AEAD / MJER

Akdeniz Eğitim Araştırmaları Dergisi
Mediterranean Journal of Educational Research

Editör / Editor

Prof.Dr. Cem BİROL
Yakın Doğu Üniversitesi, Lefkoşa, KKTC

Editörler Kurulu / Editorial Board

Ord. Prof. Dr. Nikolay POPOV
Sofia University, Sofia, BULGARIA

Prof. Dr. Keith C.BARTON
Indiana University, Bloomington, USA

Prof. Dr. Jesse GOODMAN
Indiana University, Bloomington, USA

Prof. Dr. Gülsün BASKAN
Hacettepe Üniversitesi, Ankara, TÜRKİYE

Prof. Dr. Hafize KESER
Ankara University, Ankara, TÜRKİYE

Prof. Dr. Esmahan AĞAOĞLU
Anadolu Üniversitesi, Eskişehir, TÜRKİYE

Doç. Dr. S. Sadi SEFEROĞLU
Hacettepe Üniversitesi, Ankara, TÜRKİYE

Doç. Dr. Özgür ÖZCAN
Hacettepe Üniversitesi, Ankara, TÜRKİYE

Prof. Dr. Halil İbrahim YALIN
Gazi Üniversitesi, Ankara, TÜRKİYE

Prof. Dr. Hasan ŞİMŞEK
Bahçeşehir Üniversitesi, İstanbul, TÜRKİYE

Prof. Dr. Gönül AKÇAMETE
Ankara Üniversitesi, Ankara, TÜRKİYE

Prof. Dr. Mehmet TAŞPINAR
Gazi Üniversitesi, Ankara, TÜRKİYE

Prof. Dr. Ayşe Çakır İLHAN
Ankara Üniversitesi, Ankara, TÜRKİYE

Prof. Dr. Abdurrahman TANRIÖĞEN
Pamukkale Üniversitesi, Denizli, TÜRKİYE

Doç. Dr. Tolga ARICAK
Fatih Üniversitesi, İstanbul, TÜRKİYE

Yrd. Doç. Dr. Yalçın YALAKİ
Hacettepe Üniversitesi, Ankara, TÜRKİYE

İÇİNDEKİLER / CONTENTS

Cohesion and Coherence in the Written Expressions of Students of Faculty of Education[*]

Abdulkerim KARADENİZ[**]

Abstract: In this study, the relationship between the Education Faculty students' ability to use the tools of cohesion and achieve coherence in their written texts was investigated. In addition, the relationship between the department of study and the student's ability to use the tools of cohesion was observed. The texts written by the students on free writing sessions were evaluated based on two text criteria, cohesion and coherence. This work was conducted in Ahi Evran University Faculty of Education on the academic year 2013-2014. The subject group of the study comprises 126 students from the departments of Science Teaching, Social Sciences Teaching, Primary Education-Level Mathematics Teaching, Classroom Teaching, Computer and Teaching Technologies Education and Turkish Education. Document evaluation method was used in the study. "Evaluation Criteria for The Tools of Cohesion" developed by Coşkun (2005) was used in identification of the elements of coherence, whereas "Evaluation Criteria for the Paragraph Coherence" developed by Can (2012) was used in evaluation of texts in terms of coherence. Results of the study showed that the ability of the students from the departments of Turkish Education and Classroom Teaching to use the tools of cohesion is significantly different compared to other departments. Moreover, it was concluded that the ability of the students to use the tools of cohesion is positively and significantly correlated with the coherence of their written texts.

Keywords: text linguistic, cohesion, coherence..

Text linguistics and reading and writing training are closely related. Reading texts, comprehension and production of texts are the basic activities in native and foreign language education. While other disciplines are primarily interested in the content of the texts, information provided by the texts, the delivery style of the text and the impact of the text, text linguistics is interested in the rules influencing the production of the text itself, production of the texts and their communicative functions (Fix, quoted by Şenöz, 2005, p. 58). In reading education, finding the message delivered by the author based on text structure, separation of text structures, identification of the elements of cohesion and finding the elements of coherence would provide better understanding and interpretation of the text. In writing education, how the elements of cohesion and coherence affect the writing quality and how the students' ability to use the tools of cohesion can be improved based on the qualities of a good text are the important issues.

The aim of writing education is to provide students with the ability to express their emotions and ideas properly. Applied studies on writing education usually involve grammatical errors in student essays, expression ambiguities and problems in structural qualities and rarely focus on intratextual connections, transitions, formation of text elements, topic flow within the text and text structures that form the basis of the essay. The researchers who took this into account (Bae, 2001; Can, 2012; Coşkun, 2005; Karatay, 2010; Ramadan, 2003; Said, 1988; Witte and Faigley, 1981) focused on studying the structural elements that form the text in the light of text linguistics and investigated the correlation between students' use of cohesion tools in their written expressions and forming a coherent text.

Text linguistics is a new approach that evaluates a text based on its structural and semantic integrity and understands the basic elements of the text based on this evaluation. It reveals the connection and the relationship between the semantic groups within the text (Aytaş, 2008, p. 56). Text linguistics tries to reveal the text structure by evaluating the text in terms of probably the two most important criteria: cohesion and coherence.

Texts are structures comprising words, prefixes and suffixes and sentences. These elements come together and complete each other, forming meaningful phrases. Therefore, revealing the connection between these prefixes and suffixes, words and phrases is important to make a healthy interpretation of the text. Revealing the connection is what we call cohesion. Cohesion in a text is to use other elements to explain or interpret an element within the text and to make explanations based on these elements.

Gutwinski (1976, p. 26) used the term cohesion for relationships existing between the sentences and clauses within the text. According to him, these relations occurring on a grammatical layer point to certain grammatical and lexical qualities that reflect semiotic discourse structure.

Tools of cohesion can be defined as the semantic relationship between an element and another element that plays an important role in the comprehension of that element within the text. Two elements that are semantically connected can be within the same text or one can be from outside of the text (Witte and Faigley, 1981, p. 190). While reference, conjunction and lexical cohesion are common in written expressions, ellipsis and substitution are used in oral expressions (de Beaugrande and Dressier, 1981; Witte and Faigley, 1981). According to Halliday and Hasan (1976, p. 4), cohesion is a concept that is referred to by the semantic relationship within a text and arises when the interpretation of an element in a discourse is dependent on another element.

In literature, there are different opinions on the classification of the tools of cohesion. Halliday and Hasan (1976, p. 4), Günay (2001, p. 57-88), Onursal (2003, p. 121-132), Uzun (1995) and Balcı (2009, p. 33) classified the tools of cohesion differently. In this study, classification of the tools of cohesion is based on "Cohesion in English" by Halliday and Hasan and the tools are evaluated under the titles: reference, ellipsis, substitution, conjunction and lexical cohesion.

Another element that text linguistics focuses on and accepts as text criteria is coherence. It is sought-after in a text rather than cohesion and if not found, the text is considered inadequate and incomplete (Aytaş, 2008, p. 57). In a well-prepared text, besides the formal tools of cohesion, semantic coherence should be found. Coherence of the text comprises comprehensive realization of what is told in the text, succeeding statements supportive of the preceding and the text being uncontradictory in itself.

While coherence is defined as the link that contains all kinds of grammatical and semantic relationships between the sentences that form a text in the early studies of text linguistics, within time, the grammatical relationships are evaluated under the concept of cohesion and coherence is regarded as semantic and logical link within the text (Toklu, 2003, p. 124). According to Aksan (1999, p. 259), cohesion defines the grammatical links between the sentences that form the text while coherence is the semantic and logical links between those sentences. According to Witte and Faigley (1981, p. 202), cohesion defines the mechanisms that bring the text together while coherence defines the semantic relationships that enables a text to be understood and utilized.

The written expressions of the students are evaluated based on formal properties, writing, punctuation and grammar, whereas they should be evaluated based on the properties of a quality text such as: logical coherence and integrity of the written subject, appropriate transitions between paragraphs, supporting the main idea with the assisting ideas, the final part of the text being conclusive and effective. Therefore, under these circumstances, studies to improve the writing skills of the students to ensure appropriate transitions between paragraphs, integration among the main idea with the assisting

ideas, overall consistency of the text are underestimated. Students who complete their secondary education have difficulties in written expression (Can, 2012; Karatay, 2010).

The aim of this study is to investigate the relationship between the Faculty of Education students' ability to use the tools of cohesion and form a coherent text. In the light of this aim, the questions raised are as follows:

1. Does the ability of students to use tools of cohesion in written expression differ depending on their department of study?

2. Does the ability of students to form a coherent text differ depending on their department of study?

3. Is there a relationship between the length of the text and cohesion and coherence?

4. Is there a relationship between tools of cohesion (reference, ellipsis, substitution, conjunction and lexical cohesion) and coherence of the text?

Method

In this study to investigate the relationship between the Education Faculty students' ability to use the tools of cohesion and form a coherent text, document review as a qualitative data collection method was used. Document evaluation comprises the analysis of written material on the subject or subjects that are under investigation (Yıldırım and Şimşek, 2008, p. 187). This work was conducted with the first-year students in Ahi Evran University Faculty of Education on the autumn semester of the academic year 2013-2014. The subject group of the study comprises students from the departments of Science Teaching (18 students), Social Sciences Teaching (21 students), Primary Education-Level Mathematics Teaching (20 students), Classroom Teaching (21 students), Computer and Teaching Technologies Education (23 students) and Turkish Education (23 students). The written texts of students were evaluated based on the concepts of cohesion and coherence, which are accepted as text criteria by the text linguistics. The study abides by the cohesion taxonomy of Halliday and Hasan (1976). "Evaluation Criteria for The Tools of Cohesion" developed by Coşkun (2005) was used as a sclae in identification of the elements of coherence, whereas "Evaluation Criteria for the Paragraph Coherence" developed by Can (2012) was used as a scale in evaluation of texts in terms of coherence.

While assessing the data collected in line with the aims of this research, we carrried out frequency, arithmetic mean, standard deviation, t-test, one-way ANOVA, Scheffe's test and correlation analyses. We used SPSS 15.0 in analysing the data and assumed a significance level of 0.05 while interpreting the data.

Findings

In this section, the ability of students to use tools of cohesion and form a coherent text was interpreted in tabular form by using statistical methodology appropriate to the aims of this study. Table 1 shows the statistical values assessed by the analyses performed to investigate the students' ability to use the tools of cohesion depending on their department of study.

Table 1 shows that the ability of the students to use the ellipsis and conjunction tools of cohesion has a significant difference (p<0,05) depending on their department of study. There is no significant difference (p>0,05) in reference, substitution and lexical cohesion depending on the students' department of study. Scheffe test was conducted to identify the difference between the groups based on the department of study and the results showed that there is a significant difference in the average use of ellipsis between the students of Turkish Teaching and Computer Technologies and Mathematics Teaching departments. The arithmetic mean of the group suggests that the average use of ellipsis is higher in students of Turkish Teaching department compared tostudents from other departments.

Table 1

Mean, Standard Deviation and Single Factor ANOVA results on the ability of students to use the tools of cohesion depending on their department of study

Cohesion Measures	Department	n	$\overline{X}$	SS	Sd	F	P	Significant Difference
Reference	Turkish Language	23	15,60	6,562				
	Primary School	21	15,28	6,907				
	Social Sciences	21	13,19	5,767	5/120	2,184	,060	-
	Sciences Teach.	18	12,27	5,549				
	Computer Teach.	23	10,95	5,489				
	Mathematics	20	12,10	4,678				
Ellipsis	Turkish Langu.	23	20,17	6,161				
	Primary School	21	17,85	5,322				
	Social Sciences	21	17,00	7,204	5/120	3,452	,006	A-E
	Sciences Teach.	18	16,50	4,668				A-F
	Computer Teach.	23	14,43	4,550				
	Mathematics	20	14,20	5,454				
Substitution	Turkish Langu.	23	,47	,790				
	Primary School	21	,33	,577				
	Social Sciences	21	,14	,358	5/120	1,976	,087	-
	Sciences Teach.	18	,22	,548				
	Computer Teach.	23	,08	,288				
	Mathematics	20	,10	,307				
Conjunctions	Turkish Langu.	23	20,39	8,606				
	Primary School	21	21,14	6,010				
	Social Sciences	21	17,90	5,769	5/120	3,732	,004	B-E
	Sciences Teach.	18	17,44	5,962				
	Computer Teach.	23	14,21	5,116				
	Mathematics	20	15,90	5,990				
Lexical Cohesion	Turkish Langu.	23	51,91	15,931				
	Primary School	21	51,00	12,393				
	Social Sciences	21	49,61	12,757	5/120	,267	,931	-
	Sciences Teach.	18	53,61	10,971				
	Computer Teach.	23	50,73	18,454				
	Mathematics	20	49,00	10,867				

A= Turkish Langu.   B= Primary School   C= Social Sciences   D= Sciences Teach.   E= Computer Teach.   F= Mathematics

The results on the use of conjunction elements show that the average use by the students of Classroom Teaching and Computer Technologies Teaching is significantly different (p<0,05). This difference is in favour of the Classroom Teaching students. Table 2 shows the statistical values assessed by the analyses performed to investigate the students' ability to form a coherent text depending on their department of study.

Table 2

Mean, Standard Deviation and Single Factor ANOVA results on the ability of students to form a coherent text depending on their department of study

	Department	n	$\overline{X}$	SS	Sd	F	P	Significant Difference
Coherence	Turkish Language	23	3,96	,512				
	Primary School	21	3,90	,392				A-D
	Social Sciences	21	3,59	,538	5/120	4,861	,000	A-E
	Sciences Teach.	18	3,43	,618				B-E
	Computer Teach.	23	3,39	,428				
	Mathematics	20	3,67	,466				

A= Turkish Langu.   B= Primary School   C= Social Sciences   D= Sciences Teach.   E= Computer Teach.   F= Mathematics

According to Table 2, while Turkish Teaching students got the highest points in coherence evaluation scale on a scale of 5 (3,96), students of Computer Technologies Teaching department got the lowest points (3,39). Scheffe test was conducted to identify the difference between the groups based on the department of study and a significant difference was found between Turkish Teaching and Computer Technologies and Mathematics Teaching departments; and Classroom Teaching and Mathematics Teaching departments (p<0,05). Table 3 shows the statistical values assessed by the analyses performed to investigate the relationship between the length of text and the students' ability to form a coherent text and use the tools of cohesion.

Table 3
Mean, Standard Deviation and Single Factor ANOVA results on the relationship between the length of text and the students' ability to form a coherent text and use the tools of cohesion

		Text Length	Coherence	Cohesion
Text Length	r	1	,475**	,740**
	p		,000	,000
Coherence	r	,475**	1	,426**
	p	,000		,000
Cohesion	r	,740**	,426**	1
	p	,000	,000	

n=126 *. Correlation is significant at the level of 0,05. **. Correlation is significant at the level of 0,01.

Table 3 shows the highly significant relationship between the coherence (r=,475, p<,05) and cohesion (r=,740, p<,05) and the length of the text. It could be seen that there is a positive and significant relationship between the coherence and cohesion (r=,426, p<,05). Table 4 shows the statistical values assessed by the analyses performed to investigate the relationship between the ability to form a coherent text and the tools of cohesion.

Tablo 4
The table of correlation between the students' ability to form coherent texts and use the tools of cohesion

		Coherence	Reference	Ellipsis	Sunstitution	Conjunctions	Lexical Cohesion
Coherence	r	1	,208*	,302*	,224*	,448**	,347**
	p		,020	,001	,012	,000	,000
Reference	r	,208*	1	,316**	,236**	,561**	,130
	p	,020		,000	,008	,000	,147
Ellipsis	r	,302*	,316**	1	,167	,491**	,131
	p	,001	,000		,062	,000	,145
Substitution	r	,224*	,236**	,167	1	,304**	-,021
	p	,012	,008	,062		,001	,812
Conjunctions	r	,448**	,561**	,491**	,304**	1	,261**
	p	,000	,000	,000	,001		,003
Lexical Cohesion	r	,347**	,130	,131	-,021	,261**	1
	p	,000	,147	,145	,812	,003	

n=126 *. Correlation is significant at the level of 0,05. **. Correlation is significant at the level of 0,01.

On Table 4 it could be seen that there is a low-level and significant relationship between the students' ability to form coherent texts and to use tools of cohesion such as reference (r=,208, p<,05), ellipsis (r=,302, p<,05) and substitution (r=,224, p<,05). The correlation between the ability to form coherent text and conjunction (r=,448, p<,05) and lexical cohesion (r=,347, p<,05) is modarate and significant.

Conclusion and Disscussion

In this study to investigate the relationship between the Education Faculty students' ability to use the tools of cohesion and form a coherent text, the results obtained are as follows:

When the ability of students to use the tools of cohesion depending on their department of study is investigated, a significant difference (p<0,05) could be observed in the tools ellipsis and conjunction. Reference, substitution and lexical cohesion don't show a significant statistical difference (p>0,05) depending on the students' department of study. Scheffe test was conducted to identify the difference between the groups based on the department of study and a significant difference in the average use of ellipsis by the Turkish Teaching and Computer Technologies and Mathematics Teaching students. When the arithmetic mean of the groups is analysed, the average use of ellipsis is higher in Turkish Teaching students compared to other departments' students. The average use of conjunction is significantly different (p<0,05) in Classroom Teaching and Computer Technologies Teaching and this difference is in favour of the Classroom Teaching students.

When the ability of students to form a coherent text depending on their department of study is investigated, while Turkish Teaching students got the highest points in coherence evaluation scale on a scale of 5 (3,96), students of Computer Technologies Teaching department got the lowest points (3,39). Scheffe test was conducted to identify the difference between the groups based on the department of study and a significant difference was found between Turkish Teaching and Computer Technologies and Mathematics Teaching departments; and Classroom Teaching and Mathematics Teaching departments (p<0,05).

The lengths of the written expression texts of students are determined and the average length of the texts from Turkish Teaching is 195, Classroom Teaching 200, Social Sciences Teaching 187, Science Teaching 189, Computer Technologies Teaching 185 and Mathematics Teaching 197 words.

There is a high-level and significant correlation between the text length and coherence (r=,475, p<,05) and cohesion (r=,740, p<,05). There is also a positive and significant correlation between the coherence and cohesion (r=,426, p<,05).

The relationship between the ability of the students to form a coherent text and reference (r=,208, p<,05), ellipsis (r=,302, p<,05) and substitution (r=,224, p<,05) is low-level and significant. The correlation between the ability to form a coherent text and conjunction (r=,448, p<,05) and lexical coherence (r=.347, p<.05) is modarate and significant.

Coşkun (2005) evaluated the narrative storytelling of a total of 371 students at 5th and 8th grades in terms of cohesion, coherence and text elements and found a high-level and significant relationship between text length and cohesion (r=,865, p<,05) and coherence (r=,614, p<,05). Moreover, coherence and cohesion had a high level of correlation (r=,655, p<.05). While Coşkun (2005) could not find any relationship between coherence and substitution (r=,002), there is a modarate relationship between coherence and reference (r=,339); coherence and conjunction (r=,441) and lexical cohesion (r=,615) had high-level relationship between them.

Bae (2001) showed that the highest correlation between the tools of cohesion and coherence is between reference (r=,766) and lexical coherence (r=,766). Other than this, correlation between coherence and conjunction elements is (r=,413) and ellipsis is (r=,372) and substitution is (r=,245). The correlation between the text coherence and text length is found to be (r=,760).

Karatay (2010), in his study on the correlation between the level of the use of cohesion tools and coherent text writing, revealed a modarate relationship between conjunction elements and coherence

(r=,389). On the other hand, Lui and Brane (2005) investigated the relationship between the essay grades of the students and the use of the tools of cohesion and found that while there are no correlations between essay grades and conjunction elements (r=,065), there is a significant correlation between essay grades and lexical coherence (r=,536).

Yang and Sun (2012) have investigated the relationship between the writing points of the students the use of the tools of cohesion and identified that the relationship between the writing points and reference was (r=,502), conjunction was (r=,362) and lexical cohesion was (r=,473).

These results are consistent with the results of our study and show that there is a relationship between coherence and text length and the use of the tools of cohesion. Therefore, it can be concluded that the reading and writing studies based on the ability of the students to use the tools of cohesion could, in the meantime, affect the ability of the students to form a coherent text.

References

Aksan, D. (1999). *Şiir dili ve Türk şiir dili*. (3. Baskı). Ankara: Engin Yayınevi.

Aytaş, G. (2008). *Çağdaş gelişmeler ışığında şiir tahlilleri*. Ankara: Akçağ.

Bae, J. (2001). Cohesion and coherence in children's written English: immersion and English-only classes. *Issues in Applied Linguistics*, 12(1), 51-88.

Balcı, H. A. (2009). *Metindilbilime kavramsal açıdan genel bir bakış*. Ankara: Bizbize.

Can, R. (2012). *Ortaöğretim öğrencilerinin yazılı anlatımlarında paragraf düzeyinde bağdaşıklık ve tutarlılık*. Unpublished Doctorate Thesis. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Coşkun, E. (2005). *İlköğretim öğrencilerinin öyküleyici anlatımlarında bağdaşıklık, tutarlılık ve metin elementleri*. Unpublished Doctorate Thesis. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

De Beaugrande, R., & Dressier, W. (1981). *Introduction to text linguistics*. London: Longman.

Ergin, M. (1999). *Üniversiteler için Türk dili*. İstanbul: Bayrak Yayıncılık.

Gutwinski, W. (1976). *Cohesion in literary texts*. Mouton & Co. N.V., Publishers, The Hague.

Günay, V. D. (2001). *Metin bilgisi*. İstanbul: Multilingual Yayınları.

Halliday, M. A. K. & Hasan R. (1976). *Cohesion in English*. New York: Longman Group UK Limited.

Hengirmen, M. (2002). *Türkçe dilbilgisi*. Ankara: Engin Yayınevi.

Karatay, H. (2010). Bağdaşıklık araçlarını kullanma düzeyi ile tutarlı metin yazma arasındaki ilişki. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(13), 373-385.

Korkmaz, Z. (2003). *Türkiye Türkçesi grameri*. Ankara: Türk Dil Kurumu Yayınları.

Lui, M. & Brane, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *Elsevier*, 33, 623–636.

Onursal, İ. (2003). *Türkçe metinlerde bağdaşıklık ve tutarlılık*. Günümüz Dilbilim Çalışmaları. (Yay. Haz. Ayşe (Eziler) Kıran, Ece Korkut, Suna Ağıldere). İstanbul: Multilingual Yayınları.

Ramadan, S. M. S. (2003). Cohesion in written works of the twelfth grade students of literary and scientific streams at state secondory schools in Jordan. Unpublished Doctorate Thesis. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Said, H. A. (1988). *The cohesive role of reference, subsitituon and ellipsis in two genres of modern literary Arabic*. Unpublished Doctorate Thesis. Texas A&M University, Texas.

Toklu, O. (2003). *Dilbilime giriş*. Ankara: Akçağ Yayınları.

Uzun, L. S. (1995). *Türkçede bazı metindilbilimsel görünümler üzerine. IV. Dilbilim Sempozyumu Bildirileri* (17-18 Mayıs 1990), İstanbul: Boğaziçi Üniversitesi Yayınları.

Witte, S. P., & Faigley, L. (1981). Coherence, cohesion and writing quality. *College Composition and Communication*, 32(2), 189-204.

Yang, W. & Sun, Y. (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education*, 23, 31–48.

Yıldırım, A. ve Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemi*. Ankara: Seçkin Yayıncılık.

Causes of Dropping out the Program of Music and Art at the Faculty of Music

J. E. Zaragoza Loya[*] **M.C. Vergara de los Ríos**[**] **M.J. Vargas Mendoza**[***]

Abstract: The students of the Baccalaureate Program of Music and Art at the Music Faculty shows a significant population decline during the first semester, so it was necessary to obtain information to understand the behavior, because there is no formal study to determine the causes of student dropouts; thus the aim of this study is to identify what are the reasons for students dropping out of the program, to provide a diagnosis to extent possible and analyze the situation to generate strategies to rectify these variables to achieve completion of the program. This study is an exploratory diagnostic research with a quantitative perspective; a questionnaire was used as instrument, made for academic research done on abandonment and desertion. In conclusion the study shows that the main causes of dropout are a set of interrelated variables that show a complex cultural and socioeconomic phenomenon that reflects the general feeling in our society.

Keywords: behavior, causes, dropout, cultural, socioeconomic.

This research arises from the observation at the Music Faculty of the Autonomous University of Tamaulipas to the defection of certain percentage of students of this center in recent years. Coinciding with current trends in work carried out studies to determine the causes of attrition of students in higher education (Glogowska, Young and Lockyer, 2007), the authors carried out an exploratory study and diagnosis later to take the necessary measures to correct the situation of attrition in the Faculty of Music of the UAT, assuming that students will continue to be necessary for various reasons to abandon his studies in it.

Background

In the 1970s when the Autonomous University of Tamaulipas is created in an accumulation phase flexible, with the Faculty of Medicine and the Faculty of Law, which speaks of educational guidance and the emerging needs of the state. A mode of regulation implies, as indicated Lipietz, normative guidelines and for that in this model of stabilizing development, education plays a key role.

What were the guidelines to create the university? Higher education in Tamaulipas was consolidated in the seventies. The creation of the Music School coincides with the beginning of the fall of the Fordist model, which starts an academization process. This process meant that teachers of popular music were allied with academic musicians and founded the faculty, enabling the popular musicians who taught in the popular musical medium from accessing academic accreditation of college. Thus was launched the professionalization of arts education in Tamaulip.

_____

[*] Universidad Autónoma de Tamaulipas (MEXICO), e-posta: zaragoza@uat.edu.mx
[**] Universidad Autónoma de Tamaulipas (MEXICO), e-posta: cvergara@uat.edu.mx
[***] Universidad Autónoma de Tamaulipas (MEXICO), e-posta: mjvargas@uat.edu.mx

Graduate from Baccalaureate Music And Arts

Profile most graduates in Baccalaureate of Music and Art should have the following characteristics:

- Will be able to spell a tonal musical dictation for three voices.

- Will be able to read fine tuning untempered and managing the speaking and singing voice. Will possess the skill of sight reading musical notes on piano pieces, and other instruments. Will demonstrate the ability to manage the voice on choral pieces, in plays and class presentations.
  Will take part in instrumental performance seminars playing different pieces of baroque and classical period.

- Will make simple improvised accompaniment to tonal melodies with traditional harmony and proper piano technique.

- Will possess the basic knowledge of harmony and improvisation of melodic-harmonic themes. Will have knowledge of literary forms, the rules of spelling and writing to express in his literary essays and research reports.

- Will appreciate the usefulness of psychology and communication within the artistic and educational framework. .

- Will use and understand local management for sound physical basis of sound, pitch, harmony, construction and operation of acoustic and electro acoustic musical instruments, as well as areas, and local scenarios for handling the sound

Curriculum

The organization of the curriculum begins with its determination that begins through the guidance of the educational work in upper secondary education. The work done to form the curriculum is composed of a series of cases from different levels of analysis, such as:

a) Learning Objectives

b) Organization and sequence of contents

c) Criteria for didactic activities

d) Linking all activities with social needs

Modular education is seen as an innovative alternative in the framework of formal education; This is characterized by the organization of the materials that make up the areas. The structure has been carefully horizontal and vertical coherence between the different materials (courses, seminars, professional practice, social service and graduate), that integrate to achieve continuity, sequence and integration of the various actions and instrumentation design and curriculum evaluation. This is a point that was exposed by Dr. Pablo Gonzalez Casanova, in his capacity as rector of UNAM, April 20, 1971; where important considerations between research and teaching does. He warns about the fragmentation of knowledge, appealing to the interaction of interdisciplinary work in combination with the knowledge we now put in vogue; a need to link research, teaching and society. One of the proposals of Dr. Pablo Gonzalez Casanova was the integration; the articulation of the various functions and services offered by the curriculum in a modular way. (Curriculum Document BEA, LEA and LM:1993).

Since the School of Art Education was formed, it has accommodated high school students and 40% of other high schools by 60%, with the following characteristics:

1. Students who have completed baccalaureate degrees in other educational institutions are such as Baccalaureates, CBTIS, CBTAS, Prepa Madero, Instituto de Estudios Superiores de Tamaulipas, Anglo Mexicano, Patria or the Single School State of Veracruz, San Luis Potosi.

2. Even if they have completed baccalaureate are forced to take the course without revalidation of the baccalaureate subjects such as Technical Documentary Research, Statistics, Introduction to Law, Introduction to Philosophy, among others.

3. In the first months of 1999 evaluation workshops in which students suggested that they would defend the material described above to reduce course load and that they had already completed.

4. They also mentioned that the educational materials were not entirely to their liking, and they wanted only music materials.

5. Likewise, at interviews with parents, they mentioned it is necessary that students be pursuing other baccalaureate that is valid outside the university if their children really do not have vocation for the arts.

Now the proposition that the school remains in force for Arts Education is a need for teachers, administrative and labor, to find an alternative to remedy the deficiencies that shows our training. Education in art and music in our country has serious problems of coordination and standardization. Basic education, designed for all Mexicans, addressed in a musical start nursery school through their sections Songs and Games, this initiation works if the kindergarten has qualified music teacher. In the next six years (primary education), arts education is relegated, even when it is mentioned in programs for primary schools, they do not have specialist teachers and those contents are not addressed. The secondary cycle covers in their arts education programs, in the case of the state of Tamaulipas, the first year is for plastic arts, the second year for music and to the third year for theater. Thereafter the arts education disappears from the educational scene.

Most applicants School of Music receives no artistic training, the more fortunate have received private tutoring, in any form can cover the academic requirements of a university profile for the arts. They have many gaps in skills training and skills. Therefore, as soon as possible it is necessary the psychomotor rehabilitation, before the end of the first stage of adolescence. This program is trying to do it through musical activities, visual and physical training.

As noted, in the subjects that cover the curriculum of the BEA is to train students in the disciplines of art, provide security, bases, knowledge and choice between two degrees to develop their careers successfully. There is also the possibility of students with baccalaureate, if they present attitudes, skills and dedication to the arts, offering a program in which they can develop psychomotor skills necessary to pursue bachelor's degrees, such aspiring would be enrolled matters purely artistic, in each case revalidating academics accreditation baccalaureate.

Employment, Unemployment and School Dropouts

A large portion of the graduates of the Music School is dedicated to serving as a performer in musical groups of different genre (symphony orchestras, bands and electric sets). Their work centers located from Cabo San Lucas, Baja California to Salina Cruz, Oaxaca, thirty of them have been established in Mexico city, lies a small number in the United States of America. Others combine both activities (teaching and performer), distinguishing in all cases the ability to achieve results.

With regard to the concerns that were presented at different forums in the faculty, the following questions were identified: - What is useful if a graduate degree in a technical course serves with good

results? - The wearing of baccalaureate is inclusive overload the student academically? - Is too much knowledge of harmony and music theory to students taught? - Are the baccalaureate subjects important? - Is it more important subject of harmony that the piano? - Should a student find more skillfully execute a musical instrument? - Instead of classes that students take of one or two instruments per semester in the program, wouldn't it be more appropriate to take piano lessons? (Curriculum Document BEA, LEA and LM: 1993).

Research Approach

This work is framed in the field of empirical method. For its development it has been used a quantitative description and a questionnaire created ad hoc from similar instruments made for academic research on abandonment and desertion, although in different contexts and populations. This research seeks to identify the causes that can explain the behavior of abandoning their studies in baccalaureate of music and art of the Music Faculty of the Autonomous University of Tamaulipas (Mexico), in order to make a diagnosis allowing as far as possible to correct the situation.

Objectives

a) Determine what the main causes of dropout of students in academic studies of music and art school of the Music Faculty at the Autonomous University of Tamaulipas (Mexico).

b) Establish what are the different types of variables which contribute to the staff and student academic setting and have a higher incidence in abandoning it.

c) Prepare an assessment report allowing further minimize academic dropout rate and increase in time to track their studies prone to causing such abandonment.

Method

Participants. The sample used in the study is 66 participants. The characteristics and incidence of the sample, according to a number of identifying variables referred to in the information collection instrument, are as follows: By age, sex, municipality of residence, state where he attended the High School earlier studies, state of residence, for immediate previous studies to the Baccalaureate of Music and Art, By municipality where he attended the high school earlier study.

Instrument

The research used the questionnaire on Attrition of Students of Baccalaureate of Music and Art in the Music Faculty of the Autonomous University of Tamaulipas. This questionnaire comes from an adaptation of the questionnaire used by Chain (1995).

The questionnaire used consists of fifty-eight items grouped into five sections for collecting information and also incorporates indicative information about its purpose and method of response. The five sections are:

- Personally identifiable data of the participants.

- Family and socioeconomic data.

- Facts considering studies school, teachers and institution.

- Data on environment situation the student staff and study conditions.

- Data on causes of dropout.

Quality Parameters Measuring Instrument

It has been taken into account quality criteria of reliability and validity, consistency and coherence of the instrument, and whether it actually measures the sizes for which it was developed.

Reliability. Since it has a single administration of the measuring instrument and the nature of the vast majority of items composing it has variables measured on a nominal scale mutual answers or not mutually exclusive (Matthew and Martinez, 2008; Morales, 2008; Muñiz, 2003), will focus here on the reliability analysis of the questionnaire eleven items measured on an ordinal scale (Likert type). For reliability, we calculated the coefficient of greater use and accuracy in these cases, Cronbach's alpha coefficient, assuming some methodological license, since not all items have the same number of response categories. Anyway, the Cronbach Alpha has obtained a score of 0.894. Following Matthew and Martínez (2008) and Morales (2003-2008), we can say that it has gotten a really consistent reliability coefficient, denoting high inter correlation that keep the items together in relation to valued elements. Moreover, we also calculated the Cronbach's alpha removed item by item, having obtained lower ratios than that obtained globally, demonstrating that no item is expendable and, therefore, its presence is necessary in the measurement of the standard dimension.

Validity. In relation to the validity, items included concurrent criteria validity. This has made a correlation sum of all items, less involved (corrected total-item correlation) with each of the items, finding correlation coefficients and moderate all above 0.47. This denotes that the items individually measured in the same direction as the assembly thereof.

Procedure

Before application of questionnaires in 2009, was held at the Faculty's selection of students over the years taken into account in the work had left their studies. Subsequently telephone contact location and presentation of the study were conducted. Not all students agreed to participate in the research, so that the sample could have been higher

Mainly, the questionnaire was administered by telephone, since many of the students who left, no longer residing near the Faculty and was extremely difficult to hand deliver the questionnaire.
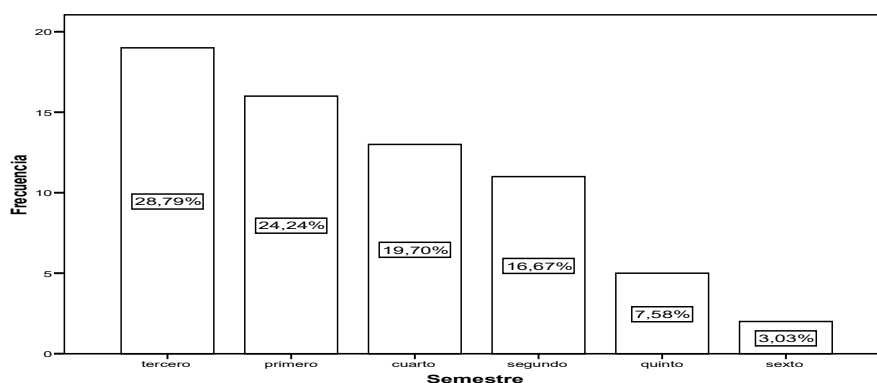
Results

Most respondents had dropped out the Baccalaureate of Music and Art courses in August (54.55%) and January (43.94%) with low percentage of those who have done in December (1.52 %).
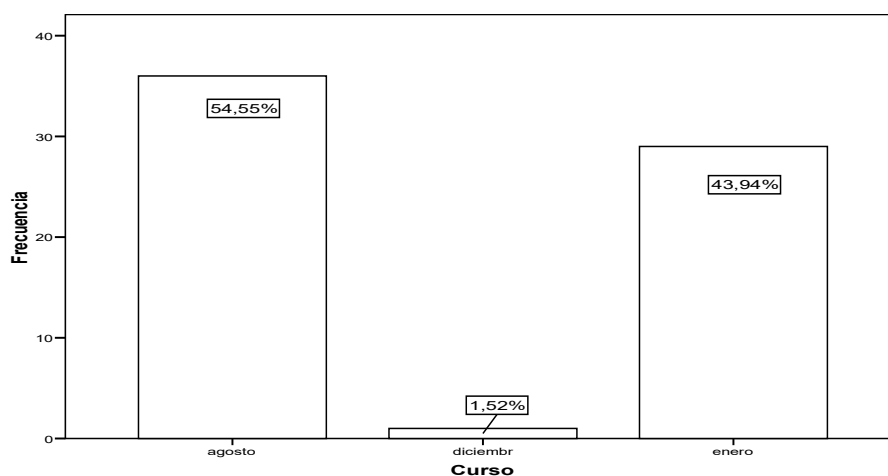
Graphic1: Sample distribution, as course abandonment

With regard to the six-abandonment, are located mainly in the first semester, of which the third highest incidence with 28.79%.

Graphic 2: Sample distribution, according to the semester of abandonment.

Personal Opinion

Item 28: Level of Academic Challenge, from their point of view, their Baccalaureate considering 1: very high to 4: very low.

Table 2

Descriptive Statistics on Personal Opinion about the Level of Academic Rigor of Baccalaureate

		frequency	percentage	valid percent	cumulative percent	N	$\overline{X}$	S
	very high	8	12,1	12,1	12,1	66	2,06	0,53
Response levels	high	46	69,7	69,7	81,8			
	low	12	18,2	18,2	100			
	Total	66	100	100				

Item 29: Personal opinion about the level of academic preparation of the Baccalaureate of Music Degree subsequent studies, considering that 1: very good... until 4: bad

Table 3
Descriptive Statistics on Personal Opinion about Preparation Obtained at the UAT Baccalaureate.

		frequency	percentage	valid percent	cumulative percent	N	$\overline{x}$	S
	very good	26	39,4	39,4	39,4	66	1,88	0,55
Response levels	good	24	36,4	36,4	75,8			
	enough	14	21,2	21,2	97,0			
	bad	2	3	3	100			
	Total	66	100	100				

Item 30: Staff Qualification to all faculty of the School of Music, given that 1: very good..until 4: bad

Table 4
Descriptive Statistics on Personal Opinion about Music School Teachers

		frequency	percentage	valid percent	cumulative percent	N	$\overline{x}$	S
	very good	29	43,9	43,9	43,9	66	1,76	0,88
Response levels	good	27	40,9	40,9	84,8			
	enough	7	10,6	10,6	95,5			
	bad	3	4,5	4,5	100			
	Total	66	100	100				

Given that values close to 1 are considered favorable, we can see that all dimensions have been evaluated positively. Thus, the academic requirements may be considered high (= 2.06); academic preparation as good or very good (= 1.88); global opinion about the faculty also good to very good (= 1.76); and the academic level of teachers also as high or very high (= 1.79).

Finally, we have developed a number of crosses between the identifying variables and the set of items related to the assessment of the qualifications, UAT, ... by graduates, both personally, and in the opinion of the family. This task has been implemented accordingly numerous hypothesis tests, which, given the failure of some parametric assumptions, it was decided to have a nonparametric character. More precisely, U test Mann-Whitney test (for two independent samples) and the Kruskal-Wallis H ("n" independent samples) were calculated. In no case were obtained empirical evidence ($p \leq 0.05$) to suspect that the assessment made by the graduates is different, depending on the level of the identifying variables considered. In this sense, sex, age, previous studies, the course or semester of neglect ... have not been statistically significant ($p > 0.05$) when crossed with opinion variables on the degree.

Item 34: Worked during the time as a student of Baccalaureate of Music and Art
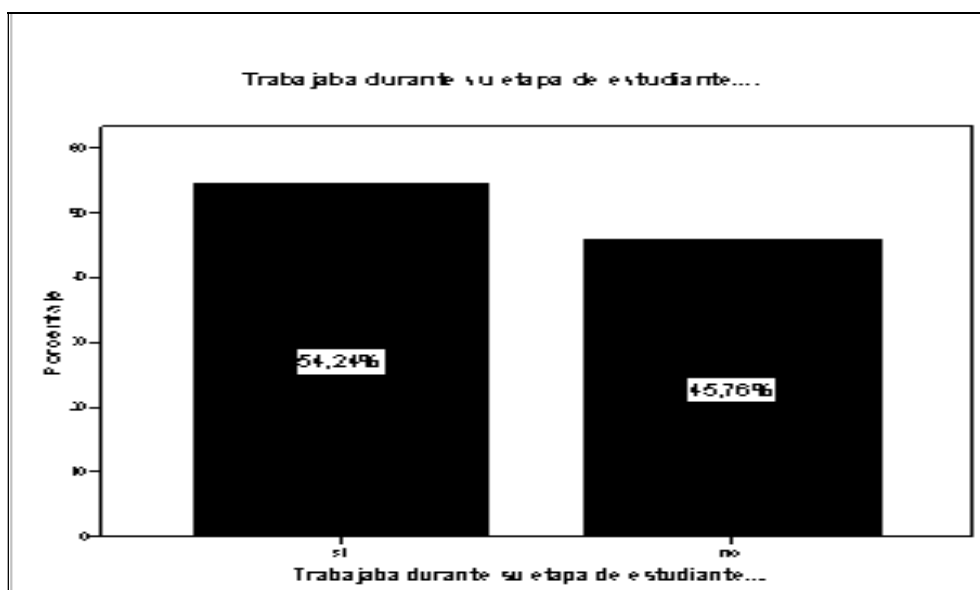
Graphic 4: Percentages of employability of graduates during their studies

As seen were more graduates (54.24%) who worked during her students who did not (45.76%). However, it has not been reported statistically significant differences (p> 0.05) when comparing two percentages by nonparametric test χ2 contrast with α = 0.05. In the rest of these comparisons, a similar one, has also been used such a test.

Item 40: Ranges income of graduates in jobs developed during the stage of baccalaureate students of Music and Art UAT.
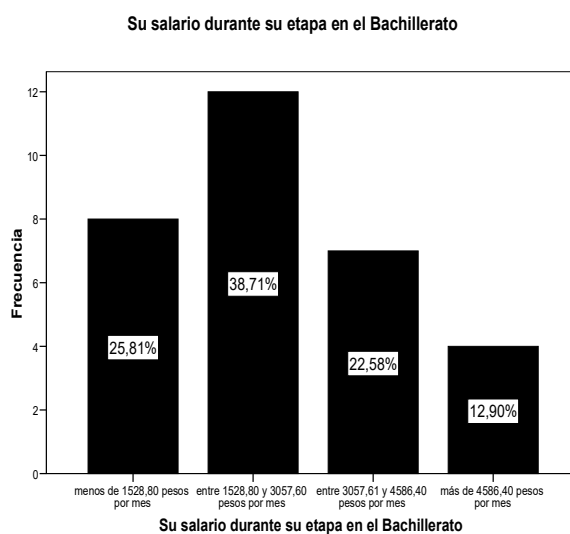
Graphic 5: Percentage of income levels of graduates in work activities during their studies.

It can be seen that 64.5% of graduates felt rather low rents less 1528.80 pesos per month (25.81%) and between 1528.60 to 3057.60 pesos / month 38.71%. At higher levels of income are situated only the remaining 35.5% of the same. However, no statistically significant differences among the four to level of income together (p> 0.05) are reported

Item 41: Relationship of work activity of baccalaureate graduates with.
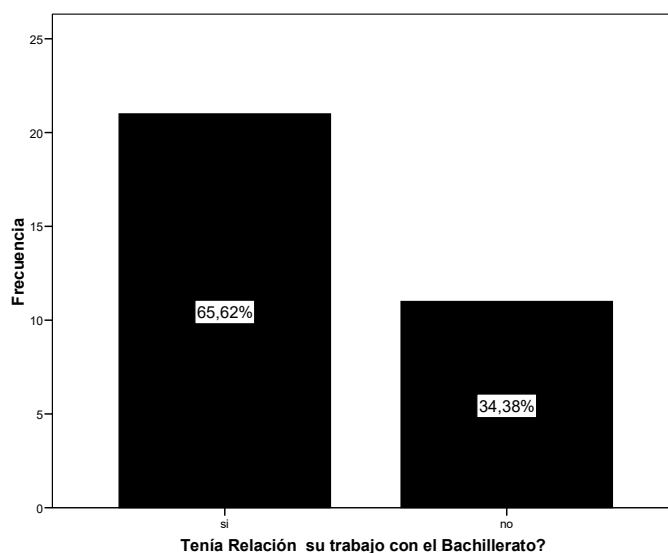
Graphic 6   Percentages link (yes vs no) work activities developed by graduates

Obviously, the most statistically significant (p ≤ 0.05) of graduates has developed related Baccalaureate (65.62%) vs 34.38% who were not, work as before since the majority have explicit occupational sector has been to professional musician.

Conclusions

Each individual constructs his world view and act on it by a set of social, cultural and economic determinants. At the same time, their choices and actions will affect the immediate short and long-term context. The subject positions in a social structure can be examined in terms of their occupation, which would show a clearer relationship with your lifestyle and therefore, a set of cultural practices and economic determinants that motivate the subject to stay or drop out of their studies, in this case of the School of Music has been taken as a center of study for this research. The observation of the data allows to appreciate, with respect to the occupation sector, some differences.

When students work and study, motivation for study may be impaired. Those who have left school to be primarily engaged in professional musicians skilled workers or work on commission. This suggests that the ability to perform music from some of them developed "enough", in his view, while studying at the university, allowing him working as a musician and this was the basic training "needed", considering the social and cultural capital that their parents have. (Lujan and Resendiz, 1981). This raises the question of how students manage to motivate persist and deepen their learning despite their cultural and social capital. Obviously, most graduates have developed related Baccalaureate (65.62%) vs 34.38% who were not, because the major occupational sector has been the professional musician.

References

Fernández, A. y Fernández, I. (2009). Crítica y alternativas a la significación estadística en el contraste de hipótesis. Madrid: La Muralla.

Glogowska, M., Young P. & Lockyer, L. (2007). Should I go or should I stay? A study of factors influencing students'decisions on early leaving'. Active learning in higher education. University of the West of England, UK: SAGE.

Lujan, J. R. y Resendiz, A.N. (1981). Hacia la construcción de un modelo causal en el análisis de la deserción. México: Universidad Autónoma Metropolitana Iztapalapa.

Mateo, J. y Martínez, F. (2008). Medición y evaluación educativa. Madrid: La Muralla.

Morales, P. (2008). Estadística aplicada a las Ciencias Sociales. Madrid: Universidad Pontificia Comillas.

Morales, P. y otros (2003). Construcción de Escalas de Actitudes tipo Likert. Madrid: La Muralla.

Muñiz, J. (2003). Teoría Clásica de los Tests. Madrid: Pirámide.

Tukey, J.W. (1977). Exploratory data analysis. Reading: Addison Wesley

Creating A Bridge Between Academic Research and Artistic Creativity

Fatma Zohra Mebtouche Nedjai [∗]

Abstract: The purpose of this paper is to highlight the importance of mastering the academic writing skill . In order to achieve our goal,   two main ideas will be developed ;the first will discuss new concepts of the theory of learning with a specific focus on the relationship between transformational/telling knowledge, constructivist theory and the difference between successful /average learner   . The second section will expose the three-stages of writing as a process approach in terms of pre writing, writing and post writing tasks. This will hopefully help students of fine arts promote an analytical spirit and achieve personal and academic writing for the fulfillment of their memoirs.

Keywords: transformational/telling knowledge; constructivism; academic writing ;process approach; arts.

Many studies in Australia, Canada, England and the USA affirm that students have not received serious instruction or practice in cognitively demanding writing tasks(Applebee1981,R.Carter,1990, Christie1989,Martin 1989) reported (Bereiter and Scardamalia, cited in Grabe & Kaplan ,1996: 125) .In Algeria too some Magister students in different universities have conducted field research on writing and reached   similar results highlighting students' weakness regarding cohesion, grammar, vocabulary, structuring . Obviously the less skilled writers are knowledge telling as they are considered as'the novice-expert writing research,' as (Bereiter and Scardamalia,1996:125) sustained .What makes writing skill so poor in different places of the world? It is not possible to account for one explanation as many interwoven factors are identified .In these lines (Bereiter and Scardamalia, cited in Grabe & Kaplan ,1996: 125) advanced some   hypotheses:

- Student have not been trained to early and frequent writing

- Student are inhibited by the huge information availability via internet

- Students do not rely on different sources and reading research

- Students suffer from psychological cognitive development, critical thinking and abstraction.

- Student do not master the rules of written language.

All these remarks necessitate a reconsidering of syllabus designing and approaches to teaching writing from early stages in order to equip learners with cognitive strategies and leading them become skilled writers and transformational knowledge learners. The issue becomes more crucial when learners have to corroborate two different fields, namely academic writing and artistic creativity as for the case of students of the High School of Fine Arts of Algiers who have to write a memoir according to academic norms in relation to   their   artistic project. Henceforth, the question of how to overcome this mental passivity and writing reluctance is raised. As a possible answer, some pedagogues insist on privileging writing process approach over product one. The former requires notions such as, audience,   planning, structuring ,drafting   and arguing to surmount the writing reticence (Swales& Feak, 1994, , Zamel,1985,Widowson,1978) and the latter seeks for a perfectly finished text shaped on other's model, as explained by (White, R. and Arndt, 1991,and Hyland,2003) among others. Besides this, the learner-

_____

[∗] Senior Professor, High School of Fine Arts of Algiers, e-mail :fazonedjai@gmail.com

centered learning of the process approach needs to promote awareness of the importance of   knowledge transforming over knowledge telling to make students behave as active vs. passive learners as Bereiter and   Scardamalia,1987)claimed.

The purpose of this paper is to highlight the importance of teaching academic writing and artistic production as a process and discourse and not as a finished product. In order to achieve our goal, two main ideas will be developed; the first will discuss new concepts of the theory of learning which aim at changing the learners 'attitudes and behaviours as a whole,while the second, for space limitation, will expose the three stages of the process approach applied to the writing task more specifically as put by (Nunan,1998).

Some Preliminaries

Interestingly is the parallel we can draw between academic writing and academic artistic project.If we acknowledge that both do not come from vacuum or void it is ,then, possible to admit that any type of creation is a result of construction and transformational knowledge that necessitates different processes to reach a final acceptable form.In academic writing ,learners have to undertake reading research in its extensive and intensive aspect , take notes of what is directly/indirectly related to the question to be answered, interact with teachers and peers about what is/is not appropriate, and finally structure thoughts and write them coherently and cohesively. However ,this is conditioned by many attempts and drafts before reaching a fairly satisfactory written text. Similarly ,students of fine arts when undertaking an artistic task -based project have to undergo through the same stages. Obviously, one has to correct the pervasive and misleading belief that relates artistic activity to inspiration only.On the opposite, it is worth recalling a current saying that privileges efforts over gifted talent claiming that any creativity is the outcome of 2% inspiration and of 98% transpiration. Drawing on this assumption, artistic creation in education context needs research compilation too in order to construct one's knowledge on the issue and sharpen critical thinking. By this way, learners could select the best concepts or tools to be used according to their suitability/unsuitability in terms of material, color, shape and esthetics before starting the artistic performance. Moreover, knowing that no masterpiece could be achieved from the first start, both writer and artist are aware of the challenge, effort, involvement and time investment needed for fulfilling their work and beating their path to success.

In this context the theory of learning brings up to discussion some new concepts that are worthy tackling as they shed light on how to be autonomous ,creative and   efficient learner. Thus, a specific focus is first made on the relationship between transformational/telling knowledge, then on the impact of the constructivist theory and finally the difference between successful /average learner in order to create awareness in the learners' mind on the similarity between   writing and artistic production which could be considered at the same time as an argument and a problem-solving.

The relationship Between Transformational/Telling Knowledge

When students arrive at the university they are obviously equipped with   limited knowledge of writing skills   considered in most cases as telling- knowledge. The latter is defined as description and regurgitation-based learning (Grabe and Kaplan ,1996:119).Indeed, the student's knowledge, deprived from any critical or innovative thinking displays information depending on memory and facts only .As an illustration, we refer to the case of one of our students who is asked to present an assignment on a given sculptor's artworks. She   has inserted   in likely twenty pictures of the artist's sculptures and written barely three pages to introduce and analyze them.This is another way of being seduced by the numerous artistic pictures available in internet store -standing for an equivalent of personal memory-

which are passively pasted as telling knowledge without pinpointing the mere critical analytical thinking.On the opposite, transformational knowledge approach which is based on analytical approach, e.g. how to transform information drawn from different sources into creative and critical thinking ,seems to best meet the norms of academic learning (Grabe and Kaplan ,1996:193).Arguably, the first difficulty for the students is to change their mental attitude and learning practices .Thus,they are expected to shift from being passive learners to active ones by freeing themselves from the habits of telling-knowledge and adopting the transformational knowledge attitude.

Here again I want to come back to artistic studies when some students are unable to transform the theoretical information read into practical one.In other words,they meet difficulties in building a bridge between conceptualization and practice .For example we mention the case of a student who wants to propose a luxury interior design for a wagon of a local train for her artistic project. Her dissertation has been divided into two main parts :theoretical and practical. The former represents a compilation of a diachronic survey of different trains luxury design in Europe while the latter is devoted to an artistic project of an Algerian train. Accordingly one expects her to establish the link between the luxurious design between the European and Algerian train. Nonetheless, she does not know how to use concretely the information of her review of literature for her artistic project .It seems difficult for her to point out what she could adapt/adopt or reject consciously .Her inability to bridge theory to practice has led to produce a memoir with unrelated parts unveiling lack of coherence and cohesion. Seemingly, the absence of transformational knowledge strategy makes her appear as 'the novice-expert writing research,' as (Bereiter and Scardamalia, in Grabe and Kaplan ,1996:125) sustained . To remedy the absence of transformational knowledge skill, I would refer to an interesting exercise I have discovered during a workshop monitored by a Nobel Prize of Cartoon .It is first based on writing one's story which is then, handed to a mate class who has at his/her turn to transform it into a drawing. The move from a text to a picture aims at highlighting that understanding and transforming what others say/write is made possible thanks to the cognitive ability each one possesses -even if not always activated in due time- and which is being constructed , among others along life as the constructivist theory shows.

Constructivist Theory

The constructivist theory views learning as the construction of knowledge and meaning all long life basically through interaction in its different mediations as(Piaget,1973,Vigotsky,1978,.De Vries,2002) claimed, while (Duffy and Cunningham,1966 and Jonassen,2003,)insist upon nurturing self awareness of the knowledge construction process. Besides this, Pritchard and Woolard (2010:8) consider that " we select and transform information from past and current knowledge and experience into new personal knowledge and understanding." To be able to properly invest the prior knowledge with the present one ,it is necessary to defeat some negative psychological factors such as low self esteem ,and inferiority complex that are enacted in soliloquy by phrases such as **'My poor** production / T**heir good** production' ,**I can't/They can** either at writing or artistic level. This complex of inferiority is particularly prominent at the beginning of any task.In most cases ,learners find difficulty how to start their work because they have no idea about the topic.This prompt reaction has to be evacuated first, by urging learners to activate through brainstorming their passive stored knowledge partly ,and attempt to widen it through reading and taking notes for research purposes, partly. Above all, what seems be difficult and easy at the same time is how to read , understand, and filter the information to construct one's proper opinion. Indeed , many learners ignore that the deeds of others could be taken as a model or as a means of inspiration to generate one's own creation and not as an end in itself. This, for us, depends on two main attitudes characterized by demystification and distance. A demystifying attitude inseminates in the learner's mind that whatever great is a given creative production ,it is never perfect. Therefore, the over

idealization of such a work that could hinder personal creativity will be defeated and personal competition encouraged. On the other side, distance towards other's creation enhances critical thinking and enables to construct self confidence in order to produce better or at least closely similar personal artistic work/or a written piece. But for this goal to be reached distinction between average /successful student needs to be drawn.

The Average Student vs .Successful Student.

To answer the question   who an average /successful student is,it is important to clarify that the former relies on reiterating the information given by teacher in class ,while the latter ,besides what s/ he receives in class, seeks how to deepen his/her knowledge by making personal effort through extensive/intensive reading and library research(Veit and al,2004:40). The benefits of reading research are multisided. First it exposes the active student to a myriad of information which tackles any topic from different angles. Second , this may reveal views that can match or contradict one's beliefs and convictions. The similar thoughts reinforce self confidence while the variety of opposing ones could but construct a more tolerant view and wider knowledge on the one hand, and enhance critical and creative thinking , on the other hand. Third, reading and library research play a positive role in empowering the intellectual identity. As an illustration, we do approve the metaphor "*reading works my head»*, said by the young girl Dalila,the main character of Mokkadem 's fiction,(1998),who is a very literate and strongly communicative person thanks to the great number of readings she regularly   swells (Nedjai Mebtouche,2011:96). For us, reading does really help change behaviour and promote intellectual identity and agency. In the same way, the success of student hangs upon to what extent the perception of reading as a good transformational tool for developing original ,autonomous and creative writing is /is not internalized . Arguably, both transformational and constructivist theories urge the student to invest the already acquired knowledge in class/ life as a means to discover other researches, in order to develop new vision of how to apprehend the question to be discussed in writing or designed in the artistic project. Only at that moment could the learner sharpen his/her intelligence   through active learning process that blends   the in and out class input that will be transformed into a new output drawing on the principle of   Chomsky's transformational rules applied to linguistic performance. The principle of transformational rules could perfectly suit any level of human knowledge when considered in its human and creative dimension . Thus, the learner will adopt   self regulated learning which involves the use of cognitive, metacognitive and motivational strategies to create effective learning. Self regulated learners have the control over the use of several cognitive   strategies such as predicting, visualizing and summarizing. They also know how to use metacognitive strategies such as planning, monitoring ,and evaluating solutions (Hyland,2003a:10). Consequently, the learner could become active learner in contrast of the passive one who sets no challenge to win, but accepts to pass to upper grade   with less interest and effort. Being more implicated in reading , researching and evaluating entails also developing cognitive skills of argumentation .A fact that will lead us to speak about writing as an argument and a problem -solving.

Writing as Argument and Problem -Solving.

Reference to the importance of transformational knowledge and active learning are meant to draw attention to the importance of making personal effort through research and reading, before starting any writing. It goes without saying that academic writers are expected to write to a reader –the teacher-who already has a sound knowledge on   the question asked. So, students have to show through their writing to what extent they have accessed other   sources and are able to understand, criticize other's

ideas and , therefore, produce their proper   new ideas resulting from   the combination of one 's experience confronted with others. Not only have students to generate original ideas in their writing but they are supposed to evidence their statements and ideas by supporting arguments as well. As an illustration we refer to the definition of academic writing proposed by a lecturer's answer to an interviewer who said that writing is *an argument* (Stott,2001:37). The conception of perceiving writing as an argument stresses the idea that students have not to provide general assertive statement -a fact that reveals a rather poor analytical level-but they are expected to justify their point of view by scientific resourced and objective evidence to reach the scientific requirements of academic writing. Moreover, looking for appropriate arguments means to be able to making choice and solving problem.It is fair to recall that the overwhelming availability of information with a mere click on the computer mouse needs a sharp critical thinking to choose the right word, rhetoric   and argument. It is worth reminding the commonly known saying in court.'What you say may or will be used against you.' In the same way ,the strength or weakness of any argument lays in to what extent it is/is not closely relevant to support a given idea. For this reason an attitude of prudence is highly recommended when selecting sources of information. Besides this, a great attention has to be conferred to the appropriate way of answering the raised question. For example some students tend to fill up sheets and sheets but they are amazed to be badly scored . At this point , it is crucial for them to realize that what is important in writing is not the quantification of information- whatever its relevance per se is- ,but to what extent the appropriateness and relationship of the selected content will   satisfactorily answer the question under study. Indeed, it is possible to admit that the writing activity is an endlessly   problem-solving issue bound to choosing, transforming and subsequently arguing what best meets the targeted answer. A fact that justifies the difficulty of writing when taken as a whole .For this reason ,the process approach advocates to split it into three stages that will be developed in the following. But for space limitation we will focus on writing activity only and not on the artistic production.

Three-Stages of the Writing Process

Considering writing as a process is first of all meant   to bear in mind from the beginning to the end that it is   a dynamic task.'*It reflects that writing which always, but to varying extents and in various ways requires preparation, drafting and revising, purpose and   audience'* (Brown and Hood,1989:3-4). (Grabe &Kaplan,1996) The process of writing is mainly divided into three stages   such as pre writing, writing and post writing tasks which include other sub stages to be detailed in the development of this paper as enhanced by(Nunan,1998).

Pre Writing Stage

The pre –writing task   includes conferencing, brainstorming , generating ideas /collecting data and structuring according to (Nunan,1998).

Conferencing and brainstorming. First, conferencing aloud about the question is necessary to understand properly the question and the different related ideas.Conferencing could be done alone or with others. Often teachers repeat that understanding the question raised is half answering it. This step is immediately followed by brainstorming. Seemingly, conferencing and brainstorming are the two tasks where a relatively great freedom of thoughts expression is recommended in order to generate as much as possible ideas regardless their order, the language used, spelling , grammar and mistakes. It is only by this means that the student can fight the inhibiting writing anxiety. The writer can momentarily forget

the linguistic constraints to free the path for greater inspiration of ideas and focus on generating ideas by multiplying the wh questions such as how, where ,when, for what and what.

In this stream (White and Arndt,1992) suggest to use for example either a spider diagram ,or map mind, besides to highlighters and drawings.The benefits of the spider diagram or the map mind are considered better than linear notes for many reasons. To start with, the map mind provides different branches around the central circled ideas that could be endlessly ornamented by branches going into different directions. This reflects the upspring of ideas.Second spider diagram or map mind is less space consuming and seems more inspiring too. (Widdowson, 1995:58). However, though this stage of collecting data is positively stimulating for helping overcome the void of the screen page ,it remains rather problematic. Often the data collected drawn from different sources are in topsy-curvy order, and sometimes redundant. Thus ,there is an urgent need to structure them according   to the target set by the writer in order to successfully answer the question.

Structuring. Students often ignore that the process of generating ideas during the brainstorming or taking notes through reading tasks   represents a raw material that requires structuring according to the main ideas and supporting ones.There are many possibilities of organizing ideas either from general to specific or vice versa, or from chronogical/spatial order.What is important to underline is that the good structuring of ideas must give birth to a coherent and cohesive text underlying respectively logic and unity. It is ,therefore, necessary to write an outline before starting writing the essay to be more or less urged to stick to the direction set by the topic,the audience and the writer's purpose.

In addition to that let's recall the importance of respecting the attributes of each part of the essay. Any piece of writing has to fulfill form and content specifically defined for each genre in   terms of introduction, development and conclusion.Shortly stated the introduction reiterate the question and the direction to take,while the development should be at the same time in form of separate and related paragraphs in which each of them is structured around one central idea that could be developed trough supporting evidence and facts and not personal assertive statements. With these lines   Stott,A. and Snarth. R. (2001: 45) suggest to'*select ,organize your idea and evidence into sequential argument which uses a new paragraph for each main idea'* .The conclusion besides the restatement of the main ideas tackled is expected to inform the reader on how successfully the writer answers the question by bringing out strong arguments which are objectively, cohesively and explicitly displayed.Having prepared the data and the outline, the student will be confronted with the laborious self- producing step of writing.

Writing- stage and Drafting

It is never enough to insist that writing is an ever ending draft that could be improved, changed, reworked many times before reaching an acceptable level.   I do not hesitate to tell my students that teachers, famous researchers and writers used to go through many trials and drafts before writing any research paper or thesis. This may at least demystify the power of these writers in spite of their long experience, high academic qualification and worldwide fame.It can also create more confidence when knowing that writing performance is, for everyone, a difficult task but not an impossible one. Hopefully, students will adopt a more flexible attitude towards their writing by admitting that it is not a finished and perfect product from the first start.In this sense, the process approach is also called an approach of revision implying that many drafts are necessary before reaching a fairly good written piece .This may also help them develop self-criticism, when reaching the editing task level.

Post Writing Stage

After having reached what could be considered as an acceptable version of the written text, two other conscious tasks of critically and objectively evaluating one's product in terms of editing and proof reading are to be followed.

Editing Task

Even if self satisfaction is a stimulating factor in intellectual achievement, this by no means should lessen the self criticism attitude. This is why, the idea of choice underpinned by the idea of editing the work remains of a great concern. It is the moment for the writer to read many times his /her work with sharp critical thinking and distance to find out   what   wrong /right is, how   to improve the global structuring and the cohesion of the text. Changing   the order   of paragraphs, or sentences inside the paragraphs, adding/omitting some cohesive conjuncts to achieve cohesion and coherence is unavoidable. Halliday and Hassan, maintain that cohesion means coherence of a text with itself, while coherence is the coherence of the text with its context of situation (Halliday and Hassan , 1976:2).Consciousness rising of the benefits of cohesion and coherence signifies that writing is a discourse. Being a discourse implies that writing has a communicative function .A fact that means that at this stage the writer moves from *a writer-based writing* to *a reader -based writing* (White, and al,1991:99).What is important to underline at this moment is to put oneself in the reader's skin and to wonder whether s/he is straightfully going to understand the ideas developed,   enjoy the reading, and discover something original. The writer 's preoccupation of what effect s/he can produce on the reader means that s/he takes into account the other's expectations,   namely the precise answer to the question , the reader 's pleasure ,the explicit transmission of the targeted information and the power of argumentation. However,the internalization of these explicit and implicit rules that govern the writing process at editing phase is not the last requirement. Another necessary task has to be adopted: proof reading.

Proof Reading

During exams superseding, I have often observed students keeping on writing their answer till the last minutes of the allotted time and giving back their exam sheets either without reading them at all or , when it may happen, they read them without the slightest critical glance, ignoring ,therefore all about the shortcomings of any performance .In this sense, Chomsky underlines that the   occurrence of errors is,   in most cases ,due to the fatigue and   the   stress which   may lead to lack of concentration(Chomsky,1957:12) .Consequently, the demanding multisided activity of writing which might   inevitably be punctuated by errors, that would negatively influence the evaluation of their performance has to be explained to learners many times before they realize the impact of proof reading in improving their written text. To be able to overcome these traps, it is necessary to go step by step through the proof reading activity in order to enhance one's writing by correcting or at least reducing the occurrence of errors .To guaranty the success of this task, the writer has to be aware of the sublevels of proofreading that could be considered separately. In other words, the student can focus for example , first, on grammatical errors, then lexical ones, and later on   punctuation .At this stage too,the notion of choice is reiterated since at any moment the writer is obliged to choose the most appropriate   lexicon, grammatical structure, punctuation and reference.

It is also possible to ask someone else to make the proof reading because sometimes some mistakes are not noticeable by oneself for lack of distance.Another suggestion which is worth mentioning is to come back to the text to proof reading it after pause (s) because when released from the fatigue of writing the concentration is renewed to spot out the mistakes.This requires a good time management to prepare the essay before the deadline of handing.Only after all these stages ,one can print the written

piece by observing the requirements of printing according to the instructions related to the form, font , margin and line space.

Conclusion

The intense technological development, namely internet, has led to a kind of mental passivity that encourages plagiarism temptation at the detriment of creative writing .It is now within the grasp of everybody to have a rapid access to information and to the latest discovery in different research disciplines via websites . In order to fight this mental passivity, I attempted in this paper to highlight the triangulation between reading research, transformational knowledge, and process approach that give birth to self accomplishment at writing or artistic creation level . This triangulation shows undeniable benefits for many reasons. It is widely admitted that it helps   raise awareness that writing/artistic production though difficult could be organized into related separate stages respectively as pre writing ,writing and post writing or sketching , designing and polishing .It also highlights the dynamic aspect of any creativity by considering it as an ever ending renewable draft in opposition to perceiving it   as a finished production. Both can be considered as a result of transformational and constructive knowledge. Moreover, we do believe that it helps construct more self confidence through self assessment in terms of problem-solving, choice and argument each stage requires. Thus, the process approach can consolidate the mastery   of each stage than the product one which targets the result as a perfect finished product. Each of the two approaches reveals different attitudes towards the learning of writing skill. Shortly stated , the former implies new challenges and perceptions of learning which are learner- centered as opposed to the latter requirements   which are teacher-centered. Besides this, the learner centered-learning needs to promote awareness of the importance of   knowledge transforming over knowledge telling to make students behave as active vs. passive learners as Bereiter and Scardamalia,1987)claimed.However, the   process approach may show some drawbacks such as a somewhat perception of fragmentation which may   decrease the writer's involvement since it is not always possible to draw a sharp line between the interwoven substages above mentioned.

References

Chomsky, N. (1957).*Syntactic structures*. Hague: Mouton.

Grabe, W. and Kaplan, R. B. (1996). Theory and practice of writing, an applied linguistic perspective. London: Longman.

Halliday, M.A.K. and Hassan, R. (1976). *Cohesion in English*. London: Longman.

Nedjai Mebtouche F.Z.(2011).Reading as a tool for agency construction in Mokkadem's *The forbidden woman*,translated by Marcus.M.(1998). *Proceedings of international colloquium on gender, resistance and negotiation, 21-22 november* 2010,university of Tizi Ouzou.(pp.193-201). Edited by Nedjai Mebtouche F.Z. sponsored by UNIFEM.Tizi Ouzou:Dar ELAmel

Nunan, A. (1998). Language teaching methodology, textbook for teachers.London:Prentice International.

Pritchard, A., & Woollard, J.(2010). *Psychology for the classroom: Constructivism and social learning.* (1st ed.). London: Routledge Taylor Francis Group.

Stott, R .(2001). Making your case: A practical guide to essay writing. London: Speak-Write Series

Veit, R. and Gould, C.(2004). *Writing, reading and research*. London: Pearson Education Inc.

White,R. and Arndt,V.(1991). *Process writing*. London:Longman.

Widdowson, H.G. (1995). *Study skills*.Oxford: Blackwell.

Using Competency-based Tasks in Undergraduate Students' Education Organization at Research University

Zhanna VOLKOVA[*] **Alexandra SOLONENKO**[**]

Abstract: The article is devoted to the issues of working out and implementing various taks used in teaching undergraduate students and aimed at forming project and research competencies. The article presents the data of the research conducted at the Faculty of Psychology, Tomsk State University (Russian Federation). The research draws on the study of the global educational trends in the stated field, the study of the tasks' content and students' work peculiarities. The conclusion is drawn on the necessity of considering activating teaching methods while working out and implementing such tasks in order to activate undergraduate students' knowledge, their research potential. We see the research competence as the key one in determining student's academic and professional success and suppose that such kind of education based on research will allow the students to generate knowledge independently to fulfill academic and professional assignments in future.

Keywords: Competencies; project and research activity in university; activating teaching methods; undergraduate education.

The competence-based approach to university education is focused on developing students' ability to gain and produce knowledge on his/ her own, to conduct communication effectively, to act productively in situations of uncertainty. Thus, the competences in project and research activity as well as in communication which reflect the result and the content of education start playing a crucial role. The application of competency-based approach raises the interest in organizing students' self-study process as the process of special competencies shaping and development.

The concept of competency as a 'cluster of life outcomes' and the factor influencing the effectiveness of an employee's activity was introduced by D. McClelland (McCleland, 1973). In 1984 J. Raven contributed to the discussion on competency with his book "Competence in Modern Society: Its Identification, Development and Release". He defined competency as a common set of cognitive, affective, and conative components and conceptualize them as *motivational dispositions* (Raven, 1984). Nowadays many researchers hold that there is no common understanding of competences and competencies (Urunbasarova, Jandididnov, Uaidullakyzy 2014). For instance, R. Meyers sees competence as not only compliance with the certain criteria of the activity, but also a demonstration of the behavioral problems at work implementation (Meyers, 1998). The researchers of the Center for Vocational Education and Training, Ohio State University define competence as specific, well-diagnosed knowledge, set of skills necessary for the effective activity of chosen area (Columbus, 1995). A group of Saint Petersburg scholars (A. Shekhonin, V. Tarlykov, M. Budko and others) describe competence as a set of interdependent personal qualities critical to act effectively and productively in a particular sphere. They believe competence initiate action leading to planned result (Shekhonin et

---

[*] Laboratory of innovative processes design in education, Tomsk State University, Lenina Ave., 36, Tomsk, 634050, Russia E-mail: E-mail address: volkovazhanna08@yandex.ru

[**] International faculty of Business Administration, Tomsk State University, Lenina Ave., 36, Tomsk, 634050, Russia

al., 2014). Modern scholarly discussions see competence as the main element of the educational system crucial to the current labor market condition (Serrano-Guerrero, Romero & Olivas J.A., 2013) and to knowledge management in a modern university (Butnariu M., Preliminary J.M., 2012). Russian education researchers also actively investigate the issues of competence-based approach in education (V. Bolotov, I. Zimnaya, I. Frumin, D. Ivanov), discuss pedagogical and psychological aspects of professional competences shaping (A. Belkin, A. Bodaleva, V. Vedensky, N. Kuzmina, A. Markova) (Kudryvtseva, Taskina, 2013). Global discussions are also connected with such aspects of the topic as professional competences shaping – of communicative one (Bissenbaeva Z., Aurenova M., Aubakirova Z. & Uaidullakyzy E., 2014), project competence (Supadol P., Sukreeyapong W., Intrakumhaeng P., Siripan K. & Nesusing N., 2014). Some researchers describe project activity of competence as the most crucial to competence shaping (De los Rios, Cazorla, Diaz-Puente & Yagüe Blanco, 2010; Carmenado, Diaz-Puente and Blanco, 2011; Balkevičius, Mažeikienė, Švedienė, 2013; Fernandes, 2014).

One should note that in Russia discussion on competence and mechanisms of its shaping is emphasized by transition to the new Federal state education standards (FSES). The analysis of the requirements for mastering main undergraduate educational programs shows that the federal standard is detected through the competences students get shaped according to their educational profile. In the federal standard and educational programs much emphasis is placed upon students' self-study, shaping of students' overall competences. Such competences imply the knowledge of 'basic values of the world culture' and 'aspiration for personal growth' demonstrated by university graduates (Main curriculum 'Human potentials management', 2011). Students' self-study activity is regarded as one of competence shapings method by a group of Russian scholars (A. Kovalev, A. Bushli, I. Kuzmin, P. Gloriozov, I. Lerner). It is also interpreted as the system of organized pedagogical conditions for autonomous learning management by V. Graf, I. Ilyasov, V. Lyaudis and as students' self-education activity by S. Zinoviev. T. Starshinova, E. Khairullina and R. Saifullina (2013) describe students' self-study on the one hand, as a particular type of academic activity which stimulate students' interest, involvement, learning autonomy, on the other hand, as a series of arrangements or pedagogical conditions which enable to manage students' self-guided learning. N. Teltevskaya (2013) recognize the importance of students' self-study as 'the development of student's independence leads a student to understanding the role self-education plays for his/her professional success as well as it determines his/her attitude towards social environment phenomena, influences student's value system, and eventually stimulates students' need for self-learning, self-education and self-development'. Self-study activity requires the particular conditions for its organization. We see variety of self-study tasks as the key condition for managing the process successfully. Discussing the issue of peculiarity of self-study tasks aimed at competence shaping, A. Shekhonin et al. (2014) state that such tasks 'organize students' educational, research, project, quasi-professional activities and not information or actions reproduced by learners'.

The analysis of the literature on competences and their shaping in students' self-study has shown that the issue of competence-oriented tasks needs deeper covering and detailed investigation.

The stated issue is highlighted within the strategy of development currently implemented by Tomsk state university as a leading research university. The strategy marks the transition to the model of research university. The model is known in global educational community for its idea of commitment to research and advancement of knowledge (Geiger, 2004; Graham and Diamond, 1997; Altbach and Salmi, 2011) and encompasses its own patterns of institutional structure, intellectual organization and financing. Besides the named features, one should also emphasize the issue of education quality and learning productivity in research universities raised by various researchers

(Kember, 1997; Kuh and Hu, 2001; Braxton, 2011). The mission of a research university is to discover and develop new knowledge. The mission is tightly connected with development of new generations of scholars through providing them with high-quality education. Thus, it becomes evident that the transition to the status of research university will be connected with the transformation of the content and place of students' self-education as well as shaping students' project and research competences as key requirements for today professionals.

Drawing on the contexts described above, we define the objectives of the research as – research context construction - defining the trends of students' self-study work organization – experience reconstruction and definition of the potential of undergraduate students' self-study tasks for their project and research competence shaping.

Methodology

The research was conducted within the frames of humanization research methodology and research on educational innovations (Prozumentova, 2005). According to that methodology, students' self-study work plays an important part in shaping core competences among which the research competences are regarded as the main ones (Prozumentova, 2010). In the stated methodology, the research draws on reconstruction of innovative experience precedents.

The material for our research is the information retrieved from world research universities' web sites, the educational program for undergraduate students designed by the employees of the Chair of Education, Faculty of Psychology, TSU.

Results

In new standards of higher professional education, mastering the skills of self-study work and organizing personal educational activity is one of the main requirements and self-study work is considered to be a part of study load. To define the development trends for self-study work, we draw on the world experience of education organization. We have studied the experience of the universities stated as referential ones for TSU according to Tomsk university program of competitiveness increase. Those universities are Lund University (Sweden), Utrecht University (Netherlands), the University of Texas in Austin (USA).

The study of the university web-sites has detected the following trends in undergraduate students' self-study work organization.

In the stated university, undergraduate education is recognized as the first stage of university education on which shaping of basic academic skills (research, learning skills, project work) takes place as well as further students' professional and scientific self-determination. Among the skills described in foreign universities' educational programs are the basics of critical thinking, reflection analysis. Students' self-study work is a component of study workload, classroom instruction – self-study work ratio is 1:2, 1:3. The main methods of self-study work organization are case-study, project method, essay. The tasks for self-study work are designed for individual work as well as team activity. The latter type of tasks is becoming more wide-spread due to their potential for cooperative communication and collaborative activity organization. One should also mention the implementation of blended learning which allows students to immerse in subject and use e-learning environment as the communicative environment in their studies and research.

Situation. Reconstructing students' self-study work organization experience at the Chair of Education Management, Faculty of Psychology, Tomsk State University, present time.

We have studied the experience of self-study tasks implementation at the Chair of Education Management. The aim of the analysis is to define the particular characteristics of the tasks content and the activity of students accomplishing the tasks, to find the tasks potential for project and research competences shaping.

Identifying Content and Forms of Students' Self-study Activity: Case of the Chair of Education Management. Justifying Selection of Research Base and Materials

In order to conduct the stated research, we have chosen the experience of the Chair of Education Management (hereinafter referred to as the Chair) due to the several reasons presented further.

First, since 2010 the Chair has been implementing its own unique model in which teaching research as a part of professional training plays the central role. As G. Prozumentova, the head of the Chair, notes (2010), "Defining the problem of research skills acquisition by students, one should hold that although teaching research corresponds to modern professional community requirements for a university graduate, it is limited to student being trained for performing scientific activity, whereas the aim of teaching research is to teach them to acquire and use knowledge for finding solutions to their professional problems. Within the frameworks of competence-based approach, when knowledge is produced and used in any professional field, we need a model of education organization which would be aimed at students' training not only for academic or scholarly, and scientific activity, but also for achieving their professional goals". Thus, we specify the problem of research competences acquisition as the following:

Education Organization in a Classical University:

transition

Education Organization in a Research University:

learning process;
scientific research process

organizing research

learning process;

professional training;

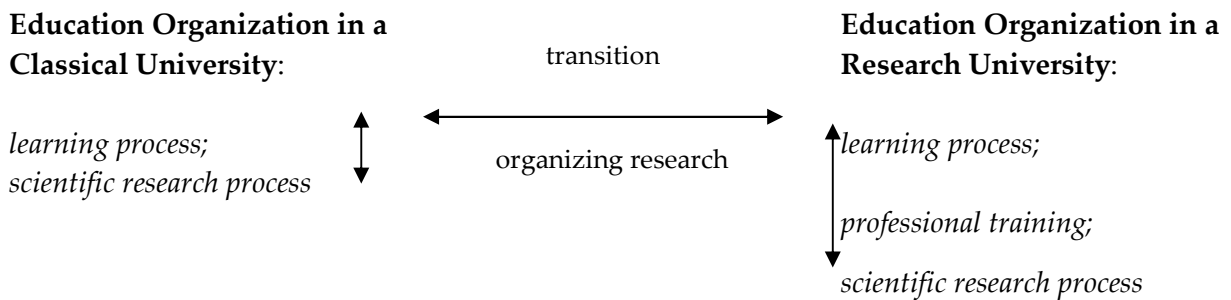*scientific research process*

Fig. 1. Specifying the problem of research competences acquisition

The presented scheme shows that the transition to the status of research university is connected with changing content and place of

a) professional training in education organization;

b) influence of professional training on the content of learning and scientific research process:

c) teaching research in all the educational dimensions. (Prozumentova, 2010).

Drawing on the presented model, the professors of the Chair implement annually the program of term and final research tutoring (designed by G. Prozumentova and O. Kalachikova). That program lies out of the field of the present research. However, the conceptual rationale for the issue of students'

research competences shaping mentioned above are considered to be the sufficient factor for the studied topic.

Second, the Chair worked out and implemented the program of staff development for professors of Tomsk State University 'Competence approach implementation in students' self-study activity organization (designed by G. Prozumentova and E. Sukhanova) self-study organization' full-time and on-line since 2010. The participation of more than 500 professors in the program proved its being in demand in the university and in the region and also showed the importance of spreading the experience of the Chair in students' self-study organization. That program contained the units dedicated to state policy and external challenges to students' self-study as well as the precedents of students' self-study organization in the educational process performed by the Chair. The analysis of the questionnaires filled in by the program participants showed the relevance of the Chair's experience and opportunities of its use in different universities offered for discussion.

Third, the Chair worked out the competence-based curricula, the assignments for students' self-study, introduced rating system and tutoring. The head of the Chair, G. Prozumentova (2010) believes that, such forms of education "allow young people not simply know but act effectively, find solutions to social transformation, innovation development, get oriented to high achievements in professional competences acquisition".

 All the mentioned reasons justified our choice of the Chair of Education Management as the one for further analysis of students' self-study oriented assignments, definition of the peculiarities of students' self-study oriented assignments' content and forms and their potentials for students' self-education.

We have also analyzed the content of the core Educational Program for undergraduate students majoring in human resources management designed and implemented at the Chair of Education Management. Our analysis was focused on the correspondence between students' competences to be shaped and the objectives of students' professional education. The analysis has showed that among the types of students' future professional activities one can find analytical and project activity, among the objectives of their future professional activity of that major one can name the analysis of company human resources potential, analysis of social processes and relations in a company, analysis of system and processes of human resources management as well as participation in design and implementation of various projects. Thus, among the competences shaped by the program there are the competences connected with project and research activity such as capacity of finding managerial and economic solutions working out the algorithms of their implementation, eagerness to bear responsibility ofr the results; mastering the methods of quantified analysis and modeling, theoretical and experimental research; capability of organizing effectively group work based on the knowledge of group dynamics and team-building principles; skill in defining goals, objectives and types of running HR evaluation procedures according to company strategic plans; capability of participating in implementation of organizational change program, etc.

Thus, the analysis of the education program has demonstrated that the Chair maintains the orientation towards *project content* in professional training (creating the necessary tools for professional activity) through shaping the competences in problem definition and solution, in project activity and creating the measures for professional activity enhancement. Additionally, the competences in team-building, leadership and overcoming difficulties are shaped. On the other hand, the analysis of the educational program has showed *research content* developed through the necessity of creating knowledge and methods for definition and solution of the problems connected with professional quality enhancement.

Content Analysis

The analysis was based on the presumption that if we analyze self-study assignments, we should be focused on assignments' content and the way students work with them. The key feature of the assignments' potential for students' self-education is the organization of the conditions for students' transition to active learning position. That position means that students have opportunity to influence correction, development of educational content, methods, values and goals. The feature of that transition period is considered to be replacing skills-transmission assignments with the ones aimed at demonstration and shaping of students' own meanings of subject content, their initiatives to implement the meanings in learning setting and solving professional tasks.

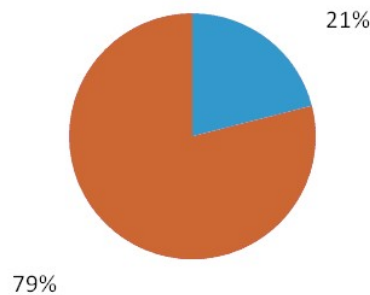The analysis of self-study tasks and types of self-study activities gave the following results.

Fig. 2. Self-study tasks

The diagram shows that only 21% assignments are theory-based ones (aimed at getting knowledge), the majority of self-study assignments are practice-based (aimed at producing knowledge). It means that knowledge produced by students themselves is prevalent, the issues of practical application of acquired knowledge are highlighted.

Analyzing the assignments, we found out the following methods of students' self-study assignments organization:

A. Collection of inshaping on the course.
B. Working with cases – case analysis – problem definition – proposing solutions to the defined problem.
C. Working with cases – working out cases on particular situations study.
D. Research on subject topics in organization.
E. Working out a project or project proposals.
F. Working out various tools, ways of practical activity organization.
G. Analysis – reconstruction of an individual's experience.
H. Expert review of an individual's activity.

- Collection of information on the course
- Working with cases – case analysis – problem definition – proposing solutions to the defined problem
- Research on subject topics in organization
- Working out a project or project proposals
- Working out various tools, ways of practical activity organization
- Analysis – reconstruction of an individual's experience
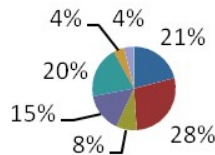- Expert review of an individual's activity

Fig. 3. Methods of students' self-study assignments organization

The data presented in the diagram showed that the chosen methods can be ranked in the following rating. The major part of all the assignments are the ones with case-study (28%) including situations analysis and problem definition ass well as working out recommendations for problem solution.   Next, there come the assignments aimed at analyzing the modern theories and approaches within the subjects (21%). Such assignments create a *researcher-analyst position* that students take and that is essential to their professional success considering new trends of university development in the status of research university.

Also much attention is paid to students' work on various tools for practical activity (20%). Then we can see project proposals and research in various organizations (8%). Thus, there is the necessity for the methods aimed at forming *creator position* crucial within the frames of competency-based approach and new federal state educational standards.

One should mention that analysis of an individual's experience reconstruction(4%) and self-expert review (4%) represent the least part among the assignments. The stated methods show the transition to *expert position* showing a certain level of students' competences that allows them to set their expert focus to review each other's works, work out criteria for work evaluation and assessment of professional activity.
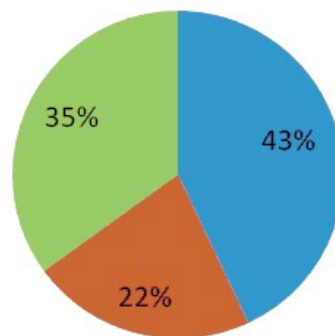

Fig. 4. Basic students' activity while accomplishing self-study assignments

The diagram shows that the basic activity of students accomplishing self-study assignments is analytical work: students analyze modern approaches and concepts, practice-based cases which represent the major part of the assignments. That is the basis for solving practical problems by students through projecting their professional activity tools. Students are oriented by the offered assignments to project task definition and solution, projection solution process, creating tools for improving the quality of professional activity.

Conclusion

The conducted analysis of self-study tasks designed for undergraduate students has shown that the educational program designed by the Chair professors contain various task aimed at project and research competences shaping. That is provided by the assignments' content, their orientation to practical use of acquired knowledge as well as the applied teaching methods. The major part of the tasks is connected with active learning methods as case-study, project method, etc., analytical work, reflective and expert self-review of students' activity. The research showed that the basic activity for students self-study work is analytical work that prepares students for project and research activity.

The possible dynamics of students' positions has demonstrated: from analyst of professional activity, then – creator of activity tools – research of situation required changes in activity - creator of projects changing activity, and eventually – expert evaluating results of professional activity.

Thus, students' self-study work organization at the Chair of Education Management is connected with quality performance of the new Federal state educational standards. The standards include project and research competences as core ones for university majors. Project competences demonstrate students' ability to transform the existing reality. Research competences represent the *ability* to *produce new knowledge* within the reality. The potential of self-study assignments influences *students' choice of their* position towards education, their future professional activity (new meanings and goals shaping) that is the process of students' self-education.

References

Altbach, P.G, Salmi, J. (2011). T*he road to academic excellence: The making of world class research universities*. Washington DC: World Bank.

Balkevičius, M., Mažeikienė, A., Švedienė, S. (2013). The first steps of project-based education in Lithuanian high Schools. *Procedia - Social and Behavioral Sciences*, 83, 483 – 492.

Bissenbayeva Z., Aurenova M., Aubakirova Z., Uaidullakyzy E. (2014). Modern technologies of communicative competence formation. *Procedia - Social and Behavioral Sciences*, 116 (21), 4780-4784.

Braxton, J.M. (2010). Norms and the work of colleges and universities: Introduction to the special issue— norms in academia. *The Journal of Higher Education*, 81 (3), 243-250

Butnariu, M., Milosan, I. (2012). Preliminary assessment of knowledge management in universities. *Procedia - Social and Behavioral Sciences*, 62 (24), 791-795.

Columbus, O.J. (1995). *Occupational standards: International perspectives* / Ed. by, OH: Center on Education and Training for Employment, the Ohio State University.

Fernandes, S. R. G. (2014). Preparing graduates for professional practice: Findings from a case study of project-based learning (PBL). *Procedia - Social and Behavioral Sciences*, 139(22), 219-226.

Geiger, R. (2004). *Research and relevant knowledge: American Research Universities since World War II*. New Brunswik, N.J.: Transaction Publishers.

Graham, H.D., Diamond, N. (1997). *The rise of American research universities: Elites and challengers in the postwar era*. London: Johns Hopkins Press Ltd.

Kember, D. (1997). Reconceptualisation of research into universityaAcademics' conceptions. *Learning and Instruction*, 7(3), 255-275.

Kudryavtseva, E., & Taskina, I. (2013) Implementation of competence-based approach for students' self-study organization in the conditions of third-generation federal higher professional education standards. *Information and Education: Boundaries of Communications*, 5, 59-60.

Kuh, G.D., Hu, S. (2001). Learning productivity at research universities. *Journal of Higher Education*, 72, 1-28.

Lund University. (2014) Retrieved from http://www.lunduniversity.lu.se

McClelland, D.C. (1973). Testing for competence rather than for intelligence. *American Psychologist*, 28, 1-14.

Meyers R. (1998). *Development and implementing local educational standards* / Ed. by ERIC Clearing House on Assessment and Evaluation.

Prozumentova, G.N. (2005). *Strategy and program of humanization research on educational innovations. Transition to open educational environment: phenomenology of educational innovations* (pp. 15 – 58). Tomsk: Tomsk university press.

Prozumentova, G.N., Kalachikova O.N. *Educational support of completing course and final papers by students majoring in management.* (2010). Retrieved from http://edu.tsu.ru/eor/resourse/252/tpl/index.html.

Raven, J. (1984). *Competence in Modern Society: Its Identification, Development and Release*. Oxford, England: Oxford Psychologists Press.

Ríos, I., Cazorla, A., Díaz-Puente, J. M., & Yagüe, J. L. (2010). Project-based learning in engineering higher education: two decades of teaching competences in real environments. *Procedia - Social and Behavioral Sciences*, 2, 1368-1378.

Serrano-Guerrero J., Romero F.P., Olivas J.A. A fuzzy approach for recommending educational activities

based on the acquisition of competences. *Information Sciences,* 248, 114-129.

Shekhonin A., Tarlykov V., Kletsheva I., Bagautdinova A., Budko M., Voznesenskaya O., … Orlova O. (2014). *Competence-oriented tasks in higher education system.* Retrieved from http://books.ifmo.ru/book/1424/kompetentnostnoorientirovannye_zadaniya_v_sisteme_vysshego_obrazo vaniya.htm.

Starshinova T., Khairullina, Saifullin R. (2013). Role of Students' Independent Work in Shaping Prerequisites for Their Future Professional Formation. *Vestnik of Kazan Technological University*, 16 (18), 364-367.

Supadol P., Sukreeyapong W., Intarakumhaeng P., Siripan K., Chantanapim W., Nesusin N. (2014). Results of Learning Activities of Grade 1 Thai Language Subjects Using the Project-based Approach. *Procedia - Social and Behavioral Sciences,* 116 (21), 1444-1448.

Teltevskaya N. (2013). Optimization of Student's Independent Work from the Point of Competence Approach. *Izvestia of Saratov University*, 13(3-1), 118-122.

The University of Texas at Austin. (2014) Retrieved from http://www.utexas.edu/

Universiteit Utrecht. (2014) Retrieved from http://www.uu.nl/

Urunbassarova E., Jandildinov M., Uaidullakyzy E. (2014). Future teachers professional competence development within bachelor program. *Procedia - Social and Behavioral Sciences,* 116 (21), 4829-4833.

Senior English Teachers' Understanding of and Practices in Mentoring[*]

Afrah Nasir Al-Shammakhi [**]

Abstract: The concept of mentoring was introduced in February, 2010 at a training conference for all SETs in the Batinah South Region. In the study, it was shown that SETs have a limited understanding of mentoring due to the lack of knowledge they have of the process. This has been inferred from the limited definitions of the process the participants presented and from the few examples given by the SETs on the requisite skills and the kinds of support needed for the teachers. None of the participants mentioned the concepts of professional and personal development or professional and personal support. Moreover, none of the participants mentioned professional and personal development as the main purpose of their mentoring work, but they did mention examples that lead to either development. Participant F mentioned professional development when she said, "as you know . . . peer observation is part of the professional development of the teacher." Furthermore, most of the participants' responses are attributed to either the experience they gained from working as SETs or from their knowledge of the duties they are expected to perform as SETs, especially in their descriptions of how to conduct PLDs, which was found to be the same with the both groups.

Keywords: English teachers, mentoring, Batinah South Region

There have been many studies and proposals related to how teachers can be developed professionally both for in-service and pre-service work (Moon, 1994). Learning how to teach is not an easy task as it engages the learner in "developing a practical knowledge base, changes in cognition, developing interpersonal skills and also incorporates an effective aspect" (Furlong & Maynard, 1995:10). Therefore, the process of mentoring is considered to have a crucial role in developing teachers professionally (Wang, Noe, Wang, & Greenberger, 2009; Gills &Wilson 2004; Moon 1994). The process of mentoring heightens the awareness of teachers of their teaching performance and leads to recognition of possible methods of improvement (Wilkin,1997).

In the Sultanate of Oman, senior English teachers are given the responsibility to develop the performance of teachers and to improve their reflective teaching as specified in the Ministry of Education guidelines (English Language Curriculum Department [ELCD], 2001). Therefore, knowing and understanding what mentoring really means by the senior English teachers (SETs) can heighten their awareness of how best teachers can be professionally developed. This study aims at investigating the senior English teachers' perceptions of the mentoring process.

This paper is divided into six main chapters. The first chapter describes the background to the study and justifies a rationale for the research. In the second chapter, I will review the literature relevant to mentoring, its definitions, importance and other issues related to mentoring. Then, in the third chapter, the research methods used in this study will be demonstrated including information about the research participants, and how the data collection instruments were designed and administered. The fourth chapter clarifies the findings of my study. In the fifth chapter, discussion and

---

interpretation of the findings will be presented. The final chapter gives some limitations encountered while the study was conducted followed by some implications and suggestions of further research.

Aim of the Study

In the study, the understandings by SETs of what it means to be a mentor and the types of mentoring utilized by these teachers were explored. Understanding what teacher mentoring means ensures that senior teachers are aware of the main goal of their work as SETs and creates a more peaceful working atmosphere in which teachers believe their SET to be the one who can share their experience, knowledge, and feelings to promote professional development. Being a SET does not merely require understanding and implementing certain school rules, asking teachers to complete documents, attending lessons and writing reports, it also includes an understanding of what mentoring means for them, which should be defined and reflected in practices with colleagues. It is hoped that the study will enrich future induction programmes for senior teachers.

Rationale

Being a senior teacher for 9 years has enriched my experience and knowledge. It was not before I took the teacher education course as part of the Master in Teaching English for Speakers of Other Language (MA TESOL) programme that I became aware of what the term mentoring fully meant. Working as an SET involves mentoring in terms of functions and skills. I was attracted to the topic of, to why and how SET functions should be performed as a result of being aware of the processes. For example, I have been able to establish good relationships with the teachers based on trust and strengthened the idea that a SET is there to help them improve professionally. Also, developing teachers professionally has become a priority in my career. Therefore, I believe that being aware of the term *mentoring* is an important issue that leads to a meaningful and successful practice of mentoring. The study stemmed from my interest in learning if SETs are aware of what it means to be a mentor and if they really are mentoring, and if so, to what extent. Finally, I was also attracted to the subject because there has been no similar research conducted in Oman.

Literature Review

What is Mentoring?

Mentoring is the process in which the mentor guides, supports, coaches, counsels, evaluates, and professionally develops the mentee who has less experience than the mentor (Alleman, 1986; Ayalon, 2007; Bartz, 2008; Butcher, 2002; Fletcher, 2000, Klopf & Harrison, 1981). Klopf and Harrison (1981) stated for mentoring to occur, all functions mentioned in the definition of the practice need to be enacted. Mentoring should be an interactive process and a supportive relationship between the mentor and the mentee should be established through the support and guidance provided by the mentor (Carruthers, 1993; Stephenson, 1997). In the mentoring process, the mentor socializes the mentee who is new to the organization in terms of the organization's norms and ways of thinking (Daresh, 2001; Wilkin, 1997).

When discussing the concepts of mentoring, Anderson and Shannon (1995) demonstrated that definitions lack clarity as they do not show whether the mentoring process should involve all or just some of the functions for mentoring to be successful. According to Anderson and Shannon (1995), such definitions also do not define the relationship between the functions and roles set for mentoring and lack a clear rationale. However, according to Anderson, (as cited in Anderson & Shannon, 1995) the process of mentoring can be best clarified as:

> A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less experienced person for the purpose of promoting the latter's professional and or personal. Mentoring functions are carried out within the context of the ongoing, caring relationship between the mentor and mentee. (p. 29)

Anderson and Shannon (1995) believed that this definition covered the essential attributes of mentoring they explained as follows:

1. "The process of nurturing," which involves recognition of the mentee's abilities by the mentor who can then provide proper guidance and support.

2. "The act of serving as a role model," since mentors take great care of the growth and development of the mentees.

3. "The five mentoring functions (teaching, sponsoring, encouraging, counselling and befriending)," as they show a clear discrimination for who is really doing mentoring and who is not.

4. "The focus on professional and or personal development," for both the writers believe that the mentors are concerned with the "welfare of their mentees" and that mentoring differs according to its influence and the relationships within it.

5. "The ongoing caring relationship," the writers believe that the relationship between the mentor and the mentee is very essential in the process of mentoring. (p. 29)

Malderez and Bodo´czky (1999) defined mentoring as a "growth model of learning teaching (how to help the individual mentee become the best teacher they can possibly be)" (ibid: 16). Furthermore, mentoring can also be defined as *the one to one support* of a less experienced teacher (mentee) by a more experienced teacher (mentor) and this support is meant to help the development of the mentee's expertise and to facilitate the induction of the mentee into their profession(teaching) and into their organization [school] (Hobson, Ashby, Malderez, & Tomlinson, 2009).

Mentoring is a process performed by a mentor. Multiple definitions exist in the literature that are used to clarify exactly who is the mentor. For example, the mentor can be defined as a person who is responsible for providing his or her own experience, knowledge, and opportunities to the learner to develop their skills and abilities (Clutterbuck, 1991; Parsloe, 1992; Shea, 1992). A mentor is also a person who helps another person learn something that they would otherwise not have learned (Bell, 2002). Based on the literature review, most of the mentoring interpretations either are used to emphasize only the professional development of the mentee or to emphasize the professional and personal development of the mentees (Carruthers, 1993).

There are many terms used to describe mentors. Phillips-Johnes (1982) stated that if development includes the mentee's emotions, the mentor is called a primary mentor, as opposed to a secondary mentor, whose purpose is to impact the career of the mentee. Phillips-Johnes (1982) also explained that the mentee could have more than one secondary mentor. Alleman (1986) recommended a mentee have a secondary mentor called a partial mentor. Secondary mentors have been given other names in the literature. Clawson (1980) referred to mentors emphasizing professional development as quasi-mentors, and others have referred to mentors as major and minor (Darling, 1989). Darling (1989) defined a major mentor as one whose mentoring includes three essential components: (a) attraction (the mentee is attracted to the mentor), (b) action (the mentor takes an action on the mentee's behalf), and (c) effect (the mentor shows positive effect for the mentee). Darling (1989) stated that if the mentoring process includes fewer than three components, the mentor is considered to be minor. Dodgson (1986) titles for mentors included career and life mentors. Dodgson (1986) clarified that a

career mentor is the one whose interest is in developing the mentees' career, and the life mentor's interest is not only in the mentee's career, but also extends to include the mentee's life.

The following issues of functions and roles of mentoring merit discussions are used to enrich the study.

Research Methodology

Research Questions

In the study, the following research questions will be investigated:

1. How do senior English teachers (SET) understand what it means to be a mentor?

2. To what extent do SETs feel they fulfil one or more mentoring roles?

3. In practice, to what extent do SETs adopt a mentoring role in working with other teachers?

4. What challenges do SETs identify with being a mentor?

5. What support do SETs feel would allow them to be more effective mentors?

Participants

The participants of the study were 6 female Omani senior teachers from the Batinah South Region. Some of the participants worked in basic education schools and others in general education schools while others worked in schools that utilized both systems of education. All participants had years of experience ranging from 1 year to 10 years. As a result, it important to have two groups of participants; a group of experienced SETs who had more than 4 years of experience working as SETs, and a group of less experienced SETs. The researcher chose SETs according to the criteria of experience to investigate each group's understanding of and practices in mentoring. This selection process allowed the exploration of any differences in one group with different and interdependent thinking (Denscombe, 2003; Drever, 2003). Participants were chosen because they worked in schools in close proximity to the researcher and because they had close working relationships with the researcher. I called all of the participants before visiting them at their schools to explain the aims of the research. Each individual contacted agreed to participate. Table 1 shows how the participants ranged in terms of experience and qualifications.

Table 1
Study Participants

SETs	Years of Experience	Years of Experience as SETs	Qualification
A	*11*	*9*	BA from Sultan Qaboos University
B	*12*	*9*	BA from Sultan Qaboos University
C	*17*	*6*	BA from Sultan Qaboos University
D	*13*	*2*	BA from Sultan Qaboos University
E	*8*	*3*	BA from Sultan Qaboos University
F	*9*	*2*	Diploma plus BA from the University of Leeds

Interviews

Designing semi-structured interviews. I designed the interview schedule (see Appendix A) and prepared the questions to match the objectives of the study (Cohen, Manion, & Morrison, 2000).

The issues covered in the interview questions were informed by the literature review of the mentoring, its functions, and skills. The questions in the interview were organized according to different topics related to mentoring supporting teachers, including mentoring skills, the process of visiting teachers, post-lesson discussions, peer observations and relationships established with teachers. Drever (2003) and Bell (1999) suggested incorporating prompts into the interview which help to obtain broad coverage and in-depth answers. Moreover, it was recommended that the interview should end with a question such as "is there anything you would like to add that we have not mentioned?" Two sheets were created for the interview: one did not include any prompts and was given to the interviewee to look through before the interview. The second sheet included the prompts prepared for the interview. Furthermore, Drever (2003) stated that including a mixture of open and closed questions allows the interviewer to have control during the interview, and this creates a degree of freedom for the interviewee.

Pilot Study

The research questions were used in a pilot study with two senior teachers who were not involved in the study. Since the participants were from two groups; experienced and inexperienced, so were the piloted SETs. One of the pilot SETs was experienced and the other was in their second year as a SET. A pilot study was crucial to the success of the research as it helped identify weaknesses and limitations in the interview tool (Bell, 1999; Cohen et al., 2000; Gillham, 2000). As a result of the pilot process, the research questions were refined and redrafted. For example, asking the interviewee what professional activities they performed for teachers was repetition of another question that asked what work the teachers performed as SETs. As a result of the pilot study, the question was changed to explore how SETs supported their teachers so that the interviewer's response might include examples of professional activities. I also altered the order of the questions and added follow-up questions to meet the study's objectives (Bell, 1999).

Administering interviews. Interviews were held between May and June 2010, and with the exception of one participant who was interviewed at home, I met each SET according to their schedule. Each SET was interviewed once in a private place. When I requested permission to record the interview digitally, all participants agreed. A mobile phone was used to record the interviews, which were then transferred to a laptop using a Bluetooth® device. The interviews were then transcribed. The interviews lasted between 30 and 40 minutes. The interviews were conducted in English, although I did not express any bias for Arabic. Rossman and Rallis (2003) stated participants should be allowed to use the language they feel comfortable with.

Data Analysis

Qualitative research requires an analytical approach that, according to Miles and Huberman (1994), depends on data reduction. When working with qualitative data, it is necessary to highlight important themes and group them in a meaningful way according to certain categories (Boyce & Neale, 2006; Drever, 2003; Gillham, 2000). A phenomenological approach was utilized in this study (Hycner, 1985, as cited in Cohen & Manion, 1994, p. 292-296). A phenomenological approach is used to reduce and analyse interview data and includes four steps: (a) transcription, (b) phenomenological reduction, (c) delineating units of meaning relevant to the research question, and (d) identifying general and unique themes for all the interviews.

The interviews were transcribed and the transcript of each interview was read carefully. A summary of what the interviewees said was created and unneeded utterances were omitted. Redundancies in the summary of each extracted part of the interview were eliminated through highlighting according to step three; delineating units of meaning relevant to the research question.

Only important statements were retained, and unnecessary repetition was eliminated. I verified that no relevant information had been omitted. Finally, I identified general and unique themes for each research question for all interviewees and grouped the statements according to categories.

Results

Summary (of the results)

The study findings based on the similarities and differences in the views of the experienced and inexperienced SETs are summarized in Table 2.

Table 2

Similarities and Differences in the Views of the Six SETs

Issues		Similarities	No. of SETs	Differences	SETs
SETs' Understanding of Mentoring:	Meaning of mentoring	-Observing teachers' work, improving their work, solving problems, giving skills in administrative work	3 SETs out of 6 (A,B&F)	-Supporting & guiding	C
				-Encouraging, supporting, working as a team	D
				- how to deal with teachers	E
	Effective skills of mentors	-Patient & friendly	All the 6	-Understanding, sharing, have knowledge, a good model	A
		-Experienced	4SETs(C D, E,F)		
		-Know how to solve problems	2 SETs (C&F)	-Know how to choose the right questioning techniques in PLDs	B
				- a good listener to teachers	F
SETs' Practices in Mentoring:	1-How SETs support their colleagues	-observing lessons, conducting meetings, improving teaching	3 SETs (A,C,F)	- Giving teachers some articles to read and websites	E
		-Help them solve problems	2 SETs (B& C)	-Praising teachers	F
				- Establishing good relationships	A
				- Encourage the teachers & help them improve students level.	D
	2- Examples of mentoring work	-Observing lessons	5 SETs (A,B,C,E&F)	- Help them be good Ts. And help them establish good relationship	A
			(B & C)	- doing the assessment	B
		-Solving teachers' problems		- Conduct workshops for teachers	C
				-Supporting, helping teachers to think creatively	D
				-Lets teachers discuss in PLDs and discuss educational issues.	F
	3- The process of the classroom visits	1- Pre-observation conference, 2-Observing lessons, 3- Conducting PLDs	All the 6 SETs		
	4-Conducting PLDs	1- The SET asks the teacher to reflect 2- The SET discusses strengths and weaknesses, using suitable questioning techniques to get the teacher expresses	All the 6 SETs		

		herself and think of reasons.	
		3- The SET and the teacher think of solutions and alternatives	
	5-Conducting Peer observations	- The SET designs the table and distributes the teachers according to their needs	4 SETs (A,B,F)
		-The SET allows the teachers to decide whom they like to visit	2 SETs (C, D & E)
The Challenges SETs Face:		- Dealing with uncooperative teachers	All 6 SETs
		-uncooperative school administration	2 SETs (A&B)
		-Work load	3 SETs (C,D&E)
What Support SETs Need:		-To alleviate the workload	(A,B &E)
		- Support from the school administration	(C,E)
		-Support from the directorate & supervisors	(B&F)
		- Read more on mentoring	(B&D)

This analysis includes some discrepancies in the related issues, especially in the issues related to how SETs support their colleagues and what mentoring work the SETs do. As to the other issues, some agreement was noted, especially in the issues of the SETs practices, the challenges they faced, and the support they needed.

Discussion

What Are Senior English Teachers' (SETs) Understandings of What It Means to Be a Mentor?

Two of the three experienced SETs (Participants A & B) and one inexperienced SET (Participant F) mentioned that mentoring means observing teachers' lessons, improving their work, solving their problems, and giving them skills in the administrative work. While the SETs did not mention professional or personal development as terms in their definitions, they seemed to consider examples for both professional and personal development of the teachers as the mentoring process should develop teachers both professionally and personally. According to Anderson, mentoring can be best defined as follows:

> A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less experienced person for the purpose of promoting the latter's professional and or personal development. Mentoring functions are carried out within the context of the ongoing, caring relationship between the mentor and mentee. (Anderson, as cited in Anderson & Shannon, 1995, p. 29)

The participants mentioned improving work, solving problems and giving skills in administrative work as helping teachers become socialized in the organization they are working in (Daresh, 2001). Participant C, an experienced SET, defined mentoring as supporting and guiding. Participant D stated mentoring was encouraging, supporting and working as a team, while Participant E gave a very limited definition because she perceived mentoring as how to deal with teachers.

The definitions provided by three of the six SETs (Participants A, B, & F) focused on mentoring as a collaborative activity, compared with other participants, who implied there were implications of

professional and personal development. With the exception of Participant F, this can be attributed to experience working as SETs in mentoring other teachers. In contrast, Participants C, D, and E gave limited definitions. E in particular exhibited a limited perception of mentoring from what she learned in the mentoring course. From the results it can be inferred that being aware of what the SETs are doing while mentoring other teachers and why can broaden perceptions of the process. It is believed that teacher development happens only when teachers "consciously take advantage of such resources to forward their own professional learning" (Ur, 1999: 318).

Investigating SETs' views of what skills make mentors effective will shape their perception of what mentoring really means for them. In fact, since mentors should develop three kinds of skills: (a) personal, (b) interpersonal and (c) professional (Daresh, 2001), most of the examples given by the SETs showed some limitations in their views.

For example, all of the inexperienced SETs gave examples of personal skills, however, Participant F added another skill, being a good listener, and this is regarded as an interpersonal skill. The experienced SETs mentioned the same personal skills and provided few examples that were different to those offered by the inexperienced teachers. Participants A and B mentioned professional skills such as to have knowledge, by Participant A, and to choose the right questioning technique, by Participant B, whereas Participant C added experienced, which can be regarded as professional. This indicates that the SETs' perceptions of what skills an effective mentor should develop are limited. None of the SETs mentioned one of the three skills as a term during the interviews, which shows lack of knowledge in this area. To conclude, this finding shows some limitations in the SETs' understanding of what mentoring really means. While the SETs' definitions of the process have shown the influence of their experience, their definitions of the requisite skills showed a lack of knowledge of the process.

To What Extent Do SETs Feel They Fulfil One or More Mentoring Roles?

To get enough data to answer the research question, SETs were asked what kind of support they provide their colleagues and what mentoring work they think they are performing. Starting with support (see Table 1), some discrepancies were detected among the SETs. All of the experienced SETs, and one inexperienced SET provided at least one example of professional support and one example of personal support. However, the focus of the inexperienced SETs, as shown in the Chapter 4, was mainly on their students. This can be attributed to the experience factor, as the more SETs get experience, the more they become aware of the teachers they are mentoring and of what and why they are performing mentoring. Inexperienced SET, Participant E, seemed to be unaware of the concept of support as she confined herself to one example, which was giving teachers websites and articles to read and which was regarded as being a form of support. The SETs did not articulate personal and professional support, the two kinds of support that should be provided by the mentor (Hobson, 2002), as definitions, and this showed that they were not aware of them. Furthermore, the few examples participants mentioned (see Table 2) can be attributed to the duties the SETs learned from the SET course they attended before they assumed their role and could also be attributed to the experience gained throughout their work as SETs.

All SETs reported that observing lessons was one of the mentoring activities they perform. Other activity examples varied from the experienced and inexperienced SETs. The experienced SETs gave more specific examples of activities, as shown in Table 2, than the inexperienced SETs. For instance, the examples given by the inexperienced SETs included supporting, encouraging, helping teachers to think creatively, as stated by Participant D. Also, Participant F mentioned giving teachers the chance to discuss issues during PLDs and in meetings. The pre-observation conference was identified by

Participant E as the only example she could think of besides observing lessons. To conclude, the experienced SETs provided more examples of mentoring work than the inexperienced SETs. However, I do not believe this to be an indication of good knowledge of the mentoring process, rather it is an indication of the experience factor that has enabled them to be aware of their duties as senior teachers.

In Practice, To What Extent Do SETs Adopt a Mentoring Role in Working With Other Teachers?

The research question was approached in the investigation of three areas of practice that the SETs were requested to perform as the main part of their duties in school. Participants were asked about what process they followed in conducting: classroom visits, post-lesson discussions, and peer observations. Starting with the classroom visits, all SETs mentioned the same procedure of conducting classroom visits. As they reported, a pre-observation conference is performed during which they ask the teacher about the type of the lessons, what assessment they are going to have (objectives of the lesson) and what teaching techniques they are going to use. Pre-lesson discussions focusing mainly on objectives, can help teachers to reflect on their lesson later (Marriott, 2001). The second stage was the observation of the lesson where the focus was on warming up, teaching techniques and dealing with students and assessment. After that comes PLD. In the post-lesson discussion, both the experienced and inexperienced SETs described the same procedure in conducting PLDs and focused more on letting the teacher talk about their lesson and reflect on it. This was regarded as one of the mentor's duties that helped the mentee to reflect on their teaching performance during PLDs (Stoller, 1996). Moreover, providing an appropriate challenge by asking the teachers some questions helped involve the teachers in a reflective dialogue about their teaching (Arnold, 2006). Nevertheless, the study verified an existing study by Al-Abrawi (2009), which found that the SETs were doing their duty of giving the teachers opportunities to reflect on their teaching. Al-Abrawi (2009) also found that they were also judging the teachers' responses by asking probing questions, which is conducive to encouraging teachers to be more articulate about their practices.

Finally, all SETs showed awareness of getting teachers to visit other teachers according to their needs, which would help teachers learn from each other. However, only two SETs allowed teachers to visit other teachers due to the small number of teachers, as Participant E mentioned, she only had three teachers in her school. Participant D stated that she asked teachers to justify their choice of certain teachers with whom they liked to attend lessons to base the practice on a purpose.

In conclusion, all of the SETs adopted mentoring roles, especially in the way in which they observed teachers and the way they performed their observations. This is attributed to a belief in the same procedure. Furthermore, since none of the SETs mentioned the purpose of promoting teachers' reflective practice, this led to the conclusion that they are not aware of the purpose, even though they already perform the task.

What Challenges Do SETs Identify With Being a Mentor?

All of the SETs stated that dealing with uncooperative teachers was the most challenging part of their work. In fact, according to Hobson (2002) personality clashes are always possible. However, It is crucial for the mentor to gain the mentee's trust to succeed in mentoring and this is achieved by taking positive action (Fowle, 2000). Three of the SETs mentioned workload as another challenge and two SETs reported uncooperative school administration as another challenge they faced in their work. Schőn (1983) suggested alleviating teachers' workloads for the sake of facilitating critical reflection by providing space and time.

What Support Do SETs Feel Would Allow Them to Be More Effective Mentors?

In the study, it was shown that half of the SETs (3 out of 6) asked for their workload to be reduced. Researchers who have explored teachers' workloads have shown that there is a relationship between heavy workloads and teacher stress and morale (Johnstone, 1989). This can lead to job dissatisfaction, which is "a serious matter which may contribute to ineffectiveness, unproductivity, psychological distress and physical illness in employees" (Pennington, 1995, p. 6). The other SETs expressed a need for support from their school's administrations and from the English department in the directorate to provide them with workshops for their teachers.

Summary

The concept of mentoring was introduced in February, 2010 at a training conference for all SETs in the Batinah South Region. In the study, it was shown that SETs have a limited understanding of mentoring due to the lack of knowledge they have of the process. This has been inferred from the limited definitions of the process the participants presented and from the few examples given by the SETs on the requisite skills and the kinds of support needed for the teachers. None of the participants mentioned the concepts of professional and personal development or professional and personal support. Moreover, none of the participants mentioned professional and personal development as the main purpose of their mentoring work, but they did mention examples that lead to either development. Participant F mentioned professional development when she said, "as you know . . . peer observation is part of the professional development of the teacher." Furthermore, most of the participants' responses are attributed to either the experience they gained from working as SETs or from their knowledge of the duties they are expected to perform as SETs, especially in their descriptions of how to conduct PLDs, which was found to be the same with the both groups.

Conclusion and Suggestions for Further Research

The study can be considered the first of its kind because it is the first study in which a researcher explored senior English teachers' understandings of mentoring in the Omani context. Therefore, the insights provided in the study may be of interest to ministry officials and may be the starting point for a wider discussion of how SETs may be better supported. Since I did not investigate the effect of the SETs' qualifications, age, and gender in their perception of the mentoring process, future researchers could investigate these variables. Other suggestions include:

1. Researchers are advised to investigate comparisons among regions to see if there are regional differences in the SETs' perceptions of the mentoring process.

2. The teachers' attitudes towards the SETs' practices in mentoring could be investigated.

3. Further research is needed to investigate the SETs' practice of mentoring through observing them in practice.

4. Further research is also needed to investigate the emotional relationship between the senior English teachers and the teachers working with and the effect of this relationship on the teachers' professional development.

References

Abell, S. K., Dillon, D. R., Hopkins, C. J., McInerney, W. D., & O'Brien, D. G. (1995). Somebody to count on: Mentor/intern relationships in a beginning teacher internship program. *Teaching and Teacher Education, 11*(2), 173–188.

Adelman, N. (1998). *Trying to beat the clock: Uses of teacher professional development time in three countries.* Washington, DC: Department of Education. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ ericdocs2sql/content_storage_01/00 00019b/80/15/91/cd.pdf

Al-Abrawi, N. (2009) Senior English teachers' views of the benefits of post-lesson discussions. In S. Borg. (Ed.), *Researching English language teaching and teacher development in Oman.*(pp.37-45) Sultanate of Oman: Ministry of Education.

Al-Belushi, H. (2009). English teachers' perceptions of professional development activities. In S. Borg (Ed.), *Researching English language teaching and teacher development in Oman.*(pp. 92-101) Sultanate of Oman: Ministry of Education.

Al-Busaidi, Y. (2001). *The role of Islamic supervisors in professional development for teachers in secondary schools in the Sultanate of Oman.* (Master's dissertation). Oman: Sultan Qaboos University.

Al-Hammami, H. (1999) *Education for the 21st century: General education reform in the Sultanate of Oman: Motives, nature and strategies of implementation.* (Doctoral dissertation). University of Birmingham, School of Education & Continuing Studies: Birmingham, UK.

Al-Lamki, N. (2002). *Analysis of supervision feedback reports of senior English teachers in basic education schools.* (Master's dissertation).Sultan Qaboos University: Muscat.

Al-Sinani, S. (2007). *Promoting reflection through post-observation discussions.* (Master's dissertation). School of Education, University of Leeds: Leeds, UK.

Al-Zedjali, F. (2004). *Fostering professional development in post-lesson discussions: Perceptions of teachers and supervisors.* (Master's dissertation). School of Education: University of Leeds, UK.

Alleman, E. (1986). Measuring mentoring-frequency quality impact. In W. A. Gray and M. M. Gray (Eds.), *Mentoring: Aid to excellence in career development, business and the professions.*(30-54), British Columbia, Canada: The Xerox Reproduction Centre.

Anderson, E. M., & Shannon, A. L. (1988). Towards a conceptualization of mentoring. *Journal of Teacher Education, 39*(1), 38–42.

Anderson, E. M., & Shannon, A. L. (1995). Towards a conceptualization of mentoring. In T. Kerry, & A. S. Mayes (Eds.), *Issues in mentoring.* London, United Kingdom: Open University.

Arnold, E. (2006). Assessing the quality of mentoring: Sinking or learning to swim? *ELT Journal 60*(2), 117–124. Oxford University, United Kingdom: Oxford University Press.

Ayalon, A. (2007). A model for teacher mentoring of poor and minority children: A case study of an urban Israeli school mentoring program. *Mentoring & Tutoring, 75*(1), 5–23.

Back, D., & Booth, M. (1992) Commitment to mentoring. In M. Wilkin (Ed.), *Mentoring in schools* (pp. 29–42). London, UK: Kogan.

Bartz, D. C. (2008). *Mentoring and retention of first and second year teachers in North Dakota public schools.* Retrieved from Pro Quest Dissertations and Theses. UMI No. 3305498

Beardon, T. M., Booth, D., Hargreaves, & Reiss, M.(1992). *School-led initial teacher training.* Cambridge, UK:

Department of Education, University of Cambridge.

Bell, C. R. (2002). *Managers as mentors: Building partnerships for learning.* San Francisco, CA: Berrett-Koehler.

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social sciences* (3rd ed.). UK, Buckingham: Open University Press.

Bogdan, C. R., & Biklen, K. S. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston, MA: Allyn and Bacon.

Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*. Available at http://www.pathfind.org/site/PageServer?pagename= Publications_FOCUS_In-Depth_Interviews..

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco, CA: Jossey-Bass.

Brooks, V., & Sikes, P. (Eds.) (1997). *The good mentor guide: Initial teacher education in secondary schools*. UK, Buckingham: Open University Press.

Butcher, J. (2002). A case for mentor challenge? The problem of learning to teach post 16. *Mentoring and Tutoring, 10*(3), 197–220.

Carruthers, J. (1993). The principles and practice of mentoring. In B. Caldwell & E. Carter (Eds.), *The return of the mentor: Strategies for workplace learning* (pp. 9–24). London, UK: Falmer Press.

Clawson, J. G. (1980). Mentoring in managerial careers. In C.B. Derr (Ed.), *Work, family and the career*. New York, NY: Praeger.

Clutterbuck, D. (1991). *Everyone needs a mentor*. Wimbledon, UK: Institute of Personnel Management.

Cohen, D., & Crabtree, B. (2006, July). *Qualitative research guidelines project*. Retrieved from :.htmlhttp://www.qualres.org/HomeSemi-3629.html

Cohen, L., & Manion, L. (1994). *Research methods in education (4th ed.)*. London, UK: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London and New York: Routledge Falmer.

Crockett, M. (2002). Inquiry as professional development: Creating dilemmas through teachers' work. *Teaching and Teacher Education, 18,* 609–624.

Daresh, J. C. (2001). *Leaders helping leaders* (2nd ed.). CA: Corwin Press.

Darling, L. A. W. (1989). The mentoring discovery process: Helping people manage their mentoring. *Mentoring International*, *3*(2), 12–16.

Daloz, L. (1983). Mentors: Teachers who make a difference. *Change, 15*(6), 24–27.

Denscombe, M. (1998). *The good research guide for small-scale social research projects.* Buckingham: Open University Press.

Denscombe, M. (2003*). The good research guide*. Oxford, UK: Oxford University Press.

Dodgson, J. (1986, Spring). Do women in education need mentors? *Education Canada*, p. 29.

Drever, E. (1995). *Using semi-structured interviews in small-scale research*. Edinburgh, United Kingdom: The Scottish Council for Research in Education.

Drever, E. (2003). *Using semi-structured interviews in small scale research.* Glasgow, UK: The SCRE Centre.

ELCD. (2001). *Effecting changes to basic education schools*. Muscat: Ministry of Education, Sultanate of Oman.

Feiman-Nemser, S., & Parker, M. B. (1992, Spring). Mentoring in context: A comparison of two US programs for beginning teachers. *National Centre for Research on Teacher Learning*: *Special Report*, pp.1–20.

Field, B., & Field, T. (1994). *Teachers as mentors: A practical guide*. Washington, DC: Falmer Press.

Fletcher, S (2000*) Mentoring in schools: A handbook of good practice*. London, UK: Kogan Page.

Fowle, C. 2000. 'Teacher training: a web of trust'. *The Teacher Trainer*, 14(3), 6–8.

Freeman, D. (1992). Language teacher education, emerging discourse, and change in classroom practice. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education.*(pp.24-50), Hong Kong: City Polytechnic of Hong Kong.

Furlong, J., & Maynard, T. (1995). *Mentoring student teachers: The growth of professional knowledge*. London, UK: Routledge.

Gilles, C., & Wilson, J. (2004). Receiving as well as giving: Mentors' perceptions of their professional development in one teacher induction program. *Mentoring & Tutoring: Partnership in Learning, 12*(1), 87–106. [Retrieved from Academic Search Premier database: http://www.ebscohost.com/thisTopic.php?topicID=1&marketID=1]

Gillham, B. (2000). *Case study research methods*. London, United Kingdom: Continuum.

Hamilton, R. (1993). *Mentoring*. London, United Kingdom: The Industrial Society.

Hobson, A. J. (2002). Student teachers' perceptions of school-based mentoring in initial teacher training (ITT). *Mentoring and Tutoring, 10*(1), 5–20.

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education, 25*, 207–216.

Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human Studies, 8*, p. 279–303.

Jacques, K. **(**1992). Mentoring in initial teacher education. *Cambridge Journal of Education, 22*(3), 337–350.

Johnstone, M. (1989). *Stress in teaching: An overview of research*. Edinburgh, United Kingdom: Scottish Council for Research in Education.

Klopf, G., & Harrison, J. (1981, September). Moving up the career ladder: A case for mentors. *Principal*,20(4), 41–43.

Lindgren, U. (2007). New into the profession: A study of the mentoring of novice teachers in Sweden. *Journal of In-Service Education, 33*(2), 241–234.

Lopez-Real, F., & Kwan, T. (2005). Mentors' perceptions of their own professional development during mentoring. *Journal of Education for Teaching, 31*(1), p. 15–24.

Malderez, A., & Bodo´czky. C. (1999). *Mentor courses*. Cambridge, United Kingdom: Cambridge University Press.

Malderez, A., Hobson, A. J., Tracey, L., & Kerr, K. (2007). Becoming a student teacher: Core features of the experience. *European Journal of Teacher Education*, *30*(3), 225–248.

Marriott, G. (2001). *Observing teachers at work*. Oxford, United Kingdom: Heinemann.

Martin, S. (1996). Support and challenge: Conflicting or complementary aspects of mentoring novice teachers?

Teachers and Teaching, 2(1), 52.

Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook qualitative data analysis* (2nd ed.). London, United Kingdom: SAGE Publications.

Ministry of Education. (2002b). *Basic education in the Sultanate of Oman: Guide to the first cycle grades 1–4, Sultanate of Oman*. Oman: Ministry of Education Press.

Ministry of Education (Senior English Teachers' Course, October,2009).

Mishler, E. G. (1986). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.

Moon, J. (1994). Teachers as mentors: A route to in-service development. *ELT Journal, 48*(4), 374–355.

Moor, H., Halsey, K., Jones, M., Martin, K., Stott, A., Brown, C., & Harland, J. (2005). *Professional development for teachers early in their careers: An evaluation of the early professional development pilot scheme*. Nottingham, United Kingdom: Department for Education and Skills.

Parsloe, E. (1992). *Coaching, mentoring and assessing*. London, United Kingdom: Kogan Page.

Pennington, M. C. (1995). Work satisfaction, motivation and commitment in teaching English as a second language. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/00 00019b/80/16/50/76.pdf

Phillips-Johnes, L. (1982). *Mentors and protégés*. New York, NY: Arbor House.

PriceWaterhouseCoopers. (2001). Teacher workload study. Retrieved from http://www.teachernet.gov.uk/research/policyarchive/workforceremodelling /workloadstudy/

Punch, F. K. (1998). *Introduction to social research: Quantitative and qualitative approaches.* London: Sage.

Ragins, B. R., Cotton, J. L., & Miller, J. S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal, 43*(6), 1177. doi: 10.2307/1556344

Randolph, K., & Johnson, J. (2008). School-based mentoring programs: A review of the research. *Children & Schools*, *30*(3), 177–185.

Reed, D., Rueben, K., & Barbour, E. (2006). *Retention of new teachers in California*. California: Public Policy Institute of California.

Richards, K. (2003). *Qualitative inquiry in TESOL*. London, United Kingdom: Palgrave Macmillan.

Rivas, K. S. (2010). *Beginning teachers' perceptions of effective practices used by their mentor.* (Doctoral dissertation). University Of Southern California: California.

Roberts, J. (1998). *Language teacher education*. London, UK: Arnold.

Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage Publications.

Schőn, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

Seliger, H., & Shohamy, E. (1989). *Second language research methods*. Oxford, UK: Oxford University Press.

Shea, G. (1992). *Mentoring*. London, United Kingdom: Kogan Page.

Silverman, D. (2000). *Doing qualitative research*. London, United Kingdom: Sage publications.

Simpson, T., Hastings, W., & Hill, B. (2007). I knew that she was watching me: The professional benefits of

mentoring. *Teachers and Teaching: Theory and Practice, 13*(5), 481–498.

Stephens, P. (1996)*. Essential mentoring skills: A practical handbook for school-based teacher educators*. Cheltenham: S. Thornes.

Stephenson, J. (1997). *Mentoring- the new panacea.* London, Dereham: Peter Francis Publishers.

Stoller, F. (1996). Teacher supervision: Moving towards an interactive approach. *English Teaching Forum, 34.* Retrieved from http://eca.state.gov/forum/vols/vol34/no2/p2.htm

Swetnam, D. (2000). *Writing your dissertation.* Oxford, UK: Oxford University Press.

Taylor, P. (2003). *How to design a training course: A guide to participatory curriculum development*. London, UK: Voluntary Service Overseas.

Underhill, C. M. (2006). The effectiveness of mentoring programs in corporate. settings. A meta-analytical review of the literature. *Journal of Vocational Behavior, 68*(2), 292

Ur, P. (1999) *A Course in Language Teaching: Practice and theory.* UK, Cambridge. Cambridge University Press.

Wall, M., & Smith, P. (1993). Mentoring and newly-qualified teachers. In P. Smith, & J. West-Burnham (eds.), *Mentoring in the Effective School.* Harlow, UK: Longman.

Wang, S., Noe, R., Wang, Z., & Greenberger, D. B. (2009). What effects willingness to mentor in the future? An investigation of attachment styles and mentoring experiences. *Journal of Vocational Behavior*, *74*, 245.

Wellington, J. (2000). *Educational research*. London, UK: Continuum.

Wilkin, M. (1997). The ubiquitous mentor. In J. Stephenson (Ed.), *Mentoring: The new panacea.* London, Dereham: Peter Francis Publishers.