EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME04 ISSUE01
DOI: https://doi.org/10.55640/eijmrms-04-01-26 Pages: 143-147

EFFECTIVENESS OF USING MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING SEWING TECHNOLOGY

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ABOUT ARTICLE

Key words: Collocation, word, primary, advance, decision.

Received: 13.01.2024
Accepted: 18.01.2024
Published: 23.01.2024

Abstract: Word combinations, often referred to as collocations or phraseology, play a crucial role in translation, particularly in achieving natural and idiomatic target language expressions. Advanced understanding of word combinations is essential for translators to produce high-quality translations.

INTRODUCTION

One of the factors driving the exploration and development of new pedagogies and the use of technology for learning is a concern that education may be becoming increasingly out of step with the way that people use technology today for socialising, working and learning. Furthermore educational institutions may be failing to meet the expectations of learners. Ubiquity, accessibility, rapid feedback and ease of use are all features of learners' daily experience with digital technologies which are changing their expectations of education (Beetham, McGill and Littlejohn, 2009). 2.2 How people use technology A series of surveys and reports have provided evidence of how people are using technologies, particularly social software and web 2.0, for communication and social networking and for creating and sharing a wide range of digital artefacts. Hadyn (2008) draws attention to a Becta survey of learners in the UK. Of the 2,600 learners surveyed, 74 per cent had social networking accounts and 78 per cent had uploaded artefacts using Web 2.0 applications. However, nearly all students' use of Web 2.0 is currently outside school, for social purposes. Few pupils had an understanding of the ways in which Web 2.0 might be used for educational purposes and few had well developed digital literacy and critical skills to navigate Web 2.0 territory in a mature way (Becta, 2008). Perhaps the most

extensive surveys of how young people are using technology have been provided by the Pew Internet and American Life project. As early as 2005 a Pew Research Centre study (Lenhart and Madden, 2005) found that 56 per cent of young people in America were using computers for creative activities, writing and posting to the internet, mixing and constructing multimedia and developing their own content. Twelve to 17-yearolds look to web tools to share what they think and do online. One in five who use the net said they used other people's images, audio or text to help make their own creations. According to Raine (BBC, 2005), "These teens were born into a digital world where they expect to be able to create, consume, remix, and share material with each other and lots of strangers." Much of the research into how young people use computers and social software has been from the USA. However, a series of studies around these issues has recently been undertaken in the UK (Ofcom Social Networking Research, the Oxford Internet Institute's Internet Surveys, Ofcom Media Literacy Audit). Ewan McIntosh (2008) has provided a useful summary of some of the findings. The main use of the net by young people, by far, is for learning: 57 per cent use the net for homework, saying it provides more information than books. 15 per cent use it for learning that is 'not school'. 40 per cent use it to stay in touch with friends, 9 per cent for entertainment such as YouTube (a low figure given the younger age of the respondent sample). Most users of the net are using it at home (94 per cent), then at work (34 per cent), in another person's house (30 per cent) or at school (16 per cent). Only 12 per cent use public libraries and 9 per cent internet cafés. Most people's first exposure to the web is at home. The predominant use of media is for getting information. Both users and non-users of the internet read as many books as each other but users watch less television (cf. Clay Shirky's theory on "cognitive surplus"). The result is that internet users get more information in total, and as much as non-users through other sources. Face-to-face remains the most important source of information but internet users actually value face-to-face meeting more than non-users. Indeed, in the 'real world' internet users are more likely to be outgoing individuals and to belong to a social group or club than non-users of the net. 66 per cent of 15-24 year olds have broadband and about 82 per cent of them have a Social Networking Service (SNS) profile. Most 16-17 yrs have a profile (67 per cent). 15 per cent of very young children (6-11 yrs) have used Bebo, 4 per cent have used Facebook and 8 per cent have used MySpace (note that even in the short period since these surveys were undertaken there is likely to be radical changes in these figures). By 12 years old most of them can describe what a social networking site is, although they may not know the term. The majority of adults do not have a social networking site but are more likely to if their children do (is it for the purposes of snooping?). However, this figure is enormously skewed by the age profile of the adult population. Among young people, those most likely to reject social networks are older teens citing intellectual reasons. In social networks most people have between 1-20 friends. In contrast to the

Pew Internet findings, McIntosh says that creativity is limited to uploading photos on social network sites or creating profiles and that girls, who are more active on SNSs anyway, are more likely to do this than boys. However, this figure depends on how 'creative activities' are defined. Over 30 per cent of young people make playlists of music, a third regularly add comments to web content on social media sites. Just under a fifth of 12 - 15 yr olds undertake other creative activities such as making ringtones, short movies on mobile phones or camcorders or writing a blog. Teenagers living in rural areas are statistically more likely to be creative online. The JISC funded SPIRE project, undertaken by the University of Oxford Department of Continuing Education in partnership with Penn State University, has undertaken a survey designed to discover the general levels of usage of the internet and the extent to which internet services are being used for work, for study, socially and for fun (White, 2007). The survey received 1418 responses 46 of which were from academics. The survey focused in particular on what social software services and tools were being used by students and academics and for what purposes. The survey found the widespread use of Wikipedia for study and for work, despite the ambivalence of many institutions towards the use of the site. Wikipedia is also used for collaborative authoring. Forums are used both for study and for work, as are blogs but social networking sites, despite their high traffic, are used almost exclusively for social purposes and not for work or study. Interestingly, there was little variation between the replies from students and from teachers. The findings showed a high level of contributing rather than simply consuming content with 20 per cent of respondents who use MySpace and YouTube contributing in some form. This contradicts a Guardian newspaper survey that "suggests that if you get a group of 100 people online then one will create content, 10 will 'interact' with it (commenting or offering improvements) and the other 89 will just view it" Guardian Online 20 July 2006. However, White (2007) is cautious about this finding saying the area requires more research particularly into what motivates individuals to comment or create new content. "As the focus in elearning shifts increasingly towards collaboration and the provision of online social spaces, the issue of how to encourage students to move from being 'lurkers' to active participants is crucial." Although findings differ, there is converging evidence that young people (and not just young people) are increasingly using technology for creating different forms of media content, for communication and for publishing information and well as for consuming it. Furthermore, the widespread use of this technology is outside the classroom (Attwell and Costa, 2009). Internet use is not confined to computers. Young people have been avid early adopters of mobile technologies. A Pew study,Teenagers and Mobile Phones (Lenhart, Ling, Campbell & Purcell, 2010), conducted in the USA, found that of the 75 per cent of teenagers who own mobile phones, 87 per cent use text messaging at least occasionally. Among those texters: • Half the number of teenagers send 50 or more text messages

a day (or 1,500 texts a month) and one in three sends more than 100 texts a day (or more than 3,000 texts a month). • 15 per cent of teens who are texters send more than 200 texts a day or more than 6,000 texts a month.

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