The Online Journal of Distance Education and e-Learning

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TOJDEL
The Online Journal of Distance Education and e-Learning

Message from the Editors

We are really happy to announce that we have published TOJDEL second issue. In this issue we have 6 articles from different authors and different countries. I would like to thank all TOJDEL authors for their great effort and supporting our journal. In this issue, articles will reflect new researches about social networks in education, online materials for instructional process, new horizons in English Language teaching, technology in academic fields, autonomisation of university students and using information technologies in pedagogical practice. In this respect, I would like to thank to editorial board, reviewers and the researchers for their valuable contributions to the journal first and second issue.

April 01, 2013
Prof. Dr. Aytekin İŞMAN
Editor in Chief

Dear TOJDEL Readers;

In this issue TOJDEL published 6 aticles. Many thanks to all contributers. We would like to enjoyable reading our second issue.

TOJDEL second issue contain articles related social networks, online material developments,m learning, use of technology in various domains, ICT in foreign language and IT in pedagogical practice...

Also we would like to thank reviewers, editorial board and contributors....

April 01, 2013
Dr. Cengiz Hakan AYDIN & Dr. Mübin KIYICI
Editors

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Comparison of Reflective Thinking Profiles of Individuals Using Social Networks for Education in Terms of Time Variable

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ABSTRACT

Throughout the history, to find information has not been so easy but this situation has changed after development of computer and internet technology. There are some methods using technology and internet developed in the education field parallel with them. These methods developed as an alternative to traditional training methods have been improving themselves to increase the interaction between educator and student, achieve meaningful data from accumulated data that occur as a result of the data exchange. At this point, development of the information, skills, creative thinking, problem solving, reflective thinking and critical thinking of participants, students, educators and network leaders have been gaining importance day by day. To think effectively, consistently and carefully of the information, any belief or knowledge support the results aimed by them emerges as the reflective thinking. The information and the number of users is so much in social networks and this situation reveals that the reflective thinking skills should take an active role in these networks. In this study, it is aimed to bring out and compare the reflective thinking skills and profiles of the participants in social networks. A 28-item questionnaire was adapted and prepared to determine of 511 social network users' reflective thinking profiles in terms of the time variable. The obtained data were analyzed with statistical methods (t-test, frequency, percent) by using spss software.

Keywords: *social networks, reflective thinking, time variable, web-based education.*

INTRODUCTION

Throughout the history, to find information has not been so easy like today due to the development of computer and internet technology. Because of the increasing in information day by day about themselves of humans and outer world, to make sense, process and use of these information has become an increasingly important expertise area. Especially in our country, the ratio of social network usage is nearly 80-85%. Therefore, social networks are often prefered for advertising, marketing, sosyal sharing, education etc. In addition, the use of social networks in distance education environment (web-based education) as reinforcement or an educational tool is possible today. The studies about this area have been increased significantly in the last two years.

To increase knowledge and skills of the participants, students, educators and network leaders, development of creative thinking, problem solving and critical thinking have been gaining importance each passing day. Reflective thinking emerges as effective, consistent and careful thinking of a knowledge structure supporting any belief or knowledge and the aimed results of them. The information and the number of users is so much in social networks and this situation reveals that the reflective thinking skills should take an active role in these networks.

In this study, it is aimed to bring out and compare the reflective thinking skills and profiles of the participants (member, student, educator or leader) in social networks. It would be an appropriate study that detection of the reflective thinking skills of individuals who use the social networks in terms of time variable since technology has been developed so fast and interaction in educational environments should be increased. A 28-item questionnaire was adapted and prepared to determine of 511 social network users' reflective thinking profiles in terms of the time variable. The obtained data were analyzed with statistical methods (t-test, frequency, percent) by using spss software.

Social Networks

Internet-based communication tools referred to as *social networks* that allows to get along with humans in spite of ethnic or cultural differences, to set up groups or share our thoughts, to reach information, and information or profiles of the users are fully or partially open other users in this formation specified limits on internet (Kayışlı, Hazar & Öztürk, 2011). The widespread use of social networks brings attractive ideas for most sectors together. In a study, it is determined that 73% of 5000 participants can be linked with social networks. Moreover, 32% of the participants follow minimum one trademark, 75% of participants control mails for network notifications and every shared message reaches an average 77 friends. Facebook is dominant in the 5 of 6 surveyed countries with 88% social network usage (url-1). Social networks have the ability to be used for teaching purposes addition to offered conventional services. It is claimed that over communicating on virtual environment directs the people to some negative characteristics like non-sociality and internet addiction. The numbers of social network platforms are increasing each passing day because it is commonly used by people (Sevindik, T., Kayışlı, K. ve diğerleri, 2011).

As the world's most widely used social network platform, facebook is available in more than seventy language translations and it continues service with aiming to cover all internet users. 87 percent of 100 people of internet users in Turkey are the members of facebook and number of Turkish users has reached 30.5 million. The number of social network users nearly about 800 million with 70 different langues and average friend number of the users is 130 according to the daha determined at the end of 2011 (url-2). The statistics belongs to twitter as the second in use of social network were explained in Conference of Webrazzi Digital and it is stated in this conference that there are 7.2 million singular member live in Turkey. 5.3 million of these members actively use this social network and 1.7 million Turkish tweet are being send every day. This situation correspondes approximately 20 tweet per a second. 53% of the users are male, 47% are female. Average number of followers is 151 as a value close to number of friends on facebook (url-3).

Reflective Thinking

According to Dewey, reflective thinking skill is to think actively, constantly and carefully of any subject. Dewey determined reflective thinking as *to think effectively, consistently and carefully of the information, any belief or knowledge support the results aimed by them*. In addition, Dewey (1933) presented the meaning of reflective thinking in four dimensions:

1.There is a sequence based on the relations between opinions on reflective thinking.

2.Reflective thinking aims to bring positive of the feelings.

3.Reflective thinking bases the belief to some of the basics.

4.Reflective thinking requires to do a conscious research related nature, conditions and basics of a belief (Doğan Dolapçıoğlu, S., 2007 ve Kozan, S., 2007).

In terms of dimensions expressed by Dewey, it has observed that individuals in social networks establish a relationship between his own opinions and different opinions, base these opinions to some foundations of relief and reflect their feelings again on the same platform. Dewey stated that the most important requirement of the society is to reflect what they have learned in school about life. A reflective practitioner is defined as an individuals who examine assumptions and applications as well as active and stable. The attitudes owned from reflective practitioners can be summarized as open-mindedness, sincerity and responsibility (ctd. Kozan, S., 2007).

Reflective thinking gains a new dimension with today's technology and the relational aspect of the ideas emerge on the virtual environment. Reflective thinking develops faster and effectively in indivuals with the use of social network platforms efficiently. In addition, it is thought that technology could be used as a powerful tool to support the reflective thinking. Reflective practices help to evaluate learning processes of learners with allowing them to be agents of their own learnings. In this respect, one of the supports for the student during the process of problem solving is to provide activities recognizing oppurtunity for reflective thinking and to create a stimulating and encouraging environment about this subject.

According to Dewey, problem is everything that confuse the human mind, challenge to human, obscure the belief and doesn't met before. According to Bingham, problem is obstacle that collected in order to achieve the desired goal of a person and against the existing forces. Morgan defines the problem as a conflict that is faced with frustration in achieving a goal of individual (ctd. Kozan, S., 2007). A lot of research take into consideration almost the same procedure after defining the problem. The stages of the procedure are to understand the problem with examining, perform solution plan, application of this plan and evaluation of the obtained results. It is expressed in these researches that computer softwares can be used effectively to solve problem and create an interactive environment. Based on their study, Harskamp and Suhre (2007) mentioned that thinking tips can be effective on problem solving processes of students especially in computer based education. In their research, they provided some activities as a support to reflective thinkings in order to reveal the differences between problem solving successes. They used a tool named thinking tips for supporting the reflective thinking. According to the results of this research, the experimental group is more succesful than control group (Kızılkaya, G., 2009).

MATERIALS AND METHODS

The universe of the study consists of Bitlis Eren University Tatvan Vocational High School Students who study in fall semester of 2012-2013. Randomly selected 212 females and 299 males totally 511 students create the sample of the research.

A reflective thinking scale developed by Doğan Dolağçıoğlu is adapted and used as a data collection tool. Measurement tool was ready to be implemented after adaption for the students of research group. The scale was applied to individuals using social networks on the internet by the researchers.

Spss 15.0 for Windows was used to analyze the data. Score ranges for the degree of participation in scale items are determined as follows: Completely agree: 4.21-5.00, Agree: 3.41-4.20, Partially agree: 2.61-3.40, Disagree: 1.81-2.60, Completely disagree: 1.00-1.80.

Frequency (f) and percentage (%) techniques were used for descriptive statistical analysis of the data related to personel characteristics. Reflective thinking profile of the individuals who use social network were compared by sex and, for this purpose, independent groups t test and variance technique was used for the time variable. In addition, significance level on data analysis was accepted as 0.05.

FINDINGS

In this section of the research, personel information of the students, results belong to student attitudes which obtained from reflective thinking scale and reviews of these are available. Findings obtained from the analysis of the research data are presented with tables. Table 1 shows personel information of students who are in the scope of this research.

Table 1. Statistically findings of students' personel profiles

Gender?	Frequency (f)	Percent (%)
Female	212	41,5
Male	299	58,5
How long are you using computer?		
0-12 Months	26	5,1
13-24 Months	46	9
25-36 Months	40	7,8
37-48 Months	81	15,9
49 Months and above	318	62,2
How many hours you use internet per a day?		
0-59 min.	98	19,2
60-119 min.	172	33,7
120-179 min.	92	18
180 min. and above	149	29,1
What is the reason for using social networks?		
Communication with friends	283	55,4
To obtain social environment	10	2
To make new friendships	24	4,7
To share information (source, video, audio, etc.)	155	30,3
Games and to spend time	39	7,6
Total	**511**	**100**

The findings related to attitudes which identified as a result of likert-type survey questions with responses of the individuals are included in Table 2.

Table 2. Findings related to attitudes

	N	x	SS
Question 1	511	3,8141	1,19913
Question 2	511	3,8278	1,12794
Question 3	511	3,9804	1,17307
Question 4	511	3,6301	1,21679
Question 5	511	3,5342	1,22647
Question 6	511	3,5186	1,24426
Question 7	511	3,4012	1,24204
Question 8	511	3,6732	1,13104
Question 9	511	3,4423	1,06830
Question 10	511	3,8454	1,09972
Question 11	511	3,3601	1,10591
Question 12	511	3,0372	1,20318
Question 13	511	3,4599	1,15549
Question 14	511	3,4207	1,08152
Question 15	511	3,7299	1,07076
Question 16	511	3,5323	0,88253
Question 17	511	3,8395	0,81028
Question 18	511	3,8591	0,84928
Question 19	511	3,8082	0,73459
Question 20	511	3,5577	1,13072
Question 21	511	3,5538	1,13955
Question 22	511	3,5362	1,06004
Question 23	511	3,5499	0,94400
Question 24	511	3,5205	0,96765
Question 25	511	3,6517	1,05347
Question 26	511	3,4090	1,11454
Question 27	511	3,4932	1,00169
Question 28	511	3,2681	1,10460

The results obtained with independent samples t-test about gender differences by using answers of participants are given in Table 3.

Table 3. According to gender variable

	Gender	N	X	SS	f	t	p
Question1	Female	212	3,5236	1,3435	509	-4,706	.000
	Male	299	4,0201	1,0392			
Question2	Female	212	3,5660	1,3350	509	-4,500	.000
	Male	299	4,0134	0,9121			
Question 3	Female	212	3,5896	1,3513	509	-6,601	.000
	Male	99	4,2575	0,9361			
Question 5	Female	212	3,1651	1,3823	509	-5,917	.000
	Male	299	3,7960	1,0274			
Question 6	Female	212	3,1415	1,4271	509	-5,961	.000
	Male	299	3,7860	1,0171			
Question 7	Female	212	3,1792	1,2452	509	-3,437	.001
	Male	299	3,5585	1,2175			
Question 11	Female	212	3,1698	1,0528	509	-3,307	.001
	Male	299	3,4950	1,1243			
Question 15	Female	212	3,5472	1,0632	509	-3,280	.001
	Male	299	3,8595	1,0588			
Question 18	Female	212	3,7217	0,9603	509	-3,105	.002
	Male	299	3,9565	0,7473			
Question 27	Female	212	3,6368	1,0281	509	2,747	.006
	Male	299	3,3913	0,9714			

Table 4 shows the results obtained with variance analysis (anova) for time of daily internet usage as an independent variable.

Table 4. The results of variance analysis for average time of daily internet usage

		Sun of Squares	f	Per squares	F	p	Significant differences *
Question 3	Between the groups	32,548	3	10,849	8,219	000	1-4,2-4
	Within the group	669,257	507	1,320			
	TOTAL	701,804	510				
Question 20	Between the groups	32,636	3	10,879	8,904	000	1-4,2-4,3-4
	Within the group	619,411	507	1,222			
	TOTAL	652,047	510				

p< 0,05

RESULTS AND DISCUSSION

It is determined from the responses of 211 females and 299 males participating in research that 62.2% percent of the participants have being used internet for more than 4 years. Similarly, daily internet usage is identified as 1-2 hours of 33.7% of the participants and 3 or more hours of 29.1% of the participants. The most widely used activity is social networks on internet and the aim of more than of the individuals that use these networks is to communicate with friends. Nearly 30% usage for information sharing is followed by them. Related data about these findings are available in Table 1.

According to attitude scale frequency information is given in Table 2, the average value of the participants' answers is nearly 3.58 *(agree)* as positive.

It can be seen in Table 3 that answers of females (x=3,5236) are obtained as *agree* and males (x=4,0201) as nearly *completely agree* to the first question "Teaching-learning process should be arranged depend on social network participants' capabilities and needs of individuals" of scale. A significant difference was found about the organization of teaching-learning process depend on needs according to these values.

Anwers of females are *agree* about (x=3,5660), males are nearly *completely agree* about (x=4,0134) for second question "Some activities should be performed in order to determine the level of social networks participants (exam, homework etc.)". In the same way, the answers given to the third question "The results of the activities to determine the level of social network participants' learnings should be evaluated" close to the first two questions on average, and there are some significant differences between these attitudes.

While the mean of answers given by females to question 5 "In social networks, teaching-learning objectives, issues, methods and techniques of assessment should be considered when deciding over and over again", question 6 "The issues in social networks should be processed in relation to their own lives of the participants" and question 7 "I praise the participants advocates their thoughts freely in the social network environment" is nearly x=3.15 as *agree*, the mean of the males' answers is nearly x=3.7 as between *agree-completely agree*. Some significant differences was determined about these three questions.

There is a significant difference about the question 11 "I follow carefully the teaching process of participants, shares and comments about the system disruptions, provide contribution with my comments" that females answers to this question is x=3,1698 as *partially agree* and males answers to this question is x=3,4950 as agree. The answers of the participants to question 15 "I evaluate my strenghts and weaknesses when i participate training in virtual environment" and question 18 "I ask to myself which changes can be performed when this course is repeated, and i share my comments on social network" are nearly x=3.6 as *agree* for females and nearly x=3.9 as *completely agree* for males. At the same time, significant differences are also available.

The answers to question 27 "I consistently perform sharing in order to trace my professional progress and see my incompletes" are in *agree* level (x=3,6368) for females and in *partially agree* level (x=3,3913). The significant difference shows that females are more enthusiastic about diary.

Significant difference in terms of time variable between participants who use internet 0-59 min. in a day and 180 min. and above can be seen Table 4 in p<0.05 level. While participants who use internet 180 min. in a day show attitude towards between *agree* and *partially agree* (x=3,6309) for "The results of the activities to determine the level of social network participants' learnings should be evaluated", participants who use internet between 0-59min. in a day show attitude towards *agree* (x=4,0816). In addition, participants who use internet between 60-119min. in a day show attitude towards *completely agree* (x=4,2558) and significant difference is available with participants who use internet 180 min. in a day (x=3,6309).

As a result of variance analysis, it is determined that participants who use internet between 0-179 min. show attitude towards agree but participants who use internet between 180 min. and above show attitude towards partially agree (x=3,1879) for "I think on alternative methods and perspectives" in terms of time variable. This situation can be interpreted as while the use of internet increase, individuals exhibit pause on thoughts and perspectives.

In the light of the answers given by the participants, reflective thinking skills are clearly seen in the attitudes of the social networks and it is concluded that they generally meet these skills. In the same way, the attitudes towards reflective thinkings about paying attention to criticism are in *agree*. This situation shows that criticism is generally accomplished. Additionally, it is determined that reflective thinking behaviors about self-ratings are generally occured as similar. This situation is the indications of criticism and being open to this. The reflective thinkings about problem-solving changes between agree-partially agree and it can be considered that there are some shortcomings about this point.

The capabilities about social network usage changes proportional to period of internet usage when especially considering time variable about this. Similarly, it can be said that reflective thinking skills also increase in parallel to increasing of dominance to social networks.

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ELT Teachers as Online Material Developers

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ABSTRACT

Online education has gained acceleration especially with the developments in ICT. This model of instruction is now widely seen in many fields, and language education is no exception. Nowadays, many institutions are giving language courses online. In ELT Departments, there have been material development courses for prospective English teachers. However, creating online materials is not an issue dealt effectively in these courses. There have been few books and articles providing information to ELT teachers about the material development process with a technology-oriented approach. As these teachers will most likely give online English courses in the future, the curriculum of these courses should include online material development issues. The aims of this study are to investigate the fundamentals of material development for online English courses and produce a set of practical recommendations to the teachers, in particular to ELT teachers.

Keywords: *Material Development, Online Language Education, ELT*

INTRODUCTION

With the emergence of internet, many universities or other educational institutions have attempted to carry their education online. Such a transition normally has brought about challenges for teachers to overcome. Teachers should have considerable knowledge about online education to perform effectively in this environment, because this new delivery model has marked differences when compared to traditional educational settings. One of these differences is related with the delivery of the content and the material type. The content in online education is not provided only with text-based materials. Using only text-based materials such as *Pdf* or *Word Document* is not an appropriate and effective way for online education, because technology gives us many opportunities to enrich materials with animations, simulations, audio and video components, hyperlink etc.

Many languages have been taught through distance education (Adıyaman, 2002) and English is no exception. The field of English language teaching requires the adoption of technology more when compared to other disciplines (Kartal, 2005). The materials used in English Language Teaching (ELT) are one of the most important components of instruction. In addition, they pave the way for effective teaching and learning in language education (Núñez Pardo & Téllez Téllez, 2009). Language teaching in online settings has wider opportunities in terms of material development. These materials can be more effective with the use of advances in computer technology, raising the degree of interaction between the content and the student.

English teachers have always supported their students by adapting the materials they use or developing new materials to fulfill the specific needs of them. In fact, ELT departments of universities in Turkey have been offering material development courses in their curriculum to train English teachers since material development is an important part of being an effective language teacher. However, there have been few books and articles providing practical information to English language teachers about the material development process with a technology-oriented approach. This study has attempted to provide practical guidance for English language teachers on the material

development process by bearing in mind the opportunities offered by ICT.

Roles of Online English Teachers

The transition from a traditional language classroom to an online language-teaching environment has influenced the roles of the language teachers considerably. Online English teachers have assumed a different role in this environment; they become the sole developers of their course materials to a certain degree. However, material development is a challenging and demanding task. Besides having the knowledge of material development for online courses, it is necessary for online English teachers to have basic computer skills to achieve their roles as online teachers.

Online teachers should be well aware of their changing roles in online settings. Especially, when material development is considered, online English teachers have more responsibilities for the development of their course materials. In traditional English teaching settings, they mostly use the course books of the publishers and support-packs of these books. However, in online environment, English teachers cannot use text books or their digital version mostly due the copyright issues. Moreover, they should design and develop their materials according to the new delivery method that is different from the traditional one. At this point, they actually need to know online material development principles. In their list of the skills of teachers in distance education, Schlosser and Anderson (1993) suggested that designing and developing interactive materials with recent technologies and organizing the teaching resources for independent study are necessary skills for teachers.

Online English Materials

Materials are important resources for distance learners to achieve effective learning (Mutiara, Zuhairi & Kurniati, 2007). In online English teaching, the materials used are one of the essential components of instruction. According to Jones (1999) and Soo and Ngeow (1998), text-based materials are the dominant part of any computer assisted language teaching course (cited in Blake & Delforge, 2004). This is also the case for most of the online English courses conducted in universities, particularly in Turkey. However, using just text-based materials such as *Word Documents* or *Pdf* in online English courses makes no difference. In other words, if this type of materials is seen as online education, then it can be concluded that despite all the advances in ICT, distance education is still in its *crawling period* that was conducted through posting letters at the beginning.

In distance education, we can talk about three types of interaction: student-instructor; student-content; and student-student (Moore, 1989). Since materials are an integral part of online language instruction, the interaction between the students and content should be provided properly. If this interaction is achieved, it will have substantial benefits for the students. The advances in ICT have made it possible to develop online English materials more interactive, motivating and engaging for the language learners. Therefore, adding multimedia elements to online English teaching materials should be considered as an indispensable part of online material development process. With such an approach, the materials used in online English education can provide the desired benefits. These materials should have interactive properties that provide the utmost benefit for the students where and when there is no support of the teachers. In other words, d*istance learners* deal with the materials alone. Therefore, the materials should *speak to them*, that is, the materials should present the content appropriate for self-study, allowing students to understand the content independently.

Online materials are advantageous when compared to those text-based materials in traditional learning-teaching environment. They are easily updatable. This will also reduce the cost of developing the material from scratch again. Updatability is an important aspect of online materials. If language teachers feel a need for a change in the material depending on the needs and level of the students, they can easily adapt the material. This can save time, money and energy.

Guidelines for Designing Online English Materials

Developing materials for online teaching is a demanding task. Online English teachers should be aware of some principles related to online material development. The guidelines can be the product of experimental studies and experiences of experts in the field. Howard and Major (2004; 104-107) have listed some of the guidelines for effective English materials. The underlying point in this guideline actually depends on the general principles in the field of language education. This list includes some sound recommendations for material development in language education, in particular English Language Education. The list includes the following guidelines;

English language materials

should be contextualized,

stimulate interaction and be generative in terms of language,

encourage learners to develop learning skills and strategies,

allow for a focus on form as well as function,

offer opportunities for integrated language use,

should be authentic,

link to each other to develop a progression of skills, understandings and language items.

should be attractive.

Tomlinson (2010) in his book chapter titled as "Principles of effective materials development" has adopted a similar approach while listing the principles of material for language education; however, he also gives some practical guidance to the material developers. He first mentioned about the principles of language acquisition from the literature, and then gave the related material development principles depending on these principles. His study is comprehensive and includes an in-depth analysis of the related literature. Some of the principles he listed are as follows:

Materials should contain enough spoken and written text.

Materials should include authentic language.

Language input in materials should be contextualized.

Learners should be exposed sufficient samples of language in authentic use.

Materials should include activities that provide critical thinking and encourage learners to visualize.

Materials should include interesting and engaging tasks.

Materials should provide learners to produce the desired outcomes.

Materials should provide a link to other subject areas.

Developing the online material for English teaching is mainly the responsibility of the online instructor. Online English teachers should have a robust knowledge about the language acquisition theories and material development principles derived from these theories. However, language teachers are also in need of practical recommendations in the process of developing online materials. The following list includes the practical recommendations to the teachers while developing online materials:

Using text-based material: Online education is not just delivering the content with solely text-based materials such as *Pdf* or *Word* document to the students. Teachers should use this type of materials where appropriate. However, it is good to add some multimedia elements into text-based materials to enhance their effectiveness. Supporting text-based materials with visuals has a positive influence on the student's performance (Seghayer, 2001).

Linking within the material: Teachers should give hyperlinks within the material for words, phrases, video or audio components and direct the students to explore the subject matter. They should also give links to outer sources for supporting the content in their material.

Using web pages on the Internet: Teachers should browse the web for quality materials fulfilling the aims of their lessons and make use of them where appropriate. On the Internet, there are activities, videos, exercises and learning objects that teachers can easily integrate into their materials. While doing this, they should pay attention to

copyright issues.

Using videos: Teachers should use the videos that they prepare or videos from the video-sites such as *youtube.com, ted.com, schooltube.com, learner.org* etc. With these videos, they have a chance *to bring the world to their students*. The videos should not be used as they are. Teachers should add transitions, comments and quizzes on these videos in order to make them more engaging, attractive and motivating. These videos should be kept short; 5 to 15 minutes. Adding hidden words to various parts of the videos is a good way for teachers to check whether their students watch the video.

Using authoring tools: Teachers should know how to use authoring tools to combine texts, images, video and audio to develop a more effective teaching material. They can also get help when necessary since they are not expected to be computer experts. With the help of authoring tools, the developed material will be more motivating.

Using Web 2.0 tools: On the internet, there are many freely available tools called Web 2.0 tools, for developing online materials. Teachers should behave as *a web-watcher* for these tools and integrate some of the appropriate ones into their materials for improving their effectiveness. Some of these tools can be listed as *wallwisher, jogtheweb and voxopop*.

Having knowledge about LMS: Learning Management System (LMS) is a requirement for online education. With LMS, in addition to many things not within the scope of this study, the delivery of the content to the students can be conducted in an organized way. Whether software or a freeware, teachers should know the properties of LMS they use and opportunities provided to them with this system. The properties of the LMS have influence on the materials developed by the teachers to a great degree. Moreover, teachers can also convert their face-to-face courses into online courses with freely available ones such as *engrade, edmodo* or *schoology.*

Using Presentation Tools: Teachers should use multi-media elements even in a simple presentation. For instance even a *PowerPoint* presentation can include video, animations and audio elements. This presentation will most likely be more motivating for students, because it does not include only the text.

Using Communication Tools: In online education environment, communication tools such as forums, messages, discussions and chats can be accepted as online materials. For this reason, teachers should plan the communication in a way that helps the students understand the subject matter better.

Using Videos from Virtual Classroom: Virtual classroom is to some degree a substitute for classroom teaching. It enables live teacher instruction and feedback. These online classroom can be recorded as videos and these videos can also be used for further teaching activities. For this reason, preparation to virtual class is important for the instructor. The video is a valuable material since it includes the interaction between the teachers and the students. Students can learn a lot from these videos while re-watching it.

Using a Template; In online material development, teachers should develop a template, allowing consistence between the materials they develop. This template may have flexibility to some extent in order not to bore the students. It may also help teachers speed up the material development process with its structured appearance.

The practical recommendations for the development of online language teaching materials above depend on the researcher's experiences in online teaching and material development for online English courses. Therefore, they can serve as practical guidelines for language teachers in the material development process for online language courses.

DISCUSSION AND CONCLUSION

Materials play a key role in language education. In online language education, materials are essential part of the learning and teaching processes. In traditional classroom settings, materials are mainly text-based and static (Cruz, Boughzala & Assar, 2012). However, in online education, interactive materials can be developed for creating better learning opportunities. In this learning and teaching platform, the responsibility of material development is mostly on the shoulders of the teachers. Therefore, language teachers should have the necessary skills for developing effective materials. To achieve this, teachers should have robust knowledge of the general and online material development principles. Practical knowledge for developing online language materials is also a requirement for the language teachers.

ELT departments training English language teachers have been using a program consisted of three components including language, science and practicum (Rahimi, 2008). Material development is in the scope of science and practicum component. In these components, prospective English teachers are taught about the material development

principles depending on the theories of language teaching. Moreover, in the practicum component, they learn how to evaluate language-teaching materials and make some observations. However, practical knowledge about material development for online courses is the missing part of this training. Considering the increase in the number of online language courses provided by many institutions, schools and universities, online material development should be given the required importance in ELT departments. The responsibility of these departments is not just to equip the prospective English teachers with theoretical knowledge, but also to equip them with the practical knowledge that are also the products of the principles depending on those theories. Teacher education departments should maintain the fine balance between theory and practice. In other words, reshaping the teacher education should start with constructing a bridge between theory and practice (Rahimi, 2008).

Prospective ELT teachers should be trained as online material developers. Because, all throughout the language teaching adventure, ELT teachers have been participating in the process of developing teaching materials; they adapt the materials they use, modify them or create them from scratch depending on the needs, levels, ages and interest of their students. However, this time, in online language education, teachers are in need of those skills more than ever. According to Rahman (2006), no materials for distance education can be developed without special training. Therefore, it is necessary to equip English teachers with online material development processes. To this end, curriculum of ELT departments should pay special attention to this subject. While doing this, emphasis should not only be on the principles of material development but also the practical knowledge depending on implementations of these principles. In other words, a technology-oriented approach to design and develop online language teaching materials should be integrated into material development courses.

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Interpretive Structural Modeling Of Mlearning Curriculum Implementation Model Of English Language Communication Skills For Undergraduates

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ABSTRACT

In the field of distance education, learning mediated through mobile technology or mobile learning (mLearning) has rapidly building a repertoire of influence in distance education research. This paper aims to propose an mLearning curriculum implementation model for English Language and Communication skills course among undergraduates using Interpretive Structural Modelling (ISM) technique. The model was constructed to complement the formal in-class learning in view of mLearning as a solution to cater the diverse undergraduate language learning needs. The ISM technique was used to integrate selected expert views to develop the model which was generated through ISM software. The model consists of a network of mobile language activities and in-class activities determined prior to the development of the model through focus group activity. Findings of the study resulted in an interpretive structural model of a network of mobile language activities weaved into in-class activities which could dynamically illustrate how undergraduate language learners with different learning needs could be solved collaboratively via mLearning. The model was further evaluated to be refined by the experts. Interestingly through the evaluation, the experts found out that the activities in the model could be classified into three main domain: Knowledge Input activities, Enabling skills activities, and Evaluation and Reflection activities without disrupting the relationships among the activities. Based on the relationships, the activities were also categorized into four groups: Independent activities(n=9), Linkage activities(n=3), Dependent activities(n=12), and Autonomous activities(n=0) according to their driving power and dependence power. This categorization of the activities further complements the domain classification of activities in guiding the curriculum implementers through how an activity or a group of activities influence or depend on other activities which is vital, for example in determining sets of appropriate mobile learning and in-class activities for a particular lesson to fulfill the course outcome in optimally aiding more students to achieve their individual learning targets.

Keywords: *Learning, Interpretive Structural Modelling, curriculum implementation model, communication skills*

INTRODUCTION

Language learning differs from other subject in the curriculum as learning a language requires integration and fluent application between the explicit learning of vocabulary and language rules with unconscious skills development (Milton, 2006). This implies that language learners need to master both grammatical knowledge and fluency. As it may be feasible to acquire knowledge in grammar in the formal classroom, it is not always true for fluency. It is often difficult to provide enough time and space in the classroom for every students to develop fluency especially a few hours of lessons per week may fail to provide meaningful exposure required for all students to learn. The general large numbers of students in a language class in the higher education would further limit individual students' contact hours with their lecturer. To add to this difficulty, most language instruction is still based on drill and exercise principles, discarding fluency and language competence out of classroom practices. In the universities, English courses offered consist of two major types: a) English for competency (EFC), for example English as a Second Language (ESL), English as a Foreign Language (EFL), English as Additional Language (EAL) and others; b) English for Specific Purposes (ESP), for instance Business English, English for Science and technology (EST), Professional and Communicational Skills, and others. Except for students who opt for EFC as their major field, most of the English courses for students who chose to have their major in engineering, medicine, business, science, law, philosophy, psychology, and other fields would be offered ESP which generally aimed for professional conduct of students for future job environment in their respective field. The main ESP courses would be based on communication skills (both in writing and in speaking skills). Undergraduate students are expected to be proficient in written and spoken language as the nature of ESP concentrates more on language in context related and integrated in their subject matter compared to EFC which focuses especially on grammar and language structures. However, due to factors like time and lecturer-student ratio, ESP lecturers generally would hardly commit in solving students language proficiency problems, instead, fulfilling the university ESP syllabus. Often, students who are still chained to their inability to express themselves competently compared to their peers who are more proficient in English language would have to deal with their handicap while undergoing their required undergraduate ESP courses. They would have to struggle harder in making sure there are no fundamental grammatical errors at undergraduate level in submitting their English academic articles, or no unacceptable mispronunciations and grammar slips in presenting their oral presentations. Ideally compared to their more proficient and competent peers, the less proficient and competent students would need more time, space and personal guidance or tutoring to help them to at least be able to perform appropriately in class and later in future job environment. However, as indicated here, it is not possible for the lecturers to fulfil these students' needs due to time and logistic constraints.

Since mobile devices and technology which are readily afforded by the present generation of students, interaction among them is facilitated by social networking unlimited by time and space. Interaction among students of new generation has taken a new form where personal data and mutual interests could be shared and published through robust social softwares ((Isman, Abanmy, Hussein, and Al Saadany, 2012). Mobile Learning (mLearning) or learning mediated through mobile devices and technology coupled with robust mobile interaction environment could offer a viable solution to students to access aid in fulfilling their learning goals or solving their language learning problems. In addition, past researches have evidently stressed on the positive effect of mLearning on students' learning. For example, a mobile learning tool (MOLT) developed by Cavus & Ibrahim (2009) shows that undergraduate students enjoyed and are able to learned new vocabulary using Short Message Service (SMS) text messaging through their mobile phones. It is even indicated in another study that mobile phones is more effective as a vocabulary learning tool compared to traditional vocabulary tool (Basoglu & Akdemir, 2010). Besides these, other past researches has evidently pointed out that mLearning is very effective in teaching and learning. In one study conducted by Saran Cagiltay and Seferoglu (2008), mLearning via mobile phone is found to enhance students 'language skills in the English Language with the incorporation of multimedia use mediated by the mobile device. Students are reported to be more motivated to learn the language even during their leisure hours. The study also revealed that MMS and SMS aided effectively in improvement and retention of vocabulary among the students. Another interesting study involving illiterate students found mLearning as a key success in the ability of the students to read and write (Collet & Stead, 2002; Traxler, 2007).

In the context of the study described in this paper, through synchronous and asynchronous mobile communication, students could gain help in improving their language competence through social networking beyond classroom hours anytime and anywhere. The flexibility of learning which allow students to participate and manage their own learning here stresses the role of the online environment (Isman, 2004) provided by the mobile communication technology. To add, through mLearning as complement to formal classroom learning, students could facilitate own learning (learner's autonomy) and indirectly allowing a sense of ownership. Sense of ownership is about giving choices in learning and this motivates students to learn as they could do things which they chose to rather than being told to do so (Truby, 2010; Dlodlo, Tolmay, and Mvelase,2012) although this means that the customary role of

teacher-student is challenged where students take charge of the learning process instead of the teacher (Isman et al, 2012).

In short, in this study, employing mLearning not only could be regarded as a complement to formal classroom learning but also to augment classroom learning (Quinn, 2011; Terras and Ramsay, 2012). Learning activities which are engaged in the classroom could be continued and developed through mobile interaction beyond classroom walls and time, facilitating more students to fulfil course learning outcomes despite of students' individual different learning needs. As a solution, mLearning could help more students especially the low achievers to improve their language competence and communication skills. However, how mLearning is viable as a solution would depend on how it should be implemented. Thus, holding to the idea of mLearning as a solution to aid students to achieve their language learning needs, this study seeks to develop an mLearning curriculum implementation model to overcome language learning needs in an English communication course among undergraduates. The curriculum implementation model would consist of a network of language learning activities connecting both mobile language learning activities and formal classroom activities. The language learning activities would be selected by a panel of experts. Identifying the activities alone is not adequate without determining the relationship among the activities in guiding both teachers and learners to fulfil course learning outcomes through collaborative interactions. However, determining the appropriate learner's activities in mobile environment alone especially in augmenting formal classroom learning could prove a daunting task as the learning situation is complex and dynamic. It would require a great deal of time and commitment to investigate each activity proposed before it could be selected. The task would further become complex as the relationships among the activities selected need to be investigated in order to produce practical guide for implementers to implement a mobile learning language initiative to aid learners to achieve their learning goals. Thus, based on the circumstances discussed above, Interpretive Structural modeling (ISM) (Warfield, 1982) was employed because not only it could facilitate investigation into the relationships among the learning activities but an overall structural model could be extracted based on the relationships for the intended mLearning curriculum implementation.

Theoretical Framework

In the development of the mLearning curriculum implementation model, this study employs Vygotsky's Zone of Proximal Development (ZPD) (1978) as learning theory to guide how undergraduate students seek and gain assistance in the mlearning process through interaction. ZPD is one of the three major themes in Vygotsky's Social Development Theory (1978). According to Social Development Theory, Vygotsky envisages that social interaction precedes development where consciousness and cognition is the end product of socialization and social behavior. Vygostky defines the ZPD as "The distance between the actual developmental level as determined by individual problem-solving and the level of potential development as determined through problem- solving under adult guidance or in collaboration with more capable peers" (Vygostky, 1978:86). In other words, referring to Figure 1, ZPD is the distance between the most difficult task someone can do alone and the most difficult task someone can do with help (Vygotsky in Mooney, 2000:83).

Figure 1. Zone of Proximal Development

In his theory, Vygotsky stresses that interaction is vital for a learner in the edge of learning where the learner can benefit from the interaction to enhance his or her learning achievement. He stresses that interaction between the learner and other more skilful peers could effectively aid in developing the learner's skills and strategies. In the context of this study, lecturers may include cooperative language activities where skilful peers could help less

competent language learners within the learners' zone of proximal development. Now, these more skilful peers are what Vygotsky terms as the More Knowledgeable Other (MKO). MKO is an important concept that relates to the difference between what a student can achieve on his own and what the student can achieve with the guidance and encouragement from a more skilled partner. This concept implies that not necessarily higher interlocutors such as lecturers or instructors but other students qualify to be the MKO too. However the MKO may not necessarily be in human form. As an example of this, John Cook (2010) presents an augmented context for development mediated by mobile phones in reconceptualizing Vygotsky's notion of ZPD. He argues that the context of learning for the century is augmented and accelerated by mobile devices and technologies through new digital tools and media. This actually supports augmentation as a fundamental way in conceptualizing mLearning (Metcalf, 2006 in Quinn, 2011; Quinn, 2011).

In order to guide the selection of appropriate mobile learning language activities for the model, the study employs the SAMR model developed by Ruben R. Puentendura ( ). The model was developed by Puentendura to view how one should use or incorporate educational technology. It is also a system to measure the level of technology usage in education. The model aims to assist teachers in the design and development of technology based learning to enhance learning experiences among students to reach their highest potential. The model consists of 4 stages: Substitution, Augmentation, Modification, and Redifinition as shown in Figure 2. Coincidentally, SAMR itself is an acronym of the stages.
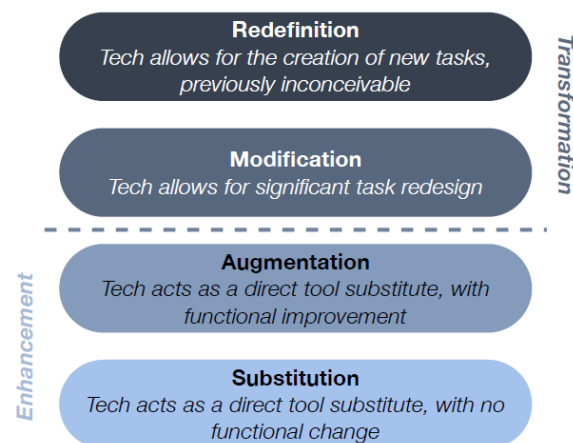
Figure 2. SAMR model

The model is employed in this study in view of sustainability incorporation of technology in education. From the model, we could understand that if a technology is employed merely to do the same things differently, the level of use is only at substitution level. For example, if the current practice involves students referring to science articles from books for information, and if this practice is replaced by referring the articles on websites using a computer, the level of technology use is only at substitution level. The use at this level though is essential may not sustain once the novelty of referring to the internet information wears off. This explains why certain technology incorporations in the formal classroom in the past only sustain for a short period as the use of technology were not developed to higher level of use based on the SAMR model (Figure 2). The authors proposed the selection of mLearning activities by the experts to be guided by the model to determine activities which satisfy all levels of use in the model to incorporate better mLearning in mainstream learning.

METHOD

The focus of this research is the development of Interpretive Structural Mlearning Curriculum Implementation Model of English Language Communication Course for Undergraduates. The development of the implementation curriculum model is based on the integrated view and decision of a panel of selected experts. Thus, the study employs the Interpretive Structural Modelling(ISM) to develop the model. ISM was first proposed by J. N. Warfield (1973a; 1973b; 1974a; and 1976). Warfield (1982) described ISM as "a computer-assisted learning process that enables an individual or a group user to develop a structure or map showing interrelations among previously determined elements according to a selected contextual relationship'. It could also be viewed as a management

decision-making tool that interconnects ideas of individuals or groups to facilitate thorough understanding of a complex situation through a map of relationships between many elements involved in the complex decision situation (Charan et al, 2008). ISM is interpretive because it involves judgment whether there are relationships among elements and if so how they should be connected. The method is structural because an overall structure could be generated using the relationships among the elements. Finally, it is a modeling technique because the overall structure and the relationships among the elements could be illustrated in a graphical model. The various steps involved in the ISM technique are:

Identifying elements which are relevant to the problem or issues. In this study, the authors employed a modified Nominal Group Technique (NGT) to identify the elements. The classic NGT (Delbecq, 1975) is an iterative process to integrate multiple individual opinions to reach a consensus in prioritizing issues. The modified NGT employed by the authors begins with a short survey of pre-listed mlearning activities. Not only the list offers a description of the scope of the outcomes the study, it guides the experts a starting point of idea to begin with. This shortened the NGT process from 4 hours to 90 minutes. In response to the survey, experts could agree or disagree with the list of activities. The activities which reach positive consensus would be included in the model. The experts would then present additional ideas on the activities which deem fit for the model. In the scope of this study, in developing a model for English Language Communication Course for Undergraduates, the authors chose to develop it for 'Professional Communication Skills (PCS)' course, an undergraduate English Language course offered by a private university. It is a compulsory subject to be taken in fulfillment of a four year undergraduate study among engineering students. This course emphasizes the theory and practice of professional communication at the interpersonal level, in teams and to a large group. The course serves to build upon the students' academic and professional knowledge acquired through other core engineering or technical courses and aim to enable them to be highly effective in expressing themselves and in imparting their professional and technological expertise in a variety of jobs, business and professional settings. The modified NGT involves selected experts from the university as well as from other institutions. The experts consist of four (4) Content Experts who are course instructors of PCS from the private institution, two (2) Information Technology or mLearning experts, one policy stakeholder of the institution and one curriculum expert.

Determine the contextual relationship and relation phrase with respect to how the learning activities (elements) should be connected with each other. The contextual relationship defines what is to be accomplished (goal) and any boundary conditions or constraints along the way. In other words, the context provides focus on how the learning activities need to be connected while constructing the ISM. The PCS course outcomes were used to determine the context for the relationship of the activities. As a reference, the course outcomes were:

At the end of this course, students should be able to:

apply the principles and practices of professional oral communication skills.

present information confidently, accurately and fluently in a variety of professional, business and social settings.

persuade effectively in a variety of professional, business and social settings.

communicate interpersonally, and work effectively individually and in teams.

In short the course outcomes aim to produce students who are competent in the language and effective as communicators in the professional settings. The relation phrase determines how the relationships between learning activities are analyzed during construction of the ISM. The contextual relationship and the relation phrase were determined by the consensual experts' opinion on how the activities (elements) should be connected.

Develop a structural self-interaction matrix (SSIM) of the learning activities which shows the connection among elements. This was conducted using the aid of ISM software. Pairs of elements would be displayed by the software to allow the experts to decide through voting on the relationship before the next pair of elements was displayed. This process was repeated until all the elements being paired for relationship.

Generate the ISM model. This was done by the software after the pairings of elements was successfully conducted. The software derives the model based on the concept of pair wise comparison as and transitive logic. Transitive Logic states that for any 3 elements (A, B, C) with a given relation when:

• A has the relation to B, (written $A \rightarrow B$),

• And B has the relation to C, (written $B \rightarrow C$), • Then A has the relation to C, (written $A \rightarrow C$ or $A \rightarrow B \rightarrow C$).

The model was then being reviewed by the experts to check for conceptual inconsistency and making the necessary modifications.

The final model was then presented after the necessary modifications were made.

Figure 3 shows a flowchart of the steps presented above to describe the methodology used for this study.

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┌────────────────────┐      ┌────────────────────┐      ┌────────────────────┐  ┐
│  Step        1-    │      │  Step        2-    │      │  Step    3-        │  │   Identifyi
│ Identifying elements for │→ │ Determine          │  →   │ Develop    SSIM    │  │   ng elements and
│ the model via Nominal    │  │ Contextual   phrase │     │ using        ISM   │  │   develop SSIM
│ Group Technique          │  │                    │      │                    │  ┘
└────────────────────┘      └────────────────────┘      └────────────────────┘
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┌────────────────────┐      ┌────────────────────┐  ┐
│  Step        5-    │      │                    │  │   Develop
│ Reviewing   the model │ ← │   Step 4-          │  │   mLearning
│ for concept consistency │  │   Generate ISM     │  │   Curriculum
│ and making necessary  │  │                    │  │   Implementation
│                       │  │                    │  ┘   Model
└────────────────────┘      └────────────────────┘
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┌────────────────────┐
│   Step 6-Final     │
└────────────────────┘
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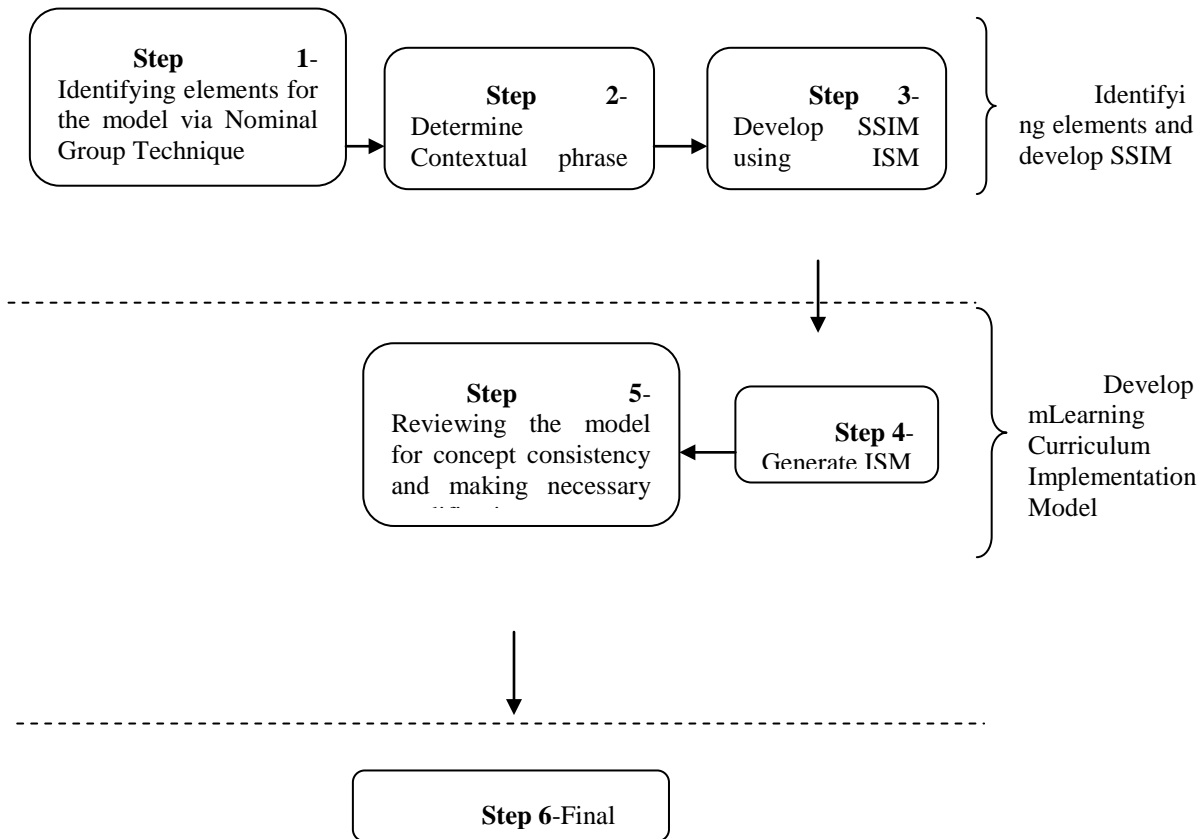
Figure 3. Flowchart of development of mLearning curriculum implementation model

RESULTS
Findings From Step I

Table 1 shows the experts collective views on the learning activities which should be included in the development of the mLearning curriculum implementation model via Nominal Group Technique.

Table 1

Experts' agreement on the elements (learning activities) to be included in the mLearning Curriculum Implementation model.

Learning activities		Median	Mode	IIQR
1)	Attend in-class lectures on effective communication.	5	5	0
2)	Access and listen to lectures about effective communication on podcasts through mobile devices.	5	5	0
3)	Search and browse for information on effective communication, competence and technical use of devices through mobile devices.	5	5	1
4)	Listening to or reading online micro information on effective communication, competence (grammar) or technical use of mobile tools and devices through 'push' technology via mobile devices.	5	5	1
5)	Develop 'mobile tags' for information and knowledge on communication, language competence and technical use of mobile devices via QR code or social bookmarkings.	5	5	0
6)	Record and upload presentations to illicit comments from lecturers and peers via mobile devices	5	5	1
7)	Video conferencing with other students and/or the lecturer via mobile devices to improve communicative and competence skills	5	5	0
8)	Online group discussions on task given by lecturer via mobile environment.	5	5	1
9)	Establish 'learning contract' to be fulfilled through both in-class and informal (online and mobile) learning activities	5	5	0
10)	Forming separate online small groups (social blogs) to discuss shared topics in-class or mobile	5	5	0
11)	Forming separate online small groups (social blogs) to discuss and solve shared problems in language, communication or presentation.	5	5	0
12)	MENTORSHIP to help students or group of students by lecturer or by other more capable	5	5	0
13)	Synchronous or asynchronous mLearning FORUM on specific communication or competence issues	5	5	1
14)	Collaborative redesign of in-class language activities to improve communicative or competence skills	5	5	0
15)	Collaborative redesign of method to improve specific communicative or competence skills	5	5	0
16)	Playing mobile language games either individually or in groups.	5	5	1
17)	Learning through modelling	5	5	0
18)	Search and browse information for content to be used for presentation materials	5	5	1
19)	Synchronous online evaluation on students' presentation through mobile devices by the lecturer	5	5	0
20)	Synchronous online evaluation on students' presentation through mobile devices by other students	5	5	0
21)	Asynchronous online evaluation on students' presentation through mobile devices by the lecturer	5	5	1
22)	Asynchronous online evaluation on students' presentation through mobile devices by other students	5	5	0
23)	In-class evaluation on students' presentation by the lecturer	5	5	1
24)	Reflection on what students have learned and establish new learning target to develop new or higher communication/language skills	5	5	0

*IQR- Inter-quartile range

Based on the Table 1, The Nominal Group Technique session reveals that the experts consensually agreed on all the learning activities (elements) as listed in the table for the construction of the structural model:

Findings from Step 2- Based on the PCS course outcomes and the learning activities agreed upon, the experts identified 'In order to enable more students especially the lower performance ones to be language competent and effective communicators, the learning activity MUST be conducted BEFORE learning activity…' to guide through the SSIM process as the contextual phrase for the study while the phrase 'MUST be conducted BEFORE' is the relation phrase to relate the elements of the model.

Findings from Step 3, 4, 5, 6- These steps aims to develop the model through experts' decision on the relationships of the elements using pair wise technique with the aid of the ISM software as discussed earlier in the methodology section. After the model being generated, the model was reviewed by the experts and the final model is shown in Figure 4 below.

Although mLearning could be used to deliver full courses, but the primary advantage of mLearning is about performance support and complementing learning (Quinn, 2011). In line with this concept, the model should be a guide on how formal classroom learning and informal mLearning could be bridged as a solution to a wide range of learners' learning needs in undergoing a language course like Professional and Communication Skills Course (PCS)-an undergraduate course which was selected by the authors for the study. The model is structural in nature which was developed interpretively by experts constructed through a network of relationships among the learning activities identified as elements of the model. The relationship among the activities was based on the contextual phrase and the relation phrase determined earlier in step 2 of the study. The learning activities, the contextual phrase, and the relation phrase were determined according to the course outcomes of the PCS.Briefly, the model can be divided into three domain of implementation of activities: a) the Knowledge input activities; b) the Enabling skills activities; and c) the Evaluation and the reflection activities. Based on the contextual and the relation phrase (as mentioned in findings of Step 2), the arrows show the flow from one activity to another activity as sets of sequence activities in the implementation of the three domains which interrelated with each other to form an overall structure of sequence

activities for the whole mLearning curriculum implementation. For example, activities 9 or 10 need to be conducted before activities 8, 16, and 17. The activities which share a single box such as learning activities 1 and 5, 7 and 18, 6 and 13, and 19 and 23 means that the activities could be conducted in any sequence or concurrently as the pairs of activities complement each other.

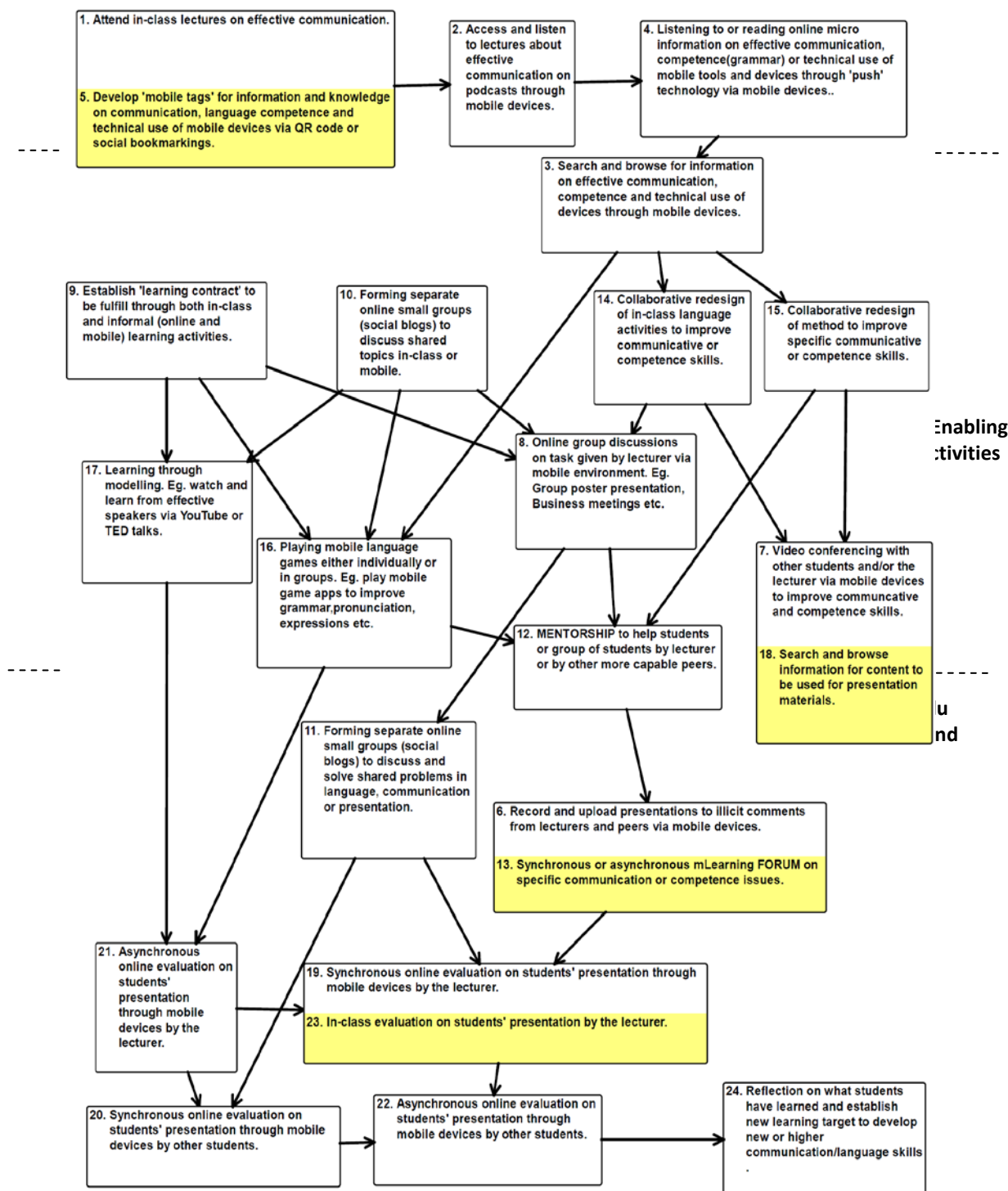**Knowledge Input Skills activities**

Figure 4. Interpretive Structural Modeling(ISM) based Mlearning Curriculum Implementation Model of English Language Communication Skills for Undergraduates

DISCUSSIONS

Based on Figure 4, activities 1(Attend in-class lectures on effective communication) and 5 (Develop 'mobile tags' for information and knowledge) are positioned highest in the Knowledge Input domain together with activities 9 (Establish learning contract) and 10 (Forming separate online small groups (social blogs) to discuss shared topics in-class or mobile) which are in the Enabling Skills domain. These activities are the most preliminary activities which need to be conducted before other activities as other activities depend on them. Knowledge input is about delivering content. Though mLearning could be about content delivery, but it is not everything about content (Quinn, 2011). According to Quinn, as it is interactive, mLearning should be more on communication, connecting learners with the right people and resources when and where it is most needed. In learning instruction, it is critical in giving help to learners when and where it is needed and this is the main advantage of mLearning over other technology-based learning. Coincidently, parallel to this concept of mLearning, activities 10 and 9 are more on establishment of communication ground among learners through forming online social blogs and self-management of learning process via learning contracts. These are the activities proposed to be conducted at the beginning of the mLearning curriculum implementation before other activities. Thus, the course instructor could opt to conduct these activities (9and 10) concurrently with content delivery (activities 1 to 5).

Another important point that we could observe is that learning activities 1 to 5 and 9 to 10 as discussed above are integration of formal and informal learning. This is important because mLearning is also about creating a seamless space in bridging formal and informal learning (So, Kim, & Looi, 2008). For example, activity 1 is an in-class formal learning activity but pairing with it is activity 5, an informal learning activity where students collaborate to develop knowledge inputs in the form of mobile tags. This in a way complements the formal learning activity 1, where students assist the lecturer in augmentation of input through mobile context. Though the content in activity 5 could be accessed informally, but the activities to develop the tags could be done as formal learning if it is conducted in-class. However, as discussed earlier, what is more important than content delivery are the learner centeredness and communication aspects to the learning activities in augmenting formal learning experience as proposed through learning activities 9 and 10. While activity 9 allows learners' autonomy to manage own learning experience through learning contracts, activity 10 establishes online communication ground, for example through social blogs among learners to extend in-class discussion anytime and anywhere, not only to obtain information but also in collaborative negotiation of knowledge.

Coincidentally, collaborative negotiation of knowledge strives in continuous communication and here mLearning would serve as an ideal medium (Zijian, G. and Wallace, J.D., 2012). In terms of connection with subsequent activities in the model, these activities (activities 9 and 10) set as a vital precedent in overall successful implementation of mLearning. For example, the establishment of social communication environment in activity 10 is important as grounding for the implementation of activities 8 (Online discussions on task given), 16 (collaborative online language games), 12 (Mentorship), 7 (Video conferencing among learners), 6 (Record and upload presentations to illicit comments), and evaluation activities (activities 19 to 24). In short, preliminary activities (1, 5, 9 and 10) are the most important activities as they have great influence on other learning activities. These activities are situated at the top part of the model (Figure 4) either as Knowledge Input activities or Enabling skills activities.

Referring back to the model in Figure 4, the activities 8(Online group discussions on task given) and 12(Mentorship) positioned at the centre of the model have the most activities leading to them and also the most activities depending on them. These activities could be grouped as Lingkage activities. In other words, they play an important role in connecting the precedent activities and the subsequent activities together. For example, before online group discussions on task given by lecturer (activity 8), online social groups (activity 10) need to be formed first. Based on the model too (Figure 4), the conduct of online group discussion also depends on the competence and communication skills among students which could be developed through collaborative redesign of language activities (activity 14) and collaborative redesign on method (activity 15) as proposed in the model. Activity 8 would lead to proper mentorship (activity 12) for needy students, video conferencing (activity 7) for further discussion on tasks or lead to collecting further content materials for presentations (activity 18) based on what transpired in the online discussions. Furthermore, along the learning process, students who need further assistance during the online discussion would be led to form separate online groups to solved shared learning problems (activity 11).

Learning activities in the preliminary stage (activities 1, 5, 9 and 10) and linkages stage (activities 8 and 12) are in also known as strategic activities. These activities play a key role in the implementation of mLearning in augmenting the conventional classroom learning experience. Hence, activities in these domains require greater attention by the course instructors. The other learning activities either complement the development of language and communication

skills among students or evaluating their achievements. Holistically, all the activities included in the model interconnectedly aid in the learning process of the communication course which aims to serve all the students' learning needs using mLearning.

In terms of the attaining the PCS course outcomes, the classified activities as discussed above were based on experts' collective decision with reference to the course objectives as mentioned in the Method section (page 5). Thus, the model derived would guide how the learning activities individually and interconnectedly help in aiding the learners to achieve the outcomes. However, the activities are not exclusively implemented to serve a particular course outcome. An activity or a set of activities would help fulfilling multiple course outcomes during the learners' learning process. For example, learning activities 1 and 5 or 2 to 4 are essential as input knowledge for the first course outcome 'apply the principles and practices of professional oral communication skills' and activities 8, 9, 10, 11, 12, 14, 15, 16, 17, and 18 would help develop students' skills further in applying the PCS principles and practices, while activities 6, 13, 19, 22, 23, and 24 would gauge to what extend students could apply the communication skills. But these sets of activities apply too to fulfill the other course outcomes. Besides the classification of activities as discussed above, we could also observed that the activities could also fall into types of technology based learning activity as described in the SAMR model (Figure 2) as shown in Table 2.

Table 2. Distribution of Learning activities to SAMR stages.

SAMR Model stages	MLearning Curriculum Implementation Model Learning Activities
Substitution	2, 3, 4, 19, 20
Augmentation	8, 10, 11, 12, 18, 21, 22
Modification	5, 9, 14, 15
Redefinition	6, 7, 13, 16, 24

As proposed in the SAMR model, the learning activities should allow function of technology use (mobile devices and technology) according to all stages as shown in Table 5 to optimize the full capabilities of the technology in aiding the students to fulfil their diverse learning goals as well as the course outcomes to help them to reach their highest potential.

CONCLUSION

The key significance of employment of technology in education is not about how exciting it is in doing things differently compared to conventional practice. Although immediate and positive impact could be realized in the introduction of certain technology and its convenience value is highly appreciated, the key significance in the end is about sustainability. Formal classroom learning has a long history since its introduction as new learning technology replacing the informal education in the past. Back then, learners have to travel far to meet teachers to acquire knowledge. When, formal schooling was introduced, it gave immense positive impact and revolutionized learning and reshape communities and societies globally till to the present. Formal schooling sustains till today not primarily due to its impact or convenience but because it became a solution to the learning needs at large. It solves learners' global problems in attaining knowledge where they do not have to travel far and frequently to meet their mentors anymore. Schools were formed as an institution to gather learners and teachers at one place and this act as a solution. The same notion should apply too in the incorporation of technology in mainstream education, which is it should be incorporated as a solution. However, whether technology could be a viable solution, it depends on how it is implemented. Thus this study was conducted to describe how mLearning as new technology tool of learning could be used as a viable solution in aiding learners to achieve their learning goals. This is accomplished through developing an interpretive structural curriculum implementation model to guide how mLearning could augment formal classroom learning in catering the learning needs of undergraduate students especially the low to intermediate level achievers. The model as discussed in this paper not only shows how mLearning could be implemented but further describes formal and informal learning could be bridged as a solution to cater the students' learning needs. In the process, the model redefines what is mLearning as a tool to augment learning and as performance support (Quinn, 2011; Terras and Ramsay, 2012) rather merely as a system to deliver a course. In directing the development of the model, Vygotsky's ZPD was employed as theoretical framework on selection of appropriate learning activities to be included

in the model. Based on the framework, learning activities which are selected should describe how students could interact and collaborate with each other to learn and how they could be aided to achieve their learning goals with the help of others. Besides this, the learning activities should also involve the full capabilities of the mLearning technology. Thus, the SAMR model was employed to guide the experts in selection of relevant learning activities which accommodates all four (4) stages (refer to Figure 2). As discussed earlier, learning activities beyond substitution level would significantly justifies the incorporation of technology as activities in subsequent stages (Augmentation, Modification and Redefinition) describes activities which could not be accomplished by the conventional formal classroom but very relevant in aiding the students to reach their highest achievement. Although the model guides how mLearning could be implemented specifically for language learning among undergraduates, the study could contribute as a proposal on how mLearning implementation models could be developed for other areas of learning disciplines for other types of learners learning using mobile technology-one which is sustainable.

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The Use of Technology in Academic Translator Training In the Restructuring Process of Higher Education

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ABSTRACT

As the present age is communication age, the function of translation in this environment is gradually increasing. As a consequence of the developments occurring in the present century, it seems inevitable that translation be performed by means of today's technological/electronic tools and resources. Accordingly, technological tools have taken their place in translation education as well. The most important reason of this is the expansion of translation fields and the increase in what is expected from the translator. In this framework, the translator is expected to use computer assisted translation tools, to create translation memory, to access information and use resources. In this article, it has been focused on how and for what purposes technological/electronic tools and resources such as computers and computer hardware will be included in translation education within the context of Bologna process for the purposes of gaining these skills and meeting the expectations. In this regard, how the Bologna process is reflected in translation education will also be examined carefully.Translation occupational standards and specifically the use of information technologies have been discussed within the framework of the projected revisions in Bologna process. Besides, the approaches towards the academic translation education have been examined within the scope of this process. In addition to this, parametres necessary for the future of translation education have been determined and some conclusions have been reached for future studies to be carried out in translation.

Keywords: Bologna Process, Translation Occupational Standards, Academic Translation Education, Computer Assisted Translation

INTRODUCTION

The establishment of the departments giving academic translation education dates to early 80's. The increase over time in the number of the departments giving translation education brought various approaches in this field. Among those approaches, the most common one is the view that market expectations should be kept in mind while creating programs. However, it is not possible to train students as ready staff for the market in a 4-year education [1].

As a result of the developments taking place in the present century, the restructuring of higher education has become a current issue. In 1999, the first steps were taken in this direction. How did/will the revisions realized/to be realized in line with the objectives of the Bologna process and be reflected in academic translation education? How did/will these revisions affect the academic translation education? In this study, these questions will be answered by focusing on the use of technology in translation education. Accordingly, the approaches towards academic translation education will be examined. In addition to this, the Bologna process and occupational standards of translation in

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[1] c.f. Eruz 2004:158

parallel with it will be examined; current parameters will be determined and conclusions will be drawn about the inclination of translation education. The aim of this study is not to make characteristic determinations and providing a closing remark to the discussions but to bring questions about the objectives of translation education and to ensure that they are being reconsidered according to the changing conditions.

The use of technology in translation

It is known that the translation activity is not just a simple transfer occurring between the languages. The need for translation, which increases each day in every field started to require better quality the translators performance during the translation activityBesides the existing fields, new fields started to emerge with the recent developments in translation and related fields. What needs to be questioned at this point is how the use of technology is involved in education programs. Examining the use of technology in translation will be providing answers to these questions.

Various developments that took place in the 20th century were also reflected in science and technology as well as in social life. These developments affected international relations and increased the need for translation. Computer -aided translation became a current issue in translation field with the invention of computer in 1950's. In his article titled "Foundation of Computer Assisted Translation Activity", İlyas Öztürk explains the developments in "mechanical translation" as follows:

The period when works in this subject intensifies is 1950's and 1960's. As the progress and success in these years were limited, satisfactory translations were not achieved. The works that started in 1950's continues powerfully and as a result of them, significant achievements have been made today. Fully automatic translations have not been reached with these accomplishments and human translation should undoubtedly be put into use. While on one hand works on scientific methods are carried out in order to create better and more accurate translations, on the other hand new theories and views come on the scene." [2]

The expansion of the working field of translators has brought with it various expectations such as technology use. Translators as experts are expected to improve themselves and to cope with the needs of the current conditions in order to meet the demands. This is also reflected in education. Developments taking place in our century increased the responsibilities of the institutions giving translation education and forced them to change their objectives and introduce innovations.

"It is surely important to learn how to use technical tools, such as computers. Computers are important tools for both creating texts and correcting them rapidly, and prepare the list of literature and databanks. Today we can say that there is no field left operating without using computers."[3]

Margret Amman emphasizes that technical tools are used widespread in every field. As a consequence of the developments taking place in our age and especially in parallel with the prevalence of technology, the use of technology has taken its place in translation activity as well. We noted above that the most important reason of it has been the increase in what is expected from the translators due to the same developments.

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[2] Öztürk

[3] Eruz 2004:24
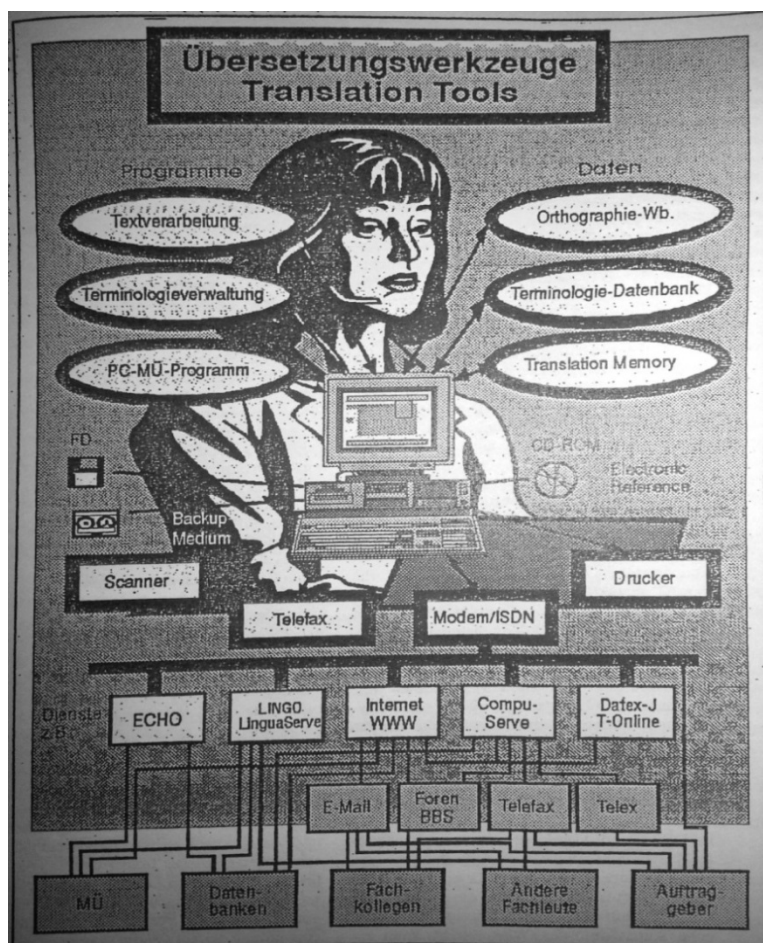
Figure 1: Tools that the translators benefit from[4]

According to Peter A. Schmitt, the above figure is important in that it clarifies the sources that the translators benefit from in technology use. By making good use of this figure it is possible to say that technology from a translation point of view shows its face in three ways. The tools and devices used by the translators (for instance, computers, printers, scanners etc.), translation material (for example website localizations) and the tools and resources the translators benefit from in translation process (online dictionaries, translation programs, memories etc.) are important in this process.

As the fields expand accordingly, what is expected from the translators has also increased in this framework. While translation demands increase in such fields as technical text autorship, localizations of computer software, website translations etc, the translators are expected to perform computer-assisted translations, to use translation programs and translation memories etc.

In her book Susanne Hagemann "Translationswissenschaft und der Bologna-Prozess: BA/MA-Studiengange fur Ubersetzen und Dolmetschen im internationalen Vergleich" tells the developments and transformations about translation education andexplains the changes as follows:

"The tools and the equipment of the translators are not any more just paper, pencil, typewriter and printed sources, but computer, internet and all the opportunities it provides."[5]

The vastness of the opportunities quoted by Hagemann is known by everyone. For the translator, it means to know how to utilize increasing opportunities with an ever advancing technology. Since the working area of the translator is the market, then the expectations of that market are too important to be underestimated. The

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[4] Peter A. Schmitt(1998) "Technische Arbeitsmittel" in Handbuch derTranslation"

[5] Hagemann, 2004:10

importance of translation education should be stressed at this very point. In order to answer such questions as "What is the situation of the institutions that give translation education?", "What sort of an endeavour do the candidate translators need to show and who are able to follow the progressing technology and who are able to know how to profit from that technology ?" and "Do the education institutions train ready personnel for the market within this sense?" In order to answer these questions it is essential to examine the Bologna process and translation occupational standards closely.

Bologna Process and Translation Occupational Standards

The effects of technological and scientific developments are deeply felt in translation activity when it is compared to various different fields. Bologna process is one of the most visible indications of this effect. It is the restructuring process of Higher Education System implemented by the member states. All the actions performed by professional competency board do have an utmost importance in this restructuring process.

In regard to shareholders, all the attempts related to the restructuring of higher education system have been conducted in Bologna process where Turkey along with many countries have also been a part of this process. The reasons of this need and its relation with the market that are explained in the booklet of Bologna process are as follows:

"Economic, social, cultural, political, scientific and technological developments taking place in the present century make it necessary for the higher education to be restructured. As the demand for higher education increases in information societies, it requires the higher education systems to develop accountable and transparent processes. New technologies make it possible to use new materials in education and research fields and increase the importance of flexible learning ways and life-long learning. In addition, the importance of the relationship between the higher education institutions and business world increases along with the increasing demand for the higher education in globalizing economies."[6]

Bologna process formally began with the Bologna Declaration signed in 1999. The studies carried out within the framework of this process, have ensured and consisted of two-stage degree system consisting of higher education undergraduate and post-graduate with a European Credit Transfer System (ECTS) provided the mobility of students and instructors. It is aimed to develop the quality assurance and European dimension in higher education system.

Within the framework of these objectives, shareholders of the professions have taken their position in the program improvement stepsfor higher education. External shareholders, graduates, representatives of employers and professional chambers and an advisory committee were also involved in this process. The contributions of all the shareholders revealed the importance of relationship between academy and market. If it is interpreted in terms of translation education, then the shareholders, graduates, translation business enterprises become the objective group. In this regard, it is essential to take into consideration and involve all the related shareholders in the restructuring process of translation education.

In the light of all these datas, firstly the expectations of the market needs to be determined in order to interpret the reflections of Bologna process in translation education. Benefiting from not only the studies "Professional Competency Board", which is specifically acting as a decision body in the restructuring process of higher educationbut also the translation occupational standards will make it possible for us to progress over concrete determinations.

Professional competency board "determine the essentials of national competencies in technical and occupational fields, and conduct activities related to inspection, assessment and evaluation, documentation and certification"[7]. It is also mentioned in the explanations of Bologna Process that the studies conducted by the board should be taken into consideration in the structuring process of higher education;

"Determining the professional competencies is among the main tasks of PCB. Professional competencies are

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[6] "Restructuring in Higher Education: Applications of Bologna Process in 66 Questions", http://bologna.yok.gov.tr/?page=yazi&c=0&i=129 , 2010:2

[7] These information has been taken from the formal website of Professional competency board http://www.myk.gov.tr/index.php/tr/hakkimizda/genel-olarak

essential in terms of forming educational programs in line with the requirements of business market and determining the skills of the individuals to perform the profession. "[8]

Occupational standards directly contribute to the translation education. Occupational standards have been defined by a group of professionals whom have taken the views and perceptions of the related shareholders. . These shareholders are as follows;

Ministry of European Union Translation Coordination Directorate, Turkish Translator's Association, Conference Interpreters Association of Turkey, Association of Translation Enterprises, Republic of Turkey Ministry of Foreign Affairs, Translation Enterprises, Translator Associations and Universities. Since the determination process of the translational professional standards studies are still ongoing, the information that has been analysed within the framework of our study has been taken from the existing draft.

Technology use in the translation profession has been particularly included in the examined draft. Among the tasks of the translator which are defined inseven categories, do have relations with technological tools;:

- He/she eliminates Translation Memory repeated entries

- He/she performs updates and improvements in an effort to keep the memory clean according to terminological changes and content similarities

- He/she makes possible the width of translation memory usage area relating to the operations of import and export

- He/she checks the appropriateness of the cabin and voice hardware of the environment where simultaneous translation will be performed according to the standards

- He/she checks the functionality of the technical hardware and software by means of which he/she will perform written translation and renders them suitable for use

- He/she translates the content of the speaker simultaneously with the help of technical equipment

- He/she follows the professional and sectoral developments through relevant sources and reflects them in his/her works.[9]

When we have a look at these tasks, we see that the area of responsibility for the translator is not only limited with the translation product. The translator is expected to have a command of the tools he/she uses and benefits from, and checks and updates them continually. Considering the technological tools used by the translator in the working environment, the importance of technology in the translation profession is revealed. The first thing that comes to mind when talking about technology is the use of computer . Text creating programs, skills of creating terminology, mechanical translation programs, skills of creating memories and utilizing them, database use are included in it as well as the use of printer, scanner and in general computer. It is necessary to examine the objectives of academic translation education in order to explain how much it is possible to make the students to gain all these skills.

Objectives of Academic Translation Education

It would not be wrong to say that translation education is formed according to the translation understanding prevalent in its existing period. According to the traditional point of view, translators "are persons that mediate between different languages"[10]. This point of view which attributes the language primary importance is directly reflecting on education as well. Translation education was formerly given by the departments of foreign language teaching and philology, but after the translation studies was gained its position as a scientific approach, departments

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[8] "Restructuring in Higher Education: Applications of Bologna Process in 66 Questions", 2010:33

[9] See Professional Competency Board Translation Profession Standard Draft Text http://www.myk.gov.tr/index.php/tr/haberler/34-meslek-standartlar-dairesi-bakanl/1056-myk-calma-grubu-tarafndan-taslak-meslek-standard-hazrland 2012: 10-17.

[10] Ammann, 2008:14

of translation have started to be founded.[11]

The increase of translation need in the market brought new responsibilities for education institutions each day. The expansion of translation field led to the questioning of the **objectives** of translation education. These approaches particularly focus on the formation of translation education and the extentşon of translation staff whom could be trained for the market. One of the most important approaches commonly adopted among these views is the opinion of Christiane Nord. In her article "Praxisbezug im Übersetzungsunterricht – Wie realitätsnah muss eine universitäre Translatorenausbildung sein?"she mentiones her ideas as follows;

"Eine Universitätsausbildung soll eine wissenschaftlich fundierte, breite Grundlage für ein Berufsfeld vermitteln. Das heisst, es werden Juristen, nicht Richter oder Staatsanwälte, Mediziner, nicht Neurologen oder Genforscher, Translatoren oder Experten für interkulturelle Kommunikation und nicht Konferenzdolmetscher / Fachübersetzer für Elektrotechnik ausgebildet."[12]

These words seem to sum up Nord's views on translation education. Nord points out the fact that there is neither any education for the specific field of expertise in academic translation nor in other professions. What is stressed here is that it is not possible to train translators prepared for the market. Nord also explains the point that the translation education should be including theoretical and historical information (contemporary translational theoretical models, the history of translation theories, translation oriented text analysis, communication models etc.) so as to form the basis of translatological competence.

Noting that it is also important for the translation oriented research and documentation methods to be taught in a systematic and application-focused manner, Nord lays stress on the necessity that the students ought also to be informed about the technological supplementary tools for translation act. In addition, Nord makes it clear that it is necessary to inform the students about translation problems and finding a solution for them on the basis of the theoretical information given in translation education and real or near-real examples in translation practice.[13]

There is a need for translation in every field of life. How could the expectations in many fields like medicine, law, technique, politics be taken into consideration?The answer of this question lies at the objectives of academic translation education. In her paper where she examines "The Relation Between Academic Translation Education and Translation Market", Neslihan Demez interprets Nord's statements in such a way:

"I am of the opinion that it would be wrong to interpret Nord's opinion that academic education should offer a wide viewpoint towards a given profession rather than offering an expertise in that profession in the manner that the academy is against expertise, that it does not consider the conditions of the market and that it does not prepare the studens for the market. What is wished to be emphasized here is that academic education aims to give the students the skills of multi-purpose thinking, evaluating the events from different points of view and positioning them within different contexts."[14]

This explanation of Demez should not be overlooked. It is acceptable that the educational objectives of the translation education departments can be different however the above mentioned points need to be taken into consideration as a priority in curriculum and content planning. Likewise, approaches overlapping with this view have been brought by various translatologists.

Turgay Kurultay discusses the main objectives of translation education in his article "WWhat are the "condiciones sine quibus non" of Translation Education? An Essay on Determining Main Principles in Translation Education" and states that a graduate of translation studies should have;

- To be able to create functional and active texts with specific aims, to be able to criticize the texts of others and suggest corrections.

- To be able to approachanalytical to a given translation task, to make suggestions about the features of the final product to the person who gives the task and act as consultant (if necessary to give suggestions about the translated text in question).

- To decide whether taking or not taking the suggested work, to make a self assesment about the personal skills, knowledge and working conditions.

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[11] For detailed information in translation education, see Eruz, Sakine (2003, 2008)

[12] Nord, 1990:9

[13] c.f. Nord, 1990:11

[14] Demez, unpublished paper, 2008, titled "The Relation Between Academic Translation Education and Translation Market"

- To be able to translate for different purposes and to be able to take decisions as required by the communication environment.

- To be able to perform consultancy and mediation in an interlingual communication; to be able to determine, the necessary knowledge and comprehension for creating a common understanding ground for the related parties

- To be able to create a realistic working network in order to perform the undertaken task with a productive and satisfactory manner. [15]

It is particularly remarkable that the skills listed by Kurultay are broad in scope. It is the 'consciousness' that is being tried to be earned by the student for this objective. Accordingly, a translator is expected to be aware of the work he/she is performing and the responsibilities he/she will be undertaking. Stating those facts requires a specific intellectual background besides those skills. Kurultay lists the main parameters for translation education as follows:

- Creating a substructure with a wide perspective for a basic education;

- Introducing the translation process as a whole;

- Leading the student for an individual study;

- If a skill-focused field is chosen it is necessary to define the objectives of vocational educationand related fields;

- Treating different fields, different texts and different translation tasks in a comparative manner;

- Offering theoretical information as a justification tool for practice;

- Gainining translation skills not a matter of having high quantity in translationpractice but rather performing translation with a manner of methodical class practices oriented for specific skills;

- Teaching to practice with a systematic way and making use of supplementary tools and showing the students how to approach critically and come to an evaluation (within this scope, teaching the students to work with the field experts and benefit from them for the purposes of translation in a practical way);

- Informing the student about the field of practice (market). [16]

It will be fruitful to consider these parameters in when preparing programs for the translation education in order to to reach its objectives. It is observed that these points also cover technology use in translation education. It is clearly seen in the profession standards draft that technology is an necessary in translation profession.

Technology in translation activity is devided in three parts. In order to objectify this study to make evaluations within the framework of parameters mentioned above it will be beneficial to give an example about translation program that the translator benefit from as a research field and supplementary tool.

Technology in Translation Education

Today it is inevitable to use translation technologies and computer assisted translation tools not only in the marjket but also in translation education programs. The student is informed about the importance of technology use both in research methods and in computer assisted translation practices.

The classes that have computer assisted translation are included in education programs in general. Within the scope of computer assisted translation classes of some departments introduce Trados to give translation education. Trados is one of the most commonly used program . the presence of these kinds of software programs included in education programs can be interpreted as a result of market expectations. However, if the content of the class is examined, it is observed that this class has been included in curriculum only for teaching the Trados program. The developments that have been occurring since the beginning of mechanical translation history until today are being the matter of discussions within the scope of the class practices. The students are informed about theknowledge and skills that are essential within the market such as computer assisted translation programs and online dictionaries. The Trados program is given after the students have all of these related information about technology usage. Here are the

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[15] Kurultay, 1997

[16] Kurultay, 1997

following features:

A. Translation Memory: One could benefit from the translation memories offered by SDL Trados as well as from the ones offered by other servers. For example, IATE.

B. Automated Translation Server: Translation is performed by a machine. The resulting translation is formed in a server and therefore it is realized by means of connecting to a server. For example, SDL BeGlobal or Google Translate.

C. Termbanken: You can use your databases or those databases created by others. You can also use server based term databases.

D. AutoSuggestWörterbücher: This feature enables the translation to be completed rapidly. When you enter a letter for the objective text the system automatically makes a suggestion and you can use those suggestions as well. You can create new ASW or choose the existing one.[17]
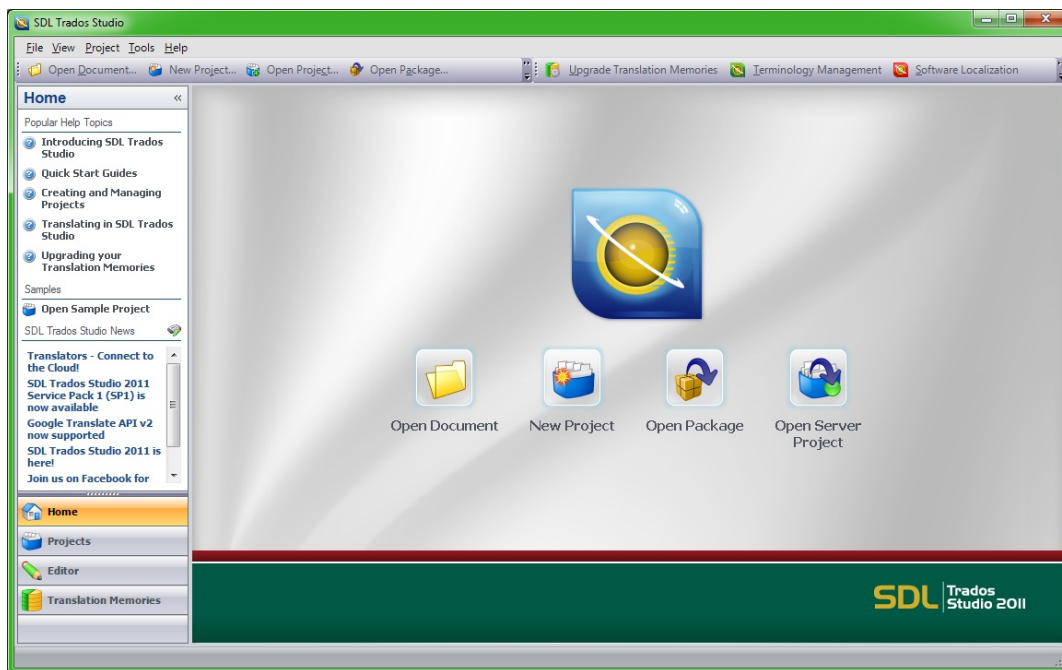
Figure 2: SDL Trados Studio 2011 Main Page View[18]

Here the students are informed about the features of Trados, a computer assisted translation program, and the students are taught how to use it. What if Trados, which is commonly used in continually developing technology, loses its popularity?

If we start from the objectives of academic translation education explained above and to study carefully the technology use in translation education, it is necessary to say that it would be appropriate to adopt an approach similar to the translations of specific fields. It is evident that it is impossible to train translator candidates /the students with a high level of competency with all of their skills developed .

At this point the question of how to keep up with the ever progressing and developing technology in education programs comes to mind. Undoubtedly, this should not be considered as an exclusion of translation programs from the education. What matters here is the skills that are desired to be acquired by the students. For instance, translation programs are all essential in the field of translation activity. Yet, one should not forget that the translation programs used in the market may also differ from each other.

If we consider the education objectives that we have discussed above, we can list the skills that are aimed to be

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[17] Can: EBS Trados Lecture Notes:
http://www.ebs.sakarya.edu.tr/ebs_2012/?upage=fak&page=drs&f=02&b=16&ch=1&dpage=tnm&InKod=8265&dpage=all

[18] SDL Trados web page: http://www.sdl.com/products/sdl-trados-studio/

earned by the student about technology use as follows:

- To be able to evaluate technology as a whole;

- Comprehending the general logic of computer assisted translation programs;

- To be able to benefit with a conscious manner from the technological supplementary tools with the method knowledge he/she has learned;

- To be able to envision -and provide solutions to- the problems that he/she could face when working with programs of this kind;

- To be able to compare and critically question a new program he/she could come across;

- To comprehend the logic of translation memories and term databases, to make use of them, update and create them;

- To be able to adapt to the new situations that he/she could find himself/herself in.

In addition to these, the expectations in the translational professional standards that we have told above should be taken into consideration in the technological objectives of translation education.

CONCLUSION

In this paper, technology used in translation education was discussed within the scope of restructuring process of higher education. In this context, one of the main objectives of Bologna process which was creating relationship between the higher education institutions and business world, was taken into consideration. The studies of Professional Competency Board about the professional translation standards were discussed. Objectives of translation education were taken within the framework of the acquired information and the issue of technology in translation education was examined within the scope of computer assisted translation. The expectations from the translators about the computer assisted translation were mentioned and accordingly some skills that a translator candidate should possess in his/her translation education were listed.

Although the fact that such programs as Lingua-soft, Trados, Systran which are used in translation market are given in translation education create some further problems they may have some help for the translation market. In this process, the acquired information will lose its accuracy by the developing technology and the translator will encounter new, much more advanced programs. Despite the fact that the daily increase of the translation programs used in the market make it harder for the translators to follow these developments; education programmes may turn them into a possibility and an opportunity to develop basic competence and coping skills in use of translation technology. However it is not realistic to consider that all of the translation programs can be taught when we consider the variety of market expectations. The institutions giving translation education should be aware of this fact.

In the light of the above mentioned facts, it is necessary to consider market expectations within the objectives of academic translation education. It is possible to claim that this act of turning towards the market will be more intense in the future. While the supplementary tools which are included in translation education such as Trados are introduced to the students, the intention should be to give basic information about the general logic of using such programs. Training the students for the market conditions is not only the matter of teaching one supplementary tool but rather ensuring that they are able to approach with a wider perspective and know how to use technology. Performing the translation act by using the technology in an education process is also the prerequisite of Bologna process.

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Towards the Autonomisation of University Student: Evaluation of Palestinian University Students' Perception and Practice of ICT in Foreign Languages' Learning

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ABSTRACT

I This qualitative comprehensive research is based on the findings of the content analysis of the Palestinian students' representations and practices of ICT implementation in three university courses of foreign languages in a blended learning mode. Our study is concerned of: "Remedial English" at Birzeit University, developed for RUFO project; "English 1" & "French 1" at An-Najah National University, developed for QIF project. Is it enough to afford digital tools to "digital native" students to ensure a better learning process and a more autonomous learner? In their interviews, students clarified that they faced some troubles managing the learning process. We classified these difficulties into three main aspects related to: personal representations, sociocultural habits and psychological obstacles; pedagogical posture and attitude; and technical difficulties. Findings confirmed that to have a self- reliant student, it's not enough to implement ICT. It is necessary to change the educational paradigm and shift from a teaching-centered model to a learning- centered one.

Keywords: *autonomy, blended learning, constructivism, educational paradigm, university pedagogical innovation.*

INTRODUCTION

Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age (Prensky 2001)

Palestinian universities share this point of view with Marc Presky. However, does ICT integration ensure a better quality of higher education of foreign languages? Is a daily "digital native" student capable to manage his/ her learning process? What are the factors to take in consideration to help autonomize students?

Before we define what we mean by the autonomy of student, we present the notion of "learnig" in a Vygotskian constructivist and socioconstructivist point of view (Gaonac'h 1987, Kohonen 1992). Learning is the activity of knowledge and competencies appropriation and reusing them in contexts other than learning[1]. It is "interacting to

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[1] Réseau Universitaire en Formation Ouverte et à Distance en Palestine (2004-2009) (University Open and Distance Learning/Teaching Network in Palestine).

[2] Quality Improvement Fund. (2008).

[3] http://www.meirieu.com/DICTIONNAIRE/dictionnaireliste.htm consulté en juillet 2012.

build an internal cognitive mode and to develop relationships with the environment; it's interacting with the reality to construct knowledge" (Belise 2003: 23).

Student autonomy is that educational approach that "allows learners to take responsibility and control of their learning and helping them to move gradually from a state of dependence. [...] An autonimizing [course] must therefore develop the ability of the student to be autonomous: "learn to learn", learn to build knowledge and competencies in language" (Blin 1998: 2). The student has, thus, the main role in learning process. The teacher is the guide and facilitator who affords the best conditions for students (Porcher 1998).

We go for the point of view that the student autonomy is a long process to be developed by students. "It's at a time a modality and an objective of learning" (Barbot 2003: 171). This ability of "learning to learn" is not innate" (Barbot 2009: 38). Student autnomy can be developed through learning under certain conditions, but it cannot be prescribed (Linard 2003).

CONTEXT:

"French 1" course, developed for QIF blended learning project (2008): This course is for beginners and (first year students in the Department of French at An-Najah National University and/or a free course for all students of different faculties there.

This course consists of 3 units. The overall objective is to develop some basic knowledge and know-how skills, such as: responding to the instructions of teachers in the classroom; questions asking for explanations using some simple formulas to answer the phone and talk . The course was in blended learning using a book for French as a foreign language "*Tout Va Bien*", used in the Department of French, with additional materials posted on the platform.

Here is the homepage of the course on Moodle at An-Najah University in Nablus.

Figure 1 : Homepage of « French 1 course on Moodle, on the web site of An-Najah National University

1. « English 1 », developed for QIF blended learning project (2008):

This module is of a course required by all students to get their bachelor degree. It aims at improving language skills and general understanding of written English. It focuses mainly on vocabulary, grammar, and oral production. This course contains six units that were taught for 16 weeks. Each of them contains two writing comprehension texts. Following each text, student checks his/ her understanding through a series of questions. Then grammar exercises follow, and vocabulary ones related to the texts. Finally, it passes to writing production. In the following figure (fig. 2) a screenshot of the home page of the online part of the course.

Figure 2 : Home page of « English 1 » course, on Moodle, the web site of An-Najah National University

2.   "Remedial English" , developed for RUFO blended learning project at Birzeit University:

This course is a remedial level which was designed within the project RUFO and was implemented in the Moodle platform of the university first semester of the academic year 2008 / 2009. This course has been designed for students of all specialties of bachelor degree, especially to those who had not got the level of basic language in order to enroll in other English classes.
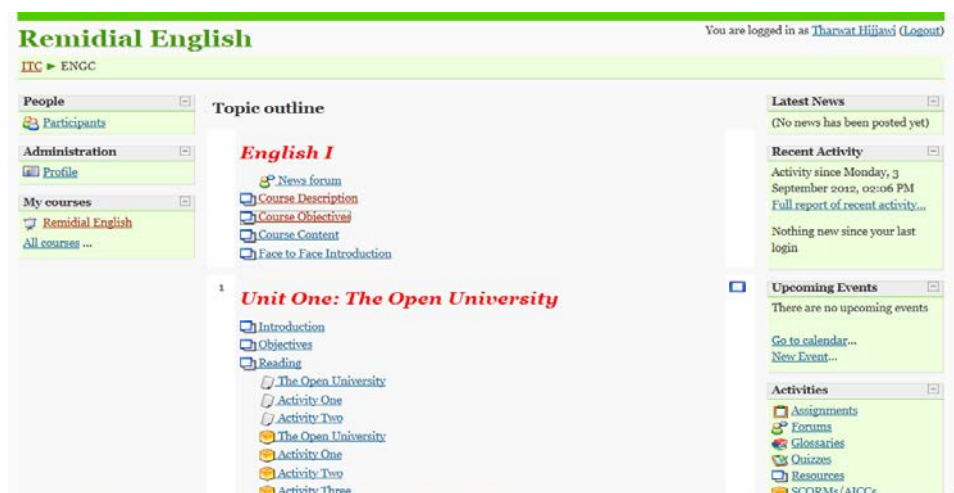
Figure 3 : Home page of « Remedial English » on Moodle, web site of Birzeit University

METHOD:

The research is based on a qualitative and comprehensive methodology. The comprehensive approach aims to reconstruct the world of the meanings of action and thoughts of the actors concerned (Mucchielli 2005: 30).

A content analysis was applied to video and audio interviews conducted with Palestinian students, individually and collectively as part of data for our research of PhD2 (Krippendorff 2004, Bardin 1977).

Our global research of PhD is centered on the innovation of ICT implementation in higher education in Palestine. Since "Innovation is a multidimensional process which connects authors and actors in an adventure in a collective uncertainty" (Cros & Adamczewski 1996: 29). We decided to take in consideration, in a part of our study, the representations and practices of the actors involved in this process.

Our research aims to understand "a practical system (the practices themselves and what connects them: ideologies, symbols, etc.)." (Blanchet and Gotman 2001: 33). We adopt a qualitative approach supported by a

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[4] Hijjawi, T.(2013). *Information and Communication Technology (ICT) for Foreign Language Teaching in Palestinian Universities… Yes, but How? Evaluation of policies and pedagogical innovation of ICT integration into the higher Palestinian educational system.*, Lille: University Lille 3 Charles de Gaulle.

constructivist framework. Therefore, we conduct qualitative research that has as its main objective "understanding of phenomena related to education" (Poisson 1990: 15). This is a qualitative field research that "involves personal contact with the subjects of research, mainly through interviews and observation practices in the spaces where the actors change." (Paillé and Mucchielli 2003: 9).

We have based our analysis of representation on semi directive interviews: one video group interview with students of "Remedial English" of RUFO at Birzeit University3. In addition, we have conducted other audio individual interviews in 2010 and 2011with students of QIF courses. The value of our conversations is "based on the quality of verbal communication that they establish" between the interviewer and the interviewee. To have an optimal communication, "we need both verbal codes" of these "are adjacent to one another" (Mialaret 2004: 54). For this we chose to use the mother tongue of the interviewees (spoken Arabic language).

We analyze the interviews of learners in five categories:
1. Students' profile of use of ICT
2. The added value of blended courses according to them
3. Challenges: between isolation and autonomisation
4. Positive and negative qualities of this method of blended learning from their point of view
5. Interest or resistance

RESULTS AND DISCUSSION:

Considering interviewed students' profiles, we pointed out that all of them (except one single participant) among 12 students have already used the internet and multimedia. Nevertheless, this use was limited to their daily communications and activities: playing, downloading music or films, chatting with friends, or looking up certain information on Google.

Although they use the internet daily, in their interviews, students mentioned that they faced some troubles managing the learning process. In general, they found that it's not simple to learn a foreign language in a blended course. It requires new strategies and more self- dependence. We classified these difficulties into three main aspects: One aspect related to personal representations, sociocultural habits and psychological obstacles; another aspect related to pedagogical posture and attitude; and a third aspect related to technical means and tools.

Representations or sociocultural habits and psychological barriers: Difficulty in managing their learning without the presence of human intervention, the teacher: Palestinian students, in terms of classical and traditional modality are accustomed to face to face learning where the teacher directs everything. But in the online part of the course on Moodle, they find themselves alone in front of the available resources. It is harder to them to take responsibility of their learning which may seem quite 'insecure' for them:

"[...] I had to return so often to the teacher in face to face to get information in able to understand how to do things ..." (L. 2. Q.) [4]

"I did not like it [this experience], I prefer the class. I like to ask the teacher face to face." (L.6. R.)

These examples illustrate that, being deprived of the presence of directive traditional classroom, students have a sense of isolation and distance in this new modality. They are disturbed by the insecurity generated when they found themselves responsible for their learning. For some students, we felt an implicit resistance and denial of this new modality:

"[...] I'd rather be in the classroom with a teacher; I'm used to this" (L. 2. Q.)

"I do not like it because I cannot always know if what I do online is well done or not ..." (L. 2. Q.)

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[5] An interview done in 2009 by pedagogical experts of RUFO project, in which I've been involved first as an observer and then as a researcher.

[6] We have used « *L.* » for learner, *"R."* for RUFO, and *"Q."* for QIF.

Aspect related to pedagogical postures and attitudes: Difficulties in managing one's learning: a need for human interaction was expressed, so that the learner participates in the construction of a relationship and human enrichment, a relationship of trust, and that even small working groups, student feels able to achieve autonomy:

"The face to face is important to talk and not to be isolated or alone" (L. 6. R.)

"This is a beautiful modern experience, but the face to face is important, it is difficult to learn a new language online ..." (L.1. Q.)

"One can learn many things alone, how to do a sport, ride a bike, but you can never learn a foreign language alone» (L. 2. R.)

"[...] In face to face, I can ask my teacher, but online, I cannot ..." (L. 6. R.)

"... A great experience, but the face to face is also important to identify the body language and gestures of the teacher" (L. 1. Q.)

Moreover we quote here an extract from an interview with a language teacher of a blended course (T. 2. Q)[5] where he shows that his students from the discipline of computer science also had a problem related to their learning habits and non-technical issues:

"They found several problems: it was easy to navigate and find the online sessions, but they encountered difficulties in listening, they took time to get used to this. Listening is new to them "(T. 2. Q)

Another extract points out that students needed to put in use new strategies that they never used in traditional face to face classes:

"Students do not usually work listening in class, and have no learning strategies related to that language proficiency: This blended learning method demands from learners to make use of a skill that is largely ignored, even at school, the competence of " listening ". It is not easy to learn how to listen, how to understand what we listen to, etc ... « (T. 2. Q)

Moreover, we got the expression of a misunderstanding, destabilization and an attitude of refusal of many students who found themselves in these courses in an authoritarian manner and without their personal agreement, which demonstrates that each learner must be considered in its uniqueness; otherwise all pedagogical efforts are practically canceled:

"I do not agree, we did not choose the university forced us, I wonder if it's legit elsewhere" (L.5. R.)

Furthermore, the coming excerpt shows that with this method, this student has lost self confidence and no longer knows what to do online and what to do in class. He confirms the need for more guidance online:

"I still do not understand what I need to do in order to send the task to the teacher, I am lost, I have chosen a "normal" class, but the university has obliged me to do it in the other class that follows the course of '' e-learning'' "(L. 2.Q).

Difficulties related to technical means: students need to develop new technical skills to handle tools to ensure their learning and optimize their communication. It also happens that the means available prove to be inadequate or insufficient.

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[7] We used *« T. »* for teacher. (In this research we are not interested in analyzing the content of teachers' interviews, but for this example related directly to the analysis of difficulties faced by students.

"It was difficult to work online, we need more time, and it does not always work." (L.2.Q).

"There are not enough computers in the computer language lab, we work two or three per computer." (L.2.Q).

"There are web sites that do not open in the Language Laboratory, the Internet is slow" (L.2.Q).

"We had technical problems: it does not come to open the document for reading the text. It is too slow. (L. 7, L. 5, L. 6, L.3. R)

Freedom, independence, and comfort ... valuable assets when difficulties are surmountable: learners do not hide their difficulties, but we see a strong will and motivation among many of them. We will see in the conclusion and recommendation part what proposals and suggestions are to be taken into account to maximize learning and reduce the factors that limit the effectiveness of these blended courses.

A student has confirmed that through his learning in "French 1", and despite it is "primary" according to him, he found himself ready to follow an entirely distant course in international journalism. He believes this modality should not be limited to academics, but it must also be for the whole community. (L. 1. Q.) The following quotes of learners show us that they enjoy the experience despite the negative aspects mentioned: *"I'm comfortable when I work online, all I need is my pc," I can study even in bed "(L.1. Q.)*

"We have access to more resources» (L. 2. Q.)

I prefer to work with my computer, in classroom time is limited, I can barely have a minute for me "(L. 1.Q.) Through this difficult experience, I now know how to learn Spanish for example; I can build my career independently "(L.1. Q.)

"It's easier, I can work home, anywhere, at any time, without having to travel from one city to another" (L. 1. R).

"I feel more comfortable [online]" (L.5. R.)

"[I liked] the two, but online, you gain more time…On line, I take my time to reflect and respond to questions, but in class, time is limited" (L.2.R.)

"It is true that the teacher is there in class, but I prefer the online modality" (L. 5. R).

Motivation, commitment, success: we here emphasize on the crucial importance and the role of student motivation. "The concept of motivation includes both affective and cognitive elements that affect personality and external factors [...] If external motivation is very common as a trigger for learning [...] it is not enough."(Barbot 2001: 47). How can we explain the success and positive experiences of some learners when others are blocked by the obstacles or barriers of their environment? Do we not think foremost to encourage internal motivation of the learner? *"So it is desirable to anchor the action of internal cognitive, stronger, motivation in learning, linked to the pleasure of learning, and curiosity"(ibid.).*

This brings us to consider the changes and adaptations to face challenges that teachers should take in consideration when running in these courses.

CONCLUSION AND RECOMMENDATIONS:

From the speech of students we analyzed, we noticed that what hinders learners in the first place is the fact of not being in a directive relationship which is usually a situation of dependence on the teacher. However, they understood the importance of self-management of time and progression of learning and self-assessment to make the most of this training and achieve their goals. However, as we stated in our theoretical support, autonomy is not an «ascertainable pre-requisite ", but it is acquired and built progressively during learning (Bourdet and Teutsch 2005: 164). This is why these courses must introduce some tools and resources to maximize the autonomy of the student: an orientation and initiation tool, "zero lesson" for example; a language portfolio (Tagliante 2007: 33), (Manderscheid et Jeunnesse 2007: 328); self and co-assessment methods; a metacognition tool (student journal) Paré (1987); "Learn to learn" sessions; and tutoring or coaching on line (Rivens Mompean 2012).

In a blended course, it is important to take in consideration students' learning habits. In a context where they

learn EFL[6] with traditional and directive pedagogies, teachers play the main role and direct the teaching process. It's not obvious that students can ensure a successful learning. We join the point of view of Marie-José Barbot that confirms:

"A person may need to be guided one day while s/he already claimed her/his independence. Similarly, it is necessary to start from the point where learners are before giving them responsibilities as it may cause a rejection "(Barbot 2000: 24, 25). To overcome resistance (expressed by certain students), the learners need to feel safe, to know they can count on guidance to whom they can refer if they want. *"In self-learning, it is not to abandon the learner himself. Instead, install the self-learning environment means developing institutional helping means and interfaces between learner and resources, define new roles for the learner and the teacher, that is to say, to establish human and material mediations adapted to learner."*(ibid.: 23).

One way to restore the self confidence of the learner, and to promote autonomy is pair or group work: *"Working in small groups is a tool on which to base faster transition to independence, as the group secures and gives confidence [to the student]"*(ibid.: 40). Group, pair, and collaborative work were not really taken in consideration in these courses on line. We propose as remediation some tools for group work as the wiki and glossary that are available in Moodle.

The main conclusion is that it is not possible to innovate without changing the educational paradigm and shifting from a teaching-centered model to a learning- centered one (Tardif 1998) that allows more responsibility from the side of student. Student is no more a receptive learner; he's actor, author, and manager of his the learning process (Poisson 2010). ICT means are so often "amplifiers of practices and not generators of change" (Poisson 2000: 18, 22) if we don't empower the student to shift from a transmissive and directive methodology to an active and individualized one.

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Use of information technologies in innovation of pedagogical practice in preschool teachers' education

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ABSTRACT

The concept of this paper is based on the problem of reflective practitioner (Schön, 1983) with connecting theory and practice in preschool teachers' education. As a traditional method for creating this connection we can consider personal attendance of future teachers in schools. However, this method has certain "black holes", where students are not able to understand and then analyse the education process using their theoretical background. In our research we tried to prepare students for pedagogical practice through video records from kindergartens. The students had the possibility to answer survey questions about pros and cons of a classic method and a new innovative approach. The results showed better level of moving theory into practice due to detailed explanation in the videos. The videos of preschool education process made a valuable step into Virtual University and in the future can contribute to higher quality of distance education.

Keywords: *reflective practitioner, innovation, pedagogical practice, preschool teachers' education*

INTRODUCTION

Transferring theory into practice has been a topic of educational discourse ever since. Some teachers tend to prefer theory and suggest that "good knowledge" shows the path for solving practical situations; the others criticize a low level of practice in schools and too much theory, which the student is not able to deal with. As a good way seems to be the compromise of these two and looking for appropriate balance. The future teachers on every educational level are firstly prepared theoretically and then (in various ways) they encounter real situations at schools. One of the mostly used methods in teachers' education is observing educational practice at schools. However, the problem is that students are not able to analyse the education process correctly and educators very often do not offer enough opportunities to speak about it and confront their ideas. Many authors have tried to find the best way for developing this process and bring theory to practice and vice versa.

An interesting approach shows the theory of "reflective practitioner" (Schön, 1983). Schön as one of the authors reacting to the needs of bridging theory and practice comes with the idea of professionalism based on reflection in action, whilst he supports everyday intuitive knowledge. This theory seems to be based on theories of the most known reflective thinker and educational theory writer John Dewey (1933) but there also can be felt some discrepancy. However, Schön, together with Boud and Felleti (1997), Kolb and Fry (1975) and the others tried to make the theory and practice "closer friends" without humiliating one or the other. When we get back to reflective practitioner, one of the special knowledge mentioned by Schön is tacit knowledge which basically means that "the competent practitioners usually know more than they can say". Tacit knowledge (Burbules, 2008) is present in every action of the teacher and sometimes the only way how to evaluate this knowledge is reflection or better self-reflection. A teacher-to-be should reflect certain signs of education process as for example:

what, how and why he/she did something in the class

what kind of effect it had on pupils

what are other options for the same educating situation

what are stronger and weaker parts of the process to be developed

Self-reflection is not easy to be made and sometimes students are not ready for that. It is not about an educator explaining to them what was good and what was wrong, it is more about their insight into the process and self-evaluation or sometimes more about self-criticism. To achieve this is a long-term process and unfortunately some individuals never come to a successful outcome. In case the students or novice teachers accept the challenge and come to the reflection, this would lead to improvement of the whole education system.

When we speak of reflection we cannot omit experiential learning theory (ELT) as a model of education process (Kolb and Kolb, 2005). This theory was developed especially to emphasize the role of experience in the process and it could be also explained as "a process whereby knowledge is created through the transformation of experienced" (Kolb, 1984). The particular experience can be understood as a basis for reflection or observation.

Our idea was to prepare students for situations in the class and before they meet the "real education process" we wanted them to be prepared. We decided to arrange sample situations in kindergartens and then make video records of chosen education activities. The videos were used during lectures and were analysed with the students studying Preschool and Elementary Education Course. After that, the students visited kindergartens and observed the education process. The research was aimed at students' feedback and reactions regarding new approach in bringing theory to practice.

METHODS

In our research we were interested in students' (future teachers) opinions, what they think of innovating pedagogical practice by means of video records. There were 121 students involved in the research, all of them studying Preschool and Elementary Education at the University of Trnava (Slovakia) in the years 2011 - 2012. The video records were prepared in cooperation with kindergartens and all participating persons signed the permission of processing their personal data and pictures. The videos presented various situations in the class both of behaviour and education. The students had the possibility to see parts of the education process in kindergarten on videos during lectures and then they saw similar real-life situations (observing pedagogical practice). In our survey we wanted them to express opinions regarding video records, whether they think the videos could be helpful for improving the process of understanding various situations and pupils' behaviour at schools or they are just additional studying material with no purposeful meaning.

RESULTS

The results supported our assumptions, that the students did not feel perfectly prepared for teacher's profession after having completed their pedagogical practice. Mostly they argued about lower level of educational practice especially the lack of discussion after observing or participating in the education process. Our project was aimed at preparing sample video records to be used before the practice at schools and to show the students new possibilities of optimizing education process. The data received in the survey, after the students had completed the innovated education process, showed that 78% of them thought the pedagogical practice was very important, however, only 8 % of them thought it was irreplaceable. Almost 60% of all participants chose the answer that the presented videos could be very helpful during analysis of the education process, because today's technology makes it possible to stop, reward, forward, skip or comment the situations on the video. Especially the comments of teachers were of great value, because the students could understand reasons for choosing methods or approaches in the process. The data presented in Fig. 1 express, that most of the participants (63%) thought the videos could be a good means for connecting theory and practice. Only 7% of them thought the videos could completely replace pedagogical practice at schools and 93% suggested the videos should accompany the pedagogical practice.

The idea of our project was to prepare good material for improving teachers' education. We also wanted to create a material suitable for further web-based education, e.g. Virtual University, e-learning, etc. However, we had to accept the conditions of cooperating kindergartens that the videos will only be used as a study material in the classes and it will not be published or presented on the web in a full version. Therefore we may offer only some kind of introduction to this education course in the Virtual University and the most information will be of theoretical

background. Despite this fact, we asked students, what they thought of using videos in web based learning. One of the answers involved the information, if it was even possible to use e-learning/Virtual University in teachers' education and 12% of them chose "cannot be used" (Fig.2).
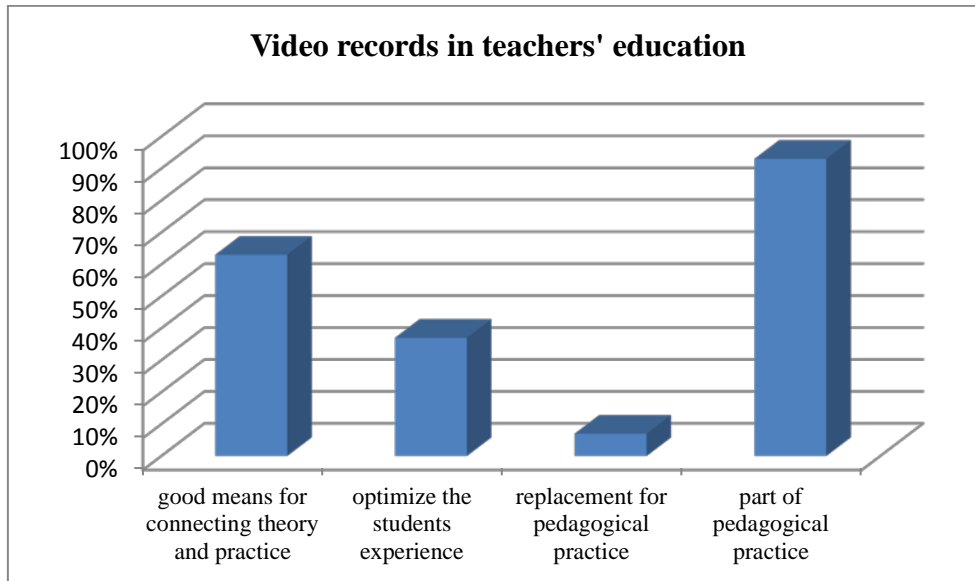

Figure 1   Use of video records in teachers'education
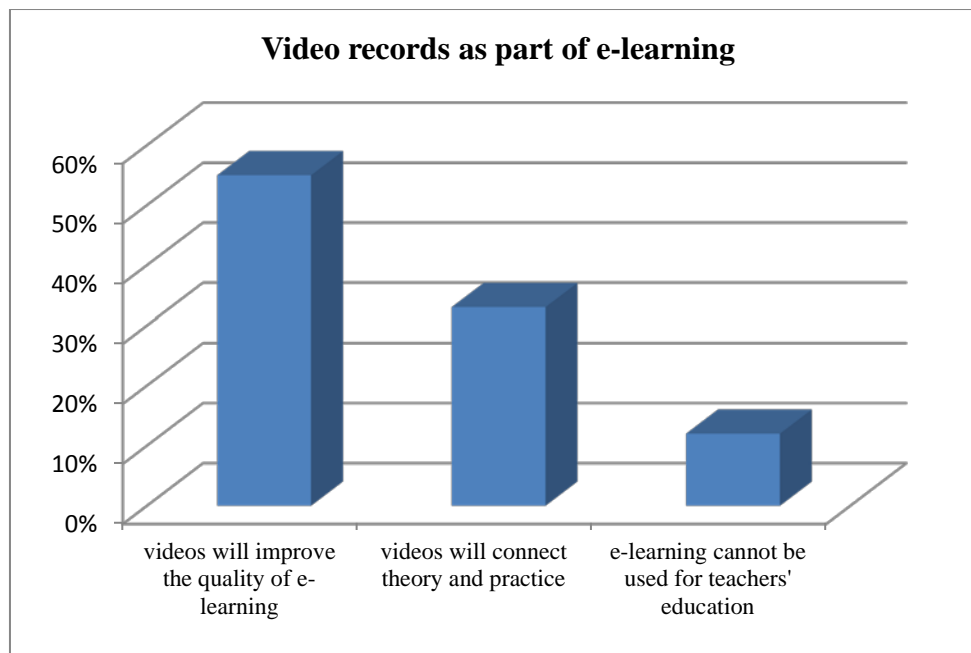

Figure 2   Video records as part of e-learning

Most of the students reported that in web-based education could videos improve the quality and could better bridge the theory and practice. Their notes in the survey suggested that they would invite more video situations for analysing and more problem-oriented education activities.

All the results in this research are related to students studying Preschool and Elementary Education and this could be one of the reasons why the response to innovation is so positive. The target pupils (children) at the age 3-6y or 6-10y have very often unpredictable behaviour in the class, which is very often difficult to be explained in advance. The only way how to be a good teacher is thanks to their own experience and because a teacher-to-be does not want to fail or disappoint the educator, he/she appreciates helpful advice. This advice appears very clearly in the videos and the student understands the used methods or principles directly.

DISCUSSION

The probably never ending discourse about theory and practice in education has been changing over the years with bringing new ideas or suggestions. We suppose that using videos in University courses for to-be-teachers is a good way how to improve the quality of novice teachers. The next step would be to record students during their practice at schools and to analyse their own behaviour during classes. This approach would be the most valuable regarding the above mentioned theory of reflection, but on the other hand it would not be possible to perform it with each student due to student's privacy rights. In other words, if the student does not want to be recorded he/she should not be.

CONCLUSIONS

The pedagogy science has developed various theories to characterize the relationship between theory and practice and has been looking for principles that can explain this relationship. Although this question has been here for long enough, we still cannot explicitly define the roles of each (theory and practice) in the education process.

Teacher's profession might be easy to study but it is undoubtedly difficult to perform. A teacher should never stop to educate himself/herself, should never give up finding solutions in difficult education situations and should try to help pupils/students to gain the knowledge they want to. Therefore, when we ask a question, whether the theory or the practice makes a better teacher, we will not find the correct answer, because right now the true answer does not exist.

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