



International Journal  
on  
New Trends in Education  
and  
Their Implications  
(IJONTE)

April 2017

Volume: 8

Issue: 2

ISSN 1309-6249

<http://ijonte.org>

### Contact Addresses



Prof. Dr. Zeki Kaya, Gazi Üniversitesi, Gazi Eğitim Fakültesi, Eğitim Bilimleri Bölümü  
Teknik Okullar Ankara/Türkiye  
E. Mail: [ijonte2010@gmail.com](mailto:ijonte2010@gmail.com)

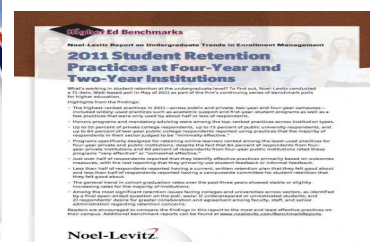


Prof. Dr. Uğur Demiray, Anadolu Üniversitesi, İletişim Bilimleri Fakültesi, Yunusemre  
Kampüsü, 26470 Eskişehir/Türkiye  
E. Mail: [ijonte2010@gmail.com](mailto:ijonte2010@gmail.com) Phone: +905422322167

### Abstracting & Indexing

International Journal on New Trends in Education and Their Implications (IJONTE) is currently indexed, abstracted and listed starting with the first issue in:





## Sponsors



## Editors

Prof. Dr. Zeki Kaya, Gazi University- Turkey

Prof. Dr. Ugur Demiray, Anadolu University- Turkey

## Associate Editors

Assoc. Prof. Dr. Beyhan Zabun, Gazi University- Turkey

Assoc. Prof. Dr. Ilknur Istifci, Anadolu University- Turkey

Assist. Prof. Dr. Nazan Dogruer, Eastern Mediterranean University- TRNC

Assist. Prof. Dr. Ramadan Eyyam, Eastern Mediterranean University- TRNC

Dr. Ufuk Tanyeri, Ankara University, Turkey

## Assistant Editor

PhDc. Ipek Menevis, Eastern Mediterranean University- TRNC

## Editorial Board

Prof. Dr. Ali H. Raddaoui, University of Sfax- Tunisia

Prof. Dr. Abdul Hakim Juri, University of Kuala Lumpur- Malaysia

Prof. Dr. Ahmet Pehlivan, Cyprus International University- TRNC

Prof. Dr. Ali Simsek, Anadolu University- Turkey

Prof. Dr. Antoinette J. Muntjewerff, Amsterdam University- Netherlands

Prof. Dr. Antonis Lionarakis, Hellenic Open University- Greece

Prof. Dr. Augustyn Bańka, Nicolaus Copernicus University- Poland

Prof. Dr. Boriss Misnevs, Transport and Telecommunication Institute- Latvia

Prof. Dr. Charlotte Nirmalani (Lani) Gunawardena, University of New Mexico- USA

Prof. Dr. Christine Howe, University of Cambridge- United Kingdom

Prof. Dr. Cevat Celep, Kocaeli University- Turkey

Prof. Dr. Cleborne D. Maddux, University of Nevada- USA

Prof. Dr. Coskun Bayrak, Anadolu University- Turkey

Prof. Dr. Danièle Moore, Simon Fraser University- Canada

Prof. Dr. Emine Demiray, Anadolu University- Turkey

Prof. Dr. Erol Yildiz, Alpen-Adria University- Austria

Prof. Dr. Esmahan Agaoglu, Anadolu University- Turkey

Prof. Dr. Francis Glasgow, Guyana University- South America

Prof. Dr. Gonca Telli Yamamoto, Okan University- Turkey

Prof. Dr. Gul Nurgalieva, Joint-stock company, "National Center of Information"- Kazakhstan

Prof. Dr. Harold Bekkering, University of Nijmegen- Netherlands

Prof. Dr. H. Ferhan Odabasi, Anadolu University- Turkey

Prof. Dr. Heli Ruokamo, University of Lapland- Finland

Prof. Dr. I. Hakki Mirici, Hacettepe University- Turkey

Prof. Dr. Jim Flood, Open University- United Kingdom

Prof. Dr. Jozef Gašparík, Slovak University of Technology in Bratislava- Slovakia

Prof. Dr. Kiyoshi Nakabayashi, Kumamoto University- Japan  
Prof. Dr. K. M. Gupta, Motilal Nehru National Institute of Technology- India  
Prof. Dr. Liliana Ezechil, University of Pitești- Romania  
Prof. Dr. Manuel Alberto M. Ferreira, Lisbon University Institute- Portugal  
Prof. Dr. Marie J. Myers, Queen's University- Canada  
Prof. Dr. Mehmet Durdu Karsli, Çanakkale Onsekiz Mart University- Turkey  
Prof. Dr. Mehmet Kesim, Anadolu University- Turkey  
Prof. Dr. Meral Aksu, Middle East Technical University- Turkey  
Prof. Dr. Min Jou, National Taiwan Normal University- Taiwan  
Prof. Dr. Modafar Ati, Abu Dhabi University- United Arab Emirates  
Prof. Dr. Mohamed Abolgasem Artemimi, Zawia Engineering College- Libya  
Prof. Dr. Mufit Komleksiz, Cyprus International University- TRNC  
Prof. Dr. Mustafa Cakir, Anadolu University- Turkey  
Prof. Dr. Nedim Gurses, Anadolu University- Turkey  
Prof. Dr. Paul Kawachi, Beijing Normal University- China  
Prof. Dr. Ramesh C. Sharma, Indira Gandhi National Open University- India  
Prof. Dr. Richard C. Hunter, University of Illinois at Urbana-Champaign- USA  
Prof. Dr. Roberta E. (Bobby) Harreveld, Queensland University- Australia  
Prof. Dr. Rozhan M. Idrus, School of Distance Education, University Sains- Malaysia  
Prof. Dr. Santosh Panda, Indira Gandhi National Open University- India  
Prof. Dr. Selahattin Gelbal, Hacettepe University- Turkey  
Prof. Dr. Sharif H. Guseynov, Transport and Telecommunication Institute- Latvia  
Prof. Dr. Tamar Lominadze, Georgian Technical University- Georgia  
Prof. Dr. Tanja Betz, Goethe University- Germany  
Prof. Dr. Tony Townsend, University of Glasgow- United Kingdom  
Prof. Dr. Ugur Demiray, Anadolu University- Turkey  
Prof. Dr. Valentina Dagiene, Institute of Mathematics and Informatics- Lithuania  
Prof. Dr. Xibin Han, Tsinghua University- China  
Prof. Dr. Yavuz Akpınar, Bogaziçi University- Turkey  
Prof. Dr. Yoav Yair, The Open University of Israel- Israel  
Prof. Dr. Yuksel Kavak, Hacettepe University- Turkey  
Prof. Dr. Zeki Kaya, Gazi University- Turkey  
Assoc. Prof. Dr. Carlos Machado, Vrije University- Belgium  
Assoc. Prof. Dr. Danny Bernard Martin, University of Illinois at Chicago- USA  
Assoc. Prof. Dr. Demetrios G. Sampson, University of Piraeus- Greece  
Assoc. Prof. Dr. Irfan Yurdabakan, Dokuz Eylül University- Turkey  
Assoc. Prof. Dr. Natalija Lepkova, Vilnius Gediminas Technical University- Lithuania  
Assoc. Prof. Dr. Nigel Bagnall, The University of Sydney- Australia  
Assoc. Prof. Dr. Rositsa Doneva, Paisii Hilendarski University of Plovdiv- Bulgaria  
Assoc. Prof. Dr. Piet Kommers, University of Twente- Netherlands  
Assoc. Prof. Dr. S. Raja, ASL Pauls College of Engineering and Technology- India  
Assoc. Prof. Dr. Shivakumar Deene, Karnataka State Open University- India  
Assoc. Prof. Dr. Steve Wheeler, University of Plymouth- United Kingdom  
Assist. Prof. Dr. Katherine Sinitsa, International Research and Training Center- Ukraine  
Assist. Prof. Dr. Roxana Criu, Cuza University- Romania  
Assist. Prof. Dr. Zdena Lustigova, Charles University- Czech Republic  
Dr. Carmencita L. Castolo, Polytechnic University- Philippines  
Dr. Hisham Mobaideen, Mu'tah University- Jordan  
Dr. Simon Stobart, University of Teesside- United Kingdom  
Dr. Ufuk Tanyeri, Ankara University, Turkey



**Dear IJONTE Readers,**

International Journal on New Trends in Education and Their Implications- IJONTE appears on your screen now as Volume 8, Number 2. In this issue it publishes 4 articles. And this time, 7 authors from 3 different countries are placed. These are Bulgaria, Morocco and Turkey

Our journal has been published for over five years. It has been followed by many people and a lot of articles have been sent to be published. 494 articles have been sent to referees for forthcoming issues. They will be published according to the order and the results. Articles are sent to referees without names and addresses of the authors. The articles who get positive responses will be published and the authors will be informed. The articles who are not accepted to be published will be returned to their authors.

We wish you success and easiness in your studies.

Cordially,

1<sup>st</sup> April, 2017

Editors

Prof. Dr. Zeki KAYA, Gazi University, Ankara- TURKEY

Prof. Dr. Ugur DEMIRAY, Anadolu University, Eskisehir- TURKEY

## ARTICLES

- 01. CONTEMPORARY EDUCATIONAL METHODS FOR COMMUNICATION:  
PSYCHOLOGICAL IMPACTS.....01**  
Prof. Dr. Sedat CERECİ- TURKEY
- 02. COMPARISON OF PISA 2012-2015 RESULTS WITH TURKEY AND  
ESTONIA AND FINLAND.....10**  
Prof. Dr. Orhan KARAMUSTAFAOĞLU, Assist.Prof. Dr. Turgut İLERİ, Lect. A. Rasim AHISHA
- 03. MEASURES FOR LIMITING CORRUPTION UPON MIGRATION WAVE IN EUROPE.....19**  
Assist. Prof. Dr. Jordan DELIVERSKY- BULGARIA
- 04. DEVELOPING LESSON PLANS FOR VISUALLY IMPAIRED STUDENTS OF ENGLISH.....26**  
Fatima Zohra KROUM, Jihane BENMASSOUD- MOROCCO



## CONTEMPORARY EDUCATIONAL METHODS FOR COMMUNICATION: PSYCHOLOGICAL IMPACTS

Prof. Dr. Sedat CERECİ  
Mustafa Kemal University  
Communication Faculty  
31030 Hatay- TURKEY

### Abstract

Education is directly concerned with psychology but use of psychology in educational methods is not sufficiency. This study discusses requirements of contemporary education methods and evaluates psychological impacts on communication education and emphasizes productivity of psychological impacts on communication education. Modern age develops on many different dynamics and on a modern economical model and people live in high rhythm lives and in anxious psychological situations. Contemporary conditions affect all components of modern life and all approaches and behaviors and requirements change due to contemporary developments. Education methods naturally change and contemporary methods require modern conditions and modern approaches. Psychology is especially regarded in business and in education because of contemporary conditions and it is noticed that psychology affected productivity. Psychology is used as a positive impact to increase productivity in education in some countries and they get success and respect.

**Keywords:** Education methods, communication, psychological impacts, contemporary education.

### INTRODUCTION

Education method is a problem for governments and for educational organizations because of contemporary conditions. Many countries try to adapt their policies for contemporary conditions and change their programs. Over the last few decades, in Europe, the United States, the United Kingdom and Australia, increasing numbers of higher education teachers and researchers have been concentrating on how to improve the quality of teaching and learning. Innovative experimental work has resulted in the formulation of a number of teaching and learning theories, strategies and approaches (Yue, 2004: 12). New approaches and strategies concentrated on human and psychology. Education is concerned with many different components and education requires special conditions and special instruments. Behavioural models of learning focus on observable outcomes of learning as influenced predominately by the key principles of reinforcement theory in different learning contexts. This theory considers all behaviour is learned according to rules which shape, change or sustain it. Cognitive-behavioural approaches take account of the capacity of individuals to understand and reflect on their behaviour (Davis and Florian, 2004: 8). Education is art of teaching and changing behaviors and creating awareness. To create expected effect in education requires physical conditions and also psychological conditions and educators use human psychology in education (Allin, 2014: 98). Productivity in education is directly concerned with effecting psychology and conduct psychology.

Communication is psychological need of man and someone can not stand without communication and can survive his life on the base of communication. Basic communication is learnt in cultural ambience from the childhood and old generations teach requirements of communication in daily behaviors. Communication is a natural action and people conduct their lives via communication and create civilization on communication base (Yeager and Walton, 2011: 288). Education is planning and arrangement and persuasion process and educator has to use realistic data and moderate approach. Educators firstly have to comprehend human psychology and teach politely and persuade with faith. Education absolutely requires to address psychology and to effect psychology (Song and Herman, 2010: 366). Psychology creates and arranges emotions and provides energy for human.



Contemporary education methods are reorganized due to contemporary conditions and due to what modern dynamics require. Technology is absolutely used in education and modern approaches are naturally used in education. Modern educators think requirements of the age and expectations of the world and plan the most efficient methods for education (Shochet and Chiang, 2011: 338). Contemporary communication education is planned by the help of approaches that are concerned with psychology and sociology and anthropology and some other social sciences. Communication is a social actions and changes people into society via its complicated impacts (Popolovcan, 2012: 207). Communication is message transfer and beside this it is human need and psychological therapy.

## **CHARACTER OF COMMUNICATION**

Everyone seeks an opportunity to greet someone in the morning and he is very happy when someone greets him. This is communication need and power of communication. Everyone need to tell his opinion or his feelings and looks for another one to share them. This is a primary humanitarian need. Communication is concerned with all life from family relations to social matters and also to wars (Mason and Falk, 2016: 177). Communication is a condition of being a society.

Communication is a message transfer between sender and receiver and contains message, media and feedback. It is not only a transfer but also a humanistic need and a social action that organizes the society (Napoli and Friedland, 2016: 54). Communication provides people to convey knowledge and opinions and it also ensures that people learn everything. People have been communicated for thousands years from the beginning and they left numerous messages in different ways to next generations. People shared their knowledge and opinions via communication and had civilization via communication (Hogan and Shepherd, 2015: 23). Communication provides numerous message and numerous facilities for people.

Communication scientists and medical staff accept that people who can not communicate are unhealthy. Communication is a kind of information but communication is mutual information. Information behavior may be understood as "the totality of human behavior in relation to sources and channels of information, including both active and passive information seeking, and information use" (Wahl and Grimm, 2016: 3). Communication brings people closer together and makes people feel good because of message sharing. People convey what they want to tell via communication and people can learn what they want to know.

Communication, derived from the Latin word 'Communicare' which means, to share; is the process of transmitting information and understanding. It is the transference of meaning between individuals and the means of reaching, understanding and influencing others. Skill to communicate depends on the capacity of an individual to convey ideas and feelings to another to evoke a desired response. In management, communication is a mixture of personal attributes and organizational aspects. People have used different techniques and different media to convey their messages and technology provided numerous facilities for communication in modern age (Webb, 2016: 467). Communication help people for many need of people.

Someone can participate in social structure via communication and gets social role via communication and conducts his relations via communication too. Social relations provide individual to have an identity and ease his works. Communication can solve all problems and provides people peace ambience (Walter, 2016: 34). Communication present people numerous facilities for their physical need and for their spiritual need and make them more energetic and happier.

People can easily get physical needs and also spiritual needs. Communication is one of the main ways to answer spiritual needs because of character of communication. Communication provide people to share all spiritual accumulation and spiritual presence and their opinions. Communication is like spiritual therapy and communication makes people happy (Clement and Obar, 2016: 214). Because of this, the most common human action is conversation for thousands years.

## EDUCATION METHODS

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers (Acca and Aicwa, 2015: 14). "Education is a learning process which deals with unknown outcomes, with circumstances which require a complex synthesis of knowledge, skills and experience to solve problems which are often one off problems....education refers its questions and actions to principles and values rather than merely standards and criteria". In mainstream education, training can be defined as "a learning process with known outcomes, often dealing in repetitive skills and uniform performances which are expressed as standards or criteria" (McKimm and Jollie, 2007: 8). Education includes many different components and many different approaches.

Education is a traditional process in traditional age in which people used to live in rural areas and were farming and used to take care of traditions. Education was a responsibility of old generations and life-long learning was the main method for people. People generally used to use traditional values and traditional rules to educate next generations and everybody used to accept the method. Almost all people used to work and produce and live in traditional values and were educated by adult people (Gurzynski-Weiss and others, 2015: 69). People generally did not used to technological facilities because of conditions.

Education is the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution. The earliest educational processes involved sharing information about gathering food and providing shelter; making weapons and other tools; learning language; and acquiring the values, behaviour, and religious rites or practices of a given culture. Before the invention of reading and writing, people lived in an environment in which they struggled to survive against natural forces, animals, and other humans. To survive, preliterate people developed skills that grew into cultural and educational patterns (Fidoic, 2010). Firstly missionaries and many others need modern education to convey their messages and to persuade people and try to improve modern methods and approaches for modern education. Age changed and modern age requires modern methods and modern approaches for education. Traditional methods are invalid in modern conditions and approaches of people also changed in change of age (Sarma, 1996: 32). Traditional methods also changed rapidly.

The world is changing rapidly, for example, consider technological development, and the information explosion. According to the Review of Australian Higher Education 'students face a world in which much of the work they will do has not yet even been imagined. The pace of technological change and the growing access to new technologies means that individuals will constantly need to reinvent themselves'. In other words, students are asked to have the ability to fit into and push social development (Yue, 2004:13). Beside this, humanistic features come to the forefront in education.

Physical conditions changed in modern education and spiritual approaches naturally changed too. Not only teacher but pupils conduct lesson together in modern education and psychologies of pupils and teachers are absolutely regarded because of productivity of education (Nazzal: 2017). Learning is a mind work and also concerned with psychology.

Psychology is one part of human existence and conducts almost all life of people beside mind. People often decide about their business or about their lives via their mood and their psychology has important role for their actions and for their decisions. Psychology is an active factor in business process and in family relations and also in educational process. Success of pupils is depend on psychology of pupils (Idris, 2009: 108). Psychology is a factor that can affect all existence of man and his life.

## PSYCHOLOGICAL IMPACTS in CONTEMPORARY EDUCATION

In some studies, cross-sectional data are used to draw the learning progression map by the RSM analysis. Despite that longitudinal data is not collected to validate the learning paths, the established learning progression map is potentially useful and helpful for practitioners. Some researchers pointed out that there is more than one path for learning progressions (Chen and Xin, 2016: 137). In recent years, there has been increasing interest in understanding the relationship between cognition and emotion in educational and psychological contexts underlining how the interrelation between cognitive and emotional processing affects social and academic adjustment. Child development at the intersection of emotion and cognition (Martinez-Monteaquedo and others, 2016: 241). Education is directly concerned with psychology.

Psychology of a student in a group is also discussed for productivity of education and group education was reorganized in some educational organizations. Group discussions are, as previously indicated, a significant part of group learning and they have been defined as a group of individuals that come together for verbal communication to make decisions or simply share knowledge. In an educational context, the teacher often introduces concepts or questions to discuss, or the group analyses a problem or carries out an assigned task. Hence, group discussions are viewed within the context that the learning takes place when completing a well-defined task (Stenlund and others, 2016: 148). Education and psychology are interdependent. One psychologist said that I did not understand how a teacher could teach without the knowledge of education Psychology. Psychology had changed the spirit of education and it gives new meaning to learning in classroom. Psychology also changed the old concept of education where only upper class had the ability and right to learn. Psychology gives education the theory of individual differences that every child has different mental ability and learns with different pace. Today in modern era, education psychology is the foundation of education. Psychology effect education in every field of teaching learning process (Nezhad and Vahedi, 2011: 330). Modern educators can not plan an educational method without psychology.

Modern education is oriented towards student motivation and provide energy for pupils. Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them (Ryan and Deci, 2000: 54). Beside motivation, self-efficacy has emerged as a highly effective predictor of students' motivation and learning. As a performance-based measure of perceived capability, self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. Researchers have succeeded in verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as students' activity choices, effort, persistence, and emotional reactions. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement (Zimmerman, 2000:5). Modern education is firstly trying to bring people.

Psychology is shaped by race, culture, environment and many other factors and family relations directly effect psychology. All factors that shape psychology also affect education and modern education is planned due to psychological factors (McInerney and, Flowerday, 2016: 1). Methods of education vary from community collection and any community teach and learn differently. The differences are regarded in education policies and apply in education practice (Rosario and others, 2015: 88). Initial psychological effects begin with acclimatization to the student's adaptation and then student's school love is provided. Everything in an education organization is arranged due to students

and the character of the student determines the whole system in modern education (Kaplan and Flum, 2012: 173). The student is in the center of the educational system in modern age.

### **PSYCHOLOGICAL IMPACTS in CONTEMPORARY COMMUNICATION EDUCATION**

Some economical or educational organizations began to employment psychologist, trainers, facilitators, assessors, coaches and consultants recently. Managers were aware of spiritual factors and started to use psychological effects for productivity (National College for Teaching & Leadership, 2017). Productivity in economy and in education requires some physical and psychological conditions and development in education is concerned with psychological impacts in education. Education and also communication are spiritual issues and require using psychological items (Kirk-Kuwaye and Sano-Franchini, 2015: 102). Communication education organizations also employment psychologist to get high productivity.

There are many factors which can enhance the development and the democratization process in society. Communication education is one such factor. There is a crucial link between communication, development and the democratization of society. The question of communication education is one of manpower training and development. This problem exists at all levels in all sectors of society. The issue of manpower development is more acute in developing countries than in the developed world. The shortage of qualified manpower is one of the major characteristics of underdevelopment (Chimutengwende, 1988: 33). Character of communication education method determines development of a community.

Understanding how people use messages to generate meaning within and across various contexts, cultures, channels, and media is an issue of vital importance in contemporary society. Scholars outside of the communication discipline bear witness to the centrality of communication education (Morreale and Pearson, 2008: 224). The modern communication education is based on contemporary requirements and the method requires research-based approach. Communication education has to include more details and lot of information and desk-research of existing information, interviews, questionnaires, web surveys, focus groups and expert interviews for modern age. Often a combination of methods is used (Hesselink and others: 243). Scientists and educators tell that pupils absolutely need high technology and well-designed classrooms due to student psychology to learn in modern age (Roekel, 2012: 32). Modern age is based on capital and consumption but all sectors target human psychology due to contemporary conditions.

Peer education, support groups, counselling and interpersonal communication are important components of a reproductive health programme. Peer education allows for dissemination of information and discussion about specific topics by members of a person's own age or social group. It often provides the most comfortable atmosphere for dialogue around sensitive issues. In peer education situations, the lead peer educator has been trained not only in interpersonal skills but also in the content area upon which the education focuses. Support groups provide mutual assistance among members who share a common situation or problem. Such groups often provide a special form of social support that may be lacking in other networks. Support groups are recognized to have particular benefits for women, including improved psychological well-being, increased community participation, and greater message comprehension (Hamill, 2001: 11). Education is now a field that covers all the factors: Gender, race, culture, differences, energy and all psychological situations.

Communication education is vital to the development of the whole person. Educators and researchers expressed concern that, as young people develop in contemporary society, they may not be learning the critical language, verbal, and oral skills that they will need. These concerns were related to the development of an array of communication abilities by young people of all ages and at all grade levels, including those with disabilities. Communication education helps to develop the ability to communicate with an array of different types of people in different situations including peers, parents, and teachers. Communication training also aids in the development of self-confidence and

people and human relation skills (Morreale and Pearson, 2008: 230). Communication education is important because it covers a very wide area.

## CONCLUSION

Education is a need of people for thousands years and people have developed different methods and instruments for education. People have had too much accumulation and information and they wanted to convey them to next generations. Information transfer and change of behaviors of next generations is education. Education is a serious social matter and all people and also administrators try to provide available education facilities for next generations.

People used many different methods for education and they tried to get the most productive results. They tried to present the best instruments and the best physical conditions and psychological ambiances for education. Success of education depends on many different conditions and education is affected by all kinds of factors, from policy or economy or daily life.

Age changed and contemporary conditions present people modern style and people arrange their lives due to contemporary conditions. Administrators also arrange their policies and works due to modern conditions and education is also arranged due to contemporary conditions. Modern classrooms and technological facilities and well-educated teachers and modern approaches are the components of modern education.

One of the requirements of modern education is psychological factor and to regard psychology in education. All styles of education need psychological factor but communication education especially need psychology. Because communication is a spiritual need and psychological factor has absolutely to be regarded because of productivity of education.

## BIODATA AND CONTACT ADDRESS OF AUTHOR



Sedat Cereci is professor Communication Faculty in Mustafa Kemal University. Studied radio and television broadcasting at Communication Faculty in the University of Istanbul between 1982 and 1986. He studied on documentary film at doctorate process at the University of Istanbul between 1988 and 1992. He works at magazines and at newspapers as journalist and as redactor and works at Yuzuncu Yil University as professor and teaches radio and television broadcasting. Wrote many essays, participated in conferences and in symposiums all over the world, worked in international projects, wrote for magazines and for websites. He was assigned as Dean of Fine Arts Faculty at Batman University in 2010 and arranged a multilingual film festival in Batman. He studied classical Turkish music, composed songs in different forms and produced radio programs at TRT Istanbul Radio. He settled a multilingual music group who sings in 5 languages at Fine Arts Faculty and had concerts. He directed documentary films about cultural topics and participate in international film festivals. Beside directing documentary film, he wrote 19 books about communication, and television producing. He also takes photograph and had exhibitions in different cities.

Prof. Dr. Sedat CEREÇİ  
Mustafa Kemal University  
Communication Faculty  
31030 Hatay- TURKEY  
E. Mail: [s.cereci@gmail.com](mailto:s.cereci@gmail.com)



## REFERENCES

- Acca, D. V. S. and Aicwa, R. V. (2015). *Innovative Methods of Teaching*. Arizona University Press.
- Allin, L. (2014). Collaboration Between Staff and Students in the Scholarship of Teaching and Learning: The Potential and the Problems. *Teaching & Learning Inquiry: The ISSOTL Journal*, 2 (1): 95-102.
- Chen, F. and Xin, Y. Y. T. (2016). Developing a learning progression for number sense based on the rule space model in China. *Educational Psychology An International Journal of Experimental Educational Psychology*, 37 (2): 128-144.
- Chimutengwende, C. C. (1988). The Role of Communication Education in the Development and Democratization of African Society. *Africa Media Review*, 2 (2): 29-45.
- Clement, A. and Obar, J. A. (2016). Keeping Internet Users in the Know or in the Dark: An Analysis of the Data Privacy Transparency of Canadian Internet Carriers. *Journal of Information Policy*, (6): 294-331.
- Davis, P. and Florian, L. (2004). *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. Norwich: The Crown.
- Fidoic (2010). Modern Education System. the Pro's and Con's.  
<https://bupinder21.wordpress.com/2010/08/27/modern-education-system-the-pros-and-cons/>.
- Gurzynski-Weiss, L. and Long, A. Y. and Solon, M. (2015). Comparing Interaction and Use of Space in Traditional and Innovative Classrooms. *Hispania*, 98 (1): 61-78.
- Hamill, C. (2001). *Perspectives for the Future*. Geneva: World Health Organization.
- Hesselink, F. and Goldstein, W. and Kempen, P. P. and Garnett, T. and Dela, J. (2007). *Communication, Education and Public Awareness (CEPA)*. Montreal: The Secretariat of the Convention on Biological Diversity and IUCN.
- Hogan, M. and Shepherd, T. (2015). Information Ownership and Materiality in an Age of Big Data Surveillance. *Policy Journal of Information*, (5): 6-31.
- Idris, I. and Yajid, M. S. and Khatibi, A. (2009). Personal and Psychological Factors-Does it Impact the Choice of Advertising Medium? *Journal of Social Sciences*, 5 (2): 104-111.
- Kaplan, A. and Flum, H. (2012). Identity formation in educational settings: A critical focus for education in the 21st century. *Contemporary Educational Psychology*, 37 (3): 171-175.
- Kirk-Kuwaye, M. and Sano-Franchini, D. (2015). "Why Do I Have to Take This Course?": How Academic Advisers Can Help Students Find Personal Meaning and Purpose in General Education. *The Journal of General Education*, 64 (2): 99-105.
- Martinez-Monteagudo, M. C. and Fuentes, M. C. P. and Garcia-Fernandez, C. M. and Molero, M. M. and Martinez, R. S. and Gazquez, J. J. (2016). Emotional intelligence profiles and learning strategies in secondary school students. *Educational Psychology An International Journal of Experimental Educational Psychology*, 37 (2): 237-248.



- Mason, V. and Falk, R. (2016). Assessing Nonviolence in the Palestinian Rights Struggle. *State Crime Journal*, (5): 1, Palestine, Palestinians and Israel's State Criminality, 163-186.
- McKimm, J. and Jollie, C. (2007). *Facilitating learning: Teaching and learning Methods*. London: Imperial College.
- McInerney, D. M. and Flowerday, T. (2016). Indigenous issues in education and research: Looking forward. *Contemporary Educational Psychology*, 47: 1–3.
- Morreale, S. P. and Pearson, J. C. (2008). Why Communication Education is Important: The Centrality of the Discipline in the 21st Century. *Communication Education*, 57 (2): 224-240.
- Napoli, P. M. and Friedland, L. (2016). US Communications Policy Research and the Integration of the Administrative and Critical Communication Research Traditions. *Journal of Information Policy*, (6): 41-65.
- National College for Teaching & Leadership (2017). Teaching and Leadership Innovation Fund. <https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>. 20.02.2017.
- Nezhad, A. S. and Vahedi, M. (2011). The Role of Educational Psychology in Teacher Education Programs. *Procedia - Social and Behavioral Sciences*, (30): 327-330.
- Nazzal, N. (2017). Modern vs traditional teaching methods. <http://gulfnews.com/news/uae/education/modern-vs-traditional-teaching-methods-1.1418127>. 17.02.2017.
- Popolovcan, T. (2012). Communication and Teaching and Learning Methods (social workforms) in Multimedia Online Distance Education. *Practice and Theory in Systems of Education*, 7 (2): 203-209.
- Roekel, D. V. (2012). *Preparing 21st Century Students for a Global Society*. Washington: National Education Association.
- Rosario, P. and Nunez, J. C. and Vallejo, G. and Cunha, J. and Azevedo, R. and Pereria, R. and Nunes, A. R. and Moreira, T. (2015). Promoting Gypsy children school engagement: A story-tool project to enhance self-regulated learning. *Contemporary Educational Psychology*, 47: 84–94.
- Ryan, R. M. and Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25: 54–67.
- Sarma, B. (1996). *Development of Modern Education in India*. New Delhi: D Publications.
- Shochet, P. z. And Chiang, H. S. (2011). Estimation and Identification of the Complier Average Causal Effect Parameter in Education RCTs. *Journal of Educational and Behavioral Statistics*, 36 (3): 307-345.
- Song, M. and Herman, R. (2010). Critical Issues and Common Pitfalls in Designing and Conducting Impact Studies in Education: Lessons Learned From the What Works Clearinghouse (Phase I). *Educational Evaluation and Policy Analysis*, 32 (3): 351-371.
- Stenlund, T. and Jönsson, F. U and, Jonsson, B. (2016). Group discussions and test-enhanced learning: individual learning outcomes and personality characteristics. *Educational Psychology An International Journal of Experimental Educational Psychology*, 37 (2): 145-156.

Yeager, D. S. and Walton, G. M. (2011). Social-Psychological Interventions in Education: They're Not Magic. *Review of Educational Research*, 81 (2): 267-301.

Yue, W. (2004). Using contemporary education strategies and approaches to redesign Classical Electrodynamics. *The China Papers*, 12-16.

Wahl, S. and Grimm, M. (2016). How to Find an Alternative: A Typology of Cancer Patients' Information Behavior With Regard to Complementary and Alternative Medicine. *International Journal of Communication Health*, 10: 1-12.

Webb, A. (2016). Information and Communication Technology and Contesting Gender Hierarchies: Research Learnings from Africa and the Middle East. *Journal of Information Policy*, (6): 460-474.

Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25 (1): 82-91.

## COMPARISON OF PISA 2012-2015 RESULTS WITH TURKEY AND ESTONIA AND FINLAND

Prof. Dr. Orhan KARAMUSTAFAOĞLU  
Amasya University, Faculty of Education  
Amasya- TURKEY

Assist.Prof. Dr. Turgut İLERİ  
Amasya University, Faculty of Education  
Amasya- TURKEY

Lect. A. Rasim AHISHA  
Amasya University, Faculty of Education  
Amasya- TURKEY

### Abstract

In recent years, the PISA International Student Success Assessment Program examinations have proved that Estonia and Finland's achievement in mathematics and reading skills, particularly in science, is well above the OECD average. In this context, it is very important for researchers to examine the results of PISA and to carry out researches that will contribute to the education policy. In light of these researches, our country can catch up with the successful countries. The aim of this study is to demonstrate how Estonia and Finland achieve such a success in the PISA examinations and compare their success with the results of Turkey. The research was conducted through document analysis and interview methods within the context of the case study approach. The study was derived from PISA 2012 and 2015 national assessment reports and semi- structured face-to-face interviews with PISA Country Coordinators of the countries mentioned. Similarities and differences between these two countries and Turkey were determined and a comparative analysis was made. According to the analysis; The success of the PISA of the two countries depends on the factors that they carried out an education system where all schools provide education with the same quality and the duration, they use student-centered teaching, science courses start in primary school, students are forced to take a compulsory examination at the end of each instructional level. At the end of the research, necessary suggestions were presented to Turkey based on the obtained data.

**Keywords:** PISA exam, success, Turkey, Estonia, Finland.

### INTRODUCTION

The Program for International Student Assessment (PISA) program, which is a project of the Organization for Economic Co-operation and Development (OECD), is widely used to compare educational achievements of countries at an international level. The main objective of the PISA is to determine the educational system of the countries and the success of these education systems in the education of individuals. This basic goal sets the criteria how the exams are applied to what is measured by the PISA exams (Yıldırım, Yıldırım, Yetişir and Ceylan, 2013).

PISA results play a very important role in the evaluation of education systems. Findings from such exams can be used to highlight the strengths and weaknesses of existing education-training systems, educational policies, curricula, teaching methods and techniques, and the competences of teachers. PISA is a program developed to determine to what extent the students in the 15-year-old group are educated in particular situations where they may face in today's information society through the education provided to them at least 7 years. The qualification measured by PISA is to see whether

the students have the ability to use the knowledge and skills they possess in real life situations and whether they have the ability to communicate effectively using reasoning and formal learned science and mathematics concepts. The PISA study was implemented in 2000, with emphasis on reading skills. In the second application made in 2003, the field of Mathematics literacy was given, and in 2006 the emphasis was given to the field of Science. PISA has given importance to the reading skills since 2009 and mathematics since 2012. PISA is the most comprehensive educational survey ever made at international level. All the processes of PISA application in Turkey are carried out by the Ministry of National Education.

In the PISA 2012 National Preliminary Report published in 2013, detailed information such as countries' performances, averages and Turkey analysis are included (İleri, Ahisha & Karamustafaoğlu, 2017). In this document, the economic, social and cultural conditions of the participating countries and the situation of the gross domestic product are mentioned. In addition, the situation of schools is evaluated according to the application areas of the courses such as; Science Literacy, Mathematical Literacy and Reading Skills and the results are depicted with graphics and tables. When we look at Table 1, we are unfortunately not among the 20 countries placed at the top.

Table 1: PISA 2012 Country Ranking by Average Points in All Fields

Programme for International Student Assessment (2012) <sup>[18]</sup>											
(OECD members as of the time of the study in boldface)											
Maths				Sciences				Reading			
1		Shanghai, China	613	1		Shanghai, China	580	1		Shanghai, China	570
2		Singapore	573	2		Hong Kong, China	555	2		Hong Kong, China	545
3		Hong Kong, China	561	3		Singapore	551	3		Singapore	542
4		Taiwan	560	4		Japan	547	4		Japan	538
5		South Korea	554	5		Finland	545	5		South Korea	536
6		Macau, China	538	6		Estonia	541	6		Finland	524
7		Japan	536	7		South Korea	538	7		Taiwan	523
8		Liechtenstein	535	8		Vietnam	528	8		Canada	523
9		Switzerland	531	9		Poland	526	9		Ireland	523
10		Netherlands	523	10		Liechtenstein	525	10		Poland	518
11		Estonia	521	11		Canada	525	11		Liechtenstein	516
12		Finland	519	12		Germany	524	12		Estonia	516
13		Canada	518	13		Taiwan	523	13		Australia	512
14		Poland	518	14		Netherlands	522	14		New Zealand	512
15		Belgium	515	15		Ireland	522	15		Netherlands	511
16		Germany	514	16		Macau, China	521	16		Macau, China	509
17		Vietnam	511	17		Australia	521	17		Switzerland	509
18		Austria	506	18		New Zealand	516	18		Belgium	509
19		Australia	504	19		Switzerland	515	19		Germany	508
20		Ireland	501	20		Slovenia	514	20		Vietnam	508

\*(URL-1, 2017).

According to the 2012 exam results, it is barely seen that the success of the Far East countries and especially Finland and Estonia from Europe are in the foreground in three areas. When the results of the PISA application held in every three years are examined in 2012, it has been found that Estonia's achievement of mathematics and reading skills, particularly science, is above the OECD average and well above its previous results (Karamustafaoğlu, İleri ve Ahışa, 2016; Maya, 2016; OECD, 2014).

When the results of the PISA application held in every three years are examined in 2015, it has been found out that Estonia's achievement of mathematics and reading skills, particularly science, is above the OECD average and well above its previous results. When the traditional success of Finland is taken into consideration, it is important to compare the success of our country with these countries and it is believed that it will make a positive contribution to Turkey. As seen from Table 2, Estonia and Finland are among the ten most successful countries according to the 2015 PISA results. Therefore, in this study it was aimed to show on what factors the achievements of Estonia and Finland in the PISA exams are based on and to compare their success with Turkey.

Table 2: PISA 2015 Country Ranking by Sum of Average Points in All Fields



## METHOD

The research was carried out with the case study which is one of the qualitative research designs and the document analysis and interview methods were used in this context. The case study is a detailed examination of a subject or a special event (Merriam, 1998). Sampling method was used to determine the participants of the research. The purpose of the purposeful sampling is to select the situations with more information that will capture the problems studied in the research (Patton, 2002).

The necessary documentary records were reached and the literature was searched and the education systems of the countries found successful in the PISA exams were reviewed. Interviews were held in Estonia that increased its success in the PISA examinations and in Finland which is known to be successful in the past and increasing its success day-by-day in PISA examinations with the PISA coordinators. Dr. Gunda Tire is the general coordinator of Estonia PISA Exam. Dr. Tire is working at INNOVE, a subdivision institution of the Estonian Ministry of Education and Research. Prof. Dr. Jouni Välijärvi is the general coordinator of the PISA Exam in Finland. Professor Välijärvi is a lecturer at the Jyväskylä University Institute for Educational Research in Finland. Semi-structured interview protocols were formed based on the data obtained after analyzing the documents about the subject and the opinions of the experts. The interviews with the authorities were scheduled within the predetermined date, place and time and each individual interview lasted approximately three hours.



In the direction of the proposed strategies for validity and reliability studies, research findings were presented in a question and answer format without any comments (Creswell, 2008). Interviews were recorded with a voice recorder and data loss was prevented. The validity of the results obtained from the evaluation meetings with the raw interview findings and the researchers who were knowledgeable and experienced instructors in field of education was evaluated.

## FINDINGS

A semi-structured interview protocol consisting of 12 questions used in these interviews (Annex-1) was prepared based on the data obtained after the document analysis and the opinions of the experts on the subject and was compiled from the records of the documents related to the subject and interview data. The individual responses of the country coordinators to the second interview questions are presented below as an example and the comparative presentation of the data obtained from the interviews and documents is shown in Table 3.

**Question 2:** *What sort of studies or projects do you carry in your education policy related to increase the success in PISA?*

**Dr. Gunda Tire:** We do not implement a specific country-level project or program for the PISA exams. If I need to explain in more detail, there is no specific project carried out in schools in the PISA. As far as I know, no additional studies are conducted in our schools that would increase the success of the PISA exam. The PISA Exam is not a national goal for Estonia. I and my friends see the PISA test only as a survey. Of course, Estonia, PISA or TALIS (the Teaching and Learning International Survey) are important to international research. These exams are considered important because they provide us with an overview of school management, teachers, and the curriculum through the data obtained after their implementation. If the results of the PISA exam are below the OECD average, you will notice that something is missing or incorrect in your education system and curriculum, and a correction is made.

One of the studies in this regard is the introduction of a new system of e-government in Estonia. Schools, students and their families are constantly using this system. All schools are connected to each other through this developed program. Teachers are informed about their students through this system. For example, if the student gets sick, the system will inform the teacher and the teacher will send the student's homework through this system. All families can also follow the grades of their students through using the system.

**Dr. J. Valijarvi:** The national curriculum is being reorganized. When realizing these studies; we consider the basic competences of the 21<sup>st</sup> century. New culture of learning, creating new learning environments, happiness of learners, participation in learning, practice-based learning and collaboration are taken into consideration while preparing the new curriculum. The next meeting will be held at the national level with the aim of reviewing the 'August 2016' curriculum and identifying any shortcomings.

Table 3: Comparison of three countries in terms of education and training

Estonia	Finland	Turkey
All schools are connected to each other with electronic system (Tiger Leap Program) .	All schools are connected to each other with electronic communication system.	There is an e-school system; schools are not connected to each other.
Pre-school education participation is 93%, although it is not compulsory.	Despite not being compulsory, pre-school education is great.	The pre-school enrollment rate is 55.48%.



compulsory.		
Compulsory education starts at the age of 7.	Compulsory education starts at the age of 7.	The students who complete 66 months are enrolled to the primary schools
Primary Education has 3-stages. Stage 1: covers 1-3 grades, Stage 2: covers 4-6 grades, Stage 3: covers grades 7-9. This is basic education for 9 years and the curriculum is the same for all schools.	Primary Education is 9 years and the basic curriculum is the same for all schools. Each school has the right to change the curriculum according to the neighborhood.	Compulsory Education has 3 stages and it is 4 + 4 + 4 and total 12 years. The first 4 years is primary school education, the second 4 years is secondary school, and the third 4 years is high school education. In primary school, the curriculum is the same for all schools, and for the second and third four years, the curriculum differs according to the type of school the students attend.
Teachers have the right to choose textbooks. Selected textbooks must be written by Estonian authors and books are provided free of charge by the state.	Teachers have the right to choose textbooks and books are provided by the state free of charge.	The textbooks are prepared by the General Directorate of Education and Education Board of the Ministry of National Education and distributed to all students free of charge.
At the end of 9 years of basic education, every student takes an exam on Estonian language, mathematics, and a third compulsory test chosen by the student's choice.	At the end of 9 years of basic education, every student takes an exam called Matriculation test regardless of their success. Students who succeed in this exam get the right to attend universities.	There is no compulsory examination for graduation after every 4 years of education level in Turkey.
Teachers have master's degree.	Teachers have master's degree.	Master's degree requirement is not necessary for the teachers
The opportunities offered to students all over the country are the same.	The opportunities offered to students all over the country are the same.	The facilities offered to students vary according to the type of environment and school they attend (Sarier, 2016).
Each student is offered free lunch at school.	Each student is offered free lunch at school.	Free lunch is provided to the students who come from other villages, towns and boarding students also have breakfast, lunch and dinner free of charge
TV programs are broadcast in the original language. Subtitles are translated into Estonian language. Thus, the student's reading culture develops.	TV programs are broadcast in the original language. Subtitles are translated into Finnish. Thus, the student's reading culture develops.	Almost all programs are broadcast on all national TV channels in Turkish.
Every teacher has to attend in-service training conducted by the universities once a year. This training is free for the teachers	Every teacher has to attend in-service training conducted by the universities once a year. This training is free for the teachers.	In Turkey, in-service seminars and workshops are sometimes provided in accordance with the branches and there is no obligation to participate. Such seminars and workshops depend on the demands of the teachers. At the beginning and at end of each academic

		year, teachers are given compulsory education seminars in their schools (Ergin, Akseki ve Deniz, 2012).
The financial expenses of Schools are supported	All expenditures of schools in Turkey are	
schools are provided by local financially by the local	provided by the Ministry of Education	
authorities.	governments. Teachers' and The State Budget (Resmi Gazete, 1973)	
	salaries and school expenses are provided by local	
	authorities.	

## DISCUSSION AND CONCLUSION

Based on the research data and the results of the Estonian and Finnish PISA success and the results that can be accepted a source for the failure in our country are presented respectively.

- The education system is decentralized, schools are independent, and school management has unlimited rights to make necessary changes in the curriculum.
- Teachers are required to have at least a master's degree.
- Teachers are free to choose teaching methods and course books in their teaching sessions.
- Almost all students attend kindergarten before they start primary school. The families believe in the importance of pre-school education. Kindergartens follow the national curriculum.
- All schools are connected to each other by using a special network and are supported by active teaching networks.
- The schools offer lunch to all students free of charge.
- Schools employ social pedagogues, speech therapists, psychologists.
- Students grow up independently from their early ages, and if the channels or movies on TV are in original language, it is very important for the students to watch them on the original track and read the subtitles.
- Students participate voluntarily in schools' clubs such as dance, arts education.

In addition, it is crucial to ensure student motivation before the exam; Students are informed about the test and the words such as "Congratulations, you are chosen to represent your country in the PISA exam!", "You are special!", "You are entering the test not only for yourself but also for other students who cannot be selected" motivate the students.

**IJONTE's Note:** This research was supported by the Amasya University Scientific Research Projects (SEB-BAP 15-054) and presented at the 2<sup>nd</sup> World Congress on Lifelong Education - WCLE 2017 held in Antalya between 14-15 April 2017 as an oral presentation.

**Corresponding Author and Contact:** Prof.Dr. Orhan Karamustafaoğlu, Amasya University, Faculty of Education, Maths & Science Education Department, 05100 Amasya.  
orhan.karamustafaoğlu@amasya.edu.tr

## Annex-1 Interview Protocol

1. Do you think that the teaching environment or/and curriculum has an effect on the success of the students in PISA exams? Can you explain it in detail? (If possible, can you give us the sample of your curriculum?)
2. What sort of studies or projects do you carry in your education policy related to increase the success in PISA?
3. Does in-service training affect the results of the international exams such as PISA? If so, can you explain it?

4. What sort of projects do you carry related to the results obtained from the international exams (PISA) when you compare it with the results of the other countries?
5. Do you inform your students about the PISA exams? How do the students make themselves ready for the exams? Do the students use extra supplementary text books, materials or other sources for PISA?
6. Do you train any special teachers to prepare their students for the PISA? If so, how do you train them or how do these teachers improve themselves?
7. Do you praise your students and teachers or schools related to the success they get from PISA?
8. How do you accept students to the teacher training institutions/colleges/faculties?
9. What is the content of the matriculation exam? What kind of exam is it? What are the steps of the exam?
10. Do you think that the teachers contribute in a way to the success of the students in PISA exam? If so, in what ways do these teachers help students become successful?
11. What are the expectations from you as a PISA coordinator? Do you think how your performance reflects to the following PISA national results?
12. As a whole, what can you say about the success you have got from PISA up to now?

#### BIODATA AND CONTACT ADDRESSES OF THE AUTHORS



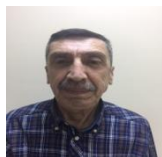
Dr. Orhan KARAMUSTAFAOĞLU graduated from physics department of METU in 1993. He is specialized on physics education, science teaching practice, teaching methods and teacher education in physics and science. He is still a full Professor Doctor at Amasya University, Education Faculty, Department of Maths & Science Education. He became the President of Turkish Science Education and Research Association – TSERA-. He published 6 books on science education with co-authors printed in Turkish. He has carried out many national scientific projects. He is an editor, vise-editor, member of advisory board, member of scientific board and referee in many international and national scientific journals. He also has national and international papers and proceedings.

Prof. Dr. Orhan KARAMUSTAFAOĞLU  
Amasya University  
Faculty of Education  
05100 Amasya- TURKEY  
E. Mail: [orhan.karamustafaoglu@amasya.edu.tr](mailto:orhan.karamustafaoglu@amasya.edu.tr)



Dr. Turgut İLERİ is an Assistant Professor Doctor at Amasya University, Faculty of Education. He completed the undergraduate studies at the Atatürk University Faculty of Science and Art Department of History in 1982. He also got PhD degree at Ondokuz Mayıs University Social Science Institute in 2009. The interests of the author İleri are history of Turkey and Turkish education, social studies, teaching social cases.

Assist. Prof. Dr. Turgut İLERİ  
Amasya University,  
Faculty of Education  
05100 Amasya- TURKEY  
E. Mail: [turgut.ileri@amasya.edu.tr](mailto:turgut.ileri@amasya.edu.tr)



A. Rasim AHISHA is a lecturer at the Amasya University, Faculty of Education. He completed the undergraduate studies at the Gazi University Faculty of Gazi Education English Language Teaching Department in 1977. The interest of the author Ahışha is English teaching.

Lect. A. Rasim AHISHA  
Amasya University,  
Faculty of Education  
05100 Amasya- TURKEY  
E. Mail: rasim.ahiska@amasya.edu.tr

## REFERENCES

- Creswell, J.W. (2008). Educational research: planning, conducting and evaluating quantitative and qualitative research (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Ergin, İ., Akseki, B. & Deniz, E. (2012). İlköğretim okullarında görev yapan sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçları. *Elektronik Sosyal Bilimler Dergisi*, 11(42), 55-66.
- İleri, T., Ahışha, A.R. & Karamustafaoğlu, O. (2017). PISA başarısı nelere bağlı? Estonya örneği, *Eğitim ve Öğretim Araştırmaları Dergisi*, 6(1), 1-10.
- Karamustafaoğlu, O., İleri, T. & Ahışha, A.R. (2016). *PISA hakkında uluslararası görüşmeler*. [Ed. Çepni, S.] PISA ve TIMSS Mantığını ve Sorularını Anlama içinde (s. 267-287). Ankara: Pegem Akademi.
- Maya, İ. (2016). Educational indicators influencing countries' achievements according to programme for international student assessment results, *Turkish Studies*, 11(3), 1665-1684.
- MEB -Milli Eğitim Bakanlığı- (2015). *Milli Eğitim Bakanlığı basın bildirisi. OECD'nin PISA projesine Türkiye'nin katılımı*. [http://www.meb.gov.tr/duyurular/duyurular/pisa/pisaraporu.htm], Erişim tarihi:15 Mart 2015.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Revised and expanded from case study research in education. San Francisco: Jossey-Bass Publishers.
- OECD (2014). *PISA 2012 Results in Focus: What 15-year-olds know and what they can do with what they know*. OECD Programme for International Student Assessment.
- Sarier, Y. (2016). Türkiye'de öğrencilerin akademik başarısını etkileyen faktörler: Bir meta-analiz çalışması, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 31(3), 609-627.
- URL-1, (2017). The figure was retrieved from <https://arstechnica.co.uk/science/2015/06/pisas-worldwide-education-rankings-are-dogged-by-sloppy-duplicated-responses>, at 20.01.2017
- URL-2, (2017). The figure was retrieved from <https://www.statista.com/chart/7104/pisa-top-rated-countries-regions-2016> at 20.01.2017
- Patton, M.Q. (2002). Qualitative evaluation and research methods. (3rd ed.). London: Sage Publications.
- Resmi Gazete, (1973). Milli eğitim temel kanunu. *Kanun Numarası*, 1739.

Yıldırım, H.H., Yıldırım, S., Yetişir, M.İ. & Ceylan, E. (2013). *PISA 2012 Ulusal Ön Raporu*, Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü, Ankara.

## MEASURES FOR LIMITING CORRUPTION UPON MIGRATION WAVE IN EUROPE

Assist. Prof. Dr. Jordan DELIVERSKY  
Department of National Security  
University of Library Studies and Information Technologies  
Sofia - BULGARIA

### Abstract

Fight against migrant smuggling has been put as a priority issues at the European Union policy agenda. The trafficked person who has been targeted as object of criminal exploitation is specifically unique for the human trafficking.

The objective of this paper is to present measures, which could result to limitation of corruption mainly through analysing the existing legislation framework against corruption in Europe.

The analysis is focused on exploring the multiple origins of factors influencing migration processes in Europe, as corruption could be characterized as one of the most significant reasons for refugees to flee their countries.

Corruption has a significant role in managing smuggling operations and in particular when criminal organizations and networks are being involved. Illegal migrants and refugees usually represent significant source of additional income for officials involved in the process of boarding protection and immigration control within the European Union borders.

**Keywords:** Corruption, influence, human smuggling, legislation, migration.

### INTRODUCTION

Factors influencing migration processes have multiple origins. Mostly influential factors are related to economic, social and political circumstances. It is possible, influential factors to occur in migrant's country of origin and in that case such factors are called push factors. Whenever the influential factors occur at the country of destination, then such factors are called pull factors. In cases when the crossing of a border occurs under violation of entering conditions of another country of without obtaining proper authority permission, irregular migration is observed. Such kind of migration is directly related to human trafficking or smuggling. In such activities, smugglers and traffickers obtain significant profits from people who are trying to enter on European territory.

Restriction mechanisms for combating illegal transnational groups activities directed to immigration violations form a top priority issue for the European Union policymakers.

Human smuggling and human trafficking could be categorized as criminal activities, which are traditionally are related to additional crimes. Examples of such related crimes include fraud, bribery, human rights abuse, exploitation, extortion, coercion and human rights violation. Such crimes can result to restrictions of certain additional human rights such as freedom of movement and freedom of labour.

Human trafficking and human smuggling are two phenomenon that differ from each other, although the circumstance which causes them are often similar. Such circumstances could be expressed as lack of economic opportunities, poverty and political uncertainty.



Trafficking and smuggling also have common characteristics due to the fact that victims of smuggling could easily become victims of human trafficking which puts them into risky conditions. Such conditions could result physical abuse, sexual violence and extortion.

The phenomenon of human smuggling could be expressed under various forms, regarding the type of person who crosses another country's border in violation of legal regulations. Illegal immigration is always present at the migrant smuggling, and it is always illegal. The reasons for those various forms of illegal immigration are often related to natural disasters, escape from war scenes or political persecutions. Sometimes the reasons for illegal immigrations could be related to opportunities for better economic circumstances.

Typical both for human smuggling and human trafficking is the fact of movement of people from one location to a certain destination and the distinguishing term is the presence or absence of consent of the person being relocated.

The condition of human smuggling has been characterised as facilitation or transportation or even the attempt of such activities or illegal entry across international borders. It is always performed under violation of international law regulations and usually involves the use of fraudulent documentations. Typically there is consensual relationship between the migrant and the smuggler.

In cases of human trafficking, the trafficked person has been targeted as an object of illegal exploitation which results into profit from such activity. Human trafficking is usually based on fraud or force and it not characterized by consensual behaviour between the victim and the trafficker.

## **FINDINGS**

### **Corruption in relation to migration**

When criminal networks and criminal organisations perform their activities in relation to migrant smuggling, corruption usually plays a significant role.

Corruption is a factor which has negative influence on the prevention, detection, and investigation of migrant smuggling. It also negatively influences the prosecution of activities involving migrant smuggling. In systems where public officials are being corrupted, activities such as border protection and immigration control are being sabotaged, while law enforcement is being violated. Private sector is not being excluded from cases of corruption, where it has been observed to serve as facilitating mechanism for illegal entry into national borders for migrants. Most cases include use of fraudulent identity documents or violation of national permit residence regulations and illegal stay in foreign countries.

Smugglers focus on groups of people such as refugees, who need to be specially protected under international law. Migrants who become victim of smuggling may also become victims of additional crimes during the process of smuggling and in cases when the victim consents to be smuggled that does not includes consent for participating in other types of crimes. These are situations where migrants, involved in smuggling are vulnerable and put into danger for their health and for their lives. The international legal framework in regard to the United Nations Convention against Corruption (UNCAC) prescribes the criminalization of corruption manifestation and also the characteristics of different forms of corruption.

Various forms corruption in which the process could be observed includes trading of influence, bribes, abuse of functions and all these forms, which are characterized as serious crimes, could be related to migrant smuggling.

According to the UNCAC, the bribery activity is defined in articles 16 and 21, as act of conferring a benefit. Such benefit results improper influence for an action or a decision. The term "bribe" could be

characterized as a payment by public official from an unwilling member of the public. This payment is extracted by a public official, before the citizen can receive the service to which the person is entitled. Corruption activity is possible to occur either at high government official level or at low governmental levels. Cases of corruption could be occur even when officials are not personally involved in smuggling activities, but they actually share profits from criminal activities related to migrant smuggling.

Law enforcement activities and those involving border control, are being influenced by corruption which is particularly difficult to control regarding the fact that international legal instruments, such as UNCAC define trade influence, as activity involving promise or offering or giving directly or indirectly to an official or to other person an advantage which is undue. The reason for that is in order to get that person to abuse his influence for an undue advantage for oneself.

Trading of influence might in some cases involve acceptance of undue advantage by a public official. The performance or the failure to perform activity by public servant, within the act is against the law, and when the performance of such act is in discharge of his or her functions, for the reason of obtaining some undue advantages called an abuse of functions or an abuse of position. The obtaining of the undue advantage must be for the public official or for another person pr even for another personal gain.

Imbalance of power exists between the migrants and the people who are facilitating the movement from one place to another because of the fact that corruption is directly related to the vulnerable position of the migrants who are smuggled.

Cases of corruption may occur in the country of origin of the migrant, or in the transit route, or at destination, and such corruption activities are usually systematic, but they can also be individual or even institutional. It is also specific that such corruption can occur at various points of the smuggling venue.

Corruption could even occur in circumstances when smuggled migrants have been apprehended to extort additional money form smuggling migrants themselves or by their relatives.

In situations when public officials are being corrupt or the law enforcement system does not functions properly, corruption cases serve as facilitating mechanisms for most criminal activities related to human smuggling, containing transnational element. Every step along the route, from the country of origin to the final destination, could show complications because of corrupt officials, or weak border protection measures.

Bribery and corruption in general, could occur in various stages along the process of smuggling and usually human smugglers have to pay bribes to national public officials and to international public officials along the rout of transit. Usually at entry point and at exit point, public officials are being payed. Additional payments are being performed for necessary documentation, visas forms, permits for stay in a foreign country.

Usually a form of additional income or a type of renting is performed in transit and in destination countries, under the case of bribe acceptance, where public officials are being underpaid. In that case, border protection officials and immigration control servants are being financially stimulated and form significant additional income based on illegal migration activities and refugee smuggling.

Dealing with smuggling related to corruption is a factor for sufficient border control mechanism, while international legal framework exists and all parties under the Migrant Smuggling Protocol have adopted rules for transport operated by commercial carriers from being used in the communication of smuggling offenses.

Criminal international operations including offences of migrant smuggling, often involve evidences located in two or more countries. This situation provides the opportunity for criminal investigations to be initiated in multiple jurisdiction.

Certain social groups such as border protection officials, consular servants, law enforcement officials, could sometimes be involved in risk situations of corruption more severe than other social groups related to other activities. Sometimes the occupied position or their functions make them vulnerable to acts of corruption and forms of transnationals crime.

Corruption, along with violence and instability, could become significant factor when migrants take decision to move from one country to another.

Civilian uprising against corrupt governments often could escalate into armed conflicts, as a result of which many people are forced to leave their homes and become refugees, which is the case in Syria where a great refugee wave has moved towards Europe. Wherever there is a corruption, it is usually an unpeaceful territory.

In most cases corruption tends to prolongs armed conflicts and acts of violation, where efforts of cross boarding smuggling of weapons are insufficient.

## **DISCUSSION**

### **Legislation framework against corruption in EU**

It is crucial to end conflicts, which make people to leave their homes and the fight against corruption can provide positive results on dealing with migrating refugee smuggling. That is why the fight against corruption has become an issue of top priority on the European Union agenda in relation to refugee crisis.

Application of proper anti-corruption standards, which are in line with approved best international practices, should be ensured by transit countries on the frontline of mass migration. Example of transit countries include Bulgaria, Italy, Greece, Hungary, Macedonia, Serbia, Slovenia, Turkey, where police officials and border control personnel must be especially strict on anti-corruption standards application in relation to migration activities.

Cases with presence of weak legislation and institutional framework for tackling corruption can use the option of relying on international instruments for dealing with the issue. Such instruments for tackling corruption includes the UN Convention on Corruption and the Council of Europe Civil Law Convention on Corruption.

As part of the Council of Europe framework, a special monitoring mechanism has been set in 1999 by 17 countries. This monitoring mechanism is called Group of states against corruption (GRECO) and its aim is to improve the capacity for fighting corruption. This improvement could be achieved via mutual evaluation and peer pressure. It has been set, according to the EU Stockholm programme and the Lisbon treaty that the European Union should become member of GRECO. This provides the opportunity for the EU to be part of the GRECO evaluation and provides establishment of higher standards for fight against corruption on EU level.

As part of the fight against corruption mechanism, the European Union has set an European anti-fraud office in 1999, under the name of OLAF, with priority of assisting European Union member states in fight against corruption, fraud and other related criminal offences. OLAF has competences in investigation of allegations of fraud and other against the law activities involving members and stuff of the European Union institutions. This may result to disciplinary and criminal proceedings against allegations of corruption.

An Intergroup on Integrity, transparency and organised crime has been set in 2014 as a tool for dealing with the persisting corruption practices. The group has developed programme for setting lobbying rules which are transparent in order to combat organised crimes with transnational elements. This group set in 2014 is a complement to the CRIM, Committee on organised crime, corruption and money laundering set in 2012 with the task of evaluating the EU legislation on organised crime and corruption, in relation to its implementation by EU member states. This activity has been set in cooperation with the Standing committee on operational cooperation on internal security (COSI) and also the Europol.

European Union tools and mechanisms are complemented by the European anti-crime agencies and according to the Lisbon treaty, the fight against crimes affecting EU interests should be evolved into the European Public Prosecutor via Eurojust.

As part of the European Union policy, the issue of dealing with migrant smuggling, helps tackling irregular migration. This has been introduced mechanism since more than a decade, when the EU adopted a legal framework on smuggling. This framework includes Decision on the strengthening of the penal framework, resulting on prevention of unauthorised entry, transit and residence within the European Union. Positive results could be accomplished when law enforcement authorities take operation measures with a support provided from EU agencies. This will disturb the activity of groups dealing with organised crime activities which facilitate irregular migration.

This irregular migration, according to announced data, flows by sea, mainly along the Central and Eastern Mediterranean routs and it has been noted according to Frontex data form 2015, that this irregular migration has been increased of 310 % in comparison to 2013. Cases where migrants are exposed to life-threatening conditions and situation of violence requires strong response by competent authorities and as example of that approximately 3000 migrants are estimated to have lost their lives while trying to enter the European Union by Mediterranean Sea in 2014.

The priority of the activities related to the fight against smuggling was put forward once again in 2015 by the adoption of the European agenda on migration. Main goal is the prevention of migrants exploitation by criminal networks and the reduction of irregular migration initiatives.

Another document adopted in 2015 was the European agenda on security which highlights as a priority, the need of cooperation against smuggling of migrants into the European Union borders.

The business of smuggling of migrants is a profitable activity and data on profits obtained by smugglers is not available, but isolated cases of such information shows that the amount of profit is significant.

### **Measures for limiting corruption influencing migration wave**

Weakening criminal networks involved in smuggling of migrants requires proactive financial investigation activities, where actions against money laundering are crucial. That is why cooperation between the European Union and Financial intelligence units and other relevant networks could be successful in regard to fight against migrant smuggling.

Law enforcement must turn the focus on the financing of the organised crime groups which are involved in migrants smuggling activities. The subject must be prioritised in relation to targeting money connected to smuggling of migrants as regard to the National asset recovery offices and the CARIN – Camden asset recovery inter-agency network. Also cooperation with financial institutions such as credit transfer service providers, banks and credit card issuers must be set as a priority in relation to tracking assets connected to smuggling of migrants. Significant cooperation of the European Union with third countries should be strengthened in regard to confiscation of proceedings in countries of origin of the migrants and the country of transit as well.

The strengthening of support capacity building is essential for the law enforcement authorities via the use of joint investigation teams and provision of mutual assistance between EU member states in cases of migrant smuggling. A strong contribution to that could be done by Eurojust in regard to mutual legal assistance in criminal matters.

It is essential the development of close cooperation mechanism through the entire route, so migrant smuggling could be targeted and ended through effective investigation activities and prosecutions.

## CONCLUSION

In circumstances when people seek less services of migrant smuggling networks, their activity will be weakened. That is why it is important to introduce safer legal ways into the European Union, so efforts of cracking migrant smuggling to be matched with efforts of returning migrants who have been smuggled into European Union countries. Migrants are less likely to pay high price to smugglers to get them into European Union country if they are aware of the possibility of being returned at their initial country, once they have reached their destination.

The disturbance of the business model of migrant smuggling is to be achieved the goal of transforming migrant smuggling into high-risk and low profit activity. That way perpetrators could be brought to justice. In order for that to be achieved though, there needs to be enhanced the capacity of European Union member state countries, as well as the capability of European Union agencies to provide support. For that to be achieved, strong coordination between law enforcement structures and the judiciary structures within the European Union needs to be achieved, as well as multiagency approach to be introduced.

## BIODATA AND CONTACT ADDRESSES OF AUTHORS



Jordan DELIVERSKY is chief assistant professor at the State University of Library Studies and Information Technologies in Bulgaria. He holds a Master degree of Insurance and Social Security from the University of National and World Economy. In 2012, he completed a Master Degree Program on "Strategic Governance, Leadership, Inwardness" at the University of Library Studies and Information Technologies.

Jordan Deliversky is Doctor of Philosophy (Ph.D.) in Organization and Management Outside the Sphere of Material Production after successfully defending dissertation theses on "Models for Prevention of Risk of Corruption in Organizations with service-oriented architecture.

Since 2004, Jordan has held expert and managerial positions in the private sector where he has worked in the field of insurance. He has been appointed on expert positions at the government administration working for the Ministry of Interior of the Republic of Bulgaria and for the National Revenue Agency.

In 2013 he has been appointed as an assistant at the Department of National Security, and since 2016 he has been holding the position of assistant professor in the field of "National Security" at the State University of Library Studies and Information Technologies.

Jordan is lecturing courses on corruption prevention both at the University and the National Revenue Agency. He is a member of the National Security Association.

Jordan Deliversky is author of a numerous publications in the field of corruption prevention, information and national security

Jordan DELIVERSKY  
119 Tsarigradsko Shose bvld.  
1784 Sofia, BULGARIA  
E. Mail: [deliversky@yahoo.com](mailto:deliversky@yahoo.com)

## REFERENCES

European commission. (2015). Communication from the Commission. "EU Action Plan Against Migrant Smuggling (2015–2020)", pp 4-8.

European commission. (2015). Migration and home affairs, "Irregular Migration and Return", [http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/irregular-migration-return-policy/index\\_en.htm](http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/irregular-migration-return-policy/index_en.htm)

Gallagher A.T. & F. David. (2014). "The international law of migrant smuggling", Cambridge university press.

Migration policy institute. (2014). "Human smuggling and trafficking into Europe".

OECD. (2015). Directorate for Financial and Enterprise Affairs. "Responses to the refugee crisis. Corruption and the smuggling of refugees"

United Nations. (2004). United Nations Convention against Corruption, pp 17-19.

United Nations Office of Drugs and crimes. (2013), "Corruption and the smuggling of migrants – issue paper".

## DEVELOPING LESSON PLANS FOR VISUALLY IMPAIRED STUDENTS OF ENGLISH

Fatima Zohra KROUM  
University of Moulay Ismail  
Faculty of Arts and Human Sciences Meknes  
MOROCCO

Jihane BENMASSOUD  
University of Moulay Ismail  
Faculty of Arts and Human Sciences Meknes  
MOROCCO

### Abstract

The aim of the paper is to discuss the importance of lesson planning for visually impaired students of English as a foreign language. Not only will offer basic information related to the history of teaching visually impaired students but it will also provide a set of learning tools, teaching approaches and aids for them. Similarly, it will suggest some procedures and techniques to develop English lesson planning for the visually impaired students. Equally important, the paper will examine the main differences between lesson planning designed for non-handicapped and visually handicapped students. In addition, this paper will conduct semi structured interviews for some visual impaired students in classes to narrate and explain some different stories and challenges that visually impaired students face in their studies and classes. Therefore, this paper includes some solutions and recommendations to teachers and professors to help and educate the visually handicapped students in an effective way.

**Keywords:** Lesson plan, visually impaired, blind, English language lesson, aids.

### INTRODUCTION

The goal of education is to increase and maximize a lifelong success for all people. Visually handicapped people including blindness means an impairment in vision which may affect a students' educational performance. The term includes both partial sight and blindness. The eye is the organ of sight and therefore visual impairment affects the eye to a lesser or greater degree. There are many types of visual impairment; as an example visual impairment in normal vision, glaucoma, macular Degeneration, cataract, diabetic retinopathy, and total blindness. Functionally blind – uses Braille but has vision for environmental tasks. Low vision – can read with magnification or environmental modify. Totally blind- must use tactual and auditory learning; no meaningful input through vision. The term "blind and visually impaired" is mentioned to acknowledge that all individuals who are blind are visually impaired, but that all individuals with visual impairments are not blind.

To develop and maintain a lifelong success and make pertinent decisions about the implementation of programs and services for students with visual impairments depend upon a clear understanding of their particular learning needs and respond to their basic wants to develop successful transition goals for adult independence. Administrators, staff members, and educators must have knowledge about specialized personnel, materials, equipment and educational settings to assure appropriate individual educational program planning for this unique student population. Orientation and Mobility training may be considered special education designed for visually impaired students that enable students to be involved in and make progress.



### Teaching English to Visually Impaired Students.

In the past handicapped people used to be integrated in special schools and were not educated in the same school with non handicapped students. Recently, there is a movement of inclusive education which is the right of students with disabilities to fully participate in schools as non handicapped students and that it's the duty of the schools to accept them. As it is important to integrate visually impaired students, it is also important to support teachers with the appropriate techniques and materials to teach these people as equally as their normal peers.

Schools should adapt their curriculum and teaching pedagogy to the needs of the visually impaired students. It is necessary to provide an effective teaching context to all students equally. It is recently that the idea of inclusive education has been created, but it is not applied everywhere. However, all visually impaired students are given the right of education by the law. Besides, everyday more people join the universities to carry on their studies. This new movement comes with a need for new teaching materials, approaches, teaching style and routine in order to adapt the VI students to the classroom. Some of the things that should be considered by the teacher are:

- Explain everything in detail - Lessons, lectures, presentations, visuals on the overhead, diagrams should all be explained in detail for those students who are blind and have no vision.
- Make sure to always give directions orally.
- Help with directional movement and body orientation (move to the left, the board is straight ahead of you, your test is slightly to the left side of your desk, etc.)
- Always offer to read written information aloud.
- Always identify people including yourself by name in case they cannot see well enough to identify them, you or the students in their group.
- Always use a tactile or auditory signal when necessary instead of a visual cue. For example, for clean up or lining up, try hand clapping signals or a song. Instead of showing just pictures, try adding sound effects.
- Always make sure to notify these students ahead of time when there will be changes in the school or classroom schedule, such as special events, guest speakers, etc.
- As mentioned earlier, order all texts, workbooks and tests in large print or Braille if possible.
- Provide tactile learning experiences when possible (i.e. instead of talking about rocks, bring them in to pass around. Same with shells, foods, properties of matter, etc.) It is important to give them hands-on exploration that does not solely rely on their sight.
- Use a tape recorder as much as possible.
- Whenever you leave or enter the classroom, speak to the class notifying those visually impaired students that you are in proximity.
- Have patience with them and repeat any or all information as many times as necessary.  
( Malburg, 2012)

### Types of visual impairments

According to Dr Ananya Mandal, MD (2012) the World Health Organization (WHO) impairment is defined as "any loss or abnormality in an anatomical structure or a physiological or psychological function." Accordingly, a disability is "lack of ability to perform an activity in the manner or within the range considered normal for a human being." Visual impairment is defined as the limitation of actions and functions of the visual system. There are many types of visual impairments (Ananya Mandal, 2012).

- Glaucoma impairment: The impairment is due to the rise of normal fluid pressure inside the eyes. The type of vision is usually like a tunnel. The intact vision remains in the center while progressively the peripheries start decreasing. The center of the tunnel reduces in size progressively till total vision is lost if left uncorrected.
- Macular Degeneration: A central area of woolly or cottony opacity obscures the central part of the

vision. The peripheries may be normally seen. AMD usually blurs the sharp, central vision that is needed for closely viewed activities like reading, sewing, and driving. This is a painless condition.

- Cataract: There is general clouding of the vision. As the whole eye lens is affected the blurring of vision may be diffuse until it is totally lost. There may be other symptoms like photophobia – inability to see the light; diplopia – double vision etc. Cataracts are very common in older people.
- Diabetic Retinopathy: Diabetes leads to damage of the smaller arteries and blood vessels at the back of the eyes over the retina. Diabetic retinopathy is the most common diabetic eye disease and a leading cause of blindness in adults. Usually vision impairment in diabetics begins as black spots or floating shapes that appear in the field of vision. Slowly complete vision may be lost if left unchecked.

### **Equal education**

Students with visual impairments should be assessed and taught appropriately by designing some special applicable programs for them. Technology in the form of computers and low-vision optical and video aids prepare and help many partially sighted, low vision and blind children to participate and be engaged in regular class activities. Students who are visually impaired with all degree of impairment should be expected to participate fully in classroom activities. Although these students might find some difficulties and limitations; however, with proper planning and adaptive equipment their participation can increase and maximize (Kirk & Hellen, 1998).

Morocco is a country where educational institutions exist for inclusive and special needs students. The Moroccan institutions offer a continuum education for both inclusive and special needs students from kindergarten, primary, high school; however, for higher education includes inclusive universities. Inclusive education helps the person not to feel different in the society because of his handicap and he can greatly benefit from time spent with non-handicapped people. However, because inclusive education is a new system which emerged not many years ago, the teaching system and teachers are not fully prepared for it and often do not have enough experience and education for teaching visually impaired students in common classes. Important questions teachers should ask themselves are: why am I teaching? How will I teach? Who I am teaching? How will I know if the student understands? If the teacher is unable to answer these questions, then he/she needs to reconsider and reflect on his/her teaching goals.

### **Lesson planning**

For truly professional teachers, lesson planning is not optional, it is essential preparation for teaching. A lesson plan incorporates five stages: warm up or review, introduction, presentation, practice, and evaluation. The teacher should set clear objectives, anticipate problems, follow a good procedure, use effective materials and equipment, and provide appropriate activities and approaches in his/her classroom taking into consideration good effective communicative strategies that he/she may use for visually impaired students. To have blind or low vision child in a regular classroom and not providing the child with support services does not constitute integrated education.

The effective role of the teacher is to provide the needed base services so that the blind child can victoriously be educated in a regular classroom. All the responsibilities of the education teacher in schools or professors in the university are in some way connected with providing support services to the student and his family. According to J. Kirk Horton and Hellen Keller (1998) The teacher in his/her class must.

- a- Adapt materials such as test, worksheets, maps, and charts so they can be understood by the blind or low vision students.
- b- Provide any special equipment and supplies the child needs. This might include a braille writer, braille books, special paper, an abacus, and/or a typewriter for a blind child and large print books, felt tip pens, bold line paper, and magnifiers for low vision.
- c- Assist with providing or locating remedial work or extra help in subject areas that the child may have difficulty following in the regular classroom. This extra assistance is in addition to what the regular classroom teacher is teaching and is needed only when the students have difficulty

understanding certain parts of a lesson.

- d- Act as a link between the child's home and the school. This includes reporting to parents the child's progress and letting them know which skills the child should be practicing at home under their guidance.

## RESEARCH METHOD

In the research, the main objective was to compare the English lesson planning for VI students of English as a foreign language and English lesson planning for non-handicapped students of English as a foreign language. In order to find out which lesson planning is more demanding for the teacher in means of time, re-usability, creativity and material availability. The current study opted to carry out a qualitative research, because the number of respondents was going to be small. The reason is that there are not many students of VI students, because VI students are a minority. Although, a qualitative research would be too time-demanding and would require a longer time span.

### Hypothesis

Based on the goals mentioned above, the pronounced hypotheses are as the following:

H1: Lesson planning for visually impaired students of English as a foreign language is more demanding in terms of time and material than lesson planning for non-handicapped students of English as a foreign language.

H2: There are fewer suitable teaching materials available for the visually impaired than for the non-handicapped.

### Data Collection

#### Interviews analysis

Cohen and Manion (1985) stated that interviews are one of the most frequently used methods of eliciting information in social and educational research. Thus, information which was difficult to secure by questionnaires and direct observation of the subjects in the study was obtained through the interview instrument. The interviews were primarily designed to allow opportunities to explore matters further whenever possible. Hence, a list of specific questions covering the main points under consideration was recorded. The interview was aimed at 10 visually impaired students of English as a foreign language at the university of Moulay Ismail in Meknes, Morocco. The interviews, which lasted on average 15 minutes to 1hour, were mostly administered informally.

In interviews, informants are asked to describe verbally learning experiences that have occurred sometime before (Cohen 1984). The aim of the interview is usually to allow the subjects to tell their own stories and to give their personal views in their own words so that the researcher can gain more insights and a clear understanding. The disadvantage of interviews is that students may not report their learning issues and method accurately or may forget to mention some techniques or teaching difficulties. Interviews have also been criticized (Oxford & Burry-Stock 1995) as being time-consuming in respect of both data collection and analysis because they need to be transcribed, coded and possibly translated as was the case in the present study.

The interview guide incorporated nine main questions, each being supplemented by possible follow-up questions. The purpose of the probing was to give cues to the interviewee about the level of response that was desired, to deepen the responses to a question, and to increase the richness of the data being obtained. The aims of the questions prepared for the interview were as follows:

**Q1.** To elicit the number of years they have been learning English as a foreign language.

**Q2.** To elicit the techniques, they are using to learn English as a foreign language.

**Q3.** To elicit sources that are available (materials, aids, out of class activities) and if they are sufficient to satisfy their needs.

**Q4.** To elicit aspects of language they think they have more difficulties with

**Q5.** To elicit language skills that they find difficult to improve.

**Q6.** To elicit any additional comments

It should be noted that the actual questions put to the interviewee did not always follow exactly the order of the questions as shown above. The questions only served as a guide for the discussions, and the order of questioning depended on the situation and how the discussion progressed during each interview. Furthermore, each participant's responses might lead to other questions being asked for elaboration or clarification. However, all the questions were put to all the participants in the same manner. In addition, through the interviews, it was important to clarify and extend the meanings of the interviewees' statement in order to avoid misinterpretations on their part. Kvale (1996) suggests that researchers should use such procedures to allow the interviewees to confirm or disconfirm what has been interpreted by the researcher.

## **ANALYSIS**

The study procedure described above were completed over a month, resulting in a set of audio-recorded interviews with 10 visually impaired students. Results about the number of years the respondents have been learning English as a foreign language, show that all of the participants are third year students from the English department at Moulay Ismail university of Morocco. Based on the interviews, most of the respondents agree that they all depend on the listening skills because it is the most major source of information. As for the questions related to learning difficulties faced by visually impaired students of English as a foreign language, through research and analysis, difficulties faced are related to reading, and writing skills.

The reading materials according to the students with visual impairments prints tend to be smaller and needs to be modified into larger clear prints. Thus, teachers should make sure to the use the appropriate material in the classroom. Besides, students with particular visual impairments may have difficulties with skimming and scanning techniques. Their reading might be slower and they may feel exhausted easily. Therefore, it is often useful to allow students take materials home to read before they are used in lessons so that they can participate in activities instead of spending their time trying to read the material.

As for the writing skills, students find handwriting a frustrating task. Their writing might also be slow, that is why it is usually useful to teach student typing skills and then they can supply work by email rather than wasting their time trying to write. Spelling is another obstacle faced by the visually impaired students because they have had less exposure to written words. For that reason, teachers may better avoid any spelling tasks or they might need to adapt the task for the visually impaired students advantage.

## **Lesson planning**

Lesson planning is an essential step for teaching. A successful teacher has to set some objectives to achieve in most effective possible way, which he needs to plan beforehand. During the lesson planning the teacher should list his expectations at the end of the lesson as things students will be able to do during the lesson, and the condition under which the students' performance will be accomplish. Next, he should prepare stages of the lesson about the teaching and learning process. In general, a language lesson plan incorporate five stages warm up or review, introduction, presentation, practice, and evaluation. A lesson plan can also serve the teacher as a reference, because it records all steps and activities that have been done with the students.

## **The Components of a Lesson Plan**

### **Objectives**

A lesson plan should clearly state the teacher's objectives and expectations. As what results, language, skills, and kind of performance the students would be able to attain at the end of the lesson. To Gower, Phillips and Walters a lesson plan usually incorporate more than one objective but it should be clear to both the teacher and the students.

While teaching visually impaired students, the aims are also important. Yet, the teacher should make sure that the students understand clearly the objectives. The blind students pay more attention to verbal communication and every single detail that might look futile can be meaningful to them. In addition, it is advisable for teachers to double check they have understood the objectives.

### **Procedure**

The teacher organizes the steps taking into consideration the objectives that should be attained. There should be a plan for each step along with a justification. The teacher has also to consider the materials, the approach, and the activities that he is determined to be used during the lesson. He should take into consideration the timing too.

However, for teaching visually impaired students, the teachers have always to bear in mind that they are slower than non-handicapped students. The learning progress can be affected by many reasons as the type of impairment, age, the amount of content, and motivation. The teaching materials might create an issue to teachers, because that depends on the kind of handicap. But most of the time, they need a Braille print or the electronic version.

### **Teaching Approaches**

The teacher should vary the activities and the skills that have to be chosen according to students' interest, level, age, and the course objectives. It is also necessary to decide on the best way to check students understanding either during the lesson or at the end of the lesson.

While teaching visually impaired students, the teacher should be more creative because the choice of activities is very limited. There are materials like pictures and videos, as well as some activities like describing something, find a difference based on visual sense, retelling a story based on a picture, and drawing are all beyond the bounds of possibility. All activities based on vision must be replaced or modified to visually impaired students advantage. For example, it is possible to use a video but base the activity mainly on the sound, and the pictures can be described in writing and used more as a reading activity.

### **Teaching Materials**

The lesson plan should incorporate the materials and equipments needed during the lesson. Davies (2008) mentioned that materials should be suitable to both the objectives of the lesson and the particular group of students. The number of students, their age and interest are also important and should be taken into account while preparing a lesson plan. Among the teaching materials used in class are CD player, pictures, flashcards, overhead projector, board, cassettes, internet, TV, worksheets, laptop, authentic objects, and puzzles.

It is essential to find the appropriate materials to be applied in a class of visually impaired students. Furthermore, there are various materials can be employed to help visually handicapped students to acquire knowledge. Nevertheless, the materials are based on the kind of impairment whether they are partially sighted students, low vision students, legally blind students, or totally blind students. Among the teaching materials used in class are enlarged text, pens and markers with thick marks, non-illuminated or illuminated pocket magnifying glass, digital magnifiers, PC and specialized software, the Braille line, and Picht typewriter.

### **Braille**

Braille is a universally accepted system of reading and writing through raised dots for blind people. It was first created by a blind Frenchman Louis Braille in 1820s. It is read by dots which enable visually impaired people to read as anyone else. Thus, Braille can help handicapped students to learn to read foreign languages. Moreover, it is consisted of a code of 63 characters; everyone is composed of one to six raised dots arranged in a six position cell. These characters are imprinted in lines on paper and read by passing the fingers gently on the manuscript. The manuscript can be typed on Braille writer and can be printed on a special printer, and it also can be connected to a computer. But not every student owns a Braille line because it costs a lot (Encyclopedia Britannica).



### **Speech Synthesizer**

Speech synthesizer is a screen reader software simulation of human speech. It is employed to translate written information into aural information. It is also used to help the vision impaired so that a content of a screen can be automatically read aloud either through letter by letter, word by word, or line by line for the blind to hear and understand. The speed of speech can be adapted to the user's needs. The users might also choose a male or a female voice (Margaret, 2005).

### **Expected issues**

One of the main stages of a lesson plan is stating the expected issues and finding the best strategies to overcome them beforehand. There are many things which might hinder the flow of the course. These issues can be related either to language or classroom management, for example, activities take longer or shorter than what the teacher planned for; a lesson can be very difficult or less difficult than the teacher expected. This stage enables the teacher to achieve his or her objectives the best way possible.

To teach visually impaired students. There are various issues that the teacher should consider while planning the lesson, and while teaching it too. The teacher first should know the type of complexity that the handicapped student faces and his or her way to overcome it. Besides, it is important to recognize the kind of materials the student employs, so that the teacher can take them into consideration while preparing the lesson plan.

It is very hard to use the same activities and teaching approaches that the English teacher uses with non handicapped students such as pictures, colors, describe the, graphs and shapes, Total Physical Response, videos, and testing. Some of the solutions have been suggested by Ivana (2012), first pictures are most of the time used in complementary activities. To visually impaired students, pictures can be described orally or in writing. The teacher can choose to use either the mother tongue or English language; it depends on the level and the objectives of the lesson. Sometimes, it is better to use the mother tongue because the use of English could tell students the answer. But if the pictures describe real objects, it is preferable to get real things to work with.

Secondly, colors might create an obstacle to the teacher but visually impaired have these words in their mother tongue repertoire. Furthermore, they know that blood is red, the sky is blue and the tree in green. Then, the famous activity of "describe the" is one of the activities that encourages students productive skills. This kind of activity cannot be appropriate for the visually impaired students. However, they can be modified; the visually impaired are always interested to know anything about their surroundings. Accordingly, they can listen to the description in their mother tongue and ask them to translate or produce their own version in English. Otherwise, they can touch things if it is possible and try to describe them.

As far as graphs and shapes are concerned, the teacher can cut shapes out of the card board and use them with a description in the back in Braille or glue them on a piece of paper. On the other hand, the Total physical response is an effective method to use not only with non handicapped students but also with visually impaired students, because it helps them to act, remember and learn. The challenge is that visually impaired students cannot see the action so as to perform it. In this case, the teacher can ask the students permission to instruct him by touching, moving or pushing parts of his body. Listening to videos can be challenging to VI students because they cannot maintain the same pace as their classmates. Therefore, the teacher has to recall that he has to describe the general scene to the student, but it is important to assess which information to be omitted and which one has to be included in the description.

Finally, testing VI students is the same as non handicapped students. Yet, VI students need more time to complete the test than others because they spend more time to understand the test and to answer its questions. It is also important to discuss with the student what arrangements should be



made so as to finish their tests effectively and some of the things that are suggested for test adjustment are:

1. Make sure the test format suits their visual ability (Braille if needed, large print, recorded, etc.) Reading the test aloud may also be the best method for test implementation.
2. Allow for more time and repeat questions if necessary.
3. Try adding visuals with bold or distinct contrasting colors that will help them to identify certain objects in a diagram, graph, etc. Also, using tactile learning through 3D objects can help in a lab or science setting.
4. Allow the use of large-buttoned or talking calculators, provided they do not distract other students.
5. Allow after school time to review or repeat any questions missed during class (only if they have concentration or focus problems). (Malburg, 2012)

## CONCLUSION

A teacher of visually impaired students has to be innovative, patient and professional. Teaching visually impaired students is a real challenge to any teacher of English as a foreign language. Therefore, this paper has attempted to introduce some practical and helpful background knowledge about the teaching of VI students, because this kind of students need specialized lesson plan with some different activities and instructions than the one used with non- handicapped ones. VI students have to be integrated and supported in meaningful context with real and authentic objects that they are able to touch, see, smell and taste. They also need clear and guided instructions and explanations, to help students relate what they are feeling to their learning experience.

## BIODATA AND CONTACT ADDRESSES OF AUTHORS



Fatima Zohra KROUM is an assistant professor at the University of Moulay Ismail Faculty of Arts and Human Sciences English department, Meknes, Morocco. A board member of the Moroccan Association "Protection of the Moroccan family". An Associate Member of a Multidisciplinary Research Team on Women at the Faculty of Arts and Human, Sciences, Meknes, Morocco. She has four year teaching experience as a classroom teacher. Fatima Zohra is PhD candidate third year at the University Ben Abdellah Faculty of Arts and Human Sciences, Fes, Morocco majored in Literature, language, and Communication. Fatima Zohra had a TEFL training program certificate for 1 year at the American Language Center Meknes, Morocco. She holds an MA degree of Communication in Contexts at the

University of Moulay Ismail. Her research interest about gender, education, culture and communication. She has participated in Many national and international conferences as participant and organizing committee.

Fatima Zohra KROUM  
Jebrane Khalil Jebrane NO 8  
Meknes- MOROCCO  
E. Mail: [fatimazohra.kroum@yahoo.com](mailto:fatimazohra.kroum@yahoo.com)



Jihane BENMASSOUD is an assistant professor at Moulay Ismail University and an English teacher at the American language center, Meknes, Morocco. A master degree holder in the major of Applied Linguistics, and a fourth year doctorate candidate in the field of "Language and Society" at the university of Ibn Toufail, Kenitra, Morocco. She also holds a certificate in the Teaching of English as a foreign language and she has a 6 years' experience as a classroom teacher.

She has participated in many national and international conferences as an organizer and a participant. Her previous studies are related to different disciplines as Media and Discourse, Second Language Acquisition, ESP and EGP. So far she has published one book under the title of "Talk Control in English Interviews" and

two other articles are under consideration for publication.

Jihane BENMASSOUD  
Marjane 2, N 1907  
Meknes- MOROCCO  
E. Mail: [Benmassoud-jihane@outlook.com](mailto:Benmassoud-jihane@outlook.com)

## REFERENCES

Ananya, M. (2012). Types of visual impairment. News medical life science. Last Updated: Jun 27, 2012 retrieved from. <http://www.news-medical.net/health/Types-of-visual-impairment.aspx>

Braille Encyclopaedia Britannica . (2005). Retrieved January 10, 2002, from Research Libraries Web site: <http://www.britannica.com/EBchecked/topic/77257/Braille>

Cohen, L., & Manion, L. (1984-1985). Research methods in education. London: Croom Helm. Chicago (Author-Date, 15th ed.).

Ivana, G. (2012). Lesson Planning for Visually Impaired Students of English. Masaryk University. The Faculty of Pedagogy .

Kirk, H. & Hellen, K. (1998). Education of visually Impaired Pupils in Ordinary school. Guides for Special Education No. 6.

Margaret, R. (2005, December). Retrieved December From <http://whatistechtarget.com/definition/speech-synthesis>

Malburg, S. (2003). Looking Through Their Eyes: Teaching Suggestions for Visually Impaired Students. Edited by: SForsyth, updated: 1/17/2012.

Oxford, R. L., & Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL.