International Journal
of
Social Sciences & Educational Studies

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Table of Contents

The Impact of IWB on Learner Achievement in Mathematics Classroom: A Case Study

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Abstract: Interactive Whiteboard has recently been very popular in education. Unlike traditional methods, technology enhanced learning in particular the use of Interactive Whiteboard leads to effective instruction in the classroom. The use of Interactive Whiteboard has a positive effect upon comprehension, high concentration, enhanced motivation and learner participation which are considered as major factors in efficient learning. This study investigates the role of Interactive Whiteboard on learner achievement in Mathematics classroom. 40 university students participated the study. While the students in the control group had instruction through traditional methods, students in the experimental group were instructed through IWB. The study lasted 6 weeks and it was found that students in the experimental group yielded better results in the examinations than the control group.

Keywords: Interactive Whiteboard, Effective Learning, Achievement, Mathematics

1. Introduction

Recently Interactive Whiteboard (IWB) has been widely used in the classroom and the implementation of IWB has changed education. Compared with traditional approaches, the use of IWB in the classroom has been found more effective because it has made great contributions to the teaching and learning process. There is a widespread assumption that IWB can motivate learners to engage in learning. Unlike traditional methods which cannot create an effective learning environment in the classroom, IWB can promote learners' enthusiasm for higher achievement. Furthermore as IWB can turn the teaching and learning process into fun, learners become more engaging. Learner engagement holds an important place during instruction because involved learners learn more efficiently. Traditional methods are mostly teacher-centered yet IWB promotes student-centered learning thus its effective use can capture learners' attention. IWB has the potential to enrich the classroom environment through offering a great many interactive activities which learners can truly benefit from. Accommodating different learning styles leads to a more productive learning environment.

2. Literature Review

With the advent of technology, IWB has been integrated into classrooms and has become "an innovation that is gaining considerable presence in many contemporary classrooms" (Zevenbergen & Lerman, 2008, p. 107). IWB offers many varied opportunities in the classroom hence it might change "people's ways of learning and thinking" (Papert, 1987, p.23). The impact of IWB on classroom instruction and enthusiasm for learning cannot be underestimated. Many researchers emphasize the effects of IWB on motivation and learner engagement (Bacon, 2011; Türel & Johnson, 2012; Aytac, 2013; Özerbas, 2013). Not only are learners immersed in activities conducted through IWB in the classroom with great passion and zeal

but also teachers' teaching efficiency is promoted. Aytac (2013) highlights the use of IWB in the classroom and concludes that it "raises not only children's motivation for study but also teacher's teaching efficiency" (p.1907). Motivation is enhanced, concentration is raised and learning is promoted when IWB is used wisely in the classroom (Hall & Higgins, 2005; Levy, 2002). Learners are immersed in the classroom activities more actively in a learning environment where IWB is implemented, moreover high level of interaction is achieved (Smith et al., 2006).

IWB has been widely used in Mathematics classroom as well. Mathematics has always been source of frustration for many learners yet the use of IWB facilitates learning mathematics (Heddens & Speer, 1997) and since IWB can create a low anxiety learning environment in the classroom learners think more effectively (Peker, 1985). IWB is used in a wide range of activities in the classroom so lessons are more lively and enjoyable (Alakoc, 2003). Furthermore, IWB plays a major role in motivating learners. Motivation has a key factor in achievement (Kaya, 2001). In a study conducted by Tataroglu (2009) with 124 students it was found that the use of IWB enables learners to produce more positive attitudes towards learning mathematics. Another study by Andic (2012) revealed that IWB promoted achievement of learners in mathematics classroom. In a nutshell, IWB is a useful tool that influences learner achievement.

3. Research Questions

This research has tried to investigate the following questions:

1) Does the use of IWB in mathematics classrooms facilitate learning?
2) Does the use of IWB in Mathematics classrooms influence learner achievement?

4. Methodology

4.1 Aim

This research aims to examine the impact of IWB on student achievement. It has been widely recognized that the use of IWB in the classroom has produced positive achievement effects. The study mainly puts emphasis on the contributions of IWB to learner achievement in Mathematics.

4.2 Participants

Two groups participated in this study: control group and experimental group. Both groups consisted of 20 students who were first year students at Mathematics department at Ishik University in Iraq. The department has two classes in first year group and each group has 20 students. The classes were created randomly. While one of the groups was used as control group, the other one was used as experimental group.

4.3 Data Collection

Data collection took place over a period of six weeks. Learners in both groups study the same content and work through the same curriculum. While learners in the control group studied through traditional methods, learners in the experimental group studied through the use of IWB. Weekly examinations were

held in which learners in both groups had the same questions. It was said to learners that the results of the examinations would contribute to their final grades.

4.4 Data Analysis

This study analyzed data consisting of six test scores**.** The collected data in six weeks were transformed into tables and graphs.

Table 1: Exam Results of Control Group

Name of student	First Exam	Second Exam	Third Exam	Fourth exam	Fifth exam	Sixth Exam
Student 1	84	85	86	86	88	90
Student 2	82	83	84	85	86	88
Student 3	79	79	80	82	83	85
Student 4	78	78	78	82	81	84
Student 5	77	78	77	80	81	82
Student 6	75	75	74	76	78	81
Student 7	73	74	74	75	76	79
Student 8	70	71	73	72	74	78
Student 9	69	69	71	70	72	75
Student 10	68	68	70	70	72	74
Student 11	68	67	69	68	70	73
Student 12	66	66	67	68	70	71
Student 13	64	64	66	67	69	69
Student 14	61	61	63	65	64	67
Student 15	60	60	62	63	62	65
Student 16	60	60	62	61	59	64
Student 17	58	59	60	61	58	63
Student 18	56	57	59	60	58	62
Student 19	55	55	57	60	57	61
Student 20	51	53	53	55	56	60
Average	67.7	68.1	69.2	70.3	70.7	73.55

Table 2: Exam Results of Experimental Group

Name of student	First Exam	Second Exam	Third Exam	Fourth exam	Fifth exam	Sixth Exam
Student 1	84	86	88	89	90	90
Student 2	83	84	85	88	89	89
Student 3	81	82	83	87	89	88
Student 4	79	81	82	85	87	87
Student 5	77	78	81	84	86	86

Student 6	76	77	80	83	85	85
Student 7	73	76	78	82	84	85
Student 8	71	73	76	81	82	84
Student 9	70	72	75	80	81	83
Student 10	69	71	74	78	79	82
Student 11	68	69	73	75	78	80
Student 12	66	66	71	73	75	80
Student 13	65	65	69	71	74	79
Student 14	61	64	67	70	72	78
Student 15	61	63	65	67	68	77
Student 16	60	61	63	65	66	76
Student 17	59	60	61	63	64	74
Student 18	58	59	60	61	62	70
Student 19	57	58	59	61	60	67
Student 20	54	56	58	60	60	63
Average	68.6	70.05	72.4	75.15	76.55	80.15

Figure 1: The averages of exam scores of both groups in all weeks
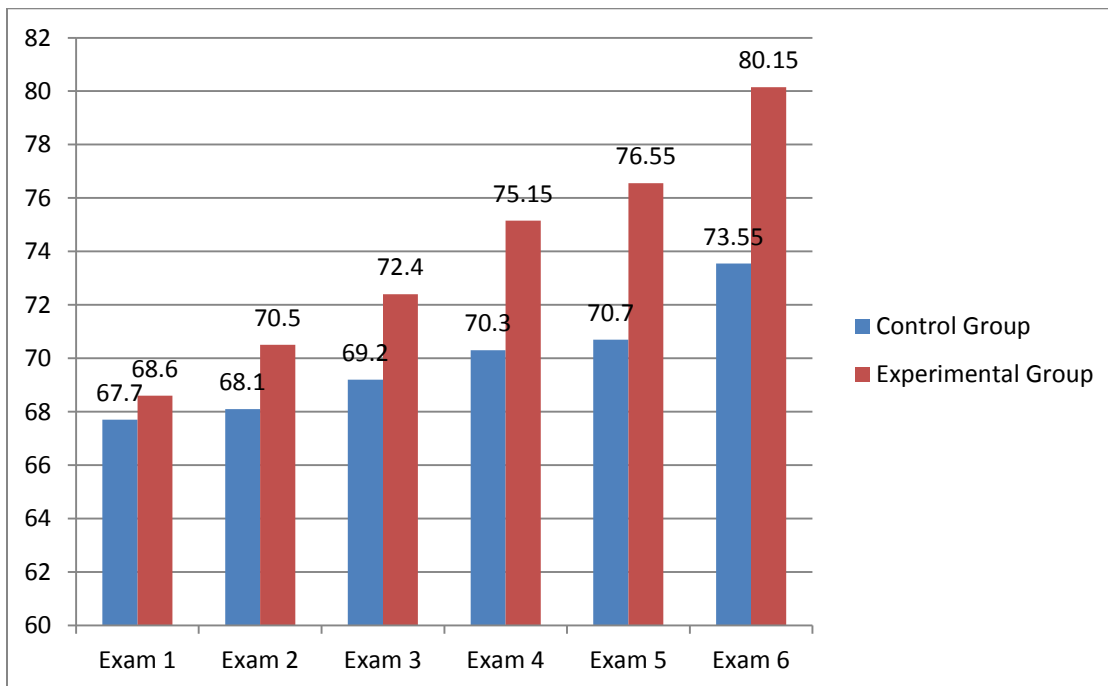
Figure 2: Achievement growth of both groups in all weeks
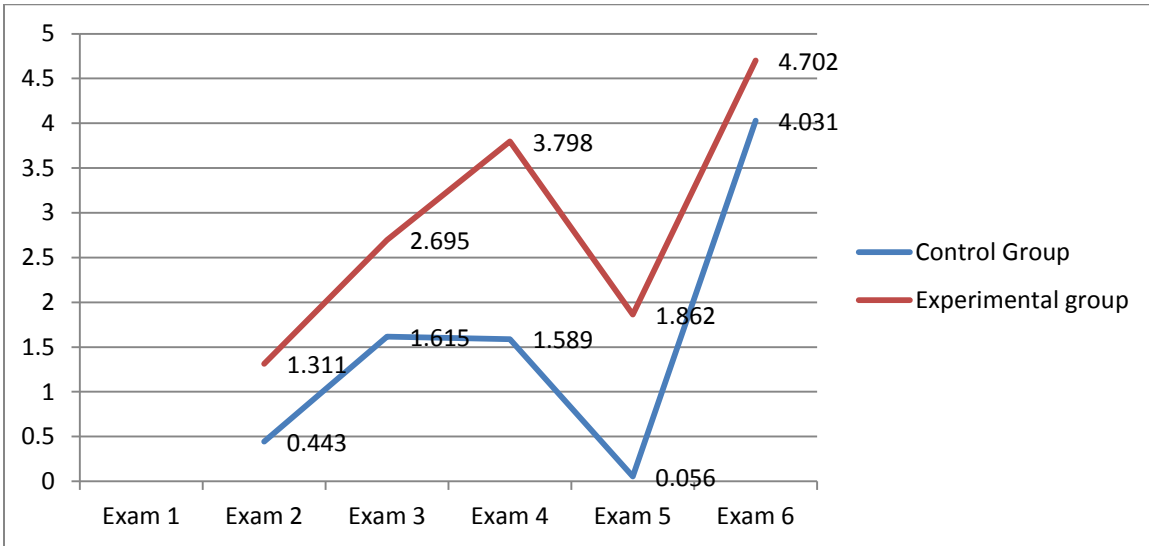
5. Findings

This research investigated the impact of IWB on learners' achievement in mathematics classroom. To examine the role of IWB, learners in both control and experimental group were instructed through different strategies and had weekly examinations. While instruction to learners in the control group was given via traditional methods, it was given to learners in the experimental group via the use of IWB. The averages of the examinations of learners in the control group were respectively 67.7, 68.1, 69.2, 70.3, 70.7, 73. 55 (Table 1). The averages of the examinations of learners in the experimental group were respectively 68.6, 70.05, 72.4, 75.15, 76.55, 80.15 (Table 2). The study revealed that learners in the experimental group had higher achievement in the examinations. In all examination averages it was observed that learners in the experimental group had better results (figure 1). When the achievement growth of weekly results was examined, it was seen that learners in the experimental group improved better (figure 2). For instance learners in the control group had an average of 67.7 in the first week and 68.1 in the second week. These results yield that the achievement growth of learners in the control group for the second week is % 0.443. In the same vein learners in the experimental group had an average of 68.6 in the first week and 70.05 in the second week. These results yield that the achievement growth of learners in the experimental group for the second week is % 1.311. When table 3 is examined, it was seen that in all weeks throughout the study the achievement growth of learners in the experimental group is higher. This study has found out that the use of IWB facilitates comprehension of mathematics and improves achievement of learners.

6. Conclusion

When implemented appropriately, IWB can enhance achievement of learners. Its influence on motivation, concentration, and creation of enjoyable learning environment contributes to higher

achievement. IWB has potential to enable learners to do better. Various activities that can be conducted through the use of IWB can encourage learners to learn efficiently.

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Factors Affecting Shoppers' Behavior in Erbil, Kurdistan – Iraq

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Abstract: The study aims to ascertain the applicable factors which will directly influence the shoppers regarding prevailed organized retail store. The emergence of new formats of retailing has become much organized, more distinct from the conventional formats of retailing. Hypothesis formulated as there is positive association between shoppers' behavior which is dependent factor and independent factors which are motivation, perception, learning and attitude. Quantitative method was used to analyze this paper. Field survey was carried out on shoppers at different retail stores in Erbil. A random sampling method was used to gather data. The researchers distributed 150 questionnaires. 129 questionnaires were received but only 117 questionnaires were valid. The questionnaire was in multiple choice format questions. The findings of this study revealed that the highest value for attitude factor = .708, which indicates that there is strong association between attitude and shoppers' behavior.

1. Introduction

The environment of retailing in Erbil, Kurdistan which is semi-autonomous, north of Iraq, administered by KRG (Kurdistan Regional Government) underwent tremendous transformation during the past decade. The augmentation in various retail store formats such as hypermarkets & super markets, and non-store formats such as direct selling by factory owned retail outlets, street vendors, e-tailing, and television – shopping had been phenomenal. The activity of retailing has become more organized as blooming of formats are new which is distinct from the conventional retailing formats. The definition of organized retailing as per Arpita and Nitisha (2004) can be understood as any professionally managed retail outlet including family run which has accounting transparency and standards with proper Microsoft Information System (MIS) usage. It also has quality control in a centralized way and organized supply chain management. Sourcing of some parts can be made locally. The noticeable switch of the environment may affect consumer's inclination towards shopping. Shopper's way of doing shopping can be analyzed through orientation of shopping. There is an increasing trend of Kurdish shopping for leisure and spending their free time in shopping malls.

2. Literature Review

According to Brown and Reid (1997) shoppers have been categorized into three categories as he interviewed several women shoppers. Dependent shopper can be understood as a shopper who depends on their children or parents because they don't have source of income. It can also be understood that shopper has money, but depends on his friends or relatives on decision making in buying process.

Compulsive shopper is second category that can be understood as shopper does shopping after entering the store and want to leave the outlet which they can't control. Individualistic shopper is third category which can be understood as a shopper who wants to do shopping individually where he/she enjoys freedom in choosing products.

The extent of patronage concentration of retailers is other way to categorize shoppers. Concentration of shopper and search are two parameters which were considered by Stephenson and Willet (1969). The first category of shopper was categorized as loyalty towards to store with more concentration and less search. Second category of shopper was segregated as Convenience Oriented with less concentration and less search. Third category was categorized as Recreational and Compulsive with more concentration and more search. Fourth category was segregated as less concentration and more search.

There was research conducted on internet shoppers by Donthu and Garcia (1999) and they concluded that income level of internet shoppers would be more than non-shoppers of Internet and exhibit inclination as Infomercial shoppers. Vast research was performed on male shoppers as well as female shoppers by Jarrat (1996) and he described different retail formats as shopping malls and categorized in six ways. Shopping behavior of shopper reshapes according to retail environment. According to Wakefield and Baker (1998) a shopper performs shopping in a place which is away from his place of living while doing shopping which includes amusement and pleasure. The transformation of several purposes will be fulfilled by shoppers instead of different visits to retail outlets which will be time consuming, shopping centers and malls will be convenient and shoppers utilize their time with wide range of products according to Popkowski et al., (2014). Kurdish environment needs concentration of research which will unveil shopping trend. The research in this area is still proprietary in nature so that it is considered to be outside of public domain.

Another research was made by Venugopal (2001) from presupposition of retailers towards suppliers and intermediaries. Countryside consumers are steered through bargaining with respect to various products and price. They also get steered of markets which are periodic in nature through promotion incentives. Review made by Westbrook and Black (1985) on shoppers. They found six motivations on behavior of shopping as they chose adults for their study as per shoppers' entanglement with shopping which are choice optimizing, negotiation (bargaining), economic role enactment, sensory stimulation, affiliation, influencing and economic role enactment.

Different psychosocial needs which are social and personal motivate shoppers as per Tauber (1972). Customer value is viewed as assessment of benefits of product features, consequences of usage and perception of customers' preferences which allows customers to reach their aspired goal as per Woodruf (1997). According to Argote (1999) the strong driver to learn in an organization is experience. A customer who is learnt about the company, values and products can give better publicity into to the market through word of mouth. According the definition of Hawkins, Best and Coney (2004), attitude is continuous organization of processes which are emotional, cognitive, perceptual and motivational towards to issues related to environment.

3. Conceptual framework
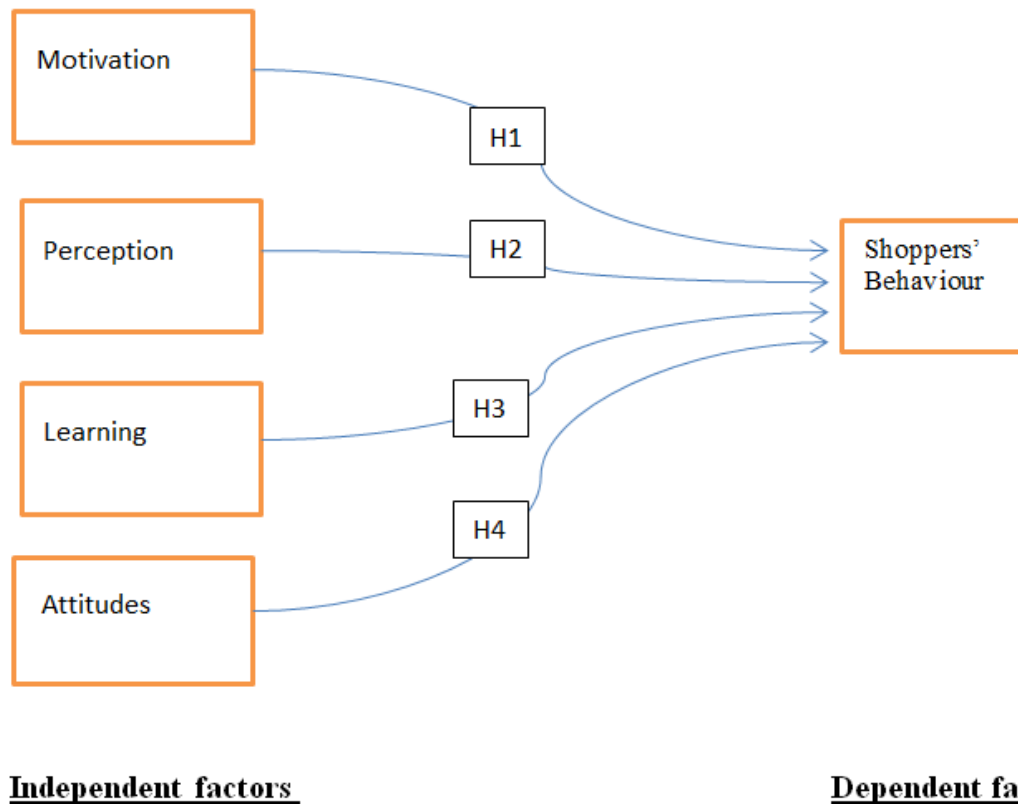
Research Model:

Figure 1-Research Model, created by the researchers

Research hypothesis:

H1: There is a positive association between motivation and shoppers' behavior.
H2: There is a positive association between perception and shoppers' behavior.
H3: There is a positive association between learning and shoppers' behavior.
H4: There is a positive association between attitudes and shoppers' behavior.

4. Research Methodology

The aim of this study is to investigate the factors influencing shoppers' behavior in Erbil. A quantitative research method was used to analyze the current study. A random sampling method was used to gather data. The researchers distribute 150 questionnaires. 129 questionnaires were received but only 117 questionnaires were valid. The questionnaire was in multiple choice format questions. The respondents were asking to rate each question according to five point likert, ranging from 1=strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree.

5. Data Analysis

Table 1: Reliability Statistics

Factors	Cronbach's Alpha	N of Items
Motivation	.784	8
Perception	.854	8
Learning	.946	7
Attitudes	.926	7
Shoppers' behavior	.857	11

Table (1) shows the reliability statics analysis. The researchers used four independent factors (motivation, perception, learning and attitudes) on the other hand, one dependent factor (shoppers' behavior). In terms of motivation as independent factor, the Cronbach's Alpha =.784 for 8 items, since (.784<.6) therefore 8 motivation questions were reliable. In terms of perception as independent factor, the Cronbach's Alpha =.854 for 8 items, since (.854<.6) therefore 8 perception questions were reliable. In terms of learning as independent factor, the Cronbach's Alpha =.946 for 7 items, since (.946<.6) therefore 7 learning questions were reliable. In terms of attitudes as independent factor, the Cronbach's Alpha =.926 for 7 items, since (.926<.6) therefore 7 attitudes questions were reliable, and the reliability test for shoppers' behavior as dependent factor, the Cronbach's Alpha =.857 for 11 items, since (.857<.6) therefore, 11 shoppers' behavior questions were reliable.

Table 2: Correlations Analysis

Items	Pearson Correlation	Motivation	Perception	Learning	Attitude
Motivation	Pearson Correlation	1	.839[**]	.872[**]	.647[**]
	Sig. (2-tailed)		.000	.000	.000
	N	117	117	117	117
Perception	Pearson Correlation	.839[**]	1	.861[**]	.696[**]
	Sig. (2-tailed)	.000		.000	.000
	N	117	117	117	117
Learning	Pearson Correlation	.872[**]	.861[**]	1	.693[**]
	Sig. (2-tailed)	.000	.000		.000
	N	117	117	117	117
Attitude	Pearson Correlation	.647[**]	.696[**]	.693[**]	1
	Sig. (2-tailed)	.000	.000	.000	

	N	117	117	117	117
	Pearson Correlation	.595**	.685**	.632**	.921**
Shoppers' behavior	Sig. (2-tailed)	.000	.000	.000	.000
	N	117	117	117	117

**. Correlation is significant at the 0.01 level (2-tailed).

Table (2) shows the correlation analysis. As mentioned previously four independent factors (motivation, perception, learning and attitudes) were analyzed and one dependent factor (shoppers' behavior). As seen in the above table, the Pearson Correlation for motivation = .595** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between motivation and shoppers' behavior. The Pearson Correlation for perception = .685** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between perception and shoppers' behavior. The Pearson Correlation for learning = .632** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between learning and shoppers' behavior and the Pearson Correlation for attitudes = .921** (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between attitudes and shoppers' behavior.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926[a]	.858	.853	.28625

a. Predictors: (Constant), Attitude, Motivation, Perception, Learning

Table (3), shows the value of R square = .858, which indicates that 86% of the variables have been explained.

Table 4: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	55.574	4	13.893	169.553	.000[b]
	Residual	9.177	112	.082		
	Total	64.751	116			

a. Dependent Variable: Shoppers' behavior
b. Predictors: (Constant), Attitude, Motivation, Perception, Learning

Table (4) shows the value of F for four independent factors and a dependent factor is 169.553>1 which indicates there is a significant association between four independent factors and dependent factor.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.345	.179		1.929	.056
	Motivation	-.066	.092	-.056	-.723	.471
	Perception	.216	.075	.222	2.878	.005
	Learning	-.131	.087	-.128	-1.507	.135
	Attitude	.708	.041	.891	17.378	.000

a. Dependent Variable: Shoppers' behavior

Table (5) shows multiple regression analysis. As seen the results of multiple regression analysis, the value B for motivation factor is -.066 (-.066>0.01) therefore first research hypothesis was rejected. The value B for perception factor is .216 (.216<0.01) therefore second research hypothesis was supported. The value B for learning factor is -.131 (-.131>0.01) therefore third research hypothesis was rejected. The value B for attitude factor is .708 (.708<0.01) therefore fourth research hypothesis was supported.

6. Conclusion

Interpretation of act of shopping in retailing is becoming tough day by day. Shoppers' acts of shopping patterns impact strategies on Retail Mix. The observations in this study help the retailers to understand the motivation, perception, learning and attitudes that affect shopper behavior. As seen in the table (2), the highest value of the Pearson Correlation was for attitudes is .921[**] (Correlation is significant at the 0.01 level, 2-tailed), therefore there is a strong positive correlation between attitudes and shoppers' behavior. The researchers used multiple regression analysis to analyze the current study. As seen in the table (5), the value B for motivation factor is -.066 (-.066>0.01) which indicates that there is no association between motivation with shoppers' behavior; but the first research hypothesis was rejected. The value B for perception factor is.216 (.216<0.01) which indicates that there is a weak association between perception and shoppers' behavior, and the second research hypothesis was supported. The value B for learning factor is -.131 (-.131>0.01) which indicates that there is no association between learning and shoppers' behavior, but the third research hypothesis was rejected. The value B for attitude factor is .708 (.708<0.01) which indicates that there is a strong association between attitudes and shoppers' behavior, accordingly the fourth research hypothesis was supported.

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Students' Attitudes towards Learning English Language in Erbil

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Abstract: This research investigates students' attitudes towards learning English language in private universities in Erbil. Attitude is considered as a necessary component in language learning. Therefore, a positive attitude is considered as one of the significant factors that has an impact on language learning. The main purpose of this study is to reveal students' attitudes towards learning English and find out how to make their attitudes positive. Lecturers who know how to develop positive attitudes in students will be able to conduct interesting and effective classroom activities; get them to be more successful in learning English. The researchers used multi regression analysis to test the research hypothesis. The findings showed that there is a strong association between cognitive attitude and learning English language, while the value B for cognitive attitude is $.765 < 0.01$, the value B for behavioral attitude is $.461 < 0.01$, accordingly the researchers came to conclude that there is a positive relationship between behavioral attitudes and learning English language as well, and the value B for emotional attitude is $- .166 > 0.01$, so the third research hypothesis was rejected. The findings of this study revealed that the highest value was for cognitive attitude, which indicates that there is a strong relationship between cognitive attitude and learning English language. Lecturers should take into consideration the beliefs, feelings and behaviours of the learners of English language. Students' attitudes significantly vary with respect to their gender and the years of language education that they have had.

1. Introduction

Education is considered to be a powerful method which aids to change the behaviour of the students based on their needs and expectation of the society. Student attitude is considered an essential part of learning; consequently it becomes an important element of second language learning. English language has an important role in many societies as it is the language which separates influential class from the rest of individual who lives in society (Akram & Yasmeen, 2011). Candlin and Mercer (2011) concerning student's attitudes towards the learning English language state that it is the learning context that might explain their success in learning a language. Many lecturers have different strategies used in their class in order to recognize the target students' attitudes (Ahmed, et al., 2012). According to Youssef (2012) attitudes towards a specific language could be either positive or negative. Attitudes towards learning English language have an impact on behaviours such as choosing and reading books, listening to English radio, watching English channels etc. Particularly in academic, when students have a positive attitude towards learning English language, they will be able to attain many things in that particular area. Many students begin learning English from primary school; some others from kindergarten or even from day care; however the issue is that many of them are not able to accomplish the desired level of English

proficiency, the main reason is de-motivation of students in all levels. 'Attitude' is as somebody's thoughts or emotional state regarding to something, particularly as exposed in their behaviour. Section two of this research consists of literature review that will look into various studies, theories, attitude definitions, importance of attitudes and attitude components. Learning a new language is the powerful instrument which aids to adjust the behaviour of the student with regard to their desires and expectation of the society. Student's attitude is an essential portion of learning; consequently attitude is considered a vital factor of language learning. Attitude towards learning English is supposed to affect attitude for instance choosing and reading the right material, communicating with a native English speaker and so on. Particularly in University, if students have a positive attitude towards a particular topic, they will be able to attain numerous things in that particular field. There is a relation between learning language and the environmental mechanisms in which students were grown up. Both positive and negative attitudes will have a huge influence on the achievement of learning the English language. According to Yamashita (2013) there are several factors that have impact on learning the English language process for instance attitude, age, anxiety, aptitudes, gender, and personality and so on. This research concentrates on the idea of attitude as the main affective aspects for achievement in learning a new language. In more detail, it examines students' attitudes towards learning English language, focusing on three aspects of attitude (emotional, behavioural and cognitive).

2. Literature Review

Attitude is considered to be a major factor to be successful in language learning, therefore several research studies have been carried out in the field of students' attitudes towards learning language (Bui & Channarong, 2013).

2.1 Definitions of Attitude

Attitude has several definitions from the perspective of diverse aspects and contexts. Kurihara (2006) defined attitude as person's belief regarding an attribute of executing the behaviour, prejudiced by assessments of attributes. Lawrence and Lawrence (2013) defined attitude as connected to an individual's beliefs and values. All individuals have some attitudes towards everything, it could be negative or positive therefore, students' attitudes towards learning English will not vary with mentioned statement, students could have negative attitudes towards learning English language on the other hand they could have positive attitudes towards the English language. Yamashita (2013) states that attitude is a complex psychological construct. According to Sadighi & Zarafshan (2006) and Petrides (2006) there are many factors that play a role in students' success, and attitude is considered as one of the most influential factors. Lecturers' attitudes play a role in teaching English language such as teachers' commitment and motivation (Vasudevan, 2013). Abidin, et al., (2012) pointed out that attitude consist of three components: cognitive, affective and behavioural. The cognitive component includes the thoughts regarding the object of the attitude. The affective component is related to the individual's emotions and feelings towards an object, and the behavioural component contains the propensity to accept specific learning behaviours.

2.2 Attitude towards Language Learning

According to Eren (2012) several social and psychological features and attitude of learning the language towards second language impact the capability of the learners. Yao (2011) concentrated on the significance of the study regarding the impact of attitude on learning language. According to Youssef (2012) student's capability, strategy and attitude clarify their accomplishment for learning language. Also, he mentioned that the capability of the students to learn a second language does not only effect by the language and mental skills, nonetheless likewise on the students' attitudes and opinions to the aimed language. Also they pointed that the perception of the attitude can improve the whole language learning process, inducing the environment of student's belief and behaviours to the target language, its community and culture, and also it would classify their propensity to obtain the target language. Yao (2011) pointed a theoretical model, concentrating on the significance of accompanying attitudinal study in the field of learning language. According to Samson (2012) language education providers, scholars and students should recognize that a positive attitude and positive motivation of students enable language learning. Therefore, when the student does not have the propensity and concentration in obtaining the target language to connect with others, in such case student will face a negative attitude and not be encouraged and excited in language learning. According to Al-Tamimi and Shuib (2009) the present matters, pedagogical consequences and new instructions in belief regarding the language learning comprising cognitive, cultural, personal factors, contextual, affective, and social among which attitudes have a significant affect. Lawrence and Lawrence (2013) argued that the main objectives in educating students through contented and language combined learning models is to inspire learner's positive attitude towards the aimed language. Based on the above mentioned it should be clarified whether the objectives have been accomplished or not. Many decades ago the studies of attitudes have been examined in different languages. According to Samson (2012) there are many views regarding language attitudes, at the present time the most common view is an integration of 10 older opinions. This theory proposes that attitude towards altered languages is not stable nevertheless always varying and therefore there is no specific determination regarding attitudes towards learning language

2.3 Aspects of Language Attitude

Youssef (2013) stated that the learning process is considered as a positive amendment in the person's personality regarding the cognitive behavioural and emotional attitude, meanwhile when an individual has learned a particular matter, therefore, an individual starts to behave and think in various ways and person's belief has been distinguished. Moreover, beside cognitive method, the learning process also has psychological and social aspects. Soleimani and Hanafi (2013) stated that attitude comprises three components; the first component is about the attitudes related to the cognitive component. This might include perception /belief regarding the situation or an object connected to the attitude. The second component is the evaluative component. This indicates that the situation/object connected to the attitude might produce dislike/like. The third component is related to the attitudes that have a behavioural component for instance; specific attitude tends to motivate students' to accept specific learning behaviours.

2.3.1 Cognitive Attitude

This aspect contains the belief of the language learners in terms of the information that they can gain and their sympathetic in the process of language learning. The cognitive aspect could be categorized into four phases of linking the earlier information and the new information, producing new information, examining new information, and implementing the new information in different circumstances (Gajalakshmi, 2013).

2.3.2 Behavioural Aspect of Attitude

The behavioural aspect determines the way an individual reacts and behaves in specific circumstances. In other words, the effective language learning improves the students to recognize themselves with the native English speakers and adopt or obtain numerous features of behaviours which describe the participants of the aimed language community. An individual with positive attitude will result in the demonstration of positive behaviour towards learning new language. Such individuals are perceived to be extra enthusiastic problem solving, to obtain the knowledge and competencies valuable for day to day life and to motivate emotionally (Gajalakshmi, 2013).

2.3.3 Emotional Aspect of Attitude

Learning process is considered as an emotional process. Usually it is affected by several emotional elements. Attitude could assist the students to show their feeling whether they dislike/like the matters or circumstances. It has been agreed that the internal emotion and feeling of learning new language affect their viewpoints and their attitude towards the aimed language (Gajalakshmi, 2013).

Conceptual framework
Research model
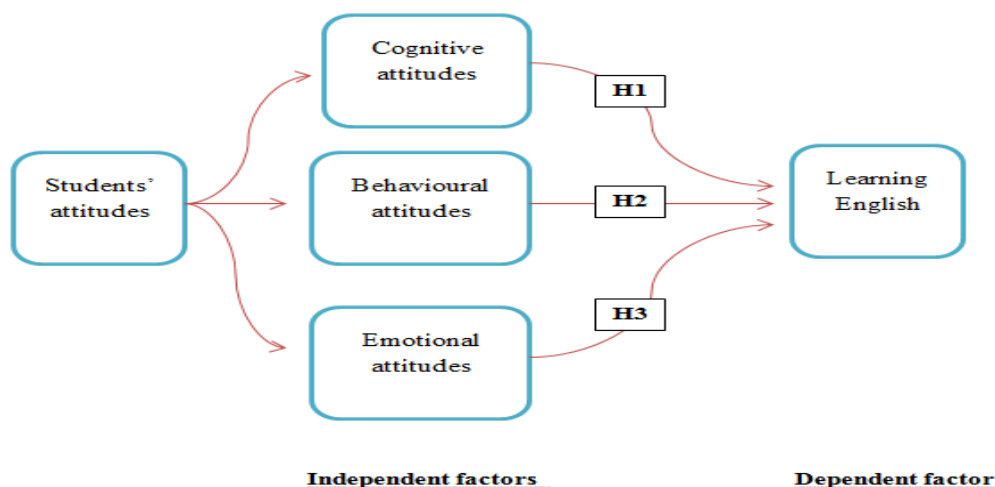
Research hypothesis

H1: There is a positive relation between cognitive attitudes with learning English language.

H2: There is a positive relation between behavioural attitudes with learning English language.

H3: There is a positive relation between emotional attitudes with learning English language.

3. Methodology

3.1 Design of the Study

The purpose of this research is to investigate student's attitudes towards learning English language. The researchers used questionnaire in order to analyse the current study. The questionnaire was divided into two sections, the first section consisted of demographic questions; starting with respondent's age, gender and years of study. The second part of questionnaire consisted of 31 questions regarding student's attitude towards learning English language.

3.2 Sampling Size and Target Population

The aim of sample design is to clearly determine set of objective; a random sampling technique was used, where all students had equal chances of being selected for the sample. The study was carried out at English language teaching department at a private university in Erbil. The English department currently had 214 students, therefore the population of this study was 214 participants and the target population of this study is 138 participants. The researchers distributed 150 questionnaires, only 135 questionnaires were received and from 135 questionnaires only 128 questionnaires were completed properly.

3.4 Instrument for Measuring (scales)

The questionnaire structured in the form of multiple choice questions. The participants were asked to mark each item on five point likert scales, ranging from strongly disagree to strongly agree. This research instruments were validated by earlier researchers to be appropriate for measuring student's attitude towards learning English language (Shah, 2008; Alenezia, 2010; Altamimi&Shuib, 2009; Tsduam, 2003).

4. Data analysis

Table 5: Demographic analysis

Items	Scales	Frequency	Percent
Age	**18**	10	7.8
	19	21	16.4
	20	29	22.7
	21	33	25.8
	22 and above	35	27.3
Gender	**Male**	84	65.6

	Female	44	34.4
Education	**1ˢᵗ year**	14	10.9
	2ⁿᵈ year	37	28.9
	3ʳᵈ year	29	22.7
	4ᵗʰ year	48	37.5

Table (1) shows demographic analysis for respondents participated in this study. 10 participants were 18 years old, 21 participants were 19 years old, 29 participants were 20 years old, 33 participants were 21 years old and 35 participants were 22 and above years old. 84 participants were male and 44 participants were female. 14 participants were from first year of English language teaching department, 37 participants were from second year of English language teaching department, 29 participants were from third year of English language teaching department and 48 participants were from fourth year of English language teaching department.

Table 6: Reliability tests

Factors	Cronbach's Alpha	N of Items
Cognitive attitude	.802	7
Behavioural attitude	.822	8
Emotional attitude	.898	8
learning English language	.939	8

Table (2) shows the reliability analysis for students' attitudes towards learning English language as independent factors (cognitive attitude, behavioral attitude and emotional attitude), and learning English language as a dependent factor. According to the reliability tests, the researchers found out Cronbach's Alpha for the cognitive attitude =.802 for seven items, which are greater than .6 which means that cognitive attitude's seven items were reliable for this study. The Cronbach's Alpha for the behavioral attitude =.822 for eight items, which are greater than .6 which means that behavioral attitude's eight items were reliable for this study. The Cronbach's Alpha for the emotional attitude =.898 for eight items, which are greater than .6 which means that emotional attitude's eight items were reliable for this study. The Cronbach's Alpha for the learning English language as dependent factor =.939 for eight items, which are greater than .6 which means that learning English language's eight items were reliable for this study.

Table 7: Correlations

Factors	Pearson Correlation	cognitive	behavioural	Emotional
Cognitive attitude	Pearson Correlation	1	.660[**]	.774[**]
	Sig. (2-tailed)		.000	.000
	N	128	128	128
Behavioural attitude	Pearson Correlation	.660[**]	1	.752[**]
	Sig. (2-tailed)	.000		.000

		128	128	128
Emotional attitude	N	128	128	128
	Pearson Correlation	.774**	.752**	1
	Sig. (2-tailed)	.000	.000	
	N	128	128	128
	Pearson Correlation	.668**	.617**	.556**
learning English language	Sig. (2-tailed)	.000	.000	.000
	N	128	128	128

**. Correlation is significant at the 0.01 level (2-tailed).

Table (3) shows the correlation between attitudes' factors as independent factor (cognitive attitude, behavioral attitude and emotional attitude) and learning English language as dependent factor. The value of R for the cognitive attitude = .668** which indicates that cognitive attitude is significantly correlated with learning English language. The value of R for the behavioral attitude =.617** which indicates that behavioral attitude is significantly correlated with learning English language, and the value of R for the emotional attitude =.556** which indicates that emotional attitude is significantly correlated with learning English language.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711[a]	.506	.494	.68055

a. Predictors: (Constant), emotion, behavioural, cognitive

As seen in the table (4), the value of R square = .506 which indicates that 50% of variables have been explained.

Table 9: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.741	3	19.580	42.277	.000[b]
	Residual	57.430	124	.463		
	Total	116.171	127			

a. Dependent Variable: learning English language
b. Predictors: (Constant), emotion, behavioural, cognitive

Table (5) shows the value of F for three independent factors and the dependent factor is 42.277 >1 which indicates there is a significant association between three independent factors and dependent factor.

Table 10: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.262	.404		-.649	.518
	Cognitive	.765	.149	.523	5.149	.000
	behavioural	.461	.123	.364	3.731	.000
	Emotional	-.166	.157	-.122	-1.053	.294

a. Dependent Variable: learning English language

Table (6) shows the coefficients analysis for this study. As seen in the above table the value B for cognitive attitude = .765> 0.01, which supports the first research. The value B for behavioral attitude =.461>0.01, the second research hypothesis was supported as well, but the value B for emotional attitude =-.166<0.01, so the third research hypothesis was rejected.

Conclusion

Many students have negative attitudes towards English. This indicates that students are not aware of the significance of the English language. 'Attitude' is considered as a necessary factor in language learning. Therefore, it is important to create a positive atmosphere in English classes to develop positive attitudes in students. University lecturers should take account of the beliefs, feelings and behaviours of the learners of English. Students' attitudes significantly vary with respect to their gender and the years of language education that they have had. The researchers used multi regression analysis to test the research hypothesis. The researchers found out that there is a strong association between cognitive attitude and learning English language, the value B for cognitive attitude = .765<0.01, the value B for behavioral attitude = .461<0.01. Furthermore, the researchers came to conclude that there is a positive relationship between behavioral attitudes and learning English language, in which the value B for emotional attitude = -.166>0.01, but the third research hypothesis was rejected.

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Using Role-Play Activities to Develop Speaking Skills: A Case Study in the Language Classroom

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Abstract: The implementation of role-play activities leads to better communication skills because students are engaged in conversational activities. Teaching English language through role-play is very influential in that it enhances students' exposure to language which is considered as the key factor to speed up the language learning process. Students via producing speech in role-play activities can have a good command of communicative competence. Moreover, conduct of role-play activities can provide a stress free learning environment where students enjoy using the language. Role-play activities will enable students to gain self-confidence and consequently they will stand a better chance of promoting their speaking skills. Students are motivated to use the language effectively through role-play activities. This study aims to explore the benefits of role-play activities in developing speaking skills. It has been found that role-play activities impact speaking skills of foreign language learners.

Keywords: Communication, Communicative Competence, Motivation, Role-play Activities

1. Introduction

Role-play activities (RPA) are powerful language teaching methods that entail all of the learners' interactive involvement in the learning process. This study aims to prove that learners are enthusiastic about learning English through role-play. The aim of learning through role-play is to improve their speaking, writing, reading and communicative skills. RPA fosters and encourages motivation of learners in an entertaining way and provides a rich experience of language. There are quite many reasons in high favor of the use of RPA in second language classrooms. RPA can provide motivation because they are enjoyable and entertaining for the learners. It integrates language skills in a natural way and helps learners who have never experienced such encouragement before. RPA has a huge effect on the classroom atmosphere and dynamics, thus enables learners to become aware of common mistakes in English. The use of RPA provides great opportunities for students to communicate with each other even if they have limited vocabulary. RPA encourages learners to communicate and express themselves bravely. Learners need to experience a real language environment to promote their language skills, and RPA helps learners to improve their speaking skills through teaching them some routine phrases and common words. Furthermore, learners can develop their multiple intelligences through RPA. It is important for students to work together in a group and interact with others. Some teachers insistently continue teaching using traditional styles and they refrain from using RPA in their lessons. They are worried about how to control class, how to organize and how to build authority during RPA. If they try and see the effectiveness of RPA, they will implement RPA in their teaching process.

2. Literature Review

Role-play is a study in which students act specific roles through saying and doing. Blank (1985) defines role playing as an activity which "requires physical involvement on the part of students. Two or more people "act out" the part of individuals in a hypothetical situation" (p. 55). The physical involvements of students in role playing in the classroom motivate them to learn the foreign language effectively. RPA is mostly conducted in the classroom; therefore it provides a stress-free environment for learners.

Communication in the second language has always been a source of frustration for language learners, yet communicative competence holds an important place in language learning. RPA is useful for learners to promote their speaking skills. Rayhan (2014) puts forwards that "speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate" (p.2). Thus, without speaking skills learners cannot convey their messages. The implementation of RPA in EFL classes enhances communicative competence of learners.

RPA has been identified as an extremely effective methodology in language teaching. A high degree of thinking, feeling and moving is engaged and at a later time it aids in the development of skills in language learning process. RPA is a tool which is flexible, variable and feasible among all areas of the EFL curriculum. Through exposure to the target language learners stand a better chance of developing their language proficiency. Dorathy and Mahalakshmi (2011) claim that "role play is a technique in which students are presented with a real or artificial environment and they are exposed to some kind of case or situation and they need to exhibit the same in form of roles" (p.2). The comfortable learning environment created by the use of RPA encourages learners to get involved in real life conversations.

The development of communicative competence is a major problem for language learners. Though learners have a good command of grammar and vocabulary knowledge, they may have difficulty in communication. RPA provides great encouragement for learners to communicate in the target language. Shen and Suwanthep (2011) argued that, "it (role-play) involves such speaking activities as behavioristic role-playing, recording and comparing, and listening and retelling, which require students to repeat the speaking materials over and over again" (p.6). RPA is useful in that it both enables learners to get exposed to the target language and communicate effectively. Learners need to be active in order to improve their communication skills. Luca and Heal (2006) argued that "students played an active rather than passive role and emphasis was transferred from individual activities to communication and collaboration, which allowed flexibility in the delivery of material in terms of the number of participants, the timing and spatial location of the teaching and learning process and also how participants were taught new skills and competencies" (p.474). RPA enables learners to develop speaking skills. Learners see how language works naturally; at the same time, they have a good opportunity to use the language they have learnt from RPA in real life situations.

3. The Benefits of Using Role-Play Activities

There are many benefits of using role-play activities in the language classroom. Using role-play in an EFL classroom is one of the greatest ways to improve learners' discourse. Dorathy and Mahalakshmi (2011) stated that "role play is very important in teaching English because it gives students an

opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while" (p.2). Through RPA learners practice in the second language which fosters their communicative competence. Huang and Shan (2008) state that RPA enriches learners' vocabulary knowledge which is a crucial element to communicate in the target language. Communicative competence requires grammar and vocabulary knowledge and RPA provides learners the language knowledge they need to develop their proficiency.

4. Research Questions

1.   What is the role of role-play activities on foreign language learning?
2.   Do role-play activities impact communication skills of foreign language learners?

5. Methodology
5.1 The aim of the study

This study finds out the effectiveness of using RPA on improving learners' speaking and discoursing ability. The study focuses on the value and significance of RPA and its application in language teaching. 45 learners participated in the study. The learners were all ELT third year students.

5.2 Data Collection

Quantitative research method has been employed in the study. Data has been collected through a survey. The collected data has been analyzed through SPSS. Cronbach's Alpha reliability has been calculated as 81.3.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
,813	10

6. Findings

It has been found that RPA motivates learners to learn better in the foreign language (Q1), and learners are encouraged to achieve better. In other words, RPA develops self-confidence of learners (Q2). Motivation and self-confidence are crucial factors in improving communicative competence of learners (Q3). When learners have been substantially encouraged, their accomplishment in the foreign language will be better (Q4). It has been found that motivation, and self-confidence positively influence on foreign language learning (Q7). This study has suggested that motivation and self-confidence contributes to foreign language learning, it has been found that 29.9 % of the variations has been explained (table 2). And the significance level is ,006 which is P<,1, then the significance is at 90% (table 3).

Table 2: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,547[a]	,299	,229	,688	1,924

a. Predictors: (Constant), Q4, Q2, Q1, Q3

b. Dependent Variable: Q7

Table 3: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,062	4	2,016	4,262	,006[b]
	Residual	18,915	40	,473		
	Total	26,978	44			

a. Dependent Variable: Q7

b. Predictors: (Constant), Q4, Q2, Q1, Q3

The following role-play activity is useful for learners because it aims at teaching noun clauses which has been difficult to learn for most learners. But this activity teaches noun clauses through providing an enjoyable learning environment. Learners through such activities are motivated to learn language skills.

'Do You Know Where My Book Is?'

Where are my pencils?

Cem : Hey Ali , do you know where my pen is?

Ali: Yes, it is on your desk.

Cem : Okay thanks. Hey Fatih, do you know where my eraser is?

Fatih : Yeah, it is on your bed.

Cem : Okay thanks. Hey Aktug, do you know where my ruler is?

Aktug : Yeah, it is between the books

Cem : Okay thanks. Hey Azra, do you know where my sharpener is?

Azra : Yeah, it is in your pencil case .

Cem : Okay thanks. I have everything I need. Now I can go to school.

Fatih: Hey Cem, do you know where your pencils are?

Cem : No. Where are they? I need them.

RPA presents language materials in a natural way to learners (Q5). Learners through repeated exposure to language elements in RPA learn the language incidentally. Furthermore, RPA provides a good opportunity for learners to learn everyday language (Q6). Constant exposure to language elements and everyday language in role-play activities enable learners to develop vocabulary knowledge (Q8) and language skills (Q7). It has been found that RPA presents the language items in a natural way so learners acquire the language with ease, and RPA contributes to language skills and vocabulary development. 59,6 % of the variations has been explained (table 4). The significance level is ,000 then the model is significant at 99 % (table 5).

Table 4: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,772[a]	,596	,556	,660	2,553

a. Predictors: (Constant), Q7, Q5, Q8, Q6

b. Dependent Variable: Q9

Table 5: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25,764	4	6,441	14,777	,000[b]
	Residual	17,436	40	,436		
	Total	43,200	44			

a. Dependent Variable: Q9

b. Predictors: (Constant), Q7, Q5, Q8, Q6

Finally the study has shown that RPAs have influence on the development of speaking skills of language learners. Simply put, the study has proved that RPAs provide learners the necessary components learners need to develop their communicative competence. The study has suggested that 51,7 % of the variables has been explained (table 6) and the significance level is ,000 so the model is significant at 99% (table 7).

Table 6: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,719[a]	,517	,425	,795	2,101

a. Predictors: (Constant), Q10, Q1, Q6, Q2, Q9, Q5, Q8

b. Dependent Variable: Q11

Table 7: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25,037	7	3,577	5,654	,000[b]
	Residual	23,407	37	,633		
	Total	48,444	44			

a. Dependent Variable: Q11

b. Predictors: (Constant), Q10, Q1, Q6, Q2, Q9, Q5, Q8

4. Conclusion

RPA is useful to learn foreign language, because language occurs in a natural way. Learners develop their motivation and self-confidence through these activities; therefore they are encouraged to achieve better in foreign language learning. RPA teaches vocabulary and everyday language to leaners. These are significant elements learners need to develop their communicative competence. It can be concluded that, RPA improves learners' speaking skills.

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Undergraduate Students' Relevance to Social Media Platforms and Their Attitudes to Mobile Learning:
A Case Study in Ishik University

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Abstract: Rapid developments in smart mobile devices and social networking sites with a high speed internet access forces us to consider how to implement and integrate them into higher education learning process. These innovations have been met with multi-interaction in educational environment in developing countries in Middle East like Iraq. Thus, a survey was conducted through undergraduate Ishik University students to realize the awareness of the students. This investigation sought how undergraduate students deal with social media network sites such as Facebook, Twitter, YouTube , Instagram, Edmodo and other tools. This study searched what type of electronic devices they use and their usage frequency during their academic life. In this study a descriptive research was designed in which a questionnaire was used as the main research tool. Undergraduate students became respondents themselves by responding to the survey link which was sent to their Facebook groups. The collected data was analyzed using SPSS. It has been explored that there is a great potential to embed and implement mobile learning in higher educations, especially in Ishik University.

1. Introduction

Nearly there is nowhere that we use permeated technology. Rapidly developing mobile and wireless innovations forced us to integrate them to all fields in our lives. It is unavoidable to involve ubiquitous and pervasive ICT to educational process (Simyo and Ahead of Time, 2009). Nowadays developed countries like USA, UK and most European countries and far East countries Like Japan, Korea, Malaysia etc. sustain mobile learning projects and investigations throughout their current educational system. Future is theirs who integrates LESOME (Learning with Social Mobile Media) to their teaching-learning process.

We all have a treasure in our hands which is called hand held devices. These are smart mobile phones, tablet Pcs, laptops etc. These devices are the gate way to whole digital world (Kukulska-Hulme, 2010). They comprise unpredictable features such as HD video camera audio visual recording and playing tools, embedded social media applications such as Facebook, Twitter, Skype, mail browsers, internet providers etc. beside communication tools.

We have at least one of them nearby. One can forget to put money in his pocket, but not his smart phone. Educators and learners must turn them into a teaching and learning media. It has been proven that using mobile devices empowers learners to transcend the conventional concept of the classroom (Pachler et al.,

2010). Using technology in teaching and learning process can be highly engaging, motivating and interactive. The provision of authentic materials is significant for real language learning. Mobile devices present us personalized lifelong learning.

2. Literature Review

The new generation has been twins with electronic smart devices. It cannot be considered that they can live separately. This new "Google generation is called Digital Natives, Gen Y, Net Gen or Digital citizens are experts of new mobile devices" (Zimmermann, 2012, p.39). Students' perceptions are about integrating mobile learning into their learning process. Prensky (2001) claims that the current generation of students have "spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (p.9). These "digital natives have created their own communities of interest on Facebook and Twitter as well as chosen to be there virtually even during class time" (Akhras, 2012, p.87). On the other hand, in some other studies it is understood that "some of the digital citizens are somehow reject to involve social media tools in learning process" (Yagci, 2014, p.50).

3. The Usage of Social Media in EFL Learning

First of all it is a must to increase the awareness of the potential features and feasibility of using social mobile media tools in education. None the educators nor the students are aware of the treasure in their pocket. First step should be convincing the teachers the benefits of engaging students with social media. They should be open for innovative opportunities using technology in the classroom. Beside social media literacy is crucial to deal with. Of course we are not completely pessimistic. Because there is a large number of social media friendly teachers in some institutions. They integrate social media tools in their practical lesson to flip the traditional way. Facebook, YouTube, Twitter, Blogs, Wikis, Edmodo etc. presents a breadth usage in formal and informal education.

The survey conducted in 2014 found that Facebook was at the top for its popularity (% 72) among adult social media network users (Duggan, 2015). However the ratio of Facebook is slowing down. On the other hand the network like Twitter, Instagram, Pinterest etc. are significantly increasing. Here are some other important values on social media in America. A common usage for multi-platform is % 52. More than % 56 of older use Facebook. The youngest ones prefer using Instagram Or Pinterest (Please see figure 1).

Figure 1: Social media sites percentage among adult users and their development
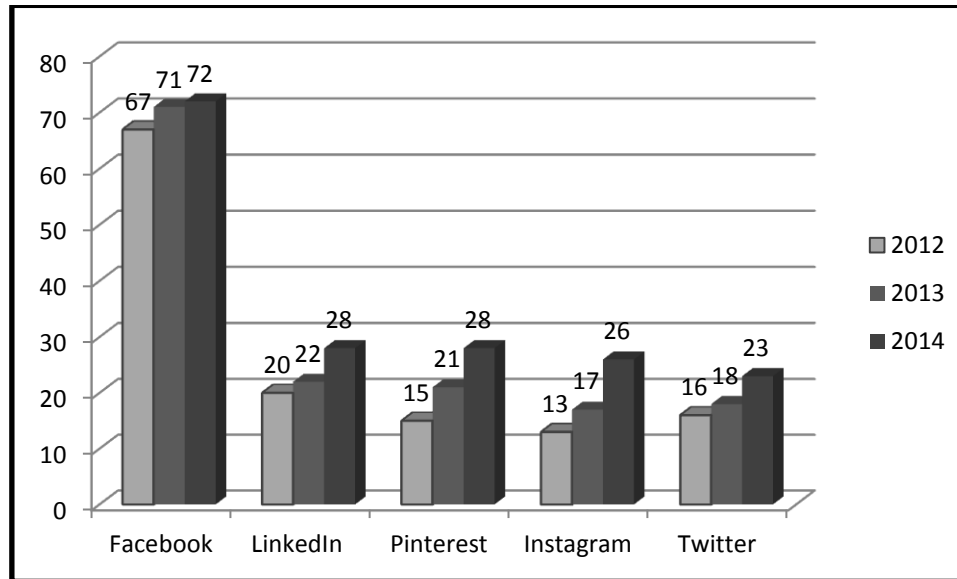
Facebook has always been on the top among the social media tools. On Facebook, real and authentic connections are available. Three kinds of Facebook accounts provide teachers and learners a broad opportunity to use it for learning process. You may have pages, groups and profiles of Facebook. Grouping is the best way for EFL learning to share audio visual language supplementary. Edmodo is a social media application just designed for educational purpose similar to Facebook. Twitter's fame is all around the world. You can deliver your ideas in a brief way with 140 characters. Learners can have micro blogs on twitter. Social media tools do not consist of these applications. There are lots of it. We mentioned some of them in this study.

YouTube: A teacher may have nearly 3,000 students in his or her academic life but through YouTube educators make much more contribution to learning process. If you consider one lecture duration as 45-50 minutes, you can just address a full of students in a classroom. But throughout YouTube thousands of learners could be taught. In blended education system learners can listen to their teacher once, but on YouTube many times until he or she understands better. It will be an easy revision before exams. Learners can reach many videos or slides related to their topic. On YouTube students can be assigned for video homework.

4. Methodology

Especially in developed countries it is very common to use social networking sites and smart mobile devices. To achieve the goal of gathering the data for Iraqi case we conducted a survey at Ishik University which is located in Northern part of Iraq. The study aimed to measure the perception of social media usage and students' readiness for integrating mobile media. Their attitudes are significant indicator for following researches. In the questionnaire there were four parts to be lightened. (Please see Appendix for the questionnaire.)

- ➢ The demographic structure of the respondents,
- ➢ The diversity of electronic devices.
- ➢ Social networking sites and students attitudes.
- ➢ Attitudes to internet accessibility.

To analyze the collected data SPSS v.22 was used. Some tables and charts were added to findings to understand better. Actually Google drive form was very convenient to design and establish the survey. When the questions were ready they were tested among 15 students to ensure for validity in the pre-survey. After that the survey link was shared and put through some social networking sites such as students Facebook groups and one educational social platform 'Edmodo'. Additionally the survey link was sent to some students' email addresses. Totally 76 students participated to the study. They responded themselves just by sharing the link in their Facebook groups. The link was online nearly for three weeks. At the end of the period the collected data from Google drive was converted to Microsoft Excels file. The data was analyzed in SPSS and the results were shared in this paper.

4.1 Participants

76 respondents participated in this survey in Ishik University. 41of them were females and 35 were males. All the respondents study at Ishik University. As it is shown in table (1) 11 of them were freshmen, 36 of them were sophomores, 15 of them were juniors, and 14 of them were seniors.

In figure 2 the diversity of the respondents can be seen according to their grades. Freshmen are 20, sophomores are 41, juniors are 13, seniors are 15 and the others are preparatory school and graduate students.

1. Freshman	**11**
2.Sophomores	**36**
3. Junior	**15**
4. Senior	**14**

Figure 2: Respondents Demography
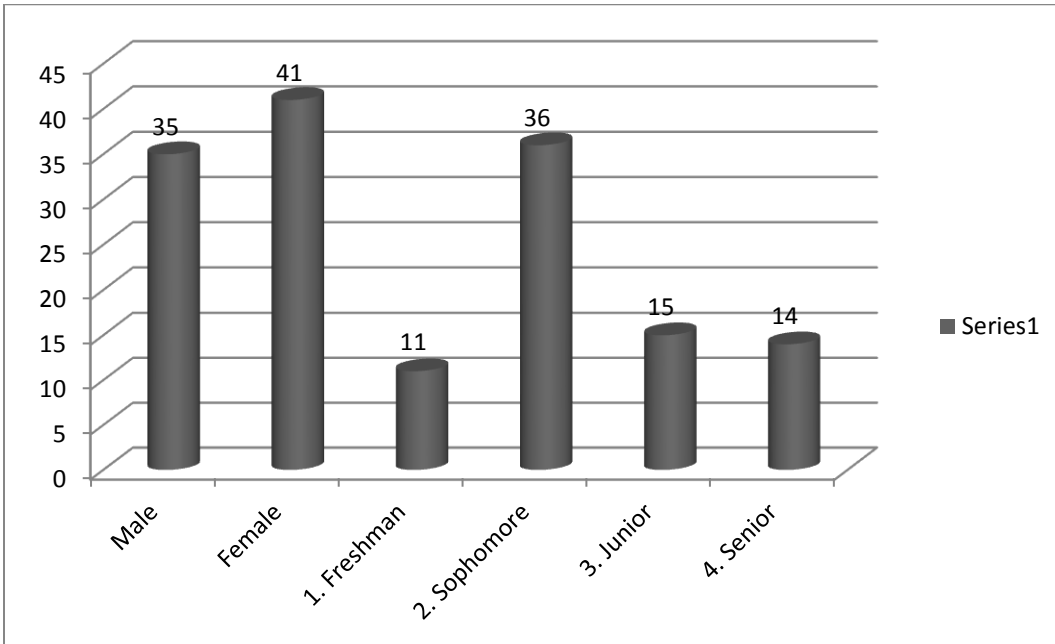
5. Findings

In the research the second part was about mobile and electronic devices that we asked to responders. The responds are shown in figure (3). According to the results out of 76 respondents 25 of them have mobile (cellular) phone (32, 4%), 66 of them have smart mobile phone with Android or IOS operation system (85, 7 %). 23 of them own Tablet Pc (29.8 %) (E.g. IPad, Samsung Galaxy Tab etc.). 58 of them own Laptop, Notebook Computer (75.3%). 16 of them own desktop computer (20.7%) at home.

Figure 3: The usage of electronic devices
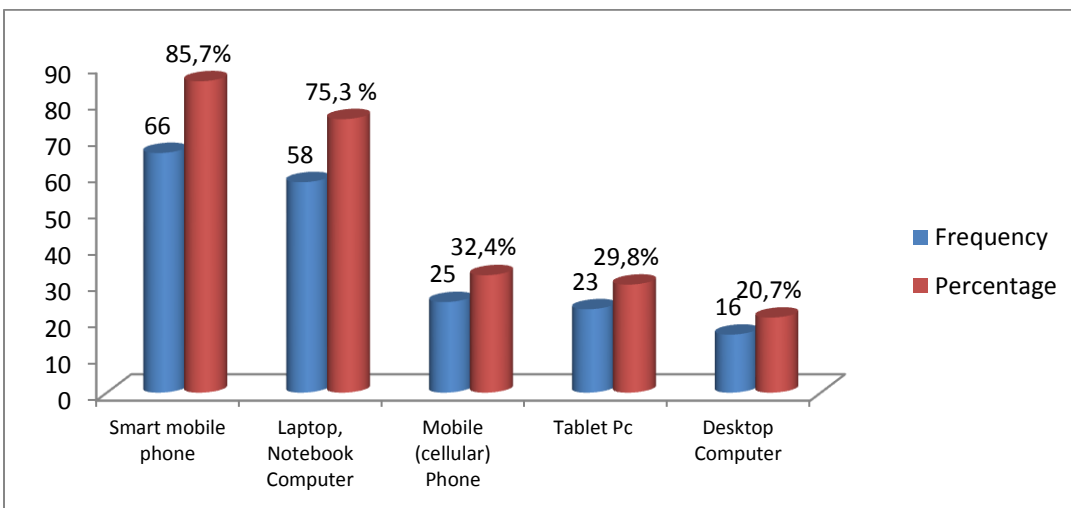
Also in this research we asked about respondent's frequency of device usage. Respondents have been using their electronic devices 21, 1 % between 1 and 3 years, the highest ratio 71, 1% is about more than 3 years (See Table 1). These results show how important to integrate mobile devices to mobile learning.

Table 1: How long have you been using your electronic device?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 month	1	1,3	1,3	1,3
	1-3 years	16	21,1	21,1	22,4
	4-6 months	2	2,6	2,6	25,0
	7-12 months	3	3,9	3,9	28,9
	more than 3 years	54	71,1	71,1	100,0
	Total	76	100,0	100,0	

Additionally it was curious for us to get some data about the usage of smart devices during the day? We really wondered about the duration. So the question was 'How many hours in a day do you use your electronic device(s)?'
After the survey we found that % 43. 4 were using their devices nearly between 4-6 hours in a day which is good to learn something concerning the language. % 21.1 of the respondents use between 7-12 hours in a day. The details were shown in table (2).

Table 2: How many hours in a day do you use your electronic device(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 hours	9	11,8	11,8	11,8
	2-3 hours	13	17,1	17,1	28,9
	4-6 hours	33	43,4	43,4	72,4
	7-12	16	21,1	21,1	93,4
	More than 12 hours	5	6,6	6,6	100,0
	Total	76	100,0	100,0	

In Table (3) we will see the frequency of intensive usage of students' mobile devices. Generally the classes finish in Ishik University at 15:30, for this reason students use their devices intensively in the evenings with the percentage of %39, 5 which is very close to the all-day ratio. All day percentage is %46, 1. However most of the respondents use them during the day, even during the lecture. 49, 4% of the respondents use them for general purposes. They do not only use devices for learning, but also 34, 2% claim that they need their devices for fun and entertainment.

Table 3: I generally use my electronic device intensively…

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all the day	35	46,1	46,1	46,1
	in the afternoons	6	7,9	7,9	53,9
	in the evenings	30	39,5	39,5	93,4
	in the mornings	5	6,6	6,6	100,0
	Total	76	100,0	100,0	

And now the most important part of the research is diversity of social networking sites in Ishik University. Looking at the chart in table 6 you can analyze the sociocultural structure of social media platforms in Kurdistan Region. The most popular social networking site is Facebook. 96, 05 % of the respondents have user account. Also Instagram is another tool with a 69, 73%. YouTube is the 3rd one with 55.2 %. Edmodo is new among Ishik University students yet 38,1 % of the participants use it.

Figure 4: Social Networking Sites Rank among Ishik University Students.
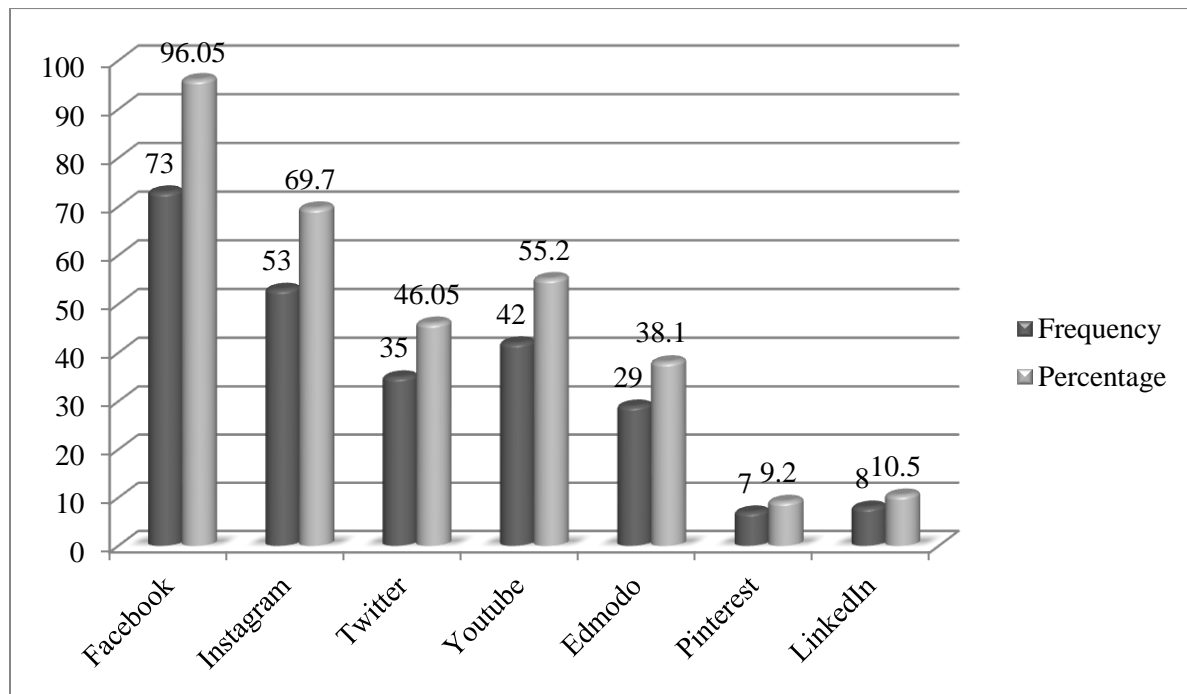
As the electronic devices have a very low tax in this country, it is very cheap to obtain one of the smartest machines. People buy and renew their devices very often. 48, 73 % of the students login to their profiles 2-3 hours in a day. 23, 7% percent of the students login for one hour during the day. 33, 6% of the students login to social media for communicating and chatting with friends. Just 25% of them use it

for educational purpose. They intensively use their social accounts in the evenings (in the evenings 47, 4%, all day 38, 2%, in the mornings 6, 6%).

Table 4: How much time do you spend on your social media account?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour	18	23,7	23,7	23,7
	2-3 hours	37	48,7	48,7	72,4
	4-6 hours	15	19,7	19,7	92,1
	7-12	5	6,6	6,6	98,7
	More than 12 hours	1	1,3	1,3	100,0
	Total	76	100,0	100,0	

Table 5: I generally use my social media account intensively....

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all the day	29	38,2	38,2	38,2
	in the afternoons	6	7,9	7,9	46,1
	in the evenings	36	47,4	47,4	93,4
	in the mornings	5	6,6	6,6	100,0
	Total	76	100,0	100,0	

In the survey we asked if the respondents possess their own internet access. 88, 2% of the students have their own internet suppliers. The percentage of those who does not have their own suppliers is 11, 8%. However almost everybody has internet access. 44, 7% of the respondents login to internet in the evenings. 39, 5% claim that they use internet any time during the day. Those who use in the morning have a percentage of 6, 6 %. Those who rarely login to internet in the afternoons are 9, 2 %.

Table 6: Do you have your own internet access?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	11,8	11,8	11,8
	Yes	67	88,2	88,2	100,0
	Total	76	100,0	100,0	

Table 7: How many hours in a day do you login your internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 hours	18	23,7	23,7	23,7
	2-3 hours	13	17,1	17,1	40,8
	4-6 hours	18	23,7	23,7	64,5
	7-12	15	19,7	19,7	84,2
	More than 12 hours	12	15,8	15,8	100,0
	Total	76	100,0	100,0	

Table 8: I generally log into internet access intensively....

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all the day	30	39,5	39,5	39,5
	in the afternoons	7	9,2	9,2	48,7
	in the evenings	34	44,7	44,7	93,4
	in the mornings	5	6,6	6,6	100,0
	Total	76	100,0	100,0	

6. Discussion

In the course of analysis for the usage of mobile devices, social networks and internet access clarifies the readiness for implementing mobile learning in Iraqi Higher Educational institutions. The majority of the undergraduate students (68, 7%) are ready for blended learning. The results of research show us that the average of mobile device owners (smart phones, tablet Pcs, laptop computers) is around 60%. There is a great potential in this region to use blended learning. However, neither students nor the academic staff is ready and aware of this treasure. The students and the academic staff of universities need to be properly enlightened and guided to use the social networking platforms such as Facebook, Twitter, Youtube, Edmodo, Moodle etc.

7. Conclusion

It is inevitable to be surrounded by internet technology and mobile devices. Social media became undisputed phenomenon. The educators and young learners must be armed with them. Social media literacy is important and it should be taught at schools. Adopting the social media into education system is crucial. Curriculum designers should consider engaging social media into learning system. This concept cannot be ignored by policy makers of education. Banning mobile devices in the learning process is not a sensible option. Here the question is how to harness this social media and its devices in learning process. Education policy makers, curriculum designers, academician should encourage the

teachers to integrate them into their classes. Parents should be involved into the process. Respondents in this research have the opportunity to integrate social media tools via their smart mobile devices. Educational policy makers and the curriculum designers should consider how to embed mobile learning into learning environment. They should lead the relevant people into action. As a conclusion mobile devices and internet usage via mobile devices should be encouraged and implemented in educational process.

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Appendix A
How Digital Native Are You?
A)   Personal Information
What is your gender?
o   Female
o   Male

Which educational instition do you study in?
o   Ishik University
o   Salahaddin University
o   Cihan University
o   Other

What grade are you in?
o   Freshman
o   Sophomore
o   Junior
o   Senior
o   other

I study at the faculty of... Please choose your faculty.
o   Education Faculty
o   Bussiness and Management
o   Faculty of Law
o   Dentistry
o   Faculty of Engineering
o   Faculty of Science
o   Other

B)   Mobile and Electronic Devices
I have these Electronic Devices
o   Mobile (cellular) Phone
o   Smart mobile phone
o   Tablet Pc (e.g. Ipad, Samsung Galaxy Tab etc.
o   Laptop, Notebook Computer
o   Desktop Computer
o   Other Devices

How long have you been using your electronic device?
o   1 month
o   2-3 months
o   4-6 months
o   7-12 months
o   1-3 years
o   more than 3 years

How many hours in a day do you use your electronic device(s) ?
o   1-2 hours
o   2-3 hours

o   4-6 hours
o   7-12
o   More than 12 hours

I generally use my electronic device intensively....

o   in the mornings
o   in the afternoons
o   in the evenings
o   all the day

What is your general purpose to use electronic devices?

o   For education
o   For fun and entertainment
o   Other:

C)   Social Media Tools & Platform

Please choose the social media tools if you have any account or profile.

o   Facebook
o   Twitter
o   My Space
o   Instagram
o   LinkIn
o   Youtube
o   Pinterest
o   Edmodo
o   Weblog or Blog
o   I have no social media account
o   Other:

How much time do you spend on your social media account?

o   1 hour
o   2-3 hours
o   4-6 hours
o   7-12
o   More than 12 hours

What is your general purpose to use your social media account?

o   For education
o   For fun and entertainment
o   For chatting and communicating with friends
o   Other:

I generally use my social media account intensively....

o   in the mornings
o   in the afternoons
o   in the evenings
o   all the day

D)   InternetAccessility

Do you have your own internet access?

o   Yes

o   No

How many hours in a day do you login your internet ?

o   1-2 hours

o   2-3 hours

o   4-6 hours

o   7-12

o   More than 12 hours

I generally log into internet access intensively....

o   in the mornings

o   in the afternoons

o   in the evenings

o   all the day

Project – Based Learning Assessment Methods Comparison in Undergraduate EFL Classes

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Abstract: Educators use different teaching approaches to equip students with 21st century skills. Project-Based learning (PBL) is one of them. The main principal of PBL is active learning where student and their future career needs is the core of learning process. In Language acquisition (LA) and in English as a Foreign Language context PBL's essentials are to generate authentic learning environment which aids learners through various projects (power point presentation, short video, posters, magazines, and brochures). Project- Based Learning is an end-product oriented; therefore the evaluation process of learners' exertion is crucial, because non evaluated effort causes decreases in learners' motivation. It is a study case in one of the first year classes in the Faculty of Education at Ishik University. This paper focuses on PBL assessment in EFL undergraduate students English language teaching classes. Multiple-choice, true-false tests and standardized tests are not adequate to measure learners' PBL end products and their endeavors on the process of reaching required learning outcomes. This study probes and compares three different PBL assessment methods in order to reveal the most applicable and the easiest acceptable assessment method.

1. Introduction

The 21st century competitive environment each passing day makes up progres. Therefore, success in education field connects with keeping up with century's technological innovations and to get well-equipped learners, rapid global and digital improvement requirements should not be ignored. Nowadays Project-based Learning (PBL) method establishes a ground to an in-depth knowledge and leads up learners to acquire real-life skills. Initially, PBL was used in scientific disciplines, then with the increase demands to professional English, PBL implementation entered into language acquisition field such as ESL (English as a Second Language)and EFL (English as a Foreign Language).

The important cause of implementing PBL in EFL context is its influence on life-long learning. After graduating and facing with real life, learners cannot use what they have learnt through long years. Even the perfect English solely is not sufficient to improve and get required success in competitive professional world because life-long skills are essential.

PBL is also used very productively in ESP (English for Specific Purposes) context because traditional English teaching way is insufficient. PBL gives opportunities to students not just to learn English relevant to their specialties but also varied projects help to develop critical thinking, creativity, collaboration and self- direction. Furthermore, PBL opens the door to enjoyable and effective ways to learn English and gain real-life skills.

However, hence the end product is significant phase of learning process in PBL, elaborative and objective evaluation and assessment criteria are considerable not only for the end product but also for the whole product generation process from the beginning to the end. It goes without saying that assessment and evaluation are prominent in education. For teachers evaluation outcome is a map which shows whether planned and intended goals were achieved or not. It also aids to indicate learners' strengths and weaknesses. On the other hand, in PBL well- designed evaluation and assessment criteria and process is one of the ways that assists to keep learners' enthusiasm level high while trying to accomplish projects. Moreover, to know what is going to be gained and appraised engenders positive interaction and increases learners' motivation. There is a question how learners' endeavors and final work results-projects (posters, power point presentations, short movies, videos, leaflets, magazine, debates) should be assessed? Can only standardized test be used to evaluate projects? The paper attempts to reveal the aspects of different types of evaluation and assessment of PBL.

2. Theoretical Background

General consensus seems that English language is no longer seen as a lingua franca or as a tool that can be taught without engagement with other disciplines and skills. Learners need not only make progress in their English language proficiency but also advance other generic, global competences such as intercultural and interpersonal communicative competence, digital competence and integrate them into their skills' repertoire which entails the attitudes of flexibility, tolerance and collaboration (Fitzpatrick & O'Dowd, 2012).

The 19th and 20th centuries' industrial changes and 21st century high-speed technological progress are the main causes and triggers of implementing PBL in EFL and ESL contexts (Baş & Beyhan, 2010; Rousová, 2008). According to Bas (2010) it synchronized with the need of an environment where learners acquire not only knowledge but also real-life skills. Therefore integration of PBL into EFL and ESL context increasingly has been growing since the early 1980s (Alan & Stoller, 2005; Fried-Booth, 2002; Haines, 1989; Papandreou, 1994; Sheppard & Stoller, 1995; Simpson, 2011; Tessema, 2005; Tomei, Glick, & Holst, 1999). PBL is based on constructivist theory (Ke, 2010) and it shifts away from traditional teaching method to learner-centered approach. According to constructivist theory, knowledge is not only what is taught, but it should also be shaped with learner's active behaviors (Benson, 2013; Yam & Rossini, 2010). Learning process occurs when learners connect new information with his or her background knowledge (Sidman-Taveau, 2005). Learning responsibility transfers from teacher to the learner (Doppelt, 2003). Consequently, teacher's roles change from lecturer to the role of partner, a facilitator, a guide and a tutor in the process of learning responsibility transfer (Barth, 1972). Learners are active; they gain knowledge through active thinking and solving problems. Knowledge is not rote-memorization, homework from books or exercises done for teachers (Gardner, 2011), is learner's selecting, retaining and elaborating information which allows them to satisfy their curiosity (Holt, 1995; Rogers, 1970). Learners build long-lasting knowledge and meaning when the new information is connected with her or his peculiar way of perception (Bas, 2010; Brooks, 1999). Learner active participation is prominent in PBL, it is a deep-learning approach which engages learners in the investigation of real-world problems and engenders active learning environment through substantial and valuable projects (Ribé & Vidal, 1993; Yam & Rossini, 2010). PBL conduces to learners to create links between textbooks and real life language (Fried-Booth, 2002). Besides enhancing learners' engagement

in probing important and meaningful questions PBL also assists learners to develop collaborative and communicative skills which are noteworthy features in learners later working life (Hadim & Esche, 2002). Collaborative learning improves learners' ideas and thought. As projects are often done in groups, this joint undertaking trains and advances learners abilities for team-work and productive collaboration(Henze & Nejdl, 1998). Hilton- Jones (1988) explained PBL as an eligible approach for mixed-abilities language classes because while fulfilling project learners it enables to work in the pace and level that is appropriate for them. PBL gives opportunities to learners to comprehend their real needs for using the target language (Dhieb-Henia, 1999; Hilton-Jones, 1988).

There are a lot of studies (MA and PhD thesis, longitudinal studies), researches that investigate the effects of PBL on not only language skills (speaking, listening, reading, writing) but also critical and analytical thinking, problem solving, generic and life-long skills, digital skills which are reported as positive and fruitful (Ke, 2010; Petersen, 2008; Rousová, 2008; Simpson, 2011). The adaptation of PBL in EFL classrooms can be prosperous and advantageous.

2.1 Evaluation and PBL Assessment

The first order of business in an exploration of PBL assessment is to find out what "assessment" and "evaluation" mean. Learners' awareness about her / his strengths and weakness is strongly based on sufficient amount of feedback, assessment and evaluation process. Feedback, assessment and evaluation are indispensable instruments in the learning development process. Learners generally will not be able to examine and manage their learning process adequately without assessment, evaluation and feedback which provides them the outcomes of their efforts. The validity of these evaluation instruments assists in developing the coherent and consistent model of EFL (English as a foreign Language) learning. One of the main purposes of assessment is to estimate the achievement of both sides – a learner and a teacher. The achievement of the assessment process is the feedback that promotes progress. Well-designed assessment enables instructors to indicate strengths and weaknesses in planned instructional goals. Other primary aspects of assessment in learning process is that it gives an opportunity to the learner to realize what was missed and the teacher is able to identify learners' needs and what should be done as a next stage to advance learning (Chastain, 1988).

2.2 PBL Assessment in EFL (English as a foreign Language) Context

Language assessment has showed a marked improvement in the last years. This paper aims to compare some contemporary PBL assessment types in EFL context. In addition to elaborated comparison, this paper undertakes eliciting convenient assessments forms.

From Lado's (1961) discrete –point test orientation to Ollers'(1979) integrative tests (cloze and dictation) various theoretical principals were offered and used by language test developers to get more benefits. However, in the early 80s Canale & Swain's work marked a new epoch in the language testing field. The communicative competence notion and sociolinguistics as a principal component became the focal points in language assessment process.

In the case of PBL assessment in EFL context, researches proved that it is a crucial and challenging phase. Compared to the traditional learning assessment PBL assessment is different as well as challenging. For example, teachers by implementing various forms of paper– and – pencil based tests

can measure learners' vocabulary and grammatical knowledge but communication skills (speaking skills) cannot be measured. Learners' spoken English communication skills require oral performance. Accordingly, in PBL implementation real– life skills such as higher order thinking, critical thinking, problem solving, formulating hypotheses, data collecting and drawing valid conclusions necessitate the use of different types of assessment. It goes without saying that for getting more reliable and efficient results for factual knowledge objective test items are important. However, different types of assessment are used to assess PBL. Some of which are self-assessment, peer assessment, case-based assessment, performance-based assessment and portfolio assessment. In PBL, true-false tests, multiple choice tests, types of standardized tests are not adequate to measure whole getting end-product process' phases, because there is rarely sole right or best answer, there might be multi-solutions, various outcomes and performances (Linn, 2008).

While implementing PBL in language teaching, learners accomplish required projects and achieve learning purposes through using real communication and authentic language and multiple learning experiences. Hence performance assessment forms are essential in PBL assessment. According to Hutchinson (1993) grammatical and linguistic accuracy should not be single focal of PBL assessment. In a nutshell, an effective assessment program can be defined as a harmonization of multiple types of summative and formative assessments integrated into the whole assessment process.

2.3 Self – and – Peer Assessment

Conventional language teaching argued that learners might not be able to assess properly themselves or their peers, most particularly in the early process of language acquisition. However, recent years researches reveal the necessity and benefit of self – and peer – assessment (Brown & Hudson, 1998). Self – and peer – assessment are implemented in different disciplines and courses to understand learning process in teams and between team members (Tan & Keat, 2005). Furthermore, as stated above PBL implementation in EFL context assists enhancing 21st century skills. Therefore, to measure these abilities, 21st century assessment system is vital.

One of the main instructional goals for all learners is to learn how to evaluate one's own work. Self – assessment skills are vital for learners' advancements in the path of being an independent learner. Moreover, self – assessment gives learners an opportunity to find out their strengths and weaknesses, in language acquisition process. Self – assessment also can be learners' personal needs analysis survey to generate more perfect and knowledgeable projects and to explore English learning process gaps. Self – assessment increases learners' own mistakes' awareness. It is common knowledge that people are more forgetful to external correction, on the contrary, when learners correct their own mistakes they hardly ever make them again which give rise to life – long learning. Self – assessment aids learners to clarify learning goals, determine their own directions, and accomplish required projects' objectives.

Another main source of assessment is peer-assessment. In fact, people are almost always in touch with each other. Peer – assessment is one of the real-life settings in the classroom. PBL's the most prominent features are to establish and encourage a positive environment for learners' team – working activities. The projects in PBL are the end product of learners' collaboration and cooperation. Collaborative and cooperative learning are the keystones in PBL. They allow learners to share their knowledge, language skills. Therefore, in PBL peer – assessment with well-designed rubrics, evaluation forms provided by

instructors or mutually agreed rubrics are significant, because they make evaluation process smoother. Learners can evaluate their own group or team member as well as other groups' projects or stages of works by offering positive recommendations and suggestions for projects' advancement or provide support and help each other to fulfill the requirements. Peer – assessment is not only the process of marking others' works or presentations but also the process of building knowledge with social interaction in meaningful context, with communicative and real – life aspects context. In peer – assessment learners are assessment providers as well as assessment receivers.

Peer – and self – assessment allow instructors to reveal what is overlooked and undetected to establish more substantial learning process, supervise and help learners in a better and more observant way. Nevertheless, self – and peer – assessment have been criticized with regard to fairness. Brindley and Scoffield (1998) stated that peers do not assign low marks to each other, even when the performance is insufficient or poor. Moreover, some students feel that they cannot judge themselves fairly while others feel that they are not judged fairly.

The researcher schematized the analysis and comparisons done above.

Table 1 Comparison table of Self – Assessment, Peer – Assessment and Tutor, Facilitator – Assessment

	Self – Assessment	Peer – Assessment	Tutor, Facilitator–Assessment
Popularity	Increase	Increase	Required
Assessment Form	Authentic, Alternative Evaluate one's own work	Authentic, Alternative Evaluate peer work	Traditional Evaluate learners' personal effort and teamwork
Learner	Active performer in the assessment process Learner autonomy increase	Interactive and active Performer in the assessment process Learner autonomy increase	Feedback and evaluation receiver
Approach	Student – centered	Student – centered	According to implemented assessment form it can be teacher – centered or the equilibrium mixture of teacher and student centered approaches.
Information	Obtained directly from learner herself/himself (self-check lists, self-evaluation form)	Getting information, constructive feedbacks and enlightenments from peers or team members (peer-checklists, observation, peer-evaluation form)	Comments about learners' individual or intergroup progress. Feedbacks which assists learners to avoid misconception and helps to advance the process of learning
Learning	Active, responsible for	Active, construct	Learner is passive,

Process	his/her own learning, self-correction, self – directing, acquired different assessment techniques	knowledge, share information	Instructor/Facilitator's positive feedbacks
Questions	What is my progress and deficiencies? What is my responsibility to fulfill our project? What can be done?	How should I provide constructive, effective and not offensive feedbacks? Are my feedbacks and rubrics criteria able to increase her/his (or their if one team evaluates another) motivation, enthusiasm to accomplish project rather than generating negative competitive environment?	Are the requirements that should be accomplished while doing projects clear? How to keep students on track and make them not to lose focus? Do students shift from spoon-feeding towards active learning and being knowledge seeker?

Research Questions:

The researcher attempted to find out learners' attitudes towards assessment types. The research questions were as follows:

1. What does assessment notion mean for you?
2. Do you think that test is sufficient to evaluate all their efforts while accomplishing project?
3. Do you prefer to be assessed by
   a teacher
   b peers
   c self-evaluation

3. Method

Qualitative and quantitative instruments were used to collect data. For this study a five – point Likert scale was used, rating from 1 (strongly agree) to 5 (strongly disagree). Codes 1 and 2 (strongly agree/agree) and codes 4 and 5 (disagree/strongly disagree) were tailed together to show clear opinions. As students thoughts are important, a qualitative research was accepted more suitable. Based on questionnaires semi – structured interview was conducted. The researcher used qualitative instrument-semi-structured interview not to limit the respondent and allow her/him to discuss some issues that the researcher may not have considered in the questionnaire. The aims of the questionnaire and the interview were mainly to reveal the students' assessment perception and preferred assessment type.

3.1 The Participants

The participants of the study were Ishik University, Faculty of Education – Freshmen students with different educational backgrounds. During the semester various projects (power point, booklet, city guide book) were done by students who participated in the study.

3.2 Data Analysis

Table 2 Assessment Types

Assessment Types	%		
	Agree	Mid	Disagree
Test is quite good way to asses my all efforts while fulfilling project	17	13	70
I would like to be assessed by my friend	66,7	8,3	25
I would like to be assessed by my teacher	75	0	25
I am able to evaluate myself fairly	41,7	0	58,3

According to the study results 70% of students believe that tests are insufficient to explore their efforts made while doing projects. On the other hand, 17% stated that tests are completely sufficient instruments to evaluate them.

Moreover, approximately 67 % percent of the students want to be assessed by their friends. They are sure that their friends will not give them poor scores even when their performance is poor. At the same time 25% of students do not want to be assessed by their friends because they think that their friends experience and knowledge are not adequate to evaluate others and they are incompetent.

The questionnaire results also clearly demonstrate students' assessment perceptions about evaluation by the highest percentage of being assessed by teachers, because students believe that they are: more knowledgeable, more experienced and fairer person than others without prejudices and preoccupancy. While 58,3% of students stress that they cannot evaluate themselves properly, 41, 7 % of them state that they can fairly evaluate themselves.

3.3 Findings and Discussion

The questionnaire which was supported by the interview to get as much possible information as possible from participants showed that 73,9 % of students are of the opinion that self-assessment is more convenient. In the interview it was explored that:

1. If they want to be successful, self – assessment should be the first step in students' educational life advancements.
2. On the exam or test day or the day before they might be sick, they might miss it, they have studied hard but suddenly when exam starts they may forget everything, so in that moment self – assessment relives their worries, because students know how hard they studied.
3. Nobody is able to know his/her strengths and weaknesses as well as him/her

4. None of the student chose the peer – assessment type, as the researcher mentioned above all of the study participants had a traditional teaching background. Hence, peer – assessment is the new notion for them and they still have not got accustomed to it as they mentioned to researcher while interview.

5. None of the students accepted teacher's class observation as an assessment type. It has some reasons such as;
   a. In Ishik University, in Faculty of Education student centered, student active learning process is prevailed.
   b. Lecturers try to implement various contemporary teaching – and learning approaches, which aim to shift learners from rote memorization to critical – analytical thinking, higher – order thinking, problem- solving and productivity. Therefore, the teacher is not in the main role, our students are leading actors and stars of learning process. As it is not teacher dominant environment, students know that they are responsible for the learning process.
   c. Students also believe that mid-term and final exam results are more important than teacher observation. However, in their pre – Ishik University educational life students gave a lot of importance to teacher grading because they came from traditional – centered method. As the researcher implements Project –Based Learning (PBL), it also assists learners to comprehend teacher's observation and feedbacks importance to get successful product or presentation.

26% of the respondents stated that grades (test scores, exam results) are significant for them, because it is the best evidence of their achievement for their parents, friends and others around them. With regard to participants' responds, grade is the instrument which proved their knowledge.

4. Conclusion

All in all, the researcher's concluding remarks are that teachers should not be the sole evaluators. Especially in new methods like PBL students should be involved into the evaluation process. It goes without saying that students will not know these criteria. Hence, while knowledge interaction teachers should also train students how they would be able to assess themselves or their peers, or how to prepare proper rubrics. Different types of assessments from standardized test to authentic assessment should be implemented in the learning process. PBL opens the door of opportunities to be active in the learning process as well as in assessment which entails interaction between students and teachers. PBL implementation in Education Faculty also helps teachers to train their learners.

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   Books

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LaRue (2007) identified intellectual freedom and patron confidentiality as two key values held historically by libraries.

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Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould & Brown, 1991, p. 14).

Direct Quotation with Author as Part of the Narrative

Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (p. 14).