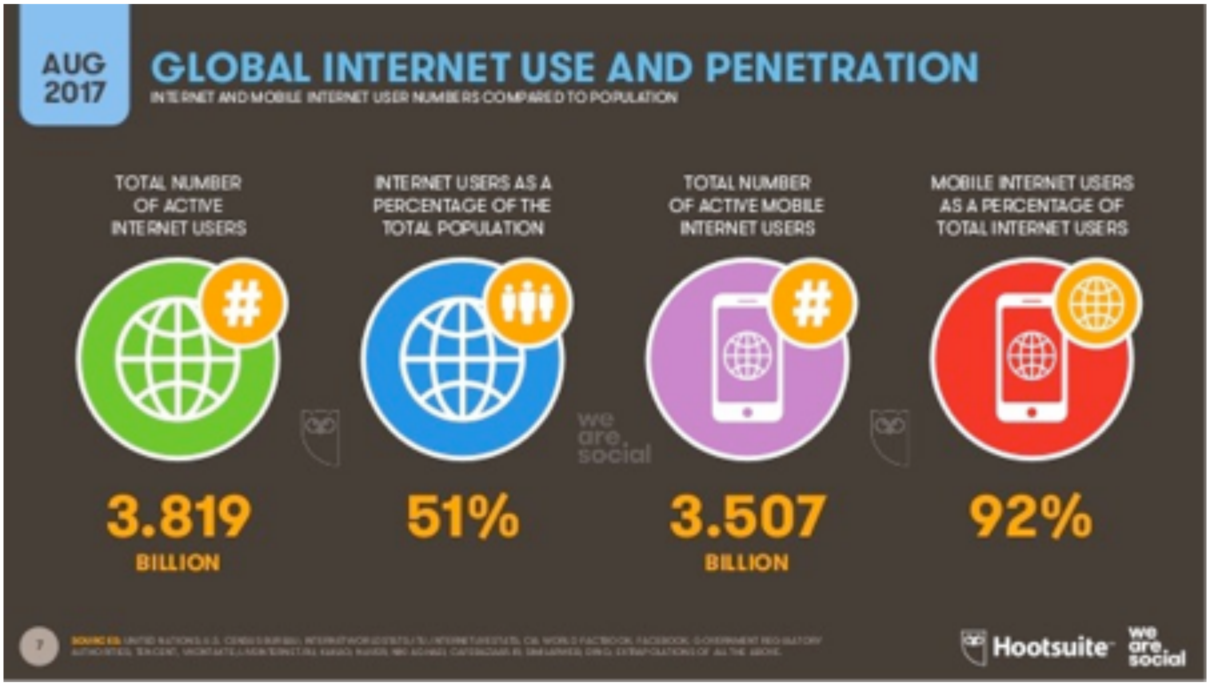
In that field it may be… You can get connected with the world just by a click. You can chat with your friends in a group while you are alone. This isn't sociability. People started to loose their ability to talk with eye contact and they have lost their self-confidence. Social media has became as real life to us.

HOW MANY PEOPLE USES SOCIAL MEDIA

The latest Global Digital Statshot from We Are Social and Hootsuite reveals that the number of people using social media around the world has just passed the momentous three billion mark.

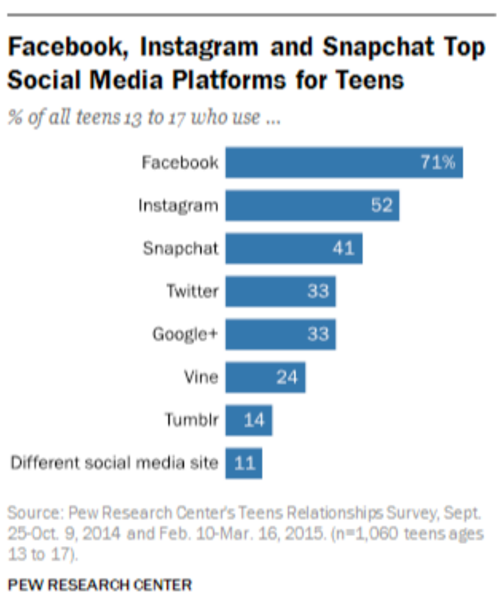
This is a serious number of usage actually. And according to wearesocial.com the usage shows no signs of slowing either, with the number of active social media users growing at a rate of almost one hundred million users per day over the past quarter:





(We Are Social, 2017)

In her study [AMANDA LENHART] found that how many teens use social media



(Pew Research Center)

Social media addiction is as dangerous as drug or alcohol addiction. Maybe it is much more serious. Because you can see the impressions of those kinds of addictions easily. So you can understand that the addict person needs treatment and needs to stay away of it. But you cannot tell anyone to stay away from technology because it is a part of our life.

HOW CAN WE STOP SOCIAL MEDIA AND TECHNOLOGY ADDICTION

First of all we must ask the question ' What are the benefits to me using technology or social media?' The answer of this question is important. Are we surfing on the internet for no specific reason. Or do we have an aim. Do we spent hours online?

In a website I found a guest writer had written six ways to break technology addiction which are really easy to do and worth to try.

1. Skip the morning digital check-in.

2. Ward off Internet interference.

3. Avoid putting out the never-ending fire.

4. Stop always being available 24/7.

5. Stop web searching for everything.

6. Try shedding a phone or two for a while. (Small, Entrepreneur, 2014)

However, if you think your addiction problem is serious and you think that you cannot overcome it like this you must get professional help.

But of course the milestone here is that it is much more easy to intercept the addiction before it starts.

CONCLUSION

In this research it is found that people of active social media users are increasing each day. Especially young people are using it being unaware of its side effects and outcomes, whether positive or negative. It is also found that technology addiction gives physical and psychological detriments.

The things that we can do for our youngsters:

-Parents should support their children′s social life.

-They must check their usage with the technological tools.

-Especially they should not give them technological devices (tablets,computers,phones) to keep them busy while they do not have time to look after them.

-It is almost impossible to make our youngsters staying completely away from the technology so we must teach them how to use it beneficial.

THE METHOD OF EMOTIONAL CONTROL OF REDUCTIVE-ASSOCIATIVE LOGIC ANALYSIS AND ITS IMPLICATION IN EDUCATION AND FOREIGN LANGUAGE ACQUISITION

OLGA DOMBROVSKA, TATIANA SKUBASHEVSKA

Daily Language School in co-work with UNESCO Club "Scientific Centre of ECRAL analysis"

ABSTRACT

The paper reviews application of method of ECRAL analysis in education and development of learning abilities, with the focus on foreign language acquisition. The subject matter concurs with the notion of Emotional Intelligence, which refers to the capability of a person to manage and control his or her emotions and possess the ability to identify and control the emotions of others, whereas the method researches the mechanisms, develops and implements the tools enabling a person to do so more efficiently.

The study of the method application revealed students' memory improvement, more durable concentration and control of emotions. However, a more profound and lengthy research is required to collect and analyse the data in order to develop a methodological guidance for educators on how to apply the method.

Keywords: ECRAL analysis, control of emotions, emotional psycho-types, attention concentration, attention de-concentration, language acquisition

Introduction

Contemporary educational methodologies are not at all perfect as to date there is a lack of fundamental research into memory processes, operational thinking. Most educational programmes overlook structures and patterns of contiguity and mechanisms of associative transition from specific categories of thinking to generalisation at any given age stage.

The fullest information generalisations do not possess characteristics of an image. They do bear emotional character, though. If a student is not emotionally involved into the process, proper motivation to analyse the information presented by the teacher is unlikely. If the teacher is unaware of and has no tools to adjust their students' emotions, they will fail to form their values scale, consciousness and evoke their inner culture.

The Essence of the Method

The method was first introduced in 1992 by Igor Vilenskii, a specialist in applied psychology and preschool education, two years before a Scientific Centre of ECRAL analysis (Emotional Control of Reductive-Associative Logic Analysis), which researches emotional-motivational aspect of a person, was founded. In 1994 the centre became a UNESCO Club.

In practice, the method is at the point of convergence of various scientific fields, such as, but not limited to, psychology, medicine, information technology and education, and is rather multidisciplinary. To a greater degree, it can be viewed as one of contemporary advances into inductive logic and belongs to the area of psychology of emotions (Vilenskii I.L. 1994).

The method differentiates six emotional psycho-types, each possessing inherent features and characterised by a certain pattern of emotions and consisting of 4 primary ones: joy, anger, fear and sadness in various combinations and level of intensity. However, this basic pattern is only fixed at, a so called, point zero, i.e. when emotional state of a person is not influenced by any external or internal stimulus. At any given moment, the combination of the emotions and their intensity can vary depending on a situation a person finds themselves in. This, in its turn influences the behaviour and movements of a person and gives a participant or observer of the situation, equipped with the method tools, sufficient data for the analysis. As a rule, minor data bearing an emotion, such as voice intonation, look or body movement can be enough (Vilenskii I.L. 2000).

With reference to functional characteristics of emotions in question and the psycho-types, the specialists of the centre of ECRAL analysis have developed special techniques to assist children and teenagers' emotional development to be further used in education practice. Above all, these are techniques of "emotional contact", allowing the teacher to identify emotional reactions of their students and direct them productively.

Used in education the method can assist educators in developing their students' memory and thinking processes as well as creativity. What is more, the method tools and techniques can be learned and applied by students themselves for the same purposes, plus help them concentrate, process large amounts of information, deal with anxiety before tests, etc.

The method suggests operating the following notions:

- different types of inner tension;
- intercorporate sensation;
- attention de-concentration;
- spatial orientation

In its essence, the mechanism of the method suggests the use of mental and physical exercise (concentration, de-concentration in different spatial planes, mental and breathing exercise, etc.) and lies in the ability to volitionally trigger off, increase or reduce intensity of emotions. It is also based on correlation of emotions with inner tension that is created by concentration or de-concentration in one of the four spatial planes, where each corresponds to a particular emotion (Vilenskii I.L., Kredencer V.V. 2006).

The Method Application

With school age children, the method was implemented in six schools of Kyiv region throughout three non-consequent years within the period 2007-2013. Three hundred and eleven students (311), in groups of ten (10) to thirty (30), within three-month sessions, trained to work with their emotions: identify, control their intensity, volitionally trigger of necessary emotion, concentrate and stay focused for a long time without building excessive tension or inflicting muscle fatigue. As the result, 75-80% of the students showed considerable improvement in reading skills: speed, volume of information memorised, its transfer to long-term memory, etc.

The method can be applied in three variations: when students themselves manipulate their emotions, when a teacher utilizes correlation of emotional psycho-types of students with their learning preferences and when a teacher considers basic individual emotions functions for planning educational process. Each variation differs in its required training and effectiveness and can be used individually or combined with others for more productivity.

Students manipulate their basic individual emotions.

With the help of mental and physical exercise, students train to manipulate and utilize four basic individual emotions: fear, anger, sadness and joy. Each emotion helps to activate corresponding processes applicable when learning.

Viewing such emotion as, for instance, sadness as an educational tool, it functions as a stimulator of creativity, visualization and visual memory, contemplation, comparative logic. Thus, depending on what process each emotion stimulates, through controlling emotional states students are able to exercise memory, boost skills to analyze, generalize and synthesize information.

With reference to their functions, each emotion is utilized to incite creative, artistic, productive or cognitive activity.

This application is the most effective, though rather time-consuming and complex, as it requires a two to three-month training of a teacher and students. The training aims at developing the ability to identify emotions, concentrate and de-concentrate students' attention, volitionally trigger off the necessary emotion and hold it for a required length of time at appropriate intensity. The training is conducted and the method is practiced alongside regular educational process. When it is complete, a teacher facilitates and directs students throughout the process.

A teacher utilizes correlation of emotional psycho-types of students with their learning preferences.

The method differentiates six emotional psycho-types, each characterised by particular learning abilities and preferences. This allows a teacher to individualise tasks within a group of students depending on the correlation of emotional psycho-types of students with their learning abilities and preferences.

Table 1. Correlation of emotional psycho-types of students with their learning abilities and preferences

Emotional psycho-type	Characteristic / Ability	Class work preference
Central emotion FEAR		
'Distrustful'	Diligent, industrious, attentive to detail	Works well individually, in pairs and small groups
'Conservative'	Good memory and analytical skills, industrious	Works well individually and in pairs
Central emotion ANGER		
'Truth-seeker'	Likes clarity, works well with schemes, tables, graphs	Works well in groups as a leader
'Protective'	Carries new ideas, likes instructing others	Works well in groups as a facilitator
Central emotion JOY		
'Competitive'	Wants to be first, to win, likes reward	Works well individually
'Doubtful'	Ideas generator, innovator, highly communicative	Works well in pairs and groups

Table 2. Correlation of emotions and processes

Emotion	Process / Function
Fear	Working with large volumes of information and details, activating memory
Anger	Solving difficult tasks, provoking action and movement, activating stamina
Sadness	Processing visual information, working with pictures, activating creativity
Joy	Finalizing an activity, release of stress, activating feeling of fulfillment

This application suggests that a teacher has had appropriate training, is able to identify the psycho-types and is aware of corresponding learning abilities and preferences. Appropriate allocation of tasks and activities facilitates lessons effectiveness and students' positive reactions to the learning process.

A teacher considers basic individual emotions functions for planning educational process. A teacher, being aware of what processes and functions each basic individual emotion corresponds to, chooses and implements types of activity for higher lesson productivity. In this case, the students are unaware of each emotion function. However, appropriate choice of tasks and activities, their variability and order by a teacher depending on the aim of the lesson assists in making it highly effective.

A lesson with no or limited variety of processes involved creates mental and physical tension and fatigue which, in its turn, impairs students' attention, productivity, ability to concentrate or de-concentrate, etc. At a variable lesson, however, tension created by tasks based, for instance, on emotion 'fear' can be neutralized by tasks based on emotion 'anger'. Thus, logical ordering of tasks and activities facilitates release of the tension built and stimulates learning abilities of students.

This application requires the least training and is rather effective. However, it overlooks individual features inherent to a psycho-type and may result in students' reluctance to participate in the learning process regardless of how interesting and variable a lesson is.

The Use of the Method in Foreign Language Acquisition

It is no accident that according to one of the theories of language origin (the Interjectional theory) an exclamation as a means of expressing an emotion might have been the first word uttered by a human (MacNeilage, P. 1998). Though the theory cannot be applicable to the origin of other language units, which are not coloured by emotion, the role of the latter in language acquisition and learning should not be undervalued.

For the past several decades there has been a considerable research into correlation of emotions and learning a second language. In a foreign language classroom Emotional Intelligence exploits the role of emotion - positive (foreign language enjoyment) as well as negatives ones (foreign language anxiety) and helps students become aware of their emotions and learn how to express them when speaking a foreign language. This is particularly important as foreign language textbooks do not concentrate on communication of emotions, which makes students unable to recognise and express emotions appropriately in a foreign language (Dewaele, J.-M., &

MacIntyre. 2014). This, alongside the culture gap, might be one of the reasons for the language barrier.

The methodologists of Daily Language School, having learned about the method of ECRAL analysis, spotted an opportunity to bring another aspect into exploiting emotions in language acquisition process by enabling students to use them as tools to affect their cognitive processes. Being tried and tested when working with large amounts of information in the students' first language, the method had never been used for the purpose. When approached with the idea to apply the method when learning a foreign language, the specialists of Scientific Centre of ECRAL analysis seized the opportunity and in spring-summer 2017 the method was first implemented in the process of a foreign (English) language acquisition.

As the mechanisms of learning information in the first language and learning a foreign language somewhat differ, the ECRAL analysis specialists have worked closely with the methodologist and teachers of the school for past year and a half on adapting the method. The aim of the co-work is to study cognitive processes involved in foreign language acquisition process, identify emotions serving to amplify the processes and, thus, adapt the method.

Having studied basic individual emotions functions the following correlation between the emotions and foreign language acquisition activities was outlined:

Further study and analysis of the psycho-types and corresponding students' learning abilities and preferences by the team of ECRAL analysis specialists and foreign language acquisition methodologists, resulted in allocation of various types of tasks and activities used for foreign language acquisition process to an appropriate emotional psycho-type.

Table 3. Correlation of emotions and foreign language lesson aimed skill / activity type

Emotion	Process / Function	Skill / Activity type
Fear	Working with large volumes of information and details, activating memory	Reading / Listening: • true/false; • multiple choice; • retelling; • spot information, etc.
Anger	Solving difficult tasks, provoking action and movement, activating stamina	• warm-up; • guided discovery; • tasks involving moving around a classroom, e.g. moving lines, gallery walk; • active bridges; • etc.
Sadness	Processing visual information, working with pictures, activating creativity	Speaking / Writing • picture stories; • describing pictures; • comparing pictures; • make associations; • etc.
Joy	Finalizing an activity, release of stress, activating feeling of fulfillment	• providing correct answers; • feedback after each activity; • round-up activities; • etc.

Table 4. Correlation of emotional psycho-types of students and their abilities with tasks and activities

Emotional psycho-type	Characteristic / Ability	Preferable tasks
Central emotion FEAR		
'Distrustful'	Diligent, industrious, attentive to detail	• debate; • check others; • find a mistake/odd one out / similarities; • etc;
'Conservative'	Good memory and analytical skills, industrious	• individual research/project work; • study a new topic independently; • find additional information; • etc.
Central emotion ANGER		
'Truth-seeker'	Likes clarity, works well with schemes, tables, graphs	• task-based activities; • fill in the table with examples/ structures/word forms; • as a leader of a group – class/ group project work; • etc.
'Protective' carries new ideas, likes instructing others	works well in groups	• problem-based activities; • study some information and explain it to their peers; • check others; • etc.
Central emotion JOY		
'Competitive'	Wants to be first, to win, likes reward	• who completes/finds/puts together, etc. first; • quizzes; • individual project works; • etc.
'Doubtful'	Ideas generator, innovator, highly communicative	• discussions; • come up with as many words/ associations/ideas as you can; • role-plays; • etc.

So far, 32 students (aged 8-11) took part in two experimental 10-day language camps, where alongside lessons and other activities they had sessions in ECRAL analysis, including Theatre of Emotions. The teachers in the camp had previously taken part in a three-month training session and learned ECRAL analysis techniques, which they later applied in the camps. Despite short-term periods and not fully developed instruments, the ECRAL analysis practices gave positive results and both teachers and students' parents noticed improvements in general cognitive abilities as well as language learning.

Conclusions and Further Study

Since the method of ECRAL analysis was first introduced, it has proven its effective application in educational process in the first language. The students who had appropriate training and practice showed considerable improvement in their skills to memorize, analyze, generalize and synthesize information.

Research into the use of the method in foreign language acquisition is in its initial stage. Further data collection, analysis and more profound and lengthy research into practical application of current developments is required to work out mechanisms and methods to be used. Currently the Scientific Centre of ECRAL analysis specialists and Daily Language School methodologists are working on methodology to implement in an integrated course of general language classes.

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Biography

Tetiana Skubashevska is a founder and director at Daily Language School, Kiev, Ukraine. She is a member of ECRAL Analysis Scientific Centre research group. Tetiana holds a MA degree in English Philology (2001) and academic degree of Candidate (PhD) in Educational Philosophy (2005). Her PhD thesis covers Intercultural Communication in language teaching. She has also successfully completed courses "Third Generation NLP: Advanced Strategies for Identity Coach" by Judith DeLozier, USA and "Life coaching Quick and Easy" coaching style communication by Vera Veinard, Israel. Tetiana is a specialist in Educational Kinesiology and is interested in different approaches in Education, especially neurolinguistics.

Olga Dombrovska is a DoS at Daily Language School in Kyiv, Ukraine. She holds a MA degree in English Philology (2006) and is CELTA certified.

Her MA degree research paper focused on cognitive linguistics and anthropocentrism. She did not proceed with the research to pursue her PhD and focused on practical teaching. She adopted and elaborated communicative approach in her teaching. Years of practice and observation led to accumulation of substantial experience and own successful teaching techniques. Her interest in educational psychology and psychology of emotions resulted in collaboration with the Scientific Centre of ECRAL analysis and the research presented.

SURVEY OF THE AVAILABILITY, ADEQUACY AND UTILIZATION OF INSTRUCTIONAL MATERIALS IN PUBLIC JUNIOR SECONDARY SCHOOLS OF EDO STATE – NIGERIA

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ABSTRACT

This research examined the availability, adequacy and utilization of instructional materials for the effective implementation of the junior secondary school curriculum in Edo State of Nigeria. The design for the study was a survey research. The population for the study consisted of the 340 public junior secondary schools and their 3585 teachers in Edo State. The stratified random sampling technique was used o select 357 teachers. A check list and a questionnaire were used to collect data. Simple percentage was used to analyze the data. The major findings of the study revealed that instructional materials were not available and adequate, and the available materials were under – utilized. Based on the results, recommendations were made amongst which is that teachers should as much as possible improvise instructional materials in order to make the teaching/learning process interesting and effective.

Introduction

The United Nations' Educational Scientific and Cultural Organization (UNESCO) in its 2006 Education policy series suggested amongst other things that working environment in schools should be learning friendly for both educators and students. This statement is geared towards quality education. Quality education is the only antedote that can help to shape and nurture the leaders of tomorrow. Quality education can be realistic if teaching and learning processes are effective, the instruction procedure must be real, concrete and interesting. Instructional Materials are the major prerequisite for effective teaching (Ughamadu, 1998). This fact was further buttressed by Okanlanwo (2013) when he declared that the Osun state government of Nigeria has built schools with mental, physical and psycho-motor development. Akeusola's (2013) declared that teachers should make their teaching lave an impact on their students and for teaching to make an impact on a learner, instructional materials must be available and utilized. A look at the importance of instructional materials in the teaching/learning process indicates that one of the ways a teacher can make an impact on students is through the use of instructional materials.

Research has shown that most teachers teach in isolation, that is, teaching without instructional materials. As a result of this, students learn to forget, hence the decline in education. This fact is buttressed by Bokova (2013) who declared that kids go to school and come out as illiterates. According to this scholar, 28 million children are living in countries with poor quality education. One of the instruments that can enhance the quality of education is the availability, adequacy and utilization of instructional materials. Dahar and Faize (2011) also discovered the great under utilization of instructional materials in schools of Rijah district of Pakistan.

Statement of the Problem

In 2008, the government of Edo State tried to revitalize the educational sector by putting in place different machineries to ensure quality education. Amongst the machineries put in place include the renovation of schools, monitoring of teachers, in-service training, seminars and workshops for teachers and head-teachers cum principals. However, not much have been said or done about the availability, adequacy and utilization of instructional materials. It is on this basis therefore, that this researcher decided to find out if these instructional materials are provided/ available and if they are, how adequate are they? And to what extent are the available materials utilized?

Research Questions

The following research questions were answered by the study:

1.To what extent are the instructional materials available for teaching and learning in Edo State public junior secondary schools.

2.How adequate are the instructional materials for teaching/learning in Edo State public junior secondary schools.

3.What is the level of utilization of the available instructional materials?

Literature Review

The success of any teaching process depends greatly on the instructional procedures. For a given instructional procedure to achieve desired objectives adequate and proper utilization of instructional materials must be involved. It is on this basis that Okalanwon (2013) declared that the Osun State government has built schools with all facilities for children's mental, physical and psycho-motor development.

Instructional materials are all forms of information carriers which presents the learner with authentic picture of the real thing the teacher even describes. Thus, instructional materials enhance effective teaching/learning activities. Instructional materials make teaching/learning more real and concrete. According to Imeoparia and Ediagbonya (2009), instructional materials are important tools and gadgets through which stimuli can be passed on or obtained. For Olojede (2012), they are objects used by the teacher to illustrate points in a lesson to facilitate the teaching strategy or method, as well as learning. Thus, instructional materials are human and non-human resources or tools used to spur/support and make learning easy. Instructional materials found in the classroom can be classified into two broad categories. Those that appeal to the sense of hearing are classified as audio materials while those that appeal to the sense of sight are classified as visual materials. There are however, those that appeal to both features (that is hearing and sight) and they are called or classified as audio-visual materials (Ughamadu 1998).

Different scholars tend to classify instructional materials into different forms. Whatever the classification is, instructional materials according to Bell-gem (1995) are important in this teaching/learning process because they have special advantages such as making learning more permanent, and supply a concrete basis for the conceptual thinking and thus reduces meaningless word responses of students. Common types of instructional materials are chalkboard, textbooks, note books, graphics, real objects models and mock-ups, over–head projectors, radio, tape recorders, television, video or digital video decoder, computer etc (Ughamadu 1998).

The utilization of instructional materials in the teaching/learning process is very important as it does not involve only the sense of sight and touch, hence the Chinese proverb concludes thus "I hear – I forget, I see – I remember, I do – I understand". It is on this basis that Kindler (1993) postulated that people generally remember; "10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say, 90% of what they say as they do a thing". From the foregoing, it is obvious that instructional materials in the teaching/ learning process ensure more effective learning since the leaner is involve in hearing, seeing and doing. According to Jimoh (2009), ordinary words or verbalization has been found to inadequate for effective teaching. Instructional materials according to Jimoh serve as a channel through which messages, information, ideas and knowledge are disseminated move easily. To buttress this fact, the Osun State governor in 2013 launched what is called "Opon-Imo" meaning tablet of knowledge. The device is actually a handhold tool titled with an e-library, a virtual classroom, and an integrated test zone. The tablet of knowledge has all the prescribed textbooks, past examination questions for the last ten years, model answers and other instructional materials. The scheme is to ensure equal access to prescribed textbook by all school children, and equally an answer to the pains of parents who cannot afford all textbooks for all subjects. The tablet will also ensure equal access to new information technology tool instead of the current situation where only children of middle class families enjoy it. This tablet will definitely arouse creativity and interest in learning by children. Instructional materials therefore can be manipulated, seen, heard, felt or talked about. These materials facilitate activities in the teaching/learning process, thereby making instructional procedure less stressful and very pleasant Okanlanwo (2013).

Despite the importance attached to instructional materials, Garuba (2003) observed that teachers in Nigeria operate in a terrible environment where teaching/learning is impoverished. These assertions was made by Jimoh 2009, Okobia (2011) who in their studies discovered that majority of these instructional materials are not inadequate in schools. For instance, Edukogbo (2008) also reiterated the gross inadequacy of instructional materials in schools. Other researchers have also observed that where they are available, they are not utilized. (Nwalado 2007, Ogbondah 2008, Dahah, Faize 2011 and Okobia 2011) Nwalado (2007) observed that most teachers do not use instructional materials in their teaching process. Ogbondo (2008), found that teachers hardly use instructional materials for teaching. Dahor and Faize (2011) discussed that there was goal under utilization in the use of instructional materials in schools in Punjab (2011), most instructional materials are not available in schools, and the available ones are not utilized for the implementation of the social studies curriculum in junior secondary schools of Edo State. The experiences in the under utilization of instructional materials cuts across the various subject areas (Okobia, 2011). However, some scholars opined that while some teachers fail to utilize instructional materials, some teachers do. (Bolick, Benson, Coutts and Heinecke 2003).

Methodology

The design for the study was a descriptive survey research in which a checklist was used.

The population for the study consisted of all the 340 public junior secondary schools and 3585 teachers in Edo State. There are 3565 public junior secondary schools teachers in Edo State. Using the stratified sampling technique, 408 teachers were selected from 34 schools. Since junior secondary school curriculum is made up of 12 subjects each at the 3 levels, 12 teachers were selected from J.S.S. III classes. One class was selected from the JSS classes in each school making a total of 34 classes used. Each class is made up of an

A checklist titled Availability and Adequacy of instructional Material (AAIM) which consisted 18 items constituted part of the research instrument. A questionnaire titled Utilization of Instructional Material (UIM) was also used to collect data for the study. In the questionnaire, respondents were made to react to questions on how often they use instructional materials. Using the four-point rating scale of average of 40 students. Strongly Agree (SA) 4; Agree (A) 3; Disagree (D) 2 and Strongly Disagree (SD). The validity of the instruments were certified by experts in the department of curriculum and instruction, Faculty of Education, Ambrose Alli University, Ekpoma. These experts individually subjected the items to rigorous scrutiny.

For the reliability of the instrument, the test-retest reliability test was used to evaluate the stability. The questionnaire was administered to 10 schools from the neighbouring Ondo State. After two weeks, the same instrument was administered on the same schools. The responses of the first and second scores were computed using the Pearson Product Moment Correlation Coefficient. A reliability coefficient value of 0.79 was obtained. The instrument was therefore adjured to be adequate for use. A checklist containing 18 items was used by the researcher to personally assess the availability and adequacy of the instructional materials in the selected schools. The questionnaire was equally administered on the selected teachers and collected immediately.

The researcher used the simple percentage to analyze the research questions one and two. An assessment score of 50 percent was regarded as adequate while an assessment score of less than 50 percent was regarded as inadequate. Research question three was analyzed using the mean and standard deviation. However, because the ratings of the instrument was on a 4-point scale, the mean of 2.5 was used for the decision so that a mean rating on any item of 2.5 and above was regarded as Agree and a mean rating below 2.5 was regarded as Disagree.

Data Analysis

Research Question 1: To what extent are the instructional materials available for teaching and learning in Edo State Public Junior Secondary Schools?

Table 1: percentage availability of instructional materials for teaching and learning in Edo State Public Junior Secondary Schools.

S / N	Descriptive of Items	Number Required for the 34 Classes/Schools	Number Available	% Available
1	Chalkboard	34	34	100%
2	Textbooks	34x12x40=16320	6854	42%
3	Note books	34x12x40=16320	8568	52.5%
4	Chart	34x12=408	122	-
5	Maps	34x3=102	34	-
6	Globes	34	20	-
7	Diagrams	34x12=408	182	-
8	Overhead Projectors	34	2	4
9	Models/Mock-ups	34x4=136	15	-
10	Radio/Tape Recorder	34	12	-
11	Television/Digital Video Decoder	34	6	-
12	Computer	34x40=1360	175	-
13	Games(e.g. Scrabbles)	34x20=680	0	0%
14	Library (equipped)	34	2	4%
15	Entrepreneurship laboratory (equipped)	34	2	4%
16	Library bulletin board	34	2	4%
17	Real objects	34x12=408	36	-
18	Posters	34x12=408	16	-

Analysis of the table above? i.e Table 1

Research Question 2: How adequate are the instructional materials for teaching/learning in Edo State Public Junior Secondary Schools?

Table 2: level of adequacy of the available instructional materials for teaching/learning in Edo State Public Secondary Schools.

S / N	Descriptive of Items	Number Required for 34 Classes/ Schools	Number Available	Percentages	Level of Adequacy
1	Chalkboard	34	34	100%	Adequate
2	Textbooks	16320	6854	42%	Inadequate
3	Note books	16320	8568	52.5%	Adequate
4	Chart	408	122	-	Inadequate
5	Maps	102	34	-	Inadequate
6	Globes	34	20	-	Adequate
7	Diagrams	408	182	-	Inadequate
8	Overhead Projectors	34	2	4	Inadequate
9	Models/Mock-ups	136	15	-	Inadequate
10	Radio/Tape Recorder	34	12	-	Inadequate
11	Television/Digital Video Decoder	34	5	-	Inadequate
12	Computer	1360	175	-	Inadequate
13	Games (e.g. Scrabbles)	680	0	0%	Inadequate
14	Library (equipped)	34	2	4%	Inadequate
15	Entrepreneurship laboratory (equipped)	34	2	4%	Inadequate
16	Library bulletin board	34	2	4%	Inadequate
17	Real objects	408	36	-	Inadequate
18	Posters	408	16	-	Inadequate

In response to research question 2, table 2 indicates that most of the instructional materials for teaching and learning in Edo State Public Junior Secondary Schools are inadequate. Only Chalkboard, students' note books and globes are adequate of the 18 items.

Research Question 3: what is the level of utilization of the available instructional materials in Edo State Public Junior Secondary Schools?

Table 3: frequency of use of the available instructional materials

S / N	Item Statement	$\bar{X}$	Standard Deviation	Decision
1	In my school, students are made to use the library once a week	1.82	0.51	Disagree
2	In my school, teachers/students utilize computers for practical and getting/searching for information	1.45	0.71	Disagree
3	Teachers make use of tape recorder to teach Oral English once a week	1.68	0.47	Disagree
4	The entrepreneurship laboratories are used for every entrepreneurship lessons	1.36	0.63	Disagree
5	The overhead projectors are used a week to illustrate teaching/learning	1.36	0.63	Disagree
6	Television/Digital Video recorders are used to illustrate/teach once a week	2.32	0.37	Disagree
7	The available posters, charts and diagrams are used to illustrate ideas when needed	1.68	0.38	Disagree
8	I have access to the globe in the principal's office for civics or social studies illustrations	1.46	0.72	Disagree
9	The number of periods allocated per week for entrepreneurship practical are adequate	1.76	0.96	Disagree
10	Students make adequate use of their text books	1.45	0.71	Disagree

Table 3 shows that respondents "disagreed" in all the ten items relating to utilization of the available instructional material in Edo State Public Junior Secondary Schools. The mean score ranged from 1.36 to 2.32. therefore, the level of utilization of the available instructional materials in Edo state junior secondary schools is very low/poor.

Discussion of Result

Table I shows the percentage availability of instructional materials for teaching and learning in Edo State public junior secondary schools. The results showed that of the 18 items, only two of them (that is, chalkboard and notebooks) are available. This finding will not facilitate effective teaching/learning because according to Okanlawon (2013) adequate instructional materials develop children's mental, physical and psycho-motor abilities. This is in line with Olojode

(2012) who opined that instructional materials facilitate teaching strategy as well as learning. The non-availability of instructional materials in schools as discovered by this research is aptly described in the study of Garuba (2003) who observed that teachers in Nigeria operate in a terrible environment where teaching and learning is impoverished. This is buttressed by the fact that the United Nations Educational Scientific Organization give the bench mark for the finding of Education as 26% of the total budget, yet what the nations spends on education is 13.5%, which is far cry from the benchmark. Thus, most instructional materials are not available at all.

Table two indicates that of the 18 items listed in the checklist, only three of them are adequate while the other 15 are inadequate. This study is therefore in line with the declaration of Edukugbo (2008) who opined that instructional materials in schools are grossly inadequate. This gross inadequacy of instructional materials led to the introduction of the tablet of knowledge "Opo-imon" by the Osun State government in 2013.

The instructional materials available are the chalkboard which, are in all the schools used for the study. Other materials that are adequate are the students' notebooks and the gloves. The study revealed that simple instructional materials such as chart, diagrams, maps, real objects and models/mock-ups which can be provided locally by the teachers and students are inadequate in schools. If the teachers are aware of the importance of instructional materials in the teaching/learning processes, they can produce these materials with little or no cost at all, as inadequate instructional materials can hinder effective learning as postulated by Jimoh (2009) and Okobia (2011).

On the issue of utilization of instructional materials, the result of this study revealed that instructional materials are grossly underutilized. Of the items listed in this study, only the chalkboard and notebooks are utilized. All the other items are rarely utilized where they are found to be slightly available. This finding is in line with that of Okobia (2011) who declared that most instructional materials are not available in schools, and where they are available, they are underutilized. This assertion was further reiterated by Dahar and Faize (2011) who discovered the great under utilization of instructional materials in schools of Rijah district of Pakistan. Thus, the result of this study, further confirms the study of Nwalado (2007) and Ogbondoh (2008), declared that teachers do not use instructional materials in their teaching for Ogbondah (2008), he discovered that teachers hardly use instructional materials for students.

Conclusion

This study was earned out to ascertain the availability, adequacy and utilization of instructional materials in the teaching/learning a processes. Going by the findings of this study, the researcher concluded that instructional materials which are very fundamental to the successful implementations of the school curriculum are rarely availably and inadequate. Moreover the materials are not very low. Therefore, if the required instructional materials are not provided and thereafter utilized the standard of education will deteriorate into comatose. This will affect the nation because the development of any nation is dependent on the educational standard.

Recommendation

4.Based on the findings of this study, the following recommendations are made;

5.As a matter of urgency, the government should provide adequate instructional materials for teaching/learning in schools.

6.After providing the instructional materials, teachers should be trained by specialist on the proper utilization of the instructional materials.

7.Inspectors of Education should visit school to ensure proper and adequate utilization of instructional materials.

8.Teachers should learn to improvise some of the instructional materials.

9.Teachers can also make use of their students to provide instructional materials locally.

10.Other state government should emulate the giant stride of the Osun State government by providing tablet of knowledge and other relevant materials for the effective implementation of the curriculum.

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RESEARCH STUDY OF TEACHERS' QUALIFICATION AND ATTITUDE TOWARDS THE FORMATION OF DIGITAL LITERACY OF PRESCHOOL AND PRIMARY SCHOOL PUPILS IN BULGARIA – PILOT RESULTS

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ABSTRACT

The paper presents different aspects of digital literacy at early ages. Based on theoretical research and trends observed, some diagnostic tests of the level of digital literacy are proposed. Some results of survey studies that identify digital literacy and teachers' attitude to technologies usage are presented and analysed.

The study observes preschool and primary school teachers. The authors study the way the educational institutions (kindergarten and primary school) affect the formation of digital skills at early age. Important accent of the research is the teachers' attitude to technologies' use into the everyday teaching and learning process. Teachers with different pedagogical experience were surveyed.

Keywords: ECRAL analysis, control of emotions, emotional psycho-types, attention concentration, attention de-concentration, language acquisition

Introduction

The new generations also known as „digital natives" (Prensky, 2001), grow and develop in an environment that changes their way of perception and thinking. This fact requires new changes in the whole educational system. Researchers from all over the world view the issue from different perspectives. Regardless of the different views about the changes in this generation, it is a fact that children use information technology from an early age and are active Internet users at 8 years old (Zero to Eight: Children's Media Use in America, 2013).

The attitudes of children show that they are ready to study through digital technologies, all the more so that they are their natural environment and naturally will perceive the presentation of the material with the help of the new technologies (Parijkova, 2017).

The new social environment implies and requires the formation of digital skills. They are defined as a set of skills that enable effective information management and the proper use of ICT (Wallis, 2006). The participation of children and young people online requires the skills they need to be fully involved in society. They learn them as part of their lives just like a language - without realizing that they do it (Andersen, 2002). Digital technologies are the tools through which the growing generation learns and experiences the world. These are the skills of the 21st century, which are a guarantee for future success. The qualitative education, which prepares the future citizens, must include a compulsory component - digital competence.

Digital competence is a complex notion. According to the Digital Competence Framework for Citizens in Europe (DIGCOMP) (DIGCOMP, 2016) (Ferrar, 2013), digital competence is determined in terms of five criteria: information processing, communication and collaboration, digital content creation, safety, and problem solving. DIGCOMP was at the heart of developing the EU-wide Digital Economy and Society Index, which can be used as an indicator of the digital skills of a country's citizens. According to EC data, Bulgaria is almost at the bottom of the list of EU countries with less than 40% individuals with basic digital skills (Digital Single Market, n.d.).

Despite the progress achieved, there is still drastically gap between Bulgaria and EU in the process of introducing information and communication technology (ICT) in education. There are huge differences also in the level of schools, teachers and infrastructure in different towns in Bulgaria. The budget for ICT in education is formed apart from the state and co-financed of schools, also from national operational programs. The hard measures – infrastructure, basic software, wireless networks will be funded by the national budget. Support for the soft measures – educational content, training, Ministry of Education and Science will try to integrate into various operational programs (Parijkova, 2017).

The term and the concept of digital competence are still new and insufficiently studied and described. The fact that technologies lie at the basis of digital competence makes it even harder to identify precise criteria to define them. Information technologies change extremely rapidly and hence follows a change of practices and necessary competences. Digital competence is defined as a dynamic term. Several terms are used to describe the skills of working with digital technologies: ICT skills, technological skills, 21st century skills, information literacy, digital literacy, and digital skills. Digital literacy changes with the development of technology.

In today's society, digital competence is part of the key ones. It is a main factor in the development of a digital culture and the information society (Council, 2018). The formation of digital competence is based on certain knowledge and skills that are structured in a specific hierarchy (Deursen, 2010), (Van Deursen. A. & van Dijk. J., 2009), (Dijk, 2005):

- Operational skills - a set of basic skills for efficient use of technology and media;
- Formal skills - using a specific technology and media structure - working with menus and hyperlinks;
- Information skills - related to searching and finding information, making a critical assessment;
- Strategic skills - aimed at achieving a certain goal.

The development of digital competency is a permanent process that begins with instrumental skills and focuses on productive and strategic personal competence (Ala-Mutka, 2011). As a result of conducted research, digital media deficits have been brought out, which have to be overcome through targeted and systemic activity (Kannchev. P, E. Georgiev, M. Haydinyak, G. Apostolov., 2016):

- Low motivation to meet educational needs through the Internet.
- Insufficient skills to assess online information.
- Passive interaction on the Internet, which leads to passivity in the creation and sharing of information and online content.

- Missed opportunities for online collaboration and civic activity.
- Insufficient skills to provide online child safety.

Research objectives

This study is part of bigger research on digital competencies and media education at pre-school and primary school age. It includes five modules with objectives as follows:

- To study (theoretically) and explore (experimentally) the conditions, methods, and approaches that need to be applied for the propaedeutic acquisition and formation of digital competences by pre-school and primary school age children; to establish the level and content aspect of digital culture.
- To study the effect of media and ICT on the transformation of modern family, its values and their influence on the personal development of the generations in it, and social integration as a whole.
- To study the connection between reading and digital literacy of children (up to 11 years old).
- To study the formation of child's personality in the modern sociocultural situation through the achievements of media education on national and international scale.
- To develop a web-based platform serving the online research laboratory.

The paper is focusing on the first module – the study of formation of digital competences at pre-school and primary school age. The goal of the concrete study is:

- To establish the attitudes of teachers to the formation of digital literacy of pupils.
- To define adequate methods, approaches and instruments to form digital skills to pupils from preschool and primary school.
- To establish the level of digital competence of teachers of Pre-school and Primary school level.

Exploratory design

To explore the level of digital literacy of teachers and the process of ICT integration of teaching and learning process, two surveys were developed. The first one put the accent on the level of teachers' digital skills, while the second one focuses on the methods and practices of ICT integration into teaching and learning process.

The first survey consists in 11 questions. The first part of questions studies the teachers' level of understanding some terms from the field of information technologies and computer science (digital literacy, cyberaddiction, internet safety, storing, processing and accessing information). The second part of questions serves as self-estimation of teacher's digital skills level – in general and with respect of concrete skills for working with graphics, text, multimedia and so on.

The second survey consists in 13 questions that structure the content of the study into the following modules:

- Frequency of using of ICT in teaching and learning process.
- Kinds of technologies used.
- Methods and tools used in pedagogy work.
- Pross and cons of ICT integration into teaching and learning process

Methods and Results

The study is nationwide. It is planned to be realized with 1000 teaches from different towns and schools. Factors under investigations are the size of the town or school and the ethnicity of students. The period of research is February – June 2018. The methodology of work includes one pilot research, correction of the survey's design and final full-volume research work.

The pilot research work was done with 100 preschool and primary school teachers from a big city. Under big city, according to the national parameters in Bulgarian, the authors accept a settlement of over 150,000 inhabitants. The results from the pilot research work outline some trends and additional problems to be study in future.

The level of the teachers' digital skills

The level of digital skills was measured in general and with respect of working with concrete technology – skills for working with graphical editor, with software for text processing, with presentation software, on Internet. The results are presented on Figure 1. According digital skills in general, one can see that almost half of the teachers estimates their skills on intermediate level. The skills most of the teachers determine on expert or advanced level are the skills for working on Internet. About 30% of teachers estimate their skills to work with graphics on basic level. Question of interest is whether these teachers could create some digital resources themselves. For preschool and primary school level the visualizations and animations are of great importance, and low level of digital skills for image editing leads to low quality of learning resources for this educational stage. Other question is whether such teachers should create theirs resources or they should be given an access to variety educational resources by the school management.

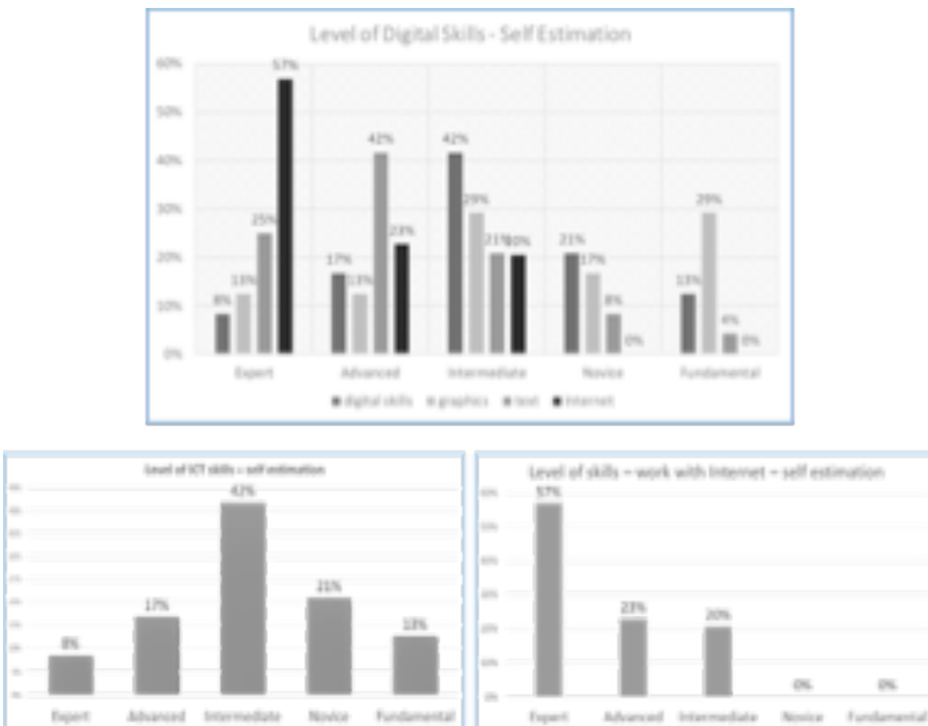

Figure. 1. Self-estimation of teachers' digital skills

In direct dependence with the level of digital skills is the additional ICT qualification of the teachers. Results from the survey show that 63% of the teachers have not additional ICT qualification. Most of the teachers create some digital skills by self-learning or through sharing experience with colleagues.

The level of digital literacy of teachers corresponds to their knowledge for some terms and concepts from information technologies and computer science. For most of the teachers interviewed the digital literacy is almost equal to the ability to use computer and tablet. Individual teachers answer in different way to the question "What the term "digital literacy" means?": "the digital literacy means students to use software programs, that are appropriate for their age"; "skills to process with information and to protect your personal data online"; "the ability to integrate ICT into teaching and learning process at school"; "the knowledge to use terms like digital technologies, types of information, commands and programs".

Some of the answers that teachers give to the question "What the term "cyberaddiction" means?" are as follows: "The constant need to be in cyberspace."; "Dependence on the Internet"; "Spending too much time for games, both on the phone and on the computer"; "Need for permanent use of digital technologies"; "More than 10 hours on the Internet" and so on.

For Internet safety, the respondents formulate definitions as follows: "knowledge about how to surf the web, without problem"; "Becoming familiar with cyber-violence and ways to protect ourselves"; "Awariness of what can be published on web"; "Compliance with Internet safety rules", and so on.

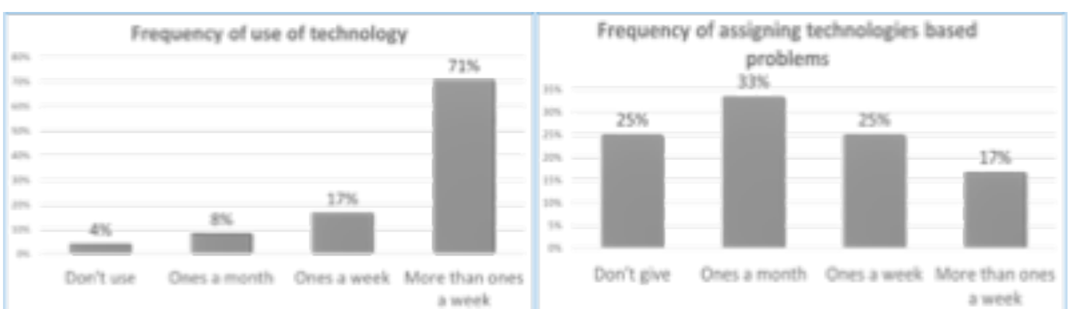

Figure 2. Frequency of using technologies and assigning technologies-based task

About the meaning of the term "information processing" almost 80% of teachers answer that this is editing and formatting of text.

Teachers' opinion is that internet rules should be discussed with children at an early age. Observations show that if this problem is intended to be implemented in schools in third grade, most of the children will have already accessed the Internet many times. It is necessary to look at

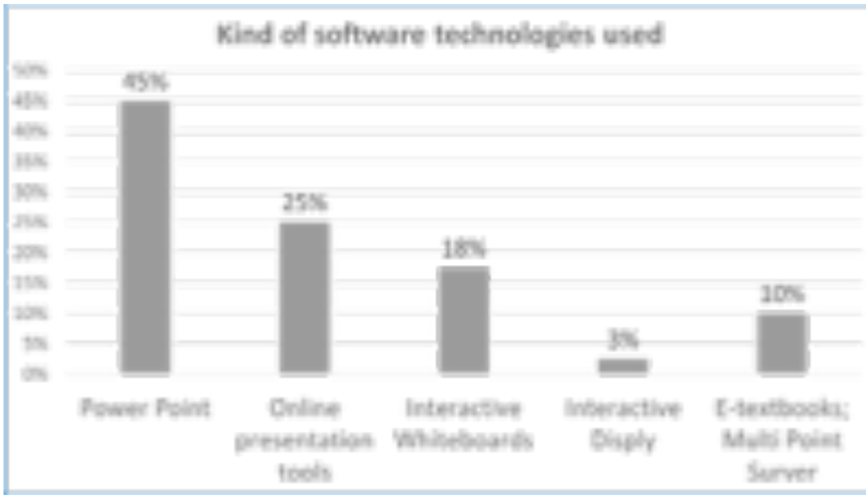

Figure 3. Kind of technologies used into teaching and learning process

different cases in which children can get into a dangerous online situation and how they can react.

Methods and practices of ICT integration into teaching and learning process

70% of teachers use different technologies more than ones a week. At the same time only 17% of

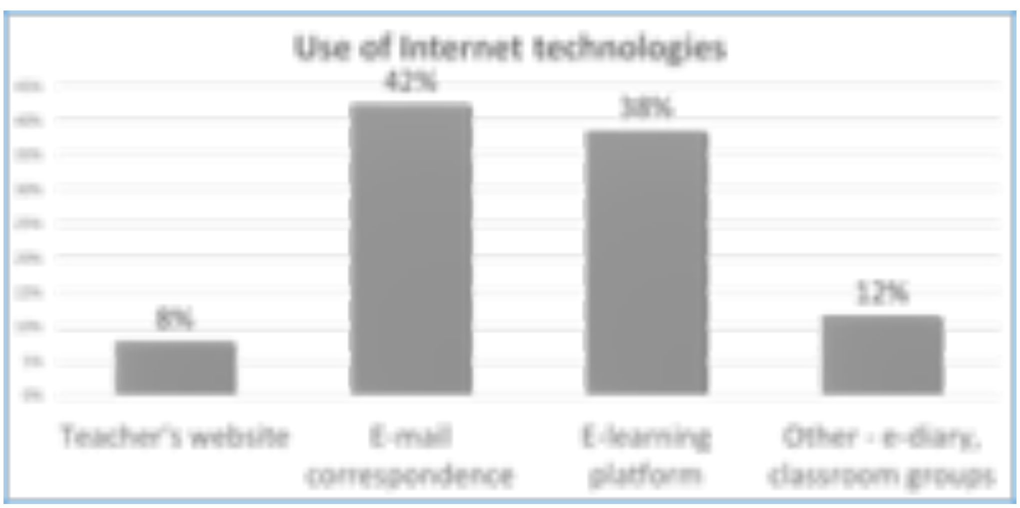

Figure 4. Use of Internet technologies for communication with students and their parents

them assign technologies based tasks to their students more than once week. A quarter of teachers even don't assign such kind of problems to their students. In this way students are in position of watching ICT integration but not doing and implementing ICT-tasks into teaching and learning process at school.

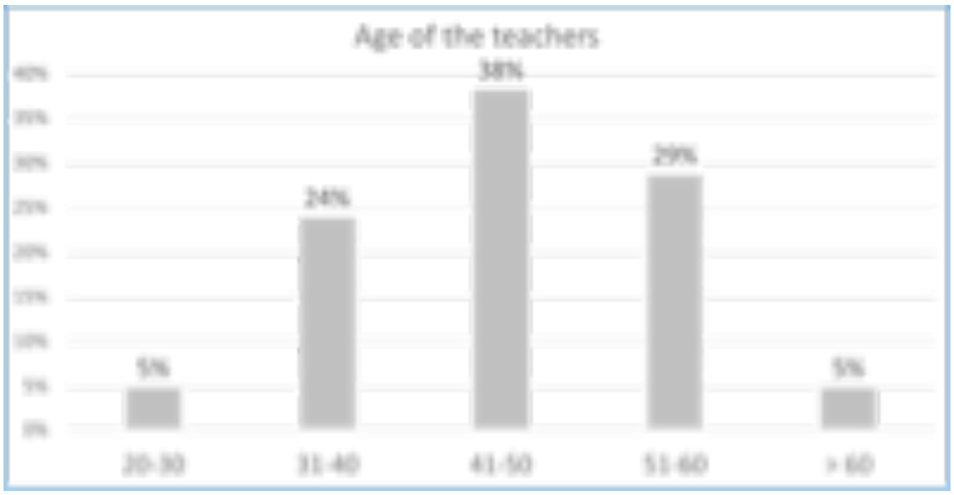

Figure 5. Age distribution of teachers participated into the study

A problem in this area that is common for teachers the initial stage of learning is that they do not have free access to a computer room at school. In this way, they can not carry out classroom classes using technology where students are active participants. Some of the teachers have solved this problem by preparing exercises in different learning disciplines, and the pupils implement them from home. This practice, however, is not possible in certain areas where the family environment does not provide a digital access facility – there are no digital devices and Internet access.

About 70% of the teachers use different presentation software technologies – mainly PowerPoint and some online presentation tool as Prezi or Sway. The level of use of interactive technologies is quite low and is limited to implementation of new interactive hardware devices as interactive boards or interactive display. The results are shown of Figure 3, and can be seen that technologies for realizing real E-learning are used from 10% of the teachers only.

Part of the teachers who use technology in the classroom admit that they prefer ready-made resources. These are usually presentations on a topic found on the Internet or electronic textbooks provided by publishers.

When asked “Do technologies help to increase students’ success” about 45% of the teachers said that they can’t state this, and other 45% answered positively. So half of the teachers actually don’t believe that if they integrate new technologies they could improve the results from teaching and learning process.

Important part from technological point of view is the way of communication between the main subjects of the educational process – students, teachers, parents, the community in general. When teacher were asked if they used Internet technologies to communicate with students and parent, about 75% said “Yes”. On figure 4 the results show the way of Internet communication used. About 40% of the teachers use e-mails to communicate with students and parents, and one third of the respondents said that they use E-learning platform for communication within teaching and learning process.

The age distribution of the teachers surveyed is presented on Figure 5. More than 70% of the teachers are above 40 years old. This situation reflects the real situation in Bulgaria, where in next 5 years more than 50% of the teachers will be retired. Higher average level of the age corresponds with the not surficial level of digital literacy and the efficiency of technologies integration into teaching and learning process.

Conclusions and Discussion

The results from the pilot study outline trends and arise new questions to be answered with future study. Base on the data, presented here, one can conclude that most of the teachers use passive way of technologies integration – mainly presentations for better visualization of the teaching material and e-mail-based communication with students and parents. The level of digital skills is quite low and the process of integration of technologies at school is quite standard. In most of the situations we have technologies used mainly by the teachers, not by the students.

New correlation could be find in future work with accent on teacher's age, on size and localization of the school, on the family environment of students and so on.

The school is the most appropriate institution for acquiring digital skills, as well as developing online safety, critical thinking, social skills and creative problem solving skills. We support the suggestions made at the level of the education system and at school level (Kannchev. P, E. Georgiev, M. Haydinyak, G. Apostolov., 2016):

Increase the frequency of lessons about the safe use of the Internet.

Integration of digital literacy into curricula and content.

Identify ″digital school stars″ and standardize their expertise.

Digital and media literacy measures and activities need to be implemented purposefully and systematically, starting from pre-school and primary school age.

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Biography

Prof. Paapncheva, PhD is a lecturer at University "Prof. Dr Asen Zatarov", Burgas, Bulgaria. The main field of interest are technologies based teaching and learning and the use of alternative teaching methods and organization of the teaching/learning process at preschool and primary school, pedagogy of teaching mathematics at primary school, e-learning. She is the editor-in-chief of Education and Technologies journal – open access journal for pedagogy and education research and practice. Author of books and papers concerning the content and organization forms of teaching and learning at early age.

Assoc. Prof. PhD Krasimira Dimitrova is a professor at the University "Prof. Dr. Asen Zlatarov " Burgas. She is teaching formation of elementary mathematical notions, methodology of teaching mathematics at Primary School and methodology of information technology in kindergartens and primary schools.

Her interests are focused in the field of integration of information technology in the learning process in the primary school and the development of cognitive abilities of children of preschool age.

Assoc. Prof. Dr. Krasimira Dimitrova participated in the organizing committee of the Scientific and Educational Forum "Innovation in learning and cognitive development" and publish self-titled magazine.

DEVELOPMENT OF ENTREPRENEURSHIP VALUES IN OPEN AND DISTANCE EDUCATION

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ABSTRACT

Entrepreneurship education in open and distance education is usually taught only through modules. Research on university students shows that this education model cannot provide a good understanding of entrepreneurial values. Students also stated that they did not have any direct experience in entrepreneurial activity. Based on the results of the study, the Economic Education Study Program of the Open University develops a model of education and development of Entrepreneurship Education Course which is called the New Generation of Teaching Materials. Entrepreneurship Education Course aims to have students to possess entrepreneurial values that can be taught back to their students. The materials contained in the Entrepreneurship Education module should be designed so that university students have entrepreneurial values and gain hands-on entrepreneurship concepts. This experience is gained through the activities of the Field Work Practice for two months. Research on the development of education materials for Entrepreneurship Education was conducted with Research and Development mathematics model of the combination between Gall and Borg 1983 and 2007. Research in the first year resulted in (1) Analysis of entrepreneurship education materials on open and distance education; (2) The design of teaching materials based on the input of entrepreneurial experts; and (3) Instructional Strategies of entrepreneurship teaching materials. The teaching materials of entrepreneurship education are delivered through printed materials in the module form. The material in this module is enriched with interactive video and web supplement.

Keywords: Open and Distance Education, Entrepreneurship Values, Research and Development

Introduction

The Course PKOP4206/Entrepreneurship Education provides university students with abilities to teach entrepreneurship concepts for their students, so that the materials in the Module for the Course are designed as providing the university students with understanding of the importance of the concepts of Entrepreneurship Education either at the individual or community scope.

At present, the current of information development is influenced by the trend of the Global Open Movement which is a community's movement which is focused on the collaboration principle to produce high-quality products that may be maximally made use of the the users (Belawati, 2014). The Global Open Movement gives effects on the science acceleration which indirectly greatly influences the modules in the Open University due to the more open of the sources of new information and knowledge that cannot be quickly responded through the writing of teaching materials in the Open University. This is because the modules in the Open University cannot be instantly changed and revised, since on the basis of the existing provision, the modules may be revised once in five years.

In line with the development of science, the materials in the Main Materials Book (MMB) have also been changing substantially so that in the discussions it often happens that the examples or concepts have not been relevant anymore with the present condition. Rapid development of social science, especially those dealing with the development of business and economy, results in the concepts and examples that may change in a short time. This change gives some consequences to the university students' understanding of the materials of Entrepreneurship Education.

The Module PKOP4206 entrepreneurship Education is one of the printed learning materials. Ellington and Race (1997) explained that a printed learning material is the learning material which is designed with a simple, communicative, and clear language that may involve the university students' thinking process and may evaluate their mastery level in an independent learning process. The Open University Modules are especially designed in a systematic fashion in order to make the students studying them feel some dialogues with their lecturers. Therefore, the modules, especially the Module PKOP 4206 Entrepreneurship Education is written communicatively, and interactively and is oriented into the students' learning interest.

To maintain the materials quality and appropriateness with the development of science and technology, a periodical evaluation is made. This present research was aimed to evaluate the future Modules of the Open University. One of the policies made by the Open University is to evaluate modules that have been used for 5 years, so that the 8th year revised editions of the modules may be used to maintain the quality of the contents of the materials in line with the development of science and technology.

The research results on modules as one of the learning materials in the Open University (Malati, dkk 2014; Farida, 2013; Ernik Yuliana, 2012) that there are still many aspects in the modules of the Open University that should be improved. The improvement is related to the illustrations, the examples presented, references, contents and exercises. Meanwhile a research on some modules of the Open University in the Study Program of Economics Education showed that from the materials, they were not in line with the development of science, thoughts/praxis in the field of relevant science, technology or arts, many of which still used old references. The materials did not explain a concept/principle completely so that the process of finding differences and/or similarities cannot be presented as discourses. The materials are not presented in a consistent and balanced, logical, coherent and ordered way in terms of the thinking method or paradigm,. While the tasks and tests, contents and context are still textbook in nature, so that creativity, sharpness and and insights may not maximally form a competent thinking mindset to the students.

The problem dealing with the Course Entrepreneurship Education is students' low achievement. The data from the Testing Center in the Open University concerning the average results of the students' scores in the final examination in 2014.1, 2014.2, 2015.1 and 2015.2 showed that the students' achievement in Economics education using the scale of 1-100 was low.

Table 1. Average Score of the Final Examination of the Course Entrepreneurship Education for 6 Semesters

Code/ Course	Average Score in Final Examination					
	2014.1	2014.2	2015.1	2015.2	2016.1	2016.2
PKOP4206 Entrepreneurship Education	44.95	43.70	48.10	41.31	39.97	42.62

The average score of the final examination for 6 semesters showed that the scores were low since they cannot reach the Minimum Mastery Criteria, namely the lowest criteria of 75 to declare that a student has reached his/her mastery.

Review of Literature

Distance Learning Higher Education

Open University is one of the educational institution which is a system of combining the concept of open education and the method of distance education. The open education or open learning gives an emphasis on the importance of the system flexibility, especially in eliminating the hindrances of place, time and aspects caused by students' characteristics. According to Bates (2005) "an essential characteristic of open learning is the removal of barriers to learning. Meanwhile , distance education or distance learning is a method to attain an open education system. Homberg (1977) in Suparman (20040 defines Distance Education as various forms of studies at all levels that are under supervision of or abruptly being supervised by tutors like in the learning process in the classrooms, but it still gets some benefits, namely it is planned and guided by a tutorial organization. Menwhile, Moore (1997) explained that the basic concept of Distance Education is the separateness of place and time between students and their lecturers. Wedemeyer (1979) explained that there are two main components of Distance Education namely the separateness between the students and the lecturers and the use of media for communication. Therefore in the context of Distance education the use of media as a tool to convey learning materials is one of the important factors and the implementation should be given a great attention. The implementation of Distance Education is not separated from the institution so that it should be conducted in a systematic and planned way (Dohmen in Atwi Suparman, 2004).

Open education system is a condition where each individual may learn without any restriction. The term "open" refers to openness of university in terms of: 1) students, Open University does not limit the qualification of age, the year of certificates and previous education; 2) place, the teaching-learning activities may be conducted anywhere and are not limited to classrooms or university; 3) the use of the teaching methods and 4) ideas (Darojat, 2013).

Open and Distance Education gives wide chances and enables flexible learning methods, and provides, comes, and gives knowledge to the students anywhere they live so that it really realize a universal access. Other superiorities, as suggested by Keegan (1986); McLean, Gasperini and Rudgard (2002) are as follows: 1) it is flexible, students may study without being limited by time and place obstacles; 2) it is free for the students to choose expertises they are interested in; (3) it does not bother students' routine tasks; 4) the imlementation is more democratic, meaning that i can be followed by men and women either those living in rural or urban area, and (5) it encourages students to be more independent and to more master information technology used in the implementation of the distance education.

Learning Materials in the Distance Education

The learning system in the Open University requires the availability of various kinds of learning materials, either in printed or non-printed form (Eliington and Race, 1997). Even, learning materials in the form of modules are the main learning sources, besides multimedia teaching materials such as audio cassettes, video, web-based programs and computer-based learning. One of the characteristics of learning materials is that it should be presented in such a way that it is more communicative, more pleasing and is more easily learned (Mohamad Yunus and Paulinan Pannen, 2004).

The development of learning materials in the Open University is conducted through a systematic process to assure the level of their validity and reliability. According to Pannen (2003), at least there are five procedures in developing good learning materials: analysis, planning, development, evaluation, and revision. At the design stage, the learning materials are designed in such a way that it will result in high quality learning materials.

Module is the main learning material used by the Open University as the Distance Learning University. It plays an important role as a medium for conveying information on learning between the lecturers and the students through independent learning (Katalog UT, 2016). A module should present quality materials where students may study it independently with the following requirements: (1) modular instruction; (2) self-instruction; (3) self-contained; (4) self-explanatory power; (5) independent learning material; (9) virtual learning; and (10) ICT-based presentation.

Activities in developing a module start from developing the Course Design containing an instructional Analysis and GBPP.

Instructional analysis is a stage of process which is the whole from how the designer describes his/her instruction to determine the main component of the instructional objectives through the goal analysis, and how each step in the goal may be analyzed to identify the subordinate or prerequisite skills (Dick and Carey, 2005). Suparman (1977) stated that the process of an instructional analysis starts from it, the implementation of a goal analysis and it begins after a clear statement from the instructional analysis is obtained.

Research Method

The Research and Development of the New Generation Learning Materials Model in the Open University for the Course PKOP4206 Entrepreneurship Education was conducted in the Open University. The Questionnaires were distributed to and the interviews were made with respondents in 7 (seven) Distance Learning Implementing Units of the Open University (UPBJJ UT) namely Bogor, Padang, Bandung, Pekanbaru, Purwokerto, Semarang and Yogyakarta. Meanwhile interviews with experts in Education Economy were made in Bandung, Jakarta, and Padang.

The Research and Development of the New Generation Learning Materials Model is a model which is the combination of R&D developed by Borg and Gall in 1983 for the micro scale and Borg and Gall in 2007 for the macro scale.

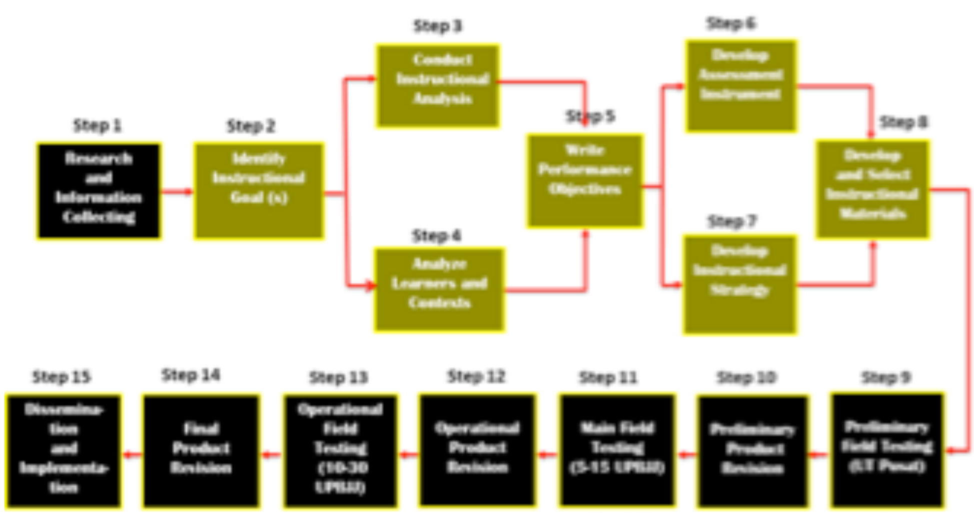

Figure 1. Research and Development Model

The Research and Development of the New Generation Learning Materials Model in the Open University, 2017 (Bahan Pelatihan R&D, 2017). This R&D was conducted for three years, as planned.

The steps of the research in the first year were as follows:

The first step was to collect information related to the product of learning materials. The information from the respondents, namely the students, was collected using questionnaires. The respondents were asked to complete the questionnaires containing evaluation to the quality of Learning Materials in PKOP4206/Entrepreneurship Education that had been made use of so far. The researchers came to the respondents in UPBJJ UT Padang, Pekan Baru and Purwokerto and interviewed the students on their perception on their teaching materials and the obstacles in using them.

The evaluation of the quality of the teaching materials was also made by experts in the materials from 3 institutions of higher education. The evaluation was made in terms of the quality, the presentation and the completeness of the materials.

The experts in the materials involved in this present research were as follows:

1. Dr. Dedi Purwana - UNJ – Expert in Entrepreneurship Education
2. Dr. Gimin, M.Pd - UNRI – Expert in Entrepreneurship Education
3. Prof. Dr. Nirbito - Un Negeri Malang – Expert in Entrepreneurship Education

The evaluation was made using questionnaires. To know better the quality of the teaching materials in the Economy Education and and inputs to develop the materials, in-depth interviews were conducted. The results of the interviews were used as inputs to develop an Instructional Design for the New Generations of teaching materials in the Open University. The results of the process and interviews with the experts on the materials showed that the average score of the evaluation was 2.67 from the scale of 4. It means that there are many aspects to improve. The improvement was focused on the materials and illustrations presented and also the quality and the novelty of the statistical data. The aspect of the teaching materials considered to be still low was those presented in the module and the illustrations in the module and also the general review of the course. Meanwhile the completeness and clarity were good already.

Besides making use of questionnaires, inputs and evaluations from the respondents were also summarized through interviews. From the results of the interviews with the experts, the following inputs were resulted in: (1) the main material to teach was the development of entrepreneurship characters; (2) some materials were not appropriate with the learning indicators; (3) contextual examples and update references should be added; (4) activities of entrepreneurship practice for students should be given to make them get direct experiences in practicing entrepreneurship; (5) a model of evaluation for entrepreneurship practices for three times in the form of Field Work Practices should be established; and (6) students should make and design a simple entrepreneurship concept that may be applied. The result of the evaluation given by the student respondents to the materials was 3.17 from the scale of 4.

The second step was to describe the general competences in the General Instructional Objective to become competences so that logical and systematic competences would be established and all ended in a general instructional objective. The process in determining the General Instructional Objective was done by holding discussions among the lectures in the Study Program of Economy Education and the experts and considering the results of the questionnaires and the interviews with the students. Based on the process, a competence gap was identified between the competence possessed by the students of PEKO as teachers, especially in their understanding of the Entrepreneurship Education. Up to the time, the materials of the Entrepreneurship Education was merely given at the level of the cognitive aspect. The materials presented were theoretical in nature and were far from the conditions experienced by the teachers at school.

In the new learning materials, it is expected that it may change the students' paradigm on the importance of the Entrepreneurship Education and the formation of the entrepreneurship characters, besides giving direct practices of entrepreneurship in the community in the form of Field Work Practices. The General Instructional Objective which expected to be attain by the students after joining in the Course is as follows: "After joining in the Course of the Entrepreneurship Education, the students possess an entrepreneur mindset with innovation and creativity."

The third step was to make an instructional analysis producing a competence map that is expected to be attain in the learning of Entrepreneurship Education. The result of the instructional analysis was described in the form of the sub-competence map showing the format of the lowest up to the highest competence as formulized in the General Instructional Objective.

In the new generation of the teaching materials of the Entrepreneurship Education, Field Work Practice activity of Entrepreneurship was added. The Field Work Practice was conducted three times. The first Field Work Practice was in the form of observations and internship in small businesses existing in the students' environment so that they understand the types and characteristics of business. The expected output of this activity is a report on the identification, analysis and alternative solutions to problems in the corporation/observation place under the guidance of a supervisor; the second Field Work Practice was a simple entrepreneurship practice (in group/individual) with the objective of bearing ideas of entrepreneurship and of sustainable enterprises. The output of the second Field Work Practice was in the form of bearing new ideas followed by a business perspective and new enterprise practice in groups. The third Field Work Practice was in about the report/feasibility study made with the objective to establish ideas of business that had been applied. The output of the third Field Work Practice was the consistence and relevance of the ideas and the place of internship and the report on the results of internship under the guidance of a supervisor.

The competence achievement of the Course of Entrepreneurship in the New Generation Module is presented in Table 1.

COMPETENCE ACHIEVEMENT OF ENTREPRENEURSHIP MODULE

Competence Achievement of the Entrepreneurship Module
General Competence of the Entrepreneurship Model: After joining in the Course of the Entrepreneurship Education, an entrepreneur mindset with innovation and creativity is established."

Competence Achievement of each Entrepreneurship Module
The Entrepreneurship Module is established through the competence achievement of each module and entrepreneurship practice.
1. Competence Achievement of Module 1consists of:
Subjects 1. Concepts and Characteristics of Entrepreneurship
2. Establishment of Entrepreneurship Attitude
3. Creative Thinking
Competence Achievements of Module 1 are as follows:
Establishment of knowledge of the concepts, characteristic, and principles of entrepreneurship
(2) Establishment of pious attitude and moral of entrepreneurship
(3) Establishment of creative and innovative thinking dealing with entrepreneurship

2. Competence Achievement of Practice 1: Observation of small Business in students' environment
Competence Achievement of Practice 1 is as follows:
Being able to observe and analyze of the condition of the Small and Medium Enterprises as a prospective business opportunity persistently and honestly.

3. Competence Achievements of Module 3 include: Subjects
Subjects 1: Identification of business
2: Management of Small business
3: Ethics in business+
Competence Achievements of Module 2 are as follows:
Creation of ideas of business opportunities and/or development of business in one's environment using the SWOT analysis
Establishment of knowledge, skills in the application of democratic management applications in small and medium enterprises
Establishment of knowledge and skills in a hospitable business ethics in small and medium enterprises

4. Competence Achievement of Practice 2: Being able to identify prospective business opportunities in one's environment
5. Competence Achievements of Module 3 are as follows:
Subjects 1: Calculation of Simple Production cost
2: Business Marketing
3: Simple Accounting
Competence Achievements of Module3 are as follows:
Capability in calculating a simple production cost
Establishment of ability and skill in marketing products ethically, persistently and resiliently.
Establishment of ability in simple accounting for small and medium enterprises
6. Competence Achievement of Practice 3: Internship
Competence Achievement of Practice 3 is as follows:
Being able to apply the knowledge and skills of entrepreneurship persistently, resiliently, and honestly through internship activities

The fourth step was to analyze the learners and the+ contexts. The analysis of learners produced descriptions of the students' characteristics dealing with their learning ability as the students of the Open University. The analysis of contexts described the availability of learning facilities and infrastructures for the students if they are related to ideal needs to join in the learning process in the Open University serving as the consideration in making considerations of the entering behavior line. Based on the analysis of the Entering Behavior, it was determined that to take the Course PKOP4206/Entrepreneurship Education, S1 students of PEKO should not fulfill prerequisites of certain courses, since the materials explained in the module did not refer to one certain skill.

The fifth step was to write the performance or learning objectives especially those which are expected to be attained by the students at the end of the learning activities. Basically, the list of the performance objectives were obtained from each sub-competence stated in the end results of the learning activities. The list contained the performance, the specific and basic competences. On the basis of the instructional analysis, specific learning objectives serving as the expectation/ pictures of the students' behaviors after the learning activities were formulized. In the development, Such specific learning objectives are the changes of behaviors and knowledge of the learning materials.

The development of the specific instructional objectives contained elements that could be able to give clues in making an assessment test so that the behaviors in the test could be assessed. The development of the specific instructional objectives was made by paying attention to the ABCD elements where A= Audience, B= Behavior, C= Condition and D= Degree (Atwi, 2014)

The sixth step was to develop an assessment instrument to measure the students' learning results. This instrument should be valid, measuring the intended competence in the learning objectives, reliable, having good consistence of the measurement results, and practical, being efficient in its use. The instrument of learning measurement results is developed based on the the Specific Instructional Objectives developed before. Then the testing grids (blue print) was developed. The Course of Entrepreneurship Education more measured the instructional objectives at the cognitive and applicative levels in the form of simple practice. The measurement of the learning results of the cognitive aspect was administrated in the forms of objective tests and essay. The assessment instrument of the Learning Results developed was 139 items, consisting of multiple choice type of 101 items (72.66%) and Essay type of 38 items (27.34%). The test grid was developed by referring to the Specific Competences developed before.

The seventh step was to develop an instructional strategy of the Course of Entrepreneurship Education which is in line with the instructional objectives of the course. Each instructional strategy was focused on the attainment of one instructional objective or a group of instructional objectives.

Instructional strategy deals with the approach to managing the instructional content and process comprehensively to attain one instructional objective or a group of instructional objectives. The stages of instructional activities make included (1) pre-instructional activities, consisting of attracting attention, explaining instructional objectives, explaining and reminding prerequisite skills; (2) content presentation, consisting of activities of explaining the content and giving learning guidance; (3) learning participation activities, consisting of exercises and feedback; (4) assessment activities, consisting of preliminary skill test, preliminary test and final test; and (5) follow-through activities, consisting of giving assistance to recall the materials that had been learned and the considerations of the possibility of their application of the instructional contents and the competence that had been attained in life or relevant fields.

In the instructional strategy, various components consisting of the orders of learning activities, the outline of the content, method, media and instrument, and learning time (in minutes) were included (Atwi, 2014).

The eight step was to developed and select instructional materials. Instructional strategy is a blue print of the instructional materials developed. Even, the instructional materials were chosen from those existing in the field (such as modules in the Open University that had been existing so far and those from various sources). The materials could be used completely, modified or enriched to adapt to the instructional strategy. The form of the new instructional materials were adjusted to the instructional approach adopted, for examples, fully online learning, blended learning, or printed-based learning. The instructional materials produced were called a preliminary form of product or preliminary draft consisting of the main instructional materials, the tutor guideline (online/face-to-face), students' learning guideline, and the learning management guideline for the Central Open University and the Implementing Units of the Open University (UPBJJ)

Conclusion

The evaluation of the Entrepreneurship Education module made by the experts of materials showed that some parts of the module, namely those dealing with the materials and the presentations to the students should be revised, since there are still some materials that still used the old data and the materials presented did not give many concrete examples. Moreover, it is also necessary to add assignment either individually or in groups in the form of Field Work Practice. Field Work Practice is one additional material which is very important in the revised module

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INVESTIGATION OF THE EXTENT OF UNDERSTANDING AND THE WAY OF REFLECTION OF MEDIA CONTENT BY PRIMARY SCHOOL STUDENTS

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ABSTRACT

The skills of analysing media content are an important component of media literacy. Uncritical attitude towards the information received poses risks for young students. It could deform their personality. A survey of 100 Bulgarian students aged 9-10 shows the existence of "media traps" in the information environment. The results are a good starting point to clarify certain problems and formulate possible solutions.

The survey makes an investigation with regards to the correlation between the level of media literacy, the level of digital skills and the interests of young students in reading books.

Some thought-provoking trends are revealed concerning the most popular social media used by the students, the most popular computer games for boys and for girls and the most popular TV shows, i.e. the results show an interesting level of self-estimation of skills and knowledge regarding the digital skills, media literacy and critical thinking of the students.

Keywords: media literacy, digital literacy, fundamental research of digital literacy and media education, early age, critical thinking

Introduction

The impact of modern technologies and media on the structure and dynamics of social and public relations has long ceased to be an initial scientific hypothesis. For over a decade the attention of the major European and international organizations has been focused on the issue of media and digital literacy of the individual, its role and importance for personality development and social integration. Leading institutions such as UNESCO, the European Commission, etc. have established and are implementing relevant strategies and educational concepts for building media and digital literacy.

Nowadays students have access to huge volumes of information through printed and electronic texts. It is of great importance for us teachers and parents and society in general that critical thinking is to be formed in our children's way of thinking and analyzing the surrounding world. Critical literacy skills give to students the tools they need to think more deeply when using texts and when creating texts themselves (Ontario Ministry of Education, 2004).

Some research shows that students believe that texts are true just because they are printed on paper or posted online. Student should be taught how to proceed with the accuracy of the information received from a variety of sources (Daguet, 2000). An accent on the importance of teaching students how to interact with information from different media sources can be found in many research publications. The Internet offers not a linear text but a semantic network of information and students should know how to use it. One way to make students think critically is to do research work and complete projects (Jonassen, 2003). Teachers should teach students to distinguish whether the ideas presented on the Web are correct and how to differentiate between true and false information.

It is a popular and recognised view in Bulgarian educational research that the 21st century is an age of media comfort. People have access to a range of mass information media, which they use for work, entertainment and specific personal pursuits. At the same time, there is a growing fear that the easy availability of different media products may turn into a threat to adolescents (Danov, 2016), (Angelov, 2007).

In specialized pedagogical literature in Bulgaria it is argued that today's children are exposed to a range of media sources that provide more discreet or more aggressive information which has not always been processed and made relevant to the potential recipient (Karapenchev, 2009) (Lozanova, 2010).

We are sharing these claims because our experience of pedagogy researchers shows that a critical situation concerning the expectations about the media and the discrepancies with these expectations is about to arise. Very often behind the media product, a certain piece of news, for example, there is provocative or misleading information. Through the media, public opinion may be manipulated and dependent and prone to remote control individuals may be formed. It is a task of the school to prevent adolescents from outside influence and develop their objective thinking and critical attitude to the information they receive.

In our research, "media education" stands for the personality development through the mass communication means (Fedorov, 2009), and "media literacy" is the ability to percept, create analyze and evaluate media texts (Eds.N.J.Smelser & P.B.Baltes, 2001).

Research objectives

The work presented here is part of research on digital competences and media education at pre-school and primary school age. One of the specific goals is to study the formation of the child's personality in the modern socio-cultural situation through the achievements of media education on national and international scale. The authors look into the problem from the positions of teachers, parents, kindergarten and primary school pupils, and university students doing preschool and primary school pedagogy courses. The present paper deals with the investigations of the pupils' point of view only.

The goals of this particular study are to:

estimate the level of media literacy of students in relation to their social status, including ethnic characteristics of the social environment;

identify different genres depending on pupils' age and the specific ethnic diversity.

Exploratory design

To study the level of media literacy of students a survey has been developed. This survey consists of 8 sections:

Sources of information;

Critical thinking;

Media content;

Communication online;

Internet safety and culture;

Digital skills;

Access to digital devices;

Interest in reading books.

As sources to obtain additional information about facts, people and events (for school work), the Internet, books, TV, the radio, newspapers and magazines are listed. The students can also add new sources not included into the list.

The critical thinking of students is measured through two questions: "How do you check if the information you have read is correct?", and "What happens when mass communication means (the media) change the content of the initial news?"

The answers to the first question are as follows:

I look for other sources to make sure that the information is correct;

I trust that the information is correct and do not check it;

I depend on my teacher for help;

I look for help from my parents;

I do something else (please specify).

The answers to the second question are:

Yes, they clarify and update it;

Yes, they completely deny it;

Yes, they apologize for the incorrect news;

No, they relate the new information without apologizing for the incorrect news;

Something else (please specify).

For estimation of the media content used by students five open questions are included. The respondent should list movies, computer games, TV competitions, radio games, and periodicals (newspapers and/or magazines) that could improve his/her knowledge in some topic of interest.

Students use the Internet and communicate through a variety of Internet platforms and mobile apps. This is why a question is included in the survey to identify the most popular Internet environments and mobile apps for technologies based communication in early age.

The question of Internet safety and online culture is of great importance at this age. Just like the child's first seven years are important for their upbringing, it is paramount to form an online culture with the very first steps that the child or the young student takes in the Internet. Parents' responsibility in this process is indisputable. The authors of the present study are carrying out and planning to carry out further research in order to evaluate and juxtapose the views of both parents and students about Internet safety and the formation of online culture in children. The survey includes a question where the students evaluate their parents' conduct regarding the home rules for using the Internet and the behaviour model sanctioned in the family.

The survey includes two questions for self-assessment of digital skills at software programs that the child can work with as well as an evaluation of the number and types of digital devices that the student has access to at home.

The last question is related to the interest in reading books. The authors' aims are to collect information about favourable book titles at a certain time and with different age group readers, on the one hand, and evaluate the percentage of active young readers, on the other. Another objective is to establish a connection between digital technologies and interest in reading in the young age group.

Data collection and methods

The survey is nationwide. It comprises a series of questions asked to a total sample of 1,000 and is aimed at 1st-4th grade primary school students. The respondents are from 10 schools: 5 from small and 5 from large towns in Bulgaria. Four of the schools are located in areas with a big concentration of ethnic minority groups: two with prevailing Roma students and two with prevailing Turkish origin students. The study is conducted from February until June 2018. The methodology includs a pilot study for clarification of questions, survey adjustment and implementation of the full-length survey.

Pilot results

The pilot survey was carried out in a large town school. According to the national parameters specific for Bulgaria, a large town is a settlement of over 150,000 inhabitants. The respondents were 100 4th grade students (aged 9-10), 50 of whom boys and 50 girls. With their teachers present, they completed a questionnaire whose answers are analyzed in the present paper.

The students chose the following options to the question "What are your sources of additional information about people and events to prepare for school?" (boys and girls together): The Internet (72%), books (30%), TV serials (20%), newspapers and magazines (5%), and the radio (4%). The results are presented in Diagram 1 with rhe answers of boys and girls given separately. The students included additional responses – from teachers or parents and friends.

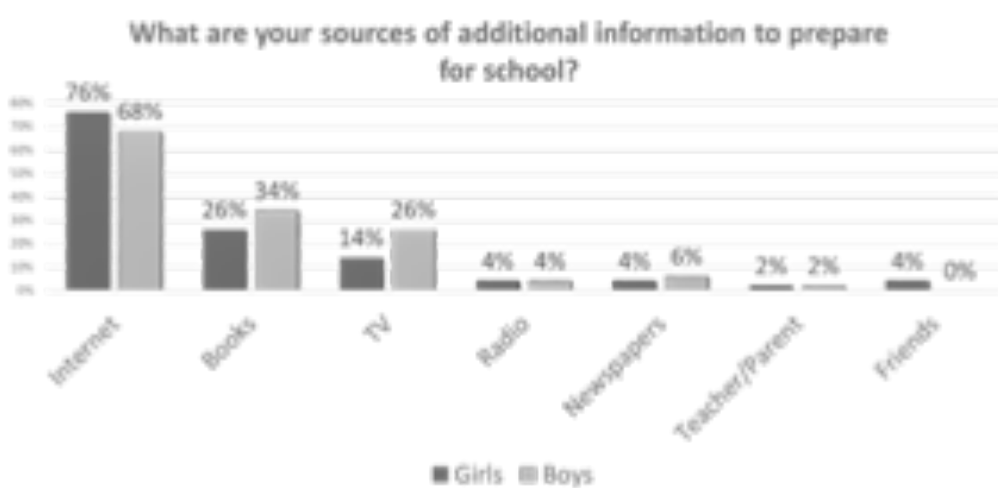

Figure 1. Sources of information for school preparatory work

This hierarchical arrangement indicates the dominant types of media in the first two decades of the 21st century. The Internet is the main source of information, fast information search, etc. The book is no longer regarded as a means of aesthetic involvement or mental enrichment, but as an information tool that serves a pragmatic function. The leading medium where to find information remains television, and the periodical press and the radio take the role of secondary source: for the students these are "dinosaurs" offering one-sided visual or audial information.

To the question "How do you check that this information is true and can be useful for you?" the students gave the following answers:

I look for other sources to make sure that the knowledge is correct – 56%;

I trust that the information is correct and do not check it – 21%;

I depend on my teacher for help – 15%;

I look for help from my parents – 50%;

Something else (please specify): help from a friend – 1%.

The issue of reliability of information, mainly for educational purposes, makes students more careful, which, however, does not necessarily mean clear-headed. Those who completely trust the information they receive, who are a fifth of the respondents, have a low critical thinking threshold and trust the source excessively without controlling its content. Half of the students, 56%, look for at least one other source to make sure that they have found the correct and conclusive answer to the educational problem. We consider them to have a medium critical thinking threshold and can successfully deal with information problems resulting from unilaterally interpreted facts. The last group of students, about 23%, also seek help from more experienced or selective people, i.e. teachers, parents and friends. Some of them have decided to double check by searching for another information source besides using other people's help. They have the highest critical thinking threshold and want to avail themselves of different sources for information filtering.

To the question "What happens when mass communication means (the media) change the content of the initial news item?" only 2% of the students say that they have no opinion. The other 98% give different opinions, ranging from:

a positive attitude to the media and supporting their information: 61% who chose the answer “Yes, they clarify and update it”. These are the ones who are prone to compromising, the non-critical thinking;

a positive mindset, resulting from naivety in their personal position: 11% gave the answer “Yes, they completely deny it”. Practically, they continue believing the media information even when the mediua state that they have made a mistake. Probably being more good-natured or incapable of strong criticism, these students look for “mitigating circumstances”;

medial position: they realize they are manipulated but look for a convenient excuse for the conduct of the media (14% choosing “Yes, they apologize for the incorrect news”). These are the inert and indecisive, incapable to fight the routine;

critical thinking students with a realistic attitude to media events: 12% who chose the answer “No, they relate the new information without apologizing for the incorrect news”. They are completely clear that the medium which is a source of disinformation does not feel responsible for the untruth it has spread. These students will become adults who will not allow for their brains to be brainwashed through misleading information, but will seek for ways to oppose manipulations.

When preparing for school, children regard the use of media content as a guarantee of success, because they accept it as authoritative and/or recommended. Three quarters of them rely on the Internet and about a third rely on books. When the school subject is literature, the first place is taken by films, mostly full-length features rather than cartoons, based on the respective literary work. Students, however, are aware that sometimes the storyline of the film differs from the storyline of the book, because the film is an autonomous creation of another art. In it, the director has had his own reading and instilled his own views, which are not necessarily those of the book writer. Documentary films are also used as a source of information, mainly to find interesting facts about people and events, or processes and phenomena. On the whole, however, the potential of such films is not exploited enough: only 12% of the respondents draw information from them, while full-length features enjoy a five times larger audience.

Figure 2 presents the results concerning the technologies used for communication at the studied age. 18% of the girls use the Facebook social network. According to Bulgarian legislation, children under 14 are not allowed to access the network. This means that the girls create fake profiles claiming they are older or use somebody else's profile to log into the network. This is a question that has to be clarified in a next survey. Over a third of the students use Messenger. This program is part of the Facebook network, which poses further questions. The Messenger is a messaging app originally developed as Facebook chat. Now the app is separated from Facebook, but usually it is used with a Facebook account for logging in.

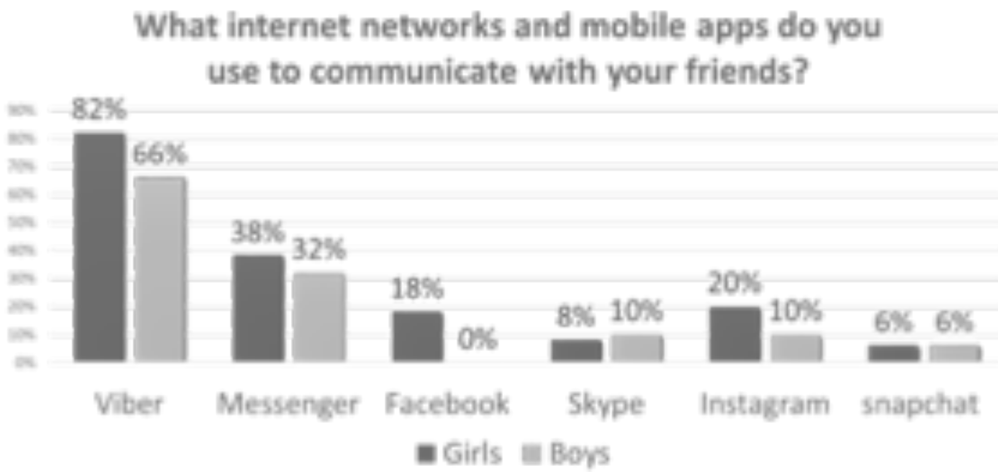

Figure 2. Internet technologies and mobile apps used for communication with friends by primary school students in Bulgaria

To evaluate safety when using the Internet, the survey includes a question to reveal the children's view of their parents' behaviour. The results are presented in Figure 3. More than 50% of the children are allowed to chat online without any restrictions from their parents. Only 5% of the children are not allowed to chat online. In Bulgaria, the majority of students have their own smart phone and mobile Internet, which allows them to actively communicate with their classmates.

Figure 3. Parents' position about Internet chat from students' point of view

Concerning digital skills, the students list quite a big variety of software programs and state that they can work with them. The most popular ones are PowerPoint, MS Paint, and Word. Other answers are "Windows" and "Android", which means that some of the students do not make any difference between software applications and operational systems.

Digital literacy of children is in direct connection with a variety of digital devices they use at school and at home. Among the home devices children list some game consoles, TV with Internet, play stations and a variety of other devices, most of them for fun and entertainment. All responding students have mobile phones and 98% of the girls and 76% of the boys have smart phones with Internet. All students have a computer and/or a tablet for personal use at home. The results concerning the access to digital devices at home are shown in Figure 4.

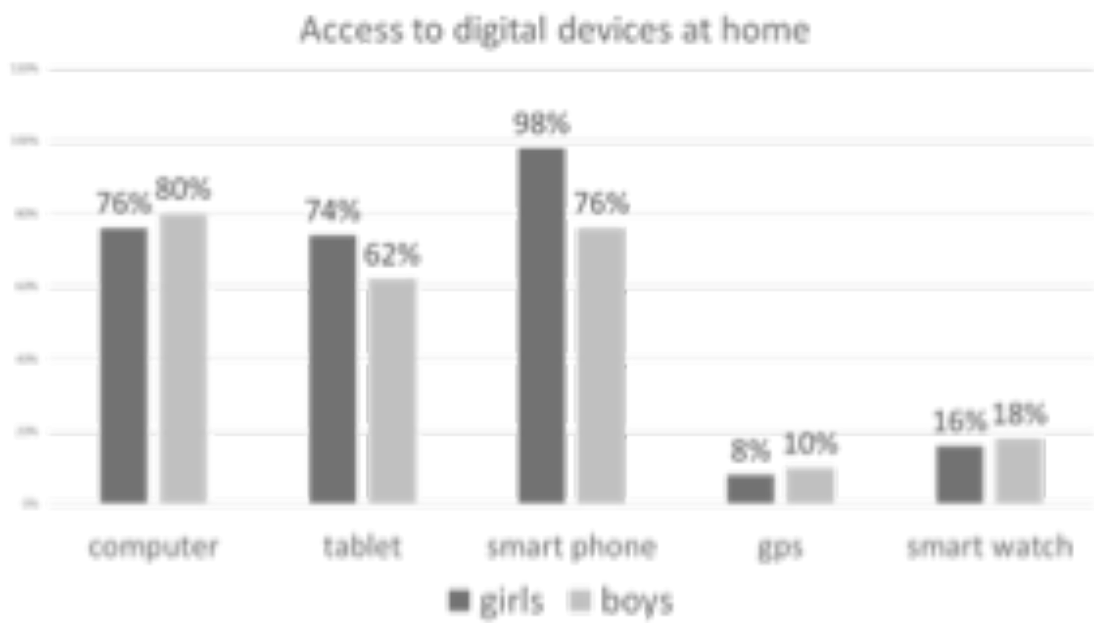

Figure 4. Digital devices at home

Conclusions and Discussion

The following conclusions can be made from the present survey:

Students aged 9-10 have access to a range of media sources which are not always under the control of parents or teachers. They begin to form critical thinking themselves, but do not always rely on their own evaluation. Therefore, they trust those older than them hoping that they will support their choice and selection of information.

The list of media used for educational or entertainment purposes is headed by the Internet. The interest in radio and periodicals is still low, but the trend can be changed due to personal pursuits and the dynamics of their development.

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INFLUENCE OF FOREIGN INSTRUCTORS ON LEARNERS' INTERCULTURAL SENSITIVITY

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ABSTRACT

We are witnessing an age in which people around the world are closely connected to each other in a degree they have never been before. This extent of improved interaction make it compulsory for people to develop mutual understanding and respect ever more than before. This paper will present the findings of a research that touches on this issue with a focus on intercultural sensitivity of foreign language learners in Turkey. Intercultural sensitivity refers to individuals' positive responses to cultural differences and feeling comfortable when encountered various cultural forms, in its simplest form. Contrary to general trend of studying the same topic, this study did not involve participants with overseas study experience, but the ones who always studied in their home countries. The study explored the influence of interacting with a foreign teacher on intercultural sensitivity perception of a group of Turkish EFL learners. The data was collected from two groups of EFL learners, ones who have been taught by foreign instructors and Turkish instructors together and ones who have been taught only by Turkish instructors. The quantitative data gathered via Intercultural Sensitivity Scale (ISS) showed that both groups of learners reported being interculturally sensitive in similar levels. Contrary to expectations, the participants who had systematic and active interaction with foreign instructors did not display significantly higher level of intercultural sensitivity than the group whose instructors were Turkish only. Overall, the high level of mean values for the sub-scales of ISS for both groups are promising in showing that the participants could achieve high level of intercultural sensitivity despite their limited interaction with culturally diverse people.

Keywords: Intercultural sensitivity, EFL learners, foreign EFL instructors, Turkish EFL instructors

Biography

Tuba Demirkol has been working as an English instructor at English preparatory program of Social Sciences University of Ankara. She has done her PhD study at ELT Department of Çukurova University, Turkey. Her research interests cover politeness, speech acts, second language acquisition and intercultural competence.

RETHINKING THE ROLE OF UMEYA SHŌKICHI IN THE 1911 REVOLUTION: FOCUSING ON HIS TIES WITH SUN YATSEN IN HONG KONG

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ABSTRACT

Nowadays Umeya Shōkichi has been commonly regarded as the symbol of Sino-Japanese friendship and a close friend of Sun Yatsen. The images of Umeya have been largely built on contemporary political needs rather than historical sources. Based on Japanese and Chinese primary sources, this paper will challenge existing views of Umeya Shōkichi in regard to his role in the 1911 Revolution and his relationship with Sun Yatsen.

The study of Umeya Shōkichi is handicapped by the accessibility and creditability of primary sources. Records of Umeya are largely kept in his family collection. Scholars are relatively difficult to get access to these materials. In addition, Umeya's records can hardly be cross-checked as he is seldom mentioned in the writings of Sun Yatsen, Miyazaki Tōten, James Cantlie and others. Heretofore, studies about Umeya are few and most are not critical enough to provide a balanced historical account of Umeya.

This article will reexamine the role of Umeya Shōkichi in the 1911 Revolution by highlighting his relationship with Sun Yatsen in Hong Kong from 1886 to 1911. It demonstrates that the role of Umeya in the 1911 Revolution and his relationship with Sun Yatsen are exaggerated by Chinese and Japanese officials as well as Umeya's family members. The fact is that Sun did not play a direct role in the 1911 Revolution, not to mention his sponsors. To Sun, Umeya was perhaps merely one of his many sponsors rather than an intimate friend. This study will be a thought-provoking and iconoclast piece of scholarship based on critical reading of primary sources.

Keywords: Umeya Shōkichi, Sun Yatsen, 1911 Revolution, Sino-Japanese Friendship

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