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Teaching Human Resource

Effects of Teachers' Perceptions

Highlights

Deployment of Mobile Learning

Implementations Active Learning in EFL

Discovering Thoughts, Inventing Future

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Private Tutoring and Public Schools in Algeria: Issues and Reflections

By Dr. Nadia Ghounane
Dr. Moulay Tahar University,

Abstract- In the last decades, most of the parents turned their attention towards teaching their children private lessons especially in scientific fields; thinking that public education is no longer beneficial for them. In the light of this tight, the current research aims to shed light on the reasons that drive pupils to prefer private tutoring rather than public education. In other words, it endeavors to test the attitudes of the tutees and their performance in comparison to other pupils. In this vein, data were collected quantitatively and qualitatively using a questionnaire, an interview, and a classroom observation. Participants were selected from three levels at Mohamed Belkheir secondary school in Saida. To this end, the findings demonstrated that most of the tutees displace positive attitudes towards private education. The results also revealed that the central factor revolves around overcrowded classrooms and the poor level of teaching.

Keywords: *attitudes, algerian educational system, private tutoring, public education, secondary school.*

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Private Tutoring and Public Schools in Algeria: Issues and Reflections

Dr. Nadia Ghounane

Abstract- In the last decades, most of the parents turned their attention towards teaching their children private lessons especially in scientific fields; thinking that public education is no longer beneficial for them. In the light of this tight, the current research aims to shed light on the reasons that drive pupils to prefer private tutoring rather than public education. In other words, it endeavors to test the attitudes of the tutees and their performance in comparison to other pupils. In this vein, data were collected quantitatively and qualitatively using a questionnaire, an interview, and a classroom observation. Participants were selected from three levels at Mohamed Belkheir secondary school in Saida. To this end, the findings demonstrated that most of the tutees displace positive attitudes towards private education. The results also revealed that the central factor revolves around overcrowded classrooms and the poor level of teaching.

Keywords: attitudes, algerian educational system, private tutoring, public education, secondary school.

I. Introduction

Private tutoring has become full-blown in the last few decades not only in the Algerian educational system but almost all third world countries. This phenomenon has increased among pupils at all educational levels due to academic inadequacies following the new reforms and other reasons. Henceforth, it has turned into a duty of the parents to send their children to private tutoring to further lectures and practice.

Although the spread of private education has triggered the interests of academicians and experts in the field of teaching, no decision is taken until now to change the pupils' attitudes that public education is important, whereas private tutoring is conducted for private purposes (economic purpose), the phenomenon is still existing due to the negative attitudes displaced towards the Algerian educational system that has become ineffective even though there have been tremendous efforts to improve it.

In the twilight of what is mentioned before, the spindle aim behind the research work under scrutiny is to explore the reasons behind changing the attitudes of pupils and their parents towards favoring private tutoring in public education promoted by the government with free charges. Secondly, it strives to examine the level of performance of the tutees after being trained through shadow education. In this regard, the researcher tries to find out solutions for the following research questions:

1. What are the attitudes of Algerian pupils towards private tutoring?
2. What are the reasons that drive them to prefer supplementary private tutoring on public education?
3. Can private tutoring raise the pupils' academic achievement?

Accordingly, the following hypotheses sprang as follows:

Algerian pupils displaced positive attitudes towards private tutoring thinking that public schools are no longer efficient.

1. The reasons revolve around overcrowded classrooms, the low salary of teachers and poor teaching.
2. Private tutoring may improve the pupils' academic achievements if it follows an appropriate pedagogy in teaching.

Hence, the importance of the present study is to find out some solutions to raise the learners' awareness towards the negative impact of private tutoring.

II. Review of the Related Literature

As it is mentioned before, private tutoring is also called shadow education. Indeed, this title has been employed as a metaphor to show the other side of this type of schooling as stated by Marimuthu et al. (1991). Although experts in the field of education proclaimed that private tutoring has spread in the last decades especially in third world countries due to the inferior level of teaching, there are still few types of research conducted in the field. In his part, Biswal (1990) claims that the first reason for the spread of private tutoring or coaching is the low income of teachers that drive them to create a market for private education. On the side of pupils, they find that these lectures provide them with more help and support.

Among the scholars who explored this topic, there is Bray (2003, 2007 & 2009). He comes across the point that it is difficult to evaluate this system of education since it has been conducted in informal contexts. Another shadowing point on the subject is that most teachers do not want to declare that they are providing private lectures on a given field of research.

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Most importantly, some studies conducted highlighted that there is no evidence to show that this form of education increases the learners' performance and realizes a positive achievement. In his part, Bray (2007) aptly declares that the interests of teachers in searching for another source of income can decrease the quality of their teaching in public education. Accordingly, Bray further highlights that the passive effects of private tutoring pass even to the pupils who are belonging to indigent social status and cannot pay extra-sessions due to the fact the teaching quality of the public schools is diminishing because education has entered the market.

III. Private Tutoring in Algeria: An Overview

The majority of the learners and their parents displace positive attitudes towards private tutoring due to the point that they develop negative attitudes towards the weak level of teaching in public schools. Therefore, they hasten to register in private sessions thinking that they improve their performance and help them to achieve perfect academic results.

Actually, there have been intensive debates on the status of the Algerian school in general, especially after the inclusion of new reforms in the educational system; thenceforth, this has raised many controversies about the quality of teaching in the public school in addition to the low income of most teachers in all grades mainly primary, middle and secondary education. In the light of this idea, Bray (2007) mentions that private tutoring is so widespread in countries where teachers who earn a low salary; consequently, those teachers encourage their students to have extra-sessions out of school. In this regard, he writes the following:

The economic circumstances of mainstream teachers may be an important educational factor driving the demand for private tutoring. In some countries, teachers are paid so poorly that their families would be unable to subsist it they had to depend on official salaries. (p. 34)

Although extra-sessions in private tutoring classes are too expensive since the pupil is going to take them in all modules including mathematics, natural sciences, physics and even in philosophy, Arabic language, and foreign languages especially English.

Even though private tutoring has raised debates between experts internationally, Algerian pupils and their parents are still sharing positive attitudes towards having extra-lectures, hoping that this may increase their academic achievement and work in national examination and even providing them with the opportunity of getting better jobs in the future. In the light of this point of view, Mogaka (2009) asserts that:

Using PST services is a form of investment that will guarantee them better careers and more rewarding jobs in the future. Indeed globally for one to be competitive in the job market one must be armed with quality academic credentials in the field of specialization. (p. 34)

Of course, the economic factor is not the only motive that pushes the Algerian pupils to prefer shadow education; in fact, parents sometimes see that it is a prestige for their children to attend private sessions especially those who are always looking after their social status in society and considering education as the first form of social leverage.

Even though this issue is tackled by newspapers and mentioned the negative aspects of private tutoring, a little is written on the subject, and no efficient scholarship is provided.

IV. Research Methodology and Design

Data were collected quantitatively and qualitatively using a questionnaire which was distributed to pupils and gathered during the second semester of the academic year 2016-2017; in addition to an interview which was held during the third semester, while classroom observation had been conducted during the whole year. The researcher attended each class for one session per week.

The sample for the study was selected randomly from Mohamed Belkheir secondary school in Saida. The researcher chose about 80 pupils from the three levels for the questionnaire; besides, ten teachers were picked up for the interview and a classroom observation was conducted with three classes; two classes in Mohamed Belkheir and a tutoring class.

V. Data Preparation and Analysis

a) Results of the Questionnaire

The questionnaire, which had been given to the pupils of the three grades, contains three sections which had been built on closed and open-ended questions. Although the latter conducted in English, the researcher tried to translate the questions for the pupils who did not understand English very well. In here, the researcher took the most eminent questions that have a direct link with the previous research questions.

Question1: Do you receive extra-lectures through private tutoring?

- Yes
- No

Table 1: Receiving private tutoring

Answer	Pupils	Expressed in %
Yes	69	86.25%
No	11	13.75%
Total	80	

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Most of the participants from the three grades at Mohamed Belkheir secondary school claimed that they have lectures out of mainstream education. They also added that they were receiving these lectures from middle school. They further highlighted that they would continue to receive these lectures because the quality of teaching is different from mainstream education.

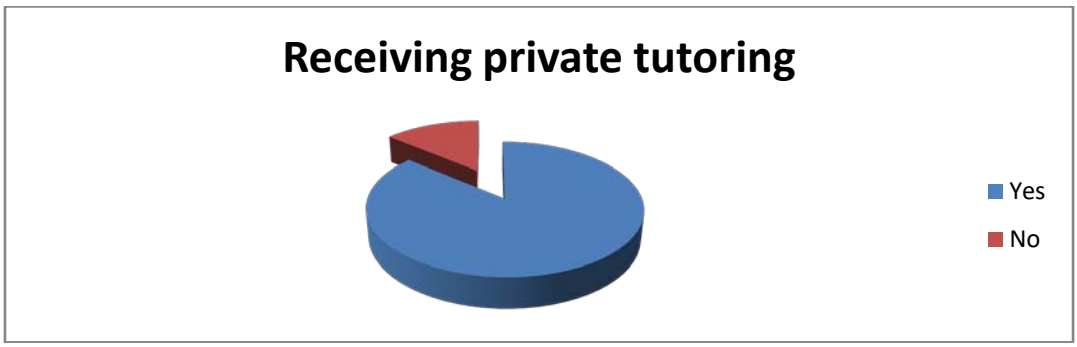

Figure 1: Receiving private tutoring

Figure 1 demonstrates that about 86.25% of the pupils shared positive attitudes towards receiving lectures through private schooling; in contrast, about 13.75% responded that they depend only on public education. Some of them shared negative stances, while the others maintained that they belong to needy families; consequently, they are not able to attend private lectures.

Question 2: What are the reasons that drive you to attend supplementary private tutoring?

- Teaching quality provided in mainstream education
- Extra activities and more practice
- Efficient time devoted for each module

Table 2: Reasons for attending private schooling

Reasons for attending supplementary private tutoring	Pupils	Expressed in %
Teaching quality provided in mainstream education	27	33.75%
Extra activities and more practice	45	56.25%
Efficient time devoted for each module	08	10%
Total	80	

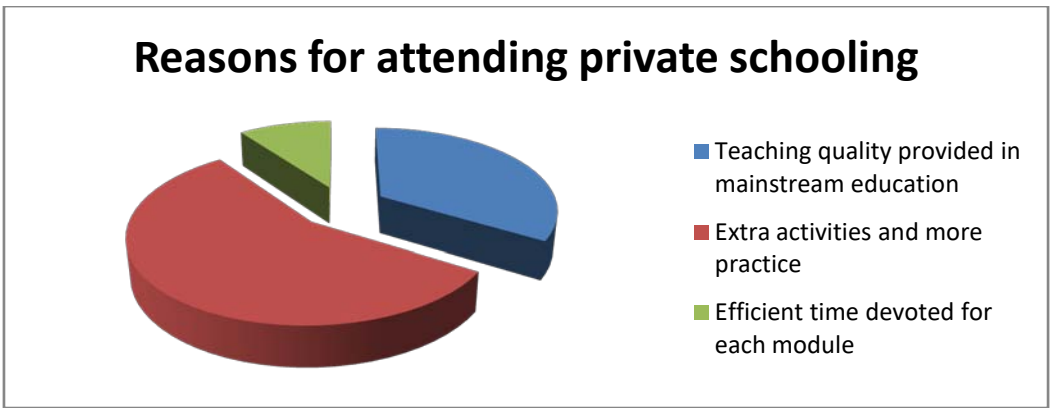

Figure 2: Reasons for attending private schooling

About 56.25% ofthe participants complained about the time allotted for theory and practice, i.e., they lack activities to strengthen their grasping of the theoretical side of the lecture; while 33.75% of them maintained that their understanding is better in a private tutoring class in comparison to a public one, i.e., the quality of teaching is dissimilar.

Question 3: How do you attend a private tutoring session?

- In a small group (no more than 30 pupils)
- In a large group (more than 30 pupils).

Table 3: Number of pupils attending private tutoring sessions

Number of pupils	Pupils	Expressed in %
In a small group (no more than 30 pupils)	11	13.75%
In a large group (more than 30 pupils)	69	86.25%
Total	80	

Most of the pupils maintained that most of the learners, who are studying at Mohamed Belkheir secondary school, are having extra sessions in different modules in addition to other pupils from other schools.

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They added that most of the tutoring places are like garages prepared by the tutors to have a large number. They confirmed that even though they are more than fifty pupils, all the learners are quiet and following their tutor, unlike in mainstream classes.

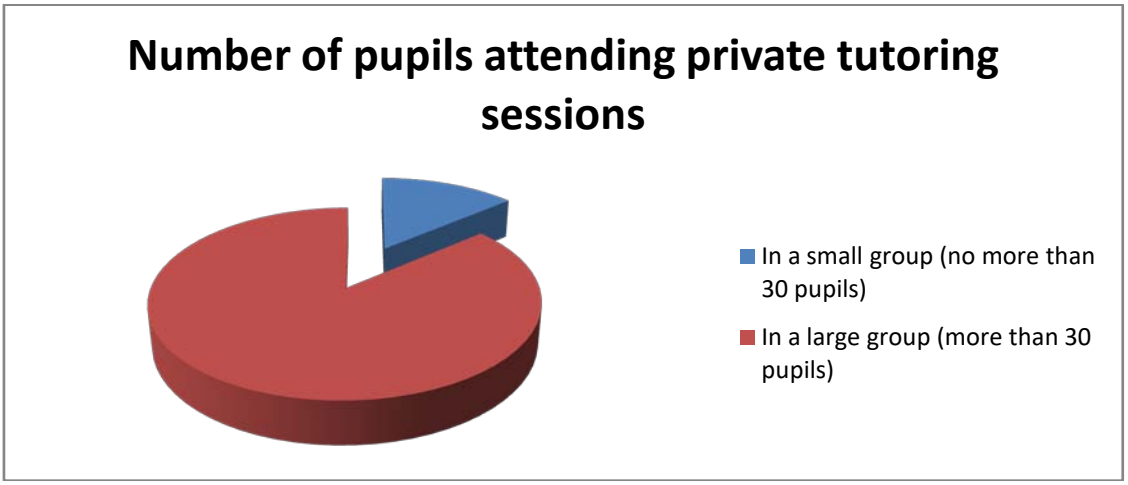

Figure 3: Number of pupils attending private tutoring sessions

Figure 3 reveals that most of the pupils tend to attend private tutoring sessions; while a small minority of them claimed that their number does not exceed 30 learners. They justified their answer by claiming that a considerable number of them attend at the center of the town where five teachers organized a large building for private tutoring sessions. They added that it is not a center but rather a building rented by those teachers.

Question 4: Do you feel that private tutoring help in improving your achievement?

- Yes
- No

Table 4: The participation of private tutoring in improving the pupils' performance and academic achievement

The contribution of private tutoring	Pupils	Expressed in %
Yes	73	91.25%
No	07	8.75%
Total	80	



Figure 4: The participation of private tutoring in improving the pupils' performance and academic achievement

Figure 4 demonstrates that about 91.25% of the participants highlighted that private schooling helps in having good marks in the exams since the tutors provided more activities and practice that public schools lack since the time allocated is not enough, and the syllabus is too long.

b) Interview

The researcher selected the sample from the same secondary school; she chose ten teachers teaching different disciplines. Those teachers are also teaching private sessions after school. The researcher picked up the essential questions from the interview:

Question 1: How many years are you teaching private tutoring sessions?

Seven teachers out of ten maintained that they have been teaching extra sessions as they called private tutoring between 10 and 13 years, whereas the remaining teachers argued that they are new in the field

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of shadow education since most of the tutees prefer to have lectures with experienced tutors.

Question 2: Do you have a good number of tutees?

All teachers replied that they have a good number of pupils, especially in scientific fields mainly mathematics, natural sciences and physics. They added that they hired a home, and prepared it to suit their tutees, i.e., providing the appropriate atmosphere to realize better results.

Question 3: Do your pupils behave like in public classrooms?

Six teachers out of ten argued that good pupils behave the same way in both public and private sessions, although they show more interests in mainstream lectures. On the other hand, the remaining teachers informed that their pupils behave in a differently in private sessions; they added that they are more motivated in comparison to mainstream lectures.

Questio 4: What are the factors that push you to do private tutoring?

The answers of the tutors vary depending on particular motives. Five teachers declared that it is the need of pupils and centers of private tutoring that asked them for extra-sessions; in contrast, the remaining tutors informed that they are obliged to add lectures in private centers due to their economic status. They also stated that they gave more importance to these lectures to receive more tutees.

Question 5: Do you notice any progress in the tutees' academic achievements?

Most of the tutors informed that they noticed a big difference in their learners' motivations, participation, involvement and therefore their performance. They further highlighted that their response in private tutoring sessions is different; they tend to answer all the activities and show more interest to the lectures and the remarks provided by them.

c) Classroom Observation

The observation took place in two different settings; the first one was at Mohamed Belkheir secondary school with an English session, whereas the second session was held with a class of tutees who were having extra-sessions on the English language. The number of the pupils does not exceed 50 tutees in comparison to other modules. In this context, the researchers attended each session for 40 minutes, once per week. In this vein, the researcher summarized the following points:

- The tutor employs the Competency-Based Approach in teaching English in both mainstream schools and private tutoring sessions.
- The teachers focused on the same syllabus, but there is a major difference in the ways of teaching.
- Tutors focused on developing the pupils' four linguistic skills in both settings.
- The sessions provided for teaching English in the public school are more than the hours provided in private tutoring which is one hour and a half.
- Students are sitting in rows in both settings.
- The number of tutees in private tutoring class is less than 35 pupils, while it exceeds 40 learners in mainstream schools.
- Materials used for the lectures are limited to the board and the textbook in the schools, while teachers use a variety of teaching tools in a private tutoring class.
- In public school, the teachers begin with a warm-up, examples and then introducing the pupil to the lecture, whereas in private tutoring, tutors start providing rules and doing the activities because the pupils have already a background on the lesson in the mainstream schooling, i.e., the teaching process in public education seems more academic in comparison to private tutoring.
- In private tutoring, tutees do the activities in groups, while they tend to practice them individually or in pairs in mainstream schooling.

VI. Recommendations

Based on the findings of this small scaled research work, the researcher would like to recommend the following points:

The results revealed that all pupils shared positive attitudes towards having more sessions through shadow education which has become so widespread in Algeria in the last few decades. As far as the nature of the tutors is concerned, the results demonstrated that it is just mainstream teachers who vary between new teachers, retired ones and experienced tutors who are conducting extra-sessions for economic purposes. Most importantly, the analysis expounded that the tutors are not following any academic technique in teaching in private tutoring in comparison to mainstream education, i.e., no guiding books or textbooks are provided for tutoring sessions.

The results also confirmed that both teachers and the learners' parents encouraged the pupils to have private tutoring sessions to improve their level and, thus this can help in realizing good academic achievements. Although it is done on a one-to-one basis in most countries, where the learner receives more attention in comparison to mainstream schooling, they are still done in large groups in Algeria.

Another substantial point that this study endeavors to mention is that the government has not taken yet any procedures towards the status of mainstream education and the spread of supplementary tutoring. Indeed, most of the tutors in private education are working illegally and do not give any importance to the academic techniques used in teaching. Importantly, private tutoring is hindering teachers from doing their

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duties, i.e., providing significant place to the teaching process at mainstream school.

VII. Conclusion

One might say that supplementary schooling becomes a direct factor that hampers the mainstream education in Algeria from guiding pupils to realize better achievements since the issue of education has been placed at the market and its value becomes linked to the teachers' benefits and economic issues without any regard to the pupils' rights to have knowledge from the real source which is the public school.

Another remarkable point that the researcher did not want to conclude without mentioning it is the position of the parents who are the first source to guide their children. In Algeria, parents send their children to private sessions for several reasons among which the poor teaching level in mainstream schooling in addition to the competitive nature that is based on the idea of prestige, forgetting the fact that the extra-sessions are not controlled pedagogically by experts in the field. In other terms, the nature of competitiveness between the pupils, which is raised by their parents and their teachers, should be reduced so that the learners will not search for other alternatives outside the school to improve their level, but they encourage their teachers to work in mainstream schooling.

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The Todays,'Teaching Human Resource' wants to Remember Joyful and Understanding Teachers More than others of their Childhood

By Arati Suryawanshi & Dr. Snehal Maheshkar
Dr. D.Y.Patil Vidyapeeth

Abstract- While conducting the research in Emotional Intelligence, about the human resource in educational institutes, i.e., secondary school teachers, the researcher was always curious to know about what are those teachers remembered by today's teachers? And what can be the reasons for recalling only those particular teachers?

While conducting EQ awareness programs and SEI, (Social Emotional Intelligence Assessment), the researcher organized various interventions between Pre and Post Training Assessments for Teachers. The base of developing and designing the modules was Pre Training Assessments. Where the researcher observed that teachers are struggling to achieve SEI Competencies, namely, 'Navigating Emotions', 'Empathy', 'Recognizing Patterns' and 'Pursue Noble Goal'. She always wanted to know what is the purpose teachers have for their profession?

Keywords: emotional intelligence, human resource, education, indian teachers, sei assessments, empathy, navigating emotions, pursue noble goal, recognizing patterns.

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The Todays,'Teaching Human Resource' wants to Remember Joyful and Understanding Teachers More than others of their Childhood

Arati Suryawanshi [α] & Dr. Snehal Maheshkar [σ]

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Abstract- While conducting the research in Emotional Intelligence, about the human resource in educational institutes, i.e., secondary school teachers, the researcher was always curious to know about what are those teachers remembered by today's teachers? And what can be the reasons for recalling only those particular teachers?

While conducting EQ awareness programs and SEI, (Social Emotional Intelligence Assessment), the researcher organized various interventions between Pre and Post Training Assessments for Teachers. The base of developing and designing the modules was Pre Training Assessments. Where the researcher observed that teachers are struggling to achieve SEI Competencies, namely, 'Navigating Emotions', 'Empathy', 'Recognizing Patterns' and 'Pursue Noble Goal'. She always wanted to know what is the purpose teachers have for their profession?

When she asked some questions while interviewing them in groups and also then they were writing individually about their teachers who taught them in their schools when they were learning in their childhood, most of the teachers wrote and responded that they remember joyful and understanding teachers. As an EQ researcher especially in the field of HRM, "Impact of teachers Emotional Intelligence on student's performance", this data, found very interesting and important to her.

This research paper will put forth the light upon how the teachers recently teaching in the schools when the researcher gave them an option to choose a teacher to follow in their life now, they want to remember and choose, those who are joyful, understanding, happy, helpful, careful, smiling, giving, creating examples, and so on.

Keywords: emotional intelligence, human resource, education, indian teachers, sei assessments, empathy, navigating emotions, pursue noble goal, recognizing patterns.

I. Introduction

The concept 'Emotional Intelligence' has discovered by Dr. Peter Sallovey and Dr. John Meyer, in the year, 1990-91. The researcher was completing her post graduation in Clinical Psychology from the University of Pune by then. She met her maternal uncle in her holidays at Khopoli near Pune, where he was working as an HR manager in one company and when she was discussing what specialization she should opt for her Post Grad. Her uncle said, "You can opt for any specialization, but whenever in your life you get an opportunity to learn about Emotional Intelligence, please learn." At that time the researcher just had heard about the concept from her Prof. and Dean Dr. S. W. Deshpande. Who is no more now he always inspired students to browse through the library to learn the new upcoming science of Emotional Intelligence by Dr. Peter Sallovey and John Meyer. The researcher, feels so fortunate that she, as a researcher is there to witness the new advanced upcoming knowledge in the field of Emotional Intelligence where the scientists as Dr. Peter Sallovey and John Meyer are still contributing to the science of Emotional Intelligence by performing at different dignified positions as Dr. Peter Sallovey is Vice Chancellor, Yale University, and Dr. John Meyer is Director Research at South Western University.

In the year 1997, ' 6 Seconds International ' an NGO, having offices in 25 countries and conducted workshops for EQ certifications in almost 125 countries around the globe till date; has developed the "EQ – in-Action" Model. The EQ-in-Action model is also aligned with EQ competencies, SEI, i.e., Social Emotional Intelligence Assessment, and various training programs and competency building workshops and Coaching in Emotional Intelligence. Today Researcher is EQ certified, SEI certified and EQAT certified. She has learned from the facilitators, as Joshua Freedman, who is also an author of a book, "At the Heart of the Leadership" and also an author of "SEI assessment." Yoshimi Miyazaki, Dr. Anabel Jensen, who is primarily known for her research in SELF SCIENCE, Dr. Susan Stillman, and many others. The researcher got an opportunity to attend EQ conference at the 'SYNAPSE' school at San Fransisco in the year 2013.

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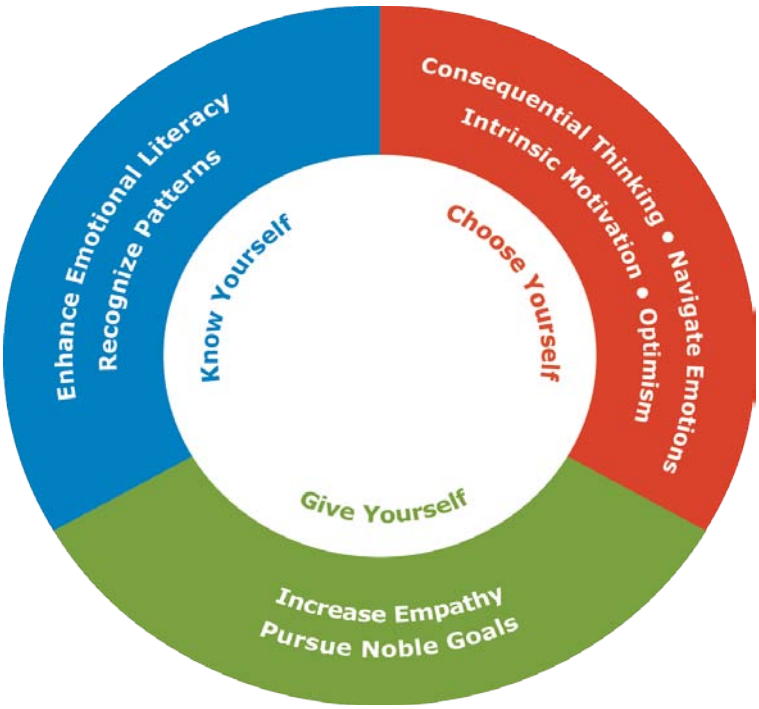
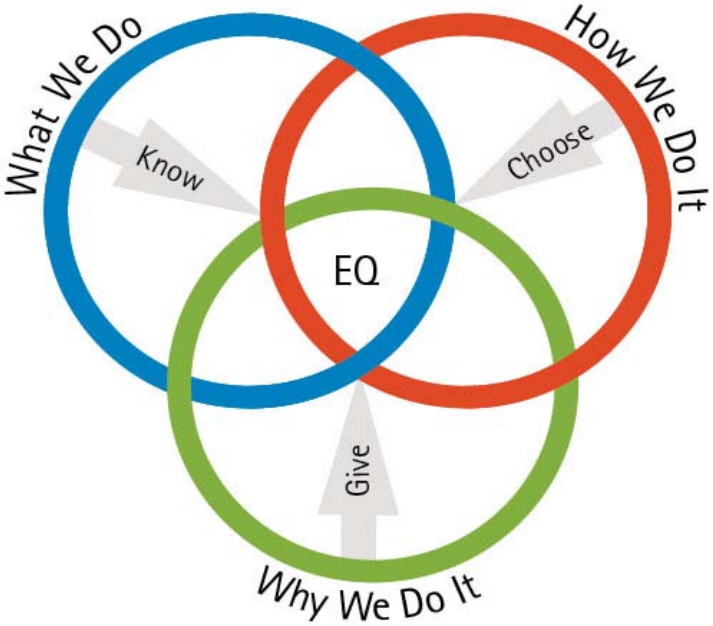
The EQ-in-Action model



They Connected the EQ-in-Action model with what we do and how we do it and why we want to do it.



The researcher has received a grant to use SEI Adult 4.0 Assessment of 6 Seconds in her research. In her study, the researcher when conducting her EQ programs with various teachers, She performed many activities with them, one of the activities was about their Goal, which is developed and designed by her. The activity conducted by her is as follows.

The Activity: 'Purpose of Profession.'

II. Instructions

There are 4 STEPS in total. All the steps are compulsory and giving valuable information about your teachers to you. There is nothing right or wrong you can remember any kind of teachers in your lives as, heart ful or strict or neutral.

You can choose any type of teachers since that can be your goal to live with. There is no such time limit

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as such but normally people take 15 minutes to write the whole activity. As soon as you finish with the activity please let us know. Thank you for your participation in the EQ program for my research in Education in India.

Step I: What are those two teachers you remember the most? Why do you remember only those two teachers? (After writing the information asked in the STEP I, Please select any one teacher and tick in the given column.)

Table 1

Sr. No.	Name of the teacher	Why do I remember him/her?	Select and Tick any one
1.			
2.			

Step II: What are three qualities you remember the most of the teacher you have selected above?

(After writing the qualities please select one, which you may want to absorb in you as a teacher, after selecting please tick in the given column.)

Table 2

Sr. No.	Qualities of the teacher	Select and Tick any one
1.		
2.		
3.		

Step III: What will be your Goal in your life as a teacher beginning with the quality you have selected in the STEP no. 2.

For Example: " With this quality of ----------I want to ----"

Where: 1st Gap: Quality of the teacher and

2nd Gap: What the teacher wants to do with that quality in your life as a teacher?

Step IV : What you can do to live with the goal as you created in the question no. 3.

a. Share your Goal with your colleagues.
b. Write your Goal in your diary.
c. Express your feelings about your goal.
d. Share five things about; you can do to achieve your goal.

- Add your answers.

e.
f.
g.

3. Definitions

a) What Is Purpose Of Profession

As every human being has at least one purpose to live with the same way how about a teacher also has a long-term purpose to live with and follow in her entire career of profession? As, they can have a purpose aligning with their daily routine and teaching-learning activities. In the researchers EQ programs various teachers could create their professional goals with the help of the activity she performed. Some examples are as follows:

1. With the quality of Uniqueness, I want to imbibe Creativity in my students.
2. With the quality of Time Planning, I want to increase Value of Time in them.
3. With the quality of Care, I want to imbibe kindness in my students.
4. With the quality of Being Visionary, I want to help them learning more in Forward Thinking.
5. With the quality of Fun and Joy, I want to create The Quality of Healthy Competition among them.

b) Definition of Pursue Noble Goal:

Noble goals activate all of the other elements of EQ. Through our missions, our callings, and our acts of human kindness, the commitment to emotional intelligence gains relevance and power for improving the world today and tomorrow. Just as our personal priorities shape our daily choices, our noble goals shape our long-term choices. They give us a sense of direction, they give us a spar to hold in the storm, and they are compass for our soul. A noble goal provides a measure for your daily actions and invites our best self to step forward.

All the inside aspects of emotional intelligence change your attitudes, perceptions, and beliefs. They shape your own life; they help you become the person you want to be. Your noble goals touch the future.

Source: www.6seconds.org

c) Definition of Heart Ful teachers

According to the Oxford Dictionary the meaning of Heart ful is, " As much as the heart can hold or contain, as much as a person wants or endure."
According to the Merriam Webster Dictionary, " Heart Ful is a full of heartfelt emotion."

Heart fulness: Heart ful ness is a calm awareness of one's body's feelings.

Source: https://www.smashwords.com/books/view/298471

Heart ful Teacher: Therefore the Heart ful teachers are those who are aware about their feelings with calmness and also they can recognize and understand feelings of others.

d) Definition of Strict Teachers:

According to Google Search the word Strict means, the one who are very clear about rules, precise or severe and demanding about the rules much always been obeyed properly.

According to the Collins Dictionary the word Strict means: Strongly limiting someone's freedom to

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behave as they wish, or likely to severely punish someone if they do not obey.

Therefore, The Strict Teachers are those who are very clear about rules, precise or severe and demanding about the rules must always been obeyed properly.

e) Aim and objective of the study

1. To study the impact of Teacher's, teachers of their childhood to follow in their life now.
2. To study the dynamics of Heart ful teachers and strict teachers among the teachers.
3. Heart Full teachers are remembered more than strict teachers.
4. Teachers want to follow Heart full teachers taught them in their childhood.

III. The Demography and Methodology

Demography of the teachers to conduct the procedure:

a) All the teachers in this activity were needed to be attended EQ awareness program conducted by the schools registered with the researcher.

b) All the teachers participating in the activity has to be secondary school teachers.

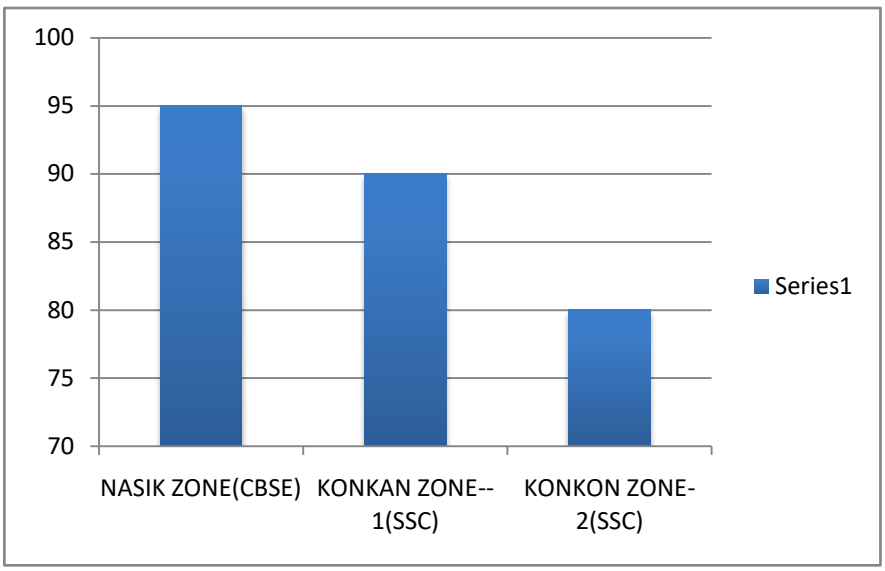
c) All the teachers participating in this activity needed to know about the competency 'Pursue Noble Goal.'

d) All the teachers were participating in this activity needed to write their responses in the given format of the activity. "PURPOSE OF PROFESSION."

The researcher worked and analyzed with the above demography meticulously for selecting the case studies among all the teachers attended awareness programs. With the information following is the table shows the statistics of teachers' participation and% of their responses.

Sr. No.	Teachers from Various zones	Total no. Ofteachers participated according to demography	Attended Awareness programs but not complete the demography	% Ofteachers selected responses With Heartful approach	% Of teachers selected responses with strict approach
1.	Nasik zone (CBSE curriculum)	34		95%	5%
2.	Konkan Zone—1 (SSC Curriculum)	100		90%	10%
3.	Konkan Zone—2 (SSC Curriculum)		100	80%	20%

Table No. 3



Graph No. 1: Graph Shows Total % of Teachers Selected Responses with Heart full Approach

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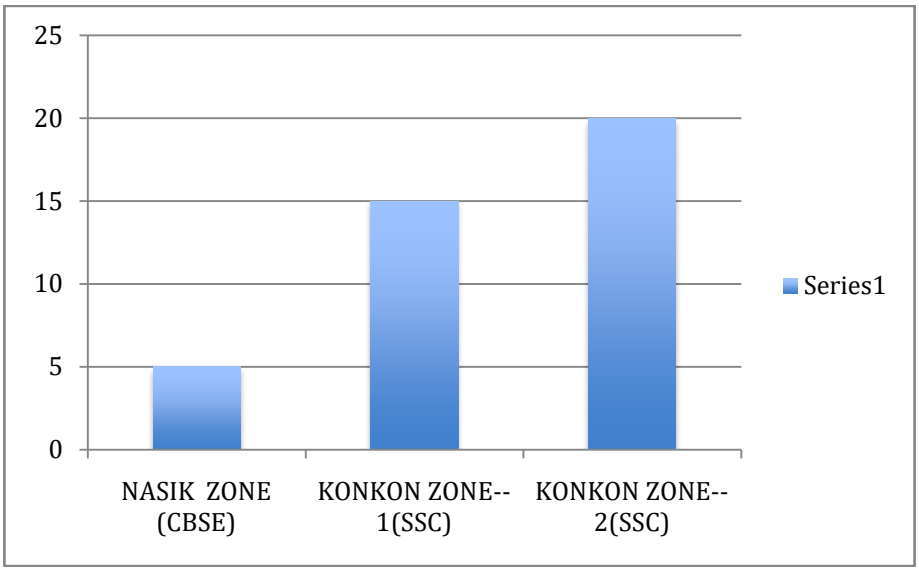
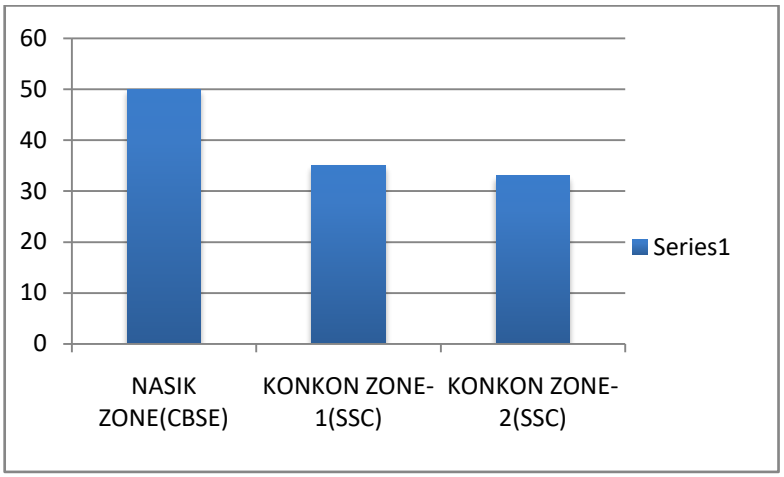


Graph No. 2: Total No. Of Teachers Selected Responses With Strict Approach

Table 4

Sr. No.	Teachers from Various zones	% Of teachers could construct the goal statement according to the above activity	(Attended Awareness programs but not complete the demography) Could construct the goal	% Of teachers still in process to construct the Goal Statement.
1.	Nasik zone (CBSE Curriculum)	50%		50%
2.	Konkan Zone—1 Palghar (SSC Curriculum)	35%		65%
3.	Konkan Zone—2 Alibaug (SSC Curriculum)		33%	67%



Graph 3: Total % of Teachers Could Actually Construct The Goal Statement According To The Above Activity

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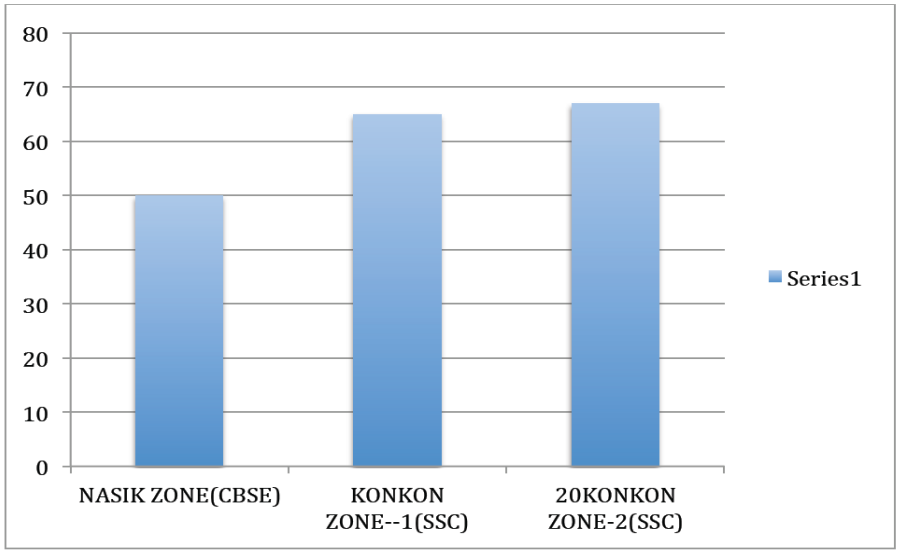

Graph No 4: The Total No of Teachers Still In Progress To Constr The Goal Statement

IV. Outcomes of the Research

1. As per the above activity we understand that teachers mostly remember two types of teachers taught them in their childhood, those who are heart full and those who are strict and hurtful. No teacher wanted to follow hurtful teachers. In fact when they have an opportunity to follow their teachers they want to follow heart full over strict teachers.
2. Table no. 3 and Graph no. 1 shows that most of the teachers are selecting lighthearted teachers to follow as a Goal in their own life.

They are selecting joyful, happy, smiling, helping, understanding, having good sense of humor, inspiring, explaining, friendly, disciplined, kind, knowledgeable, story teller, loving and calm, thoughtful, empathic, supportive, motivating, demonstrating, nicely communicating, multi talented, helping in choosing new field, understanding others pains, handle conflicting situations with strength, imbibing good virtues, rule follower, sportsman spirit, good planner, who provide high moral support, simple methods to teach, passionate teacher, create interest, changes according to the situation, appreciator, caring, and confidence creators.

3. The researcher has created a wordle with www.wordart.com in the following wordle, the bigger the word the more times it appeared in the responses of the teachers. The link is provided to check with the following wordle at word art website.

https://wordart.com/w398km0tj5fb/word-art



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4. This activity analyzation also brings about the observation that, Most of the teachers, therefore would like to connect their purpose of profession with Heart fulapproach.
5. Most of the teachers show that they want to continue in creating their purpose of the profession, they want to follow the process. And may keep creating till when they are satisfied in their goal statement. They need more time to create it. This also shows that they want to take care in creating it and they feel it is little challenging to achieve.
6. Almost 39% of teachers altogether could create their Goal Statement in the activity. It is also shown that teachers teaching in CBSE curriculum are more enthusiastic about creating Goal Statements than teachers teaching in SSC curriculum.
7. There are almost 13.33 % teachers who want to follow Strict Approach in their career. SSC teachers are more enthusiastic about following strict approach than CBSE teachers. CBSE teachers mentioned that it is maybe because they have to handle less no. of students in comparison to SSC teachers. CBSE teachers have more structured format than SSC teachers.

a) Difficult to achieve

The 'Pursue Noble Goal', competency seems to be difficult to achieve by the teachers since they are struggling to understand the process and create the Goal Statement we can figure out the fact that, they actually haven't given any thought on "a teacher also needs a goal to live life purposefully." The good part is they want to continue in the process. What the researcher more believes in it is a process. It is a study of self and self-realization about what is that in his/her life that one may want to take ahead and may want others to remember him/her?Study of having a goal for life and profession is a very in depth self-analyzation hence it is going to take time. Those who could complete creating their goal statement might have good knowledge about it and also might have tried in their own life before or some of them have reached to their goal already.

b) Impact on Teacher's life

A teacher's thoughts, feelings and actions directly impacts upon their students' lives. This exercise shows it very clearly. All the teachers were remembering the teachers taught them in their childhood, with their names and qualities. That displays that teachers create the supportive and positive atmosphere in the classroom that is very much welcomed by students. And students retain those moments more than other moments in their school life.

c) Next steps in the research

This research can be taken forward with the teachers to help them in creating their Goal Statement and training them how to create it according to their goal and also training can be provided for bringing the goal into action in daily basis by teaching in the classroom, and also in life, at family and social level.

d) The Scope of the study

This activity can be applied for any other groups of teachers other than secondary school teachers and also for managers, nonteaching staff. Because, ultimately everyone needs at least one goal to live with.

e) Limitation of the study

This study is analyzed on the basis of the activity conducted by the researcher for teachers. There are other people who may make an impact upon us with their qualities and then they can also be followed by us, e.g., our parents, colleagues, guides, relatives, etc. Also, this is the study conducted only for secondary school teachers.

V. Conclusion

- Teachers like to follow their teachers and those teachers who are Heart ful rather than only strict.
- They also like strict teachers, but they think that they should be able to flexible enough to change themselves according to the situations.
- No teacher wants to follow any hurtful teacher.
- Heart ful teachers are more remembered than over strict teachers.
- Strict and disciplined teachers are remembered too, but most of the teachers like to follow Heart ful than just strict teachers.

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Evolving EFL Writing Through Interactive WEB 2.0 Tool Nicenet: Students' Perceptions in a Bangladeshi Context

By M. Shajedul Arifeen & Marium Jamila
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Keywords: *developing, ELF writing, WEB 2.0, nicenet, students, perceptions.*

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I. Introduction

The emergence and development of Web 2.0 technology (e.g. Nicenet, Facebook, Flicker, Blog, Youtube, WebCT, and Moodle) enable knowledge exchanging in ways such as online meeting and discussion that were not possible before. Through these applications, users can exchange, interact, collaborate and socialize with others in virtual communities. As Warschauer & Grimes (2007, cited in Wang, S. & Va`squez, 2012, p. 412) point out, millions of people now use Web 2.0 technology to interact, collaborate, network, and entertain through blogs, wikis, social net-working tools, and multiplayer games; many of these individuals enjoy the thrill of instant self-publishing and feel stimulated by their dynamic interactions online. Allowing people express themselves and interact socially with others these types of tools may be attractive among students which can create positive motivation for FL practice (McBride, 2009). According to Chang, Pearman & Farha (2012), "Web 2.0 is an online computing platform. This term, which is now a popular buzzword, was coined by Tim O'Reilly at the O'Reilly Media Web 2.0 technology conference in 2004. The idea of Web 2.0 has completely changed our thinking about Internet usage and teaching modalities supported by the Internet" (p. 53).

Web 2.0 is a "… second generation, or more personalised, communicative form of the World Wide Web that emphasises active participation, connectivity, collaboration and sharing of knowledge and ideas among users" (McLoughlin & Lee, 2007, p. 665). In fact, most researchers and scholars prefer to cite definitions offered by Wikipedia, a platform which itself is supported by Web 2.0 technology. According to Wikipedia, "'Web 2.0' refers to a perceived second generation of web development and design, that facilitates communication, secure information sharing, interoperability, and collaboration on the Internet. Web 2.0 concepts have led to the development and evolution of web-based communities, hosted services, and applications such as social-networking sites, video-sharing sites, wikis, blogs, mashup and folksonomies" (Wikipedia entry on June 13, 2009, http://en.wikipedia.org/wiki/Web_2.0, cited in Wang & Va`squez, 2012, p. 413).

a) WEB 2.0 in ESL/EFL Education

Language learning in ESL and EFL contexts is no more a passive process. With the changing world, teachers and educators need to think seriously about the teaching- learning contents which can meet the needs of the learners as well as increase their motivation in the target language. Remarkable studies have been conducted revealing the implications and advantages of Web 2.0 tools in ESL/EFL contexts (Thorne, Black & Sykes, 2009; Warschauer & Grimes, 2007; Thomas, 2009; Mishan, 2010; Chang et al. 2012; Stevenson & Liu, 2010; Borau, Ullrich, Feng & Shen, 2009; Harrison & Thomas, 2009; AbuSa'aleek, 2015), where some of the studies have also investigated the barriers or difficulties concerning the issue (Luo, 2013; Wang and Va`squez, 2012).

Most learners of English do not require even more passive input in form of texts, lectures or videos, etc. – they need a chance to actively produce language

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and the chance to use English as tool of communication. This calls for instructional methods and tools promoting 'active' learning that present opportunities for students to express themselves and interact in the target language. Such an opportunity is offered by social networks with English as the dominating language (Borau et al, 2009, p. 78). Tilfarlioğlu (2011) reveals that, since 2004 the emergence of web 2.0 technologies has been changing the way people use the web in the field of education and in foreign language learning.

Web 2.0 tools are treated as an unavoidable concept in teaching practices with net generation of today's world. Perhaps the most radical consequence of this is that learners are provided with tools enabling them to create their own Personal Learning Environments (PLEs) by assembling a range of free or open-source Web-based applications. As opposed to the centralising tendencies of VLEs, Personal Learning Environments represent a centrifugal or decentralising process. SNSs, which belong to the latter process, offer environments in which learners can take control of their own learning and through the process of mediation are able to find 'significant others' that can help them in their personal development, which includes but goes far beyond learning a foreign language. Users of these systems are now able to learn languages through rich social and cultural interaction with other learners, including their peers and native speakers, in both asynchronous and synchronous modes of learning (Harrison & Thomas, 2009, p. 120-121).

Many researchers have studied and investigated web 2.0 as a supportive language learning or teaching tool in ESL/EFL classrooms where they have found most learners and educators considering its usefulness without hesitation. Studies on the issue not only report the positive effects of Web 2.0 but also discuss its problematic areas with possible solutions especially fit for the ESL/EFL contexts. Avoiding the conventional thought of teaching-learning and giving importance on educational technologies, the new ways of integrating Web 2.0 tools in non-native English classrooms are being explored with an interest to make it purposeful for both teachers and learners. Chang et al. (2012) come to the conclusion in this way, "foreign language teachers and every educator must now consider how their current teaching paradigms will be improved or could possibly be supplanted because of a pervasive web" (p.*61).*

b) Why to Use Nicenet?

Like native contexts, now-a-days teachers and instructors of EFL contexts are also using different e-tools like WebCT, Online Learning Forum, eCollege, Moodle, Classroom and Internet Classroom Assistant (ICA) known as Nicenet for their research and teaching practices.

The interest on Nicenet had been grown up because it has a plain design and does not require advanced IT skills as well as it is a valuable resource for its sophisticated communication tool that brings powerful web-based conferencing, personal messaging, document and resource sharing and class scheduling which are essential to effective distance learning. Whereas, tools like Moodle and WebCT require adequate IT knowledge due to the complexity of design, have many course tools as well as technical terminologies. To log into them, students need to go through several websites then through several pages. And thus, most of the time these tools are confusing and complicated to the students especially in an EFL context like Bangladesh where these applications are not massively practiced in language classrooms.

c) The Study Objective

The differential effects of Online Course Management Systems on ESL/EFL teaching and learning in general and developing writing, in particular, were not notably investigated specifically, in English Language classrooms of Bangladesh. The purpose of this paper is to discuss students' experiences of receiving and providing feedback using Nicenet as an integrated tool of English writing classroom. In addition, The discussion of this paper intends to suggest different the types of activities that can be carried out using Nicenet forum in English Language classrooms, indicating how these can be helpful in developing students' writing as well as editing skills.

II. Research Methodology

a) Design and procedure

While carrying out the present research, qualitative methods were employed to collect data. Data were mainly gathered through peer feedback and students' writings posted on Nicenet forum maintained as an online portfolio, where they shared their experiences and posted writing assignments based on videos, lessons and discussions. The data were analyzed using T-test. Students also participated in the learning satisfaction survey questionnaire after finishing the post-test. The researchers played the roles of an instructor and an observer respectively.

b) Participants

The participants in this study were 50 undergraduate students of intermediate level of BAU, Mymensingh who were found humble (whimsical) about EFL writing activities in the classroom most of the time. This research was carried out over a period of one semester (the academic year 2017-2018).

c) Research instruments

The research instruments were the conferencing in group forums, written posts of the students, the pre-

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test and post-test, and the learning satisfaction survey questionnaire.

d) Research Question

The results gained from the pre-test and the post-test using the research question- *Does Nicenet enhance students' ESL writing ability?*

e) Discussion Forum

A discussion forum was created and students were advised to join Nicenet using the class key given by the course instructor after the first week of the course. The instructor worked as administrator of the discussion forum, made group private and managed members to allow or limit messaging between members while they posted messages to all members. Students used the Nicenet conferencing as a place for publishing their writings, and most importantly as a space for providing and receiving peer feedback. In addition, the conferencing was also used for sending guidelines, announcements, assessment criteria and resources such as reading materials, video clips and links to web pages.

Nicenet, a supplement to in-class instruction, was described and instructed to use as a course tool. Students were advised to check the specific tasks posted and to answer the quizzes and were encouraged to check the daily posts and comment on them. In addition, the students were encouraged to post short paragraphs on any topic of their choice.

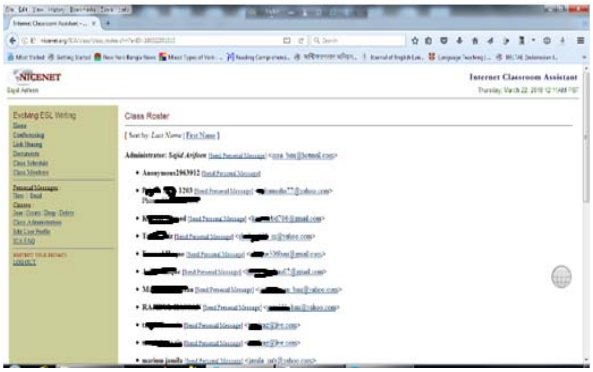

Fig. 1: Students' Enrollment (Class Roster)

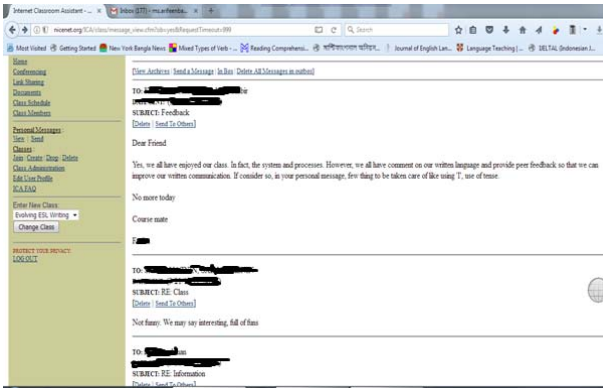

Fig. 3: Peer Feedback

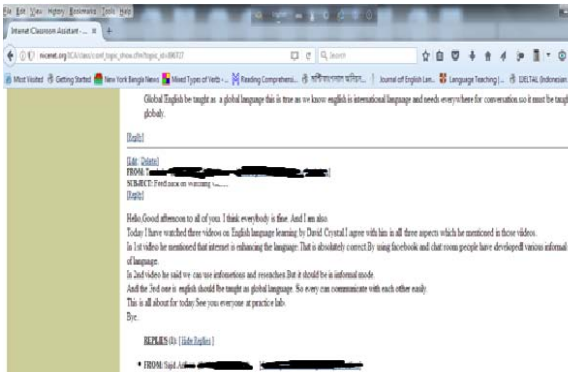

Fig. 2: Written Post on the Forum

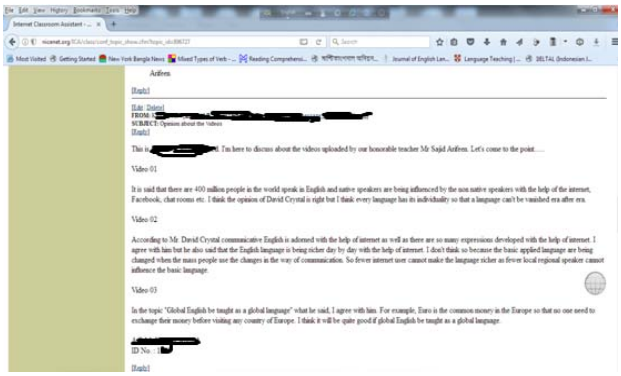

Fig. 4: Post on Watching Videos

f) The pre-test and the post-test

The pre-test and post-test were constructed by the instructor. Each of them consisted of four items and evaluated parts are: content, grammar, vocabulary, organization and peer feedback based on the given topics. The pre-test was undertaken in the 1st week of the semester to find out students' background knowledge in EFL writing and the post-test was done in the 12th week of the semester. The purpose of the post test was to find out to what extent the students' English writing skills improved or not after using Nicenet as a way of sharing resources and interacting with their classmates.

g) The Learning Satisfaction Survey Questionnaire

The learning satisfaction survey questionnaire was used to gather students' opinions regarding the use of Nicenet forum. The survey consisted of 5 questions using a Likert scale (5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree) and one open-ended question (Does it have any impact on developing students confidence and motivation?). The

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questionnaire was about the use of the Nicenet forum in general and their attitudes towards effects of using Nicenet for EFL writing in particular.

III. Results

The statistics of writing task scores suggest a significant increase in the average performance of the students as they posted on (Nicenet) online forum (table 1). There is a clear increase in the mean scores (20.41) and in the standard deviation of performance (3.337) from the pre and to the post tests of writing tasks.

Table 1: One-sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	50	14.33	2.700	.398
Post test	50	20.41	3.337	.492

To test our research objective whether the use of online threaded writing has any impact in improving students' performance, one sample test of independence in two tailed normal distribution was set and the use of Nicenet in developing ESL writing has indeed a clear impact on students' performance (20.413) shown in table 2.

Table 2: One-sample test

Nicenet Use	Test Value=0				
	t	df	Sig.(2 tailed)	Mean difference	95% Confidence Interval of the Difference
					Lower
Before	35.984	45	.000	14.326	13.52
After	41.487	45	.000	20.413	19.42

A chi-square test had been formulated to find whether students' performance between before and after usage of Nicenet are different (table 3).

Table 3: Chi-square tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	145.77a	120	.055
Likelihood Ratio	89.139	120	.984
Linear-by-Linear Association	10.385	1	.001
N of Valid cases	50		

From the above table, it is obvious that Pearson-chi square value 14.775 is quite higher than the value of 95% confidence interval. Hence, it is proved that the null hypothesis is rejected. Overall, the study shows positive evidence for the use of WEB 2.0 tools in developing students' English writing skills.

IV. Results of Learning Satisfactory Survey

At the end of the 12th week, participants were asked to complete the learning satisfactory survey questionnaire to gather students' confidence, motivation and attitudes towards the Nicenet for English writing course. Students responded to questions about their uses of Nicenet forum in general and their perceptions about advantages and disadvantages of the Forum.

a) Confidence

In term of enhancing confidence, 89.7 % of the students are of the opinion that Nicenet enhanced their confidence to write English because they were able to express their ideas in English and to their friends. Posting in the Nicenet forum made them feel socializing with their friends enjoying a relaxed atmosphere of learning English. Further, data supported that students felt confident to write in English because they had less anxiety.

b) Motivation

The integration of Nicenet and peer assessment can enhance students' learning, motivation, interest, and interaction through information exchanging and knowledge sharing. Students admitted that it created an environment for enhancing their motivation to write English. In this study, 87% of the students agreed that Nicenet is a wonderful ground for increasing their motivation. With the help of peers' comments and suggestions, students were able to revise and edit their posts or tasks and republish their prior tasks. In the end, the task was rechecked by the instructor and that time a feedback was given to ensure the quality of the task.

V. Discussion

Daily observations of students' tasks, attitudes, reactions and discussions as well as responses to the questionnaire showed that students enrolled in the Nicenet Forum were active and responsive as they posted more than 280 responses during this research.

The students reported (on the basis of their comments) that the Nicenet was easy to use as it had been featured with few course tools like discussion forums, resources, and personal messaging etc. as well as it required very general IT skills which encouraged them to participate more promptly.

Comparisons of the pre and post test scores showed significant differences in writing achievement.

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The improvement may not be attributed only to the Nicenet online course itself, but to the practice, enthusiasm and motivation provided by the course as well.

The students found the online instructions and tasks were important with the combination of fun and considered it as a new way of leaning and developing English writing. It created a warm flexible learning environment between the students and instructor and among the students themselves. However, some students did not take the initiative to post any responses if not prompted by the instructor because using the internet as a learning tool was not common in their education system. They were so used to traditional instruction that depended on books.

That is why; online courses must be selected carefully and must be introduced gradually especially when used in a less available e-resources environment and with freshman students of low proficiency in English, limited computer knowledge as well as of with no prior experience in online instruction.

VI. Conclusion

Nicenet as an online portfolio enables students to reflect on their learning process and provides feedback from more capable peers. The interactions and sharing of their experiences increase the practical use of the target language, which is highly essential in the learning process. Using this tool, keep in mind that learning is a developmental process, most importantly students can reflect, change or edit what they write and thus, improve their self-editing skills. This also helps students monitoring their own progress to become more reflective and independent learners. In addition, it facilitates writing to a real reader, hence increases students' self-confidence and motivation to write more and share their experiences with peers. Thus, the study concludes that Nicenet accelerates student-centered learning and allows the students to explore and share their learning experiences outside the classrooms which may also be proved right for any ESL/EFL contexts like Bangladesh.

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Deployment of Mobile Learning in Advanced Education Foundations

By Faisal Khalil-Ur-Rehman & Muhammad Farooq
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Abstract- M-learning alludes to any sort of realizing which happens inside and past the customary learning condition by means of remote cell phones. These gadgets can move with the student to permit learning whenever, anyplace. M-learning is considered the subsequent stage past electronic learning (E-learning) and separation learning (D-learning) by utilizing versatile remote gadgets with web availability to encourage formal and casual learning. Higher education condition needs to include a few perspectives as far as the status of clients and foundations, users" acknowledgment and engagement, and the manageability of the framework. There are some underlying models that research the usage of M-learning which give a few rules that work as the beginning stage for the fate of M-learning arrangement. Notwithstanding, there is no hypothetical model that gives rules to an organized arrangement of M-learning. Also, there was no certain meaning of supportability factors that will guarantee proceeds with assessment and overhaul of Mlearning frameworks after sending. The points of this exploration work are to think about students "status for Mlearning, examine the variables that influence students" acknowledgment and break down M-learning writing keeping in mind the end goal to propose and assess a model which can be utilized to cultivate the supportable arrangement of Mlearning inside instructing and learning systems in advanced education foundations..

Keywords: m-learning, deployment, higher education, digitization.

GJHSS-G Classification: FOR Code: 930199



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Deployment of Mobile Learning in Advanced Education Foundations

Faisal Khalil-Ur-Rehman [α] & Muhammad Farooq [σ]

Abstract- M-learning alludes to any sort of realizing which happens inside and past the customary learning condition by means of remote cell phones. These gadgets can move with the student to permit learning whenever, anyplace. M-learning is considered the subsequent stage past electronic learning (E-learning) and separation learning (D-learning) by utilizing versatile remote gadgets with web availability to encourage formal and casual learning. Higher education condition needs to include a few perspectives as far as the status of clients and foundations, users‟ acknowledgment and engagement, and the manageability of the framework. There are some underlying models that research the usage of M-learning which give a few rules that work as the beginning stage for the fate of M-learning arrangement.

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Keywords: m-learning, deployment, higher education, digitization.

I. Background of Study

Technology fundamentally affects the higher education system. These days' mobile technology holds a critical part in online education forms, regardless of whether steady or authoritative. Mobile learning technology has turned out to be progressively vital in the advanced education condition because of the fast multiplication of the mobile smartphones. Smartphones and the web are instructive devices which offer beneficial usage of time and basic passage to instructive materials for students and staff alike. Most colleges have balanced an extent of organization learning structures, for example, online learning platforms.

The potential of M-learning is being realized in educational environments around the world, and many studies have investigated the use of M-learning to facilitate teaching and learning in higher education (Cavus, 2011). Both learners and lecturers have noted the advantages of M-learning, which include flexibility, mobility, and availability (Yordanova, 2014). However, M-learning is n the early stage of development (Parksonn, 2012). In some cases, implementation resistance and institute infrastructure shortcomings have inhibited the successful uptake of new educational technologies. Han Winson (2014) indicated that Mobile learning is not reached its maximum potential and there is a gap between what is offered and what is used.

The capability of M-learning is being acknowledged in instructive conditions far and wide, and many examinations have explored the utilization of M-figuring out how to encourage educating and learning in advanced education (Cavus, 2011). The two students and instructors have noticed the benefits of M-realizing, which incorporate adaptability, portability, and accessibility (Yordanova, 2014). Be that as it may, M-learning is still in the beginning period of improvement (Park, 2011). Now and again, usage protection and organization framework deficiencies have restrained the fruitful take-up of new instructive advancements. Winson Harsh (2014) showed that M-learning is almost achieved its most extreme potential and there is a hole between what is offered and what is utilized.

The improved adaptation of M-learning will depend on the users (students & lecturers) readiness to use it in a positive and productive way (Wang, 2014). Therefore, to investigate the primary users regarding the adaptation of new technology to ensure the investment and time constraints for universities. Users feedback and 1willingness is key factor decision to have proper understanding. The research will have a positive and huge impact on decision making for higher education in Malaysia to make a decision, whether how soon to implement the M-learning in higher education.

Therefore, executing M-learning in higher education, this research will be one of the guided lines for sustainable M-leaning system in Malaysia. Thus, the need to examine all the important rational factors that ensure the successful arrangement of M-learning in Malaysia.

II. Literature Review

The partial knowledge and issues that affect the deployment of mobile learning in universities. Furthermore, lack of technical resource availability for M-

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learning stakeholders (Cherian and Williams, 2013). One of the important factors the cell phones connectivity to high-speed internet and availability. Without these 2 segments, it isn't conceivable to support and convey M-learning condition. Hence, there is a need to examine the components that impact the selection and arrangement of M-learning in the advanced education setting.

Digitilzation is revoltionilzing the world (Farooq *et al.*, 2018).Mobile learning has become important due to the swift advancement of mobile technology and wireless communication (Hwag&Tsai, 2011). Researchers have recognized all approaches of technology supported learning as Mobile learning (Hwang & Tsai, 2011; Shih, Chuang & Hwang, 2010). The term Mobile learning has been described variously by various organizations as well as researchers. However, the most widely used definition of Mobile learning is to be able to use mobile technology to promote and facilitate learning at any time and anywhere (Hwang & Tsai, 2011; Shih, Chu, Hwang, & Kinshuk, 2010).

According to Ally (2015) characterizes Mobile Learning as the conveyance of learning substance to cell phones. As indicated by Kukulska-Hulme and Traxler (2015), "Mobile Learning is somewhat about learning and incompletely about the leaps forward of mobile registering and worldwide. Overview of Mobile Learning advertising of cell phones. It is quickly turning into a tenable and savvy segment of on the web and separation learning and anybody creating courses in organizations, colleges and universities must consider painstakingly what it brings to the table". Simply defined, Wexler et al. (2013) allude to Mobile Learning as "Any action that enables people to be more profitable while devouring, communicating with, or making data, intervened through a minimal advanced mobile gadget that the individual carries all the time, has solid availability, and fits in a pocket or satchel"

M-Learning can be characterized as E-Learning up utilizing cell phones (Uhlig, Neiger, Rodgers, Kagi, Leung, and Smith, 2015). In 2015 a Norwegian research assemble characterized this new type of learning as a learning strategy utilizing mobile advancements as a result of the developing interest for the adaptable learning process and geographic spatial versatility (Perez, Fate, Sailer, IBM, and Watson, 2015). Chabra and Figueiredo in 2015 offered another meaning of M-Learning as learning or instruction process utilizing a particular gadget, in wherever and whenever (Subramanian, 2015). The idea of M-learning consolidates the upside of system remote advances and versatility to be utilized as a part of the training also, learning forms (Farooq, Schafer, Rosson, and Caroll, 2015). Considering the learning accessibility whenever and anyplace prompt M-learning as another model of learning innovation.

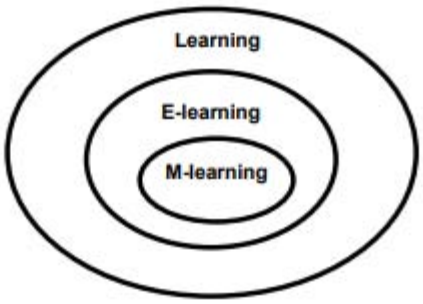

Figure 2.1: M-learning as a subset of E-learning

According to Tana, & Aib, (2011) truth be told the utilization of M-learning is as yet not extremely prevalent. Nonetheless, cell phones advances are winding up additional equipped for supporting correspondence benefits and overseeing learning substance. In this manner, M-learning has the potential to end up plainly standard within a reasonable time-frame.

Importance of Technology in Education: The current writing on the effect of innovation on instruction is numerous. Instructive innovation has noteworthy ramifications in advancing learning, enhances the nature of training by encouraging self-learning, shared learning, critical thinking bent, basic considering, capacity to impart and space for constant discussion, in the meantime making the conventional strategy more important and full of feeling. In this sense, regular instructing approaches alone may not address the learning inclinations of the Millennials, showing technique must be lined up with the way Millennials learn, to accomplish the ideal learning knowledge. With a more noteworthy requirement for innovation in training, inquires about are expected to get the blend right.

The meaning of m-learning is as yet not plainly characterized. Alharbi and Drew (2014) contended that m-taking in this could be because of whether to concentrate its definition on the portability of the gadget or the versatility of the student. Kambourakis et al., (2004) characterized that m-learning can be considered as any learning and instruct action that happens through versatile advancements gadgets or in settings where portable hardware is accessible.

Mobile Learning Education Tools: Mobile learning gives learning openings cheaply in light of the fact that the cost of cell phones is fundamentally lower than PCs and mobile PCs. It too lessens the weight of purchasing a few devices since it has the ability to make and convey interactive media substance. This can be utilized for both constant and arranged learning support. The user-friendly outline of cell phones lessens preparing costs for the students and the instructors. It may likewise give remunerating learning encounters.

They can possibly enhance levels of education, numeracy, and interest in training among youthful

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grown-ups (Mehdipour and Zerehkafi, 2013). So also, they can be painful for both formal and casual learning since they offer an extra stage for connection among educators and students from one viewpoint, and sharing substance information then again. They can advance students' dynamic interest in the learning process. Research venture has affirmed positive results for mobile learning in both formal and casual learning circumstances (Kumar et al., 2010; Hayati, Jalilifar and Mashhadi, 2013). A few key territories of m-learning hypothesis, application and advancement were recognized from the writing audit. We present the changing elements of students, organizations, and ICTs to give the set to the foundation of mobile getting the hang of, stressing the drivers and inspirations towards appropriation, and distinguishing the fundamental obstructions towards achieving this objective; we additionally introduce some conceivable reasonable dreams for implanting mobile figuring out how to lock in students in inventive, synergistic, basic, and open action, and additionally the open doors for m-learning execution.

Challenges of Mobile Learning: The fruitful improvement of mobile learning is reliant on human factors in the utilization of mobile and remote advances. The larger part of portable learning movement keeps on occurring on gadgets that were not planned with instructive finishes in psyche and ease of use issues are frequently detailed. Convenience discoveries from experimental examinations have been drawn together by Kukulska-Hulme (2013); key perspectives that should be considered are the physical traits of gadgets, substance and programming applications, organize speed and dependability, and the physical condition of utilization. The interaction of social and physical mobile associations can include layers of multifaceted nature. It is moreover underscored that client encounter should be followed for longer than is standard, from starting use through to a condition of relative involvement with mobile innovation.

Mobile learning bolsters training crosswise over settings and life changes, which postures generous issues for assessment. Sharples (2015) has noticed that there might be no settled point to find an eyewitness, the learning may spread crosswise over areas and times, there might be no recommended educational programs, the learning movement may include an assortment of individual, institutional and open advances, it might be interleaved with other exercises, and there might be moral issues worried about checking movement outside of the classroom.

As Wagner (2015) expressed, the utilization of innovation alone is lacking to guarantee accomplishment in learning. Other imperative elements are to be considered incorporates the innovative status, and the demeanor and acknowledgment before the end-clients. Innovation availability can be characterized as "individuals' affinity to grasp and utilize new advances for achieving objectives in home life and at work". The file for innovation preparation involving four measurements, specifically, idealism, creativity, uneasiness, and uncertainty was produced by Parasuraman and Colby (2015). Other comparable status measures incorporate applying the Technology Acknowledgment Model (Davis, 1989) which could be utilized while actualizing m-learning or the Concerns-Based. Increase in Mobile penetration all over the world is leading to the creation of new opportunities (Buzdar, 2014; Buzdar, Janjua and Khurshid, 2016)

Mobile Learning Environment: Mobile learning is a change of approach to philosophical lecturer of teaching. Learning is not a device or design to require for learning (Ryu, 2013). Mobile learning applications must establish their own design. Here are some guidelines for the mobile learning environment. The diagram below is the summary of guide on how to design mobile learning environment.

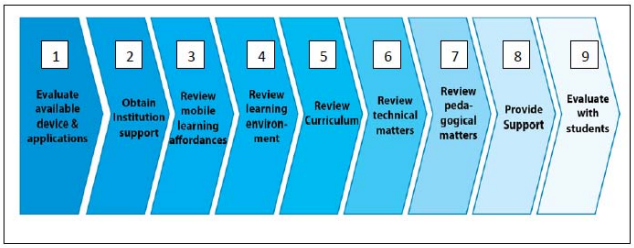

Figure 2.4: Guide for design of mobile learning

Work of Mobile innovation inside the field of training has been generally investigated by a number of specialists. Kirkwood and Price (2013) express that innovation presently can't seem to achieve its potential in the change of educating and learning hones. This is on the grounds that instructors have constantly centered around fortifying existing works on, inquiring about intercessions that were innovation-driven; for instance, how podcasts can be utilized, instead of being gotten from the requirements and desires of the instructive genuine setting.

Oblinger (2013) states that in spite of the way that the present media see the present understudies as having high levels of innovative inclination, those levels may have dependably been misrepresented. Subsequently, a number of scientists, for example, Chase and Herrod (2014) have examined the degree to which understudies have truly incorporated versatile innovation into their everyday lives. Their investigation reports that innovation use by the youthful age has never achieved its level after the mid-2000's, as the bend tends to ceaselessly raise.

Rogers et al. (2012) portray versatile innovation as a learning enhancer, as it enlarges ongoing exercises that empower the student to move forward and

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backward between the physical condition and a number of advanced assets and portrayals, keeping in mind the end goal to conceivably improve the students' sense-production exercises through utilizing a mix of data, correspondence, and calculation.

III. Research Methodology

This area involves three research strategies for the three investigations utilized as a part of the research: look into the system for students‟ preparation for M-learning, inquire about strategy for factors affecting students‟ acknowledgment for M-learning and research philosophy for the theoretical M-learning model.

A survey was intended to assess the availability of the understudies towards utilizing versatile learning. Jhonathan Walker (2012) showed that survey is a simple, modest, viable, and proficient approach to gather information in logical examinations. The point of this examination is to decide the availability of the advanced education in Malaysia or at Limkokwing University for utilizing versatile learning in their investigations and to build up what components may impact their status. What's more, the investigation means to recognize students‟ desires of versatile learning administrations and the difficulties that may influence the usage of this new innovation. The instrument was adjusted from Ferro Walir (2014). Understudies were made a request to finish a poll which contains three segments.

The main area (general data) gathers information about users‟ instructive level and did not contain any identifiable inquiries; it simply got some information about sexual orientation, age, and training level.

The second area contains 21 proclamations of a five-point Likert scale created to survey students‟ mentalities towards M-learning (e.g. „I require preparing to see how to utilize another versatile application‟). The Likert scale is frequently utilized as a part of comparative investigations to get to respondents‟ state of mind and their observation towards M-learning (Reverta, 2013). The scale went from 1-Strongly Disagree to 5-Strongly Agree. In the fourth segment, understudies were given a rundown of administrations of M-learning and they were made a request to group everyone in term of the helpfulness for learning (e.g. „to get to instructive substance online‟).

IV. Data Collection and Analysis

An online survey was planned for the third semester of my MBA during the year 2017 to gather the information for this thesis. A pilot examine was regulated to understudies enlisted in an arithmetic course. The aggregate number of understudies in the class was eleven; every one of them were in the principal year. The motivation behind the pilot ponder was to test the dependability and legitimacy of the survey. In light of the outcomes got a few things were revamped and balanced. The poll was sent as an email to all understudies in the school. The email contained the connection to the poll and the normal time for finishing the overview was roughly 10 minutes. The questionnaire's introductory letter (addendum 1) contains a short clarification of the exploration venture and the points of the examination were likewise given. Understudies were likewise given meanings of the ideas being utilized as a part of the poll i.e. E-learning and M-learning. Moreover, understudies were educated that every one of the information and members' subtle elements would be kept unknown and that they can pull back whenever from the investigation. Members were likewise furnished with the contact data of the scientists.

H1: Performance hope positively affects behavioral goal to utilize M-learning.

H2: Effort hopes positively affects behavioral goal to utilize M-learning.

H3: Lecturers‟ impact positively affects behavioral aim to utilize M-learning.

It can assess causal connections between various builds all the while (Tabachnick and Fidell, 2011). Besides, SEM can be utilized to get experiences into the course of impact between inquiring about develops, and to test how factors influence each other and to what degree (Judge and Ferris, 2014). Furthermore, it can give a general appraisal of the attack on the proposed model, and test the individual speculations as opposed to coefficients, which is the situation inside different relapses. evaluation of the estimation model to look at if the model is a solid match with the information gathered; in view of the palatable outcomes (i.e. after the develop achieved the required estimation standard), before continuing to stage two, finding the causal connections among the factors and speculations testing utilizing basic model. Numerous analysts demonstrated the advantage of the two-stage approach as opposed to one stage (Kline 2015; Hair et al., 2016; Schumacker and Lomax, 2010; Zarmpou et al. 2012).

The research was led at the Google forums among mostly Limkokwing University students. Understudies from various undergrad levels were made a request to finish an online survey. From an aggregate populace of college understudies, an aggregate number of 82 understudies (41 percent) volunteered to partake in the online survey; they were from various subjects. For instance, Mathematics understudies made up the biggest gathering of reactions were (33%) trailed by Financial Mathematics understudies (29%), Mathematics and Management understudies (8.5%), and Mathematics and Computer understudies (8.5%). The rest of the gatherings were from Mathematics and Statistics and Management (4%), (12%) Financial

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Computing and (5%) Information Technology understudies. Sex, age and instructive level conveyance have appeared in Table 4.1.

Table 4.1: Demographic information of students

Item	N=82	
	Frequency	Percent%
1.Gender		
Male	32	37
Female	50	63
Age		
18-20	50	66.4
21-23	27	30
24	5	4.6
EducationLevel		
Foundation	8	6.9
Year 1	40	52.1
Year 2	15	22
Year 3	19	23.2

*Research Instrument Analysis:*A survey was intended to assess the students‟ availability towards utilizing versatile learning. Understudies were made a request to finish the survey, which contains diverse sorts of inquiries. Right off the bat, a five-point Likert scale comprising of 11 articulations was created to survey students‟ mentality towards M-learning (e.g. „I require preparing to see how to utilize another versatile application‟). The Likert scale is frequently utilized as a part of comparative investigations to get to respondents‟ dispositions and view of M-learning (Jacob and Issac, 2013b). Furthermore, shut organization questions (13 questions) were utilized, which incorporate various decision answers (e.g. „What sort of cell phone do you have). from a Malaysian private college led a study with an extensive partner of first year undergrad Creative Multimedia understudies (n=270). The point of the study was to discover how understudies were utilizing both their versatile and non-cell phones for learning (Yuen, Song and Jong, 2008). The understudies extended in age from 17 to 26 with 130 male understudies (56 for every penny) and 101 female understudies (44 for each penny) spoke to in the investigation.

In this investigation, all understudies claimed 2G or 3G highlight telephones, favoring Nokia or Sony-Ericsson telephones. The larger part of understudies (74 for every penny) possessed a desktop PC and 54 for every penny claimed a tablet phone. About a fourth of understudies (26 for each penny) claimed both a desktop PC and a versatile portable workstation. Not very many understudies claimed an individual advanced partner (PDA) or compact handheld PC (2.6 for each penny), yet countless (41.1 for every penny) possessed an iPod, MP3 or MP4 player. The examination directed in 2008 got some information about the recurrence of their utilization of computerized gadgets for looking for data and news, especially identified with e-learning, references, looking for general data and for relaxation (Yuen et al.) on a five-point scale (1; Always, 2; Frequently, 3; Occasionally, 4; Seldom and 5; Never).

The examination found that an extensive extent of understudies utilized non-cell phones for getting to the college's Learning Management System (LMS) and for e-learning (M=3.27. SD =1.14), looking of reference databases (M=3.98. SD =1.04) and general data seeks (M=3.42. SD =1.14). The utilization of cell phones to help to learn was less regular and understudies generally utilized cell phones for excitement, relaxation, and social purposes. The utilization of versatile advances to get to the LMS and for e-learning (M=1.4. SD =0.95), seeking of reference A subsequent report was completed with a comparable associate of the first year undergrad Creative Multimedia understudies from a similar private college yet after five years, from May to June 2013. The point of the investigation was to recognize the sorts of versatile innovations claimed by Malaysian understudies and whether these gadgets were being utilized to help to learn. An online review device was created and an email welcome was sent to all first-year understudies enlisted at the college.

The task was embraced as a major aspect of a bigger undertaking to illuminate the improvement of a Mobile Learning Evaluation Framework in advanced education (Murphy and Farley, 2012). The point of the bigger task is to build up a system to encourage the execution of versatile learning inside a scope of advanced education settings.

The examination investigates the possibility to actualize portable learning in supplementing the current practices in Malaysian auxiliary school. Four sub-subjects are recognized to investigate the issue. These are ICT approach, Malaysian Smart School's vision, English Language subject help and option innovation. The main subtheme addresses the prospect to utilize cell phones as option instructing and learning apparatus. All respondents give a positive reaction. The primary respondent is sure that cell phones can possibly be another method of realizing which would expand learning outside school hours while the second respondent legitimizes her conclusion by featuring the advantages of utilizing cell phones in training. For the third respondent, in spite of the fact that he is sure with the affordance of cell phones as an option apparatus, he additionally trusts that checking is fundamental to dispense with abuse. The fourth and last respondents additionally distinguish the possibilities of utilizing cell phones as another method of learning. They likewise report that cell phones are anticipated to be investigated in a division in the Service of Education, Malaysia in the following ICT venture.

The capability of using cell phones to include an incentive in the current activities for English Language subject was additionally investigated. The primary respondent trusts that academically, cell phones can

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possibly bolster English Language learning in Malaysian schools. The second and third respondents are likewise positive and recommend grasping cell phones in supporting English Language subject. The utilization of mixed media components, for example, recreations, realistic and liveliness are prescribed. The fourth respondent backings the affordances of portable telephones for the English Language through its portability and supporting the joint effort. He likewise reports that versatile telephones will be utilized as a part of an undertaking to help "Reinforcing the Malay Language, Enhancing the English Language" program in Malaysian schools. Like, different respondents, the last respondent is likewise positive with the capability of cell phones as a connecting with apparatus in supporting English Language learning.

The last subject in the exploration question investigates the capability of using cell phones to supplement the Malaysian Smart School vision to convey portable innovations. The primary respondent trusts that cell phone is another kind of cell phone which is fitting to be utilized as a part of the Malaysian Smart School. The second respondent likewise has a similar sentiment. She legitimizes her reason by clarifying that as the pioneer in ICT reconciliation in educating and learning, Malaysian Smart Schools' understudies are appropriate to utilize cell phones in instructive exercises. The third respondent is likewise positive, however, he has a worry with respect to the test to secure cell phones in view of the cost issue. The fourth respondent is additionally positive as he trusts that the utilization of cell phones will include an incentive in supplementing the vision of the Malaysian Smart Schools which are in electronic condition. The last respondent trusts that the utilization of cell phones will help the Malaysian Smart Schools to plan understudies with computerized proficiency. This would in the long run set up the understudies to end up plainly skillful specialists for the 21st century.

*Interview Analysis:*The point of the open-finished inquiries was to investigate the challenges of executing M-learning in learning and instructing arithmetic. On the premise of this, understudies were made this inquiry: „in your assessment, what are the difficulties that may confront actualizing M-learning in your department? ". The information acquired from the open-finished inquiries (25 answers were given by understudies) were investigated utilizing topical examination. The specialists utilized the accompanying strides to lead topical investigation: acclimation with datasets, producing beginning codes, hunting down subjects, exploring subjects and refining topics (Silverman, 2011).

In light of this request, understudies underlined the troubles of executing M-learning in the going with ways:

1. M-learning is another learning structure which isn't celebrated and understudies are not familiar with it. An abnormal state of the understudies has not thought about M-learning. Their comments resound their stresses „Not being popular", „It is another, one of a kind and new concept", and „Not everyone will have the ability to get to this tool".
2. Availability of the reasonable PDA and the cost of web charges. A huge amount of understudies feel that the availability of sensible contraptions is the key trial of completing M-acknowledging, which requires each understudy to have the best quality Students formed „Not all understudies have phones that can get to the Internet, may be uncalled for them", „Not everyone will have the ability to get to this tool", and the understudies who don't have proper devices will pass up a major opportunity for the learning methodology: those who can't use it since they don't have the fitting device, will be overlooked and may not, for the most part, be completely educated with respect to the substance of the course".

   In the student's sentiment, these gadgets may be costly notwithstanding the cost of web charges. Understudies detailed, „everybody would need to have a specific scope of telephones which as I would like to think are very costly as a few people do have a typical non-Smartphone portable phone", „People might not have advanced mobile phones and so forth or web charges are too high if get to is required a lot"; „the certainty that numerous departmental mentors may over-depend on this expecting every last understudy to have a Smartphone that is perfect with the web, for example, the iPhone for instance. Adding to this, the way that it will be reasonably costly".
3. M-learning may influence address participation. A few understudies anticipate that M-learning will make college understudies unconcerned about going to addresses. One understudy said „people won't try to go to addresses, another specified the way that „not enough individuals will utilize it. Likewise, it could make understudies lazier, in light of the fact that then the educating will be given whenever, and some could utilize it as a reason to not swing up to addresses. Also, the standard of M learning isn't generally a substitute to talk about ideas personally".
4. Guaranteeing an abnormal state of specialized help for executing M-learning. A few understudies surmise that satisfactory specialized help would be basic in endeavoring to actualize versatile learning advances in the learning procedure. M-adapting necessities to change over the learning material to other arrangements to be utilized on the cell phone. Understudies expressed: „There may be specialized challenges, for example, address notes

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experiencing serious difficulties to transfer on the versatile device"; „It may likewise be hard to change over specific records to a predetermined portable document so everyone can utilize it. This would likewise require the maths documents to be utilized on all savvy phones"; „may set aside some opportunity to actualize and many won't incline toward it to messages or u-connect. It might be viewed as a misuse of additional time as opposed to sparing individuals time".

5. Instructors' mentality towards actualizing M-learning. This factor may assume a critical part in the appropriation of M-learning. A few understudies feel that speakers would prefer not to apply this innovation or might confront a few challenges in endeavoring to utilize it successfully as this new innovation may require a great deal of push to actualize it. Their remarks delineate this point well: „Teachers won't have the capacity to give enough support to understudies about it. Instructors won't have any desire to figure out how to utilize it", „I don't trust teachers will need to set aside the opportunity to adequately make two arrangements of address notes and make them as respectable and clear as a versatile application would require them to be".

Additionally, a couple of speakers get a kick out of the opportunity to keep the regular approach in teaching and may be reluctant to change their approach: „Tutors who are reluctant to change. For example, those that do comparative tends to year-in-year-out with no change those still use overhead projectors as opposed to acclimating to more gainful advances. That the entire staffs have 100% trust in the structure, if people keep down then it won't go about as proposed. For example, guides who defer putting material on U-Link in the conviction that somehow that will pass on understudies to addresses, however in what capacity may we come to addresses when we can't read up on past addresses – we are as of late going to be lost". Finally, at the completion of the overview understudies were made a demand to delineate how they imagined M-learning structure would work. Nine answers were given by understudies.

The examination of the data was the same as the past open-completed request. Students" responses to this request were according to the accompanying:

1. Understudies expected that M-learning would allow course addresses (addressed in PowerPoint orchestrate) to be available on the web and disengaged using the mobile phones. One understudy depicted M-getting the hang of going about as takes after: „If all locations were as an unmistakable/tremendous PowerPoint by then there would be congruency over the modules which would help to learn and when it is exchanged to U-interface it would in like manner be exchanged to a flexible application (which enables saving of each for use where there is no web like Spotify with music) meanwhile. This would enable understudies to look at while they are out for example on trains and transports et cetera and would be hugely valuable. It would be an impressive measure of work and incorporate a whole change in travel the course works yet would be an average change". Another entrancing point of view gave by an understudy communicated: „I think M-learning would be best as an application from which you can get to your modules (like U-interface) and in each application, there is a movement of cheat sheets for each lecture".
2. M-learning administrations can be seen as an extra technique that backings conventional class. One understudy detailed: „It is likewise vital that M-Learning does not "supplant" addresses. Rather than utilizing a similar material canvassed in addresses, utilize diverse material that understudies can pick up from utilizing both M-learning and going to addresses; a similar way that workshops compliment their individual addresses.
3. Sorting out the material, for example, that isn't a siege of data like a course reading. Try not to make M-Learning a virtual library where we go back and forth yet to consider a simple and agreeable social condition for exchange. Permit M-Learning to be utilized offline"; „Nowadays, the larger part of understudies have cell phones (iPhones, Blackberry, Android telephones and so forth.) and as they continually utilize their telephones, extra addresses may urge them to utilize them by means of a phone".
4. A few understudies' conclusions show that M-adapting should be completely inquired about before being actualized as a learning device. „It is an intriguing idea yet most likely should be tried for adequacy on a littler scale before it is considered for application into an instructive curriculum"; „make it popular"; „if the framework was one where the understudy can make inquiries and find solutions by means of their portable I concur, however putting learning material on mobiles not such a decent idea".

V. Discussion and Conclusion

With a specific end goal to react to the greater part of the research questions, writing and research in M-learning viewpoints were investigated. From the composition, there is demonstrate that E-learning system has numerous great conditions in cutting-edge training and has adequately used as a significant phase of learning media in classroom and division learning. With the spread of flexible web and remote

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advancement, these contraptions could build the estimation of E-learning structure by extending the capacity of the E-making sense of how to give a versatile, minimized and self-governing learning condition. M-learning can wear down and off the grounds, and help evacuate learning understudies to learn while they are outside the school. Past composing unmistakably demonstrates that M-learning updates school teaching and learning and will accept significant part later on of the propelled instruction condition. In any case, it stays another advancement structure.

The gathering and use of M-learning in cutting edge instruction institutions ought to be investigated carefully, with respect to the capacity of universities, and the acknowledgments and affirmation of customers. This examination anticipated that would give information in the domain of M-learning apportionment and utilization in cutting edge instruction. To answer the essential request (an and b), an audit was utilized as a part of section four to investigate students‟ status for M-taking in, their presumptions about M-learning organizations and what challenges they think will go up against the utilization of this development. The examination found that a noteworthy degree of individuals starting now had propelled cell phones. In any case, a couple of understudies envisioned that these contraptions won't be sensible to utilize M-learning, as M-adjusting needs development to change over learning materials to specific phone systems.

Moreover, the results of the investigation show that understudies were not familiar with M-learning and they were not totally arranged to realize this advancement due to the issues of the system reinforce and the closeness in changing over courses materials to the structure of the phone. Diverse issues perceived by the understudies included whether the teachers recognize the gathering of M-learning. Lecturers‟ mindsets towards this new setup and their vision and capacities expect a critical part in the productive execution of M-learning. Understudies may get purposes of enthusiasm of M-adapting within the near future if a strategy is uniquely fitted to their status and that of their educators.

The disclosures demonstrated that with a particular true objective to propel understudy affirmation of M-learning, M-learning structures fashioners should concentrate on making convenient applications and course content for M-acknowledging which are definitely not hard to use straightforward, access and redesign students‟ execution trust. Additionally, the nature of organization offered ought to be anything but difficult to utilize, meet all students‟ needs and be in the current style, as this will pull in more understudies to use M-learning. Also, singular innovativeness has been seen to be a strong factor which impacts behavioral objective to use M-learning, as creative understudies regularly have more positive feelings about using new development.

VI. Research Contribution

The research contribution has a few commitments and critical ramifications to the zone of M-learning acknowledgment and sending. From the primary examination, the results add to the written work by looking over the planning of understudies towards M-learning. From students‟ perspective, the results revealed the challenges that may stand up to understudies in utilizing M-learning in their learning. The results gave information on the students‟ wants without limits of M-learning organizations. This aides M-learning specialists to give more push to changing this advancement in existing instructing and learning systems. From the second examination, with regards to the speculative responsibility, the examination made and assessed an affirmation appear in M-getting the hang of setting in light of UTAUT. Precisely, the model evaluates the impacts of saw handiness, saw accommodation, speaker effect, nature of the organization and individual inventiveness on behavioral objective to use M_learning.

This refined computed association model can fill in as a guide for the future course of action of M-learning exercises and help both organization and specialists to settle on decisions and assurance a predictable push toward this new development in cutting edge training. In any case, remember the ultimate objective to describe the last condition of the model, the arranged factors ought to be upgraded once the model has been used as a piece of a bona fide M-learning wander. This sensible model can give rules for where resources should be associated. Schools can use this model as a sort of the point of view to manufacturing their IT decision and key game plan. The revelations of this examination may goad diverse researchers to guide assist examinations to look into and explore changed segments that could affect the productive association of M-learning in cutting edge instruction condition. Additionally, unique examiners need to concentrate on make answers for conquering all deterrents standing up to the course of action of this new development.

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The Effects of Teachers' Perceptions on the Implementations Active Learning in EFL Classroom: *The Case of Three Selected Secondary Schools in Dawro Zone, SNNPRS, Ethiopia*

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Abstract- The purpose of this study was to investigate the extent and effects of EFL teachers' perceptions on the implementation of active learning in three selected secondary schools in Genna Bossa Woreda of Dawro Zone, SNNPRS. To conduct the study, descriptive survey research design was employed. A total of 12 teachers and 60 students from high, medium and lower achievers participated in the study through availability and purposive sampling techniques. The study was complemented by mixed method approach that employed both qualitative and quantitative data collection tools such as observation checklists, questionnaires and interviews. The quantitative data, data collected through questionnaires, was analyzed using frequency, percentage, mean and grand mean, Pearson correlation coefficients, and simple linear regression. Data obtained through observation and interview (qualitative) were analyzed using textual analysis thematically. The findings of the study revealed that perceptions of teachers' affected their classroom implementation of Active Learning (AL). Specifically, positive perception of teachers is associated with effective implementation of active Learning Method in EFL class, whereas, negative perception is directly related to poor implementation of Active Learning Method.

Keywords: *active learning, perception, practices.*

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THEEFFECTSOFTEACHERSPERCEPTIONSONTHEIMPLEMENTATIONSACTIVELEARNINGINEFLCLASSROOMTHECASEOFTHREESELECTEDSECONDARYSCHOOLSINDAWROZONESNNPRSETHIOPIA

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The Effects of Teachers' Perceptions on the Implementations Active Learning in EFL Classroom: *The Case of Three Selected Secondary Schools in Dawro Zone, SNNPRS, Ethiopia*

Mebratu Mulatu [α] & Woldemariam Bezabih [σ]

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Keywords: *active learning, perception, practices.*

I. Introduction

The main objective of education is to enable learners develop knowledge, skills and attitude which are achieved through different methods. Methods are means of conveying ideas and skills to impart and acquire knowledge of different subject matters in a more concrete and comprehensive way. They are used to achieve the desired educational objectives. At different times, different methods of learning have appeared and being remained dominant for certain period of time such as teacher- centered methods, (Bethel, 2011). As an alternative way, active learning has become widely recognized as a desired strategy for teaching language since English language is being used as a medium of instruction from primary to tertiary levels in Ethiopia and the nature of language learning itself requires closed interaction of students with their teachers and peer groups with various exposures in the classroom and outside. This is basically true because the students' skill in using the language highly determines their academic success (Atkins et al, 1995). Therefore, students are expected to develop their English language proficiency through appropriate methodology as it is obvious that the language has been considered as one of the most vital area of focus in the school curriculum in our country (Taye, 2008; Girma, 2013; Ayele, 2014).

Similarly, Aschalew (2012:74) states that "we live in a dynamic world where everything is changing. As a result, what we think true today may be false tomorrow and what we think false today may be true tomorrow. Hence, we have to adjust ourselves to the changing world or modify it to fit our needs. It is education that enables us to do so." This means that education enables us to lead a better life in this dynamic world. In this respect, education has passed through continuous change. Due to the number of weaknesses with teacher centered approach, active learning method was researched and supported by many scholars. According to the constructivists learning theory, active learning is known by the name "discovery learning". Learning begins with the experience of the student. The social constructivists think that the concept follows the action rather than preceding it. In other words, the activity leads to the concepts. Moreover, the constructivists' learning theory is based on the principle that through their involvement in various activities students discover their way of learning (Aggarwal, 2006).

As Savignon (2002) points out that in recent years, a global consideration is being given to ALM which is very vital for the successful practice of English Language teaching in the belief that the key to success in responding the needs of language learners and

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teachers that it is appropriate for communicative needs of learners. This due attention is given due to the fact that active learning in language teaching is currently recognized as a method that is generally accepted norm in EFL teaching (Brown, 1994). Furthermore, designing or adopting an appropriate method by itself is not enough to satisfy the students' need. The most vital thing here is the commitment to put it into practice.

In relation to this, it is obvious that using English language for communicative purpose is not satisfactory in most high schools, Colleges and Universities in Ethiopia. Learners' proficiency in language use in the schools is much lower than the level required of them (ICDR, 1999). The researchers believe that this is due to the lack of practice of active learning method regularly in English lesson classes as they have noticed the problems from their experience in teaching English at different levels. This is because "until recently, education has been considered as a banking method in which the bank is a learner's mind and the possessor of the knowledge is the teacher. This idea is still widely felt by the people who think that knowledge can be pumped into the learner like petrol into a tank and that when he/she is full if he/she is educated. The error of this assumption is that learning is a passive process in which the teacher does the filling and the learner is filled (Aschalew, 2012:74)." However, the idea that students are passive recipients of knowledge and that teachers are the transmitters of that knowledge is giving way to the notion that students learn better when they are involved in the process of creating knowledge for themselves (Clark et al., 2008).

In spite of the number of years, the students are exposed to English language; their level of performance in using the language is very low. The researchers believed that one of the possible reasons for this may be the inappropriateness of the methods and techniques employed in teaching English. As Mackey (1965:138) says the teaching methodology can be "…the cause of success or failure in language learning; for it is ultimately the method that determines the 'what?' and the 'how?' of language instructions."

There were numerous studies that have been conducted in different corners of the world to solve problems in implementation of active learning in schools. For instance, Taye (2008) and Bethel (2011) conducted their research on practices and perceptions of AL in Dilla University and school communities in implementing active learning in Bulbula secondary school respectively and their findings revealed that even school communities have positive perceptions in the implementations of active learning; its implementation in English lessons still needs further investigation. In their finding, they disclosed that teachers and instructors have theoretical understandings about active learning. In relation to this, there were also other researchers who conducted their M.A thesis regarding student centered/ALM; among them: Moges, (2007); Binyam, (2014); and Arikew, (2015) did in the same area. Their studies focused on large class size, shortage of time, awareness problems and readiness to implement active learning methodology are among the challenges affecting its implementation in English classes. In the same way, Girma (2013) and Ayele (2014) conducted their thesis on same issue and their findings revealed that active learning failed in to practice in schools due to scarcity of time to cover the portion, students attention on exam oriented topics and lack of adequate materials. As stated above, some of the problems have not been assessed until now. Therefore, this study tried to examine the effect of EFL teachers' perceptions of active learning on their classroom implementations and practices in English lessons at three selected schools (Woldehane, Dilamo and Ofa) secondary schools in Genna Bossa Woreda of Dawro Zone, SNNPRS.

II. Objectives of the Study

The general objective was to investigate the effect of EFL teachers' perceptions of active learning on their classroom implementations and practices in English lessons/classes at three selected secondary schools in Genna Bossa woreda of (Woldehane, Ofa and Dilamo) in Dawro zone, SNNPRS.

To achieve the general objective, the following specific objectives were set. These were:

1. To sort out the extent of influence of EFL teachers perceptions on their practices of active learning in EFL classes.
2. To distinguish challenges which limit EFL teachers in implementing active learning in EFL Classes.

III. Materials and Methods

a) Research Design

The study employed descriptive survey designs to collect, process, analyze and present the data. Thus, descriptive survey design was employed by using mixed method of data collecting and describing in organized way including the characteristics, features or facts about the given population in this study to make the obtained data more feasible and preferable to examine the present situation on perceptions and practices of EFL teachers in implementing active learning in secondary schools of the research site.

b) Research Setting and sampling

The setting for this investigation was Genna Bossa Woreda, which is one of the rural Woreda in Dawro Zone, SNNPRS which is located at the distance of 300 km far away from Hawassa and 575 km from Addis Ababa. The target population of this study included of EFL teachers of Grade 9 and 10 and students those were from three selected secondary schools who were attending in the same grade level.

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Teachers were considered as rich sources of data. Thus, all English teachers from three schools were included. Students were also selected purposively as additional source of data to get necessary information. To select the sample size for this study, two sampling techniques were employed (purposive and availability sampling). The Zone and Woreda were selected from others through purposive sampling method based on the prevalence of inadequacy practice of EFL teachers to implement active learning in the schools.

Again, among seven secondary schools in the Woreda, three schools were selected using purposive sampling technique because of the feasibility to the study, the familiarity to the researchers to have access of information. Based on this, the researchers believed that the sample size of 3 secondary schools would be representative and help to compose sound generalizations at the end of the study. Since it is difficult to employ all the population to investigate the problem with limited resource, the setting and the samples were delimited accordingly. Thus, the secondary schools selected as a sample encompass the population in Woldehane, Dilamo and Ofa secondary schools. In relation to teachers, all teachers in the three schools (Total= 12) were taken as a samples: 9 from Woldehane, 1 from Dilamo and 2 from Ofa using availability sampling, and 60 students were selected from those schools employing stratified sampling out of the total students. The students were selected grouping them in to strata based on their achievements: higher, medium and lower achievers. Then, the students which represent each stratum were selected through simple random sampling technique.

c) Data Gathering Tools and Procedures

Furthermore, the study employed mainly qualitative and quantitative data collection tools. The relevant data were collected through different instruments, such as, observation, questionnaires and interviews. Thus, the researchers preferred the qualitative method to describe the data that were collected by semi- structured interviews and the quantitative method to describe all close ended questionnaires and observation checklist. Classroom observations were conducted in order to check whether the teachers are practicing active learning and students participation based on the principles that it is to be implemented during teaching and learning process in the English classroom. Five teachers were selected by simple randomly for observation (three teachers from Woldehane and the rests 2 from Dilamo and Ofa secondary schools). The one of researchers was a non-participant observer who collected data without taking part in the teaching learning process, but the other researcher was a co-observer directly entered into the classroom with observation checklists and looking and collected data. Two observers were assigned deliberately to collect data from the same context to minimize the subjectivity which comes from individual's bias.

Interview was also one of the selected data collecting instruments for the sake of assessing teachers' perceptions regarding AL. The researchers used tape recorder, video and photo camera while conducting the interview and it was conducted at their schools. It is clear that interview can provide data in-depth that is not possible with questionnaire. Data from interview were supplemented with other responses in the application of the study. Therefore, to support and cross-check the findings from the questionnaire, well-constructed semi-structured interview questions were prepared to collect and administer data in depth from 3 selected secondary school teachers by the researchers. Furthermore, two sets of questionnaires (one set for the teachers and the other for students) were adapted, designed and administered. The questionnaires were adapted from Moges (2007) and Taye (2008) based on the objectives of the study and review of related literature covered in this paper.

Regarding data gathering procedures, series of procedures were followed. Therefore, pilot study was conducted prior to the administration of the final questionnaires to all respondents. It was carried out by developing the adapted questionnaires. After ensuring the appropriateness of questionnaires, discussions regarding the purpose of data they were going to gather and how it would have been done were made with school directors, selected EFL teachers and students. First, the data was collected data through classroom observation and then interview was conducted with some selected EFL teachers more specifically to assess or examine their perceptions towards AL and challenges facing them to implement ALM in English classes/ lessons. Finally, the questionnaires were distributed to the respondents and data were collected. The reason behind sequencing the data gathering tools accordingly was that if teachers responded to questionnaires early, they might have arranged make up classes which they may not be practicing in the usual time. So, it helped the researchers to get valid and reliable information regarding practices of active learning in English classes. These all data gathering procedures ensure the reliability and validity of data in the study.

d) Data Analysis Procedures

Both quantitative and qualitative methods of data analysis were employed in order to answer the research questions and to attain the objectives. The quantitative data were collected, coded, tabulated, analyzed, described and interpreted in a manner that it supports finding obtained from the study. First, the data gathered through close ended questionnaire by using a five point Likert Scales (strongly agree, agree, undecided, disagree and strongly disagree) as

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suggested by Best (2003) and Kothari (2004) were tabulated in terms of frequency, percentage and mean value (to compute the proportionality of individual response of the items) by assessing the scale value to each of the five scale responses.

Moreover, Pearson Correlation Coefficient and Simple linear regression were used to show the relationship between teachers' perception and the degree to what extent perception influence their AL practice in the classroom. As Stock and Watson (2007) notes, we use regression to estimate the unknown effect of changing one variable over another. In relation to this, there are two assumptions made when running a regression 1) there is a linear relationship between two variables (perception and classroom practice) and 2) this relationship is additive (which means that one variable can affect/influence the other either positively or negatively). Technically, linear regression estimates how much perception changes when classroom practice changes one unit. Thus, the data processing and analysis were employed by the Statistical Package for Social Science (SPSS) version 20 computer manual to analyze the quantitative data. Next to that, data gathered through semi- structured interview were analyzed by using qualitative method with textual/thematic analysis. Finally, conclusions and recommendations were made based on the findings.

IV. Results and Discussions

The items for this section were used to assess the effect of EFL teachers' perceptions of active learning on their classroom implementations and practices in English classrooms.

Table 1: The Extent of Teachers' Perception and Its Influence on their Practices of Active Learning in English Lessons Classes.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.173[a]	.030	-.067	6.390	.030	.309	1	10	.590

a. Predictors: (Constant), Perception of teachers
b. Dependent Variable: Classroom Practice

Perception plays a great contribution in implementing AL in the classroom. If teachers perceive it positively, it should be implemented and if negative, it is difficult to say that it is being applied in the classroom. As the data collected through questionnaire revealed that some teachers in the schools did not have knowledge on the application of it. This implies that their low or approximately negative perception did not let them to apply it in the classroom. Even those who replied positively try to practice it sometimes and others not at all. As it was also confirmed in classroom observation that most of their perception was negative which points out that their perception affected more than other factors.

As it is indicated in table 1, the teachers' have reflected neutral perception on ALM in classroom practice. That means teachers who showed positive perception on their views about AL to some extent tends to practice it in the classroom even it is not satisfactory but those who rated as "undecided" completely immersed their method of teaching in to lecturing/explanation. This discloses that teachers' positive perception promotes the implementation of AL, but negative perception hinders teachers from implementing it. To ensure this, correlation coefficient and simple linear regression were used and described shortly as follows.

The Pearson correlation coefficient and simple linear regression were used to identify the relationship between teachers' perception and classroom practice and also the extent to which teachers' perception influence the practice of AL in the classroom at 0.05 which is 95% confidence level. As it was proved by Pearson correlation coefficient and regression scale degree above in table 2, teachers' perception is directly correlated with classroom practice of AL in statistically significantly level in English lessons. This means, as teachers' perception is positive, they implement active learning method in classroom effectively. If their perception is negative, they implement it poorly.

Thus, the findings of the study showed that: the correlation coefficient for their relation which is symbolized as R= (.173[a]) for perception and 1 for classroom practice shows that they have slightly/significantly positive relationship according to the SPSS analysis. On the other hand, the extent to which teachers' perception influence their implementation of AL in the classroom was witnessed in simple linear regression that is represented in R^2 = (.030) which means teachers' perception influenced their practice of AL in the classroom by 3.0% that is their magnitude power is modestly fit. The other 97.0% was affected by unmeasured factors which were not included in this regression value.

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Based on this, it can be concluded that most of the teachers perceived AL positively in theory but not in practice, thus, it affected the practices of AL in the classroom negatively. The perception of teachers' influenced the practice of AL in English classroom by 3.0% (which means .030 as yielded in the simple linear regression table) has statistically significant relation with those variables according to simple linear regression (that means according to the data measure, it is indicated that the relation existed between two sets; meaning teachers' perception and their practice of AL in the classroom falls between 3.0% which in short tells that they have significant linkage to each other.

Generally, in the Ethiopian education and training policy, it was mentioned that the primary reason for the poor quality of education in the past was the training as well as the overall perception towards teachers (MoE, 2002). Therefore, as collected data from questionnaires, observation checklist and interview of the study show that the level of in-service and short term training is insufficient. Hence, the absence of regular/continuous training negatively affected their perception and the implementation of active learning.

a) Factors Affecting the Implementation of Active Learning

The items for this section were used to assess certain problems that teachers face while putting different AL techniques into practice in English classrooms and scales were arranged from most serious to least factors influencing its implementation.

Table 2: Factors Affecting Teachers' Implementation of Active Learning

No	Items Factors Affecting Implementation of Active learning	Most serious		More serious		Serious		Undecided		Mean value
		f	%	f	%	f	%	f	%	
1	Inadequacy of teachers' training on the application of active learning method	6	50.0	6	50.0	-	-	-	-	3.50
2	The wider use of continuous assessment as evaluation technique hinders active learning by inviting unfair grade	-	-	-	-	7	58.3	5	41.7	1.58
3	Unavailability of instructional materials (reference text books, modules, teaching aids)	-	-	3	25.0	9	75.0	-	-	2.25
4	Shortage of time to practice active learning in classroom	5	41.7	3	25.0	4	33.3	-	-	3.08
5	Large class size	7	58.3	5	41.7	-	-	-	-	3.58
6	Teachers' belief and perception	-	-	6	50.0	6	50.0	-	-	2.50
7	Students' belief and perception	-	-	4	33.3	8	66.7	-	-	2.33
8	Diversity of students' interest	-	-	2	16.7	8	66.7	2	16.7	2.00
9	Some students dominance during group activities	-	-	-	-	6	50.0	6	50.0	1.50
10	The design of the teaching module	-	-	-	-	4	33.3	8	66.7	1.33
11	Load of class per a week	2	16.7	5	41.7	4	33.3	1	8.3	2.67
Grand mean										2.40

What we recognize from table 2 is that there are numerous factors affecting the application of AL in English classroom. Among them, most respondents, which are 7 (58.3%), pointed out that large class size, were rated as most serious problem which hinders the implementation of ALM in the classroom. The other is inadequacy of teachers' training to apply AL, shortage of time to practice it and load of class per week rated with percentages 6 (50%), 5 (41.7%) and 2 (16.7%) respectively affected the practice of ALM most seriously next to large class size. Furthermore, items rated as factors which influenced the application of AL more seriously and seriously were teachers' perception, lack of training, load of class, large class size, students belief, shortage of time and lack of instructional materials with ranking percentages 6 (50%), 6 (60%), 5 (41.7%), 5 (41.7%), 3 (25.0%) and 3 (25.0%) respectively were also major factors that affected the practice of the strategies in the class more seriously and seriously according to the respondents reply in general.

Like any other educational practices in the teaching-learning process, it is also possible to think that AL obviously faces shortcomings/constraints during its implementation in the real classroom conditions. Of these constraints, the researchers had selected five most serious possible factors affecting the imple-

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mentation of AL in the schools. These factors are selected on the basis of their frequencies in the responses of the teachers. Based on the analysis of the data, it was found out that large class size, inadequacy of teachers' training on the application of ALM, shortage of time to practice it in the classroom and to cover all the content in the text, teachers' and students' belief and perception were the major factors that affected the implementation of active learning. It was also disclosed during in the interview and classroom observation.

b) Analysis of Classroom Observation

Classroom observation was also used to collect data to see whether teachers apply AL or not and how they apply active learning techniques in teaching English. It was confirmed that there is no enough sitting space, all the seats are not movable and the classroom layout was not arranged to facilitate active learning. This tells that class room situation is almost not suitable to implement active learning. In short, the inappropriateness of class size and immovability of desks (sitting) made AL not to be implemented besides to teachers' perception. It means that the classroom situation supported most of teachers practice of the strategies in English classroom negatively which implicitly means that their average perception towards AL with unsuitable classroom situation hindered them not to implement it in the classrooms. As indicated in the observation, we can indirectly deduce that almost all teachers in the schools are more dominant and active than learners which imply that they tended to use teacher centered instruction

V. Conclusions

The main purpose of this study was to assess the challenges which affecting EFL teachers from implementing AL in English lessons particularly the case of three selected secondary schools namely (Woldehane, Dilamo and Ofa) in Genna Bossa Woreda of Dawro Zone, SNNPRS. All the subjects of this study were English teachers who were teaching from grades nine to ten (2nd cycle) and students in the referred schools. The data were gathered using questionnaires, classroom observations, and interviews. The questionnaires were administered to all 12 English teachers in the three schools and 60 students from high, medium and low achievers (40 from grade 10 and 20 from grade 9). All teachers and students returned the questionnaire. The classroom observation was conducted with five teachers who were teaching grade 9 and 10 students. The interview was also conducted with four EFL teachers who were included in observation. The data obtained through questionnaires and classroom observations were analyzed in percentages, mean values and grand mean, Pearson correlation coefficients, and simple linear regression values and Based on the analysis of the data, the following findings were obtained from the study. Teachers' perception towards AL affected their classroom practices negatively and key factors affecting the implementation on AL in the classrooms were: large classroom size and inadequacy of teachers' training.

Based on the findings of the study, the following conclusions were drawn. Concerning the key factors, the following are found to be negatively affecting the implementation of active learning; large class size with fixed sitting arrangement, inadequacy of teachers' training on the application of ALM, shortage of time to practice it in the classroom and to cover all the content in the text and finally, teachers' and students' belief and perception were the major factors that affected the implementation of active learning. Furthermore, teachers' perception towards AL and their classroom practice were correlated significantly shows that when teachers' perception increases, their classroom practice Also increases which means that teachers holding positive perception towards AL are better in implementing AL in the classroom in comparison to teachers having negative perception. Finally, teachers' perception towards AL in this study influenced their classroom practice by 3% but 97% of its practice was influenced by unmeasured factors. This finding is consistent with Moges (2007) who studied a research on the topic "The Assessment of the Techniques Practiced by EFL Teachers in Implementing Active Learning: Upper Primary Schools in Gondar Town in Focus" found out that large class size and English teachers traditional type or teacher-centered teaching methodology. The main reason for this similarity might be due to the fact that the existence of problems in both of the research settings and both of them being in the same education system.

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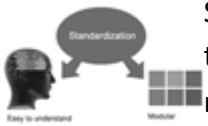

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The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



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We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

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The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

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Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

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3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
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6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

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Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

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Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

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- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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