International Journal of Social Sciences & Educational Studies

Editorial Office:
International Journal of Social Sciences & Educational Studies
Ishik University
Erbil, Iraq
www.ijsses.org

International Journal of Social Sciences & Educational Studies gratefully acknowledges the support of Ishik University.

International Journal of Social Sciences & Educational Studies is particularly indebted to Ishik University Research Center.

Composed by İrfan Publishing, Erbil, Iraq

Printed by Anıl Press, Gaziantep, Turkey

IJSSES (International Journal of Social Sciences & Educational Studies) is published quarterly (September, December, March, June) in both print and online versions by Ishik University.

ISSN 2409-1294 (Print)

International Journal of Social Sciences & Educational Studies is indexed by:

JIFACTOR, CITEFACTOR, GOOGLE SCHOLAR

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The Effect of Question Position on Listening Comprehension: A Case Study

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Received: July 10, 2015 Accepted: August 25, 2015 Online Published: September 1, 2015

Abstract: Though speaking has been considered as the most important skill in foreign language learning process, listening has a fundamental value because learning does not occur without comprehensible input. Listening is a complex process in which learners must do analysis to accurately interpret. In listening learners need to interpret with a speaker to construct meaning. This study tries to find out whether listening strategies are effective to influence listening comprehension and the major goal of the study is to reveal whether pre-listening, while-listening and post-listening activities are the most important to decipher the main idea of a listening text. It has been found that while-listening questions play the major role in comprehension of listening materials.

Keywords: Pre-listening Activities, While-listening Activities, Post-listening Activities

1. Introduction

"Listening is the Cinderella skill in second language learning. All too often it has been overlooked by its elder sister: speaking" (Nunan, 1997, p. 42). There is a widespread assumption that speaking is the most important skill, for that reason listening has been neglected by learners in foreign language learning process. However, learning cannot begin without comprehensible input, therefore "listening is thus fundamental to speaking" (Nunan, 1997, p 47). In order to establish communication learners must understand the messages of speakers. For that reason, listening is not a passive activity, it is a complex process in which learners must do analysis to accurately interpret. Listening requires mental activity because discrimination of sounds, comprehension of lexical and grammatical structures, interpretation of stress and intonation in a listening process is hard work. The use of listening activities enhances listening comprehension of learners. This study explores which of the listening activities among pre-listening, while-listening and post-listening activities contribute to listening comprehension more than the others.

2. Literature Review

Listening is a highly-complex solving activities (Byrnes, 1984) in which listeners interact with a speaker to construct meaning through using their knowledge and background information. When learners are aware of the factors that influence their listening comprehension they will know their listening abilities. This recognition will help them set effective strategies and through these strategies, learners will be able to increase the level of listening comprehension. In other words, these strategies will be useful for learners in that they will provide them necessary components for better listening comprehension. Listening activities can support learners in interpretation of the listening text. Learners through some

activities during a listening activity can develop their understanding level. Karakas (2002) states that listening activities foster comprehension of listening texts. Listening activities are usually subcategorized as:

- pre-listening
- while-listening
- post-listening

2.1 Pre-listening Activities

Pre-listening activities is the preparation phase of the listening process. Learners are prepared for what they will hear. Moreover, learners are provided with some background information about the topic they will hear. When learners have prior knowledge their comprehension of the text will be facilitated. Language and culture are interrelated so cultural information will allow learners to understand the text with ease. Learners should know some details about the text. All the available information will enable learners to make predictions about what they will hear.

Vocabulary and grammar knowledge are important factors in listening comprehension. Without language knowledge learners might fail to understand the listening text. Learning new words and grammatical structures in pre-listening activities will enable learners to recognize them in the listening text which will lead to better comprehension of the listening text.

Karakas (2002) states that pre-listening activities usually have two primary goals:

1) to enable learners to activate their prior knowledge so that they can receive the coming information easily.
2) to help learners understand better through providing the necessary context for the listening text.

The activities done during pre-listening help learners in many ways to understand the listening tasks better so lecturers during pre-listening might:

- decide on what learners will listen to based on their interests and explain the purpose of listening task in advance so that learners have an idea about the topic and goal of the listening task which will play a role in comprehension.
- decide whether learners need to learn more structural, vocabulary and cultural knowledge.
- decide whether to study the listening text using top down (overall meaning) or bottom up processes (focus on the words and phrases).
- provide opportunities for group or collaborative work and discussions where learners reinforce their language and cultural knowledge.

2.2 While-listening Activities

During a listening task, learners try to interpret the messages to construct meaning. For an effective comprehension receiving the messages accurately is a significant step. In pre-listening activities learners gather some background information about the listening task. This information allows learners to make

predictions and when learners listen to a task they have an opportunity to revise their predictions. At the same time, language knowledge and cultural information learners had in pre-listening activities facilitate their listening comprehension. Through using all these components they have obtained in pre-listening activities learners make judgments about what they listen to. They endeavor to receive and interpret the messages of the speaker accurately.

The goals of while-listening activities can be identified as:

1) to enable learners to focus on speaker‘s language and ideas to understand.
2) to enable learners to focus on speaker‘s organizational patterns.
3) to enable learners to react and respond to the speaker‘s ideas and use of language.

Learners in while-listening phase decide on what they should focus on, what important points they should give attention to. These strategies will allow listeners to make predictions to develop their listening comprehension.

2.3 Post-listening Activities

To extend learners’ skills post-listening skills are required. Learners in post-listening activities have an opportunity to use what they have learnt in listening tasks. They try to put new things they have learnt into practice through relating them to their life experiences. This is a good chance for learners in terms of language improvement. Learners listen to listening tasks and learn useful expressions and post-listening activities provide them an opportunity to practice in the target language. Furthermore, learners in post-listening activities assess how much they have understood in a listening task in other words learners check their comprehension. Learners in these activities understand the points they have not understood previously. Lecturers in post-listening activities can integrate listening skills with other skills, for instance they can allow learners to discuss an issue about the listening task. Learners in the discussion try to use the words and structures they have learnt in the listening task and they promote their communicative competence in addition to their listening skills.

Research Questions:

1) To what extent do pre-listening activities influence listening comprehension?
2) To what extent do while-listening activities influence listening comprehension?
3) To what extent do post-listening activities influence listening comprehension?

3. Research Method

3.1 Design of the Study

This study uses quantitative approach. Quantitative method has allowed gathering quantifiable data for the purpose of analyzing the scores of learners in listening tests. Learners in this study had a listening test which had 20 questions. Different listening activities were applied to the learners to investigate which of these activities are more useful to develop listening comprehension. The collected data has been used to generate statistics to demonstrate the differences between pre-listening, while-listening, and post-listening activities in the listening process.

3.2 Sample Selection

The participants in this study were preparatory school students at Ishik University. 68 students participated in this study. It was observed that elementary level students felt under pressure during listening activities, and they had difficulty in understanding the instructions so they were not included in the study. There were four groups at pre-intermediate level at preparatory school at Ishik University. The groups were formed randomly without following any criteria. 20 students were placed in each of the four groups. The learners were not aware that they were a part of the study but it was announced that their test scores would contribute to their listening course averages.

3.3 Data Collection

The listening text which was used in the test was a conversation between a lecturer and a student. Pre-listening, while-listening, and post-listening questions were prepared for learners in the groups. In the first group questions were given to the learners before they listened to the text (pre-listening questions). In the second group questions were given to the learners after they listened to the text (post-listening questions), and learners were allowed to take notes if they wished. In the third group the learners listened to the text and then they were given the questions and they listened to the text again (while-listening questions). In the fourth group the learners listened to the text twice and they took notes while listening. After listening, learners in the four groups had the same listening test which had 20 questions. The test results were analyzed and showed in graphics.

3.4 Findings

Learners in the first group were given the pre-listening questions before they listened to the text. They had a test after listening to it and it was found that their average was 14.4. Learners in the second group were given post-listening questions after they listened to the text. Learners were allowed to take notes while listening. They had a test and it was found that their average was 14.1. Learners in the third group listened to the text and they were given while-listening questions, and after seeing the questions they listened to the text again, and it was found that their average was 16.7. Finally learners in the fourth group listened to the text twice. Although learners were allowed to take notes while listening, it was found that their average in the test was 10.5. The test scores of learners are presented in table 1. This study revealed that both pre-listening and post-listening questions almost equally affected listening comprehension of learners. Learners who had pre-listening questions had some ideas about the listening text beforehand so they focused on the answers of the questions while listening. However, they did not pay sufficient attention to other points. Learners who had post-listening questions were not given any questions beforehand. They listened to the text by concentrating all points. With the help of note taking and post-listening questions learners were as successful as learners who had pre-listening questions. Learners in the fourth group were not given any questions but they listened to the text twice and took notes while listening. However, it was found that their average in the test was the lowest among all groups. This study showed that while-listening questions played a critical role in listening comprehension. Learners in the third group listened to the text without taking any notes. They were given while-listening questions and listened to the text again. The first listening provided a general

overview about the text for the learners. The contribution of while-listening questions and listening for the second time allowed learners to understand the details which led to better listening comprehension.

Table 1: Listening Test Scores

Students	Pre-listening questions	While-listening questions	Post-listening questions	Note-taking listening
Student 1	18	19	18	17
Student 2	17	19	17	16
Student 3	17	19	17	15
Student 4	17	18	16	13
Student 5	16	18	16	13
Student 6	16	18	16	12
Student 7	16	17	15	12
Student 8	15	17	15	11
Student 9	15	17	15	10
Student 10	15	17	15	10
Student 11	15	17	15	9
Student 12	14	16	14	9
Student 13	14	16	13	9
Student 14	13	16	13	9
Student 15	13	16	13	9
Student 16	13	15	12	8
Student 17	12	15	11	8
Student 18	11	15	11	7
Student 19	11	14	10	7
Student 20	10	14	10	6

	Mean	Median	Sample Standard Deviation
Pre-listening questions	14.4	15	2.2571523745873
While-listening-questions	16.7	17	1.565247584299
Post-listening questions	14.1	15	2.3819496658255
Note-taking listening	10.5	10	3.0693733288049

Figure 1: Mean, Median and Sample Standard Deviation

Standard deviation size is directly related to accuracy. If the data spread is small then the mean is more accurate. Small standard deviation results in better predictions. In figure 1 it is seen that the standard deviations are low so there is a low possibility of having errors in the statistical predictions.

4. Conclusion

Listening is a complex process. Although it is found by many learners daunting, its role in language learning process cannot be underestimated. The use of effective strategies can facilitate listening comprehension. Pre-listening, while-listening, and post-listening questions help learners receive the coming information with ease. Learners through these questions will know what they need to focus on in the listening text. Learners will easily interpret the messages because questions will allow them to decipher the main idea of the text. Furthermore, these questions will provide learners with the context for the listening text which will reinforce their listening comprehension.

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The Role of Interactive Whiteboard on Motivating Learners in Mathematics Classes: A Case Study

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Received: June 20, 2015 Accepted: August 29, 2015 Online Published: September 1, 2015

Abstract: The enhancement of motivation and enthusiasm by the use of interactive whiteboard has improved self-esteem, encouragement and success of many learners who have found mathematics difficult. This study aims to investigate whether the use of interactive whiteboard in mathematics classes promotes motivation of learners which facilitates learning process. 40 lecturers and 40 students were surveyed in the study and the results have been compared and it has been found that interactive whiteboard enhances interactivity, motivates learners and facilitates learning in mathematics classes.

Keywords: Motivation, Enthusiasm, Interactivity, Interactive Whiteboard, Learning Mathematics

1. Introduction

While the use of interactive whiteboard (IWB) contributes to the effectiveness of classroom instruction and the quality of education provided in the classroom, its influence on participation and motivation cannot be underestimated. The interactive atmosphere created by the use of IWB leads attention of learners and increase interaction in the classroom. In particular, the presentation of visual materials through IWB fosters interactivity and enables learners to learn in an engaging way. IWB has the potential to present a great variety of examples at the touch of a button.

It is important that learners should learn mathematical theory and critical thinking in problem solving process. Learners should know the link between mathematical knowledge and solving real world problems. While solving a problem learners need to formulate a concrete problem into an abstract one (Hwang et al., 2007). In classroom where traditional approaches are applied learners' creative thinking ability cannot be sufficiently enhanced because learners try to solve the problems simply applying the formulas without understanding the real concepts of the formula (Forbes, 1996). For that reason, in order to help learners develop their abstract thinking the role of visualized lectures has always been highlighted (Bishop, 1989). It is widely assumed that learners can solve problems with ease if they are visually presented.

2. Literature Review

Recently the level of interest in IWB has been growing at a fast rate. In particular, young learners of the century do not value traditional approaches because they are familiar with technological devices from birth. A wide range of resources via IWB facilitates presentations of lessons in lively ways. Attractive presentations yield to permanent motivation (McCormick & Scrimshaw, 2001). The features of IWB offer great potential for the development of effective teaching. IWB seems to promote whole-class

interactive teaching which is at the core of effective practice. In support of effective learning IWB enhances interactivity, motivates learners and facilitates learning.

Learners interact with the new learning materials which are demonstrated through IWB. The use of IWB enables lecturers to explain abstract concepts and ideas with ease. The use of visualization is essential in comprehension of mathematical terms because they develop abstract thinking of learners (Bishop, 1989). Pictures presented via IWB foster existing knowledge of learners and enable them to perceive further knowledge (Tall, 1991) so learning mathematics through IWB motivates learners to understand the existing knowledge and enlarge it. Imagining the picture of a problem is a hard task in mathematics yet the use of visual materials facilitates problem solving process

Dynamic and varied use of resources on IWB promotes motivation of learners and helps them comprehend the materials better. The versatility of IWB engenders accommodating different learning styles in the teaching and learning process. Lecturers can teach and interact with the learners simultaneously which helps them teaching with more focus. The use of variety of resources that suits the needs of learners develops enjoyment and motivation of learners; moreover, encourages learners for participation and collaboration (Levy, 2002). IWB is multifunctional so not only the efficient use of it influences learners' motivation but also its high contribution to student-centered learning increases learners' engagement.

When IWB is used in the classroom, the enthusiasm of learners for learning increases because they wonder what will appear next on the screen. Though Higgins, Smith, Wall, and Miller (2005) found that motivation is linked to ability and age, IWB has a positive influence on motivating learners to learn. Learner attentiveness increases if they interact physically with IWB. Moving objects, manipulating images on IWB promotes learners' motivation in the classroom. Moreover, classes become less teacher-centered if IWB is used as a result more time will be created for learners to interact with IWB. This opportunity will develop learners' motivation which will yield better learning. Learner engagement is key to increasing motivation. Therefore, IWB has the potential to provide an enjoyable learning environment for learners. Moreover, the use of visual materials and employing various effects such as sound, video clips allows learners to explore the topics they study through touching, seeing and hearing.

IWB enables lecturers to implement effective questioning in learning and teaching process. IWB allows lecturers to present a variety of content in the classroom which encourages learners to inquire about the topics (Hwang, 2003; Hung, Lin & Hwang, 2010). This will lead to impetus to posing questions in the classroom by students. Class discussions are a motivating pace for learners to enhance learning. This strategy is an effective way of involving learners in the learning process.

Research Questions:

a) Does the use of IWB in mathematics classes increase the learner engagement?
b) Does the use of IWB promote learners' motivation in mathematics classes?

3. Research Method

3.1 Design of the Study

This study uses both qualitative and quantitative methods. Qualitative research focuses on questions "that help us understand and explain the meaning of social phenomenon with as little disruption to the natural setting as possible (Merriam, 1998. p.5). Furthermore, "the qualitative researcher collects open-ended, emerging data with the primary intent of developing themes from the data" (Creswell, 2003, p.18). Qualitative approach in this study helps to draw meaningful results from the questionnaire surveys which have been carried out to find out whether the use of IWB motivates learners in mathematics classes or not. Moreover, quantitative method has enabled the collected data to be used to generate statistics.

3.2 Participants

The target population in this study is students and lecturers of mathematics department. Ishik University department of mathematics lecturers and students were selected in this research. Lecturers and students were chosen randomly, no criteria were followed in forming the participants. 40 lecturers and 40 students were surveyed in the study.

3.3 Data Analysis

This study is based on surveys by lecturers and students in mathematics department at Ishik University. The gathered data has been transformed into figures. Both lecturers and students had the same questions which provided a good opportunity to compare the results. It has been explored that both lecturers and students have stated positive attitudes towards the use of IWB in the classroom. The results of the surveys are presented below.

3.4 Findings

One of the main advantages of the IWB is that it motivates learners; in particular the use of visual images facilitates learning process (Glover & Miller, 2001; Levy, 2002; Richardson, 2002; BECTA, 2003). For instance in this study an overwhelming 85 % of the lecturers agree that the use of IWB motivates learners to learn in mathematics classes, and again an overwhelming 82 % of the students agree on motivating role of IWB. 79 % of the lecturers state that IWB increases enthusiasm of learners in the classroom, and 77 % of the students state that their enthusiasm has promoted when IWB is used in the classroom. Many researchers highlight that IWB improve attention and engagement in the learning process (Kennewell, 2001; Burden, 2002; Miller & Glover, 2002; BECTA, 2003). In this study 80 % of the lecturers state that IWB enables learners to learn in an engaging way, and 78 % of the learners state that IWB creates an engaging learning environment. % 81 of the lecturers are of the opinion that the use of IWB fosters creative thinking; in the same vein % 79 of the students are of the opinion that IWB increases creative thinking. Finally % 82 of the lecturers state that learning mathematics through IWB facilitates comprehension of materials and affects learner achievement and % 81 of the learners state that the use of IWB in mathematics classes influences learner achievement and comprehension of mathematics materials since IWB provides a great variety of examples to ease understanding process.

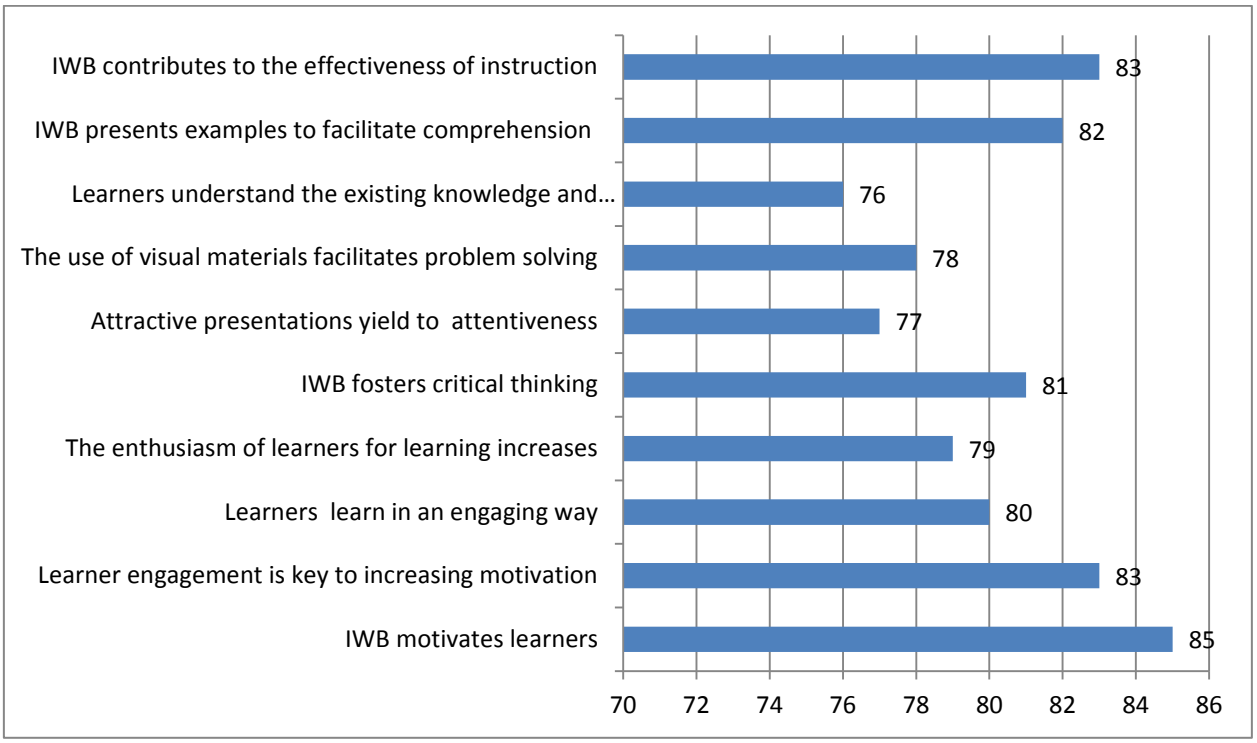

Figure 1: The survey results of lecturers

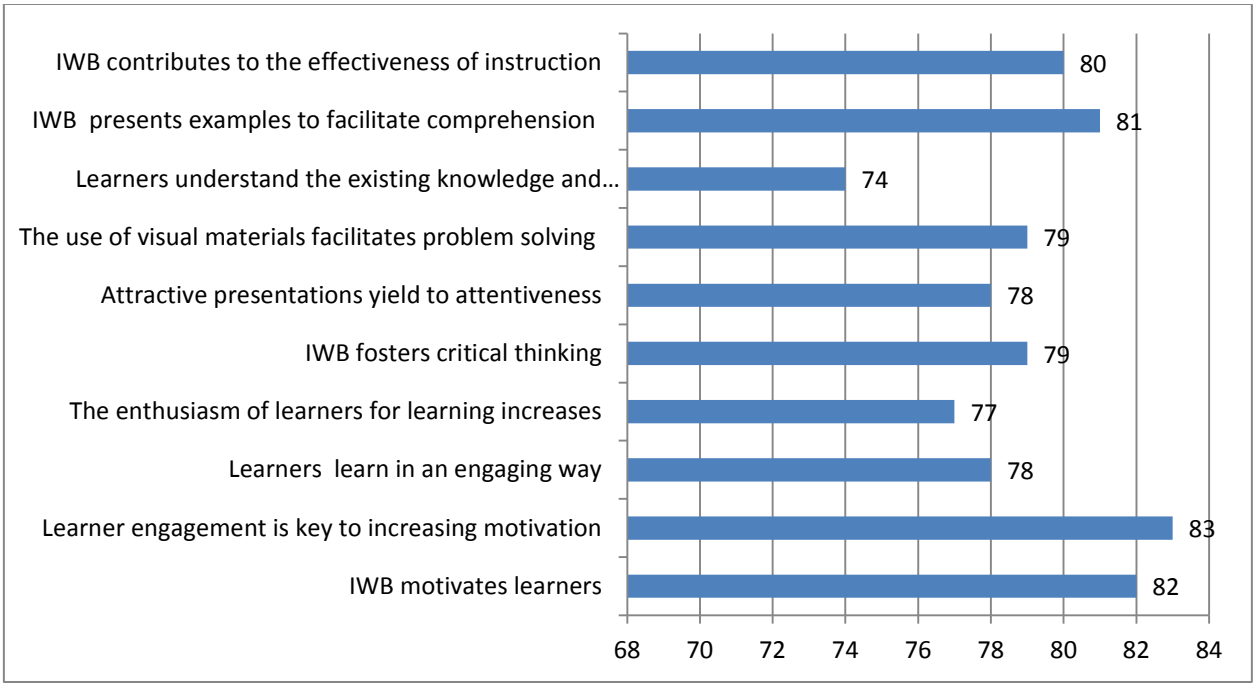

Figure 2: The survey results of students

4. Discussion and Conclusion

Effectiveness of classroom instruction increases when IWB is used in the classroom. Classroom participation and interactivity promotes learners' achievement; particularly motivation enhances learning pace. IWB promotes motivation of learners and helps them understand better. Motivation has a key factor which will yield better learning. Motivated learners stand a better chance of achieving. IWB has the potential to motivate learners in the classroom. IWB can provide a learning environment where interactivity is enhanced and motivation is promoted.

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The Evolvement of the Term 'Communicative Competence'

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Received: June 8, 2015 Accepted: August 12, 2015 Online Published: September 1, 2015

Abstract: This paper briefly discusses existing models of communicative competence. Theory of communicative competence, which started in the late 1960s, originates from Chomsky's distinction of competence and performance. Chomsky's term 'linguistic competence' was found narrow and inadequate so Hymes, Canale and Swain, and Bachman and Palmer elaborated on this term and introduced broader definitions.

Keywords: Communicative Competence, Communicative Competence Models, Communicative Language Ability

1. Introduction

Hymes (1972) is the first to use the term 'communicative competence'. He challenged Chomsky's notion of 'linguistic competence' because he found the term inadequate. Hymes (1972) suggests that the theory of communicative competence should include four elements. Canale and Swain (1980) divided communicative competence into three categories: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) proposed a new model and he divided communicative competence into four categories: grammatical competence, sociolinguistic competence, strategic competence and discourse competence. Bachman and Palmer (1996) proposed a new comprehensive model and coined the term 'communicative language ability' and divided it into two categories: language knowledge and strategic competence.

2. The Evolvement of the Term 'Communicative Competence'

The concept of competence was proposed by Noam Chomsky into applied linguistics. In his famous book "Aspects of the Theory of Syntax" (1965) Chomsky differentiates between competence and performance. While his concept of competence refers to language knowledge possessed by an idealized native-listener speaker; the concept of performance comprises the real use of language in concrete situations. Hymes (1972) is of the opinion that Chomsky's distinction is not broad enough to describe behavior of language so he (1972) elaborated on Chomsky's notion of linguistic competence and coined the term communicative competence by adding language use and grammatical rules. Communicative competence is inherent grammatical competence and the ability to use it in different communicative situations for a range of purposes (Hymes, 1972). According to Hymes (1972) communicative competence is "what a speaker needs to know to communicate effectively in culturally significant settings" (p.15). Hymes (1972) suggests that people have different language knowledge and abilities so a linguistic theory should address a real speaker-listener in a diverse speech community. Linguistic theory is integrated with communication theory and culture. In other words, communicative competence is a combination of language knowledge and other aspects of language use with skill essential for communication (Canale & Swain, 1980; Canale, 1983). Hymes (1972) concluded that theory of

communicative competence should include some elements and he put forward four levels of analysis in the use of language:

1. Whether (and to what extent something is possible (p.12)
2. Whether and to what extent something is feasible (p.14).
3. Whether and to what extent something is appropriate (p.16)
4. Whether and to what extent something is in fact done (p.18)

In the first level whether an idea can be conveyed through available linguistic knowledge is sought. In the second level what a learner can generate in a limited time and process is explored. In the third level the aim is to find out whether language is correlated with the setting it is used. In the final level, reality aspect of language use is investigated.

Widdowson (1978) in his attempt to define the term 'communicative competence' suggests that language learning is not merely the acquisition of grammar rules but also the acquisition of the ability to use language for communication. In a similar vein, Savignon (1972), who conducted a well-known study on the concept of communicative competence, offers the following definition: "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (p.8). She summarizes the characteristics of communicative competence as:

1. Communicative competence underlies meaning negotiation between people using the same coding.
2. Communicative competence comprises spoken and written form of language.
3. Communicative competence strives for comprehension of an individual's ability to effectively convey meaning within given contexts.
4. The difference between competence and performance should be clearly elucidated.
5. Communicative competence relies upon all individuals immersed.

A number of educators have examined the term communicative competence. Canale and Swain (1980) made an ultimate definition of the term as "the underlying sytems of knowledge of vocabulary and skill in using the sociolinguistic conventions for a given language" (p.15). They both underpin the notion that communicative competence embraces skill and knowledge to process acquired knowledge. Canale and Swain (1980) proposed a communicative competence model and included grammatical competence, sociolinguistic model and strategic competence in their model.

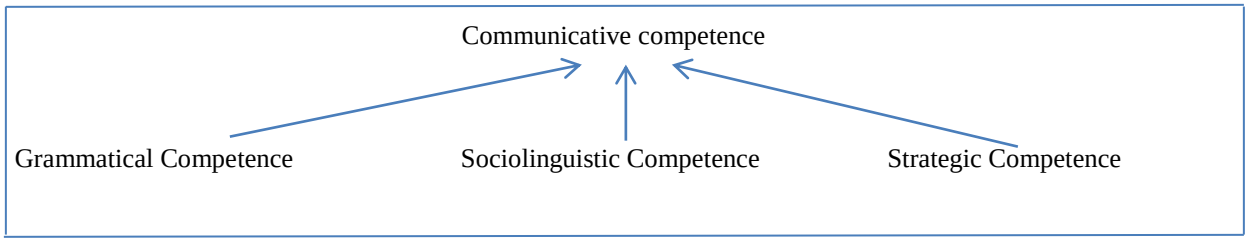

Figure 1: Communicative Competence Model Proposed by Canale and swain (1980).

Afterwards, the model proposed by Canale and Swain (1980) was restructured by Canale (1983). He added discourse competence into the model and developed a four-dimensional model.

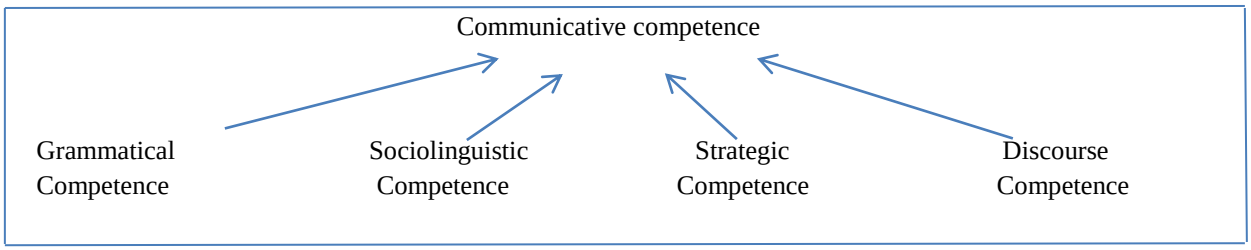

Figure 2: Communicative Competence Model Proposed by Canale (1983).

Grammatical competence refers to have a good command of language rules. It is the correct application of vocabulary rules, word and sentence formation, pronunciation, spelling and linguistic semantics. Simply put it refers to knowledge about language code. Learners skillfully manipulate these rules to construct meaningful sentences. Sociolinguistic competence is to use language appropriately in a communication situation. Discourse competence is the ability to combine ideas and to understand and express oneself in a specific language. Strategic competence is the use of verbal and nonverbal communication strategies skillfully when breakdowns occur in communication process. Building on Canale and Swain's theory of communicative competence, Bachman and Palmer (1996) developed a new model known as communicative language ability which is much more comprehensive. Bachman and Palmer (1996) argue that many characteristics of language users affect their communicative language ability.

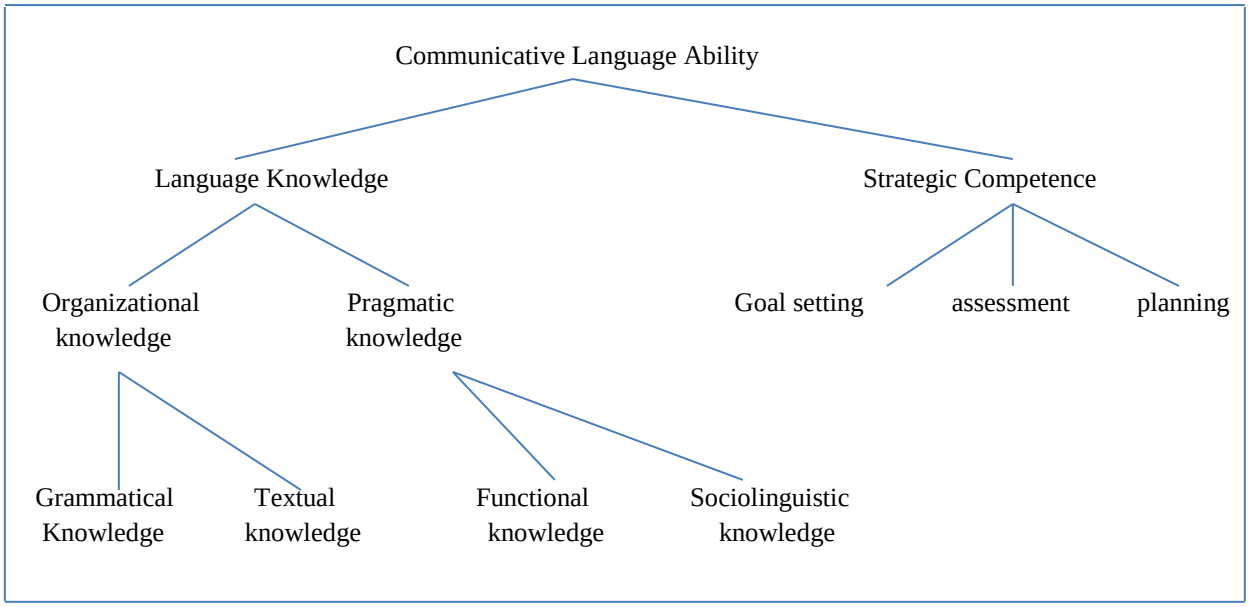

Figure 3: Bachman and Palmer's Model (1996).

In Bachman and Palmer's model (1996) grammatical knowledge includes several components: vocabulary, morphology, syntax, and phonology. These elements enable learners to produce grammatically correct sentences. Textual knowledge in their model focuses on cohesion and rhetoric and allows learners to understand and generate spoken and written texts. Pragmatic knowledge concentrates on the link between language forms and it refers to abilities to create and interpret communication. Pragmatic knowledge is divided into two subcategories. Functional knowledge, which is also known as illocutionary knowledge, emphasizes the use language in order to express ideas. Sociolinguistic knowledge on the other hand is the appropriate use language utterances.

3. Conclusion

Communicative competence which started with the distinction of Chomsky's between competence and performance evolved over time. This paper briefly discusses the evolvement of the term 'communicative competence' and introduces the existing communicative models proposed by different linguists. Communicative competence stemmed from a challenge to the term 'linguistic competence' and became a complex model known as 'communicative language ability'.

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Factors Affecting Listening Comprehension and Strategies for Improvement: A Case Study

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Received: June 3, 2015 Accepted: August 15, 2015 Online Published: September 1, 2015

Abstract: Listening comprehension is the ability to receive the messages sent by speakers. Yet it is not always easy to decipher these messages and construct meaning. There are factors that should be taken into account in listening comprehension. These factors enable listening materials become comprehensible for the learners. This study has tried to explore the factors which affect listening comprehension of learners. This study has mainly focused on factors which affect listening comprehension of Iraqi foreign language learners at Ishik University. The study has listed ten factors in terms of their significance and provided some useful strategies to improve listening comprehension.

Keywords: Listening Skill, Listening Comprehension, Factors, Strategies, Improvement

1. Introduction

Listening holds an important place in foreign language learning process because it provides learners comprehensible input. However, language learners encounter some factors that hinder listening comprehension. One of the factors is the intelligence of the learners which decides on how much language input they receive. Background knowledge about the topic, another factor, enables the learners to comprehend the listening text better; in other words prior knowledge facilitates comprehension and allows learners to make predictions. Furthermore, the topic of the listening text is another factor that prevents learners from better comprehension; for instance a topic that draws attention of learners is easier to understand, at the same time it can motivate the learners to achieve better. Metacognitive strategies of the learners is another factor that impedes listening comprehension for instance the ability to use listening strategies and self-monitoring make a difference in understanding the listening tasks.

2. Literature Review

Boyle (1984, p.35) identifies the factors that influence listening comprehension in three groups:

- listener factors
- speaker factors
- factors in the material and medium

2.1 Listener Factors

- Educational level of the learners is an advantage for learners. Well educated learners stand a better chance of comprehending listening activities. Listening comprehension also requires physical advantages; for instance a learner with hearing problems will not be able to understand the listening activities.
- Age is an important factor in language learning. Young learners learn faster than adult learners.
- The environment where listening activities are carried out facilitates comprehension. In a quiet learning environment, learners concentrate better. This will influence their understanding.
- Those learners who learn a foreign language at a better school will develop better comprehension skills. At a school where listening skills are neglected, learners will fall behind.
- Intellectual knowledge
- Language knowledge; the knowledge of vocabulary, grammar and pronunciation helps learners comprehend easily.
- Learners need to have specific knowledge of the topic. This knowledge will allow learners to make predictions easily.
- Motivation allows learners to concentrate on the topic, and enables them to listen to attentively. Motivated learners stand a better chance of developing listening comprehension.
- Listening topics should absorb attention of learners therefore; lecturers should study listening activities which learners show interest. When learners show interest in the listening topics, their commitment will be high and they will show better performance.

2.2 Speaker Factors

- Speakers' ability plays a big role in comprehension. Lecturers should prefer listening activities of native speakers because it can help learners understand better. Listening activities of non-native speakers might not be clear for the learners to comprehend because of pronunciation differences.
- The pronunciation and accent of the speaker influences comprehension.
- Delivery speed of the speaker is a major factor in listening comprehension. If the delivery is fast, learners might have difficulty in understanding.
- Listening to well-known and prestigious speakers can motivate learners.

2.3 Factors in the Material and Medium

- The choice of listening materials holds an important place because if message is not conveyed then the materials will not be useful. Vocabulary and grammar level of the material influences comprehension largely. Lecturers make sure that the level of the material is in compatible with the level of the learners. Phonological features of the listening material are even more important. The learners should easily master stress and intonation in the material.
- The content of the material should draw attention of learners. Concepts in the material should be easily understood. Long listening activities might bore the learners and they might fail to understand. At the same time poorly organized material might not be useful for the learners to

develop their listening comprehension. Listening materials that have many technical words will not give any benefits to learners' listening skills development.

- The listening environment should be quiet. There should not be any interference in the classroom.
- Lecturers should support the learning environment through gestures and visuals.

Fast delivery of language might result in comprehension failure because learners might not receive all the messages. Underwood (1989) stresses the negative role of fast delivery and concludes that "many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks" (p. 16).

Lecturers do not allow the learners to listen to a listening material more than once. Though listening to a listening activity twice might have disadvantages, in particular learners at elementary level should be given this chance. When learners get used to listening twice, they might fail to understand the listening activities until they listen to if for the second time. Yet, learners at the beginning level should be given the second chance. This will help them understand with ease and increase their motivation to achieve more in listening exercises.

Language knowledge is a key factor that helps learners understand better. Vocabulary level of the learners help learners recognize the words easily which plays major role in comprehension. Grammar and pronunciation knowledge allow learners to understand and decipher the main idea easily.

Learners due to not having a good mastery of the target language may fail to understand a listening material because they are not aware of the signals when the speaker moves from point to another. Speakers use such terms as "first of all", "thirdly" when they talk about an issue to list down the points. If learners are not aware of these signals, comprehension of the material might be difficult.

The knowledge of context gives learners an advantage to understand the materials better. When learners know about the context they will listen to it more attentively, and when he knows what the major idea is the learner will be more motivated which can lead to better achievement. While having a conversation, the learners will be able to respond more appropriately when they know the context because the contextual knowledge will enable them to comprehend the issue better.

Foreign language learning is not an easy process; it requires learners to pay undivided attention. Enthusiasm is needed; if learners are not interested in what they are doing they can accomplish language learning. Therefore, without attention and learning enthusiasm language learning cannot be carried out. While listening, if learners fail to receive the messages which are not an easy task, learners might be disappointed, and their motivation might be reduced. Learners need to make ongoing effort particularly in listening skills development.

Learners might expect whole-comprehension of a listening activity. Language learners might not always understand the whole listening exercise. But this could be considered as unsuccessful by language learners. Yet, mastery of pronunciation, grammar and vocabulary, which are major factors in listening comprehension, is a long process. They cannot be achieved in a short time. Learners should be aware that listening comprehension development would enhance gradually. Therefore, when learners cannot achieve whole-comprehension of a listening activity they should not let this demotivate them.

Encouragement is important in listening comprehension development in that it allows learners to succeed more. Though the above-mentioned obstacles could discourage them, learners through making constant effort might develop their listening skills. Listening skills requires learners to have a great amount of knowledge such as language and content knowledge. It is true that receiving the messages without this knowledge is not an easy process yet learners through using strategies could still promote their listening comprehension skills.

Research Questions:

1) What are the most important factors that affect listening comprehension of Iraqi foreign language learners at Ishik University?
2) What are the most useful strategies to improve listening comprehension of these learners?

3. Research Method

3.1 Design of the Study

This study employs both qualitative and quantitative methods. A survey was conducted to find out the factors affecting listening comprehension of Iraqi foreign language learners at Ishik University. Descriptive (non-numerical) data was gathered through qualitative research to understand the underlying reasons and opinions; moreover qualitative research in this study is used to explore and understand learners' experiences, and attitudes. On the other hand numerical data was collected to transform the data into statistics. Participants were asked to list the factors from the most important to the least important.

3.2 Participants

Participants in this study are Ishik University Preparatory School students. The number of participants involved in this study is 65. Participants were selected from different proficiency levels. Questionnaires were distributed randomly to learners.

3.3 Findings

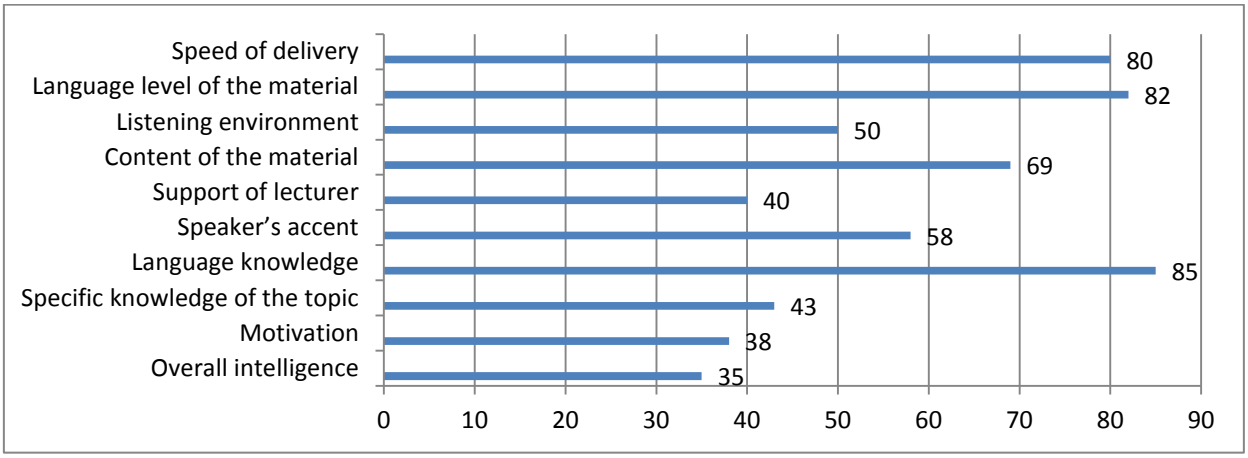

Figure 1: Major factors that affect listening comprehension of Iraqi language learners

55 of the subjects (85 %) chose language knowledge as the primary factor in listening comprehension. Grammar, vocabulary and pronunciation knowledge allows learners to receive and convey messages accurately. Linguistic knowledge largely influences listening comprehension. 53 of the subjects (82 %) chose language level of the listening material as the second important factor. Difficult and easy listening texts might lead to boredom and do not provide any benefits for learners. 52 of the subjects (80 %) chose speed of delivery as the third factor. Fast delivery has always been source of difficulty for foreign language learners because learners cannot receive the messages clearly so they fail to understand the text. 45 of the subjects (69 %) specified content of the material as the fourth factor. Listening texts that draw attention of learners motivate them. Interesting listening materials help learners develop their language skills because learners do them eagerly. On the other hand, uninteresting and very long listening texts might demotivate learners. 38 of the subjects (58 %) specified speaker's accent as the fifth factor. Wrongfully pronounced words affect comprehension. Pronunciation and accent of speakers are significant factors to receive the messages accurately. 33 of the subjects (50 %) chose listening environment as the sixth factor. Listening requires motivation. Unless learners listen to the texts attentively, they fail to understand; therefore, listening environment must be free of interference. 28 of the subjects chose specific knowledge of the topic as the seventh factor. Specific knowledge about the topic is a big advantage for the learners which facilitate comprehension. 26 of the subjects (40 %) chose support of lecturers as the eighth factor. Listening is a difficult process so learners need support of their lecturers. 25 of the subjects (38 %) specified motivation as the ninth factor. Motivation enables learners to concentrate better. 23 of the subjects (35 %) chose overall intelligence as the tenth factor. Learners with high overall intelligence stand a better chance of understanding the materials.

4. Discussion and Conclusion

Listening comprehension ability is a key factor in foreign language learning and teaching process. If learners fail to receive messages, they are unable to respond. Factors aforementioned influence listening comprehension largely. Learners need to have a good mastery of linguistic knowledge. Without sufficient grammar, vocabulary and pronunciation knowledge comprehension of listening materials does not occur. Lecturers must ensure that all grammatical structures and vocabulary in listening texts are taught beforehand. This could be done during pre-listening activities. The difficulty of listening texts must be at learners' level of understanding and listening texts must absorb attention of learners. Listening texts with interesting topics motivate learners which will finally lead to achievement. Speed of delivery must be slightly slower than normal speech. When the delivery is fast learners cannot control the meanings of utterances in the speech. The accent of speakers in listening texts influence comprehension so native accents should be preferred. And finally a silent and motivating listening environment should be created.

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The Role of Technology in Whole-Class Teaching

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Received: June 4, 2015 Accepted: August 22, 2015 Online Published: September 1, 2015

Abstract: The successful embedding of technology within educational settings has enabled teaching practice effectively and efficiently to yield more positive outcomes. The pervasive use of technological tools across educational institutions offers opportunities to develop skills of learners further. Technology in teaching and learning is conducive to achieving educational goals. This study discusses the impact of technology on education and how technology-led educational tools infuse whole class teaching.

Keywords: Technology, Education, Influence, Whole Class Teaching

1. Introduction

A great number of researches have been conducted to indicate the impact of technology on education (Chambers, 2005; Brouse et al., 2011; Glover & Miller, 2001; Levy, 2002). The use of technological tools in education has increased dramatically in the last two decades. Technology in education has triggered changes in teaching and learning practice. Technology implementation in educational settings has changed pedagogical beliefs of teachers and shifted classroom instruction from teacher centered to student centered. Technology-integrated lessons have replaced lecture- based teaching by learner-centered instruction and initiated whole class teaching.

2. The Role of Technology in Education

Technology has developed at great speed and has been integrated into education for over two decades. The availability of technological devices has influenced education at all levels; for instance the role of teachers, the way of teaching and curriculum. Traditional classrooms are not favored and no longer meet the needs of learners. In our rapidly growing information age technology should be integrated into educational settings otherwise concerns over standards and performance might arise. Famed educator John Dewey (1916) suggests that “if we teach today as we taught yesterday we rob our children of tomorrow”. Technology allows teachers to create a learning environment that engages all learners. Technology itself is not the major factor that makes learning happen but it augments the objectives of lessons; moreover, it is used in the classroom to reinforce the topics learners cover. Technological devices cannot be solutions in isolation but they have the potential to meet the educational needs of learners and become enablers in teaching and learning. Technology can function as a key ingredient to render it possible to enhance learner achievement. The implementation of technology into education can eliminate core educational challenges.

Educational settings today have abundant technological devices but without planning, clear objectives of their use, structure, and skills of teachers they mean little. Technology serves to teach, develops cognitive thinking of learners, provides a wealth of information in particular through the use of internet, and helps with problem solving (Fouts, 2000). Today educational settings are flooded with technological devices. These devices when integrated into classroom instruction skillfully can enhance learning and achievement. Learners will be motivated and their attitudes towards learning will increase and they will learn more quickly. The use of technological devices can encourage at-risk learners for better accomplishment.

Means and Olson (1997) advocate the use of technology in education and suggest that:

> When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information (p.125).

Learners are engaged in the learning process actively in technology-integrated lessons. Rather than receiving information passively from course books, learners generate information by technological tools in an active way.

3. The Role of Technology in Whole-Class Teaching

The best use of time in the classroom can be made through whole class teaching. Contact time with learners increase in whole class teaching because rather than giving a few minutes to each learner individually, whole class teaching can motivate learners throughout the lesson. The boredom of learners in the classroom will disappear and all learners will be inspired to learn at a speedy pace. Whole class teaching creates cohesion in the classroom. Low-attaining learners will be encouraged to learn with their classmates. Learners will have the opportunity of expressing their thoughts independently.

Technology can promote whole-class teaching because it underpins engagement and participation of learners. These collaborative learning activities contribute to the whole class learning experience. Compared with obsolete devices used in recent years technological tools more recently infused increased engagement and motivation into learning. Interactivity in the learning setting will significantly increase when technology is implemented in classroom instruction. Learner interaction has a pivotal role in learner achievement. In a learning environment when learners are immensely engaged learning outcomes increment. Strategic thinking, discussion and classroom activities which could be created by the use of technology underlie interactive learning.

The use of technology offers the opportunity to apply various pedagogical changes. Teachers stand a better chance of presenting learning materials to learners more effectively by employing technology in the classroom. Implementation of learning technology through using varied learning materials fosters learners' interactivity, participation and motivation. Technology positively impacts on whole-class teaching as it strengthens learner engagement in the learning setting. The use of creative materials

inspires learners to be actively involved in the learning process. Technology has the potential to draw attention of earners because a meaningful learning is created in the classroom in which both teachers and learners contribute to. In such an interactive classroom setting learning is facilitated hence more learners engage in classroom activities. Learners constantly seek for enthusiasm in the learning process and technology has the capacity to increase enthusiasm of learners (Tate, 2002). Thus teaching and learning becomes more productive when learners learn zealously.

4. Conclusion

Teachers significantly integrate technological innovations into their pedagogical practice to meet the needs of learners. The integration of technology into education has resulted in changes to teaching behavior in the classroom. Technology has influenced on teachers' pedagogical approaches and shifted teaching practice from teacher to student centered approach. Delivery of instruction through technology underpinned whole class teaching.

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Optimizing Human Resources Capacity and Performance of Newroz Telecom Company by Proposing Queuing Theory

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Received: June 12, 2015 Accepted: August 24, 2015 Online Published: September 1, 2015

Abstract: Human resources capacity is one of the very important decision points of a management. In this case efficiency plays a strategic role. On the other hand, customer satisfaction also must be considered when optimizing the human resources capacity. In this research, human resources capacity of a call center was calculated regarding to arrival of calls to the center and optimized by using waiting lines method. As a result it was seen that queuing theory worked and efficiency of the call center was increased.

Keywords: Queuing Theory, Waiting Lines, M/M/S/∞, Human Resources Capacity, Performance Optimization, Increasing Efficiency

1. Introduction and Literature Review

Anyone may see people on a queue waiting to buy a hamburger, cars waiting to be washed or fuel filled, customers waiting on the phone for a call center representative…etc. the reason why people or customers are waiting to be served is because the servers are less than the customers at that moment. From this point of view, waiting is a natural behavior of some companies like shopping centers, malls, car washing centers, restaurants, call centers,…etc. However, waiting is not a desirable time from the customers' side. On the other hand, company cannot hire more employees than required. At this point a question occurs such as what is the optimum level of employees to be hired in order to optimize the waiting time of the customers?

There are many researches done to solve this problem like; Gowrishankar and Bhaskar (2013) have used queuing theory to analyze performance measures with and without feedback as two individual cases. Ban, Hao, and Sun (2011) has proposed this theory to estimate real time queue lengths at signalized intersections using intersection travel times collected from mobile traffic sensors. Marsudi (2011) has proposed queuing theory for achieving an appropriate queuing analytical model and determine its performance measures by analyzing the capacity requirements and estimating manufacturing cycle times. Haviv (2014) has used waiting lines method in order to show how queuing systems can be regulated by imposing an entry fee, a holding fee (based on time in the system), or a service fee (based on the required service time) when customers know their service requirements. Boucher and Couture-Piche (2015) performed a research to estimate four parameters of the car insurance services such as; rate new car signing a contract with an insurance company, secondly rate of cars those remove the contract,

thirdly the cars those cancel their contract with insurance company, and finally the cars those renew the contract with the insurance company. Babicheva (2015) has a research about optimizing the number of cars waiting on the road intersections. The researcher also used queuing theory in that paper. Singer and Donoso (2008) have proposed this model for assessing the performance of ambulance service in Chile. Kozlowski and Worthington (2015) have estimated the maximum times at healthcare services to guarantee the waiting time accuracy in Denmark.
We can easily see that there are many implementations of queuing theory in different countries on different topics. Furthermore, if anyone wants to see more researches about the queuing theory, many more papers are available at different databases (Ashton, 2009; Taufemback & Da Silva, 2012; Hanning, 1996; Karlberg & Brinkmo, 2009; Siciliani & Hurst, 2005; Belciug & Gorunescu, 2015; Vrangbæk, et. al., 2007; Wiley, 2005; Hanning & Spångberg, 2000; Johannesson, Johansson, & Söderqvist, 1998; Zavanella, et. al., 2015).

Queuing theory includes some terminological abbreviations and signs those needs to be defined such as (Hiao & Zhang, 2010);

Pn: the probability of exactly n customers in the queue systems in the statistic equilibrium.

L_s: The number of the customers in the queue system in equilibrium state. The mean number/expectation of the customers is L_s

Lq: The number of the customers in queuing in equilibrium state. That is the expected queuing length (excludes customers being served). The mean number/expectation of the customers in a queue is *Lq*

W_s: The staying time of customers (including service time), as the queue system is in the equilibrium state; the mean number of the staying time for each individual customer in the queuing system is W_s

Wq: The waiting time of customers (excluding service time), as the queue system is in the equilibrium state; the mean number of the waiting time for each individual customer in the queue system is *Wq* .

λ: The mean arrival rate (expected number of arrivals per unit time) of new customers when *n* customers are in systems.

μ: The mean service rate for overall systems (expected number of customers completing service per unit time)

2. Methodology

In this paper, multiple server and infinite queue (M/M/C: GD/∞/∞) model was proposed as customers are arriving into the system randomly based on the assumption of Poisson distribution and departure based on the Exponential Distribution. Below on the Figure 1 multiple server system is shown as;

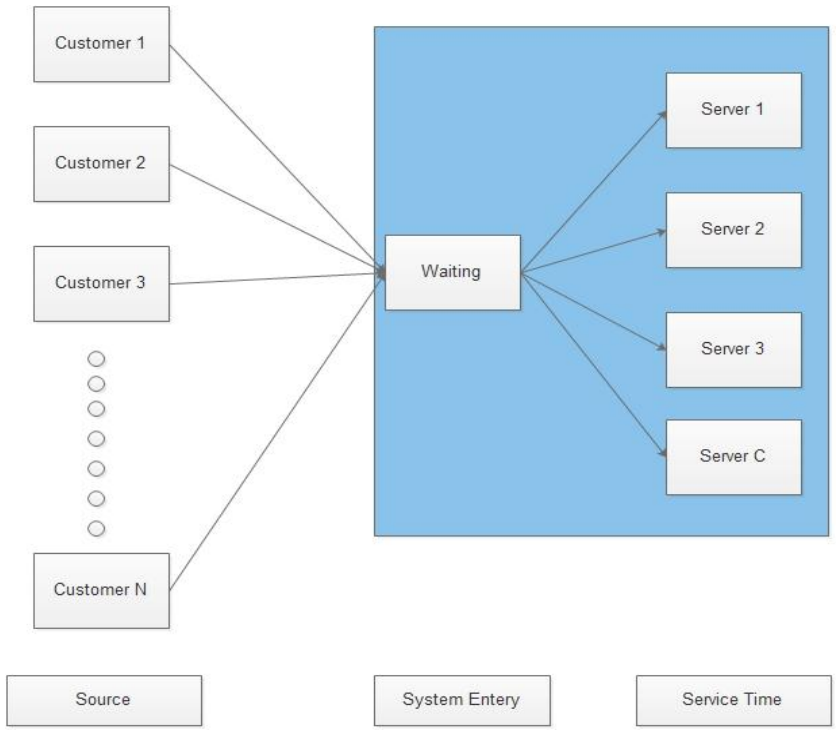


Figure 1: A simple "multiple server" service model

For this concept, the formulas of the system can be determined as;

$$\left.\begin{aligned} P_n &= \left\{\frac{\rho^n}{n!} * P_0\right\}, \qquad n < C \\ P_n &= \left\{\frac{\rho^n}{c!c^{n-c}} * P_0\right\}, \qquad n \geq C \end{aligned}\right\} \tag{1}$$

Formula (1) shows the probability that there is n customer(s) in the system. There are two formulas can be used according to number of customer(s) are more and less or equal to the number of server in the system.

$$P_0 = \left\{\sum_{n=0}^{C=1} \frac{\rho^n}{n!} + \frac{\rho^c}{C!}\left(\frac{1}{1-\frac{\rho}{C}}\right)\right\}^{-1}, \frac{\rho}{C} < 1 \tag{2}$$

P_0 formula outputs determine the probability that there is no customer in the system or there is no arrival to the system. Remaining L_s, L_q, W_s, and W_q formulas are such;

$$\left.\begin{aligned} L_s &= L_q + \rho \\ L_q &= \frac{\rho^{c+1}}{(c=1)!*(c-\rho)^2} * P_0 \end{aligned}\right\} \quad (3)$$

$$\left.\begin{aligned} W_s &= \frac{L_s}{\lambda} \\ W_q &= \frac{L_q}{\lambda} \end{aligned}\right\} \quad (4)$$

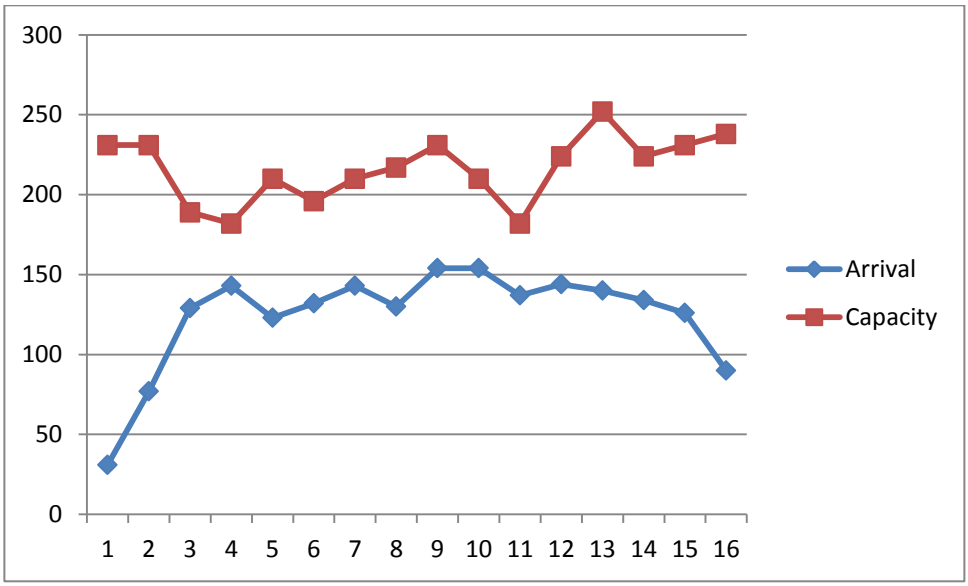
In this research, call center of Newroz Telecom Company was taken as case and data that was used in this research belongs to call center of that company. Allai Newroz Telecom is a joint venture established in mid-2007 between Newroz Tel (previously a PSTN operator in Erbil and Dohuk) and VTEL Holdings to build and operate landline phone, fixed wireless, advanced ADSL, and EV-DO internet networks in addition to transmission backbone networks in the region and international Gate-Way. Call center of the company has structure of multiple server and infinite queue attribute where the population also is infinite. The data was chosen random two months. Observed raw data was prepared for the model by calculating λ and μ for each hour. That call center starts working from 8:00 and working time ends by the time 00:00. From this point, we wanted to evaluate the arrivals and departures hourly average arrival and service such as;

Table 1: Arrival and Service table of the call center

Morning Shift				**Evening Shift**			
Hour	Server	λ	μ	Hour	Server	λ	μ
08:00-08:59	7	31	33	16:00-16:59	7	154	33
09:00-09:59	7	77	33	17:00-17:59	7	154	30
10:00-10:59	7	129	27	18:00-18:59	7	137	26
11:00-11:59	7	143	26	19:00-19:59	7	144	32
12:00-12:59	7	123	30	20:00-20:59	7	140	36
13:00-13:59	7	132	28	21:00-21:59	7	134	32
14:00-14:59	7	143	30	22:00-22:59	7	126	33
15:00-15:59	7	130	31	23:00-23:59	7	90	34

It seems on table 1 that in the morning time and the night times number of customers decreasing. Furthermore, number of calls is increasing in the mid-times of days. This expression can be shown on Graph 1 as;

Graph 1: Arrival and Capacity graph of the call center



On the graph it can be seen more easily that capacity of call center is always more than the arrivals. On the other hand, in the morning times and night times capacity is much higher than the sufficient one. By other words, how much the capacity is above the arrival that much the efficiency or utilization decreases or waste of time and cost increases. Of course, the utilization shouldn't exceed 80-85% because in this case waiting time will increase and customer satisfaction will decrease. Within this information the capacity can be optimized by using queuing theory. Before optimizing the capacity, it is better to see the recent utilization of the call center hourly. Formula of the efficiency is;

$$Efficiency = \lambda/(Server * \mu) \quad (5)$$

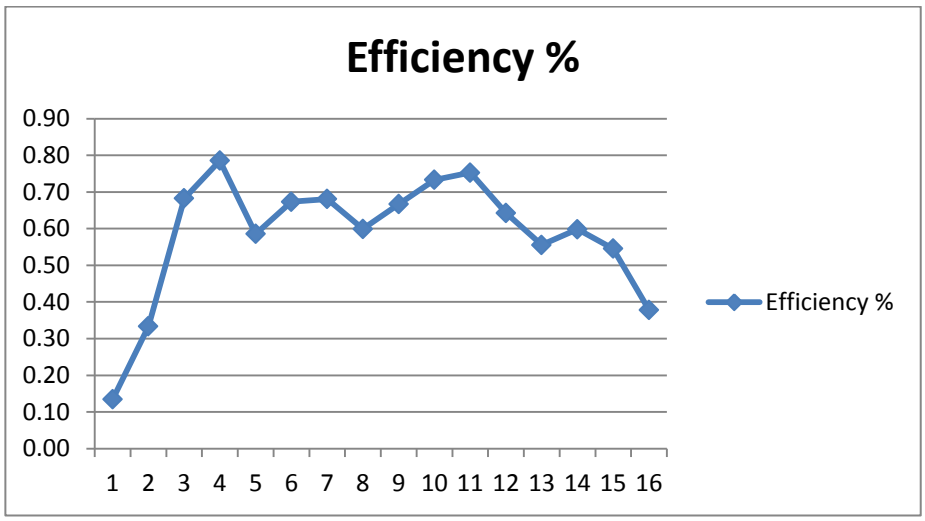
Table 2: Current efficiency level of the call center

Efficiency			
Morning Shift		Evening Shift	
08:00-08:59	**0.134**	16:00-16:59	**0.667**
09:00-09:59	**0.333**	17:00-17:59	**0.733**
10:00-10:59	**0.683**	18:00-18:59	**0.753**
11:00-11:59	**0.786**	19:00-19:59	**0.643**
12:00-12:59	**0.586**	20:00-20:59	**0.556**
13:00-13:59	**0.673**	21:00-21:59	**0.598**

14:00-14:59	**0.681**	22:00-22:59	**0.545**
15:00-15:59	**0.599**	23:00-23:59	**0.378**

Table 2 shows that the efficiency of the call center is very low in the early morning times and late evening times. This table can be graphed as;

Graph 2: Graph of the current efficiency of the call center



At this utilization rate waiting time on the system (queue + service), waiting time on queue, number of customers on the system (queue + served), and number of customers waiting to be served are calculated hourly below by using formulas given above;

Table 3: Current Ls, Lq, Ws, and Wq levels of the call center

Morning Shift					Evening Shift				
Hour	Ls	Lq	Ws/min	Wq/min	Hour	Ls	Lq	Ws/min	Wq/min
08:00-08:59	0.94	0.000	1.8	0	16:00-16:59	5.16	0.50	2.01	0.19
09:00-09:59	2.33	0.005	1.8	0	17:00-17:59	6.11	0.98	2.38	0.38
10:00-10:59	5.36	0.588	2.4	0.27	18:00-18:59	6.46	1.19	2.83	0.52
11:00-11:59	7.17	1.670	3	0.6	19:00-19:59	4.89	0.39	2.04	0.16
12:00-12:59	4.31	0.210	2.1	0.06	20:00-20:59	4.43	0.24	1.98	0.10
13:00-13:59	5.25	0.530	2.3	0.24	21:00-21:59	4.43	0.24	1.98	0.10
14:00-14:59	5.35	0.578	2.2	0.24	22:00-22:59	3.95	0.13	1.88	0.06
15:00-15:59	4.43	0.245	2.0	0.06	23:00-23:59	2.65	0.01	1.77	0.00

We can see that in the morning times from 08:00 until 10:00 customer doesn't wait to be answered or served. On one hand this might be considered good but on the other hand it means that efficiency of the system is very low, too. In this case, it is needed to decrease the number of servers gradually in order to

increase the efficiency to the reasonable levels. There is new table below shows the results of gradually decreased level of capacity and efficiency. It is also compared with the old system.

Table 4: Comparison of efficiency between the current capacity and calculated capacity

Efficiency								
Morning Shift					Evening Shift			
Hour	Servers	Old Eff.	Servers	New Eff.	Hour	Servers	Old Eff.	New Eff.
08:00-08:59	7	0.134	2	0.46	16:00-16:59	6	0.667	0.78
09:00-09:59	7	0.333	3	0.78	17:00-17:59	6	0.733	0.86
10:00-10:59	7	0.683	6	0.79	18:00-18:59	6	0.753	0.88
11:00-11:59	7	0.786	7	0.79	19:00-19:59	6	0.643	0.75
12:00-12:59	7	0.586	5	0.82	20:00-20:59	5	0.556	0.78
13:00-13:59	7	0.673	6	0.79	21:00-21:59	5	0.598	0.84
14:00-14:59	7	0.681	6	0.79	22:00-22:59	5	0.545	0.76
15:00-15:59	7	0.599	6	0.70	23:00-23:59	3	0.378	0.88

On the comparison with the old system one can easily see the new calculations have shown that efficiency of the system has increased significantly. Independent Samples T-Test results show the significance of the difference below;

Table 5: Group Statistics

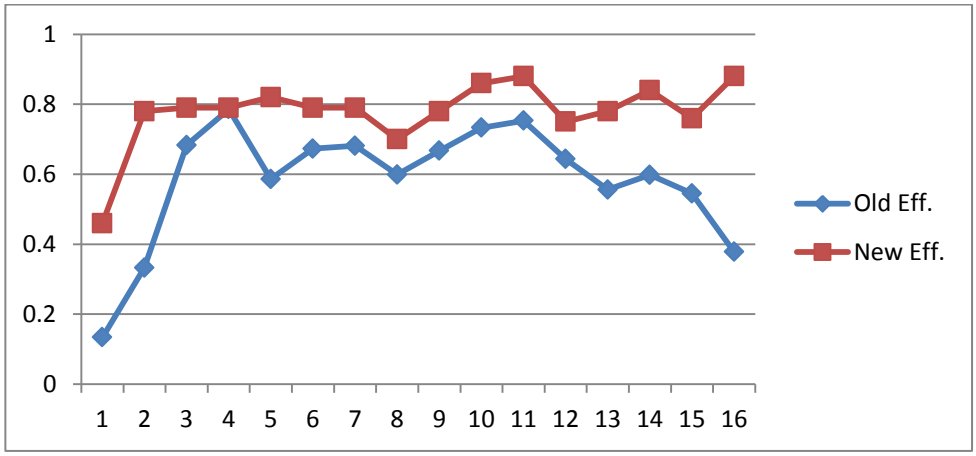
	Old_New	N	Mean	Std. Deviation	Std. Error Mean
Efficiency	Old Efficiency	16	.5843	.17122	.04280
	New Efficiency	16	.7781	.09731	.02433

Table 6: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Efficiency	Equal variances assumed	3.607	.067	-3.938	30	.000	-.19388	.04923	-.29443	-.09332
	Equal variances not assumed			-3.938	23.775	.001	-.19388	.04923	-.29554	-.09221

Shortly, group statistics show that mean of efficiency has increased from 0.58 up to 0.78 overall. However, this increase is significant based on sig. (2-tailed) is less than 0.05 (in this case 0.000) and this proves that the increase is not a coincidental outcome but it is significant. Furthermore, efficiency comparison results can be seen on graph 3 also.

Graph 3: Comparison of current efficiency and calculated efficiency graphically



Graph 3 also shows increase of efficiency on the system has increased every hour. However, it was expressed that the efficiency shouldn't exceed 80-85%. If it exceeds, this time waiting time on the queue will increase and satisfaction as fact will decrease. The table 7 below shows new Ls, Lq, Ws, and Wq for the new calculations;

Table 7: Calculated Ls, Lq, Ws, and Wq of the call center

Morning Shift					Evening Shift				
Hour	Ls	Lq	Ws/min	Wq/min	Hour	Ls	Lq	Ws/min	Wq/min
08:00-08:59	1.20	0.26	2.33	0.52	16:00-16:59	6.32	1.65	2.47	0.65
09:00-09:59	4.47	2.13	3.49	1.67	17:00-17:59	8.90	3.77	3.47	1.47
10:00-10:59	6.77	1.99	3.15	0.93	18:00-18:59	10.23	4.96	4.48	2.17
11:00-11:59	7.17	1.67	3.01	0.70	19:00-19:59	5.76	1.27	2.40	0.53
12:00-12:59	6.80	2.70	3.32	1.32	20:00-20:59	5.68	1.79	2.44	0.77
13:00-13:59	6.50	1.79	2.96	0.82	21:00-21:59	7.42	3.24	3.32	1.45
14:00-14:59	6.72	1.95	2.82	0.82	22:00-22:59	5.39	1.57	2.57	0.75
15:00-15:59	4.96	0.77	2.29	0.36	23:00-23:59	8.54	5.90	5.69	3.93

New calculations show that naturally waiting time on queue has increased regarding to decrease on number of server hourly. Though, there is not very much increase that dissatisfies customers. But only between 18:00-18:59 and 23:00-23:59 there is a need for managerial decision about increasing servers one in order to decrease waiting time on queue. Because waiting more than around one minute may dissatisfy customers. However, by increasing servers one the waiting time on queue will decrease but on the other hand efficiency also will decrease below 80%. So this is a managerial decision that should be considered.

3. Discussions and Recommendations

The calculations show that the efficiency of the call center has increased by decreasing number of severs gradually. This decrease has also will decrease the total cost of the call center service naturally. The management may recalculate the total cost of the call center service and regarding to the new picture they may decide to use optimized human resources capacity of the call center or not. Furthermore, the efficiency shows the success of management. Because management should increase the efficiency to the optimal numbers and use the capacity sufficiently. This decision will affect both efficiency and cost positively.

According to the calculations and results, it was seen that in the morning times (08:00-10:00) the company doesn't need 7 servers but less. However, night times (23:00-00:00) also the call center needs very less than 7 servers on average. Furthermore, the company needs 7 servers only at 11:00 o'clock. On other times they need to decrease the human resources capacity based on the directions given on this paper.

Final recommendation might be calculation of the new cost and seeing how these calculations will affect overall cost. In this research we couldn't calculate the cost because of the privacy of the company. As a conclusion, queuing theory has worked for optimizing the human resources capacity of the call center and waiting time of customers on queue.

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Analysis and Assessment for Iraqi Communication Technology Development

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Received: June 20, 2015 Accepted: August 21, 2015 Online Published: September 1, 2015

Abstract: The communications in Iraq has been fluctuated for decades. In fact, this fluctuation constitutes a reality that the country has been facing such as the security issues, the economic blockade imposed on the previous regime, and all the exceptional circumstances. This paper illustrates the nature and reality of communication in Iraq after 2003. While the sophisticated technology works very well all around the world, Iraq still does not keep the work up to improve its communications. This paper tackles the most important communication problems in Iraq after 2003, and the possibility to process good services to customers, either by developing the governmental combinations, or/and by enforcing telecommunication companies to provide their best services to their customers. This paper answers the following the questions: Are the telecom/communication companies serve good qualities to the customers? If not, why? Who is the responsible? Are these companies at least doing their best to serve good qualities? Or are they just profitable companies? Why have these companies not started using the optical fiber cables instead of the copper one? Is the government seeking to compel such companies to serve good services? Whether the Iraqi government plans to develop the landlines services so it would compete with the telecom companies? What is the role of the Communication and Media Commission (CMC)?

Keywords: Telecommunications Companies, Landlines development, Optical Fiber Cables, Copper Cables, Communication and Media Commission, Costumers Services.

1. The Reality of the Telecommunication Sector Before 2003

Telecommunications sector was one of the productive sectors in the period that proceeded the fall of the former regime. This sector had been funding the Government by its revenues, even funding the Ministry of Defense with around (20%) of its revenues. These sector revenues came out from several sources, including:

a) Internal communications by landlines inside Iraq.
b) External communications by landlines to outside of Iraq.
c) Postal services revenues.

During that period of time, there was no Ministry called the Ministry of Communications, only a company named general post and Telecommunications Company in which dependent to the Ministry of Transport, and another competent company ran the Internet services.

2. The Telecommunications Sector After 2003

After the fall of the regime, The Ministry of Communications in Iraq has been composed of two distinct sectors, General Company for Post & Telecommunications and Internet Services Company. Service has

been stopped the external communications by land phones to outside of Iraq for a long time, the number of calls outside Iraq in the year 2001(7430 call) while in 2003 (zero call) (The Central Bureau of Statistics, n.d.). One of the issues is the Communication and Media commission CMC has opened the floodgates to open offices all over the Internet in Iraq without regulation or disciplines. That led abandoned the role of the Internet Services Company. Also, open floodgates for (DHL) offices, which marginalized the role of the postal services and descended its revenues to the minimum, according to data of the Central Bureau of Statistics a postal items in 2001 reached to (2,856,836), while after the fall of the former regime, the number fell in the year 2007 up to (12390), which means (230 times less) than it was in 2001.

3. The Telecommunication Improvement

The Internet Services Company that belongs to the Ministry of Communications provides a bad service that does not compete with what has been provided by private Internet offices. According to statistics by the Central Bureau of Statistics the number of private internet offices reached to 358 in 2006 with profits of more than 10 billion dinars, while the number of offices of Internet Services Company was around 22 and with a profit of less than one million dinars.

The graphic below illustrates the variation of cell phone service in Iraq before and after 2003. Obviously, and as mentioned before, there were no telecom operators in Iraq pre 2003 because telecom service was prohibited during Saddam's regime. This graph also demonstrates the huge change between 2003 and 2006 which happened for two reasons: first, the Coalition Provisional Authority had made authorized three of the telecom operators to work in Iraq, one in the north, one in the center, and the last one in the south, which made those companies monopolize the area of work. Second: the rules and conditions on those three providers were not in required level, thus enable those providers to make their own conditions on the consumers.

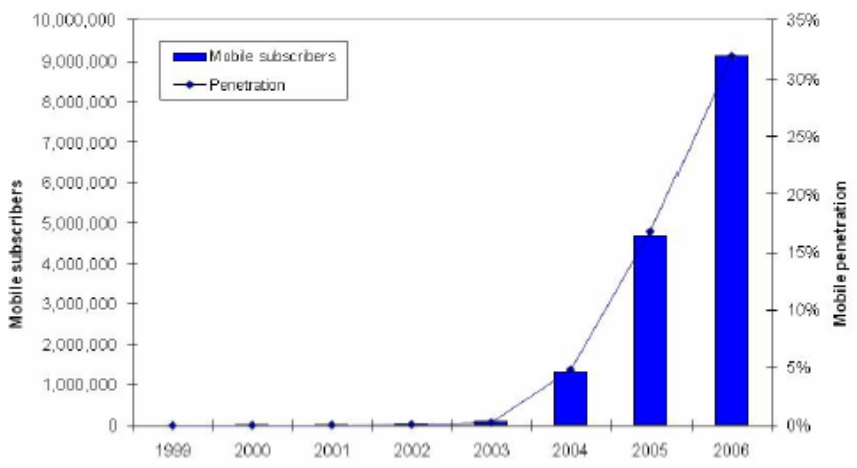

Figure 1. An Example Mobile Service Variation. Reprinted from a report released by the Communication and Media Commission in 2006. n.d Retrieved July 20, 2014, from

http://www.cmc.gov.iq/public-html/doc/communicationiniraq2006book.pdf. Copyright 2006 by Communications and Media Commission. Reprinted with permission.

When the CMC took position from the CPA and started running the communication in 2004, it has established new rules that organize the system of telecommunication in Iraq. The CMC has authorized the three companies to work all over the country, which make a competition among the telecom operators. By the end of 2005, 15% of the people were using the cellphone service, which means a huge accomplishment in the view of CMC. The number has increased to reach more than 35% by the end of 2006 (Communication and Media Commission, 2006).

4. The Role of Communication and Media Commission

On March 20, 2004 the Communication and Media Commission (CMC) was established under The Coalition Provisional Authority (CPA), which issued the Order 65, by Paul Bremer, the U.S. Civil Administrator for Iraq. The CPA controlled the media and communication in Iraq, CPA had been licensing and giving frequencies to the media outlets. The order of establishing the CMC has designed based on international conventions and current best practice. In its preamble, it says: "regulations in this context should provide for the fullest exercise of freedom of expression as defined by international Convention, must encourage pluralism and diverse political debate and must empower rather than restrain independent and impartial commentary" (Communication and Media Commission, 2006).

5. Facts about Licensing Telecom Companies and Wireless

Licenses telecom companies has been given in 2007 to three companies for $ (3.75 billion dollars), equivalent to (1.25 billion dollars) for each company, there was no information declared the value of licenses for companies that were operating before that date, nor permits to landlines companies (wireless).

GSM (Global System for Mobile Communications) is one of the techniques of second generation (2G) communications but has been disposed in many countries and most of the neighbored countries have started the third generation (3.5G) so-called (CDMA2000) and others have started working on the fourth generation technology (4 G) so-called (WIMAX) and in many developed countries preparations have started for the fifth-generation technology.

Need to be mentioned that with some of these companies (Zain, for example) operates with sophisticated and evolved techniques in other countries, in which raise up the question, why such techniques are not used in Iraq? Why these telecom companies use copper cables in Iraq which does not reach that long distance and don't use the optical fiber cables. I have to mention in here that there are many great advantages of using the optical fiber cables than the copper one, such as, greater distance, security, immunity and reliability, costs (Damico, 2011).

The issue of contract duration between the telecom companies and the Government is controversial as well. The Iraqi Government has signed a 15 years contract with the telecommunication companies. The communication sector is one of the fastest growing and advanced sectors in the world. Within a period of

less than five years two generations of communication techniques has been figured, so how could the Government or (CMC) would be sure that the companies will improve its service and provides the customers with new techniques, especially these companies are certainly keen to get benefits than to develop the communication techniques.

There is another issue regarding to the contracts; the details of these contracts are undeclared yet, and kept ambiguous. No one knows exactly what the conditions of these contracts are and whether there was a condition to develop their systems and technologies to provide the best services to customers.

6. Why This Ambiguity and Who Could Be the Beneficiary out of This Game?

It seems that what is happening is a process of destruction to telecommunications sector in which has involved a lot of powerful characters that have interests with the owners of telecom companies. These companies argue that the security issue is the main reason of not improving the (GSM) in Iraq, or in other words the security issue is main reason of not using the 3G or 4G system. This answer could not be reasonable, simply because we assume there is a contract and that contract must somehow include providing the best quality to the customers.

7. Solutions for the Telecommunications and Communication Sector in Iraq

A. Licensing and issuing communication frequencies should involve the Ministry of Communications technically and financially.
B. Increasing the Ministry of Communications budget, thus lead to projects development.
C. Binding telecom companies to improve its techniques, so it would cope with the prevailing development in the world. Such as providing the 3G or 4G service.
D. Reducing call rates and messages rates, and bind these companies to charge based on seconds system.
E. Developing the landlines so it could compete with the mobile system and improve the quality of services such as Digital subscriber line (DSL).
F. Develop the internet by increasing the number of offices.
G. Set up rules and regulation to controls the private internet offices binding such offices to provide better services. A study shows that the benefit of these offices rose up in to more than 50 billion Iraqi dinars in 2010.
H. Improve the governmental postal service, thus people would be attracted to use the service and get the benefit of it.
I. Set up the regulations of the private postal offices and it should be controlled.

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The Positive Effect of Realia in EFL Classes

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Received: July 14, 2015 Accepted: August 26, 2015 Online Published: September 1, 2015

Abstract: There are many ways generated by the linguists to teach the language items in EFL classroom; however, bringing 'realia' into the classroom is one of the most effective ways to create an enjoyable class atmosphere and acquire the target language efficiently. Especially, low-level students may suffer from obtaining what teacher presents because they have no chance to synthesize what they learn in the class with real life situations. Using real objects and materials gives students opportunity to experience real life in the class atmosphere and this may facilitate and accelerate their learning process. Accordingly, using visuals stimulates students to maintain studying on the language because practicing the topic with visuals assists students to get involved in more powerful learning. This study illustrates an investigation based on a 20-question exam paper whether getting support from realia augments the students' success in the examination or not. Two elementary-level EFL classes took part in this project. Looking at the results, the students who were taught with realia showed more success compared to the others who were not taught with visuals during teaching.

Keywords: EFL Classroom, Experience, Real Life, Real Objects, Realia, Visuals

1. Introduction

"One language sets you in a corridor for life. Two languages open every door along the way."
Frank Smith

Teachers are locomotive and inspirer in the classroom so that the students could soar at the peak of enlightenment. They should try to explore new ways how to teach the target language to the students much more effectively and permanently. Language teachers should have an ample range of teaching materials not to bore and lose students' attention from the course. That is, they should offer students a variety of tastes to pursue learning.

Harmer (2001) asserts that the language teachers should stimulate and expose students to the language and they should give them opportunity to practice it in the classroom. He mentions about three elements called '*ESA*' that helps students acquire the parts of the language efficiently. The elements are respectively '*Engage* '–students' interests are tried to be drawn to learning and provided to get involved into the activities through some objects or pictures-, 'Study'-the aim is to have students focus on the construction of the language, and 'Activate'- students generate new products what they have already studied. In order to catch the students' attention, activate them in the classroom or augment their fruitfulness, visuals can be regarded as a trigger.

2. Literature Review

"Realia is a term for real things-concrete objects-that are used in language classroom to build background knowledge and vocabulary" ("Realia Strategies", n.d.). In order to provide learners experiences during learning, it is aimed to include sensory abilities into learning through realia because students can smell, hear, see, touch and taste the real objects to boost perception of new topics ("Realia Strategies", n.d.).

Comenius who was one of the experts of education pointed to 'use the objects or the pictures to illustrate concepts' (Ornstein & Levine, 2006, p. 108, cited in Chang, 2006). Krashen & Terrell (1995) point out that teacher should help students build confidence to get involved in the class activities and get positive attitudes towards a foreign language. Using realia is one of the most appealing alternatives that enable the learning process more comprehensible, enjoyable or long-running.

In order to make the learning more memorable and amusing, students should experience the tools which are arranged for 'real life situations'. These should be real materials from a specific culture (Berwald, 1987). For instance, while teaching the items about a flight ticket such as gate number, boarding time, seat number, etc., it is better to provide the students a real ticket to improve their understanding. They see the components of the ticket and touch a real object and this assists them get the required knowledge comprehensibly. Thus, learning can be more meaningful, cognizable and enjoyable. In order to promote an interactive learning and teaching atmosphere in EFL/ESL classroom, realia takes a significant role (Smith, 1997).

Visual materials such as flashcards, note cards, photographs, illustrations, train or cinema timetables, newspapers, recipes etc. are used to facilitate the learning development. Pictures are regarded as a teaching tool in order to awaken the students' imagination or capture their interest (Harmer, 2001). Not only using realia such as adverts, maps, magazines, bills, menus or notices in foreign language teaching reduces anxiety, but also it promotes to increase even low-achiever students' perception and 'a feeling of accomplishment'. These handicrafts which belong to the culture of target language convey the customs and traditions and constitute teaching supports which ease the act of experience (Berwald, 1987).

The fundamental benefits of using authentic materials are listed below (Philips & Shettlesworth 1978; Clarke 1989; Peacock 1997; Richards, 2001 cited in Kilickaya, 2004):

1. They contribute to amplify learners' motivation positively.
2. Authentic objects that belong to the target language culture supply real cultural information.
3. Students are exposed to language with these materials.
4. They are likely to meet students' learning needs.
5. They bring an imaginative approach to teaching.

Based on the above references, realia can be used as a tool to stimulate the learners to activate them in the classroom. They are also used to make the topics more attractive to appeal the learners to get involved in the class activities. Furthermore, if the learners are supplied required materials, they do not just perceive the topic; they also obtain that foreign language cultural information.

Kilickaya (2004) states that knowing a language is much more than just knowing grammatical rules, vocabulary items and pronunciation of these components. Students should try to take in the culture of the target language to be able to absorb the real meaning for successful language learning process. Teachers should provide a relaxing atmosphere for the students so as to give them opportunity to discuss their own culture together with the foreign language culture in meaningful and communicative tasks and activities. Determinants that affect language learning are intricate, and the motivation is one of the remarkable factors that contributes to language learning in achievement to be studied. "EFL teachers can use realia as one of the best ways to motivate students arousing in them curiosity and concern about english speaking countries and their way of living" (Boyer & Linder, 2000). Based on the various studies, motivation fosters students' performance in classroom (Bernard, 2010). Referring to Bernard's study (2010), it's obviously seen that "those students who are most motivated about learning the language are willing to put in more time to learn it well". On the other hand, the students who are not motivated cannot continue learning the language or show a significant success and high performance in class activities.

This study sought to find out the following questions:

1. Does realia take a role to facilitate foreign language learning?
2. Does realia augment students' motivation and performance in class activities?
3. Does realia help students to increase exam results?

3. Method

3.1 Participants

Preliminarily, students had proficiency exam to measure their language level before academic year. Five groups' proficiency exam results from the first year of ELT Department were analyzed. It was seen that Group A and Group B's results were equivalent. Researcher selected 21 students from group A and 21 students from group B randomly.

3.2 Design of the Study

This study is conducted to seek if 'Realia' used in EFL classes to introduce a new item of English Language augments students' success in their exams or not. First, both EFL classes were presented the same topics that were not taught before by the same lecturer. 20 multiple-choice exam papers were composed and distributed to 42 first year students in English Language Teaching Department at a private university in Erbil, Iraq. The researcher used quantitative and qualitative method to analyze the data.

3.3 Data collection

For the control group, the lecturer used power point presentation and class board to teach the subjects. For the experimental group, in addition to PowerPoint presentation, and class board, some real objects were used in order to ease the learning process. Ultimately, after each presentation students were

demanded to do three class activities. One of the activities was individual, second one was given for pairs, and the last activity was done by the groups. After these activities, students were asked to answer an exam sheet that was designed by the researcher in order to measure students' perception about the topic. Quantitative information about the groups is indicated below:

Table 1: Quantitative information about the experimental and control groups

Groups	**Number**
Experimental	21
Control	21
Total	**42**

3.4 Findings

The exam results for each group are demonstrated in the tables below.

Table 2: Experimental Group's correct answers in the exam

Questions	**Frequency**	**Percentage**
Q1	14	% 70
Q2	12	% 60
Q3	15	% 75
Q4	10	% 50
Q5	13	% 65
Q6	17	% 85
Q7	13	% 65
Q8	15	% 75
Q9	14	% 70
Q10	11	% 55
Q11	16	% 80
Q12	18	% 90
Q13	16	% 80
Q14	15	% 75
Q15	11	% 65
Q16	13	% 65
Q17	17	% 85
Q18	14	% 70
Q19	19	% 95
Q20	16	% 70
Average	**15**	**% 75**

Table 3: Control Group's correct answers in the exam

Questions	**Frequency**	**Percentage**
Q1	11	% 55
Q2	10	% 50
Q3	12	% 60
Q4	9	% 45
Q5	10	% 50
Q6	13	% 65
Q7	7	% 35

Q8	11	% 55
Q9	11	% 55
Q10	7	% 35
Q11	12	% 60
Q12	16	% 80
Q13	12	% 60
Q14	10	% 50
Q15	9	% 45
Q16	13	% 65
Q17	15	% 75
Q18	11	% 55
Q19	14	% 70
Q20	12	% 60
Average	**11**	**% 55**

It is obviously figured out from the tables that there is a significant distinctness between two groups notwithstanding their language level is same. As the table illustrates above, the students who were taught with realia made more success in the examination. Experimental group students got 75% success whereas control group had 55% achievement. Pickett (1988) who conducted a similar study reached at the following results:

> Visuals can capitalize on seeing. For most people, the sense of sight – more so than hearing, smell, touch, or taste – is the most highly developed of the senses. Visuals can convey some kinds of messages better than words can. Ideas or information difficult or impossible to express in words may be communicated more easily through visuals. Visuals can simply or considerably reduce textual explanation. Accompanying visuals often clarify words. Visuals can add interest and focus attention (p. 538).

In addition, it was observed that the learners in experimental group were more active than the others in control group. They participated in activities more than control group and they were also more motivated, relaxed and volunteer to provide the answers. It can be asserted that using real objects in EFL classes enhance the students learning process. They help students comprehend the new presented topic of the foreign language effectively.

4. Discussion and Conclusion

In this globalization era, traditional teaching aids such as course books, activity books, etc., have no longer great effect on learners. They cannot satisfy the students' needs and excite them because of lacking variety of teaching. As the day goes on, educators attempt to discover various teaching approaches so as to find out the ways to engage the students to their courses. In consequence of these endeavors, some of them came to a mutual agreement that utilizing from real objects as teaching aids facilitate the acquisition of a foreign language and give the learners opportunity to experience real life situations in classroom atmosphere. This supplies students real cultural information of the target language and give chance to synthesize their culture and other cultures.

Besides, using real materials help students feel more comfortable to be fruitful in class tasks and activities. Students can be more motivated, and creative and teachers can activate schemata in learners' mind through realia because it addresses to different types of learners such as kinesthetic, visual, and auditory. Consequently, educators should investigate new recipes to boost their students' language acquiring success and realia is one of the efficient ways to perform this.

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Students' Perception on Lecturer Evaluation in Higher Education

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Received: July 11, 2015 Accepted: August 19, 2015 Online Published: September 1, 2015

Abstract: The research is descriptive in nature and is based on the concept of measuring the lecturer's performance in universities and the efficiency of the instrument provided by ministry of higher education. The research problem cited as the need of understanding student's psychology and perception on the lecturer evaluation system in higher education. For this purpose research objectives taken are, to measure the acceptance of variables getting measured for the lecturer evaluation by the instrument of higher education and to know students perception on lecturer in higher. For the purpose of concept building secondary literature reviewed and primary data is the base for outcome of this research. A self-explained instrument is created taking 21 items with 4 demographic variables. A sample size of 157 respondents considered from different universities and grades in Kurdistan. The analysis is based on reliability testing, statistical T-Test and One Way ANOVA using SPSS 20. All 21 variables are getting accepted with very significant values for acceptance shows respondent's opinion significantly varies on all 21 variables using statistical T-test. One Way ANOVA test is performed taking 84 sets prepared shows 44 sets having accepted though 40 sets rejected. At the conclusion ten variable for the performance evaluation for the lecturer is strongly recommended for the mutual development and to contribute in development process of society.

Keywords: Higher Education, Perception, Feedback, Lecturer, Student Evaluation

1. Introduction

Student evaluation has a long history and has grown in it is priority and importance over the last century in the beginnings of 1920s and now it is a common practice currently in most of the universities (Wachtel, 1998). In universities of Erbil, student evaluation has been more common from the last decade, but it is increased importance after the reformation of Kurdistan Region's Ministry of Higher Education and Scientific research's reformation package. In the reformation package, Ministry of Higher Education offered the universities the requirement to establish Quality Assurance Unit in order set standards and increase quality in universities of Kurdistan Region. Likewise, Quality Assurance Unit is responsible to conduct some forms of questionnaires and to measure the effectiveness of academic staffs in their respective university (MHESR, 2009). One of the responsibilities of Quality Assurance Unit is to manage the process of student evaluation process (MHESR, 2009). Evaluation of lecturer's performance is measured through questionnaire instruments with open qualitative comments dependent on the university policies. These data collected from these instruments are used for a range of different purposes including feedback to improve the quality of instruction or as an input to measurement process of lecturer performance or finally to response to government requirements (Palmer, 2012).

Basically, evaluation are used as a key measure of teaching quality by many higher education institutions in lecturer performance progressions and it is also used by lecturers to evaluate their reflections and contributions on teaching the students (Sulong, 2014). Potential discussions are in the literature regarding the student evaluation's validity, reliability and stability of the instruments used during the process. However, the discussion of validity, reliability and stability is due to the crucial role these data collected are playing in the success of teaching evaluation system (Chen & Hoshower, 2003). Perhaps due to initiatives associated with Assessment for Learning, there is a considerable amount of research into formative assessment (see McDowell, Sambell & Davison, 2009, for an overview) which appears justified by studies into its effects on learning.

The work of Sadler (1989) underpins much of the research; he identifies three necessary conditions for students to benefit. Students must: To take these actions, Sadler argues, students must necessarily have some of the evaluative skills of their teacher, and this can by no means be taken for granted. Effective formative feedback not only gives useful information to students, but also to teachers, who can inform and shape teaching (Gibbs & Simpson, 2004). These authors provide very useful analyses of formative assessment and the conditions under which it promotes worthwhile learning. Both models are offered to teachers as a means to evaluate their own assessment practice, and were considered when designing the FFI discussed here. Changes in higher education have led to increased numbers of students, many of whom are from non-traditional backgrounds. This has highlighted the need for reform, though the corresponding pressures on staff and on resources mean that many desirable innovations are not easy to implement (Gibbs & Simpson, 2004). The many problems associated with feedback, led them to conclude that it is 'not a pretty picture' (Gibbs & Simpson, 2004, p.11). It would seem that there are barriers to a successful feedback dialogue from both student and staff perspectives, with both groups expressing frustrations. To begin with there is evidence, and plenty of anecdotes, which suggest that some students do not, in fact, read feedback (Wojtas, 1998, cited by Duncan, 2007).

2. Literature Review

Today, centralized administered systems of student evaluation have become normal practice in universities globally in order to collect data to monitor academic lecturers' development and quality (Stein, Spiller, Terry, Harris, Deaker, & Kennedy, 2013). In most of the tertiary universities these forms of evaluations are prepared to be confidential or anonymous to keep the privacy of students' feedback concerning the lecturers. The gathering of data for evaluation requires commitment to quality teaching and assessment of instructional effectiveness (Dilts, Haber, & Bialik, 1994). Accountability and use of standards, as new trends in higher education institutions, lead to increase in student evaluation forms of lecturers and its effectiveness (Onwuegbuzie & Leech, 2007).

The history of student evaluation dates back to 1920s through the works of Remmers, and 1970s is considered as "Golden Age of Student Evaluations", due to researchers' support for using forms of student evaluation in higher education (Wachtel, 1998). Evaluation of Lecturers is a basic part of education process, many important decisions concerning the lecturers are based on the information gathered from this evaluation (Machingambi & Wadesango, 2011) The feedback of students, usually used in the process of determining promotion and tenure in many higher education institutions (Lindahl & Unger, 2010; Darwin, 2010). However, Wichtel (1998) identified and compared many articles support

for and oppose the use of Student Evaluation and identified factors that affect student evaluations from student's perspective and lecturer's perspective. Therefore, the validity and reliability of such evaluation is crucial. Assessing the performance of lecturers is not an easy process, because in most of the universities, lecturers are expected to engage in service, research along with teaching (Dilts, Haber, & Bialik, 1994). However, student evaluation is recommended to be triangulated with other evaluation methods to increase the validity and reliability in the evaluation of lecturers (Machingambi & Wadesango, 2011). Student's perception is continuously considered as a significant factor in evaluating lecturers (Dodeen, 2013). Currently, in Universities of Kurdistan Region, Student's feedback (Evaluation) for academic lecturer is considered as a part of Quality Assurance procedures which initiated by Ministry of Higher Education and Scientific Research. Therefore, most of the universities either paper based or online, they conduct the centralized questionnaire written and prepare by the Quality Assurance Unit. Lecturers are evaluated from multiple dimensions, and student's feedback or evaluation is a part of it. The questionnaire consists of 11 items, and measured by 5 levels, 1-5. The evaluation of pedagogical practices and lecturers are complex social activity (Darwin, 2010), in this process there are potential impediments affect the reliability and validity of student evaluations. Accordingly, the evaluation forms of student evaluation have potential bias due to college, expected grades, and class size and some forms of evaluation are not enough to provide enough information for the improvement of lecturers (Dodeen, 2013). In addition, lack of motivation for the process of evaluation, and untrained evaluators are potential factors that hinder the success of evaluation process (Rasheed, Aslam, Yousaf, & Noor, 2011). In contrast, many researchers believe that student evaluation of lectuers are valid and effective measures of lecturing effectiviness and are geniune and unaffected by variables as potential partiality and bias to the process of evaluation (Hejase, Al Kaakour, Halawi, & Hejase, 2013).

Likewise, some researchers has verified the correlation between the expected grades in the examinations and values given by students (Diaz & Ragan, 2010; Stehle, Spinath, & Kadmon, 2012). Gender and Age are other factors affect the student evaluation especially female lecturers (Bianchini, Lissoni, & Pezzoni, 2013; Kogan, Schoenfeld-Tacher, & Hellyer, 2010). However, still some researchers think the learner is in the best position to judge the effectiveness of lecturers, (Price, Handley, Millar, & O'Donovan, 2010). A potential factor affects the perception of students of the evaluation of students is self-promotion or boastfulness of lecturers (Farreras & Boyle, 2012). Farreras and Boyle found that lecturers who praise themselves get lowest evaluation values, rather than the students give highest evaluation values to lecturers whom they have strong personality and competence attributions. Moreover, student perceptions may vary due to student's psychological natures. Some students are systematically more lenient in evaluating the lecturers; some students are more severe (Rantanen, 2013). Thus, accordingly students' rating varies depending up on course difficulty, expected grades, characteristics of the lecturer, or personal emotions of students.

In their research Chen & Hoshower (2003), studied the student perception and motivation in teaching evaluation, they found students consider an improvement in teaching and improvement in course content and format to be most attractive outcomes of teaching evaluation. However, using the evaluatin outcomes for lecturer's tenure, promotion, or salary rise decision were less important for student's viewpoint and students motivation to participate in evaluation was influeced by consideration of their feedbacks by lecturers (Chen & Hoshower, 2003). Moreover, students perception may vary upon gender

basis, female students are more serious in evaluation process than male students and female student's and female students consider the process as more important than male students consider it (Heine & Maddox, 2009). Likewise, the students also belived that professors adjust their in class behavior at the end of semester to achieve higher evaluations, and the higher grade predicted the higher the evaluation of professors (Heine & Maddox, 2009). Furthermore, a research conducted in Lebanon by (Hejase, Al Kaakour, Halawi, & Hejase, 2013) studying the perception of students on the evaluation, the research revealed that students were positive and perceived the evaluation process as effective and appropriate to evaluate teaching. Thus, the result indicates that students are seen as responsible to assess the lecturers effectiviness. In most universities, student evaluations are conducted in the end of semester or the year. In contrast, some universities are conducting a series of evaluations to evaluate the lecturers' effectiveness, they use a form to assess the lecturer's effectiviness after 3 weeks of teaching, then in the end of the semester. Moreover, they believe that, a lecturer must understand his/her weakness and receive a priliminary feedback before the semester ends to adjust him/her self to be effective.

Given the importance of assessment to almost everyone in education, it is to be expected that it is the subject of frequent debate. Though as Gibbs and Simpson (2004) point out, much of the attention it receives is negative, often used to support claims of falling standards, disputed grades and examiner incompetence. When the issue of assessment is raised in the media or quality assurance settings, the focus is likely to be on measurement, rather than on learning, which is the concern of this study and others mentioned within it.

3. Research Problem and Objectives

Gibbs and Simpson (2004) note that for a long time assessment in higher education was characterized by a lack of transparency, and founded on tacit knowledge, "that which we know but cannot tell," (Polyani, cited by Elander, 2003, p.117). So the move over the last decade towards assessment for learning, or even assessment as teach (Boyd & Bloxham, 2009), which encourages student involvement and engagement in the process, is to be welcomed. The evaluation of lecturer's by students is one of the data's considered in many universities. There are many articles discussed the emotional, expected grades and time limitation, ethics etc. Factors affect the reliability of the information. In order to understand the student's viewpoint, we need to ask their perception about the acceptability of the evaluation questionnaire. Based on many literatures contribution in research related to students feedback or evaluation system in academic institutions, the present research is citing the research problem as the need of understanding students psychology and perception on the lecturer evaluation system in higher education.

For the purpose of reaching the solution to the problem cited above, following objectives set and the research is providing enough empirical evidences with statistical analysis fulfilling these.

- To measure the acceptance of variables getting measured for the lecturer evaluation by the instrument of higher education.
- To know student's perception on lecturer in higher education.

4. Research Methodology

This research is based on the concept of measuring the lecturer's performance in universities and the efficiency of the instrument provided by ministry of higher education. For this purpose the descriptive method of research was adopted. For the purpose of concept building secondary literature reviewed and prepared the base concept for the research in the upper sections. Primary data is the base for outcome of this research. The first phase was devoted to collect secondary data though the second phase was for the collection of primary data by Gibbs & Simpson (2004). The literature study helped to find the dimensions to study and to prepare the self-explained instrument. The instrument is created taking 21 items with 4 demographic variables. Respondents were the students of Kurdistan from different universities and grades. The population was well understood and clustered at universities, so data collection became easier and could get on time with qualified respondents. A sample of 157 respondents has been taken for the study and to collect primary data. The sample size taken is small due the limitation for accessing students during summer vacation period, the duration of data collection. The primary data collected and further analyzed using SPSS 20 version. The reliability testing performed and the Cronbach's Alpha value supported the acceptance of questionnaire as a measuring instrument. A frequency and percentage analysis is performed for all variables with demographic data too by Elander (2003). To check the acceptability for the variables T-Test is performed and, further to know the variance in opinion of respondents One Way ANOVA is performed. The analysis is based on the output of SPSS 20 and outputs are presented in tables as research findings.

5. Research Findings and Results

The complete analysis is performed using reliability analysis, T- test and ANOVA and presented using tables. Firstly the reliability of the instrument is tested using SPSS 20, which provided the output as value 0.776 for 21 items taken in study based on literature review and presented as Table I. Since the reliability value is under the acceptance region, so instrument can get considered for the study to measure the items mentioned in this by Elander (2003).

Table 1: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.776	21

The further analysis is performed to analyze the frequency and percentage of responses on different options taking the 4 demographic variables and 21 items variables taken for the study in this research as presented in Table II. The table shows that the most of respondents participated in the study are female with 21 to 25 age group have single status and belong to 1st grade of university education by Gibbs & Simpson (2004). The reason for this can be the random selection of clustered respondents. Further twenty variables are showing comparative much higher frequencies with agree and strongly agree options except only being in not sure. For the purpose of checking the acceptability of variable the T-Test (O'Brien, 1981) is performed on 21 variables taking the test value 3, where all 21 variables are

getting accepted with very significant values for acceptance shows respondent's opinion significantly varies on all 21 variables. None of the variable is getting rejected, as not having the significance value more than 0.05 presented in Table III by Cohen (1992). For the purpose of further analysis of variance of respondent's opinion on 21 variables, One Way ANOVA test is performed taking 4 demographic variables as factor. There are 84 sets prepared and tested taking the significance value 0.05. Out of 84, the sets having the more than 0.05 are 44 shows respondent opinion is significantly not varying on these 21 sets by O'Brien (1981). Other 40 sets are getting accepted with value less than the 0.05 shows that respondent opinion is significantly varying on 40 sets shown in Table IV below by Cohen (1992).

Table 2: Respondents Profile and Variables Description

Respondents Profile and Variables Description			
Parameters		**Frequency**	**Percentage**
Gender	Male	39	24.8
	Female	118	75.2
Age	15-20 years	35	22.3
	21-25 years	114	72.6
	26-30 years	8	5.1
	31-35 years	00	00
	36 years and more	00	00
Marital Status	Married	17	10.8
	Single	140	89.2
Class	1st Grade	99	63.1
	2nd Grade	55	35.0
	3rd Grade	3	1.9
	4th Grade	00	00
Lecturer evaluation by students	Strongly Disagree	00	00
	Disagree	13	8.3
	Not Sure	13	8.3
	Agree	78	49.7
	Strongly Agree	53	33.8
Responsible to evaluate lecturers	Strongly Disagree	8	5.1
	Disagree	14	8.9
	Not Sure	21	13.4
	Agree	86	54.8
	Strongly Agree	28	17.8
Frequency of feedback every 3 weeks	Strongly Disagree	3	1.9
	Disagree	12	7.6
	Not Sure	69	43.9
	Agree	62	39.5
	Strongly Agree	11	7.0
Frequency of feedback after end of the course	Strongly Disagree	00	00
	Disagree	27	17.2
	Not Sure	47	29.9
	Agree	73	46.5

	Strongly Agree	10	6.4
Feedback process at our university	Strongly Disagree	10	6.4
	Disagree	18	11.5
	Not Sure	43	27.4
	Agree	43	27.4
	Strongly Agree	43	27.4
Lecturer knowledge evaluated	Strongly Disagree	11	7.0
	Disagree	15	9.6
	Not Sure	45	28.7
	Agree	60	38.2
	Strongly Agree	26	16.6
Lecturer performance evaluated	Strongly Disagree	6	3.8
	Disagree	15	9.6
	Not Sure	53	33.8
	Agree	61	38.9
	Strongly Agree	22	14.0
Course flow with the department	Strongly Disagree	1	.6
	Disagree	32	20.4
	Not Sure	62	39.5
	Agree	56	35.7
	Strongly Agree	6	3.8
Comparison of syllabus with the whole course	Strongly Disagree	00	00
	Disagree	8	5.1
	Not Sure	80	51.0
	Agree	50	31.8
	Strongly Agree	19	12.1
Comment on lecturer's class	Strongly Disagree	6	3.8
	Disagree	28	17.8
	Not Sure	35	22.3
	Agree	49	31.2
	Strongly Agree	39	24.8
Lecturer punctuality	Strongly Disagree	8	5.1
	Disagree	17	10.8
	Not Sure	40	25.5
	Agree	42	26.8
	Strongly Agree	50	31.8
Lecturer behavior evaluation by students	Strongly Disagree	7	4.5
	Disagree	14	8.9
	Not Sure	35	22.3
	Agree	59	37.6
	Strongly Agree	42	26.8
Lecturer usage of teaching aids	Strongly Disagree	13	8.3
	Disagree	3	1.9
	Not Sure	50	31.8
	Agree	56	35.7
	Strongly Agree	35	22.3

Lecturer chance to students for interaction	Strongly Disagree	00	00
	Disagree	17	10.8
	Not Sure	17	10.8
	Agree	39	24.8
	Strongly Agree	84	53.5
Feedback improves lecturer-student relationships	Strongly Disagree	7	4.5
	Disagree	16	10.2
	Not Sure	23	14.6
	Agree	65	41.4
	Strongly Agree	46	29.3
Feedback process compels to be more prepare	Strongly Disagree	2	1.3
	Disagree	19	12.1
	Not Sure	39	24.8
	Agree	77	49.0
	Strongly Agree	20	12.7
Feedback process compels to be more punctual	Strongly Disagree	11	7.0
	Disagree	11	7.0
	Not Sure	52	33.1
	Agree	65	41.4
	Strongly Agree	18	11.5
Feedback process compels to be more transparent	Strongly Disagree	2	1.3
	Disagree	16	10.2
	Not Sure	33	21.0
	Agree	79	50.3
	Strongly Agree	27	17.2
Feedback process compels to be more committed	Strongly Disagree	7	4.5
	Disagree	12	7.6
	Not Sure	47	29.9
	Agree	58	36.9
	Strongly Agree	33	21.0
Feedback process compels to the better performance	Strongly Disagree	6	3.8
	Disagree	31	19.7
	Not Sure	37	23.6
	Agree	52	33.1
	Strongly Agree	31	19.7
Feedback process compels to be more disciplined	Strongly Disagree	17	10.8
	Disagree	11	7.0
	Not Sure	49	31.2
	Agree	47	29.9
	Strongly Agree	33	21.0
Total		**157**	**100**

Table 3: One-Sample T-Test

One-Sample T-Test			
Test Value = 3			
Parameters	**t**	**Sig. (2-tailed)**	**Result**
Lecturer evaluation by students	15.775	.000	Accepted
Responsible to evaluate lecturers	8.715	.000	Accepted
Frequency of feedback every 3 weeks	6.506	.000	Accepted
Frequency of feedback after end of the course	6.209	.000	Accepted
Feedback process at our university	6.112	.000	Accepted
Lecturer knowledge evaluated	5.465	.000	Accepted
Lecturer performance evaluated	6.364	.000	Accepted
Course flow with the department	3.252	.001	Accepted
Comparison of syllabus with the whole course	8.259	.000	Accepted
Comment on lecturer's class	6.002	.000	Accepted
Lecturer punctuality	7.404	.000	Accepted
Lecturer behavior evaluation by students	8.433	.000	Accepted
Lecturer usage of teaching aids	6.995	.000	Accepted
Lecturer chance to students for interaction	14.877	.000	Accepted
Feedback improves lecturer-student relationships	9.178	.000	Accepted
Feedback process compels to be more prepare	8.291	.000	Accepted
Feedback process compels to be more punctual	5.317	.000	Accepted
Feedback process compels to be more transparent	9.892	.000	Accepted
Feedback process compels to be more committed	7.518	.000	Accepted
Feedback process compels to the better performance	5.018	.000	Accepted
Feedback process compels to be more disciplined	4.484	.000	Accepted

Table 4: One Way ANOVA

One Way ANOVA				
Parameters	**Factor**	**F Value**	**Sig.**	**Result**
Lecturer evaluation by students	Gender	.289	.592	Rejected
	Age	1.032	.359	Rejected
	Marital Status	5.110	.025	Accepted
	Class	3.874	.023	Accepted
Responsible to evaluate lecturers	Gender	8.509	.004	Accepted
	Age	.697	.500	Rejected
	Marital Status	3.000	.085	Rejected
	Class	2.583	.079	Rejected
Frequency of feedback every 3 weeks	Gender	.598	.440	Rejected
	Age	2.025	.135	Rejected
	Marital Status	26.925	.000	Accepted
	Class	.140	.869	Rejected

Frequency of feedback after end of the course	Gender	7.864	.006	Accepted
	Age	1.552	.215	Rejected
	Marital Status	.314	.576	Rejected
	Class	5.385	.005	Accepted
Feedback process at our university	Gender	4.431	.037	Accepted
	Age	5.681	.004	Accepted
	Marital Status	13.128	.000	Accepted
	Class	10.235	.000	Accepted
Lecturer knowledge evaluated	Gender	.321	.572	Rejected
	Age	2.205	.114	Rejected
	Marital Status	7.064	.009	Accepted
	Class	.744	.477	Rejected
Lecturer performance evaluated	Gender	.014	.907	Rejected
	Age	8.653	.000	Accepted
	Marital Status	11.392	.001	Accepted
	Class	.645	.526	Rejected
Course flow with the department	Gender	.102	.750	Rejected
	Age	6.078	.003	Accepted
	Marital Status	.044	.835	Rejected
	Class	3.144	.046	Accepted
Comparison of syllabus with the whole course	Gender	2.936	.089	Rejected
	Age	23.150	.000	Accepted
	Marital Status	16.504	.000	Accepted
	Class	1.275	.282	Rejected
Comment on lecturer's class	Gender	.009	.923	Rejected
	Age	1.421	.245	Rejected
	Marital Status	4.471	.036	Accepted
	Class	1.621	.201	Rejected
Lecturer punctuality	Gender	5.024	.026	Accepted
	Age	1.113	.331	Rejected
	Marital Status	2.229	.137	Rejected
	Class	3.715	.027	Accepted
Lecturer behavior evaluation by students	Gender	.170	.681	Rejected
	Age	26.590	.000	Accepted
	Marital Status	16.582	.000	Accepted
	Class	4.352	.015	Accepted
Lecturer usage of teaching aids	Gender	.234	.629	Rejected
	Age	26.237	.000	Accepted
	Marital Status	20.777	.000	Accepted
	Class	.160	.853	Rejected
Lecturer chance to students for interaction	Gender	9.061	.003	Accepted
	Age	4.193	.017	Accepted
	Marital Status	.372	.543	Rejected
	Class	1.865	.158	Rejected
Feedback improves lecturer-student relationships	Gender	56.296	.000	Accepted
	Age	1.402	.249	Rejected

	Marital Status	2.127	.147	Rejected
	Class	3.142	.046	Rejected
Feedback process compels to be more prepare	Gender	1.688	.196	Rejected
	Age	10.866	.000	Accepted
	Marital Status	12.858	.000	Accepted
	Class	.821	.442	Rejected
Feedback process compels to be more punctual	Gender	7.566	.007	Accepted
	Age	2.141	.121	Rejected
	Marital Status	2.821	.095	Rejected
	Class	.574	.565	Rejected
Feedback process compels to be more transparent	Gender	.152	.697	Rejected
	Age	9.043	.000	Accepted
	Marital Status	19.333	.000	Accepted
	Class	18.585	.000	Accepted
Feedback process compels to be more committed	Gender	.057	.812	Rejected
	Age	8.372	.000	Accepted
	Marital Status	3.378	.068	Rejected
	Class	2.146	.120	Rejected
Feedback process compels to the better performance	Gender	1.882	.172	Rejected
	Age	5.044	.008	Accepted
	Marital Status	15.774	.000	Accepted
	Class	.115	.891	Rejected
Feedback process compels to be more disciplined	Gender	5.468	.021	Accepted
	Age	16.069	.000	Accepted
	Marital Status	8.423	.004	Accepted
	Class	1.082	.342	Rejected

6. Managerial Implication

The above analysis shows that all the twenty one variables namely "Lecturer evaluation by students, Responsible to evaluate lecturers, Frequency of feedback every 3 weeks, Frequency of feedback after end of the course, Feedback process at our university, Lecturer knowledge evaluated, Lecturer performance evaluated, Course flow with the department, Comparison of syllabus with the whole course, Comment on lecturer's class, Lecturer punctuality, Lecturer behavior evaluation by students, Lecturer usage of teaching aids, Lecturer chance to students for interaction, Feedback improves lecturer-student relationships, Feedback process compels to be more prepare, Feedback process compels to be more punctual, Feedback process compels to be more transparent, Feedback process compels to be more committed, Feedback process compels to the better performance, Feedback process compels to be more disciplined" taken for the study is good and must get evaluated for a lecturer. Further the One Way ANOVA result says that the study must get further executed on the mass scale to get clearer picture. This study can get used by lecturer to understand the system and can be helpful in the process of self-introspection. This can be a guide to students to understand the process and variables to participate in a fairer lecturer evaluation system. Ministry of higher education can use as a critical view of researcher on the whole process for the academic development of the Kurdistan.

7. Conclusion

The research concludes that the ministry of higher education has a very strong intension to strengthen the higher education in Kurdistan. For this purpose the lecturer evaluation is a good step. The study done here considering twenty one variables, out of which eleven are from the actual instrument ministry of higher education is using for lecturer evaluation and the rest ten are taken from other literatures. So it is strongly recommended to consider the following ten "*Lecturer punctuality, Lecturer behavior evaluation by students, Lecturer usage of teaching aids, Lecturer chance to students for interaction, Feedback improves lecturer-student relationships, Feedback process compels to be more prepare, Feedback process compels to be more punctual, Feedback process compels to be more transparent, Feedback process compels to be more committed, Feedback process compels to the better performance, Feedback process compels to be more disciplined"* variable for the performance evaluation for the lecturer. Since the whole purpose of the evaluation should be to boost the lecturer for better performance for the mutual development and to contribute in development process of society.

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Extracurricular Activities as Warm-Ups in Language Teaching

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Received: July 17, 2015 Accepted: August 26, 2015 Online Published: September 1, 2015

Abstract**:** This article aims to discover and offer the doctrine on why ECAs should be considered as warm up activities, when they should be conducted as warm up activities, which type of learning skills can be applied during the English language teaching process by emphasizing on the relations between ECAs as warm-up activities and repetitions and whether warm-ups and repetitions are both really close conceptions as scientific terms or not. Furthermore, the relation between memory and repetition will be demonstrated.

Keywords*:* Extracurricular Activities, Repetitions, Warm Up Activities, Memory

1. Introduction

As it is difficult to motivate students in whole period of lesson time some techniques are essential to be used. Extracurricular activities can be a good remedy in teaching a language. They can be implemented within the school curriculum or outside the classroom. The widespread assumption is that maximum concentration for an adult learner in a lesson is just 20 minutes. After that, he/she can fly in mind or can't get her/his head ahead. To sustain concentration of learners it is inevitable and necessary to do repetitions at the beginning, in the middle or at the end of the lessons using extracurricular activities such as playing vocabulary games in groups, crosswords on the smart board, listening to a song with lyrics and singing whole class together and so on. We indicate that three concepts are greatly important to understand the value of extracurricular activities as warm-up: warm up, repetition and memory.

2. Literature Review

The issue that constitutes our paper is interrelation between ECAs as warm-ups and repetition. Orhan (2015) stresses the significance of repetition and states that "one of the matter of successful and effective learning is to repeat the topics on the same day that is learned. Making solutions with no repetitions are far from the expected benefits" (p.1). He stressed the significance of repetition. However, the difference between warm up activities and repetition should be well deciphered. It is claimed that all warm up activities should be the repetition of yesterday's topic. To some extent it is true because one should link the previous lesson to the current lesson so that he/she makes the subject well apprehensible. Moreover, some educators say that warm up activities should be organized at the beginning of the class. Sanchez(1999) adds that "beginning-of-class warm up is a great way to start class. Students need the teacher to catch their attention from the first moment he or she enters in the classroom" (p.1). In Oxford dictionary (2009) warm up is defined as "a period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice". Atchison (1994) defines repetition as "the act or instance of repeating or being repeated" (p.15).

Related to benefits of the extracurricular activities as warm up activities, a language teacher should use entertaining materials because they prompt the students to relax and motivate. Warm-up activities are essential to get people talking and to create a relaxed and open online atmosphere (Hampel & Hauck, 2009).

Warm-up activities are a part of learning process which encourage and support all type of language learning skills by means of repetition. Gass et al., (1999) states that "task repetition results in improvement in overall proficiency, selected morph syntax, and lexical sophistication" (p.6). Yildiz (2013) expresses that, "being effective and constant on something benefits to developing of spirit, satisfaction of heart and wake of feelings. For instance, in order to learn Quran and not to forget it, repetition is very important". Some phrases and proverbs which are commonly used in everyday language such as 'repetition is the mother of language` and 'practice makes perfect' highlight the importance of repetition in learning process. In this context, it is inferred that language drills and practice play significant role in teaching and learning process and this can be provided by extracurricular activities. One of the points about repetition is to express the key points of the issue that was taught priorly from different perspectives using various elements to support. In other words, a lecturer tells the same subject in different periods of time using a wide variety of elements in order to enhance the subject and entertain the students. Literature resources and religious books may be seen quite repetitive about narrating a story but they actually are not. They are given to readers in different words and various examples. Gulen (2014) points out that "the stories are mentioned in the Qur'an and Bible for various occasions. When the matter is mentioned with its aspect each time, the matter is expressed according to aspect of the matter" (p.88). More and more repetition is a process that words and grammar are being converted to speech. A child apparently modifies his operational grammar to approximate the adult speech he hears rather than simply repeating parrot-like (Holley & King, 1971).

Looking from the memory perspective, it can be said that the more students repeat, the more lexical- and semantic knowledge they learn and the more lexical knowledge they learn the better call (memory) they own. Casalini et al., (2007) says that "the effects of lexical-semantic knowledge on verbal STM recalls result in better performance for high versus low frequency and image ability words, and for words versus non-words" (p.8). In addition, Kinoshita (1995) states the importance role of memory within education saying; "word frequency is a variable that has a reliable effect on recognition memory tests: Low-frequency words are recognized better than high-frequency words" (p.1). However, he states the reliability of word frequency and draws attention to memory and repetition. Guthercole et al., (1994) also indicates the relation between repetition and working memory.

3. Result

Using extracurricular activities as warm-up activities language teachers can raise the awareness of the topic, activate pre-existing knowledge of language, relax and motivate students. Language teachers and learners might think that warm-ups are arranged only at the beginning of the lessons but they can be set during and at the end of the lesson as well because they help students concentrate on the lesson at different times. The activities should be between 5 to 15 minutes and they should be planned before the lessons. By means of interesting, educating and thought-provoking activities lessons can be more motivating and fun. Subsequently, students get interested in the class to interact with their lecturers and classmates.

Taking all literature sources into account, we advise all language teachers to use an extracurricular activities as warm-up while teaching because warm-up stage is a process to enhance students' downstream target-language comprehension and performance in a specific lesson.

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The Impact of Training and Development on Job Satisfaction: A Case Study of Private Banks in Erbil

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Received: July 22, 2015 Accepted: August 28, 2015 Online Published: September 1, 2015

Abstract: The purpose of this study is to find out the impact of training and development on job satisfaction in private banks in Erbil. Many businesses have found that investing employees through training and development in order to enhance employees' efficiency extremely important. The study was carried out in private banks in Erbil. A quantitative method was used to analyze the current study, 89 participants were involved in this study. The researcher set two separate research hypothesis, the first research hypothesis which states that the training will have positive impact on job satisfaction in private banks in Erbil and the second research hypothesis which states that the development will have positive impact on job satisfaction in private banks in Erbil. According to multiple regression analysis, the researcher found out that the B value for Training =. .367> 0.01, which means that training will have positive impact on job satisfaction; therefore the first research hypothesis was supported and the B value of development is = .251> 0.01, which means that the development will have positive impact on job satisfaction, therefore; the second research hypothesis was supported as well.

Keywords: Development, Erbil, Job satisfaction, Private Bank, Training

1. Introduction

In order organizations to be able to thrive and survive in today's competitive marketplace and economy, the idea of job satisfaction is now extremely significant for many private banks in Erbil. Numerous organizations have found that investing employees through training and development in order to enhance employees' efficiency extremely important, consequently organizations will be able to obtain a better return in human capital investment by increasing employees' level of job satisfaction. Today in many organizations employers are concentrating on employee training and development as one of the most effective method to retain their employees. According to (Mudor & Tooksoon, 2011), at the present time many employees know that they have other options and opportunities, therefore; in case when they feel unhappy and unpleasant at their current position they will move over to another organization. The main duty of employer would be to make sure that each employee is satisfy with their current position. An effective employer is able to know how to retain and attract employees at the same time. This can be obtained by providing an effective employee development and training. The main research aim is to find out the influence of employee training and development on job satisfaction in private banks in Erbil.

2. Literature Review

2.1 Training

Training is defined as function that comprises all procedures of activities learning experiences whose aim is to influence and increase performance and other behavior through skills, attitudes, new knowledge and beliefs (Quresh, 2010). Therefore, training replicates activities that are planned to affect the capability and inspiration of employees. Researchers concluded that employee training has a positive impact on job satisfaction; such as, increasing productivity where employers and employees were able to contribute their performance through employee training and share the benefits from training. Training comprises management development, education, traditional training and vocational training (Batool & Batool, 2012). Training is defined as a learning method offers to individual with a clear explanation and understanding of the performance standard and value of the organization. The significance of employee training is to identify and distinguish the skill gaps of the organization. The gap will be the skills and capabilities that current individuals have within an organization and the skills and capabilities that an organization would like to have or required (Farooq & Khan, 2011).

Employee training will assist a business management in order requirements and needs, also enhancing business' market value. Training considers an added value to individuals who will be trained, as the same time training will add value to the organization itself. The aim of the training is to obtain the capability which links to the group or an individual within an organization in order to achieve an effective performance. Human capital considers as a core of the business's success, such us employee's experience, capabilities, knowledge and skills. Consequently, it is enormously significant to frequently educate the individuals and develop their possible and information. Training goals to increase performance standards and efficiency by changing individual's behavior within an organization, the process of training contains development, analysis, design, execution and assessment (Jehanzeb & Bashir, 2013).

2.2 Development

Development is defined as organizational actions and activities and managers have partial control over these actions and activities (Shen, 2005). Development considers as an importance function in human resource management, it provides an excellent opportunity to individuals to enhance their level of performance standards and to clarify organizations' future directions (Hameed, 2011). Employee development seeks for all activities that have potential growth, learning and participation to attain both individual and organizational goal and set of goals. A learning process relies on individuals' interests, capabilities, understanding, personalities, skills and aptitudes. Abilities and skills developed through individual development are generally planned for future application (Pearson & Brew, 2002). An organization will get many benefits when a manager supports and guides employee development. Organization can implement development process by job rotation, promotion, education, job enlargement, job experiences, skills and interpersonal relationship. Organizations' engagement in the activities of development differs based on the organization strategy, conditions and other characteristics (Udaya, et al., 2011).

2.3 Job Satisfaction

Job satisfaction is an attitude which is a consequence of outline and consistent of many precise likes and dislikes experiences with the job (Kabir, 2011). A job satisfaction for an individual considers as a degree of satisfaction and it depends on the job. Job satisfaction is a vital pointer of how an individuals' feel regarding of the job and defines how much they are satisfied with their job (Khan, et al., 2012). The level of satisfaction of individuals linked with rise of organizational output (Lambert, et al., 2001). Job satisfaction of an individual considers an important factor is to the achievement of an organization. In every organization a high rate of individuals' satisfaction is strongly correlated with a low level of employee turnover (Ghafoor, 2012). Therefore, keeping individuals happy and satisfied with their present job would be a leading priority for every organization. Human resource management practices attempt to allocate and assign the human capital in the great potential ways to attain long term organizational objectives, they offer penalty of advantages and benefits resulting increasing level of job satisfaction, motivation and improving organizational performance (Jeet, 2014)

Conceptual framework
Research model

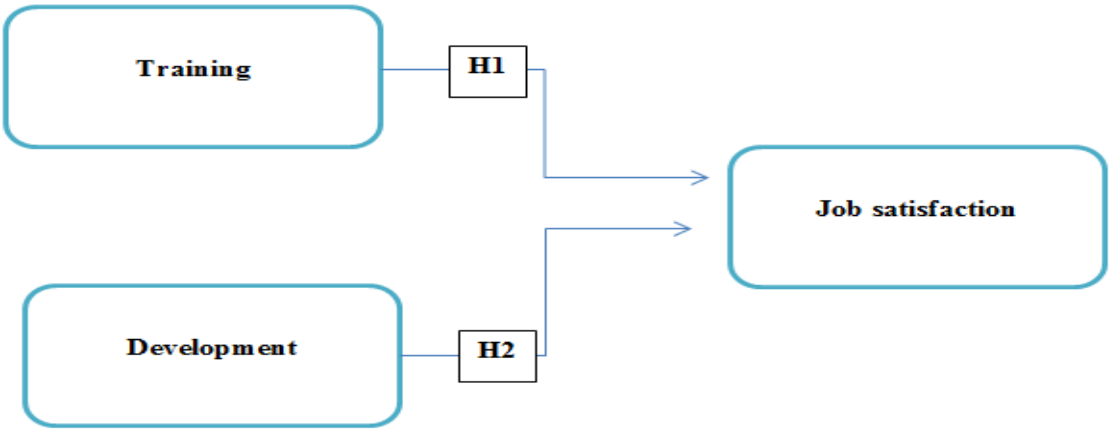

Figure 1-Research model

Research Hypothesis:
H1: There is a positive impact of training on job satisfaction in private banks in Erbil.
H2: There is a positive impact of development on job satisfaction in private banks in Erbil.

3. Methodology

3.1 Research Design

The quantitative method used in order to analyze the present study. The researcher used a survey in order to gather information regarding employee training and development as well as job satisfaction in private

banks in Erbil. A survey consisted of two different sections; the first section was regarding participants' demographic questions and the second section was divided into three separate parts. The first part was related with employee training questions, the second part was related with employee development questions and lastly, the third part was related with job satisfaction questions at banking sectors in Erbil.

3.2 Sampling

A random sampling technique was used to distribute the survey. The researcher distributed 122 questionnaires, however out of 122 questionnaires only 89 questionnaires were received and were completed properly.

3.3 Instruments

The researcher used five point likert scales ranging from strongly disagree to strongly agree. The questionnaire was adapted from three different sources. In terms of questions regarding to employee training adapted from (Iqbal, et al., 2011). In terms of questions regarding to employee development adapted from (Nittana & John, 2013) and finally, In terms of questions regarding to job satisfaction adapted from (Atteya, 2013).

3.4 Data Analysis and Results

Table 1-Demographic analysis

Items	Scales	Frequency	Percent
Age	**18-25**	15	16.9
	26-35	29	32.6
	36-45	29	32.6
	45-55	14	15.7
	56+	2	2.2
Gender	**Male**	64	71.9
	Female	25	28.1
Education	**High school**	5	5.6
	Diploma	13	14.6
	Bachelor	45	50.6
	Master	17	19.1
	PhD	9	10.1

As seen in (1), the demographic analysis for participants participated in this study, 15 participants were from 18 to 25 years old, 29 participants were from 26-35 years old, 29 participants were from 36-45 years old, 14 participants were from 45-55 years old and only 2 participants were 56 years old and above. Regarding to the participants' gender, 64 participants were male and 25 participants were female, and finally in terms of participants' level of education, 5 participants obtained high school degree, 13 participants obtained diploma degree, 45 participants obtained bachelor degree, 17 participants obtained master degree and 9 participants obtained PhD degree.

Table 2- Factor analysis

Factor	Items	Factor loading
Training	Our organization conducts extensive training programs for its employees in all aspects of quality.	.959
	Employees in each job will normally go through training programs every year	.756
	Training needs are identified through a formal performance appraisal mechanism	.957
	There are formal training programs to teach new employees the skills they need to perform their jobs	.711
	Training needs identified are realistic, useful and based on the business strategy of the organization	.834
Development	Job security and stability are guaranteed to employees	.969
	Training focuses on problem solving and decision making	.849
	A trainee has been given an opportunity to perform learned skills	.714
	Self-confidence is built through feedback and positive reinforcement	.823
	Employees are assisted in planning their career advancement	.912
	Career progression is based on individual work performance	.898
	A trainee is encouraged to raise questions during training	.787
Job satisfaction	I consider my job unpleasant.	.656
	I am often bored with my job.	.734
	I feel fairly well satisfied with my present job.	.858
	Most of the time, I have to force myself to go to work.	.797
	Most days, I am enthusiastic about my work.	.911
	I am disappointed I ever took this	.691

Factor analysis determines essential variables that clarify the outline of associations within a set of perceived variables. Factor analysis is frequently used in reducing data to classify a small number of variables that clarify most of the variance perceived in greater number of visible variables. Table (2) indicates that the training factor has 5 items, development factor has 7 items and job satisfaction factor has 6 items.

Table 3-Reliability Statistics

Factor	Cronbach's Alpha	N of Items
Training	.811	5
Development	.856	7
Job satisfaction	.787	6
Training, development and job satisfaction	.818	18

As seen in table (3), the reliability analysis for training and development as independent factors and job satisfaction as dependent factor. According to the reliability tests, the researcher found out Cronbach's Alpha for training factor = .811 for 5 items which are greater than .6 this means that 5 items for training factor were reliable for this study, Cronbach's Alpha for development factor = .856 for 7 items which are greater than .6 this means that 7 items for development factor were reliable for this study, the Cronbach's Alpha for job satisfaction as dependent factor = .787 for 6 items which are greater than .6 this means that 6 items for job satisfaction factor were reliable for this study and the the Cronbach's Alpha all factors = .818 for 18 items which are greater than .6 this means that 18 items for all factors were reliable for this study

Table 4-Correlation Analysis

Correlations			
		training	**development**
Job Satisfaction	Pearson Correlation	.431**	.417**
	Sig. (2-tailed)	.000	.000
	N	89	89
**. Correlation is significant at the 0.01 level (2-tailed).			

As seen in able (4), shows the Pearson correlation analysis between independent factors (training and development) and dependent factor (Job satisfaction). In terms of the correlation between training and job satisfaction, the value of R=.431** this means that training is significantly correlated with job satisfaction and the correlation between development and job satisfaction, the value of R=.417** this means that development is significantly correlated with job satisfaction.

Table 5-Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453[a]	.205	.186	.33210

a. Predictors: (Constant), development, training

As seen in the table (5), the value of R square = .186which indicates that 18.5% of variables have been explained.

Table 6-ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.444	2	1.222	11.078	.000[b]
	Residual	9.485	86	.110		
	Total	11.928	88			

a. Dependent Variable: satisfaction
b. Predictors: (Constant), development, training

Table (6) shows the value of F for an independent factors and a dependent factor is 11.078 >1 which indicates there is a significant association between two independent factors and dependent factor.

Table 7- Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.055	.497		2.125	.036
	training	.367	.200	.271	1.837	.070
	development	.251	.175	.212	1.435	.155

a. Dependent Variable: satisfaction

As seen in table (7), the multiple regression analysis for this study. As seen in the above table the B value for Training =. .367> 0.01, which means that training will have positive impact on job satisfaction and the B value of development = .251> 0.01, which means that the development will have positive impact on job satisfaction

4. Conclusion

The purpose of this study is to find out the impact of training and development on job satisfaction in private banks in Erbil. The research findings showed that the Pearson correlation analysis between independent factors (training and development) and dependent factor (Job satisfaction). In terms of the correlation between training and job satisfaction, the value of R=.431** this means that training is significantly correlated with job satisfaction and the correlation between development and job satisfaction, the value of R=.417** this means that development is significantly correlated with job satisfaction. The researcher set two separate research hypothesis according to research model, the first research hypothesis which states that the training will have positive impact on job satisfaction in private banks in Erbil and the second research hypothesis which states that the development will have positive impact on job satisfaction in private banks in Erbil. According to multiple regression analysis, the researcher found out that the B value for Training =. .367> 0.01, which means that training will have positive impact on job satisfaction; therefore the first research hypothesis supported and the B value of development = .251> 0.01, which means that the development will have positive impact on job satisfaction, therefore; the second research hypothesis supported as well.

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Job Satisfaction and Employee Turnover Intention: A Case Study of Private Hospital in Erbil

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Received: June 29, 2015 Accepted: August 14, 2015 Online Published: September 1, 2015

Abstract: Today it became a huge challenge for Human Resource Managers to retain the employees for longer time of period and decrease the rate of employee turnover. The main research objective is to find out the correlation between job satisfaction and employee turnover intention in private hospital in Erbil. A quantitative method was used to analyze the current study. 144 participants were involved in this study from private hospital in Erbil. The correlation between job satisfaction factor as independent factor and turnover as dependent factor, the value of R for the Job satisfaction is =.386** which indicates that turnover is a positive and weak correlation with turnover intention. The coefficients analysis for this study, the value Beta for turnover is = .386> 0.01, which supported the research hypothesis. This study showed that the there is a positive correlation between job satisfaction and employee turnover. Finally, on the turnover intentions of private hospital personnel in Erbil, most of them would quit in case if they have a better opportunities.

Keywords: Job Satisfaction, Private Hospital, Turnover

1. Introduction

In every organization the Human Resources are considered as the main organizational source (Schroeder, 2012). Today it became a huge challenge for Human Resource Managers to retain the employees for longer time of period and decrease the rate of employee turnover. Increasing the rate of employee turnover will result in increasing the cost of recruitment accordingly organization's productivity will decrease. At the present time many academicians, human resource managers, researchers and scholars are paying attention on employee turnover. Increasing the rate of employee turnover reduces organizational efficiency and productivity. Therefore, it is essential to study the relation between employee turnover and job satisfaction. (Sowmaya & Panchanatham, 2011), defined job satisfaction as emotion or feeling that an employee has regarding current job. Also, they pointed out that many academic scholars tried to determine several job satisfaction components, assess relative significance for each job satisfaction components and investigate the influence of all these job satisfaction components on employee's satisfaction and productivity. Satisfied employees are recognized to demonstrate the higher level of productivity and efficiency in organisations. By examining job satisfaction an organisation will be able to increase positive consequences for instance employee satisfaction, and will decrease employee turnover. The main research objective is to find out the correlation between job satisfaction and employee turnover intention in private hospital in Erbil.

2. Literature Review

2.1 Employee Turnover

Ponnu and Chuah (2010) defined employee turnover as a percentage comparison of the amount of individuals an organization should replace in a specific time of period to the average amount of total individuals within an organization. Tumwesigye (2010) defined employee turnover as a rotation of individuals around the labor market; it could be between companies, states of unemployment and employment, and between occupations and jobs.

A great concern that many organizations, turnover increases cost of the organization particularly in job with minimum wages. There several factors influence the rate of turnover of an organization, and these factors could be from employees and employer. These factors could be compensation, benefits, wages, and job analysis and so on. According to Holtom, et al., (2008) in case of turnover, it causes indirect and direct expenses to an organization, which compromises the cost of human resource, training, advertising, retention and loss of productivity.

According to DeConinck and Stilwell (2004) many researchers believed that employee turnover and job satisfaction are negatively associated. Conversely, the opposite view as well exists, for instance, the term of employee turnover, a moderately specific perception, can't be fruitfully clarified by more general perceptions for example commitment and job satisfaction. The link between employee turnover and job satisfaction could be associated by many factors or variables for instance, compensation, stress, environment, training and so on.

A study was carried out in manufacturing industry in Malaysia. The aim of the study was to measure four variables (employee relationship, benefits, compensation, working environment and demographic) as independent factor and job satisfaction as dependent factor. The outcome of the study proved that managers are required to execute long term plan in order to be able to avoid high employee turnover. Identifying the level of job satisfaction considers an important factor to decrease rate of employee turnover (Teoh et al., 2011).

Lambert, et al., (2001) stated that turnover could be forecasted through using complete measures of level of job satisfaction. Therefore, increasing level of job satisfaction is strongly correlated with low rate of turnover. Furthermore, many academic researchers proved that the association between turnover and level of job satisfaction is moderated by turnover intentions.

Feng, et al., (2010) stated that many studies proved a positive relation between individual intention and leaving behavior. Usually, it is considered that employee turnover intention and job satisfaction are inversely associated.

The contrast relation between turnover and job satisfaction is very essential. One of the major objectives of research in turnover is to examine the actual turnover; nonetheless, turnover data is frequently unreachable to scholars. Regularly, turnover data are not easy to obtain due to it is not precisely or consistently gathered. Therefore, academic scholars should rely on employee turnover intention as an alternative for actual turnover. Therefore, it has been proved that investigative turnover intention considers one of the effective tools, due to the fact is the factor that immediately and always predict turnover (Jaffari, et al., 2011).

Every organization effectively depends on several variables for instance job satisfaction and turnover. In terms of the intention of employee turnover means voluntary an individual leaves its job, which could have negative influence on organization's outcome. Though, follow-up to low levels of job satisfaction, high rate of individual turnover within an organization, therefore, that could be as low compensation, poor training, recruitment and selection, development and so on (Atak, 2011).

Employee turnover will have a negative influence on an organization, especially in terms of expenses, so, turnover causes huge cost to an organization. In case of turnover, organization should set up a new replacement, time management, training, selection, and recruitment) all these variables will cause a huge cost to an organization (Hanif & Yunfei, 2013).

However, different individuals have different methods of turnover. For instance, an individual with a pleased disposition mostly is less likely would leave her or his position. In some cases, an organization might know the variables that might lead the individual to leave her or his job, may be could help an organization to decrease the rate by conduction several method of solving for instance could confirm that individuals are in a high level of job satisfaction. Furthermore, individual with high level of turnover intention more often consider as less effective and always attempt to find a way to leave the organization. As many scholars proved the main reason of increasing rate of individual turnover in the workplace is level of job satisfaction. Mainly dissatisfied individuals are willing to leave the organization (Oghojafor & Adebakin, 2012).

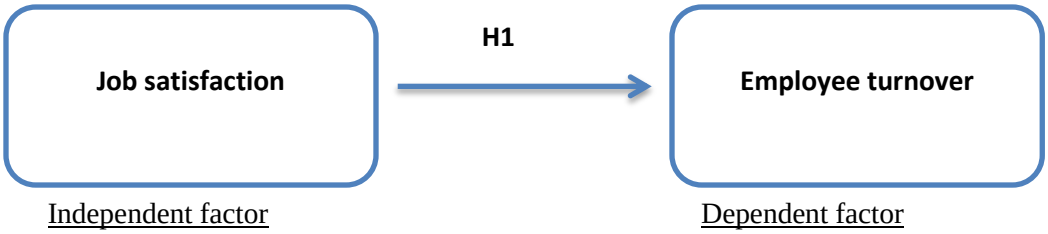
2.2 Job Satisfaction

According to Calvo-Salguero, et al., (2010) job satisfaction is defined as an attitude related with an individuals' degree of their dislike or like their current job. Suminto (2014) defined job satisfaction as a consequence of various elements such as satisfaction, promotion, relationships among employees, pay and equal employment opportunity. Ali (2009) defined job satisfaction as the positive emotional feeling consequence from achieving what an individual desires or values from his or her current job.

Locke (1976) defined job satisfaction as a positive feeling consequence from the assessment of an individuals' job. Robbins (1999) defined job satisfaction as person's overall attitude toward job. Mullins (1993) stated that inspiration is closely associated to job satisfaction. Many factors are related to job satisfaction for instance, social relationships, job analysis, employee training, desires and needs, recruitment and selection, orientation, working conditions, development and quality of management (Absar, et al., 2010).

Conceptual framework

Research Model



Research Hypothesis:

H1: There is a positive correlation between job satisfaction and employee turnover.

3. Research Methodology

3.1 Design of the Study

The purpose of this research is to investigate the impact of job satisfaction on employee turnover in private hospital in Erbil. The questionnaire was divided into two sections, the first section consisted of demographic questions; starting with respondent's age and respondents' gender. The second part of questionnaire consisted of 39 questions, 18 questions for employee turnover and 11 questions for job satisfaction.

3.2 Sampling Size and Target Population

A random sampling technique was used, where all employees had equal chances of being selected for the sample. The study was carried out at private hospital in Erbil. The researchers distributed 170 questionnaires, only 156 questionnaires were received and from 156 questionnaires only 144 questionnaires were completed properly.

3.3 Instruments

The questionnaire is structured in the form of multiple choice questions. The participants were asked to rate how strongly they agree on each item on a five points Likert order scale. The questionnaire is designed and adapted from Atteya, 2013; Olusegun, 2013.

4. Results and Analysis

Table 1-Demographic analysis

Items	Scales	Frequency	Percent
Age	**20-25**	41	28.5
	26-30	30	20.8
	31-35	26	18.1
	36-40	20	13.9
	40-45	16	11.1
	45 and above	11	7.6
Gender	**Male**	93	64.6
	Female	51	35.4

Table (1), shows demographic analysis for respondents participated in this study. 41 participants were from age 20-25 years old, 30 respondents were from age 26-30 years old, 26 respondents were from age 31-35 years old, 20 respondents were from age 36-40 years old, 16 respondents were from age 40-45 years old and only 11 respondents were from age 45 years old and above. In terms of participants' gender; 93 participants were male and 51 participants were female.

Table 2- Factor analysis

Factor	Items	Factor loading
Turnover	I would quit my present job for a similar position with better pay in another organization at the least opportunity	.512
	Continuation with my present employer will not fulfill my life expectation	.613
	As soon as I can find a better job, I will quit this organization	.704
	I often think about quitting my job	.811
	I will probably look for a job outside of this organization within the next 3 years	.757
	It is very unlikely that I would ever consider leaving this organization	.614
	I prefer very much not to continue working for this organization	.534
	I will likely actively look for a new job in the next year.	.789
Job satisfaction	I consider my job unpleasant.	.656
	I am often bored with my job.	.898
	I feel fairly well satisfied with my present job.	.749
	Most of the time, I have to force myself to go to work.	.715
	Most days, I am enthusiastic about my work.	.864
	I am disappointed I ever took this	.766

Factor analysis determines essential variables that clarify the outline of associations within a set of perceived variables. Factor analysis is frequently used in reducing data to classify a small number of variables that clarify most of the variance perceived in greater number of visible variables. Table (2) indicates that the turnover factor has 8 items and job satisfaction factor has 6 items.

Table 3-Reliability Statistics

Factor	Cronbach's Alpha	N of Items
Turnover	.812	7
Job satisfaction	.799	6
Turnover and job satisfaction	.805	13

Table (3) shows the reliability analysis for both factors (turnover and job satisfaction). According to the reliability tests, the researchers found out Cronbach's Alpha for turnover items =.812 which are greater than .6 this means that 7 items for turnover factor were reliable for this study and the Cronbach’s Alpha for job satisfaction items =.799 which are greater than .6 this means that 6 items for job satisfaction factor were reliable for this study and the out Cronbach's Alpha for turnover and job satisfaction items =.805 which are greater than .6 this means that 13 items for turnover and job satisfaction factors were reliable for this study.

Table 4-Correlations analysis

		turnover	Job satisfaction
turnover	Pearson Correlation	1	.386**
	Sig. (2-tailed)		.000
	N	144	144
satisfaction	Pearson Correlation	.386**	1
	Sig. (2-tailed)	.000	
	N	144	144
**. Correlation is significant at the 0.01 level (2-tailed).			

Table (4) shows the correlation between job satisfaction factor as independent factor and turnover as dependent factor. The value of R for the Job satisfaction = .386** which indicates that turnover is significantly but has weak correlation with turnover intention.

Table 5-Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.386[a]	.149	.143	1.57898
a. Predictors: (Constant), turnover				

As seen in the table (5), the value of R square = .149 which indicates that 15% of variables have been explained.

Table 6-ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.967	1	61.967	24.855	.000[b]
	Residual	354.033	142	2.493		
	Total	416.000	143			
a. Dependent Variable: Turnover						
b. Predictors: (Constant), Job satisfaction						

Table (6) shows the value of F for an independent factors and a dependent factor is 24.855 >1 which indicates there is a significant association between three independent factors and dependent factor.

Table 7-Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.942	2.022		2.939	.004
	turnover	2.512	.504	.386	4.985	.000
a. Dependent Variable: Turnover						

Table (7) shows the coefficients analysis for this study. As seen in the above table the value Beta for turnover = .386> 0.01, this indicates that turnover factor was positively and weak correlation with job satisfaction.

5. Conclusion

According to the research findings, the following conclusions are illustrated. Job satisfaction has significant but weak influence (.386) on turnover intention of the participants. The outcome of this research could be used as useful administrative tools that might further improve the hospitals' effectiveness and efficiency. On job satisfaction, most of participants are unclear regarding the level of job satisfaction in their hospital. This demonstrates that there is still need for enhancement in their service. This study showed that the greater is the employee's Job satisfaction the less likely they are to express the intention to quit. Finally, on the turnover intentions of private hospital personnel in Erbil, most of them would quit in case if they have a better opportunities.

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The Place of Reading in EFL Context

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Received: June 23, 2015 Accepted: August 18, 2015 Online Published: September 1, 2015

Abstract: The article aim is to shed light on the problem of reading in EFL context and also refer to non – Latin Arabic alphabet learners' challenges. Researcher tried to analyze myriad research articles to explore the common EFL learners' difficulties and problems on the way of English reading and comprehension and bunch together the implemented methods (techniques) and go through generated suggestions and feasible solutions. The marshal factors will provide benefits to educators in EFL context (EFL school teachers, university lecturers, people whose concern is EFL development).

Keywords: Reading, Comprehension, Challenges, EFL Context

1. Introduction

Nowadays we see our students holding smart phones instead of holding books, reading and writing comments on Facebook or other social media instead of reading some hardcopy or software pages and analyze them, sharing photos instead of sharing their impression on what have been read. The current busy and full of distractions century and rapid, attractive technology progress are all have their particular effects on reading position in society and attitudes towards reading in L1, L2 and inevitable in EFL context from primary school learners to post – master and doctorate students.

2. Reading in EFL Context

As an EFL context educator at University I very often come across with students' moans and groans when they have to do some reading, it doesn't matter as an in – class or out – class activity. It is not only my personal opinion that I infer through my 5 years Iraq work experience but almost all of my colleagues' at Faculty and my former colleagues' from secondary and High school general consensus is that students mostly don't like reading, they have poor reading habits. So what causes these boredom and gripe in EFL reading?

In language learning one of the most prominent considerations is reading (Noor, 2011). In the last decade the importance of reading in second and foreign language acquisition has burgeoned (Karbalaei, 2010). Reading perceived as a main pillar in academic and higher education context for EFL and ESL learners. They receive new information through reading which assists them to gain comprehending, reading between lines, synthesizing, interpreting in order to go ahead in their study field (Grabe, 1991; Noor, 2011; Richards, 1976). Reading also has been approved as the most significant of the four essential skills in English language learning (Alderson, 1984; Carrell et al., 1988; Koch, 1975). In recognition of significance of reading comprehension it should be indicated that it is notably the principal aim for EFL and ESL learners to acquire apprehending of the environment, community and of

themselves and it enables learners to elaborate and interact with what they read (Tierney & Readence, 2005). Reading in EFL notion has been widened to encapsulate mental and visual skills required to get information from digital displays, computers, and hand – held (mobile) devices or from other various technological learning settings. Nowadays the concept of reading is expounded to incorporate the process of learning complex and different set of abilities and knowledge which empower EFL readers to comprehend print – based and visual information and be able to keep up pace with vibrant and rapidly developing information – based environment (Reutzel & Cooter, 2012). In addition students have an easy access to this knowledge either virtually via internet or through large spectrum of printed materials (Rajab & Al-Sadi, 2015). However students' reading is debatable point.

3. Challenges in EFL Reading

If we assume the advance of English as a top of a mountain in that case EFL learners are climbers who try to move up and in each next step they need to enhance their reading comprehension in order to upgrade language skills and reach the EFL – advance peak.

It's undoubtful that English is a lingua franca (Bhandari & Blumenthal, 2013; Kaypak & Ortaçtepe, 2014; Smala et al., 2013) and the most widespread international language in the world (Coleman, 2011; Tsui & Tollefson, 2007). Internet World Statistics reported that English takes the first place between the languages used online (" Internet world users by language," 2013). Therefore English plays a crucial role not only in academic grounds but also in technology, business and various research fields in many countries (Altbach et al., 2009; Fortanet-Gómez & Räisänen, 2008). Iraq is one of the Middle East countries where having good proficiency in English is accepted as prestigious and English is used as a medium of instruction in Universities either in state or private (Wachob, 2009). Students' Academic English inadequacy (Sofi-Karim, 2015) and especially reading comprehension weakness (Ahmed, Puteh—Behak, & Sidek, 2015) trigger Ministry of Higher Education of Kurdistan region to make upgrading in teaching English in tertiary level (Kurdistan Region of Iraq 2020, A Vision for the Future, 2013).

In dealing with reading comprehension, EFL students come across with compilation that may hinder understanding of the assigned reading material in curriculum which will impede process of reading comprehension skills improvement (Alkhawaldeh, 2012). Schema or students' prior knowledge are the main components which reputed as the corner stone for reading comprehension (Adams, 1977; Carrell, 1983; Carrell & Eisterhold, 1983; Grabe, 1991; Johnson, 1981; Ulijn & Salager-Meyer, 1998; Weaver, 2002). Murray (1980) and Alderson's (2000) studies also indicated the crucial role of prior knowledge in reading comprehension of EFL learners. It means if the readers know more about the written texts' topic it helps them to understand required texts' more easily. Reading the culturally familiar texts have positive impact on learners'(Dayze, 2004; Lin, 2002)

a. Post – reading performance
b. Reading speed – students read faster culturally – familiar text
c. Fewer errors occur while recalling passages' information
d. Strengthen text understanding

In this case non – familiar text may be considered as a one of drawbacks for EFL students in reading comprehension. For example, Iraqi or Muslim students would better understand, easier remember and have more fluency in the text about Eid-al-Fitr (Ramadan Feast) than the text about Easter. In respect thereof, if teacher teaches non – familiar topic (like Easter in Muslim context) so they should give insight into topic or provide students with the schema – information which could be associated or connected with students existing knowledge. Another matter to discus in this regard is teachers' instructional practices (instructional strategies implemented by teachers to activate students' prior - knowledge) should be put under scope and examined (Al-Jahwari & Al-Humaidi, 2015). It's necessary to teachers to be aware of students' experiences and prior knowledge to related reading part (Chen, 2003).

Vocabulary knowledge is one another factor among the problems which affect EFL learners' reading and understanding. In the last two decades the importance of vocabulary knowledge in reading comprehension becomes a focal point of second and foreign language researches (Anjomshoa, 2014). Most researchers' conviction is that EFL/ESL learners have deficit of understanding reading parts because of their insufficient vocabulary size (Al-Darayseh, 2014; Anderson & Freebody, 1979; Laufer, 1998; Nation, 2001; Richards & Rodgers, 2001; Schmitt, 2000; Stahl, 1983). Laufer (1998) pointed out the prominence of vocabulary that the text comprehension is not possible either in L1 (learners' native language) or in a second or foreign language without apprehending the text vocabulary. Woolley (2010) noted that learners who have poor comprehension generally suffer and have difficulties in acquiring new vocabulary. To sum up this part it should be remarked that the harvest of reading is comprehension and vocabulary knowledge is a major prerequisite (Salah, 2008) and essential pillar in comprehension and naturally reading itself also have positive effect on vocabulary advancement.

Another problematic area for EFL learners which cause difficulties are unfamiliar script and writing system. Researchers stated that learners with similar, close or Latin (also known as a Roman) alphabet word familiarization and recognition is better than EFL Arabic, Chinese and non – Latin alphabet learners (Masduqi, 2014; Muljani et al., 1998; Wang & Koda, 2005). With respect to Arabic alphabet (Mourtaga, 2006);

a. No capital letters
b. Depend on letters position in a word 28 Arabic letters have dissimilar forms (Hussien, 2014)
c. Written from right to left, students need adaptation to be able read in opposite direction (Thompson-Panos & Thomas-Ružić, 1983) – this hinders fast reading and decelerates skimming and scanning and note taking skills.

EFL learners' attitudes towards reading – the concept and perception of reading need to be refreshed. The reading shouldn't assume only as a tool to pass exam, or a vehicle to enhance English language skills or educational advancement (Rajab & Al-Sadi, 2015), it is pleasurable way to acquire useful and desired information and enjoyable way to learn new things. Furthermore, researchers asserted the crucial role of EFL learners' motivation in reading development (Grabe, 2009; Şentürk, 2015; Yamashita, 2004) and learners' attitude towards reading have effects on their reading comprehension achievement (Lazarus & Callahan, 2000; Wigfield & Guthrie, 1997).

Table 1: Reflections from some researches in EFL reading context

Author	Title of Article	Stated Problem	Contribution
Hashem A. Alsamadani (2008)	"The Relationship between Saudi EFL College-Level Students' Use of Reading Strategies and Their EFL Reading Comprehension" – doctoral thesis	Saudi EFL teachers are far from teaching Reading skills and strategies Learners' reading inabilities pose obstacles in the professional and academic progress	Suggestions to improve teaching pedagogy and EFL teachers' awareness about reading skills and strategies Boost learners' metacognitive awareness of several beneficial Reading strategies in order to enhance EFL learners' reading comprehension
Harits Masduqi (2014)	"EFL Reading in Indonesian Universities: Perspectives and Challenges in Cultural Contexts"	Students are reluctant to read their textbooks and participate to reading classes. The causes of unwillingness are not familiar explanation and discussion genres used un reading material in EFL tertiary level.	Provide students with sufficient background knowledge. Give students guideline includes culture and gender elements. Interactive reading classes give opportunity to Indonesian EFL learners to gain self- confidence and increase their motivation.
Kuang Yu Chen (2014)	"Vocabulary, Syntactic Knowledge and Reading Comprehension: the Perspective of College EFL Students"	EFL learners' limited Vocabulary Knowledge	Generate the positive correlation between vocabulary and syntactic knowledge much more effective than solely vocabulary knowledge increase.

Al-Darayseh (2014)	"The Impact of Using Explicit/Implicit Vocabulary Teaching Strategies on Improving Students' Vocabulary and Reading Comprehension"	EFL students suffer a lot from not to be able achieve understanding of reading texts, because of insufficient vocabulary size. Hence EFL learners unable to accomplish reading comprehension.	Explicit and Implicit vocabulary teaching strategies combination were implemented which improve learners' vocabulary knowledge and correspondingly enhance EFL learners' comprehension of reading materials
Ar-Riyahi and Rashid (2010)	"An investigation of the Effects of Oral Reading Fluency on the Comprehension of Iraqi Learners at the University Level"	In Iraqi EFL context the observation is that Iraqi EFL learners are slow readers, not having fluency in reading have adverse impact on the way of academic advancement, inadequate reading fluency is also accepted as stumbling block in text comprehension	Implementation of oral Reading Fluency (ORF) from standpoint – it is the process of reading aloud which enables learners not only to see the words but also hear them and build up a proper intonation while reading aloud and understand encounter text at the same time.

4. Conclusion

After elaboration of studies and researches carried out in EFL reading Comprehension context it could be summarized that each study throws light and pinpoints various challenges, problems and statements. This review draws part of huge EFL reading portrait and gives opportunity to get general knowledge about current reading comprehension circumstances in EFL context and acquaint people whose concern is the emerging developments in EFL reading and contemporary implementation in this context. This article analyzed problems which assist educators to get the true diagnosis, if educators unaware of students' level, culture, background and general in and out classroom conditions is too difficult to find out the successful way and approach to teach.

5. Suggestions

It seems that the use of appropriate techniques/approaches along with well – developed class instruction is enough to solve learners' problem. However it should accentuated that teaching is not only job but a humanistic career. Especially in critical countries like Iraq (where researcher herself is a teacher of English) implementation of successful methods, teachers' positive and warm – hearted attitudes establish positive class environment which facilitate students' motivation. Motivation make learning process easier and enjoyable. The peaceful and friendly learner – instructor relationship and class atmosphere might be more essential than teaching specific words, and structures. Furthermore, to get accomplishment in reading classes, lessons should be organized in an interactive way.

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Keller, T. E., Cusick, G. R., & Courtney, M. E. (2007). Approaching the transition to adulthood: Distinctive profiles of adolescents aging out of the child welfare system. *Social Services Review*, 81, 453-484.

Books

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Alexie, S. (1992). *The business of fancydancing: Stories and poems*. Brooklyn, NY: Hang Loose Press.

Chapter in a Book

Booth-LaForce, C., & Kerns, K. A. (2009). Child-parent attachment relationships, peer relationships, and peer-group functioning. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 490-507). New York, NY: Guilford Press.

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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).