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CONTENTS

Chapter 1

A MIXED METHOD RESEARCH: A STUDY ON TURKISH PRE-SERVICE EFL TEACHERS' PERSPECTIVES TOWARDS ONLINE LEARNING VIA THE ONLINE LEARNING PLATFORM FOR ENHANCING ENGLISH LANGUAGE LEARNING

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1. Introduction

The COVID-19 pandemic appearing in March, 2020 leaded to the restriction in many areas across the world, especially in the field of education. In this aspect, in order to prevent the transmission of this fatal virus, a new learning process was required by the government in Turkish universities shifting from face-to-face learning into online learning using the online learning platform called UZEM (that is to say distance education system).

Online learning is identified by Bakia et al. (2012) as "Online learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students." In online learning, instructors and students need to have learning management system (LMS) as a platform for teaching and learning processes. In the midst of pandemic, one of the LMS called distance education system (Uzem) was utilized by universities in order to sustain online learning in that period.

Among studies related to students' perceptions towards online learning through online learning platforms, Cakrawati (2017) illustrated that participants thought that online learning platforms enabled them to develop their language skills, achieving new vocabularies. Another study conducted by Sari & Oktaviani (2020) concluded that undergraduate students agreed that online learning platforms were regarded as beneficial tools for online learning although they had difficulty in sustaining their motivation and interest during the learning process. Another study which focused on pre-service EFL teachers' perspectives towards online learning management systems was conducted by Putri & Sari (2020) indicated that ELT students generally had positive feedback towards the use of the platforms. It was also accepted that these platforms improved their language skills such as listening and writing skill. However, there were some challenges such as technical difficulties in using the online learning platforms.

Despite the increasing number of studies on the attitudes of students towards online learning through the online learning platforms (Akbarov et al., 2018; Azizah &Nugraha, 2021; Erarslan & Arslan, 2019; Famularsih, 2020; Karataş & Tuncer, 2020; Kibar & Özer, 2020; Putri & Sari, 2020; Rojabi, 2020; Sari, 2020) there have been limited studies on pre-service EFL teachers' perspectives towards online learning platforms and on revealing the benefits and challenges of this platforms in respect to language learning enhancement. This current research was intended to examine the attitudes of Turkish pre-service EFL teachers at Gaziosmanpaşa and

Bozok Universities towards the use of online learning platform (that is to say UZEM).

1.1. Literature Review

Different terms were utilized for online learning such as "virtual learning, web-based learning, e-learning, computer-assisted learning, networked-learning and distance learning" (Ally, 2008). All these terms signify that the learner and the instructor are distant from each other using some forms of technology (esp. computers) to obtain learning materials and to interact with content, other learners and their instructors (Ally, 2008). Another definition of online learning was identified by Welsh et al. (2003) as "use of computer network technology, primarily over or through the Internet, to deliver information and instruction to individuals." Holmes & Gardner (2006) simply defines online learning as "online access to learning resources, anywhere and anytime." Although there have been a variety of definitions for online learning, all these definitions emphasize the concepts of technology, learning and access (Yacob et al., 2012).

It has been found that In online learning, distance, location and time zone are not issues for learners who can obtain online materials anytime through the interactions between learners and instructors (Ally, 2008). Online learning platforms are the central part of online learning implementation. Ellis (2009) describes online learning platforms (that is to say learning management systems) as a "software application for the administration, documentation, tracking, reporting and delivering by e-learning education courses." In order to implement online learning, various applications and platforms are utilized for enhancing the quality of learning and teaching such as zoom meeting, Google classroom, Edmodo or distance education management systems. Online learning platforms promote learning providing students with various characteristics that enable accessing course materials, submitting assignments as well as collaborating with teachers and peers (Chakrawati, 2017).

Learners' attitudes towards online learning through the online learning platforms are crucial determinant for learners in order to specialize in foreign language learning process. In his research, Okmawati (2020) confirms that the online learning platform enables learners to become independent and more enthusiastic learners, but it challenges them to face with technical constraints and social interaction problems. Another research conducted by Putri & Sari (2020) explored learners' tendencies towards the use of online learning system as the strategy of language learning in EFL classroom. They concluded that participants had positive attitudes towards learning management system and LMSs had a significant impact on their language skills improvement (speaking, writing, listening and re-

adingölç skills). Nevertheless, internet connection problems were among challenges in using learning management systems.

Famularsih (2020) investigated learners' perceptions towards online learning applications in EFL classroom in the midst of Covid-19 Pandemic. The results illustrated that learners have positive response towards the use of online learning along with some negative attitudes in which they had difficulties in conducting online learning when they faced with too much homework, insufficient facilities and internet connection problems. Participants also stated that their reading and writing skills were improved instead of their listening and speaking skills because of limitations in learning activities.

A recent study conducted by Atmojo & Nugroho (2020) also explored online teaching activities and drawbacks in secondary schools during Covid-19 pandemic in Indonesian context. Some of the drawbacks revealed in the study were the internet connection problems, not having smartphones or computers, having low digital literacy and unpunctuality for online classes.

Yacob et al. (2012) claimed individual differences such as gender might influence the attitudes of learners towards online learning. They asserted that "Students' perceptions of e-learning in university education may be influenced by specific individual variables" According to Yacob et al. (2012), young male learners more easily adjust themselves to online learning compared to female students. According to Sabti & Chaichan (2014) female students had more positive attitudes towards the use of computer technology than male students.

As previous research related to the attitudes towards online learning through the use of online learning platform generally focused on teachers' and students' perceptions and experiences, there needs to have more empirical studies on pre-service EFL teachers' perspectives towards the use of online learning platform (distance education management system) in Turkish context during Covid-19 pandemic. Therefore, this present study aims to investigate pre-service EFL teachers' tendencies towards online learning through the online learning platform and to reveal the benefits and drawbacks of the online learning platform. Moreover, the study investigated whether gender difference significantly affect attitudes or not. Accordingly, to achieve its objectives, the following research questions were as follows:

1. What are pre-service EFL teachers' attitudes towards online learning through the online learning platform in language learning?

2. What are pre-service EFL teachers' views towards benefits / drawbacks of online learning through the online learning platform in language learning?

3. Is there any significant difference between pre-service EFL teachers' attitudes of online learning through the online learning platform and their gender?

2. Method

The present study was a mixed method research design; a survey research and one-to-one interview to compile data on pre-service EFL teachers' attitudes towards online learning through the online learning platform for enhancing English language learning.

Participants

The current study included 89 participants in English Language Teaching (ELT) departments from Gaziosmanpaşa University, Tokat and Bozok University, Yozgat in the academic year 2021-2022. The details about the participants was presented in Table 1.

Table 1. The Details about the Participants

		N	%
University	Gaziosmanpaşa University	45	51
	Bozok University	44	49
Gender	Female	57	64
	Male	32	36
Age	18-20	45	51
	21-24	40	45
	25-28	3	3
	29-32	1	1
Total		89	100%

As seen in Table 1, 64% (f=57) of the participants were female and 36% (f=32) of them were male students who attended the questionnaire. In respect to their universities, 51% of the students were from Gaziosmanpaşa University, Tokat and the rest of them (49%) were from Bozok University, Yozgat. 51% of the participants were ranged between 18-20, 45% of the were ranged between 21-24.

Tools

The researcher used the attitude questionnaire prepared by Sari & Oktaviani (2021 was utilized for the current study to determine ELT students' attitudes towards online learning via the online learning platform for augmenting English language learning. The instrument includes three sections. The first section includes background knowledge about the participants such as age, university and gender. The second part includes 25 closed-ended questions based on five-point Likert-type scale. The questionnaire was interpreted into five categories; in the range of 1.00-1.80 as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as neutral/ moderate, 3.41-4.20 as agree, and 4.21-5.00 as strongly agree. The last part included two open-ended questions to reveal the advantages and drawbacks of online learning through the online learning platform. To strengthen the findings of the study, a face-to-face interview was carried out five subjects to reveal their views of online learning implementation. The interviews lasted for 10-15 minutes for each participant.

Three proficient EFL instructors evaluated the questionnaire for validity. The questionnaire's Cronbach's alpha was measured as .815

The three sections of the questionnaire were presented as follows:

1. Respondents' demographic information (gender, age, university)

2. Likert scale statements (25 closed-ended items) on respondents' attitudes online learning through online learning platform in language learning

3. Open-ended section: two open-ended question to explore benefits and drawbacks of online learning implementation.

One-to-one (face to face) interview included the following questions:

1. What are the advantages of online learning through the online learning platform in order to enhance English language learning? (open-ended / interview question)

2. What are the drawbacks you have faced in online learning implementation through the learning platform? (open-ended / interview question)

3. Which language skill do you think has improved the most?

4. Do you prefer online learning or face-to-face learning?

3. Results

This part reveals the findings of the questionnaire by investigating the participants' views towards online learning through the online learning platform in their language learning process.

3.1. Results concerning quantitative section

Table 2 highlights the percentages, means and standard deviations. The detail was as follows:

Table 2. Participants' Perspectives of Online Learning Platform (UZEM)

N=89	M	SD	Interpretation
1. I can easily use the online learning platform as needed for my studies.	4.03	1.12	Agree
2. I am relaxed interacting with my instructor and other classmates electronically.	3.68	1.19	Agree
3.I am eager to actively interact with my instructor and other classmates electronically.	3.52	1.23	Agree
4. I feel that my learning experiences will be useful to my studies using an online learning platform.	3.61	1.41	Agree
5. I am comfortable with written interaction.	3.92	1.36	Agree
6. I believe reviewing what I have learned in a course through an online learning platform will help me to recall it better.	3.84	1.29	Agree
7. I am self-disciplined and find it easy to set aside reading and homework time through an online learning platform.	3.80	1.16	Agree
8. I can manage my study time effectively and easily finish homework on time using an online learning platform.	3.88	1.25	Agree
9. As a student, I enjoy working independently through an online learning platform.	3.93	1.35	Agree
10. As a student, I enjoy working with other students in groups through an online learning platform.	3.13	1.36	Neutral
11. I like a lot of interaction with my lecturer/ instructors through an online learning platform.	3.39	1.36	Neutral
12.I have enough computer/laptop/smartphone keyboarding skills for doing online work through an online learning platform.	4.15	1.07	Agree
13. I feel relaxed texting on a computer/laptop/ smartphone in an online learning environment.	4.16	1.12	Agree
14. I feel comfortable communicating online in English through an online learning platform.	3.76	1.30	Agree

15. I can ask my instructor questions and receive a quick feedback during online learning activities outside of class through an online learning platform.	3.77	1.21	Agree
16. I feel that face-to-face contact with my lecturer is essential to learn.	3.80	1.34	Agree
17.I am motivated by the material in an online activity outside of class through an online learning platform.	3.61	1.25	Agree
18. I can discuss with other students during online activities through an online learning platform.	3.50	1.29	Agree
19. I can have a group-work during online activities through an online learning platform.	3.37	1.33	Neutral
20. I can cooperate with other students during online activities through an online learning platform.	3.53	1.26	Agree
21. Learning is the same in class and at home on the online learning platform.	2.94	1.65	Neutral
22. I believe that online learning platform is more motivating than a regular course.	3.11	1.60	Neutral
23. I believe a complete course can be given by the online learning platform with easiness.	3.56	1.43	Agree
24. I could pass a course on the online learning platform without any teacher assistance.	3.31	1.27	Neutral
25. I believe a course through an online learning platform is possible but learning English would be hard.	3.23	1.33	Neutral

According to the findings of the questionnaire, it indicated that participants generally had positive attitudes towards online learning through the use of online learning platform (Uzem). The highest mean score (M=4.16, SD= 1.12) was for the item 13 in which most participants declared that they feel relaxed texting on a computer/laptop/smartphone in an online learning environment. Another highest mean score (M=4.15, SD=1.07) was for the item 12 in which participants thought they have enough keyboarding skills for doing online work via an online learning platform. On the other hand, the lowest mean score (M=2.94, SD=1.65) was collected from the twenty-first item in which participants were neutral about the claim that online learning is the same as face-to-face learning.

There were two more statements that achieved the least mean scores from the participants in the questionnaire. The first statement was the statement 22 (M=3.11, SD=1.60) in which participants were unsure that online learning is more motivating than a regular course. That is to say, they were not certain whether online learning or face-to-face learning is more motivating or not. Another statement having the low mean score (M=3.37, SD=1.33) was the statement 19 in which the participants did not

agree with the idea that they can have group-work during online activities through an online learning platform.

On the other hand, there were six items of mean scores in the range of 3.84-3.93. Statement 9 (M=3.93, SD= 1.35) showed agreement from the students that most of the participants thought that as a student, they enjoy working independently through an online learning platform. Statement 5 (M=3.92, SD=1.36) illustrated that participants agreed with the claim that They were relaxed with written interaction. According to the statement 8 with the mean score 3.88 (SD=1.25), most of the participants thought that they could manage their study time effectively and easily finish homework punctually using an online learning platform. Another statement which had a high mean score (M=3.84, SD=1.29) from the participants was the statement 6 in which participants believed reviewing the recorded lesson via the online learning platform enable them to recall the content better.

As a consequence, most of the participants had positive perspectives towards online learning through the online learning platform. Although they were comfortable composing text, written communication in an online learning environment, they enjoy working independently through the platform, they possess enough keyboarding skills for doing online work, and they easily complete assignments through the platform, they were unsure about the issues of the implementation of group-work, triggering motivation in an online learning environment.

3.2. Qualitative section results

In order to have understanding deeply of ELT students' attitudes towards online learning through the online learning platform, the questionnaire included two open-ended questions. The participants (50.5%, n=45) responded the questions. Moreover the researcher had one-to-one interviews with five voluntary participants.

3.2.1. Concerning benefits of online learning platform

Regarding ELT students' tendencies towards the advantages of online learning through the online learning platform, in the open-ended section of the questionnaire, most of the participants stated that online learning platform allows them to attend classes anytime and anywhere and to watch recorded lessons whenever they want. The responses might be seen as follows:

"Through the online learning platform, you do not need to be a certain place to join the class."

"The online learning platform enables us to attend classes anywhere and anytime."

"I could re-watch the sessions whenever I wanted."

"It is accessible every time via the online learning platform."

"I could listen recorded courses again and again."

"Online learning allows students to attend classes from any location of their choice."

Some participants also considered online learning as easy, relaxing, time-saving, motivating and affordable. Responses obtained from the participants are presented as follows:

"It's relaxing because you do not have to go to school."

"You can manage your time effectively because the online learning platform."

"I feel more comfortable in online learning."

"Sometimes, it is easier to study alone."

"In online learning, we can manage time better and we have a self-motivation and self-confidence."

"It can be more relaxing for students."

"Online learning is more affordable than face-to-face learning."

Moreover, the responses obtained from the one-to-one interviews with the participants were in line with the ones obtained from open-ended section. The results of the interviews described below:

Participant 1 (Nisanur): "I could re-watch all classes anywhere and anytime. It was more relaxing and easy for us to reach all sources in my room through the online learning platform."

Participant 2 (Nurşen): "I saved my time through the online learning platform. It was also affordable and cheaper than face-to-face learning because I was living with my family and I could get rid of my school expenses and I could watch all the sessions again and again."

Participant 3 (İlayda): "There was an ease of access in terms of lessons, I could attend all classes via smartphones and laptops wherever we wanted."

Participant 4 (Eray): "We were able to spare time for social facilities as it was time-saving"

Participant 5 (Sare): "I was less nervous in online learning through the online learning platform. All the teachers used a variety of materials in online learning."

3.2.2. Concerning drawbacks of online learning platform

As for the drawbacks of online learning through the online learning platform, participants complained about internet connection problems, hard to motivate themselves and lack of social interaction, focusing on the screen for long periods through the use of online learning platform.. The responses of the participants described below:

"I had some connection problems to join classes actively."

"It was not motivating for students."

"It was boring. I was having trouble to motivate myself in online courses."

"Sometimes, we had connection problems and we could not open our microphones."

"Since it was my first year in the university, I did not know my classmates. There was no social interaction among us."

"There were network problems for students who lived in the villages."

"We had to concentrate on the screen for long periods of time. We had eye strain."

"There were collaboration problems"

Furthermore, the responses of one-to-one interviews were parallel with aforementioned problems stated by students. The responses were as follows:

Participant 1: "We could not use microphones because of technical difficulties of the online learning platform. We had some connection problems during the courses. Sometimes, our environment was not suitable for attending live classes. We had communication problems with our instructors."

Participant 2: "Because of our first year at the university, we did not know each other. It was un-motivating and boring to look at the computer screen for a long time."

Participant 3: "Students were generally passive learners in classes in online learning. Lack of active participation, technical difficulties and shyness were some of the drawbacks of online learning."

Participant 4: "We were easily distracted by anything at home."

Participant 5: "There were no group-work or social interaction among us. We had internet disconnections."

As a consequence, participants generally regarded technical difficulties, internet disconnection problems, lack of social interaction and group-work activities among students as disadvantages of online learning through the online learning platform.

Regarding the third interview question of which language skill has improved the most, it was accepted that online learning platform helped students to improve their language skills. The responses were described below:

Participant 1: "I developed my writing skill as we expressed ourselves by typing in online learning."

Participant 2: "I improved my listening and writing skills because we always listened to the recorded lessons and did our best to correct our pronunciation while listening to the classes."

Participant 3: "Listening and writing skills. We had so much homework in writing and this enabled us to practice a lot."

Participant 4: "Of course writing skill, but we did not have the opportunity to improve our speaking skills."

Participant 5: "I improved my writing skill as we always used chat boxes for asking questions and sent text messages to our instructors."

As for the last interview question, although they were conscious of the advantages of online learning through the online learning platform, most of the participants made a choice of face-to-face learning because of the existence of social interaction and group-work activities.

3.3. Results concerning differences between attitudes and gender

The purpose of the last research question was to find out whether gender has a significant impact on the attitudes of pre-service EFL teachers towards online learning through the online learning platform. The independent sample t-test was conducted to investigate whether there is a significant relationship between attitudes towards online learning and gender.

Table 3. Independent sample t-test analysis for gender

Gender	N	M	SD	t	df	p
Female	57	3.65	.86	.422	87	.674
Male	32	3.57	.88			

As seen in Table 3, It was concluded that there was not a statistically significant difference between female (M= 3.65, SD= .86) and male (M=3.57, SD.88) in terms of the attitudes towards online learning through the online learning platform (t (87) = .422, p >.005). It can be seen that gender did not influence the attitudes of ELT students towards online learning.

To sum up, pre-service EFL students generally had positive attitudes towards online learning through the online learning platform. As for the benefits of the online learning, most of the participants stated that online learning platform allows them to attend classes anytime and anywhere and participants also considered online learning as easy, relaxing, time-saving, motivating and affordable. As for the drawbacks of online learning, participants generally regarded technical difficulties, internet disconnection problems, lack of social interaction and group-work activities among students as disadvantages of online learning through the online learning platform. Regarding the third interview question of which language skill has improved the most, it was accepted that online learning platform helped students to improve their language skills especially writing skill. Lastly, it can be said that there was no significant difference between male and female participants in terms of attitudes towards online learning through the online learning platform.

4. **Discussion and Conclusion**

This study investigated the attitudes of ELT students' towards online learning through the online learning platform and to reveal the benefits and drawbacks of online learning. The researcher used a survey research and one-to-one interview to compile data on pre-service EFL teachers' attitudes towards online learning through the online learning platform for enhancing English language learning. The current study consisted of 89 participants in English Language Teaching (ELT) departments from Gaziosmanpaşa University, Tokat and Bozok University, Yozgat in the fall term of academic year 2021-2022.

The results showed that pre-service EFL students generally had positive attitudes towards online learning through the online learning platform. As for the advantages of the online learning, most of the participants stated that it allows them to attend classes anytime and anywhere and participants also considered online learning as easy, relaxing, time-saving, motivating and affordable. As for the drawbacks of online learning, participants generally regarded technical difficulties, internet disconnection problems, lack of social interaction and group-work activities among students as disadvantages of online learning through the online learning platform.

Regarding the third interview question of which language skill has improved the most, it was accepted that online learning platform helped students to improve their language skills especially writing skill. Lastly, it can be said that there was no significant difference between male and female participants in terms of attitudes towards online learning through the online learning platform.

The findings of this current study were parallel with previous research that investigated attitudes of learners towards online learning (Atmojo & Nugroho, 2020; Bailey & Lee, 2020; Famularsih, 2020; Nartiningrum & Nugroho, 2020; Okmawati, 2020; Putri & Sari, 2020, Tarihoran et al., 2021; Yacob et al., 2012). Tarihoran et al. (2021) investigated pre-service teachers' perceptions of online learning during coronavirus pandemic. 113 active students took part in the study. The findings showed that asynchronous learning could be more sensible than synchronous classes. It can be concluded that using online learning is necessary in classroom and when used properly, it can be advantageous for practicing receptive and productive skills. Online learning could be applicable, cheap and should be part of undergraduate training.

Nartiningrum & Nugroho (2020) conducted a study investigating EFL learners' challenges, insights and needs in using online learning during the pandemic. In this context, the aim was to reveal the efficacy of teaching English by means of online learning from the perspectives of EFL leaners. The study concluded that the challenges were unstable network connection, electricity blackout, lack of social interaction and communication between students and teachers, less control, guidance from teacher leading them to become lazier, they are more easily distracted which were in line with the findings of this study.

This study has some pedagogical implications. In order to prevent challenges faced by students during online learning, instructors should be supported with professional digital-literacy training. Furthermore, collaborative online activities should be integrated to the part of online learning as they lead to successful learning including social environments for students to be active learners. Therefore, cooperative activities and application should be used more to develop four language skills. This could enable students to improve their speaking skill which was revealed to be the hardest skill among others. The study has limitations. As the size of the sample was limited, the results of the study cannot be generalized for all teachers in Turkey. Therefore, a large sampling might promote our understanding in this area.

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Chapter 2

MUSIC TEACHERS' METAPHORICAL PERCEPTIONS REGARDING THE CONCEPT OF "MUSIC CLASS"[1]

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1. INTRODUCTION

Music education is a process that targets bringing in aesthetic values that contribute to the cognitive, affective and psychomotor development by advancing their musical perceptions in the training process of an individual, and expressing their ideas freely by giving direction to the development of their talents (Cüceoğlu Önder & Yıldız, 2017; Akyüz, 2011; Taşçı, 2018; Okur, 2017; Tez & Aydıner Uygun, 2016).

With the purpose of creating difference in aesthetic behavior, in the music education process that is denoted as a process that gains the individuals particular artistic behaviors, handling all of the qualifications of the lesson either in the dimension of affective, instrumental and voice training or in the dimension of creating music by feeling the musicality and structuring it in terms of cognitive concerns serves the purposes of music education (Uçan, 2005; Yazıcı, 2016; Varış & Cesur, 2012; Şendurur & Akgül Barış, 2002).

Depending on these purposes, the expertise awareness of music teachers that have the most important role in improving the musical behaviors of students and following a procedure which complies with the principles of teaching music lesson pave the way for realizing the purposes of music class (Tez & Aydıner Uygun, 2016; Piji Küçük, 2012; MEB, 2018; Çevik Kılıç, 2016).

In this regard, defining what kind of perception music teachers, which have a major role in running the educational activities, one of the most important elements of music class, have regarding the "music lesson" concept is considered significant. In defining these perceptions, the metaphors that are an operation of expressing a meaning structure with another could be applied (Barışeri Ahmethan & Yiğit, 2018; Çevik Kılıç, 2016; Çakan Uzunkavak & Gül, 2019).

It is been observed that a great deal of works regarding metaphoric perception have been carried out in national and international music and education studies (Çevik Kılıç, 2016; Babacan, 2014; Taşdemir & Taşdemir, 2011; Kıral, 2015; Tez & Aydıner Uygun, 2016; Fidan & Fidan, 2016; Eren, 2018; Woody, 2002; King, 2001). Metaphors that is explained as a transmission of information from a recognized concept to an unknown one are powerful mental tools that cause to create new meanings of the concept or phenomenon to be comprehended by associating it with other concepts or phenomena (Çevik Kılıç, 2016; Eren, 2018; Bounegru & Forceville, 2015).

With this study, it is purposed to reveal what kind of depictions regarding the concept of "music class" that music teachers make using metaphors. In the direction of this purpose, answers to the questions below are sought after:

1.Which metaphors do music teachers use in revealing their perception of "music class"?

2.Under which conceptual categories are the metaphors that music teachers perceive regarding "music class" presented?

2. METHOD

The information regarding the research design, sampling, and data gathering are included in this chapter.

2.1.Research Design

In this research, a phenomenological research design that is one of the qualitative research methods have been applied to define music teachers' metaphoric perception of the concept "music class". Phenomenological research could be defined as an inductive and a descriptive research method that focuses on the humanitarian phenomena which is recognized in daily life but is not interpreted in-depth and in detail, that focuses on revealing the differences of the experiences and perceptions towards these phenomena (Akturan & Esen, 2008; Melanlıoğlu, 2013; Yılmaz &Şahin, 2016; Yalçın and other, 2016).

2.2. Sampling

120 current music teachers constitute the sample of this research. Criterion sampling of purposeful sampling technique has been applied in choosing the participants. The purpose of this sampling method is the study of all cases that meet the criterion designated beforehand (Yıldırım & Şimşek, 2006).

Table 1 contains demographic data of participating music teachers in the research.

Variables		***f***	**%**
Gender	Female	72	60
	Male	48	40
Age	21-31	89	74,17
	32-42	22	18,33
	43 and higher	9	7,5
Experience	1-4 years	44	36,6
	5-10 years	56	46,6
	11-15 years	10	8,4
	16 and higher	10	8,4
Total		**120**	**100**

Table 1. *Demographic Information Regarding the Music Teachers Who Participated in the Research*

As can be seen in Table 1, %60 of the participating teachers are females, %40 of them are males. It is also determined that %74,17 of the teachers are 21-31 ages, %18,33 are 32-42 ages, %7,5 are 43 ages or higher. It is found that of the participating teachers %36,6 have 1-4 year experience, %46,6 have 5-10 year experience, %8,4 have 11-15 year experience and %8,4 have 16-year or higher experience in teaching.

2.3. Data Gathering

In the data gathering process, each participating teacher is given a half-structured form that includes "Music is like…Because…" to reveal their metaphoric perception regarding "music class". The metaphors that are used as a research tool enable understanding and experiencing one thing from the point of another thing (Akyol, 2019).

2.4. Data Analysis

Content analysis has been used to interpret the data gathered. The content analysis gives an opportunity to study the behaviors of individuals indirectly, to define, label the particular features of the document analyzed through a quantitive method, and to make a deduction (Kılcan, 2019; Gönç Şavran, 2012).

In analyzing and interpreting the metaphors developed by students, 5-staged evaluation process has been based upon that includes (1) defining the metaphors (coding), (2) classifying the metaphors, (3) category developing, (4) providing validity and reliability, (5) transferring the data onto a computer (Saban, 2009).

(1) Coding Phase: An alphabetical list has been formed in Word software by sorting the metaphors created by the 120 participating teachers. In the next stage, whether the students expressed the metaphors clearly and understandably has been analyzed, and 40 forms of the analyzed forms have been eliminated due to the lack of a meaningful reason regarding the stated metaphor and the rest of the metaphors have been coded.

(2) Classification Phase: 59 valid metaphors have been sorted alphabetically and coded one by one. Some metaphors have been arranged according to their similar aspects, and the synonymous metaphors or the metaphors that have a relation have been merged under the same code.

(3) Category Developing Phase: The metaphors produced by the teachers have been categorized by the researchers considering the reasons for them. During this process, 59 metaphors have been correlated and 4 conceptual categories have been obtained.

(4) Validity and Reliability Phase: In this direction, expert opinion has been consulted to determine whether the metaphors, under 4 conceptual categories that are attained from the research, represent the conceptual category in question to check the reliability of the research. In the direction of this purpose, the expert has been given 2 different lists that contain the names and features of 59 metaphors and 4 conceptual categories. He was asked to match the metaphors in the first list with the categories in the second one. The matchings of the expert and the researchers have been compared. After determining the agreement and the disagreement in the comparison, the reliability of the research has been calculated by Miles and Huberman's (1994) reliability formula:

$$\text{reliability} = \frac{\text{number of disagreements}}{\text{number of disagreements} + \text{number of agreements}}$$

The %90 and higher consistency as a result of this calculation is an acceptable reliability rate (Saban, 2009). Reliability in this research is calculated as reliability=57/(57+2)=0.966, the researchers have agreed upon at the ratio of %97.

(5) The Phase of Transfering the Data onto a Computer: All the data has been transferred onto a computer and frequency (f)-percentage (%) has been calculated.

3. FINDINGS

The findings attained from the research have been included in this chapter.

Table 2 contains the alphabetical distributions of the metaphors that the music teachers produced regarding the concept of music class.

Table 2. *The Alphabetical Distributions of the Metaphors That the Music Teachers Produced Regarding the Concept "Music Class"*

No	Metaphor	*f*	%	No	Metaphor	*f*	%
1	Cry	1	1,3	29	Universe	1	1,3
2	Mother	1	1,3	30	Violin	1	1,3
3	Antidepressant	1	1,3	31	Read a Book	1	1,3
4	Drive a Car	1	1,3	32	Child Forming a Sandcastle	1	1,3
5	Desire	1	1,3	33	Language	1	1,3
6	Fall in Love	1	1,3	34	Matryoshka Doll	1	1,3
7	Love	2	2,5	35	Meditation	1	1,3
8	Mirror	3	3,8	36	Take a Breath	3	3,8
9	Point of View	1	1,3	37	Object	1	1,3
10	Ride a Bike	1	1,3	38	Ocean	1	1,3
11	Chameleon	1	1,3	39	Game	3	3,8
12	Piece of the Whole	1	1,3	40	Pyscologist	1	1,3
13	Fish Glass	1	1,3	41	Orange	1	1,3
14	Chocolate Cake	1	1,3	42	Rehabilitation Centre	1	1,3
15	Dance	1	1,3	43	Soul	1	1,3
16	Lesson	1	1,3	44	Reflection of Sould and The Heart	1	1,3
17	Flood	1	1,3	45	Trivet	1	1,3
18	Discharge	1	1,3	46	Stage Performance	1	1,3
19	Nature	2	2,5	47	Beloved	1	1,3
20	Foundation of House	1	1,3	48	Sports	1	1,3
21	Opportunity	1	1,3	49	Drink Water	1	1,3
22	Movie	1	1,3	50	Crop in the Field	1	1,3
23	Soccer Game	1	1,3	51	A Sweet Break	1	1,3
24	Rainbow	1	1,3	52	Therapy	11	13,8
25	Life	4	5	53	Drama	1	1,3
26	Discover Life	1	1,3	54	Seed	1	1,3
27	The Color of Life	1	1,3	55	Master-Apprentice	1	1,3
28	Medication	1	1,3	56	Long Road	1	1,3
				57	Hand-held Fan	1	1,3
				58	Food	1	1,3
				59	Place	1	1,3
					Total	**80**	**100**

When the findings attained in the research are analyzed in general, it is determined that the music teachers produced 59 metaphors regarding the concept "music class" in total. The metaphors that students produced are illustrated alphabetically with frequency and percentage in the table below. As can be seen in Table 2, 52 of them have been used only once. These could be listed as cry, mother, antidepressant, drive a car, desire, fall in love, point of view, ride a bike, chameleon, piece of the whole, fish glass, chocolate cake, dance, lesson, flood, discharge, foundation of the house, opportunity, movie, soccer game, rainbow, discovering life, the color of life, medication, universe, violin, read a book, child forming a sandcastle, language, matryoshka doll, meditation, object, ocean, psychologist, orange, rehabilitation centre, soul, reflection of soul and the heart, trivet, stage performance, beloved, sports, drink water, crop in the field, a sweet break, drama, master-apprentice, long road, hand-held fan, food, place.

The number of participants who represent the remaining 28 metaphors vary between 2 and 11. The metaphors that are expressed by the teachers in terms of frequency value could be listed as: in terms of frequency value, the metaphors preferred twice; love, nature, the metaphors preferred three times; mirror, take a breath, game, the only metaphor preferred 4 times is life, the metaphor that is preferred eleven times is therapy.

The metaphors produced by the music teachers regarding the concept "music class" are grouped under four conceptual categories. The titles of these categories: (I) Music class with its motivating/relaxing/healing sides, (II) music class with its guiding in life/teaching/expressing sides, (III) music class with its entertaining/liberating/discovering sides, (IV) music class with its universal/multidimensional sides. The categories that contain the metaphors produced by the music teachers regarding the concept "music class" are shown in Table 3.

Table 3. *The Quantitive Distribution of the Metaphors Produced by the Music Teachers Regarding the Concept "Music Class" in Terms of Categories*

No	Categories	*f*	%
I	Music class with its *motivating/relaxing/healing* sides	27	33,75
II	Music class with its *guiding in life/teaching/expressing* sides	16	20
III	Music class with its *entertaining/liberating/discovering sides*	13	16,25
IV	Music class with its *universal/multidimensional sides*	24	30
	Total	**80**	**100**

When the categories shown in Table 3 are analyzed, it could be seen that the same metaphors are group under multi-categories. It is because the teachers who preferred the same metaphor gave different meanings to metaphor in the explanation in the form which starts with "because". When Table 3 is analyzed, the majority of the metaphors that are grouped under the 4 conceptual categories are in the category music class with its motivating/relaxing/healing sides at the ratio of %33,75. Following this, there comes the category music class with its universal/multidimensional sides at the ratio of %30. The other categories in the order of ratio could be lined as music class with its guiding in life/teaching/expressing sides (%20), music class with its universal/multidimensional sides (%16,25).

The metaphors that are classified under each category are provided below with their frequency and percentage values.

Category I: Music class with its motivating/relaxing/healing sides

18 different metaphors by 27 music teachers have been created under the category music class with its motivating/relaxing/healing sides. Table 4 contains the frequency and percentage values of the metaphors under the

category music class with its motivating/relaxing/healing sides.

Table 4.*The Frequency and Percentage Values of the Metaphors Under the Category of Music Class With Its Motivating/Relaxing/Healing Sides*

No	Metaphor	*f*	%	No	Metaphor	*f*	%
1	Cry	1	3,70	10	Medication	1	3,70
2	Antidepressant	1	3,70	11	Take a Breath	2	7,40
3	Desire	1	3,70	12	Psychologist	1	3,70
4	Love	2	7,40	13	Rehabilitation Center	1	3,70
5	Mirror	1	3,70	14	Soul	1	3,70
6	Chocolate Cake	1	3,70	15	Beloved	1	3,70
7	Lesson	1	3,70	16	Drink Water	1	3,70
8	Nature	1	3,70	17	Therapy	8	29,63
9	Movie	1	3,70	18	Food	1	3,70
					Total	**27**	**100**

In Table 4, the metaphors preferred once could be listed as cry, antidepressant, desire, mirror, chocolate cake, lesson, natüre, movie, medication, psychologist, rehabilitation center, soul, beloved, food. When the distribution is considered, the most preferred metaphors are love, take a breath and therapy. Some of the metaphors that the music teachers created are as follows:

"Music class is like therapy because we create an environment in which they unveil all of their emotions and get relaxed." (T.30)

"Music class is like a movie because the emotions each song creates is different for each individual and music touches everyone's soul regardless of the genre." (T.31)

"Music is like antidepressant because it relaxes." (T.32)

Category II: Music class with its guiding in life/teaching/expressing sides

13 different metaphors by 16 music teachers have been created under the category of music class with its guiding in life/teaching/expressing sides.

Table 5 contains the frequency and percentage values of the metaphors under the category of music class with its guiding in life/teaching/ expressing sides.

Table 5. *The Frequency and Percentage Values of the Metaphors Under the Category of Music Class With Its Guiding In Life/Teaching/ Expressing Sides*

No	Metaphor	*f*	%	No	Metaphor	*f*	%
1	Fall in Love	1	6,25	7	Orange	1	6,25
2	Mirror	1	6,25	8	The Mirror of Soul and The Heart	1	6,25
3	Point of View	1	6,25	9	Trivet	1	6,25
4	Piece of the Whole	1	6,25	10	Sports	1	6,25
5	Life	1	6,25	11	Crop in the Field	1	6,25
6	Child Forming a Sandcastle	1	6,25	12	Therapy	3	18,75
				13	Place	1	6,25
					Total	**16**	**100**

In Table 5, the metaphors preferred once could be listed as fall in love, mirror, point of view, piece of the whole, life, child forming a sandcastle, orange, the mirror of the soul and the heart, trivet, sports, crop in the field, place. When the distribution is considered, the metaphor preferred three times is therapy. Some of the metaphors that the music teachers created under this category are as follows:

"Music class is like the piece of the whole because the student does not go into creative thinking without touching his/her soul." (T.15)

"Music class is like the reflection of the soul and the heart because we can express all of the emotions and thoughts that go through our souls with this class and music." (T.16)

Category III: Music class with its entertaining/liberating/ discovering sides

11 different metaphors by 13 music teachers have been created under the category of music class with its entertaining/liberating/discovering sides.

Table 6 contains the frequency and percentage values of the metaphors in alphabetical order under the category of music class with its entertaining/ liberating/discovering sides.

Table 6. *The Frequency And Percentage Values of the Metaphors in the Alphabetical Order Under the Category of Music Class With Its Entertaining/Liberazing/Discovering Sides*

No	Metaphor	*f*	%	No	Metaphor	*f*	%
1	Drive a Car	1	7,70	6	Soccer	1	7,70
2	Ride a Bike	1	7,70	7	Discover the Life	1	7,70
3	Fish Glass	1	7,70	8	Object	1	7,70
4	Dance	1	7,70	9	Game	3	23,07
5	Discharging Method	1	7,70	10	A Sweet Break	1	7,70
				11	Long Road	1	7,70
					Total	**13**	**100**

In Table 6, the metaphors preferred once could be listed as drive a car, ride a bike, fish glass, dance, discharging method, soccer, discover the life, object, a sweet break, long road. When the distribution is considered, the metaphor preferred three times is game. Some of the metaphors that the music teachers created under this category are as follows:

"Music class is like a game because it teaches while entertaining." (T.1)

"Music class is like a discharging method because it is a class that gives happiness and joy as opposed to the other classes." (T.2)

"Music class is like fish glass because you can seal off yourself from the real world." (T.5)

Category IV: Music class with its universal/multidimensional sides

22 different metaphors have been created by 24 music teachers under the category of music class with its universal/multidimensional sides.

Table 7 contains the frequency and percentage values of the metaphors in alphabetical order under the category of music class with its universal/ multidimensional sides.

Table 7. *The Frequency And Percentage Values of the Metaphors in the Alphabetical Order Under the Category of Music Class With Its Universal/Multidimensional Sides*

No	Metaphor	*f*	%	No	Metaphor	*f*	%
1	Mother	1	4,17	12	Violin	1	4,17
2	Mirror	1	4,17	13	Read a Book	1	4,17
3	Chameleon	1	4,17	14	Language	1	4,17
4	Flood	1	4,17	15	Matryoshka Doll	1	4,17
5	Nature	1	4,17	16	Meditation	1	4,17
6	Foundation of House	1	4,17	17	Take a Break	1	4,17
7	Opportunity	1	4,17	18	Ocean	1	4,17
8	Rainbow	1	4,17	19	Stage Performance	1	4,17
9	Life	3	12,5	20	Theatre	1	4,17
10	Color of Life	1	4,17	21	Master-Apprentice	1	4,17
11	Universe	1	4,17	22	Hand-held Fan	1	4,17
					Total	**24**	**100**

In Table 7, the metaphors preferred once could be listed as mother, mirror, chameleon, flood, natüre, foundation of house, opportunity, rainbow, color of life, universe, violin, read a book, language, matryoshka doll, meditation, take a break, ocean, stage performance, theatre, master-apprentice, hand-held fan. When the distribution is considered, the metaphor preferred three times is life. Some of the metaphors that the music teachers created under this category are as follows:

"Music class is like nature because it harbors the sounds and rhythms in nature." (T.57)

"Music class is meditation because it is a communication tool that extends to the depths of mind and soul." (T.58)

"Music class is like a hand-held fan because it becomes larger when you open it and its sphere of influence increases when it gets wider." (T.59)

4. DISCUSSION AND RESULT

As result of the study that has been carried out to analyze the perceptions of music teachers regarding the concept "music class", it has been reached that 59 metaphors have been preferred by one music teacher at the ratio of %88,1, that the metaphor that has been created mutually the most is therapy (%13,8). Following this, the most preferred metaphors are identified as life (%5), game (%3,8), take a breath (%3,8) and mirror (%3,8).

The music teachers awareness of their qualifications who will maintain the music teaching, which owns multi-directional dimensions in the individuals' life process to become a social and cultural being, and their guidance in their students' cognitive, affective and psychomotor improvements serve the purposes of music education (Uçan, 2005; Şendurur & Akgül Barış, 2002; Tez & Aydıner Uygun, 2016).

The data gathered from the 80 teachers as a result of the research are reduced only to 59 metaphors, and this result reveals the music perception of music teachers metaphorically.

In the research conducted by Uzunoğlu Yegül (2018), the metaphoric perceptions of pre-school teacher candidates have been analyzed, and similarly, reached a variety of metaphors: the target of nature, satisfying, mood, entertaining and physical activity.

As a result of the research, 4 categories regarding teachers' metaphorical perceptions have been reached. Accordingly, it has been determined that music teachers perceive the "music class" concept mostly as music with its motivating/healing sides (%33,75), following this as music with its guiding in life/teaching/expressing sides (%20), and music with its universal/multi-dimensional sides (%30).

Similar results have been attained in the studies carried out to reveal various groups' metaphorical perceptions regarding the concept "music class". In a similar study conducted by Umuzdaş and Umuzdaş (2013), the categories " diversity-inclusive, entertaining, exciting, developing, teaching, relaxing, restful, motivating show similarity with the categories in this study.

Similarly, in a study conducted by Açıkgöz (2018) to identify the perceptions of secondary school students regarding music classes, it is identified that the categories "music class is entertaining", "music class develops", "music class is a need" show similarities with the ones in this research.

In the direction of the results reached in this study, it is seen that music teachers produce various metaphors that handle the concept of music differently in the explanation of music teachers' perception of "music class". Revealing music teachers' perception of music class is deemed to be significant in terms of the awareness that may contribute to their profession. Besides, this study is thought to contribute to the next studies which are conducted towards music education and music teachers.

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Chapter 3

DETERMINATION OF THE CAUSES OF GIFTED AND TALENTED STUDENTS' DIGITAL PLAYING GAMES

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1. Introduction

The 21st century is the age in which humans are increasingly reaping the benefits of technology. Also known as the "Information Age" and "Digital Age", societies have experienced rapid changes in the fields of technology. ''Information age'' requires individuals to understand the world of informatics, configure informatics to make their lives easier and understand the developments related to informatics (Sari & Ozdemir, 2013). In order to make full use of science and technology, which is the determinant of the information age, it is necessary to have an effective and functioning organizational structure. Therefore, important changes must be made to the institutional and organizational structure at all levels to meet the changing changes.

Developments related to informatics affect all areas of social life and directly impact children's playing habits. Computer games, which have emerged in parallel with technological developments, have caused children to break away from traditional gaming habits and move to electronic and virtual platforms (Agaoglu & Metin, 2016). With the expansion of internet access, children have begun to engage in online environments at a younger age (Odabasi, 2017). In other words, children are integrated into the IT world at an early stage in their lives.

As childhood is one of the most important stages of live, it is important that children use this time effectively and are directed to areas of interest in line with their abilities and potential. It is known that one of the most important aims of childhood education is to maximize the child's innate potential. In order to achieve this, it is very important to understand the child from the moment she/he is born, to understand her/his capacity in every field and to start her/his education as soon as possible. In this regard, the importance of recognizing children with superior talent in their childhood and directing their education accordingly has been recognized (Koc & Saranli, 2017).

It is observed that children who are different and more gifted than their peers have the opportunity to develop their own environments, thus maximizing their potential. Conversely, it can also be seen that children's intelligence and abilities are reduced due to inappropriate environments and insufficient educational opportunities. For this reason, the needs of gifted children in childhood should be determined at an early age and self-development environments should be created accordingly through individualized education programs (Daglioglu & Metin, 2002; 2004). Although gaming activities may not initially appear to be meaningful, they are extremely important as a result of the skills children gain in this process, while being exposed to evaluations that waste both time and energy. Games play a vital role in children's acquisition of knowledge and

skills (Odabasi, 2017).

The children born in the early 21st century have the ability to obtain, comment on, reach, analyze and use information in their daily lives following the developments in science and technology and these are among the irreplaceable skills for modern individuals in society (Kara & Akarsu, 2013).

The most prominent features of gifted students are; they are rapid learners, can memorize information correctly, have in-depth knowledge, show rapid development in reading and writing, understand and use numbers at an advanced level, are open to new ideas, have high levels of motivation, have a keen interest in research and have advanced imagination (Whitmore, 1980; Tardif & Sternberg, 1988). In addition, gifted individuals have additionally characteristics such as wide vocabulary, easy learning, high mathematical reasoning skills, high creativity and inventive features, detailed and careful observation skills, fast and accurate comprehension, inquisitive, and they are perfectionists (Caglar, 2004; Akarsu, 2004; Ataman, 2004; Meb, 2009; Baykoc Donmez, 2009; Taylor, 2014; Ozbay, 2013).

In recent years, the maker movement, which has adopted the philosophy of do-it-yourself and technology, aims to make students more productive rather than consumers (Akinci & Tuzun, 2016). There is an increasing need for individuals who seek, find, question and distribute information to society by adding new ideas. In the 1950s, when the importance of playing for individuals was understood, the right of children to play was included as an official declaration (Aksoy & Ciftci, 2018). However, due to the understanding of education that prevailed during that time gaming activities were not given sufficient importance. It can be said that activities aiming at improving academic skills in areas such as mathematics, science and social sciences do not prioritise game activities. The isolation of children has increased the importance of social skills through games (Goksen, 2014). Many children do not reach the level of the ability to use the relaxing, collaborative and social activities offered by the online environment (Odabasi, 2017). In 2010 and 2014, data collected from children aged 11-16 in seven countries were used to investigate their daily activities in online environments. Children are less likely to produce or upload content, read online news, or participate in virtual worlds. Children generally tend to interact with social media sites, instant messaging, YouTube and games. Learning centres should have learning and play areas for children in their classrooms. This develops the creativity of preschool children and provides materials for learning skills and subjects (Cowling, 2015). The Internet is a tool for reshaping children's interaction with their friends, and allows them to express their creativity. However, it is not clear

that the Internet significantly improves the creativity of many children, their cooperative interaction with a wider world, or the way in which they engage in social and political participation. Research has shown that very few children participate in such activities. Games should not be considered as detrimental, as they can be beneficial for children's development and learning (Odabasi, 2017). Therefore, it is necessary to determine the reasons why gifted and talented students play games.

The aim of this study is to determine the opinions of gifted and talented students about playing digital games. The study that will determine the preferences of gifted and talented students in terms of playing. According to the findings of the literature review, it is seen that only a limited number have studies have attempted to determine the opinions about such students in general. For this reason, the present study aims to determine the preferences of the gifted and talented students who participated in the study by considering their opinions. In this study, answers are sought to the following questions.

1. Why do you prefer playing games?
2. Do you hide the duration of your playing time from other people?
3. Do you prefer playing computer games to other activities? What are these?
4. Do you stay online longer than you planned?
5. For what other purposes do you use the Internet?

2. Method

The study is a qualitative study in the form of a case study. In this case study method, there is an opportunity conduct an in-depth study on particular subject with the help of the collecting data without raising concerns about generalizing or proving information (Yildirim & Simsek, 2003). The study presents a special case in that it aims to present the views of gifted and talented students on the basis of a specific framework, namely gamification.

2.1. *Participants*

The study group of the study consisted of 100 gifted and talented students who were receiving education at the Children's University of Istanbul Aydin University in 2020. In terms of gender, 66 of these students were male and 34 of them were female students. These students had been identified as gifted based on assessments and evaluations conducted by the aforementioned Children's University. The distribution of 100 junior high school students in the study group according to their age levels is presented in Table 1 below.

Table1. *Distribution of gifted and talented students by age groups and gender*

	6 Age	7 Age	8 Age	9 Age	10 Age	11 Age	12 Age	13 Age	Total
Girl	2	5	10	5	10	2	0	0	34
Boy	2	10	17	17	12	5	2	1	66
Total	4	15	27	22	22	7	2	1	100

As shown in Table 1, 4 of the students were 6 years old, 15 were 7 years old, 27 were 8 years old, 22 were 9 years old, 22 were 10 years old, 7 were 11 years old, 2 were 12 years old and 1 of them was 13 years old.

Table2. *Distribution of gifted and talented students by class level and gender*

	1^{th} Class	2^{th} Class	3^{th} Class	4^{th} Class	5^{th} Class	6^{th} Class	Total
Girl	3	7	8	4	10	2	34
Boy	2	13	19	8	16	8	66
Total	5	20	27	12	26	10	100

As shown in Table 2, 5 of the students were in 1st grade, 20 were in 2nd grade, 27 were in 3rd grade, 12 were in 4th grade, 25 were in 5th grade and 10 were in 6th grade.

2.2. *Data collection*

The data collection tool was developed by the researcher to determine the demographic information of the gifted and talented students. Semi-structured interviews were conducted with the gifted and talented students. When developing the interview questions, the opinions of experts were firstly used. The opinions regarding whether it was appropriate were taken and necessary modifications were made to the interview questions in line with the opinions of the experts. The questions were asked to gifted and talented students of the same age as the students in the group to be interviewed in order to verify whether the questions were comprehensible. In the evaluation stage, students' expressions were included and the basic points in the expressions were examined by considering percentage frequency values. In addition, code names were used for the gifted and talented students when the data were tabulated.

2.3. *Analyses*

The data were obtained from the interview form, which was developed by the researchers and consisted of qualitative questions. Qualitative data were analyzed with the Nvivo program. Qualitative data are given as frequencies and percentages.

3. Results

In this section, the gifted and talented students' answers to the questions and frequencies for these answers are given. The answers to the question "Why do you prefer playing games?" - asked in open-ended form, have been indicated in Table 3 in order to analyze this issue in greater detail.

Table3. *The opinions of the gifted and talented students and percentage-frequency values about the open-ended question "Why do you prefer*

Gifted and Talented Students Statements	f	%
The students who prefer playing games for fun		
"When I play games, I have fun." (AZ, ZS, EEY, AA, ….)	41	66.0
"Because I love playing games." (AYA, İZD, İBB, CS, EA, IE, GG, MTB, ÖST, ÇA, ÖBT, ÜB, AE, MBK)	14	
"I find it funny. I improve my imagination." (ÜG, TÖ, ATD, DG)	4	
"I play games to have fun and pleasure." (FT, SD, Gİ)	3	
"I have fun while playing games because lessons are very boring." (EY, IÖ)	2	
"To have a good time and have fun in my free time." (KH)	1	
"Because there are very strange games." (AHA)	1	
The students who prefer playing games because they feel bored		
"When I feel bored, I play games to have fun." (FZY, SY, MU, AA, DD, KT, KK)	7	12.0
"I play to pass the time." (SİS, EK, KÇ)	3	
"Because everybody is interested in technology at home, I can't find anything else to do and I play games." (DS)	1	
"I play games because it is not boring." (SA)	1	
The students who don't prefer to play games		
"In fact, I don't prefer to play games." (MK, DT, GY, HM)	4	12.0
"I don't prefer to play games on the computer." (ZEMA, KA, DEZ, DSG)	4	
"I don't play online games very much." (DKK, RDY)	2	
"I don't play games. I prefer studying lessons." (AYK, ÜÖ)	2	
The students who prefer to play games for learning		
"I play games to learn something." (TT, ÖA)	2	7.0
"While playing games, I find time to think." (ZG, DE)	2	
"Games sharpen my intelligence." (CBG)	1	
"There is an application called 'Stratch' and I love designing games because it holds my attention." (EB)	1	
"I don't play too many games. Mostly, I write programmes (my book is available)." (MYÜ)	1	
The students who prefer to play games for relaxation		
"When I feel bored or nervous, it makes me relax." (BNÖ)	1	3.0
"I play games to let myself go." (ZN)	1	
"Because I get tired at school." (DA)	1	
Total	**100**	**100**

When Table 3 is analyzed, the causes of the gifted and talented student's playing games were analyzed and their expressions were collected under five themes. These themes were: 60% of students "The students who prefer playing games for fun" (f=66); 12% of students "The students who prefer playing games because they feel bored" (f=12); 12% of students "The students who don't prefer to play games" (f=12); 7% of students "The students who prefer to play games for learning" (f=7); 3% of students "The students who prefer to play games for relaxation" (f=3).

A total of 66% of the students (f=66) made statements under the theme "The students who prefer playing games for fun" when answering the question "Why do you prefer playing games?". 41% of the students (f=41) answered as "When I play games, I have fun.", 14% of the students (f=14) answered as "Because I love playing games", 4% of the students (f=4) answered as "I find it funny. I improve my imagination", 3% of the students (f=3) as answered as "I play games to have fun and pleasure", 2% of the students (f=2) answered as "I have fun while playing games because lessons are very boring", 1% (f=1) of the students answered as "To have a good time and have fun in my free time", and 1% (f=1) of the students answered as "Because there are very strange games.", students said they prefer playing games for fun.

12% of the students (f=12) made statements under the theme "The students who prefer playing games because they feel bored" when answering the open-ended question "Why do you prefer playing games?". 7% of the students (f=7) answered "When I feel bored, I play games to have fun.", 3% of the students (f=3) answered as "I play to pass the time", 1% of the students (f=1) answered as "Because everybody is interested in technology at home, I can't find anything else to do and I play games", 1% of the students (f=1) answered as "I play games because it is not boring", students said games are not boring.

Only 12% of students (f=12) made negative statements under this theme "The students who don't prefer to play games" when answering the open-ended question "Why do you prefer playing games?". 4% of the students (f=4) answered as "In fact, I don't prefer to play games.", 4% of the students (f=4) answered as "I don't prefer to play games on the computer.", 2% of the students (f=2) answered as "I don't play online games very much.", 2% (f=2) of the students answered as "I don't play games. I prefer studying lessons." and they said they don't prefer playing games.

7% of students (f=7) made statements under the theme "The students who prefer to play games for learning" when answering the open-ended question "Why do you prefer playing games?". 2% of the students (f=2)

answered as "I play games to learn something", 2 of the students (f=2) answered as "While playing games, I find time to think", 1% (f=1) of the students answered as "Games sharpen my intelligence", 1% (f=1) of the students answered as "There is an application called 'Stratch' and I love designing games because it holds my attention.", and 1% (f=1) of the student answered as "I don't play too many games. Mostly, I write programmes (my book is available)." Students said they prefer playing games to learn something.

3% of students (f=3) made statements under the theme "The students who prefer to play games for relaxation" in answer to the open-ended question "Why do you prefer playing games?"1% (f=1) of the students answered as "When I feel bored or nervous, it makes me relax.", 1% (f=1) of the students answered as "I play games to let myself go.", 1% (f=1) of the students answered as "Because I get tired at school.", students said they prefer playing games for relaxation.

In a different study, the reasons for playing computer games between only formal education and those attending BİLSEM and formal education were investigated. The participants' reasons for playing computer games in both groups were predominantly under the themes "to spend my free time" and "to relieve tiredness and stress". In the same study, it was explained a similar ration of participants in both groups stated "to relieve stress and fatigue". Moreover, when the types of games played by the participants were examined, it was observed that a large proportion of students who attended BİLSEM preferred adventure games and intelligence-logic games. It was stated by the students who did not attended BILSEM that there most preferred types of games were adventure games, followed by violent games (Agaoglu & Metin, 2016).

The answers to the open-ended question "Do you hide the duration of your playing time from other people?" are shown in Table 4.

Table 4. *The opinions given by the gifted and talented students and percentage-frequency values in relation to the open-ended question "Do you hide the duration of your playing time from other people?"*

Gifted and Talented Students **Statements**	**f**	**%**
Not hiding		
"No, I don't hide." (GY, CBG, RDT, OT, SİS, …)	75	
"No, I don't hide. I ask permission when playing games." (AYA, LÇ, ES)	3	
"No, spending time with others is more important." (AE, EA)	2	
"No, I share my games with others." (KA, GMK)	2	86.0
"No, I don't hide. After all, I play games as much as I want." (HM)	1	
"No, I don't. On the contrary, 'Aren't you playing games today?' my mom asks." (GG)	1	
"No, I do not hide. I cut it off just in time." (AC)	1	
"No, I don't prefer to play at school." (ZS)	1	
Hiding		
"Yes, I hide it from my family." (EY, DC, ZN, OE, DT, ADH, DSG, ZG, MHA)	9	9.0
Sometimes hiding (Occasionally)		
"I sometimes hide it." (HGA, BNÖ, ÖA)	3	
"Sometimes, it happens. I hide it from my mother." (KK)	1	5.0
"I only hide it from my uncle because he gets angry with me." (MMS)	1	
Total	**100**	**100**

When Table 4 was examined, the answers given to question regarding whether gifted and talented students hid their time while playing games were analyzed and were grouped under 3 themes. These themes were stated as "Not hiding", "Hiding", "Sometimes hiding (Occasionally). These theme appeared respectively as; 86% of students said "Not hiding" (f=86); 9% of students said "Hiding" (f=9); only 5% of students said "Sometimes hiding (Occasionally)" (f=5).

86% of students (f=86) made statements under the theme "Not hiding" when answering the open-ended question "Do you hide the duration of your playing time from other people?". 75% of the students (f=75) answered as "No, I don't hide.", 3% of the students (f=3) answered as "No, I don't hide. I ask permission when playing games", 2% of the students (f=2) answered as "No, spending time with others is more important", 2% of the students (f=2) answered as "No, I share my games with others", 1% of the students (f=1) answered as "No, I don't hide. After all, I play games as much as I want", 1% of the students (f=1) answered as "No, I don't. On the contrary, 'Aren't you playing games today?' my mom asks", 1% of the student (f=1) answered as "No, I do not hide. I cut it off just in time", 1% of the students (f=1) answered as "No, I don't prefer to play at school", students said they don't hide the duration of playing time from their parents.

Only 9% of students (f=9) made statements under the theme "Hiding"

in answer to the open-ended question “Do you hide the duration of your playing time from the other people?”. ”, 9% of the students (f=9) answered as “Yes, I hide it from my family”.

5% of students (f=5) made statements under the theme “Sometimes hiding (Occasionally)” in answer to the open-ended question “Do you hide the duration of your playing time from other people?”. 3% of the students (f=3) answered as “I sometimes hide it”, 1% of the students (f=1) answered as “Sometimes, it happens. I hide it from my mother”, and 1% student (f=1) answered as “I only hide it from my uncle because he gets angry with me”.

The answers of the open-ended question “Do you prefer playing computer games to other activities? What are these?” were shown in Table 5.

Table5. *The opinions of the gifted and talented students and percentage-frequency values in relation to the open-ended question “Do you prefer playing computer games to other activities? What are these?”*

Gifted and Talented Students Statements	**f**	**%**
Those who prefer		
“Yes, I prefer playing games with my friends and my family (HGA, ÖA, KK, DC, ADH, DA, AS, SA, DS, AC, DEZ, MYÜ, FT, FZY)	14	
“Yes, doing different things sounds fun.” (MBK, ATD, OE, DT, ZG, MHA, CBG, RDT, OT, SİS, IÖ, ÜG)	12	
“Yes, playing football and basketball.” (SY, RDY, BNÖ, DSG, ÖBT, MU, İBB, İEA, DKK)	9	
“Yes, drawing pictures.” (TT, TÖ, ÇA, EU, TS, İÜ, İEE)	7	
“Yes, reading a book draws my attention much more than the other activities.” (KA, MMS, MEG, AZ)	4	
“Yes, I prefer playing with my other toys.” (YEF, ÖST, İSÇ, OAA)	4	
“I prefer to go to an amusement park or a movie instead of playing on a computer.” (ZN, EB, HM)	3	65.0
“Yes, I do, may be the puzzles or intelligence games.” (GY, MTS)	2	
“Yes, I do. I prefer science and art.” (VTT, SY)	2	
“Yes, I do. In robotics, I love making a robot.” (İZD, AYK)	2	
“Yes, doing puzzles and painting.” (DG, EMÖ)	2	
“Yes, I prefer drama to computer games.” (GA)	1	
“Yes, I prefer. I don’t like playing computer games.” (EY)	1	
“Yes, I may prefer maths.” (ZEMA)	1	
“Yes, I prefer skating.” (AN)	1	
Those who don’t prefer		
“No, I don’t prefer anything else.” (AA, AHA, …)	28	
“No. I would not choose. I always play when I get bored.” (EA, AE)	2	30.0
Those who are indecisive		
“I don’t care, I play them all.” (EG, LÇ, ZÇ)	3	
“It depends on what the event is.” (ZS)	1	5.0
“It changes according to the season.” (RB)	1	
Total	**100**	**100**

When Table 5 was viewed, the answers of the gifted and talented students were analyzed and grouped under 3 themes. The themes of the answers related to the question "Do you prefer playing computer games to other activities? What are these?" were determined as "Those who prefer" (f=65), "Those who don't prefer" (f=30) and "Those who are indecisive" (f=5).

65% of students (f=65) made statements under the theme "Those who prefer" for the open-ended question "Do you prefer playing computer games to other activities? What are these?". When the answers of those who prefer performing other activities to playing computer games were analyzed, the most commonly used statements were: 14% of students (f=14) answered as "Yes, I prefer playing games with my friends and my family", 12% of the students (f=12) answered as "Yes, Doing different things sounds fun.", 9% of the students (f=9) answered as "Yes, playing football and basketball", 7% of the students (f=7) answered as "Yes, drawing pictures", 4% of the students (f=4) answered as "Yes, reading a book draws my attention much more than the other activities.", 4% of the students (f=4) answered as "Yes, I prefer playing with my other toys.", 3% of the students (f=3) answered as "I prefer to go to an amusement park or a movie instead of playing on a computer", 2% of the students (f=2) answered as "Yes, I do, may be the puzzles or intelligence games.", 2% of the students (f=2) answered as "Yes, I do. I prefer science and art.", 2% of the students (f=2) answered as "Yes, I do. In robotics, I love making a robot.", 2% of the students (f=2) answered as "Yes, doing puzzles and painting.", 1% of the students (f=1) answered as "Yes, I prefer drama to computer games.", 1% of the students (f=1) answered as "Yes, I prefer. I don't like playing computer games.", 1% of the students (f=1) answered as "Yes, I may prefer maths.", 1% of the students (f=1) answered as "Yes, I prefer skating.".

30% of the students (n=30) made statements under the theme "Those who don't prefer" and they said that the do not prefer any other activities. 28% of the students (f=28) answered as "No, I don't prefer anything else.", 2% of the students (f=2) answered as "No. I would not choose. I always play when I get bored.".

5% of students (n=5) made statements under the theme "Those who are indecisive. 1% of the students (f=1) answered as "I don't care, I play them all.", 1% of the student (f=1) answered as "It depends on what activity it is." and 1% student (f=1) answered as "It changes according to the season."

The answers to the open-ended question "Do you stay online longer than you planned? are shown in Table 6.

Table6. *The opinions of the gifted and talented students and percentage-frequency values in relation to the open-ended question "Do you stay online longer than you planned?*

Gifted and Talented Students Statements	f	%
Those who don't stay online longer than planned		
"No. I don't stay online." (ZS, KA, MMS, RB, …)	37	
"No. I don't spend much time on the Internet." (AC, AYK)	2	
"I stay online until the planned time." (FZY, AA)	2	
"No. I only stay online for the time that my mum allows." (NBÖ, DT)	2	45.0
"I don't play games on the Internet. I only play downloaded games." (EEY)	1	
"No. I don't get online nowadays. I don't have the Internet at home." (ZEMA)	1	
Sometimes, occasionally		
"Sometimes it happens. Not always." (ÖA, KK, EY, DC, ZN, OE, DEZ, HM, GA, …)	26	
"It takes 15 minutes. Not too much." (MU, DG, DA)	3	30.0
"It happened once." (HGA)	1	
Those who stay online longer than planned		
"Yes, I stay." (IÖ, FT, AS, SA, RDY, EU, …)	17	
"Yes, when I finish my homework quickly, I play in the evening." (EMÖ, DS)	2	
"Yes, when I start doing my homework without realizing it, I can stay online unconsciously." (AZ, ÇA)	2	
"Yes, it can happen during the summer holidays." (TÖ)	1	25.0
"Yes, I stay online without realising when I'm watching video games." (MEG)	1	
"Yes, 4.5 hours pass when I'm really into certain games." (TT)	1	
"Yes, I created programme for myself, but sometimes I become absorbed in games I like the most." (TS)	1	
Total	**100**	**100**

When Table 6 is examined, the answers of gifted and talented students are analyzed and their expressions are given under 3 themes. The themes of the answers related to the question "Do you stay online longer than you planned?" were determined as "Those who don't stay online longer than planned" (f=45), "Sometimes, occasionally" (f=30) and "Those who stay online longer than planned" (f=25).

45% of students (f=45) made statements under the theme "Those who don't stay online longer than planned" for the open-ended question "Do you stay online longer than you planned?". When the answers of the those who do not spend much time on the Internet were analyzed, the most commonly used statements were declared respectively; 37% of the students (f=37) answered as "No. I don't stay online." 2% of the students (f=2) answered as "No. I don't spend much time on the Internet.", 2% of the students (f=2) answered as "I stay online until the planned time.", 2% of students (f=2) answered as "No. I only stay online for the time that my mum allows." 1%

of the students (f=1) answered as “I don’t play games on the Internet. I only play downloaded games.”, 1% of the students (f=1) answered as “No. I don’t get online nowadays. I don’t have the Internet at home.”, students said they don’t spend much time on the Internet.

The expressions collected under the theme “Sometimes, occasionally” related to the question “Do you stay online longer than you planned?” were respectively stated. 26% of the students (f=26) said “Sometimes it happens. Not always.”, 3% said (f=3) “It takes 15 minutes. Not too much.” and 1% (f=1) said “It happened once.”.

30% of students (f=30) made statements under the theme “Those who stay online longer than planned” and when analyzed, the most commonly used statements were: 17% of the students (f=17) answered as “Yes, I stay.”, 2% of the students (f=2) answered as “Yes, when I finish my homework quickly, I play in the evening.”, 2% of the students (f=2) answered as “Yes, when I start doing my homework without realizing it, I can stay online unconsciously.”, 1% student (f=1) answered as “Yes, it can happen during the summer holidays.”, 1% of the students (f=1) answered as “Yes, I stay online without realising when I’m watching video games.”, 1% student (f=1) answered as “Yes, 4.5 hours pass when I’m really into certain games.”, 1% student (f=1) answered as “Yes, I created programme for myself, but sometimes I become absorbed in games I like the most.”. Students said that they stay on the Internet without realizing.

The answers to the open-ended question “For what other purposes do you use the Internet? are shown in Table 7.

Table7. *The opinions of the gifted and talented students and percentage-frequency values in relation to the open-ended question "For what other purposes do you use the Internet?*

Gifted and Talented Students Statements	f	%
"I search for things I don't know. I use the Internet to do research." (BNÖ, ÖA, KK, ZEMA, İBB, ...)	30	30.0
"I do research for my homework." (AA, DT, DE, CS, …)	15	15.0
"I use the Internet to watch videos and do research." (İZD, ÜÖ, AC, HM, RÇ, KA)	6	6.0
"To play games and do research." (EK, MTS, VTT, AS, IE, KÇ)	6	6.0
"To watch videos." (MMS, RB, AYK, İEA, EEY, AA)	6	6.0
"Just for games." (EA, ÜB, Gİ, DD)	4	4.0
"To learn the things I am curious about." (MBK, EG, YS, ADM)	4	4.0
"Mostly, I use the Internet to do my homework." (RDY, EU, İSÇ)	3	3.0
"I listen to music." (AA, YMT, LÇ)	3	3.0
"I don't use the Internet. I do my homework on my own. It is very easy. (TS, IÖ, SA)	3	3.0
"To watch cartoons." (FT, ÇA)	2	2.0
"To watch movies." (DKK, OAA)	2	2.0
"To learn English words." (TÖ, İB)	2	2.0
"To have fun, to learn and not to get bored." (DS, DEZ)	2	2.0
"I use the Internet for shopping." (HGA)	1	1.0
"I search for answers to the questions my dad asks." (ÖST)	1	1.0
"To check whether new games are downloaded or not." (FZY)	1	1.0
"I use the Internet to download new games by deleting downloaded games." (GA)	1	1.0
"To search for videos, pictures of animals and sewing techniques." (SY)	1	1.0
"I use the Internet to search for the meanings of different names." (MEG)	1	1.0
"To explore the world." (ÖBT)	1	1.0
"I use the Internet to recover my account if it is hacked." (AN)	1	1.0
"I use the Internet to improve myself by playing strategy games." (AE)	1	1.0
"To look at holiday photos of my friends." (MTB)	1	1.0
"To play games and to communicate." (TT)	1	1.0
"I log into Facebook and WhatsApp, I read the news online." (AZ)	1	1.0
Total	**100**	**100**

When Table 7 was analyzed, the answers of the gifted and talented students were indicated with different expressions. The answers of that the gifted and talented students gave to the question "For what other purposes do you use the Internet? were respectively stated as: 30% of students (f=30) answered as "I search for things I don't know. I use the Internet to do research.", 15% of the students (f=15) answered as "I do research for my homework.", 6% of the students (f=6) answered as "I use the Internet to watch videos and do research.", 6% of the students (f=6) answered as "To play games and do research.", 6% of the students (f=6) answered as "To watch videos.", 4% of the students (f=4) answered as "Just for games.", 4%

of the students (f=4) answered as “To learn the things I am curious about.” (n=4), 3% of the students (f=3) answered as “Mostly, I use the Internet to do my homework.”, 3% of the students (f=3) answered as “I listen to music.”. As an unfavourable reply, just 3% of the students (f=3) answered as “I don’t use the Internet. I do my homework on my own. It is very easy.”, 2% of the students (f=2) answered as “To watch cartoons.”, 2% of the students (f=2) answered as “To watch movies.”, 2% of the students (f=2) answered as “To learn English words.”, 2% of the students (f=2) answered as “To have fun, to learn and not to get bored.”, 1% of the students (f=1) answered as “I use the Internet for shopping.”, 1% of the students (f=1) answered as “I search for answers to the questions my dad asks.”, 1% of the students (f=1) answered as “To check whether new games are downloaded or not.”, 1% student (f=1) answered as “I use the Internet to download new games by deleting downloaded games.”, 1% of the students (f=1) answered as “To search for videos, pictures of animals and sewing techniques.”, 1% of the students (f=1) answered as “I use the Internet to search for the meanings of different names.”, 1% of the students (f=1) answered as “To explore the world.”, 1% of the students (f=1) answered as “I use the Internet to recover my account if it is hacked.”, 1% of the students (f=1) answered as “I use the Internet to improve myself by playing strategy games.”, 1% student (f=1) answered as “To look at holiday photos of my friends.”, 1% of the students (f=1) answered as “To play games and to communicate.” and 1% of the students (f=1) answered as “I log into Facebook and WhatsApp, I read the news online.”. The gifted and talented students said that they use the Internet for researching their homework, watching videos, playing games, having fun, shopping, exploring the world, checking if new games are installed, deleting installed games and installing other games, and looking at sewing techniques. In addition, some students said that they use the Internet for looking at animal photographs, searching for the meanings of different names, recovering a hacked account, logging into Facebook and WhatsApp and also looking at the news.

4. Discussion and Conclusions

The developments related to informatics have a direct impact on all areas of social life as well as children’s playing habits. Computer games, which have emerged in parallel with technological developments, have transformed the habits of playing traditional games and introduced children to new habits of playing on electronic and virtual platforms (Agaoglu & Metin, 2016). Therefore, in this study, 100 gifted and talented students were asked open-ended questions to determine their views on playing games. The answers to the open-ended questions directed to gifted and talented students were analyzed and categorized. It was concluded that gifted and talented students prefer playing games for fun. It was determined that they

were bored and that they played games to relax. It was also determined that they play games to learn.

Games that strengthen communication between children also contribute to cognitive development. Children recognize themselves and their surroundings with the games they play. The child obtains information within the game he/she plays and then transfers this information to his/her environment. It provides the development of mental activities such as reasoning, reason-effect relationship and making choices. Children get different experiences through games and relate these experiences to different points of their lives. The happiness that children enjoy in this activity is the most important element (Ocak, 2013).

When the expressions of students who preferred playing games to have fun were analyzed, it was stated that they had fun when they were playing games because they had a good time while playing, found the games amusing, and the lessons were boring besides all these. When examining the expressions of students who prefer to learn to play games, it was revealed that students found time to think while playing games, played to learn something, developed the creative intelligence of the games, used applications like Scratch and liked to write games, and wrote programs with various applications.

Research on computer games shows that video games (especially action games) can positively affect many abilities by activating different points of the brain. Although the needs of strategic thinking, which are formed by dynamic visual data, tasks that require attention and skill, are realized in a virtual world, the cognitive abilities of the gamer develop over time. Regular play improves the dynamic performance of children, which allows them to react quickly to stimuli in the play scenario. In other words, the brain recognizes visual and moving objects and reacts accordingly (Mail Online, 2016).

According to a study conducted at the University of Rochester, the ability to distinguish different points and details of people who play computer games was found to be 20% stronger than those who did not. In fast-paced action games, you have to understand the logic of the game in seconds, decide what to do, which way to go, or make a choice depending on the scenario of the game. Among the participants of the research conducted by the University of Rochester, especially those who prefer to play action games, the decisions made by 25% were faster and more accurate than the others. Playing video games for 1 hour a day means finding a place for the brain one hour each day, exercising your memory, strategic planning and hand skills, while at the same time having a good time. As children playing computer games can recognize external stimuli more quickly,

their response times are shorter and it is easier for them to predict the next step. The alternative paths that they follow to reach the end result teach them to produce different solutions and to continue looking at different perspectives. Apart from all these, playing computer games increases the teamwork skills of the child, helps them to relieve stress in a controlled way and develops their creativity. It helps children to develop a versatile personality, to have a good time with friends who have similar interests to them and to become socialized as a member of a game community (Mail Online, 2016).

Students who preferred playing games to relax stated that games made them feel relaxed when they felt bored or became angry and they played games to have a rest because they felt tired at school. Students who preferred playing games because they felt bored stated that they played games to have fun and pass the time. When everyone at home was interested in technology, they said that they couldn't find anything to do, because the games were not boring. Students who didn't prefer playing games stated that in fact they did not prefer computer games and online games as well. Instead, they preferred studying. According to the results, it was defined that the students didn't hide the duration of playing time from their parents to a large extent. It was determined that the time they spent with their families was more valuable, they shared that they played games, and they did not hide the time they played because of these reasons.

It was determined that students wanted to do the following activities instead of playing digital games: play with their friends and family, play football and basketball, paint, read books, play with other toys, go to the amusement park, go to the movies, play brain games and puzzles, do science and art, attend robotics class, play jigsaw or painting, go to the theatre, participate in mathematics lesson, and skate. It was determined that the students who stayed on the internet longer than planned completed the lessons quickly, played games until the evening, did their homework unconsciously, used the internet longer during the summer holidays, played the game longer without realizing.

The important factor that parents should pay attention to in this process is that their children's playing time does not affect their education / learning life; to ensure that it does not interfere with the child's social development with friends and family. Parents need to pay attention to the time their children spend using computers, especially in the early stages of development, as they need to move more physically, improve communication skills and gain experience by spending time with other children of their age group (Mail Online, 2016).

It was determined that bright and gifted students used the internet to do research, to research their homework, to watch videos, to play games and to do research, to learn about things that interest them and to do their homework. It was determined that bright and gifted students use the internet to listen to music, watch cartoons, watch movies, learn English words, have fun, shop, explore the world, and check if new games are installed. Also, students with different opinions stated that they used the internet to delete installed games and install other games, to look at sewing techniques, to look at animal photographs, to search for the equivalents of different names, and to recover an account when it was hacked It was determined that students developed themselves by playing strategy games, looked at holiday pictures of their friends, wanted to communicate, logged into Facebook and WhatsApp and used the internet to look at the news.

In future studies, in-depth qualitative studies can be conducted with smaller groups in order to reveal the reasons for students playing violent or non-violent digital games. In addition, similar studies can be conducted in a wider masses by taking into consideration the personality characteristics of the individuals, family types (oppressive or democratic), games and Internet addiction.

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Chapter 4

THE EFFECT OF VERBAL COMMUNICATION STYLE OF SCHOOL PRINCIPALS ON THE MOTIVATION OF CLASSROOM TEACHERS

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INTRODUCTION

Today, due to the rapidly increasing of the world population, the demand for education has intensified and very complex problems have been experienced during the provision of limited resources. In response to the intense demand for the education system and to solve the problems, expectations from school administrators have increased; new tasks were added to their responsibilities, these can be in formal or informal way. In today's conditions, it is also expected that "school administrators cope with the crisis situation in the organization, manage the conflict, have a vision, motivate employees, make valid and reliable decisions on unscheduled issues, have high communication skills and have problem solving skills" (Çelikten, 2001). One of the most important skills of school administrators to achieve is effective communication and motivation skills. A good administrator is also a good communicator, and successful administration relies on the administrator's ability to communicate effectively. It is accepted that tolerant adminisrators who cooperate with employees, make a great leadership, help solve the problems, behave impartially, maintain positive relations inside and outside the organization, can establish a healthier communication with employees and motivate them. In educational organizations, the quality of leaders and administrators is evaluated according to teacher motivation and the quality of education (Haris, 2004). Despite this, if a healthy school environment cannot be provided, as Hernandez and Seem (2004) stated, the communication between the administrators and the other personnel of the school weakens, students think that educators do not value and respect themselves, the expectation for student success decreases, and teachers' motivation decreases. According to Ron (1992), the most successful method of increasing teacher motivation is to communicate effectively and well at school.

Communication is also extremely important for schools as a social organization. The school administrators fulfil their duties through the performance of the school members. If school administrators keen to complete the duties and achieve the goals of the school, it can be done first by clearly determining these goals and transferring them to the members of the organization; it can be said that it is directly proportional to the communication and motivation skills. Learning and social construction theorists also believe that learning is necessarily a social, dialogical process in which communities of practitioners socially negotiate the meaning of phenomena (Jonassen, Davidson, Collins, Campbell & Haag, 1995). Today, the most important factor determining the success of a school is the communication in schools. The correct and effective communication of orders, information, thoughts and problems inside and outside the school, administration depends on correct and effective functioning of

communication. Organizational structure refers to the formal ordering of roles in terms of authority, job descriptions, and work assignments; also included are the arrangements of networks that affect formal and informal interactions (Toth & Trujillo, 1987). Thanks to the communication to be established inside and outside the school, important opportunities will be obtained for the usage of the resources of the society for the success of the students and therefore of the school. If communication between school members is unhealthy, it is difficult for the school to be successful and achieve its educational goals. If there is no healthy communication in the school, coordination between the employees cannot be established and the order of the school is broken. As a result, the effectiveness and success of the school decrease. When an administrator appropriately recognizes that organization does not precede communication and becomes subsequently supported by it, he or she is more inclined to view organization as an effect of communication (Taylor, 1993).

School culture is the most prominent element that enables administrators and teachers to act together in schools. As a matter of fact, studies reveal that teachers see school principals as the most important official representatives of school culture (İbicioğlu, 1999; Çelik, 2002). Therefore, communication skills, which are among the personal characteristics of the school principal, play an extremely important role in determining the communication process of the school and in influencing the behavior of school members at school. Current calls for school restructuring are predicated on the judgments that schools are complex social institutions and that school restructuring requires a social systems perspective (Chance, 2000; Murphy, 1991; Schein, 1996; Kowalski, 2000). Administration and leadership require to accept this complexity and its effects on the communication.

School administrators should try to achieve the goals of the organization, and on the other hand try to meet the expectations of teachers and motivate them (Yılmaz & Ceylan, 2011). In short, achieving to the success of administrators in their schools and succeed at their organizational goals are proportional to their ability to communicate with teachers and motivate them. For this reason, administrators should improve their communication and motivation skills and know what teachers' expectations are in this regard. Effective conflict management is unlikely if an administrator does not comprehend the dynamics of conflict and possess the ability to use cooperative communication strategies (Spaulding & O'Hair, 2000). And also, today's principals must not only manage the day to day activities of a school but also focus on student learning, standards, data driven decision making and restructuring efforts (Afshari, Bakar, Luan, Samah & Fooi, 2008).

When the relevant literature is investigated, there are studies on teacher motivation in educational institutions. In this regard, leadership and teacher motivation (Neves & Lens, 2005; Wahab, Hamid, Zainal, & Rafik, 2013), job satisfaction and teacher motivation (Liu & Onwuegbuzie, 2011; Ololube, 2006; Griffin, 2010), teachers' efficacy beliefs and teacher motivation (Ahmad, 2011; Kaur & Kaur, 2013), student achievement and teacher motivation (Ciani, Ferguson, Bergin, & Hilpert, 2010; Jesus & Abreu, 1994; Morcom & MacCallum, 2009; Neves & Lens, 2005; Papi & Abdollahzadeh, 2012; Sakui & Cowie, 2012; Vrieling, Bastiaens, & Stijnen, 2012), and also studies on democratic attitudes and behaviors and teacher motivation (Özan, Türkoğlu, & Şener, 2012), decision-making and teacher motivation (Özdoğru & Aydın, 2012) have been investigated. In studies on teacher motivation and managers' communication skills, Güneş (2007), Özgan and Aslan (2008), Torbacıoğlu (2007), Bektaş (2010) and Sabancı (1994) dealt with the issue at the different grades.

In this study, the effect of verbal communication style of school administrators on the motivation of classroom teachers is investigated according to the views of classroom teachers. The effect of the verbal communication style of school administrators working in primary schools on the motivation of classroom teachers is discussed in terms of the opinions of and classroom teachers. In schools where communication is not adequately provided, teachers are faced with problems of not being able to adopt the place they are in, having adaptation problems, not being able to achieve their motivation level and low job satisfaction level. Motivation and job satisfaction in schools are closely related to the harmony of teacher-school principal communication. So, we try to determine that school principals working in primary school have had to cope with the inability of classroom teachers to be motivated as a result of not understanding the importance of verbal communication in providing the motivation of classroom teachers. In this context, we try to answer these questions: What is the effect of the verbal communication style of school principals who work in primary schools on the motivation of classroom teachers?

In this research, by demonstrating the effect of the verbal communication style of school administrators who work in primary schools on the motivation of classroom teachers; School administrators working in primary schools will be offered suggestions on how to develop oral communication in motivating classroom teachers so that they can achieve the goals of the institution more effectively and efficiently and ensure cooperation. The general purpose of this study is to determine the effect of the verbal communication style of school administrators on the motivation of classroom teachers. In line with this main purpose, answers will be sought for the following questions:

1- What is the relationship between the verbal communication style of school principals working in primary schools and the motivation of classroom teachers?

2- What is the effect of the verbal communication style of school principals who work in primary schools on the motivation of classroom teachers?

3. What kind of verbal communication should school principals working in primary schools develop in motivating teachers so that they can reach the aims of the institution more effectively and efficiently?

In this sense, the importance of this study is to reveal the effect of the verbal communication style of school administrators working in primary schools on the motivation of classroom teachers and, it will be contributed to the improvement of administrators' skills of verbal communication and motivation of teachers. These suggestions will create data for school principals to create a good communication environment for cooperation and motivation at school. It is hoped that by making realistic evaluations about the current situation, it will help to approach communication and motivation problems with more predictability and to create new research areas. Besides, this study is limited just the views of the classroom teachers.

METHODOLOGY

This section includes the model of the research, the study group, the collection of data and the analysis of the data. This research is a qualitative research and the design of the research is a case study. Patton (2002) defines a case study that it generally specifies the unit or units of analysis to be studied (cited in Kaya & Ok, 2020). The case study design is defined as an empirical research method that works on a current phenomenon within its real-life framework (content), when the boundaries between the phenomenon and its content are not clear, and there is more than one evidence or data source. The case study can be used to study a current case within its own life-cycle and when more than one source of evidence or data is available. So the case study is used when the researcher wants to examine the "targeted situation" in depth and in detail by focusing on the questions ''why?'' and ''how?'' (Yıldırım & Şimşek, 2008). The participants of this research consist of 32 classroom teachers working in the Tusba district of Van. The sample was chosen using the random sampling method. At this point, interviews were made with 32 classroom teachers volunteered to participate in this study.

Study Group

The study group of the research consists of 32 classroom teachers working in 16 primary schools randomly selected. All participants works

in Tusba district of Van city. Sixteen primary schools included in the study are located in the Tusba district of Van. All of the schools are public schools and half of the schools (eight) have regular education and the other half (eight) have double shift schooling. Sixteen of the participant teachers are male and sixteen are female. The ages of the teachers are between 26-45. Their working duration in schools is at least two years.

Data Collection Instruments

Interview was used as a data collection tool in this research. We try to understand the unobservable data such as experiences, attitudes, thoughts, intentions, interpretations and mental perceptions and reactions through interview (Yıldırım & Şimşek, 2006). The interview is in the form of a semi-structured interview. Different interview questions consisting of 12 questions were prepared for classroom teachers in the semi-structured interview style. In order to create an interview form to be used regarding the effect of the verbal communication style of school principals working in primary schools on the motivation of classroom teachers, the literature was reviewed first. An interview form was developed as a result of the literature review. In order to check the suitability to the aim, understandability and applicability of the prepared interview form, and then the views of 3 experiments and a linguist, who are the education faculty members of Van Yuzuncu Yil University, were consulted. The form has been given for its final shape in line with the opinions. Interview form consists of questions about verbal communication styles of school principals, the effect of these verbal communication styles on classroom teachers' motivation and what kind of verbal communication school principals should develop to motivate the teachers so that they can achieve the goals of the institution more effectively and ensure cooperation. Each interview has taken almost half an hour to be applied. All conversations in the interviews has been recorded with the permission of participants and then all of these interviews have been written.

Data Analysis

Before preparing the interview forms, the relevant literature were reviewed. Interview forms were applied for the teachers. There are twelve questions in semi-structured interview form. Content analysis was chosen to analyze the views of teachers. A coding study was carried out in order to facilitate for subsequent evaluations in the analysis of the data. Code numbers and letters are used during coding. One of these characters, **"CT"** symbolizes the "Classroom Teacher". Themes were created as a result of the obtained data.

FINDINGS

The findings obtained from classroom teachers working in primary schools are presented below in terms of interview questions and answers. Based on the data obtained from the teachers, the data were analyzed under three main themes and nine sub-themes. Theme I consists of only the main theme, The theme II consists of seven sub-themes, and Theme III consists of two sub-themes.

Theme I: Verbal Communication Style of School Principals

The theme put forward in the light of the data obtained from teachers regarding the verbal communication style of school principals was collected under this heading. The participant teachers stated that school principals generally made sentences in the mode of request, within politeness, kind, constructive, understandable, sincere, fatherly, motivational, respectful and courtesy rules. They emphasized that the principals used persuasive, positive, empathetic language, and sometimes humorous language. The teachers also stated that the school principals paid attention to the area of interest of the teachers, used the "I" language in the tasks they gave, and they talked openly about the subjects that they made a clear decision..

CT3 said "My principal politely wants me to do a job that I have to do. He usually uses the "let's do it" expression." and emphasized the above mentioned features. In addition, CT9 said that "Establishing more constructive and moderate communication with classroom teachers by school principals enables teachers to work more efficiently and eagerly. He uses a very sincere and paternal language of communication" and emphasized the features that verbal communication should contain. CT9 also stated how did the opposite situation arise with the following words: "Our school principal tells the tasks we should do by using the imperative mode. Although he does not have a harsh style, he cannot be said to follow the rules of courtesy. The principal uses order expressions such as ' do this job.'' instead of saying "do or will you do this job?". Of course, this is not always the case. In some of his suggestions, he also uses expressions such as; it would be better if you do this job like this."

They also emphasized that school principals use a uniform and order form of communication and they generally establish a verbal communication in a formal, impositional and subordinate-superior relationship without emphasizing the importance and justification of the works. They stated that school principals did not communicate one-to-one, they prefer to convey the tasks generally through meetings and correspondence, and they ignored to give the knowledge. They also stated that school principals could have harsh, critical, imperative and sometimes impolite discourses, and that they were hesitant and indecisive to open discussion on the matters. The

teachers with the codes CT1,2,9,10,16,22,23,30 stated that their school principals' verbal communication was generally formed with imperative, rude language and a motivation breaker style, and stated that their school principals had deficiencies in this regard.

Most of the participants have a positive opinion about the style of their school principals. They emphasized how much school principals motivate them when they have a positive, humorous, understanding style used by the administrators and how important they are in terms of belonging.

Theme II : Regarding the Verbal Communication Form Providing Motivation

The theme that put forward in the light of the data obtained from the teachers regarding the verbal communication style in which motivation is provided was collected under this heading. This theme consists of seven sub-themes.

Table I. *Data Regarding the Verbal Communication Form Providing Motivation*

Main theme	Sub Themes
Verbal Communication Style Providing Motivation	A. Speaking Style Increasing Motivation B. Effective Communication Providing Motivation C. Considering What is Said D. Predicting What is Said E. Frankness F. Conflict Management Increasing Motivation

A. Speaking Style Increasing Motivation

Considering the answers given by the teachers regarding the speaking style that provides motivation, the participants stated that the school principals' using a friendly, polite, humorous language and "I" language in the one to one and face to face verbal communication, were motivating factors.

CT1 said "One-to-one, face-to-face verbal communication and their use of "I" language motivate me." CT3 said "When I am giving a job, when you ask kindly and duly, my motivation increases.", and CT4 said "The communication style that our school principal uses in a humorous and smiling manner increases my motivation." They emphasized the statements the above-mentioned features. Also, CT7 said "Language that states my words and actions will be valuable to provide motivation" and mentioned the motivation-increasing effect of words used in verbal communication. CT17 said "Our school principal increases the motivation of teachers by emphasizing and by expressing us as we are a family." They expressed their warm and sincere communication has a positive impact on motivation by creating a sense of belonging.

CT9 said that "My motivation increases when someone see a job I do and appreciate it and use expressions as we liked your work." CT10 said that "The principal's appreciation for a positive work when I am with other teachers, greatly increases my school motivation" and emphasized that being appreciated for their work has a motivating effect. In addition, CT8,11,15,19,20,22 stated that being appreciated increases their motivation. CT2,5,13,16,26 stated that a persuasive and conciliatory language was motivating. Participants with the codes CT5,21,22,23,24,25,31,32 stated that the school principals should use Turkish effectively and beautifully with 'I' language rather than a harsh, rude, imperative attitude, so it will develop friendly relations. It can be said that teachers' motivation increases when school administrators communicate one-to-one, make persuasive speeches and express their opinions about the importance of the job. School principals' smiling faces, appreciation of teachers, suggestions they make for the purpose of contributing to teachers, being persuasive, paying attention to teachers' ideas positively affect teachers' motivation. Teachers generally emphasized that a sincere, clear, understandable language that did not contain imperative sentences was motivating. They have stated that using a language that is conciliatory and open to communication, that gives a sense of trust and belonging, that is clear, understandable, sincere and embracing, increases motivation. Teachers have also emphasized that being thanked, appreciated and rewarded for their work has a motivating feature.

B. Effective Communication Providing Motivation

The data obtained from the opinions expressed by the teachers regarding effective communication providing motivation are presented under this heading. It can be said that teachers' motivation increases when school principals communicate one-to-one, make persuasive speeches and express their opinions about the importance of the job.

CT2 stated that "I can say that being persuasive creates a positive perception." CT21: "Talking about the importance of the job increases motivation." CT14: "School principal communicating one to one is directly proportional to the success of the teacher." Also, CT20 said that "I do not think he communicates one to one. Generally, tasks and requests are communicated through correspondence. I think it will be a healthier and more beautiful process if one-to-one communication happens. Expressing my duties and requests only through correspondence will negatively affect my motivation as it will increase my distance with my administrator". CT1,3,7,9,10,12,28 who have same expressions, are of the opinion that the one-sided communication of school principals decreases their motivation, and that being communicated in situations related to their duties can increase motivation.

The participants with the codes CT4,5,6,11,15,16,17 think that it is motivating for school principals to talk about the importance of the job and the benefits it will provide to them, and to give feedback in a positive style while asking them to perform a task. The participants with codes CT18,19,23,24,25,26,27,29,30,32 have emphasized that school principals generally do their duties and requests only through correspondence and this causes a decrease in motivation by weakening the power of communication between teachers and school principals.

It can be said that school principals' not knowing the subject, lack of knowledge and diction disorder cause a decrease in motivation. It is also stated that not communicating with teachers other than documents and financial issues inhibiting the motivation. Using a positive style of feedback increases motivation by strengthening communication. The fact that the tasks and requests are made only by correspondence weakens the power of communication between the teacher and the school principal and causes decrease in motivation.

C. Considering What is Said

The data on the motivation-enhancing effect of considering teachers' thoughts are presented in this sub-theme. In general, teachers have stated that the consideration of what they say by school principals motivates them by making them feel valuable and happy..

CT1 said that "Taking into account what I say increases my motivation and shows the value s/he gives to my thoughts." CT11: "Taking your suggestions into consideration increases your motivation." CT16 said that "Taking into account what we have said makes us feel valued. This affects our motivation positively. Ignoring what we say causes despondency, which inevitably affects our business negatively by lowering our motivation." In addition, the participants with coded CT2 to CT32 highlighted the above-mentioned features by using similar statements. The participants with codes CT8,9,20,21,23,24 emphasized with similar expressions that taking their statements into consideration by the school principal motivated them to do their best, giving the feeling that they were doing their job correctly.

When the opinions and suggestions of the teachers are not taken into account, solving the problems becomes difficult and this decreases the motivation. It also causes them to feel worthless by creating a feeling that they are not cared for.

D. Predicting What is Said

In verbal communication, data on the positive effects of school principals' ability to predict what teachers will say on motivation are presented in this sub-theme. School principals' ability to predict what

teachers would say in advance makes teachers feel relaxed and motivated by making them think that the school principals observe and know their teacher well. It will increase the motivation of teachers by making them think the school principals can understand, empathize and deal with their problems.

CT1 said that "I think the principal knows me and this increases my motivation." CT4: "My school principal's predicting what I will say in advance relaxes me psychologically and allows us to express ourselves better." CT12: "Thinking that he oe she can understand me and is interested in my problems increases my motivation." CT17: "The fact that our principal's ability to predict what the teachers will say in advance makes them feel that s/he speaks the same language and thinks the same things with his/her teacher, so it contributes positively to the motivation of his/her teacher." CT25: "I can also feel that the principal empathize according to the topic being discussed." With similar expressions, CT3,9,11,13,14,16,19,21,22,24,27,28,30,31,32 have stated that school principals increase teachers' motivation by making teachers think that the school principals could understand themselves and deal with their problems.

CT15: "When they predict in advance, they interrupt you and this affects us badly. You start to avoid expressing your opinion." CT23: "It prevents me from expressing the ideas in my mind openly, it causes a communication break between them and results in a deadlock as a result." In addition, CT5,6,7,10,20,26 have emphasized that the school principals' predicting (guessing) in advance what teacher would say prevents and restricts what they will say, and this decreases their motivation. As a result, it can be said that it would be motivating to use a style that will enable teachers to be satisfying and comfortable without restricting what they say, interrupting or preventing them.

E. Frankness

The data on the motivational effects of school principals being frank in verbal communication are presented in this sub-theme. In the words of CT1, "It is very important to me that he or she is frank. It shows his or her confidence in me and motivates." According to CT23, "It makes me think that I trust him or her, that we can solve problems together and that he or she is not prejudiced. He also supports me that we can be clear and frank to each other." With these expressions, frankness is an indicator of trust and that it increases their motivation. Similar expressions were used by the participants coded CT2,3,7,13,14,21,22,24,25,26,28,29,32 stated that frankness was motivating by emphasizing trust and honesty in communication.

In the words of CT4, "Being frank affects my motivation positively if it is not in the form of humiliating the other person, breaking a heart

and scolding." According to CT8, "Being frank increases my motivation. But if it hinders my job and discourages me, it is bad." CT4 and CT8 have the same opinion that school principals' being frank in a polite, kind, honest and trustworthy manner, without being in a humiliating, offensive or reprimanding attitude, increase the motivation. Similar expressions are also expressed by the participants with the codes CT5,6,9,10,11,12,15,16, 17,18,19,20,27,30,31.

F. Format of Managing Conflict Increasing Motivation

In verbal communication, data on the format school principals manage conflict that increases motivation are presented in this sub-theme. On the subject CT1 said that "It motivates me that the school principal is impartial and honest." In the words of CT6, "If it's not fair, it would have a negative impact." In their statements, the school principal's being fair, impartial and honest while managing the conflicts gives confidence and increases their motivation. Similar expressions were used by the participants with the codes CT3,5,9,10,12,13,14,15,18,19,20,21,23,25,26,28,29,30,32. They have emphasized that being fair and impartial especially of the school principal motivates them.

Teachers have stated that school principals being impartial, honest and fair increase motivation. They have also stated that it was motivating for school principals to understand the problems and troubles, to try to find solutions, to be constructive, transparent and equal to everyone, and to act with common sense. We can say that their not succumbing to injustices and their just stance give teachers confidence. They think that their impatience while resolving the conflict and their speech in a disturbing style negatively affect their motivation. They stated that it was motivating to try to solve problems without creating tense environments, fearlessly and successfully.

III. Theme: Verbal Communication Inhibiting Motivation

The data obtained from teachers regarding the verbal communication style that inhibits the motivation were collected in the theme under this title. This theme will be presented under two sub-themes: "Speaking Style Inhibiting Motivation and Attitudes Inhibiting Motivation".

Table II. Verbal Communication Inhibiting Motivation

Main Theme	Sub Themes
Verbal Communication Inhibiting Motivation	A. Speaking Style Inhibiting Motivation
	B. Attitudes Inhibiting Motivation

A. Speaking Style Inhibiting Motivation

Data on the speech style of school principals that inhibits motivation is presented in this sub-theme. CT1 said that, "His one-way verbal

communication and his use of imperative sentences a lot reduces my motivation.", CT6 said that "The way of imposition communication is low on my motivation.", CT22 stated that "The verbal communication style which is imperative and prescriptive affects me negatively and lowers my motivation." And with these statements, they emphasized that school principals' use of an imposition style prevented their motivation. Similar expressions were voiced by the participants with the codes CT3,5,11,21,24,25,26,29,32, and they stated that the motivation of imperative sentences had a negatively effect.

CT2 said that "His disregard for my ideas hinders motivation and reduces my willingness." With this statement, CT2 stated that not valuing his thoughts decreased his motivation. Because people want to be appreciated in everything that is labored." Similar expressions were also used by the participants coded CT4,8,13,14,17,18,19,23,28,30,31. It is also revealed that when the school principals talk about the personal mistakes made as if everybody made that mistake, it also has a decreasing effect on motivation. Seeing themselves superior, acting accusingly and not defending and embracing the rights of their employees reduces motivation. School principals talking with their teachers as if they were talking to students also hinders motivation.

B. Attitudes Inhibiting Motivation

The data on the attitudes (judgmental, controlling, reckless, biased, expressing superiority, rigidity) regarding the verbal communication of the principal are presented in this sub-theme. Teachers have generally stated that these attitudes of school principals hurt them, discouraged them, disturbed them, and lowered their motivation.

CT5 stated that "I can say that I am badly affected because it discourages me from coming to school, and it can lead to an inefficient course.", The CT6 stated that "It can hurt me, but it also makes me unable to express what I feel and think.", CT 7 stated that "I was not motivated to go to school because I was faced with biased communication. It is my 3rd year at school and still has a negative attitude towards me." and CT8 stated that "Of course, this affects me negatively. All my enthusiasm is hurt. I don't want to do any job." All participants have emphasized the above mentioned features with these words.

The fact that school principals are biased in a teaching style also reduced motivation. School principals' entering the teacher's classroom when necessary or unnecessarily, their offending attitudes and behaviors among their students, their accusation and supervision decrease motivation. In addition, the school principal's taking initiative against the teachers he likes at school and not caring about the teachers he does not like prevents

motivation. CT2,3,4,12,22,23,24,32 have positive opinions about their principals' attitudes. They stated that they did not encounter such attitudes.

DISCUSSION, CONCLUSION AND SUGGESTIONS

In this section, the findings will be discussed, results and suggestions will be given through the themes. At the first theme, the teachers have emphasized that the school principals' communication is generally one-way, they use an order form of communication, and they establish a verbal communication in a formal, imposition and subordinate-superior relationship. The inability to recognize or respond to individual needs during change contributes to administrators' failures (Shook, Priem, & McGee, 2003). The teachers also have emphasized that administrators can have harsh, critical, imperative and sometimes impolite discourses, abstaining and indecisive on matters open to discussion, without emphasizing the importance and justification of the works in general. The fact that school principals do not communicate one-by-one and prefer to convey the tasks through meetings and correspondence weakness the power of communication between the teacher and the school principal and causes a decrease in motivation. Teamwork and collaboration suffer under conditions of a hostile environment, unrealistic expectations, poor communications, lack of skills training, and coercive rather than coactive control (Follett, 1924; Longenecker & Neubert, 2000; Rayner, 1996; Zhou & George, 2003; Gilley et al., 2009). Teachers have also stated that school principals' not using Turkish effectively and a judgmental style also can reduce their motivation. It can be said that the school principals' hurtful, rude, harsh, insignificant and insulting speeches also create inhibited motivation. On the other hand, some teachers have stated that when administrators have a positive, humorous and understanding style, they can motivate people and it is so important in terms of belonging emotion. Most administrators tend to give direction instead of guidance (Rowicki, 1999) so this is a general problem for organizations.

The other important result of this study is about the effect of communication on motivation. Since face-to-face communication with teachers during the verbal communication process does not allow for misunderstandings, it was motivating to use empathic language, appreciate success, express trust, deal with their problems, and make them feel valuable. In this research, teachers have emphasized that a language that is sincere, clear, understandable, in accordance with the rules of courtesy and without imperative sentences is really motivating. It can be stated that using a language that is conciliatory and open to communication, makes teachers feel a sense of trust and belonging, that is clear, understandable, sincere and embracing increases motivation. Leaders and followers raise one another to higher levels of motivation and morality (Burns, 1978).

Using an understanding and confident language, the school principal makes it possible for the teacher to take initiative. As a result of these positive feelings, the employee is more willing to do his job. In their study, Mojgan and their friends (2008) stated that principals should be eager to model the transformational components of charisma (idealized influence), inspirational motivation, intellectual stimulation and individualized consideration in their schools. Empathic language is used to appreciate achievements, express trust, deal with their problems, and thus make employees feel valued. With the use of this language deed, the development of positive thoughts in employees about their jobs can be supported (Mert, 2011). In this respect, it is thought that the use of empathetic language by the administrator will increase the satisfaction level of the employees and thus have a positive effect on the motivation of the employees. Kurt (2005) claims that the praise they received from their administrators in return for the success achieved supports the increase of self-confidence and motivates the employees. Teachers have also emphasized that being thanked, appreciated and rewarded for their work has a motivating feature. We can say that the praiseworthy words they received from the school principals support teachers to increase their self-confidence and help them to be motivated. According to Maslow, meeting the need for reputation provides satisfaction in people and settles in the soul by providing a sense of trust. The opposite of these situations causes hopelessness, weakness and in some cases irritability. (Türk M.S., 2007).

School administrators should make teachers and staff feel valuable to them. The staff or teacher who feels valuable by his / her administrator adapts more quickly to the working environment and becomes more willing to work. Motivating employees and providing effective communications are highly and significantly associated with effective implementation of change (Gilley et al., 2009). The predictors of individual motivation include job satisfaction, perceived equity, and organizational commitment (Schnake, 2007). A teacher's increasing willingness to work also means that it will be productive for the school administrator. In order to establish a healthy and strong communication between teachers and school administrators, teachers should feel good and belong to the school culture. Because the success of the teacher who feels high job satisfaction and belonging to the school will also increase (Eroğlu, 2004). School administrators should be able to empathize with teachers, give importance to teachers' point of view and look from the teachers' perspective, try to understand teachers' feelings and thoughts and know how to express what they understand verbally (Paksoy, 2000).

Listening is very important part for motivating teachers as a result of this study. It is possible for people to continue communication by attaching

importance to listening as much as speaking. Some people pretend to listen, but don't listen properly to the other person (Karaköse, 2005). They are not concerned with what they say, but rather try to convey their thoughts to the other person. This leads to incomplete perception of the message, less attention to the feelings of the source person, and thus communication barriers (Eren, 2004). Therefore, the listener should make the source person feel they are listening and ask questions in the communication process. Thus, the speaker will be happy to be listened to, and will pay attention to speaking more constructively (Bilen, 2014). Thus, obstacles in the communication process will be removed.

We can say that the school principal's attitudes such as judgmental, supervising, uncaring, prejudiced, expressing superiority, rigidity hurts teachers, discourages them, disturbs them and lowers their motivation. Being open to messages from teachers should not be in a way to have prejudice. The prejudiced and critical attitude of the school administrator may cause the communication process to be blocked (Can, 2012). Teachers expect their work to be known and appreciated by their administrators. Failure to realize these expectations of teachers causes sadness or resentment in them and they cannot provide psychological satisfaction. People like to be appreciated and admired for the activities they do. Every normal person wants this too. The development of people's self-confidence and respect depends on this. These effects are strong motivational factors for the future (Bentley, 1999).

Individuals are particularly willing to participate in decisions that affect them. Administrators should take their opinions and ideas in making decisions concerning their subordinates. Behaving in this way strengthens the idea of "we" by providing the belief of working together in the work environment (Eren, 2011). Communication can be an effective tool for motivating employees involved in change (Luecke, 2003). Data such as adding teachers to the decision, giving importance to their opinions, improving individual communication, inadequacy of administrators in providing motivation, administrators not giving the teachers the value they deserve (appreciation) are parallel. As a result, looking at the collected data, it can be seen that the verbal communication styles of school principals have very significant effect on teachers' motivation. School principals' achievement in their schools and achieving organizational goals is proportional to their ability to communicate correctly with teachers and motivate them. For this reason, school principals should develop their communication and motivation skills and know what teachers expect from them in this regard.

Suggestions

In this study, which examines the effect of the verbal communication style of school principals working in primary schools on the motivation of classroom teachers, the following recommendations can be made to practitioners and researchers:

Suggestions for Researchers:

1. This research is limited to the schools in Van province and future researches can be conducted in other populations.

2. To extend the scope of new researches can be made by conducting the research with classroom teachers in other provinces.

3. Comparative studies of the same research in public and private primary schools can be carried out.

4. Extending the scope of the research by carrying out the research with teachers in other branches can be obtained with various results.

4. It is recommended to carry out studies on how school administrators perceive their performance in relation to communication skills.

Suggestions for Practitioners:

1. In primary schools, more time should be allocated to seminars and conferences in order to increase communication skills, motivation and job satisfaction.

2. Cooperation between the university and the ministries should be established and the trainings should be planned so that more school principals and teachers can participate in developmental processes.

3. Primary school administrators and teachers should be encouraged to take postgraduate education.

4. In order to motivate teachers, social activities outside of school should be carried out in which school staff can communicate with each other.

5. Efforts should be made for school administrators to strengthen and develop their motivational language.

6. Problem solving and conflict management skills training should be provided to school administrators and teachers.

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Chapter 5

THE ROLE OF PARENTAL INVOLVEMENT ON CHILDREN'S SCHOOL ACHIEVEMENT:

A LITERATURE REVIEW

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Introduction

Nowadays, improving children's academic achievement is considered one of the most important issues and objectives of parents, teachers, school administrators and politicians. Parents play a meaningful role in socializing and educating their children as well as encouraging them to learn. Parents contribute to the cognitive, intellectual, psychological, emotional and social development of their children through their attitudes and behaviors during socialization and child-rearing processes. The level of parents' involvement in the education of their children affects children's learning as well as their academic achievement (Desforges & Abouchaar, 2003; Cheung & Pomerantz, 2012). Parents can influence their children through their direct actions, patterns of behavior towards their children, and the family's psychological environment (Shute, Hansen, & Underwood, 2007). Social Cognitive Theory (SCT) posits that children observe their parents as important people in their lives, interact with them, talk with them, and receive messages about appropriate behavior and socially accepted goals. Children pay attention to model behaviors, observe them, retain what they have observed, use visual and verbal memory encoding, and imitate them (Bandura, 2001). On the basis of this theory, parents can become important role models for their children's positive attitudes and behaviors towards the value and significance of education and school. It contributes to the academic achievement of children by means of parental role-modeling behaviors built on school-based parental involvement (Houtenville & Conway, 2008; Jeynes, 2007). The active involvement of parents in order to serve as a model for school-based behaviours and attitudes, to reinforce and strengthen education, teaching and learning in children, and to improve their academic achievement can determine the educational outcomes of children (Galindo & Sheldon, 2012). The parental involvement in their children's education is achieved through the activities that reflect parents' engagement in home-based and school-based education of their children, and their positive attitudes toward education, schools and teachers of their children (Kohl, Lengua, & McMahon, 2000).

Parents pass on their values and attitudes about education to their children and these values and attitudes are reflected in both the behaviors of children in the classroom, and student-teacher and parent-teacher associations (Kellaghan, Sloane, Alvarez, & Bloom, 1993). When parents get involved in education of their children, they help them to read, encourage them to do their homework independently, monitor their activities at home and outside, and offer them opportunities such as private tutoring to improve their education and learning (Topor, Keane, Shelton, & Calkins, 2010). While parental involvement plays a direct role in the school success of students, they also have a significant impact on the attitudes

and motivation of children toward school. Parents pass on their values to their children by participating in school-based activities with their children (Grolnick & Slowiaczek, 1994). In other words, parents who communicate with their children convey the importance of education to their children. When parents talk, ask or discuss with their children about school, children are more likely to take care the importance of education since their parents demonstrate interests toward it, and this determines the children's attitude toward education (McNeal, 2014).

Parents' achievement beliefs, attitudes and values guide their behaviour with their children and appear to shape their children's academic achievement beliefs (Alexander & Entwisle, 1988). Parental ambitions influence children's perceived academic ability (Phillips, 1987). Belief in cognitive ability plays an important role in school achievement of children. Academic success is related to children's subjective cognitive abilities and assessment or beliefs about their self-cognitive abilities. Parents transmit to their children their beliefs and expectations about their abilities, and subjective cognitive abilities are affected by parent feedback (Phillipson & Phillipson, 2012). More educated parents have more confidence in academic abilities of their children and improve their skills, values, motivation and personality by motivating their children to engage in a variety of discussions and activities. The confidence of parents in their children's abilities is directly related to parents' own education. More educated parents rely more on their children's academic abilities. Characteristics such as education and profession affect parental beliefs and behaviors, thus parents influence the perceptions of children who are connected to various tasks related to success through beliefs and behaviors arising from their own education. The personality and task-based beliefs parents teach their children in the process of socialization guide them to engage in various activities that can directly determine the true success of children. Parental education affects parents' beliefs about their children's educational goals, their behaviors, and their involvement and participation in school activities. When children and adolescents depend on their ability to succeed and are connected to the areas where they work by subjective task values, their academic performance is often directly positively affected and improves. On the basis of parental education, the educational expectations parents have for their children, the types of intellectual incentives provided at home and the roles children play in this process predict school achievement (Eccles, 2005). There is a positive correlation between parental involvement and the attitudes and motivation of children (Frenzel, Goetz, Pekrun, & Watt, 2010) as well as their educational demands (Frostick, Phillips, Renton, & Moore, 2016).

Researches emphasized that motivational resources, behaviors and desires of students mediated the indirect relations between parental

involvement in education of children and their school achievement, and indirect effects of parents' positive behavior emerged as mediating factors (Nunez, Suarez, Rosario, Vallejo, Valle, & Epstein, 2015). Parents' educational aspirations for their children as a dimension of parental involvement indirectly influenced the academic success of students (Jung & Zhang, 2016) and also improved students' grade point average (GPA) through enhancing educational engagement (Wang & Sheikh-Khalil, 2014). Theorists and researchers suggested that there was a positive association between students' academic achievement and school-based parental encouragement and support as predictors of parental involvement. Parents can improve students' academic achievement by encouraging and supporting their children's cognitive or academic development (Chen & Gregory, 2010; Gordon & Cui, 2012). When parents praised their children's efforts, performance and progress at school and when they let their children know that they cared about their school performance, students raised their academic achievement levels (Hung, 2007). It was asserted that parental involvement in scientific topics positively influenced the values of adolescents on it (Simpkins, Price, & Garcia, 2015). Parental involvement made a great impact on children's attitudes, and children internalized, considered and attached importance to these effects; thus, parental involvement was most likely to be indirectly associated with academic success. Parental monitoring described as checking homework assignments and following up children' school activities, was considered to be a dimension of parental involvement and it was positively related to their interest in school classes (Spera, 2006). It was found that monitoring described as ensuring clear and consistent principles and maintaining information about activities of youth, was positively related to educational aspiration (Hill & Wang, 2015).

Objective of the Research

The objective of this research is to examine the associated research literature conducted on the relationship between parental involvement in education and school success of children. This re-examination aims at addressing how parental involvement in the field of education is described and discussed, as well as revealing the association between parental involvement and the academic success of students at preschool, elementary school, secondary school and high school levels. The study also attempts to establish which aspects and dimensions of educational involvement of parents are more effective in children's school success.

Method of the Research

The present re-examination aims at addressing how parental involvement in the field of education is described and discussed, as well

as revealing the association between parental involvement and the school achievement of students at preschool, elementary, secondary and high school levels. In this study, the theoretical framework or concepts were specified and defined while explaining the variables that mediate the relationship between parental involvement and school success of children. Parents' education-based values, attitudes, types of socialization and parenting styles, expectations for their children's school success constituted the theoretical framework or concepts of the study. In an attempt to investigate the association between school-based involvement of parents and school achievement of their children, the author examined studies, re-examinations, meta-analyses, reviews and books written on the academic success of students at preschool, elementary, secondary and high school levels.

Conceptualizing Parents' Involvement in Education of their Children

Theorists and researchers discussed various aspects and dimensions of parental involvement in education of their children. Parental involvement was described in terms of various variables such as discipline in the household, parental aspirations reflecting parents' hopes and expectation for education of children, communicating, discussing about school, and participating in school activities (Singh, Bickley, Keith T. Z., Keith, P. B., Trivette, & Anderson, 1995). Parental involvement and their supportive and encouraging approach toward their children in socialization and parenting processes occurred through parents' participation in their children's educational processes and experiences. On the one hand, holding high expectations about their children's level of education, communicating more with their children about school activities, checking their homework assignments beforehand; on the other hand, factors, such as whether parents attend and participate in school events and activities and how often they tend to attend and participate in these activities, were identified as dimensions of parental involvement (Jeynes, 2007). Shute and colleagues (2007) classified these variables as the two main categories of home and school activities. Home-based activities were defined in terms of both demonstration and conveyance of values, attitudes, behaviors and norms to their children in their socialization and child-rearing processes, and parental aspirations and expectations demonstrating the degree of presumption that their children would perform well in school. Home-based activities included not only talking and discussing school activities, programs and school plans, but also reading at home to act as a model and support children's reading activities, checking their homework, practicing home rules and supervisory control on the other hand. School-based activities, on the other hand, were determined as parent-teacher communication, participation in school organizations and volunteering in school activities.

Findings and Discussions Related to the Effect of Parental Involvement on Students' School Success

Socializing and Parenting Style and Academic Success of Children

Baumrind *(*1978*)* determined a threefold typology of parenting style, as authoritative, authoritarian and permissive. Maccoby and Martin (1983) expanded this parenting style model adding a fourth distinction known as indulgent parenting to the first three styles. Baumrind (1991) emphasized the two dimensions of demandingness and responsiveness in socialization and parenting. Parents who displayed authoritative or democratic attitudes and behaviors were responsive to their children and conveyed reasonable demands. These parents showed more affection to their children and encouraged them to investigate and explore, and tried to engage them in their areas of interest. Authoritarian parents showed some demandingness but were not responsive to their children. They were less involved with their children and had low level of communication. Indulgent parents were somewhat responsive to their children but low on demandingness. Permissive parents, on the other hand, neglected their children, were low in responsiveness and made few demands from their children or failed to convey their demands (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Maccoby & Martin, 1983).

Parental involvement was identified on the basis of the ways in which parents socialized and reared their children, parent-school relationships and cooperation, parents' participating in school activities, parent-child discussions and parents' educational expectations or demands from children. Researchers discovered that there was a positive association between authoritative or democratic style and practices, and the school success of students in socialization and child-rearing processes (Dornbusch et al. 1987; Lamborn, Mounts, Steinberg, & Dornbusch, 1991). On the other hand, permissive parenting style was negatively associated with students' school performance (Baumrind, 1978; Dornbusch et al. 1987; Maccoby, 2000). In a much earlier study, Baumrind (1967) found that kindergarten children raised in families with authoritative or democratic attitudes and behaviors were more active, more social and more achievement-oriented, while those raised in permissive families were low in self confidence and had lower social and academic ability. Baumrind (1991) re-examined this association in adolescence and established that authoritative or democratic style and practices in socialization and parenting processes had a positive influence on school achievement of children, as previously discovered in kindergarten students. Dornbush and colleagues (1987) developed and tested a reformation of Baumrind's *(*1978*)* typology of socialization and parenting styles. Dornbush and colleagues (1987) found that opposing authoritarian and permissive parental attitudes and behaviors were

negatively associated with the school achievement of male and female adolescent students. Parental affection significantly predicted the students' school achievement. A meta-analytical study also confirmed the strong positive relationship between authoritative or democratic practices and the academic achievement of secondary school students defined as supportive, beneficial and appropriate discipline in the socialization processes (Jeynes, 2007).

In their research, Steinberg and colleagues (1992) found that authoritative or democratic forms and practices in socializing and parenting processes led to higher school engagement and better school achievement in terms of point grade average in adolescents. The researchers established that parents influenced their children by directly engaging in the education of their children and developing and maintaining high performance standards through parent-teacher conferences and help with homework assignments. Likewise, Nyarko (2011) found that authoritative or democratic attitudes and behaviors of both mothers and fathers in the process of socializing and parenting their children positively associated with school success among secondary school students. In his study, Paulson (1994) examined the impact of parental responsiveness in the socialization and parenting processes on the school success in early adolescence. Parental responsiveness and demandingness predicted the school achievement in students positively. In their study, Deslandes and colleagues (1997), who used the scales developed by Steinberg and colleagues (1992) and Epstein and colleagues (1991), found that there was a significant and consistent association between democratic parental support and the school achievement of both boys and girls. Adolescents who reported that their parents behaved in a strict, warm and democratic manner achieved better than their peers in secondary school. In another study, Marchant and colleagues (2001) discovered that variables such as parental responsiveness toward children and involvement in their education, parental values, participation in school events, and their responsiveness and aspirations to educate their children in the process of socialization and parenting had a significant relationship with the school achievement of children. These findings also confirmed the relationship between supportive environment and school success at early level of adolescence.

Research studies indicated that parents taught their children academic strategies they used to improve their school performance in the process of socializing and parenting. In another study conducted by Aunola and colleagues (2000) while adolescents from families who exhibited authoritative or democratic attitudes and behaviors in their children's socialization and parenting processes applied these achievement strategies, adolescents raised in neglected families exhibited inadaptable

and evasive tendencies. Achievement strategies employed by children were significantly related to their school performance. Socialization and parenting styles guided socialization and child-rearing practices and appeared to be associated with their school performance. Parents who exhibited authoritative or democratic attitudes and behaviors in their children's socialization and parenting processes engaged and connected with their children through monitoring, supervision and helping them with their homework. A significant relationship was observed between such parental socialization practices and adolescents' school achievement (Paulson, Marchant, & Rothilsberg, 1998; Steinberg, Lamborn, Dornbusch, & Darling, 1992).

Parental Involvement in Children's Education and Academic Achievement

Parental involvement in children's education was described as strategies such as parents' holding discussing about school activities with children, constituting a learning environment at home, monitoring, checking and helping with children's homework (Jaiswal & Choudhuri, 2017). Researchers found that parental involvement activities such as creating a home literacy environment and providing parental modeling and support for their child's reading had a positive relationship with school success (Graves & Wright, 2011). Parent reading lessons at home had a positive impact on literacy development of children. Parents who applied the knowledge and skills they acquired through participation in a program that taught parents how to ensure their children reading lessons at home played an important role in achieving a higher level of literacy. Children whose parents applied parental literacy lessons at home made acquisitions in literacy success over those children whose parents applied less or no lessons at all (Crosby, Rsinski, Padak, & Yıldırım, 2015). Researchers pointed out that there was a positive association between parental involvement in learning activities at home and the academic achievement of kindergarten children. When parents engaged children in cognitively promoting activities, read stories to them, taught letters and numbers, implemented problem solving activities for them, sang songs and played games, children's literacy skills improved (Manolitsis, Georgiou, & Tziraki, 2013) and their reading success increased (Cooper, Crosnoe, Suizzo, & Pituch, 2010; Leon & Lee, 2012). Parents' home reading activities were significantly associated with the level of literacy performance among primary school students (Hemmerechts, Agirdag & Kavadias, 2017). Parents who engaged their children in reading activities at home contributed to their reading achievement. When parents modeled and taught reading to children at the beginning of their school life, grades and academic performances of primary school students increased. Also,

parental reading socialization had a positive impact on children's language performance (Kloosterman, Notten, Tolsma, & Kraaykamp, 2011).

In a study conducted on secondary school students, Zakaria and colleagues (2013) defined Types of Parental Involvement in four constructs as (a) parent-child relations, interaction and communication; (b) parental practices for the socialization and education of children; (c) leisure time activities and experiences; (d) openness and acceptance. It was observed that there was a positive association between parental involvement in the education of children and school performance. Students perceived their homework activities as less difficult and more enjoyable when parents were involved (Zakaria, Hasim, Salleh, & Yusoff, 2013). In his study, Wei (2012) pointed out five aspects of Chinese parents*'* involvement as parents' supporting, pressuring, helping, following up and communicating. While additional parental help was related to lower academic success, enhanced parent-child communication was the strongest factor associated with higher academic success. In another study, Leone & Richards (1989) found that students enjoyed their homework when parents helped. Katz and colleagues (2011) used the self-determination theory as a theoretical framework to investigate the role of parents in the quality of motivation that students adopted to accept homework. Parents' behavior enabled children to have autonomous motivation for doing homework by enhancing ability beliefs and positive attitudes towards homework, and by meeting and supporting children's psychological needs. In a similar study on the effect of parental involvement, Hoover-Dempsey and Sandler (1997) found that parents' positive attitudes and roles toward their children increased their academic performance. Parents' positive attitudes and the positive role they played in their children's' education eventually increased students' psychological well being and academic performance. In a study conducted by Cooper and colleagues (1998), positive parental attitudes toward homework seemed to be positively related to school success and higher grades in primary school students. In another study, Hill and Craft (2003) found that mathematics achievement scores of elementary school students increased significantly when parents were engaged in home learning activities encouraging their children's cognitive skills. In a study conducted on secondary school students, parent-child discussions about school-related activities at home were more strongly associated with children's academic achievement than parents' participating in school-based activities (Sui-Chu & Willms, 1996). In another study, parental control on the academic performance of their children positively predicted the students' learning objectives (Regner, Loose, & Dumas, 2009). When parents monitored children's after- school activities, children achievied better performance and higher grades (Clark, 1993). In the same way, in a study conducted on secondary school students,

researchers revealed a positive association between parental involvement in homework checking and academic performance and school success of students. They also found children's school success tended to increase when parents monitored activities of their children such as television watching (Keith, T. Z., Keith, P. B., Troutman, & Bickley, 1993).

In their research, Tam and Chan (2009) found that parents provided their children with specific principles and structure in the process of socialization, and that there was a positive relationship between their confidence in their academic performance and ability, and their intention of focusing on learning. Parental involvement in the form of valuing school success and reinforcing was found to have a significant positive relationship with students' mathematics success throughout high school (Hayes, 2012). Parental involvement in terms of organizing science learning enrichment activities was significantly related to science performance of students. Activities, such as reading books on scientific discovery, watching TV programs about science, watching, reading or listening to science fiction, seemed effective for progressing science success and self-efficacy of children (Ho, 2010). When parents encouraged and supported cognitively and academically their children and were able to talk about important life issues with them, children completed more frequent their homework. Children completing their homework more frequent in turn, advanced their greater academic success and lower dropout rates (Martinez, DeGarmo & Eddy, 2004). A positive association was found between the students' academic success and parents' talking about and discussing school-related issues, school activities, short and long-term academic or school plans with their children (Altschul, 2011; Gordon & Cui, 2012). When parents talked about and discussed educational issues with their children, the students' academic success improved and problematic behaviors such as truancy decreased. Increased communication between parents and their children improved the academic success of the 8th grade students and reduced their negative behaviors such as truancy (McNeal, 2012).

Researchers discussed the association between parental involvement in homework and school success of children. In their study, Tam and Chan (2009) revealed that parental involvement in homework was positively related to academic development of school children. When parents received training for homework, parental homework involvement was found to be significantly related to positive attitudes towards mathematics homework and students' math success. The researchers examined whether different styles of parental involvement in homework, such as supporting autonomy, controlling, intervening and cognitively engaging, affected their academic success. In the process of parental involvement in homework, while autonomy support had positive impacts on students' achievement,

interference was negatively related (Gonida & Cortina, 2014). When parental involvement in homework was perceived as supportive by children, it was positively related to success of students, but when parents were perceived as intrusive and controlling in the homework process, their help was negatively related to success of students (Moroni, Dumont, Trautwein, Niggli, & Baeriswyl, 2015). Furthermore, students who had low reading success compared to students with higher performance reported more parental control. When parents exerted control, students procrastinated their homework. Students who perceived more controlling behavior from their parents in Grade 5 procrastinated more in the process of doing homework two years later (Dumont, Trautwein, Nagy, & Nagengast, 2014). Patall and colleagues (2008) examined 14 studies published from 1987 to 2004 in a meta-analysis of parental involvement in children's homework. The analysis revealed that parent training for homework involvement led to (a) higher rates in completing homework, (b) less homework problems, and (c) increased academic performance among primary school children (Patall, Cooper, & Robinson, 2008).

Parental Involvement in School and Academic Success of Children

Another model of parental involvement and interest in the education of their children was determined as parents' involvement in their children's school. Epstein (2001) emphasized the significance of relationships and interactions among families, schools, and related communities in the education of children. Contacts with teachers, education professionals, administrators and collaboration with other people in schools and educational communities led to intellectual discussions and debates, and consequently to specific educational decisions about children's education. Such decisions and practices improved school programs and school environment, and made families more aware of their children's education. Families played a more positive role in the education of their children with the new knowledge, skills and approaches they acquired. Parents' preparing their children for school had a positive influence on the education of their children at school and facilitated the educational efforts of teachers in the classroom. Partnership and collaboration among families, teachers, education professionals, administrators and other people in schools and educational communities helped improve students' school performance (Epstein, 2001). Parental involvement in academic activities of children involved contacting and communicating with teachers, controlling the attendance of children in school, monitoring their school activities, checking their academic progress (Catsambis & Garland, 1997). Researchers found that there was a positive association between parental involvement in children's school and the school success of young children. Behaviors parents engaged in at school, such as participating in

parent-teacher conferences and participating in school organizations, had a positive effect on school success of children (Cooper, Crosnoe, Suizzo, & Pituch, 2010; Hill & Craft, 2003; Sibley & Dearing, 2014). Common descriptions of school-based involvement also included participating in school activities, attending parent-teacher meetings, taking part in school organizations, volunteering in school, visiting the classroom, and communicating and interacting with classroom teachers. Adequate parent involvement in their children's school increased academic success and had a positive impact on the school learning environment. Parental involvement in their children's school increased the productivity of teachers and led to the establishment of a better association and communication between the family and the school (Pena, 2000).

In a study conducted on 17,212 children from 992 schools, Schulting and colleagues (2005) revealed impacted that parent involvement in their child's school significantly impacted reading and mathematics performance of children (Schulting, Malone, & Dodge, 2005). Parental involvement in their children's school was related to increased academic achievement of primary school children (Lee & Bowen, 2006). Parents who had more positive attitudes towards their child's teacher, school and primary education were able to positively influence their child's academic performance. Such positive parental attitudes helped them communicate with teachers to manage students' academic or behavioral problems (Topor et al., 2010). School-based involvement included more frequent visits to the classroom and more communication and interaction with teachers of children. Such visits, communications and interactions increased parents' knowledge about the curriculum, mutual parent-child understanding and the effectiveness of parent involvement at home (Hill & Taylor, 2004). According to Mo and Singh (2008), who used the Wave I data from National Longitudinal Research of Adolescent Health, parental involvement in the education of their children in secondary school positively and significantly influenced students' performance and increased their learning efforts. Parental involvement led students to exhibit more learning efforts, more school engagement and better performance. In a meta-analytical study on secondary school students, Hill and Tyson (2009) pointed out that a significant association was observed between parental school activities, such as volunteering at school and participation in school organizations and children's school performance. Deutscher and Ibe (2004) revealed a positive association between parents' volunteering at school and the motivational level of students. Children of parents, who regularly maintained communication with their children's teachers, were more motivated to search for additional information about academic issues inside and outside school. Similarly, Tan and Goldberg (2009) revealed

that there was a positive association between direct involvement of parents in activities, such as participating in school events, helping out in the classroom, talking to teachers, attending parent-teacher meetings, and school success of children, educational attainment and learning enjoyment. In another study, a strong relationship was found between parents' involvement in school events and the success of 8th grade students in science and technology courses. When parents attended school events and parent-teacher meetings and monitored their students, likelihood of truancy and dropout behavior reduced (McNealJr, 2014). In a longitudinal study they conducted to investigate the association between early parental intervention and long-term academic success or ability of children, Miedel and Reynolds (1999) found that parent involvement during preschool had a significant association with greater academic performance and higher rates of retention in the 8th grade. In another study, it was shown that the children of parents who were more involved in the education of their children during primary school years saw the long-term benefits during their high school years. Compared to the parents of older children, parents of primary school children were more engaged in school activities of their children (Stevenson & Baker, 1987). Parents became more interested in the learning opportunities that primary and secondary schools provided. As children moved from the primary school to the secondary school, parents also crystallized their educational aspirations and expectations for their children. As students completed their secondary school education, parents became increasingly concerned about postsecondary opportunities offered by secondary school programs and their young children's high school education (Catsambis & Garland, 1997).

A study conducted by Mapp and colleagues (2008) aimed to investigate school, family, and community partnership and cooperation at the high school level, using eight family centers with (1) a supportive substructure, (2) skilled center personnel and (3) a sensitive program. These family centers, created to meet the needs of families and students, tried to achieve various objectives including strengthening partnership and cooperation between home, school and community, enabling families to help children arrive their full potential through positive socialization and child- rearing processes on the one hand. On the other hand, these centers worked towards helping parents understand the high school program and how they may support their children's academic achievement; to prevent students from leaving school; and to become effective partners in education of their children (Mapp, Johnson, Strickland, & Meza, 2008). Family center personnel established a genuine cultural connection with the families and students they served in an effort to support students' success. They welcomed everyone who came to the family center

including parents, students, teachers, staff of other schools, or visitors in a warm, friendly and polite manner, listened to them to understand their needs and expressed that they were there to help them. Family centers presented both formal and informal services and opportunities to improve self- efficacy of parents. Courses, lecture series, workshops and education sessions designed for parents enabled them to develop their knowledge and skills, ensure models for their children, increase their social capital and see themselves as learners. The family centers arranged workshops, lessons and activities that provided parents with knowledge on high school policies and processes, as well as on high school curriculum and various achievement tests and standards students were expected meet in future. Family centers established connections with school staff, and as these centers were usually the first control post in the school for many parents, they were considered as essential and pragmatic support for staff members, guidance counsellors, mentors and administrators. The center coordinators aided to schedule parents-teacher conference programs or lent a listening ear to the parents to vent out their frustrations before they met with school personnel (Mapp et al., 2008).

Family centers led to changes in the self-efficacy of parents with a supportive infrastructure, skilled center staff and a responsive program. As a result of their engaging with the family center, parents felt more confident that they could positively influence their children' educational and social development. Parents revealed that skills they acquired from workshops, lecture series and courses and support they received from center personnel helped them to know what to do to better protect, support and help their children. Students who were formally and informally involved with family centers established a trusting relationship with family center personnel (Mapp et al., 2008). Family centers enhanced efficacy in students. As parents became more knowledgeable of how to support academic development of children and as students experienced enhanced levels of relational trust with adults, their self-confidence and the level of resistance to setbacks also increased, providing an understanding of why education, school and academics were important. The students were more eager to continue their education and experienced enhanced emotions of achievement and accomplishment. Students' self-confidence and resilience also increased. Students who failed or dropped out of school returned after being encouraged by parents and family center staff. Returning students become concerned with their school work and defined being "on track" and confident that they could do their school work. Improvement was observed in the students' attendance with the support they received from family center personnel. The students who communicated and talked to family center staff stated that these centers helped them to return to school

and get the education they needed to succeed in life. The students received grants, rewards, and praises from schools, families and communities based on the fact that family centers increased their efficacy. By functioning as community zones, family centers created the conditions that would develop and maintain the partnership between home and school. Both adults and adolescents reported that they thought family centers were attractive because they were special to them and provided information (Mapp et al., 2008).

Researchers emphasized that parents' educational status had an impact on the degree of parent involvement in education of their children and pointed out a positive association between the educational status and parent involvement in the high school education of children. The higher the educational status was, the greater the degree of parental involvement in the high school education of children was (Shumow, Lyutykh, & Schmidt, 2011). Shumow and colleagues (2011) also revealed a positive association between parental involvement in school of children and how skilled students felt themselves during class, their grades and long-term academic expectations. Using data from Chicago longitudinal study, Barnard (2004) notified that variables such as communicating with the school, assisting learning at home and attending school-related activities reduced high school dropout rates, enhanced on-time high school completion, and facilitated high grades. Parents' volunteering and attending to school organizations had a substantial impact on students' academic achievement (Xu, Benson, Mudrey-Camino, & Steiner, 2010). Research on adolescents emphasized that there was a positive association between the school success of children and parental involvement (Martinez et al., 2004; You, Lim, No, & Dang, 2016). The level of parental involvement and its effect on school achievement of students were not found in the same way for primary school to upper school level students aged 14-18. It was also notified that the strength of the relationship between parental involvement and school success tended to decline from primary school level to upper school level students aged 14-18. (Singh et al., 1995; Fan & Chen, 2001). Although it was often suggested that parental involvement decreased as children moved onto secondary and high school (Desforges & Abouchaar, 2003), parental involvement changed over time as children matured, but not necessarily decreased. Activities and practices based on the direct parental involvement in the form of guiding and directing children's learning styles such as reading and learning together were very beneficial from the preschool years to the early school years. As children matured, parents tried to create conditions that nurtured and promoted academic success instead of guiding, directing and assisting learning. Parents affected their children's academic motivation and performance by setting high academic

aspirations and expectations and exhibiting attitudes and behaviors that were not intrusive or controling (Boonk, Gijselaers, Ritzen, & Brand-Gruwel, 2018).

Parental Expectations and Aspirations for Children's Education and School Achievement and the Academic Performance of Students

Parental expectations and aspirations for children's education and academic success have been accepted as one of the dimensions of parental involvement. Parental expectations and aspirations are often defined commonly in the literature and used interchangeably. When taken together, expectations and aspirations reflect the beliefs and judgments concerning children's performance. Parents report the degree to which they assume that their child will perform well in school, now and in the future. This variable appeared in many research studies aimed at determining parental involvement and was generally shown to have a positive association with school success. Parents expected and aspired for their children to have higher grades, higher rates of educational attainment and higher academic success, and to get into college. Educational expectations and aspirations of parents were positively related to school success (Gubbins & Otero, 2016; Phillipson & Phillipson, 2012; Xu et al., 2010). In a study that investigated the level and influence of five types of parental involvement at home and at school, Lee and Bowen (2006) revealed that these variables together accounted for 9 % of the change in reading and mathematics success beyond the impacts of socioeconomic status variables. They indicated that one type of parental involvement, namely parents' educational expectations for their child, strongly predicted school success (Lee & Bowen, 2006). The study conducted by Chen and Gregory (2010) showed that, among involvement variables, educational attainment expectation was the strongest predictor of students' academic achievement when the other involvement types were taken into account, after controlling for gender and ethnicity. Compared with peers who received lower parental attainment expectations, students who notified their parents had higher educational attainment expectations achieved higher grade point averages (GPAs) and were evaluated as more engaged in classroom activities by their teachers. Researchers also emphasized the existence of a positive association between parents' educational expectations and school success (Choi, Chang, Kim, & Recio, 2015; Gordon & Cui, 2012; You et al., 2016). The results of some meta-analytic studies also pointed out that parental involvement significantly predicted school success of children (Fan & Chen, 2001; Jeynes, 2007; Wilder, 2014). When parents developed and maintained high expectations for the education and academic achievement of their children, they provided their children with resources such as books, magazines and other educational materials, helped their children with homework, and

took them to the library and the zoo. Parents were more engaged in these activities that promoted and developed children's cognitive skills. Parental involvement as well as parental expectations for the education and success of their children had a greater and more significant effect on primary school students compared to secondary and high school students. Students scored higher in English and reading achievement tests when their parents set high educational expectations for them, had discussions with them about school and their future plans and checked their homework assignments (Sanders & Sheldon, 2009). In general, children whose parents held high expectations achieved higher scores and participated in learning activities by persisting longer in school than did those whose parents held relatively low expectations (Davis-Kean, 2005).

Eccles (2005) assessed the expectations of parents on their older children's understanding and beliefs about academic achievement. High parental expectations had a positive indirect impact on academic performance, mainly through students' belief in their own abilities and their value of academic achievement and school support frequency by increasing their sense of self-sufficiency. In a study of children aged 9 -16 years, parental expectations influenced students' perceptions of their own academic skills and ability to learn a new concept in mathematics and reading (Yamamoto & Holloway, 2010). In another study, Singh and colleagues (1995) identified four components of parental involvement: (a) parents' aspirations for their children's education, (b) parents' talking about and discussing school issues with children, (c) setting family rules, (d) parents' participating in school activities. The researchers examined the impact of these four components or dimensions of parental involvement on the academic success of 8th grade students. The study indicated a slight negative association of home structure on success and no impact of parents' communicating with children and parents' participating in school activities. Parent-child discussions about school-related subjects at home had a moderately positive effect on school success. Parental aspirations for their children's education and school success were strongly and positively related to school performance. In another study, parent-child discussions about school-related issues at home were positively related to the academic achievement of the 8th grade students, while parental involvement in their children's school had a moderate impact on student achievement (Siu-Chu, & Willms, 1996). Parents who had higher expectations for educational attainment and school success of their children and who attached higher value to these expectations were more engaged in activities such as helping children with reading, teaching beyond their curriculum, and monitoring and checking their educational processes (Sy, Rowley, & Schulenberg, 2007). Gill and Reynolds (1999) emphasized that children

scored significantly higher in reading and mathematics achievement tests when their parents expressed their expectation that they would do better in secondary school. In another longitudinal study on children aged 6-13 years, parental expectations significantly affected the expectations of the children over a long period of time. Parental educational expectations played a positive role on children's academic performance after 5 years by mediating and increasing their expectations, even controlling for baseline **school** success of the children (Rutchick, Smyth, Lopoo, & Dusek, 2009).

The socioeconomic status (SES) reflecting the family income and parents' educational level played a role in the association between parental involvement and school success. Socioeconomic status mediated the association between parental involvement and success and partially moderated this relationship (Wang & Sheik-Khalil, 2014). Researchers pointed out the academic advantage of children who came from higher social class or socioeconomic status compared to those from lower social class or socioeconomic status. It was also shown that children from higher socioeconomic status families outperformed children from lower socioeconomic status families (Choi et al., 2015; Hemmerechts et al., 2017). In a study conducted by Dearing and colleagues (2004), the researchers analyzed longitudinal data they obtained for 167 children to examine relationships between parental involvement during kindergarten, children's emotions towards literacy, and their literacy success from kindergarten through fifth grade. Depending on maternal educational levels, the beneficial impact of emotions about literacy and literacy success was partially moderated by parental involvement (Dearing, Kreider, Simpkins, & Weiss, 2006). Compared to lower educated mothers, higher educated mothers were generally more successful in terms of their involvement activities and demonstrated more effective involvement skills (Fekonja-Peklaj, Marjanovic-Umek, & Kranjc, 2010). Despite the fact that parental involvement was related to higher success for children from higher social class or socioeconomic status and this could partially be explained by the mother's educational level, the above-cited studies performed by Dearing and colleagues (2004; 2006) also revealed that success gaps between children of more and less educated mothers did not exist if parental involvement levels were high. Compared with the children of relatively more educated mothers, the children of relatively less educated mothers had more negative emotions about literacy performance in the pre-primary class. This difference diminished over time if families were highly involved in education of their children. When parents were more involved in their children, this contributed to reduction of possible risks and disadvantages that could be experienced by children from lower socioeconomic status families with lower income and lower educational levels.

Hill and colleagues (2004), who investigated parental involvement in different ethnicities, discussed that parental involvement was more beneficial for African American children than for European American children as it might compensate for the negative aspects of poor and less educated family environments. McNeal (2001) investigated the impact of parental involvement on cognitive, academic and behavioral outcomes in terms of socioeconomic status and ethnicity variables, and found that parents' involvement was more favorable for white students from families with higher socioeconomic status. The findings on the association between parental involvement and school success varied depending on the populations investigated. Although the influence of certain types of parental involvement on school success overall was significant among children came from all racial/ethnic groups, this association was moderated by racial/ethnic features. Hill and Craft (2003) revealed that home-based parental involvement developed pro-social behaviors and children's ability to control their emotions. Consequently, this enabled European American children to employ their academic skills to perform better in reading and math. Although home-based involvement was not associated with success for African American students, school-based involvement, including volunteering in the classroom and sending materials to school, developed academic skills of children and increased the math performance of African American children. However, this relationship was not observed in European American children. Other researchers also pointed out that racial/ethnic variations were effective in the relationship between parental involvement and school success (Aikens & Barbarin, 2008; Cooper et al., 2010); however, when parental involvement was measured as parental expectations or aspirations for school success and education of their children, it was positively related to success notwithstanding socioeconomic status or ethnicity/race (Chen & Gregory, 2010; Lee & Bowen, 2006).

Conclusion

As an aspect of parental involvement, authoritative or democratic practices play a crucial role in the school achievement of children in the process of socializing and parenting with various dimensions including parental warmth, affection, responsiveness, demandingness, strictness and control. As another aspect of parental involvement, the fact that parents engage in learning-teaching activities that encourage children at home contributes to their academic achievement. School-based parental involvement is positively related to academic success of students, such as communicating with teachers and school administrators, attending parent-teacher meetings, and participating in school organizations. Defined as parental involvement, parents' expectations and aspirations for education and school success of their children are the strongest predictors affecting school success of their children.

Results in terms of the impact of parents' socialization practices on children's academic achievement

Baumrind (1967) Baumrind (1991)	There was a positive relationship between the democratic attitudes and behaviors of the family and the more active, socially-oriented and achievement-related behaviors of preschool children. Exposure to democratic styles and practices in the socialization process had a positive impact on adolescent school achievement.
Dornbusch, Ritter, Leiderman et al, (1987) ; Lamborn, Mounts, Steinberg et al. (1991)	In the process of socialization and parenting, a positive relationship was found between democratic styles and the practices, and students' academic achievement. Parents' democratic attitudes and behaviors led to better school engagement and school achievement of adolescents in terms of general grade point average.
Paulson (1994)	A crucial and positive relationship was found between the sensitive behaviors and demands of both mothers and fathers and the school achievement of students.
Deslandes, Poyer, Turcotte, and BerTrand (1997)	A significant and consistent relationship was found between the strict, warm and democratic parental behaviors and the better school success of secondary school students.
Nyarko (2011)	Democratic attitudes and behaviors of parents in the process of socializing and parenting their children played a positive role in the school achievement of secondary school students.

Results in terms of the impact of parental involvement in school success of children

Siu-Chu and Willms (1996)	Parent-child discussions on school activities at home had the strongest association with school success of 8th grade students.
Cooper, Lindsay, Nye and Greathouse (1998)	The positive attitudes of parents toward homework assignments were found to be positively associated with higher school grades among primary school students.
Miedel and Reynolds (1999)	There was a significant association between parents' participation in kindergarten activities and the school success later in the 8th grade especially in terms of retention.
Marchant, Paulson and Rothlisberg (2001)	In the processes of socialization and parenting, parental responsiveness and aspirations for their children, involvement in their education, parental values related to education and participation in school events, as well the responsiveness and aspirations they demonstrated to educate their children played an important role in school performance of children.
Hill and Craft (2003)	When parents were engaged in activities encouraging cognitive activities at home, math achievement scores of primary school students increased significantly.
Regner, Loose and Dumas (2009)	Parental academic monitoring positively affected students' learning objectives.
Tam and Chan (2009)	Parental assistance in children's homework was significantly related to students' positive attitudes about math homework assignments and math performance.
Ho (2010)	Parental attitudes and behaviors such as reading books on scientific discovery, watching, reading or listening to science fiction and watching TV programs about science played a crucial role in developing children's science achievement and scientific competence.
Graves and Wright (2011)	Encouraging literacy teaching at home as well as parental attitudes and behaviors such as parent modeling and supporting children's reading had a positive relationship with children's academic achievement.
Kloosterman, Notten, Tolsma and Kraaykamp (2011)	Parental attitudes, such as engaging children in reading activities at home, parent modeling for reading and teaching literacy, increased the scores and school performance of primary school students.
Hayes (2012)	Parental involvement in the form of valuing school success and then reinforcing it showed a significant positive relationship with students' mathematics achievement throughout high school.
Altschul (2011); Gordon and Cui (2012)	A positive relationship was found between students' academic achievement and parents' talking and discussing about school-related subjects, school activities, short and long-term school plans and other academic topics with children
Wei (2012)	Parental involvement in the form of parental support to their children, strictness, parental help with homework, monitoring and parent-child communication was most strongly effective on children to achieve higher academic performance.

McNeal Jr (2012)	When parents communicated more with their children, the academic achievement of the 8th grade students increased and truancy obviously decreased
Manolitsis, Georgiou and Tziraki (2013)	Variables such as engaging children in cognitively promoting activities, reading stories to them, teaching letters and numbers, doing problem solving activities for them, singing songs and playing games improved children's literacy skills.
Zakaria, Hasim, Salleh and Yusoff (2013)	When parental involvement increased, students perceived homework activities as fewer difficult and more pleasurable.
Gonida and Cortina (2014)	Parental support for children's autonomy in the process of helping children with homework assignments was associated with students' higher academic achievement, whereas educational outcomes were negatively affected by interference with children's autonomy during homework.
Moroni, Dumont, Trautwein, Niggli and Baeriswyl (2015)	While there was a positive relationship between students' perception of parents' homework involvement as supportive and their academic achievements, their perception of their parents as intrusive and controlling in the process of homework was found to be negatively related to their academic success.
Crosby, Rsinski, Padak and Yıldırım (2015);	Parent reading lessons at home played a positive role in children's literacy development.
Hemmerechts, Agirdag and Kavadias (2017)	At-home reading activities were found to be significantly related to literacy performance of primary school students.

Results in terms of the impact of parental involvement in school on academic success of children

Epstein (2001)	Contact and collaboration among families, teachers, education professionals, administrators and other people in schools and educational communities helped improve students' school performance
Singh, Bickley, Keith, Keith, Trivette ve Anderson (1995) Fan and Chen (2001)	The strength of the association between parental involvement and school success tended to diminish from primary school level to upper school level students aged 14-18.
Barnard (2004)	Variables such as communicating with the school, assisting learning at home and attending school-related activities reduced proportions of high school dropout, enhanced on-time high school completion, and facilitated high grades.

Mapp, Johnson, Strickland and Meza (2008)	Family centers, established with the aim of strengthening partnership and cooperation between home, school and community, offered both formal and informal services and opportunities to improve parents' self- efficacy. Courses, lecture series, workshops and training sessions designed for parents enabled them to improve their knowledge and skills, ensure models for their children and increase their social capital. As a result of their engagement with the family center, parents felt more confident that they could positively influence their children' educational, academic and social development. Parents revealed that skills they acquired from workshops, lecture series and courses and support they received from center personnel helped them to know what to do to better protect, support and help their children. Family centers increased student efficacy. The students were more eager to continue their education and improved their academic.
Hill and Tyson (2009)	A significant association was observed between parental activities such as volunteering at school and participation in school events, and children's school performance.
Tan and Goldberg (2009)	When parents participated in school events, helped out in the classroom, talked to teachers, attended parent-teacher meetings children's school achievement, educational attainment and learning enjoyment increased.
Xu, Benson,Mudrey-Camino and Steiner (2010)	Parents' volunteering and participating in school events had a substantial effect on students' academic achievement.
McNeal Jr (2014)	When parents attended school events and parent-teacher meetings and monitored their children, likelihood of truancy and dropout behavior reduced.

Results in terms of the impact of parents' educational expectations and aspirations on school achievement of children

Davis-Kean (2005)	Children whose parents held high expectations achieved higher scores and participated in learning activities by persisting longer in school than did those whose parents held relatively low expectations.
Eccles (2005)	Parental expectations had a positive indirect impact on school performance, through students' belief in their own abilities and their value of school achievement and school support frequency by enhancing their sense of self-sufficiency.
Sy, Rowley and Schulenberg (2007)	Parents who had higher expectations for educational attainment and school success of their children and who attached higher value on these expectations were more engaged in activities such as helping children with reading, teaching beyond their curriculum, and monitoring and checking their educational processes.
Sanders and Sheldon (2009)	Students scored higher in English and reading achievement tests when their parents set high educational expectations for their children, had discussions with them about school and their future plans and checked their homework assignments.

Jeynes (2010)	Factors such as parental expectations, parents' communicating with their children and parenting practices were more highly associated with student success compared to diverse more overt expressions of parental involvement.
Gubbins and Otero (2016) Phillipson and Phillipson (2012)	Expectations and aspirations of parents for the education of their children were positively associated with academic achievement.
Choi, Chang, Kim and Recio (2015); Gordon and Cui (2012); You, Lim, No and Dang (2016)	In general, parents' expectations for their children's education and achievement in school had a positive effect on school success.

Results in terms of the role of socioeconomic status in the association between parental involvement and school achievement of children

McNeal Jr (2001)	Parental involvement was more favorable for white students from families with higher socioeconomic status.
Hill and Taylor (2004)	Parental involvement was more beneficial for African American students than for European American children as it might compensate for the negative aspects of a poor and less educated family environment.
Dearing, Kreider, Simpkins and Weiss (2006)	Depending on maternal educational levels, parental involvement partially moderated the beneficial impact of emotions about literacy and literacy success.
Chen and Gregory (2010); Lee and Bowen (2006)	Although racial/ethnic variations were effective in the relationship between parental involvement and school success, when parental involvement was measured as parental aspirations or expectations for school success and education of their children, it was positively related to success regardless of socioeconomic status or ethnicity/race
Fekonja-Peklaj, Marjanovic-Umek-and Kranjc (2010)	Compared to lower educated mothers, higher educated mothers were generally more successful in terms of their involvement activities and demonstrated more effective involvement skills.
Shumow, Lyutykh and Schmidt (2011)	As the parents' educational status became higher, the degree of parental involvement in the high school education of children also increased.
Wang and Sheik-Khalil (2014)	Socioeconomic status mediated the relationship between parental involvement and achievement and the socioeconomic status indeed partially moderated this association.
Choi, Chang, Kim and Reio (2015) Hemmerechts, Agirdag and Kavadias (2017)	Children from higher socioeconomic status families outperformed children from lower socioeconomic status families.

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Chapter 6

PROBLEMS OF MSC STUDENTS IN MUSIC EDUCATION:

A QUALITATIVE STUDY

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INTRODUCTION

Graduate/postgraduate education in Turkey was carried out in the form of a master–apprentice relationship within the faculties until the 1980s, when they gained a two-stage structure as master's and doctoral degree according to Higher Education Law No.2547 and the education that has been carried out within the institutes (Bozan, 2012). This training is designed to provide undergraduates the opportunity to specialize in that branch of science in which they have an interest. The master's program in particular aims to provide individuals with the ability to conduct independent research, to interpret scientific events by examining them with a broad and deep perspective, and to reach new syntheses (Aslan, 2010). This is because graduate education comprises the center of academic practice and will plan, carry out, finalize, and publish the basic research required for economic–technological development (İpek Akbulut, Şahin & Çepni, 2013). It aims to train scientists, lecturers, and researchers who will use scientific study knowledge and methods independently, and who will develop methods accordingly (Hatipoğlu, 1995). According to the European University Association (EUA), a graduate student is considered to be an individual in the first stage of research, and a graduate is considered to be an excellent researcher. Therefore, a researcher with a master's degree should have interdisciplinary experience and transferable competencies (as cited by Toprak & Erdogan, 2013), and an art educator who holds a master's degree is thought to be specialized and competent in content related to the science–art relationship, and education (Eker, Karadağ & Topuz, 2013).

Music training graduate programs that facilitate the formation of a balanced society by completing the deficiencies of science and technology have certain functions, including meeting the needs of the society in regard to music education, associating the problems of music education with other problems of the society, training academicians who will be able to take a more contemporary line and who will direct art production and artistic development (Bilen, 2010). The first graduate studies at Gazi University started in 1983. However, it will be possible to contribute to science and art using those works and theses that have emerged from this educational process, whose main purpose and function is to produce art and science. Accordingly, solutions and improvements in the fields of education, arts, and services will be provided (Sağer, 2005; Güdek, 2009).

Graduate students of the Department of Music Education are qualified academician candidates who produce and spread science and art, contribute to society, and educate universities through their identities as both artists and educators. Some of the individuals who receive this training become academicians, while some improve themselves or pursue a higher career in the private sector in the services field (İzgi Topalak & Yazıcı, 2014).

Therefore, the quality of the graduate education process, the needs, expectations, and the opinions and problems of graduate students enrolled in these programs gain importance. Accordingly, the present research was conducted within the framework of the following main themes:

- What are the problems related to faculty members?
- What are the problems related to courses?
- What are the problems related to homework and exams?
- What are the problems related to social relationships?

METHOD

This section includes information on the research model, the study group of the research, the data collection tool used, data collection, and data analysis.

Research Model

Instead of using statistical methods, this research was carried out according to a basic interpretative qualitative research design; this design allows for the collection of more detailed data, a more in-depth examination of the research questions, and for a better explanation of the research question in its natural environment without much interruption (Dinç, 2015; Seggie & Bayyurt, 2015). Although it is difficult to make a comprehensive definition, qualitative research can be better expressed, rather than as a short description, but with its characteristics such as sensitivity to the natural environment, participant role of the researcher, holistic approach, revealing perceptions, flexibility in research design, inductive analysis, and qualitative data (Yıldırım & Şimşek, 2011). Qualitative research, which emphasizes meaning–experience–definitions, presents comprehensive and detailed data comprised entirely of people's definitions and observations, creates opportunities for awareness-raising, self-understanding, self-management, and social justice, encourages engaging in social movements, and which also has an emancipatory purpose as it helps determine those variables that will provide a better understanding of perceptions, attitudes, and processes, is opposed to quantitative research, which tries to find the relationships between them. (Glesne, 2014; Cutter, 2007a).

Study Group

The purposeful sampling method was adopted in the present study. The reason for choosing this sampling method is to obtain in-depth and detailed information on the thoughts of graduate students regarding their education, the difficulties they experience, and their needs arising from these difficulties. Qualitative researchers do not work with groups large enough to make random selection meaningful, nor do they aim to

generalize. Interpretive researchers choose each situation purposefully. Purposeful sampling enables the selection of information-rich situations for in-depth studies (Glesne, 2014).

In this manner, 12 graduate students enrolled at Mersin University, Department of Fine Arts Education, Department of Music Education during the academic year of 2020–2021 comprised the study population. Written and verbal permissions were obtained from each participant group to conduct the research. The features of the participants are presented in Table 1, along with the codenames of each participant (K1, K2, K3…), in descriptive indexes per the context of the interview they attended.

Table 1: Personal characteristics of the study participants

Participants	**Gender**	**Age**	Type of School from which the participant graduated
K1	Male	33	Conservatory
K2	Male	32	Music Teacher
K3	Male	31	Conservatory
K4	Male	26	Music Teacher
K5	Male	24	Music Teacher
K6	Female	32	Conservatory
K7	Female	24	Conservatory
K8	Female	24	Music Teacher
K9	Female	39	Music Teacher
K10	Female	37	Conservatory
K11	Female	47	Faculty of Fine Arts
K12	Female	29	Conservatory

Data collection tools

The study data were collected through individual semi-structured interviews with the participants. In traditional approaches, researchers ask questions in line with those objectives that have been determined before the start of the interviews and which do not change throughout the interviews themselves, which is primarily important to them. Comparatively, qualitative researchers initiate research with certain interview questions and are open to reshaping the questions and adding new questions throughout the research process. The most powerful feature of these interviews is that they allow for the obtaining of information on the invisible and make alternative explanations about the visible. This provides a fictionalized opportunity to dig deeper into things (Glesne, 2014). Thanks to this interview approach, in-depth information on a special subject are obtained, and all dimensions of the examined subject revealed (Çepni, 2009). This is because the real and deep meanings of what was said in the interview are revealed as well as their superficial meanings. The tone of voice, facial expressions, and the willingness to answer questions are important clues in evaluating what has been said, sorting out stilted answers, and revealing the facts (Karasar,

2012). In this respect, it eliminates the limitation and artificiality found in tests/questionnaires based on writing/filling (Yıldırım & Şimşek, 2011). Accordingly, a semi-structured interview technique designed in accordance with the qualitative research process was used in this study.

Data Collection

To use the semi-structured interview technique, a semi-structured interview form was prepared considering the literature and research purposes. For the validity study of the prepared interview form, a pilot study was conducted by interviewing a student outside the study group. The content validity of the interview form was then ensured by finalizing the interview form in line with the views of three faculty members, who are experts in their field, and the pilot study. In those studies that use the interview technique, the interviewer and the semi-structured interview form should be subjected to a pilot study before starting the research. A pilot study is necessary to ensure the consistency of both the semi-structured interview form and the researcher (Ünlüer, 2010). This is because research questions should include what should be understood, and interview questions should include what should be asked of participants to gain this understanding. What is spoken about in qualitative interviews should not be built on the direction of the researcher, but rather on the active role of the participant. Questions should not be fixed and should be homogeneous; they should have consistency, density, and depth (Akmehmet Şeker, 2015; Glesne, 2014). Interviews were conducted by asking each participant those questions on the interview form and by recording their answers with a voice recorder. One-time interviews were held with each participant and lasted an average of 40 minutes. Through the participatory interview form, which comprised four semi-structured questions, information on the opinions and thoughts of graduate students concerning their education, the problems they experienced, and the reasons for these problems and their educational needs were gathered, and the perspectives and experiences of the participants utilized. The interview forms were then redistributed to the participants with the possibility that the information they wanted to add or remove was redistributed to the participants; some of the participants made the necessary additions and some removed some information from the interview form. In the context of general ethical rules, research participants should be able to read, observe, or experience the artistic dimension in some way and discuss the content and form of the presentation before the research text is published (Glesne, 2014).

Data Analysis

Analysis of the research data included organizing what was seen, heard, and read to understand the experience lived and what was learned

from it. Rather than working with a perspective that sees data analysis as a separate step after the study data have been collected, constantly reflecting on the data, organizing the data, and discovering what the data might mean makes the research more connected and in-depth (Glesne, 2014). Analysis of interview data can be applied to any form of communication. A flexible research tool that focuses on the content of a text was analyzed according to the content analysis technique, which is an objective and systematic expression of the content (Kızıltepe, 2015). The main objective of content analysis is to reach the concepts and relationships that can be used to explain the data obtained. Therefore, the data obtained must first be conceptualized before it is organized logically according those emerging concepts and themes that explain why the data must be determined accordingly. Accordingly, the aim is to define those data that have been obtained through content analysis and to determine the facts that can be found in those data. It is the basis of content analysis to gather similar data within the framework of certain concepts and themes, as well as to organize and interpret these data in an understandable way (Yıldırım & Şimşek, 2011). Accordingly, the audio recordings were first transcribed for each interview before being read back repeatedly in order to obtain a general feeling. Then, the answer for each question was found in the whole inventory and recorded under the relevant question. Therefore the was divided into different sections, each of which was conceptualized and coded within the framework of the purpose of the research and interview questions. Subsequently, themes and sub-dimensions were expressed (Kesici, 2007b; Ünlüer, 2010).

RESULTS

This section presents those findings that were obtained from the analysis of those data that were collected through semi-structured interviews with the research participants in regard to the main themes of this research. Explanations and comments were made based on the findings.

Table 2: Distribution of participant problems under the 'problems related to faculty members' theme according to sub-theme

Theme	Sub-Themes	Participants commented	Count
Problems related to faculty members	Communication problems	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Faculty members' not making objective evaluations	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Discrimination among students	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems related to teaching skills	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12

Table 2 shows the distribution of the various sub-themes under the ‘problems related to faculty members’ theme. It can be seen that 12 participants expressed their views on the ‘problems related to communication’ sub-theme. While 11 participants reported that they experienced no communication problems, one participant expressed his problem as follows: “Even though it is rare, I had a problem reaching a teacher.”, K5. Other sample reports are as follows: “I did not have a problem. Everything is OK.”, K3; “I didn’t have a problem because I didn’t need to contact.”, K6; “On the contrary, I got an instant return. I was very pleased.”, K9.

Twelve opinions under the ‘objective measurement-evaluation’ sub-theme were then determined; example opinions are as follows: “They are objective enough.”, K2; “I think they are objective.”, K4; “I haven’t had any problems so far.”, K10; “I was a little bit upset.”, K11; “Absolutely, no.”, K6.

It was determined that 12 participants expressed their own views under the ‘discrimination among students’ sub-theme, while only one participant thought that there was discrimination among students. This included the opinions “No, I have never witnessed discrimination.”, K7; “No, I didn’t see anything.”, K10; “I feel a little blurry. There may have been positive discriminations.”, K4.

On examination of those responses under the ‘problems related to teaching skills’ sub-theme, it was determined that 12 participants made comments on this issue. While 10 participants expressed positive opinions, sample reports wherein two participants did not give clear opinions are as follows: “I don’t think so. Everyone is using their method.”, K1; “They are good in their field. There were no problems.”, K2; “We could not have a clear experience because it is online education.”, K4; “There were lessons that I could not understand due to online lessons.”, K8; “I did not have such a problem. I am satisfied with the education I received.”, K12.

Table 3: Distribution of participant problems under the ‘problems related to courses’ theme according to sub-theme

Theme	Sub-Themes	Participants commented	Count
Problems related to courses	Problems related to elective courses	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems caused by course load	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems related to the content of the course	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12

Table 3 shows the distribution according to the various sub-themes of the ‘problems related to lessons’ theme. It was determined that eight

participants made positive comments and four participants made negative comments under the ‘problems related to elective courses’ sub-theme. Sample reports are as follows: “It can be increased a little more. There may be different lessons for music.”, K1; “Quite enough course options.”, K2; “The number of courses is low, there are not many options. There could be more options.”, K3; “It was in the format I wanted as much as possible.”, K4; “The number of elective courses should have been more.”, K6; “Sufficient number of courses.”, K7; “It would be better if there were lessons with more musical content (choir, orchestra).”, K11; “The lessons were sufficient.”, K12.

Eight positive and four negative participant opinions were determined under the ‘problems related to course load’ sub-theme: “It feels longer due to online-education. Time is insufficient.”, K2; “I didn’t have a problem.”, K3; “The course load may be a little higher.”, K5; “The load can feel a little too much.”, K8; “Since I took the second-semester courses, it was a bit too much course load.”, K10;“I had a problem due to the pandemic.”, K11; “I have never had a problem.”, K12.

A total of 12 participants’ opinions were found under the ‘problems related to the content of the course’ sub-theme. Sample reports include “I think they will all work for me.”, K2; “I didn’t have a problem. There was practical information.”, K3; “We cannot be very active because it is online education.”, K6; “All lessons were sufficient. I did not have a problem.”, K12.

Table 4: Distribution of participant problems under the ‘problems related to homework and exams’ theme according to sub-theme

Theme	Sub-Themes	Participants’ Descriptions	Count
Problems related to homework and exams	Problems related to homework	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems related to exams	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12

As can be seen from Table 4, it was determined that 12 participants commented on the ‘problems related to homework’ sub-theme. Some of these comments include “Homework is adequate.”, K1; “Time was limited in one of our assignments.” K2, “It was very good, it helped me gather my knowledge.” K3, “I had a file size problem while uploading to the system. I had videos that I could not meet the deadline.”, K8; “The homework of one lesson was very difficult.”, K10; “I experienced problems due to limited time. I thought I could not meet the deadline.”, K11; “Quite the opposite. We had very enjoyable homework.”, K12.

Furthermore, a total of 12 participants gave their opinions on under

the ‘problems related to exams’ sub-theme. Sample reports include “We solved the problems with the sacrifice we made.”, K2; “Everything is fine.”, K3; “It was as it should be during the pandemic.”, K9; “Our one exam was a bit hard.”, K10; “I had a problem with the file system not accepting files.”, K11.

Table 5: Distribution of participant problems under the ‘problems related to social relations’ theme according to sub-theme

Theme	Sub-Themes	Participants’ Descriptions	Count
Problems related to social relations	Lack of time to make friendships	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems related to jealousy	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems related to competition	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems related to friend groups	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12
	Problems caused by peer relationships based on interests	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12	12

Data on the distribution of participants according to those sub-themes under the ‘problems related to social relations’ theme can be seen presented in Table 5. Participants gave exemplary opinions as follows in the direction of “friendship relations” in their graduate education process: “We couldn’t meet face to face.”, K1; “We made friends with all of them, albeit from a distance.”, K2; “We made friends over the Internet.”, K3; “I was able to partially make friends. I have become partial friends with my initiatives.”, K4; “There was no environment to develop friendships. Because of the pandemic. “, K5; “Unfortunately no. We only chat in the group.”, K11; “We could only communicate by phone due to the pandemic.”, K12.

Sample reports related to the ‘jealousy’ sub-theme are as follows: “I don’t think so, they are mature people.”, K1; “No. I did not experience jealousy”, K5; “We couldn’t be that sincere.”, K6. Some examples of the ‘competition’ subtheme are as follows: “There were no problems.”, K1; “There certainly is, but it is not clear from a distance.”, K2; “I did not experience jealousy. Everyone is busy with their lives.”, K3; “It never happened. I’ve never felt it.”, K8; “We support each other in every issue.”, K10.

Twelve comments were made under the ‘problems related to groupings’ sub-theme. Some sample reports are as follows: “No. I did not see any grouping.”, P5; “No grouping has happened.”, K10; “I didn’t feel it. I have never had such an environment.”, K12. Related to the sub-theme of ‘relationships based on interest’ subtheme include “There was no opportunity either. Online education.”, K1; “I didn’t have a problem. There

was collaboration.", K4; "I did not have such an observation.", K6; "No, it was more like helping.", K10.

CONCLUSION

As a result of the study, it was determined that graduate students partially experienced problems with their faculty members, lessons, homework-exams, and social relations. Accordingly:

- One participant had communication problems in relation to faculty members.
- According to two participants, faculty members are not objective in assessment and evaluation practices.
- According to two participants, faculty members discriminate against students.
- Two participants had problems with their teaching skills.
- Four participants had a problem that the elective courses are insufficient.
- There is a course load for four participants.
- One participant had problems due to the content of the lessons.
- Four participants had problems due to homework.
- Two participants had problems due to exams.
- Four participants could not find the time and environment to develop friendships.
- None of the participants experienced problems arising from jealousy, competition, friend grouping, and peer relationships based on interest.

In line with these results it can be said that it is important that faculty members exhibit a more sensitive and objective attitude regarding "relations with students", "assessment-evaluation practices", and "non-discrimination among students", in terms of the positive self-efficacy beliefs/expectations of graduate students and, therefore, their academic motivation. This is because self-efficacy belief is the belief that an individual can organize those activities that are necessary for achieving a certain goal, that the individual can undertake them successfully, and that this is the biggest factor in academic success (Bandura, 1994). On the other hand, it is necessary to increase the quality and quantity of elective courses and include courses including learning-teaching principles and methods, as well as major (instrument, sound, orchestra, piano, etc.) and music theories courses. Including courses on the principles and methods of

teaching and learning music in master's programs will ensure that acquired knowledge and skills gain further meaning in line with the training of qualified educators and academicians. Furthermore, the contents of the course should be arranged in such a way that makes students sensitive to social events, and that they emphasize the importance of music and music education regarding social phenomena by associating it with music education-culture (Bilen, 2005).

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Chapter 7

INSTRUCTIONAL DESIGN: AN EXAMPLE BASED ON THE DADDIAE MODEL

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INTRODUCTION

When we look into the literature, we see that instructional design is defined by different scholars emphasizing similar or different features of the term. The common point in those definitions is that instructional design is about comprehending and improving the instructional dimension of education. Instructional design is a realm that mainly focuses on the development of instructional strategies and methods and uses instructional institutions to improve the quality of instruction. This design basically aims to establish the effective ways to create the desired changes in the learner's knowledge and skills (Reigeluth, 1983). Design is a guide that shows us, educators, which methods to use in learning settings. At the same time, it is a whole in which the guiding elements for different teaching situations come to the fore (Reigeluth, 1999).

Instructional design provides guidance on instructional methods that would be more effective to achieve the intended instructional outcomes. This can actually be a study on designing an entire teaching model, or it can be about choosing the most effective methods and techniques for a teaching model. In instructional design, alternatives are planned based on the principles put forth in the field. The aim with these plans is to guide learners and foster learning. In this case, we can say that instructional design, with a simple definition, is a decision-making process for instructional planning. "An example can be given to elaborate this: The architect first creates the most appropriate plan and project to construct a building. Instructional design is like the project created by this architect. The product that emerges as a result of the instructional design is a plan that shows how the teaching will be in accordance with the model chosen for a particular group of learners and particular course content." (Fer, 2011, p. 15).

Instructional design has a complex and multidimensional structure. Therefore, it will be more to the point to approach the process with project logic. At this point, we understand that instructional design studies are not a task carried out as if they are part of our daily routines. Many instructional design projects require extraordinary programming and extraordinary effort (Gustafson & Branch, 2007). In the context of the characteristics of instructional design, it is safe to say that the most important aspect is that it is student-centred. With that being said, the characteristics of the students should be taken as the central point in the design process. Furthermore, instructional design is goal-oriented. Because one of the most important questions that we need to ask and answer at the end of the project is whether we have achieved the goals. The third attribute of instructional design is its focus on meaningful performance. By meaningful performance, the aim is to provide our

students with meaningful and complex competencies, such as solving real-life problems. Also, instructional design requires measurable objectives. In the evaluation phase, the designer should measure the learning outcomes in a reliable and valid way by developing measurement tools suitable for the purpose. Data is crucial in the process of teaching strategies and learning settings. In this context, instructional design is non-linear. Data collection and feedback begins in the early stages and continues throughout the implementation. Last but not least, instructional design is a team effort. It is very important for the design team to work in harmony and cooperation (Şimşek, 2011, p. 14-15-16).

The design in this chapter is based on the DADDIAE (**D**efine, **A**nalyze, **D**esign, **D**evelop, **I**mplement, **A**ssess, **E**valuate) model (Holland, 1996). In the definition phase of the model, focus should be on what the problem is. The identified problem will guide the program to be designed. In the analysis phase, materials and tools that will support learning are selected. In the design phase, the teaching is organized. In development, educator guides are determined, and learning settings are organized. In implementation, the design is put into practice. This is where interaction with students begins. During the evaluation phase, required changes are reviewed in line with the feedback. Evaluation is about whether the design reaches its goal or not (Şimşek, 2011, p. 68-69).

In this context, this chapter presents an example based on the DADDIAE model in the field of instructional design. In the chapter, the basic concepts of instructional design, which has become more popular in recent years, are explained, and a solution proposal is designed to a possible learning problem. Although instructional design is not widespread in formal education institutions in Turkey, it has an increasing importance in the world. Instructional design has been successfully applied in many fields, such as industrial enterprises, banks, universities, and military establishments. In the field, large-scale programs can be carried out as well as micro-scale studies. The problem addressed in the context of this model focuses on a possible problem at the lesson level. The participants of the study are 2nd year students of tourism guidance department of higher education institution in Turkey. Students in the department take 8 hours of English lessons per week. In the fall semester of teaching, an exemplary teaching was designed on a subject that students had difficulty in comprehending and using in the English language. The designed lesson model is discussed under the titles of rationale, content analysis, the goal of the program, sub-objectives, learning environment, method, teacher booklet, and student booklet.

RATIONALE

Bilecik Şeyh Edebali University-Tourism Guidance freshman students have difficulties in learning the subject of the course called "Present Perfect Tense." Students have English classes for a total of 8 hours, 4 hours each on Wednesdays and Thursdays at nine o'clock in the morning. On Wednesdays, the first two hours of the lesson are spent teaching the subject matter, and the last two hours with the exercises of the subject. On Thursday, on the other hand, the communicative dimension of the language is emphasized with the dialogues on the content learned and practices for speaking and listening. In this context, the difficulty experienced by the teacher during the teaching of the subject is assumed to have nothing to do with the inadequacy of the course hours or the exercises. The teacher's mastery and knowledge of the subject is accepted to be at a sufficient level, and there is no limitation in her ability to provide new and various resources on the subject she teaches. The learning environments provided by the school to teachers and students are sufficient in terms of both presenting modern technology and encouraging students to be active in presenting this technology.

The class consists of 9 people; 7 boys, and 2 girls. This number is in favor of both the teacher and the students in terms of allowing the student to learn by doing and experiencing in language learning. The age range of students varies between 18 and 20. In terms of interpersonal relations, it was stated that there was no situation in the classroom that would adversely affect class activities and/or group activities. The learners in the class are harmonious, eager to learn English especially because of their departments, aware of this necessity, and are available for cooperative learning. Students' attitudes towards learning the subject matter are similar. As a result of the structured interviews conducted with the students, it was observed that one student was shy, and she was actually nervous about making mistakes, while the rest of the students were observed to be participative. As can be seen, the learning styles of the students are different. Since the learning styles of the target audience members are different, the design should be developed with a pluralistic approach. The female students in the class live in the girls' dormitory, and the male students live at home. It is possible for all students to have access to the Internet where they live. There is no one working among the students, and their families provide their livelihood. The income levels of the students are average. At the end of the teaching, students whose financial situation are not sufficient will be assisted by the school for the assignment given for the reinforcement of the subject and the learning evaluation. Thus, students will be able to benefit from the opportunities of the school. The attendance of the students to the course is compulsory. No situation was stated that could negatively

affect their learning in terms of class size and students' personality traits, awareness, or harmony with each other.

The difficulty experienced especially in this subject of the English language is due to the fact that there is no equivalent of this tense in their own language, according to the students. There is no modal verb corresponding to this tense in Turkish. Modals are forms of verbs that indicate tense, person, singularity, and plurality. In the target language, the past participle form of the verb should be used in the tense. Basically, tense is used to express situations that started in the past but still have an effect and are somehow connected to the present. For instance, let's take a look at this sentence: "I am very busy this year." In the sentence, the speaker's state of being busy started in the past; however, this year is not over yet. That is, the effect of an action that started in the past still continues. Its English equivalent is "I have been busy this year." This sentence is not expressed in the same tense or way in the Turkish language. The difference between past tense and present tense verbs in Turkish is more obvious. If the action takes place in the past, it should be expressed with the past form of the verb. If it happens at the time of speaking, Present Progressive Tense should be used. Accordingly, the Present Perfect Tense can be considered as a time period related to the past and present. In the same way, if we examine the sentence "The rain has not stopped," it started to rain at some time in the past. But because the action still continues, it has a connection with the present moment. The English version of this sentence should be "The rain has not stopped." Based on the sentence structure in Turkish, this is a sentence that should be expressed in the past form. In other words, the sentence expressed in the past tense in Turkish corresponds to the Present Perfect Tense in the target language. Abstraction resulting from this reciprocity causes difficulties in students' comprehending the usage areas of the subject in daily life. Students fail to understand how and where this tense will work in practice, but it is considered to be imperative to learn in the syllabus because of the importance of the subject in the target language and the frequency of its use.

In the analysis process done with the experts for the problem related to learning and performance above, the target audience and the emerging problem were analyzed. As a result, it was concluded that the problem could only be solved by the educational communication process, and it was seen that a new and problem-specific instructional design was needed for this. In relation to this design, information about the content, goals and objectives of the proposed instructional design, learning environment, and methods are given below.

CONTENT ANALYSIS

The content to be taught in the proposed instructional design is the Present Perfect Tense. In this context, the Table of Contents is given below.

Contents

Parts

I have done and I did

I have done

I haven't done

Have you done?

Yes I have/No I haven't

Already/Just/Yet

Before the application of the design, the students' prior knowledge was checked via a test, and the order of the sections was arranged in line with the results of this test. Particular attention was paid to ordering the content from easy to difficult and from simple to complex. The goals and sub-goals expected to be achieved after the implementation of the proposed instructional design are as follows:

The Goal of the Program

To be able to use the Present Perfect Tense effectively and correctly in verbal and written communication.

Sub-goals

At the end of this program, students;

1. will be able to make sentences using the Present Perfect Tense. This sub-goal includes these abilities:

- Ability to make affirmative sentences.
- Ability to make negative sentences.
- Ability to ask grammatically correct questions.

2. will be able to answer questions. This sub-goal includes these abilities:

- Ability to give short answers.
- Ability to give long answers.
- Ability to answer questions in verbal and written communication.

3. will be able to prepare and practice a dialogue using the Present

Perfect Tense. This sub-goal includes these abilities:

- Ability to form verbal sentences.
- Ability to be able to speak English using the tense.

4. will be able to distinguish the uses of the Present Perfect Tense in the target language. This sub-goal includes these abilities:

- Ability to differentiate subject-specific words.
- Ability to distinguish subject-specific situations in practice.
- Ability to tell the difference between the Present Perfect Tense and the past.

LEARNING ENVIRONMENT

Educational environment consists of educational activities, interaction in teaching-learning processes, equipment, and organization components (Alkan, 1992). Therefore, while choosing the place where the instruction determined in the design will be carried out or setting the environment, designers should create a positive atmosphere that will facilitate learning in terms of ergonomics as well as the health, transportation, and safety of the students (McVey, 1996).

The tools and equipments used by the school are computer, projector, video, and the Internet. There is no restriction on the tools and equipments used by the school. Implementation of the design will take place in the classroom. The selected class is suitable for the use of audio-visual technology, and the class size is sufficient for the number of students. The light and heat in the classroom will be adjusted so that they do not create a problem for students during the classes.

As the seating arrangement, U-shaped classroom layout was chosen considering both the class size and the necessity of interaction between students. According to Uşun (2012, p. 55), "U-shaped layout can be used for multiple purposes in the classroom. In this layout, there is a study area where students can place materials to write and use. When students sit opposite each other at each table, group or pair work can be done easily. Teaching materials can be distributed quickly using the open area of the U-shape. The work of the students can be followed closely. Every image projected on the board can be watched easily, and students can easily communicate with each other face to face."

In order to make the best use of the arranged environment, the process of creating the most suitable environment for the curriculum will take place in the light of the opinions of experts in the field of ergonomics. In addition, it is aimed to make learning more realistic and interesting by

using pictures, audio, and video during the lecture. The course content will be supported by various visuals in order to maintain student motivation and focus.

METHOD

Considering the goals and objectives of the proposed instructional design, the lecture method will be used while presenting the necessary information at the beginning of the course. An exercise sheet will be handed out to be used at necessary times during the lesson, and the teacher will make sure that students benefit from it effectively. After the necessary information and the students are taught about the usage of the tense in the target language, the cooperative learning method will be implemented.

In cooperative learning, students form small groups and combine all their resources and efforts to achieve the determined goals (Şimşek, 1993). Since the aim here is the success of the team as well as the individual success, learners help each other and everyone strives to increase each other's success. Students have a high level of communication and interaction with one another. Feedback can be provided from the teacher as well as from the peers. In this learning method, the role of the teacher is not as the transmitter or the sole source of knowledge, but as the facilitator. This learning method provides permanent learning in cognitive and affective domain dimensions (Çalışkan, nd).

Students, if they wish, have the opportunity to reinforce what they have learned through the Internet individually at the end of the course, at their own homes or in their computer classes. This is important in terms of providing one-on-one teaching. In the evaluation process of the student, students will be asked to prepare their own videos using the target topic. The product here may be prepared individually or in groups. In this regard, students are completely free to make a choice. Due to the harmony of the students in the class and the fact that no problems have been encountered in teamwork so far, there has been no objection to the teaching of students in choosing their own teammates. During the evaluation phase, students will be asked to associate the target topic with any topic related to tourism or tourism guidance and prepare their videos accordingly. Therefore, assgnments will be more authentic. In addition, leaving students free to choose their product will give them a sense of autonomy and achievement on their own. All these increase learners' motivation and make learning more permanent.

A CD containing listening and reading exercises will be developed, which will be given to the students at the end of the course to be used outside of the classroom. There are mainly communication-oriented exercises on the CD that will enable students to consolidate and internalize the daily

use of the subject. Additionally, in order to revise the use of grammatical structure in the material; there is also a section consisting of a true-false test, a multiple choice test, a matching test, and a fill-in-the-blank test. The teacher will provide feedback next week.

According to Dick et al. (2001), there are some criteria that we should take into consideration when deciding to select or develop materials. As an example to these criteria, we can give students the need to be motivated. Also, the content prepared in the selected material should be in line with the objectives. Besides the need to organize the content in accordance with the objectives, the content should be presented in a correct order. The activities selected in the content must be applicable. All the necessary information should be presented in the content according to the objectives determined in the design. Supporting the subject with appropriate research will contribute positively to learning. It should include adequate completion activities if learners need it. Feedback has a pivotal role in learning. Therefore, the material should provide feedback. The use of material should be clear and include instructions to be followed easily. It should provide adequate guidance and direction to the learner. It should facilitate the presentation of information and support memory.

TEACHER BOOKLET

• First of all, hand out the worksheet that you will use throughout the lesson to facilitate the learning of the subject and tell them that you will use it later in the lesson. Start the lesson with sentences about the past tense, which is the subject that is most confused with the Present Perfect Tense (Warm-up activities).

Teacher: I had a wonderful weekend in my hometown. It was really nice for me to visit my family and see my parents after a long time. I slept like a baby and rested. My mother prepared the best dishes for me, and we really had a good time together. I really had a hard time leaving my family and hometown, but I had to…

• After sharing your own experiences, ask students what they did over the weekend to give a reminder of the topic. Facilitate communication to provide a comfortable learning environment when they have difficulty forming sentences. Don't care too much about grammar mistakes.

• Give a brief reminder of the use of the tense and explain that the target subject is actually difficult to learn by Turkish students and give brief information about the subject. Tell them about the video they will watch soon and have them watch the video.

Teacher: When we talk about a period of time that continues from the past until now, we use the present perfect. When we use the present

perfect, there is always a connection with now. The action in the past has a result now. Here, Jane is talking about the events that have happened to her recently.

• Have students discuss the situation in the video. Ask why Jane uses the present perfect to describe what happened to her recently, not the past tense. Give examples both from the video and daily life until students see the difference. Make sure students realize that in past tense, actions have no connection with the present.

• Project and annotate the material supplemented by various illustrations in which the difference between the two tenses is clearly illustrated.

Teacher: In the first picture, Tom is looking for his key. He can't find it. He still hasn't got the key. So we can say "He has lost his key," which means he doesn't have his key now; however, in the second picture, ten minutes later, he found his key. He has it now. But he was looking for his key ten minutes ago. He lost his key, but now he has it. As you can see, the first situation starts in the past but has a connection with now. Therefore, we use the present perfect. On the contrary, the second situation is not related with now. That is why we use past tense.

• Ask students to come up with an example similar to the situation above. Have students find the mistakes in the examples. Do this by encouraging collaboration, not competition. Then present two situations to students and have them choose the one that should be expressed with the past tense and the one with the present perfect. While giving examples about the subject, emphasize the auxiliary verb and the past participle form of the verb so that learners can discover the grammar rules that you will practice shortly. Make sure to draw the student's attention there.

• Proceed to the worksheet you gave students at the beginning of the lesson. Explain the exercises and ask students to do them together or alone.

• After students have finished answering, ask them to share their answers verbally. Try to get all students to speak and encourage participation. If there are any mistakes, make sure that the classroom climate is not adversely affected while correcting them.

WORKSHEET

A. You are writing a letter to a friend. In the letter, you give news about yourself and other people. Use the words given to make sentences.

1. She/buy/a new house.

2. His mother/start/a new job.

3. I/quit/drinking.

4. Miranda and Samantha/go/to London.

5. Sally/have/a baby.

B. Read the situations and write the sentences. Choose one of the following:

arrive break go up grow improve

1. Micheal can't walk and her leg is in plaster. He…….....

2. Carie's English wasn't very good. Now it's much better…....

3. John didn't have a beard last month. Now he has a beard…….

4. This morning she was expecting a letter. Now she has it…….....

5. Last week the bus fare was 70 pence. Now it is 80……....

C. Complete B's sentences. Use the verb in brackets + just/already/yet.

1. A: Would you like something to eat?

   B: No, thanks. I.....lunch (just/have).

2. A: Do you know where Julia is?

   B: Yes, I …… (Just/see).

3. A: What time is David leaving?

   B: He…… (Already/leave).

4. A: What does Ross think about your plan?

   B: I…… (Not/tell/yet).

5. A: Is Ann coming to the cinema with us?

   B: No, she……the film (already/see).

ANSWER KEY

A. You are writing a letter to a friend. In the letter, you give news about yourself and other people. Use the words given to make sentences.

1. She has bought a new house.

2. His mother has started a new job.

3. I have guit drinking.

4. Miranda and Samantha have gone to London.

5. Sally has had a baby.

B. Read the situations and write the sentences. Choose one of the following:

arrive break go up grow improve

1. He has broken his leg.

2. Her English has improved.

3. He has grown a beard.

4. The letter has arrived.

5. It has gone up.

C. Complete B's sentences. Use the verb in brackets + just/already/yet.

1. A: Would you like something to eat?

   B: No, thanks. I have just had lunch.

2. A: Do you know where Julia is?

   B: Yes, I have just seen her.

3. A: What time is David leaving?

   B: He has already left.

4. A: What does Ross think about your plan?

   B: I haven't told him yet.

5. A: Is Ann coming to the cinema with us?

   B: No, she has already seen the film

• Wrap up the topic in the last minutes of the lesson and ask students to make their own videos using the target topic as a review of the lesson for the next week. Indicate that this is a team work. Create teams according to the individual characteristics of the students. Distribute field-dependent and field-independent students equally into teams by administering the Hidden Shapes Group Quiz. In addition, ask students to prepare a dialogue on a situation of their own choosing. Do not limit the number of students in the team.

• At the end of the lesson, ask the students to speak English with their friends in order to practice and have conversations especially suitable for this subject. Point out that learning English cannot be achieved only in the classroom environment and that they should apply the things they learn in the classroom to their lives. To achieve this, say that watching movies in English, listening to songs, reading stories, writing in English, and communicating especially with native speakers are some of the effective ways.

STUDENT BOOKLET

• Remember the past tense, as it is the tense that is most confused with the subject being taght. Pay attention to the tense your teacher describes what she did at the weekend.

• After listening to your teacher telling about her weekend, think about your own weekend. Share this with the class using the tense your teacher used.

• Remember that the tense you will learn is a difficult subject to learn in English. Listen to your teacher's explanations on the subject. Do not focus on your possible mistakes in the beginning.

• Watch the video carefully.

• In the video you have just watched; think about why Jane used Present Perfect instead of Past Tense to describe what happened to her recently. Listen carefully to the examples your teacher gives to elucidate this subject. Share your own examples with the class.

• Watch the presentation where the difference between the two tenses is explained with various examples and illustrations.

• While watching the presentation, pay attention to the grammar rules as well as the usage of the tense you are learning.

• Do the exercise in the worksheet.

A. You are writing a letter to a friend. In the letter, you give news about yourself and other people. Use the words given to make sentences.

1. She/buy/a new house.

2. His mother/start/a new job.

3. I/quit/drinking.

4. Miranda and Samantha/go/to London.

5. Sally/have/a baby.

B. Read the situations and write the sentences. Choose one of the following:

arrive break go up grow improve

1. Micheal can't walk and her leg is in plaster. He……...

2. Carie's English wasn't very good. Now it's much better…….....

3. John didn't have a beard last month. Now he has a beard…….

4. This morning she was expecting a letter. Now she has it…….....

5. Last week the bus fare was 70 pence. Now it is 80…….....

C. Complete B's sentences. Use the verb in brackets + just/already/ yet.

1. A: Would you like something to eat?

   B: No, thanks. I.....lunch (just/have).

2. A: Do you know where Julia is?

   B: Yes, I …… (Just/see).

3. A: What time is David leaving?

   B: He…… (Already/leave).

4. A: What does Ross think about your plan?

   B: I…… (Not/tell/yet).

5. A: Is Ann coming to the cinema with us?

   B: No, she……the film (already/see).

• After you finish answering, share your answers with the class. Correct your mistakes according to the teacher's feedback. Ask a question if there is anything you do not understand.

• Make sure you understand everything you need to do about the assignments your teacher gives for the next week.

CONCLUSION

"Learning in the everyday world, where people live and work, is omnipresent and essential to survival, let alone progress." (Jonassen, 2004, p. 1). As teachers, we are all devoted to, or at least we should be, engage our students in meaningful learning. However, more often than not, we may observe that for some reasons it does not happen. When it occurs, we look for the ways to support problem-solving, meaningful learning, and help our students regulate their own learning. At this point, it is safe to say that instructional design plays a pivotal role in trying to achieve these things.

Reaching the intended goals in instructional design depends on many things. One of the most important is the characteristics of learners. The design model and instructional strategies should be appropriate to the learners' characteristics. In this process, designers should decide whether

learners will work in groups or they will study individually. The environment in which the teaching will take place should also be arranged according to the chosen teaching method. Materials should be selected and designed in accordance with the chosen method and determined objectives. All learners should be encouraged to participate in the process-be it individual or group work. Feedback is also essential in the designed teaching. It should be noted that this is a process and requires teamwork. The evaluation dimension, which is important in all teaching processes, is also important in design. Designers should evaluate whether the objectives, determined by an assessment method suitable for learners and teaching methods, have been achieved.

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Chapter 8

12st CENTURY SKILLS AND SCIENCE EDUCATION

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Introduction

In the 21st century, rapid and continuous developments took place in information and technology. These have affected people's lives and caused change. The countries that want to have a say in the world we live in are; It is seen as inevitable for them to ensure their economic development, to increase their welfare level in parallel with the developments experienced, to raise individuals equipped with the knowledge and skills required by their age, in short, to keep up with the 21st century. With the 21st century, the skills that are necessary in our lives are called "21. century skills" is among the visions of institutions and organizations (Ananiadou & Claro, 2009).

Different institutions and organizations have classified 21st century skills differently. 21st century skills; ACTS 21 (Assesment and Teaching of 21st Century Skills), P21 (Partnership for 21st Century Learning), OECD (Organization for Economic Co-operation and Development), ISTE (International Society for Technology in Education), NCREL (Laboratory-North Central Regional Educational Laboratory), classified them in different ways. According to P21, 21st century skills are defined as, life and career, learning and renewal, knowledge and media and technology. According to NCREL, it is effective communication, creative thinking, high productivity and digital age literacy. According to ATCS 21, ways of working, ways of thinking, are the means of living and working in the world. According to the OECD, interaction with heterogeneous groups is classified as the use of technology tools. According to OECD, interaction with heterogeneous groups has been classified as the use of technology tools. Although there are different types of classifications of 21st century skills, these classifications have many common features.

In order to keep up with the 21st century, individuals should have this skills (Alhabahba, Pandian, Mahfoodh, & Gritter, 2016; Soh, Arsad, & Osman, 2010; Turiman, Omar, Daud & Osman, 2012). Education is the most effective way of raising individuals as required by the era. According to Colwill & Gallagher (2007), the main purpose of education is to raise individuals who are capable of meeting the demands of the 21st century. In line with this aim of education, 21st century skills and the acquisition of these skills are important.

21st Century Skills

Over the past decade, a number of research and reports have emerged that aim to explain the skills needed to be successful in the 21st century. In this section, international studies and classifications made within the scope of 21st century skills will be examined.

According to the OECD learning framework 2030 (2018), rapid developments in science and technology can increase inequalities, exacerbate social fragmentation and accelerate resource consumption if resources are not used for the right purpose. Therefore, education has a momentous role to play in developing the knowledge, attitudes, skills and values that enable individuals to conduct a sustainable future. In the years to come, it will be necessary to set clear goals for purpose, work with people with different views, derive unique plural and produce plural answer to big problems OECD Education 2030 stakeholders have co-developed a "learning compass" (Figure 1).

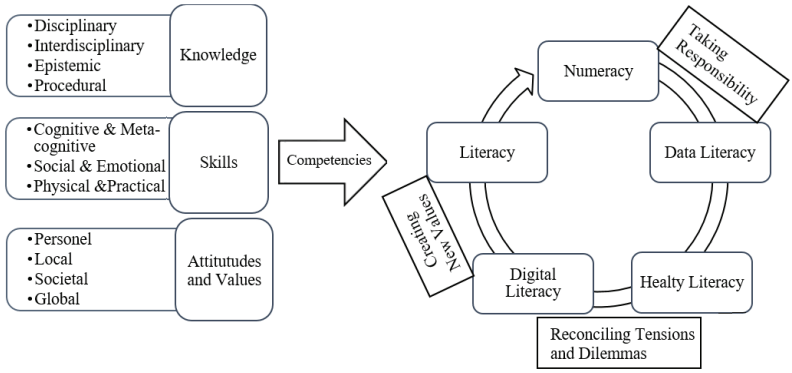

Figure1. *THE OECD Learning Frameworks*

The OECD developed a project (Definition and Selection of Competencies) regarding the skills that students should have in the 2030s and defined these skills in three sub-categories.

1. Creating New Values: In order to prepare for the future; individuals should be able to think develop new products, creatively, take initiatives, and introduce new processes.

2. Reconciling Tensions and Dilemmas: In order to prepare for the future, people need to learn to think and act more collaboratively, taking into account the connections and interrelationships between conflicting or incompatible logics, ideas and positions, both in the long and short term. In this way, the individual will successfully secure the welfare of the society by considering not only herself/himself but also the wishes and needs of others.

3. Taking Responsibility: This competency provides the other two competencies. It requires the ability of individuals to consider the future consequences of their actions and to take responsibility for the products of the work.

Partnership for 21st Century Skills (P21) is another accepted framework for competencies and skills. This framework emerged with the idea that all students should gain academic subject knowledge in order to apply 21st century skills. It has been developed with output from education professionals and business leaders to identify the knowledge, skills, support and expertise systems students need to succeed in life, work and citizenship. Key subjects for student success are English, reading and language arts, arts, mathematics, geography, world languages, science, economics, citizenship and history. All elements of this framework are critical to ensuring that every student is prepared for the 21st century.

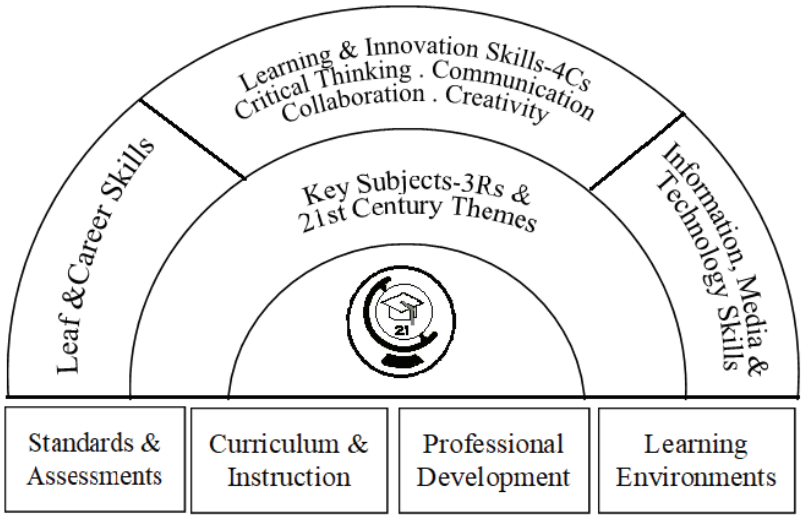

Figure 2. *The Framework of 21st Century Learning (Battelle for Kids, 2019)*

Learning and innovation skills; ; life and career skills media, information and technology skills are the themes included in 21st century skills.

1. Life and Career Skills:

It is based on critical thinking creativity, cooperation and communication skills, which are separated from those who are suitable for the 21st century work environment and those who are not.

2. Learning and Innovation Skills (4Cs):

These are the skills that distinguish individuals who are prepared for the future and those who are not. It is getting more and more approval. These skills include thinking skills, behaviors that require the development of social and emotional competences, initiative and self-direction flexibility and adaptability, productivity, social and intercultural skills, leadership and responsibility.

3. İnformation, Media, and Technology Skills;

In the 21st century, the skills expected from individuals are information literacy, media literacy, communication and technology literacy skills, information, depending on the rapid change of technological tools and access to information.

International Society for Technology in Education (ISTE, 2016) includes standards for students to grow up as individuals who keep up with the digital world. It also includes their upbringing as individuals who provide personal development These standards are used to advance the academic career of students of all ages. Both students and teachers are responsible for acquiring basic technology skills to fully implement the standards. ISTE has determined some standards related to the characteristics that students should gain under seven headings.

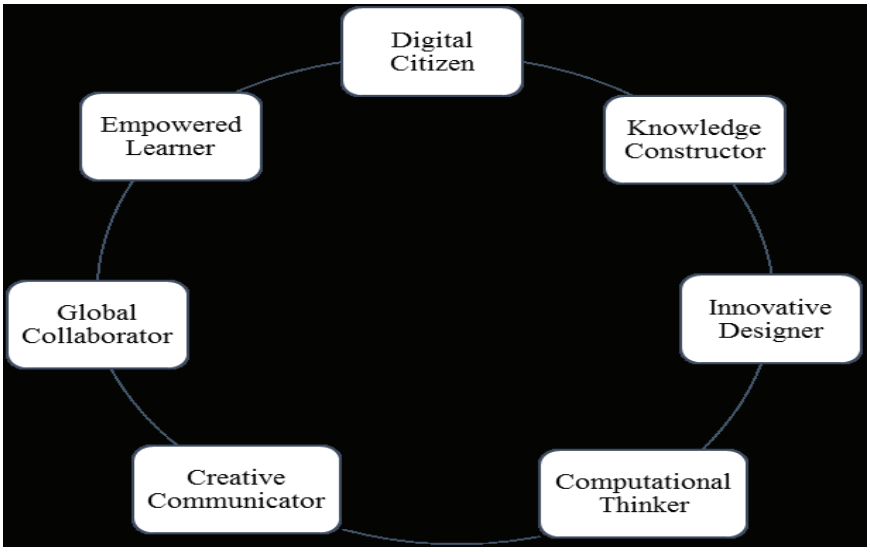

Figure 3. *International Society for Technology in Education*

1. **Empowered Learner:** They need to develop strategies that use technology to articulate their learning goals, improve their learning outcomes, and demonstrate their learning.

2. **Digital Citizen:** It includes developing and managing students' dignity and engaging in safe, legal and ethical behavior when using technology.

3. **Knowledge Constructor**: Students use digital tools to build knowledge, produce creative works, and explore real-world questions, develop ideas and follow up on answers and solutions.

4. **Innovative Designer**: Students choose and use technological tools to create up-to-date, useful and creative solutions in the design process.

5. **Computational Thinker:** It includes students developing the power of technological methods to solving problems, uncover fundamentals, and understand complex systems

6. **Creative Communicator:** It includes es students using digital media to publish tailored content for target audiences and express complex information clearly using images, models or simulations.

7. **Global Collaborator:** It includes students using digital tools to broaden their perspectives, collaborate with others, and also enrich their learning in-house and globally.

In 2005, the National Research Council (NRC) initiated a research to identify, teach, disseminate and evaluate 21st century skills. As a result of the workshops and seminars organized within the scope of this study, the skills and knowledge students need for university, academic career and business life are classified as follows:

1. Cognitive skills: High level (no routine) critical thinking, problem solving skills, systematic thinking,

2. Interpersonal skills: Strong (complex) communication, teamwork, social skills, dealing with diversity and cultural sensitivity,

3. Self-directed skills: Self-management, personal development, self-regulation, time management, compliance and execution (NRC, 2011).

The North Central Regional Educational Laboratory (NCREL) and the Metri Group (2003) After two years of joint work by NCREL and Metri Group in 2003, taking into account the needs of the global and digital age, reviewing existing reports on the workforce, evaluating nationally and internationally recognized skills frameworks, and data obtained from educator surveys, the 21st Century It created the Skills Framework (NCREL, 2003). Within this framework, 21st century skills are classified as follows:

1. Digital Age Literacy; Visual and information literacy, scientific, basic, technological and economic literacy, global awareness and multicultural consists of literacy skills.

2. Creative Thinking; Adaptability, coping with complex events and self-management, creativity and risk taking, curiosity, reasoning and higher-order thinking skills.

3. Effective Communication; Team, cooperation and interpersonal adaptation skills, social, personal and social responsibility skills.

4. High Efficiency; The ability to prioritize, plan and deal with outcomes, effectively use create relevant, real-world tools and high-quality products (NCREL, 2003).

The competencies and skills that individuals should have within the scope of 21st century skills were prepared and put into effect under the leadership of the ministry of national education and higher education board. Accordingly, it is aimed that students acquire these skills through the curriculum (Vocational Qualifications Authority, 2015). At the same time, with the FATIH (Increasing Opportunities and Improving Technology) project, steps were taken to support education and training, and mid-term plans were made to support 21st century skills in the 2023 education vision document (Hamarat, 2019). According to the Vocational Qualifications Authority (2015), eight key competencies aimed at individuals to be acquired within the scope of lifelong learning are described as follows.

1. Communication in native language: Using the four basic language skills; expressing facts, thoughts, opinions, and feelings.

2. Communication in foreign languages: It is the ability to share your wishes, thoughts and ideas verbally and in writing in all kinds of environments such as home, work, social life. In addition, this type of communication also needs the power of intercultural thinking.

3. Mathematical competence and basic competences in science/ technology: It includes thinking logically and spatially and putting them into practice with formulas, models, graphs and tables so that individuals can solve the problems they encounter in daily life. Individuals who benefit from science benefit from scientific information in the determination and solution of problems.

4. Digital competence: It includes the reliable use of information technologies for working life, daily life and socializing. It includes the reliable use of information technologies for working life, daily life and socializing. It is the use of information communication technologies in activities such as the use of the internet, storage, production, exchange and presentation of information in order to participate in common networks and communicate with individuals.

5. Learning to learn: It means taking action on the basis of motivation and self-confidence, to learn to learn and to use the learned information in personal, social and educational areas. It includes using time effectively, coping with difficulties, and learning new information

in the learning process, which is organized both individually and with a group.

6. Social and civic competences: This competence includes individual, social and intercultural competencies and the active participation of the individual in social and working life in differentiated societies**.** It also includes the behavior patterns that individuals can cope with and resolve conflicts.

7. Taking initiative and entrepreneurship: It includes generating creative ideas, being original and taking risks. In addition to this, it also covers project generation and management. In short, it refers to the ability of people to bring their thoughts to life.

8. Cultural awareness and expression: It includes expressing opinions in an authentic way using mass media including music, theatre, opera, literature and visual arts (VQA, 2015).

Although there are differences in the studies and classifications described above, it is known that they have many common features (Beers, 2011). It can be said that many studies and classifications agree about the skills that individuals should have in the 21st century. Therefore, it is very important for 21st century students to acquire these skills.

The Place of 21st Century Skills in Science Education

Science and technology are an important power in shaping human life (Kober, 1993). One of the aims of science education is to raise individuals who keep up with the times, are aware of technological developments, and can build a bridge between the developments and science (Hançer, Şensoy & Yıldırım, 2003). Moreover, science education purpose at developing students' problem solving skills so that they can solve their daily problems. Therefore, science education is of great importance in acquiring 21st century skills to individuals (Bybee & Fuchs, 2006).

The content of the science program should be aimed at educating individuals who follow science and scientific discussions with interest, are aware of the increasing importance of scientific issues in our daily lives, and have sufficient knowledge and understanding to deal with the issues presented by science and technology (Millar & Osborne, 1998). Science education in the 21st century, should be designed to teach students to have a variety of thinking, working and learning skills and should be encourage students to be independent, creative, critical and problem solvers at a global level (Afandi, Sajidan, Akhyar, & Suryani, 2018). Supporting scientific literacy is the main goal in the world (NRC, 1996; Zembylas, 2002). Science education literature indicates that scientific literacy is often valuable and is considered a desirable learning outcome

among educators. Individuals raised as scientifically literate are important for social development. Therefore, science education that includes 21st century skills is critical to develop students' scientific literacy (Turiman, Omar, Daud & Osman, 2012).

The Place of 21st Century Skills in Turkey Science Curriculums

When the science curriculum is examined, it is seen that the determined purpose is determined as "to raise all individuals as science literate" (Ministry of National Education (MoNE), 2018), the same as the 2004 science curriculum. Science literacy enables individuals to comprehensively understand science and initiatives in the rapidly developing field of science (De Boer, 2000). Considering that science initiatives gain speed in parallel with the progress of science and technology; Science literacy can be described as a set of skills and knowledge that should be gained to individuals immediately.

MoNE (2013) determined the skills that science literate individuals should have as follows:

"Investigating-questioning, able to make effective decisions, problem solving, self-confident, open to cooperation, able to communicate effectively, science literate individuals who learn lifelong with the awareness of sustainable development; knowledge of science, skill, positive attitude, perception and value; have an understanding of the relationship between science and technology-society-environment and psychomotor skills."

When these competence, which are required to be possessed by the above-mentioned science literate individuals, are examined, it is seen that most of them are in common with the skills described as 21st century skills. This situation shows that the science course is at an important point in creating the desired individual profile.

KNOWLEDGE	SKILL	SENSE	SCIENCE-TECHNOLOGY-SOCIETY-ENVIRONMENT
a. Living Things and Life b. Matter and Change c. Physical Events d. Earth and Universe e. Science and Engineering Applications	a. Scientific Process Skills b. Life Skills • Analytical Thinking • To Decide • Creative Thinking • Entrepreneurship • Communication • Teamwork • Innovative thinking c. Engineering and Design Skills	a. Attitude b. Motivation c. Values • Universal values • National and cultural values • Scientific ethics d. Responsibility	a. Socio Scientific Issues b. Nature of Science c. Relationship between Science, Engineering and Technology d. The Relationship of Science and Technology to Society e. Sustainable Development Awareness f. Science and Career Awareness

Table 1. *Fundamental Philosophy of Science Curriculum (MoNE, 2017)*

As can be seen in Table 1, science curriculum content includes 21st century skills. The main purpose of Science is to develop students' scientific process skills, to raise awareness of the relationship between science and technology and society, and to raise individuals as 21st century science literate (Acar, Tola, Karaçam & Bilgin, 2016). 21st century science literate individuals are inquiring, self-confident, problem-solving, open to cooperation, and able to communicate effectively. In the science program of the Ministry of Education (2018), it is seen that the "Field-Specific Skills" part consists of 21st century skills. In the 2018 science course curriculum, the main purpose of our education system was stated as "*raising individuals with knowledge, skills and behaviors integrated with our values and competencies"* and that our values and competencies; It was emphasized that it would establish a connection between knowledge, skills and behaviors (MoNE, 2018).

In the 21st century education, it is aimed to bring individuals into the society as responsible, creative, high self-esteem and able to use knowledge (Balay, 2004; Kiremit, 2006). Science course has an important place in secondary school. Because it is at the forefront of the basic courses and comes to the fore as a course that prepares students for life. With a well-planned Science education, conscious individuals who are productive, enterprising, have a good command of technology, have the ability to reason, are responsible and aware of moral values, in short, surrounded by 21st century skills (Denizoğlu, 2008; Topsakal, 2006).

Related Researches

In this section, the related researches carried out in recent years are given in order to give an idea to the researchers.

Soh, Arsad, & Osman (2010) investigated the relationship between 21st century skills and students' attitudes and perceptions towards physics in their research. As a result of the research, it is to determine the existence of a relationship between students' 21st century skills and their attitudes and perceptions about physics.

Turiman, Omar, Daud, & Osman (2012) published an article based on the necessity of including not only academic achievement but also 21st century skills in science education. In this published article, scientific literacy, scientific process skills and 21st century skills are explained and the intersections of science education and 21st century skills are explained.

Gürsoy (2021), aimed to present a digital story development experience to science teacher candidates in the "instructional technologies and material development" course and to determine the effect of these experiences on their views on digital storytelling. The positive effect of digital storytelling on pre-service teachers 21st century skills has been demonstrated by both quantitative and qualitative data.

Duran, Yaussy, & Yaussy (2011) conducted a research on integrating 21st century skills with science teaching. In this research, they designed an activity targeting how 21st century skills can be included in core lessons and how they can positively increase student participation. This activity was used from different age groups (middle, and high school, university students), for different purposes and in fields such as mathematics and science. It has been determined that the activity contributes to the creation of a positive and enjoyable environment in the classroom.

Atalay, Anagün, & Kumtepe (2016) aimed to determine pre-service teachers' use of 21st century skills in the process of creating slow transition animation (YGA) in their research. According to the results of the research; It has been determined that pre-service teachers use all skills related to the 21st century, except for "Creativity and Renewal" and "Entrepreneurship and Self-management" skills.

Afandi, Sajidan, Akhyar, & Suryani (2018) aim to reveal the framework for integrating environmental science course (ESC) into 21st century skills standards (21CSS) for prospective science teachers in their study. Used the Delphi study methods, they construct a framework that integrates ESC to the 21CSS involving 15 experts and ESC educators from diverse scientific backgrounds. The results of this study show that there are four (4) domains of the 21CSS in accordance with the context of education in Indonesia, including 4Cs, ICTs, character building, and spiritual values.

Çiftci & Bildiren (2020) research aimed to reveal the effect of computer programming course applied to 4-5 year old preschool children on problem

solving and cognitive skills. According to the results, there is an increase in the non-verbal cognitive abilities of children in the experiment group with no statistically significant difference in their problem-solving skills.

Yıldız & Zengin (2021) research aimed to investigate the effects of science education provided with digital and in-class games on the cognitive development levels of preschool students. According to the results of this research, educational digital games and educational in-class games that were used in providing science education were effective in increasing the cognitive development levels of preschool students.

Juškevičienė, Stupurienė & Jevsikova (2020) presented the design process of the strategy for the development of CT capabilities in their research. The proposed strategy has been implemented in practice to identify its suitability for successful CT development within STEAM education. The strategy is accompanied by teaching materials for computational making activities with Arduino. The implications of this study include the practical usage of the strategy in plan class activities for STEAM subjects in basic school to develop particular CT abilities.

Stehle & Peters-Burton (2019) in their research, analyzed student work samples and teacher lesson plans from seven exemplary inclusive STEM high schools to better understand at what level teachers at STEM high schools are engaging and developing student 21st Century skills. These findings suggest that inclusive STEM high schools provide environments that support the development of 21st Century skills.

When the related researches are examined; it can be said that the better the learning environments are designed, the more ready individuals are for the 21st century. Therefore, learning environments should be enriched and students should be given education in accordance with the 21st century. Thus, students will grow up as conscious and equipped individuals who can cope with the challenges of the 21st century.

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Chapter 9

INVESTIGATION OF PARENTS' MEDIA LITERACY LEVELS

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1. Introduction

The rapid development and change in communication technology forces social life to transform. This transformation process shows that media have an effect that can shape the social lives of individuals. Studies in the literature reveal that the interaction with the media is increasing day by day, especially in the early childhood and primary school period. This is an indication that children are faced with messages from the media from an early age. Media literacy skill, which is defined as receiving, perceiving, analyzing and interpreting messages from the media with a critical perspective, is one of the 21st century requirements. Parents have an important role in acquiring this skill to children. In the development of media literacy skills, children receive their first teaching messages from their parents. In the related literature, there are few studies that question parents' awareness of media literacy, investigate their media literacy levels, and examine their attitudes and behaviors in raising their children as media literate individuals. In this context, the main purpose of the research is to examine whether the media literacy levels of primary school students' parents differ according to their demographic characteristics and various variables.

Theoretical Framework

Family and Parenting as a Social Construction

The family is an important and fundamental institution both in ensuring the development and continuity of societies and in raising new individuals to be brought into society (Giddens, 2009). Status and roles in the family bring along different duties and responsibilities of family members. The foundation of family unity is based on parents. Parents are the first social environment for the child and they raises new members of the family. This first environment enables children to interact with other social institutions over time and thus to be ready for society. Parents build the bridge function by transferring the social rules to the individual. In this context, they pass on their social functioning, their responsibilities to society, their knowledge and experience, and the social values they have and adopt to their children (Bayraktutan, 2005). Yavuzer (2012) states that the family has important effects on the child, especially in the formation of his personality and skills, in gaining a place for himself in the society and in his success in business life. In addition, he emphasized that in the family environment, especially parents are effective in helping their children to develop a solution to problems, by being a role model and gaining them a sense of trust. According to Arslan Cansever (2010), the Turkish family structure continues to exist under the influence of traditional, modern and postmodern elements. All these social structures, which are different

from each other, shape the family and thus affect the parenting attitudes of the parents. In this framework, besides the time spent to receive support from institutions with activities and content that may be beneficial for the child's development, the duration and quality of the time spent by the parent with the child also differs. Studies in the literature (Arslan, 2006; Arslan Cansever, 2013; Aslan & Arslan Cansever, 2012) show that especially working parents tend to engage in different activities that focus on weekends with their children. On the other hand, when we look at Turkish society in general, it is seen that the activities carried out jointly with family members are limited, as there is no established leisure time culture yet. One of these limited activities is watching television together when family members can get together. Therefore, in addition to what the child learns about adapting to social life in the family environment, they also meet with media in this environment. This situation differentiates their education processes compared to previous generations and has an impact on their leisure time forms. In addition, the media viewing habits of parents, the extent to which they benefit from media, in short, how often and how parents use media and media tools are significant because they are role models for children (Adak, 2004; Şeker, 2009). Another dimension of this significance is the attitudes of parents towards their children's use of media tools. Study by Gentile, Reimer, Nathanson, Walsh, and Eisenmann (2014) has shown that parents' control and regulation of their children's use of media can prevent their children from being adversely affected in areas such as social, physical and school success.

The Concept of Media and Classification of Media Tools

Media consists of different contents. Visual content such as, pictures, symbols, photographs; audio content such as music, sound, song; audio-visual content such as movies, music clips, news bulletins, and printed content such as magazines, newspapers, and posters (Altun, 2010). Media tools are divided into two as traditional and new media. Traditional media is all of the differentiation and proliferation in media tools, with the invention of communication tools such as television, radio, telephone, as well as the process that starts with printed materials such as magazines and newspapers in general (İşlek, 2012). New media, on the other hand, is all of the newly emerging and rapidly developing technologies that allow users to be in the virtual environment in an interactive way, regardless of time and space. The monologue message format in the traditional media has left itself to a form of interaction in the new media where the user, audience, reader or listener can have a dialogue with the media (Bulunmaz, 2014). Examples of new media tools are online computers, smartphones, tablets, etc. with Internet access. devices and social media tools. Since messages coming from traditional media tools are one-way, the individual

is in a passive position, receiving the message in a limited number of times and inactive with interaction. In new media tools, there is a direct link between the sender and receiver of the message. This connection allows the individual to exchange thoughts, feelings and ideas about the message without the need for another communication network (Webster, 1986).

Effects of the Media on Individuals

Media is one of the factors that affect individuals socially, politically and culturally. The reason for this is that the media today meets the needs of individuals in every imaginable subject such as science, art, religion, fashion, politics, and health. In this context, media tools have become a part of individuals' daily lives. When individuals use the media, they act without thinking about how they will be affected by it (Özdemir, 2003). Since the media contains a wide range of educational elements, it has the capacity to fulfill the duties of many educational institutions. All kinds of videos, photographs, TV series and films that present, encourage and model violence to individuals affect the lives of individuals through media tools (Kara, 2011). Learning information about individuals' private lives has been greatly facilitated by the development of today's technology. In line with these developments, individuals can share videos, photos and all kinds of content about themselves through social media tools for different reasons. In order to satisfy the curiosity of individuals, the media gives a wide place to the private lives of individuals who are at the forefront of the society. This situation encourages individuals to gain social status, which they may have difficulty in reaching, and encourages different lifestyles (Uslu, 2001). As a result, the media takes place in the lives of individuals in different content and forms and is effective on individuals' feelings, thoughts, lifestyles and perspectives on events (Şahbaz & Kılıçlar, 2009). In order to turn media tools into useful ones, it is necessary to acquire the skills to use them correctly, to filter the messages given by media tools, to make sense of them and to create new ideas (Potter, 2005). According to Kubey (2001) the effects of media tools on individuals and the discussion of how these effects can be transformed have turned into positive educational experiences, and thus the concept of media literacy has emerged.

Media Literacy

Media literacy has been defined by Hobbs (2004) and Jolls and Thoman (2008) as the ability to access, analyze, evaluate, interpret and communicate messages in different forms. According to the Radio and Television Supreme Council (RTSC) and the Ministry of National Education (MONE) (2007, p.6), the aim of media literacy is primarily to enable individuals to read the media from different perspectives. In addition, it is aimed that the individual is sensitive to the environment he

lives in, knows the problems of his country, and has the consciousness to filter what he sees in the media. Baker (2012, p.14) described media literacy with the metaphor of 'lens'. This lens helps individuals to understand the world and see what is happening in daily life. Media literacy consists of four main components: access, analysis, evaluation and production (Hobbs & Frost, 2003; Livingstone, 2004). Access includes the actions of knowing and recognizing media tools. Reaching the message with the information flow created by the media tools, searching and recording the source are the characteristics of the access stage. With today's technology, access to information takes place quickly. However, the fact that access to information is fast does not indicate that the right information has been reached. Researching, storing and recording the clarity of information is possible with being media literate (Bilici, 2014, p.32). Analyzing means dissecting and elaborating the information accessed through media tools, examining and establishing the relationship between these parts. Therefore, the individual can understand how he/she will be affected by the news he/she separates in his/her mind (Aydoğdu, 2015, p.125). The content of the Evaluate stage consists of the individual's tendency to search for the clarity, source and accuracy of the messages/news (Aydoğdu, 2015, p.125). Messages are mostly visual, auditory, written etc. by media and media tools. sent to individuals. The production stage, on the other hand, refers to the writing of messages by individuals. The individual decides for himself the content and scope of the message and what formal features he will use while composing the message (Bilici, 2014, p.33). In social media networks such as Twitter, Instagram and Youtube, individuals share various photos, videos, articles, express their opinions on a subject, and make comments. It is significant that the media literacy skill is acquired by the child, starting from the family environment. The reason for this is that childhood is a critical period in the development of attitudes and behaviors and some skills. In this critical period, providing the child with media literacy skills will bring some benefits in the development of the child. These are (Cangin, 2014):

- Researching and questioning the source of various information,
- Using the media and media tools in a way that will benefit him/herself,
- Keeping the principle of objectivity in the foreground in many issues,
- Understanding the messages directed by the media,
- Looking critically at up-to-date sources of information,
- Learning to use rationally, not to be protected from media tools,
- Ability to analyze and evaluate media messages,

- It is the ability to use the media and media tools by being aware of their effects on individuals.

In the literature, when the studies on parents in the last ten years are examined, it is noteworthy that the number of studies dealing with the media literacy levels of parents who have children in primary school and whether this level differs according to their demographic status is few. In addition, it is possible to say that studies that are similar to this research are generally carried out with the parents of preschool children. The literature review generally shows that this trend continues.

Purpose of the research

The aim of the study is to determine the media literacy levels of the parents of primary school students and investigate them in terms of various variables (demographic characteristics such as gender, age, education level, occupation, and the number of children they have and the age of their children).

Problem statement

Do the media literacy levels of primary school students' parents differ according to their demographic characteristics and various variables?

The sub-problems related to the research problem are:

1. What is the media literacy level of parents of primary school students?

2. Media literacy levels of primary school students' parents;

a. Does it differ by gender?

b. Does it differ according to age?

c. Does it differ according to education level?

d. Does it differ according to their occupation?

e. Does it differ according to the number of children they have?

f. Does it differ according to the age of the child/children he/she has?

2. Method

Research Design

This study, which examines the media literacy levels of parents who have children in primary school, was designed with a survey model, one of the descriptive research methods. Survey model is the process of collecting information on the whole of the universe or on a sample taken from it in order to have an idea about the universe in a numerically crowded universe (Karasar, 2010, p.79). This model is an effective research method that is

frequently used in social science research. Survey models are studies that aim to collect data to reveal certain characteristics of a group (Büyüköztürk, 2014). One of the most important features of the survey model, in addition to being descriptive, is that it allows the sample to be increased, since too many participants can be reached in a not too long time period. In this framework, it can be said that it is an economic model (Karasar, 2010, p.79). In this study, which aims to determine the media literacy levels of parents who have children in primary school, it is planned to reach a large number of participants in a not very long time within the framework of the survey model.

Sample of the Research

The universe of the research consists of parents whose children are in primary schools in İzmir, Turkey. According to the data of İzmir Provincial Directorate of National Education, the number of students studying in public and private primary schools in Bornova district is 26,959. Due to the large size of the universe, sampling was used in the study. In determining the sample of the study, parents selected through convenience sample were studied. Convenience sampling is defined as one of the non-random sampling types. Due to some limitations in terms of time, money and labor, the sample is selected from easily accessible and applicable units. In this context, this type of sampling brings speed and practicality to the researcher (Karasar, 2010, p.112). Within the scope of this research, it was prefered convenience sample due to the limitations of the research period and workforce. The number of samples was calculated with the formula n = N t2 p q/ d2 (N–1) + t2pq (Salant and Dillman, 1994). The significance level in the formula was accepted as .05, and the number of samples was determined as 379 at the 95% confidence interval. Considering possible problems (invalid or incomplete answers, etc.), the scale was applied to 400 parents. In the sample, the number of parents whose children go to public school is 320 (236 female parents, 84 male parents); The number of parents whose children go to private school is 80 (59 female parents, 21 male parents).

Data collection tool

The Media and Television Literacy Levels Scale (MLLS) developed by Korkmaz and Yeşil (2011) was used in the study. MLLS is a five-point Likert-type scale. The scale consists of 18 items that can be grouped under two factors: literacy and addiction. The scores obtained in response to the answers given by the students to the five-point Likert-type scale do not show a standard quality due to the differences in the number of items in the factors. For this reason, it was found appropriate to convert the raw scores obtained into standard scores with the lowest 20 and the highest 100

points. In order to determine the reliability of the scale used in this study, the internal consistency levels of the scale and its ability to make stable measurements were tested. The reliability analysis of the scale according to the factors and as a whole was calculated with the Cronbach alpha reliability coefficient. In the study, the reliability coefficient of the literacy sub-dimension was found to be 0.783, and it was determined that this sub-dimension was quite reliable. Addiction sub-dimension was found to be 0.784 and similarly, it was revealed to be a very reliable sub-dimension. The general literacy dimension was found to be 0.679 and the scale was found to be reliable. Accordingly, it can be said that the results of the analysis in this study are reliable.

Analysis of Data

Data were analyzed using SPSS (Statistical Package for Social Sciences) for Windows 25.0. Arithmetic mean was used to determine media literacy knowledge levels. Independent sample t-test and One-Way Analysis of Variance (ANOVA) were used to analyze the differentiation of parents' media literacy levels according to their demographic characteristics. Media literacy attitudes and behaviors of parents were tested with One-Way Analysis of Variance (ANOVA). In addition, Pearson Correlation Analysis was used to test the relationship between parents' media and television literacy knowledge levels and media and television addiction behaviors. The findings obtained in the study were evaluated at 95% confidence interval and 5% significance level.

3. Findings

Findings Related to Demographic Characteristics of Parents

The descriptive statistics regarding the gender, age, educational status, occupation, number of children they have and the age of the child of the 400 parents in the research sample are as follows: It is seen that 295 (73.7%) of the sampled parents are mothers and 105 (26.3%) are fathers. Accordingly, it can be said that among the parents, the majority of the participants in the study were mothers. Of the parents, 147 (36.8%) were between the ages of 25-35, 224 (56%) were between the ages of 36-45, and 29 (7.3%) were at the age of 46 and over. When the average ages of the parents participating in the research are examined, it can be said that the parents have an average age of 37.49±5.59 and can be considered in the middle age category. When the educational status of the parents is examined, 110 (27.5%) have primary education, 119 (29.8%) high school, 31 (7.8%) associate degree, 123 (30.8%) undergraduate and 17 % of them (4.3%) are graduate levels. Among parents, parents with undergraduate education are more common than parents with other education levels. Analyzing the distribution of parents by occupation, 166 (41.5%) of the

parents were housewives, 26 (6.5%) workers, 5 (1.3%) retired, 9 (2.3%)) managers, 101 (25.3%) civil servants, 29 (7.3%) tradesmen, 38 (9.5%) self-employed and 26 (6.5%) other occupations. The findings show that there are more parents who are housewives and civil servants. Of the parents, 87 (21.8%) have only 1 child, 233 (58.3%) have 2 children, 62 (15.5%) have 3 children and 18 (4.5%) have 4 children. Accordingly, when the number of children the parents have, it has been determined that there are more parents with two children. When the distribution of the child/children of the parents in the research sample according to their age is examined. 28 (7%) of the parents have a six-year-old child, 115 (28.83%) have a seven-year-old child, 114 (28.5%) have an eight-year-old child, 97 (24.3%) have a nine-year-old child, and 46 (11.5%) have a ten-year-old child. According to this, when the ages of the child/children they have among the parents, it is seen that approximately one third (35.8%) have children aged 6 and 7.

Findings Concerning the First Sub-Problem of the Study

According to the first sub-problem of the study, the frequency, mean and standard deviation values of the parents' media literacy levels are given in Table 1.

Table 1 Frequency, Average and Standard Deviation Values of Parents' Media Literacy Levels

Media Literacy Level Items	Usually		Sometimes		Always		Rarely		Never		Average	SD
	n	%	n	%	n	%	n	%	n	%		
I think that the media works for the benefit of some people and excludes others.	143	35,8	120	30,0	100	25,0	27	6,8	10	2,5	3,74	0,99
I am aware of the techniques used to create emotional impact in the media, their purpose and the effects they produce.	161	40,3	139	34,8	65	16,3	29	7,3	6	1,5	4,00	0,97
I am aware of the factors that determine the characteristics and broadcasting policies of television channels in our country.	166	41,5	140	35,0	53	13,3	30	7,5	11	2,8	3,99	1,02
I think that special techniques are used to create emotional impact in the media.	157	39,3	135	33,8	73	18,3	25	6,3	10	2,5	3,96	1,00

Types of television programs; distinguish them in terms of their purposes, functions and properties.	202	50,5	126	31,5	49	12,3	19	4,8	4	1,1	4,39	2,69
I question who benefits from the media, who is excluded and why.	136	34,0	114	28,5	87	21,8	34	8,5	29	7,3	3,68	1,18
I think that the ideas, information and news presented in the media are conveyed from someone else's point of view.	131	32,8	111	27,8	105	26,3	34	8,5	19	4,8	3,67	1,10
I know the meanings of the smart sign symbols that are used before the broadcast and highlight what kind of audience the program appeals to.	225	56,3	95	23,8	52	13,0	22	5,5	6	1,5	4,28	0,99
I examine and evaluate TV program types in terms of content, reality, fictionality, targeting consumption, and misinformation.	143	35,8	142	35,5	81	20,3	24	6,0	10	2,5	3,96	1,01
I think that television is an effective mass communication tool in directing the individual and society.	198	49,5	128	32,0	46	11,5	18	4,5	10	2,5	4,22	0,99
I seek and use alternative sources of information and entertainment other than the media.	170	42,5	138	34,5	67	16,8	19	4,8	6	1,5	4,12	0,95
I am aware of my television watching habits and I can control these habits.	207	51,8	128	32,0	44	11,0	17	4,3	4	1,0	4,29	0,90
I identify the problems caused by television broadcasts and take measures to protect them.	172	43,0	150	37,5	59	14,8	12	3,0	7	1,8	4,17	0,91
Media Literacy											4,03	0,55

I'm disrupting my social relationships, education or other duties where I spend a lot of time watching television.	242	60,5	91	22,8	53	13,3	9	2,3	5	1,3	1,61	0,89
Thinking about the programs I watched, I can't wait to get back to television.	214	53,5	111	27,8	50	12,5	17	4,3	8	2,0	1,74	0,97
When I am not able to watch television, I feel uncomfortable, depressed or irritable.	283	70,8	79	19,8	24	6,0	9	2,3	5	1,3	1,46	0,94
I spend more time in front of the TV than I thought.	230	57,5	104	26,0	45	11,3	14	3,5	7	1,8	1,66	0,93
Dependence											1,61	0,67
General Literacy											3,35	0,40

Average ranges: Usually (1) 1.00-1.80, Sometimes (2) 1.81-2.60, Always (3) 2.61-3.40, Rarely (4) 3.41-4.20, Never (5) 4.21-5.00

As seen in Table 1, it was determined that the literacy score average of the parents ranged between 3.67 and 4.39 and they had a total mean of 4.03±0.5. Accordingly, it was seen that the parents whose literacy levels were examined had a very high level of literacy (since 4.03 average was between 3.41 and 4.20). The addiction levels of the parents whose addiction levels were determined were found to be between 1.46 and 1.74 and the overall total addiction average was calculated as 1.61±0.67, and the addiction levels of the parents whose addiction levels were determined were low (1.61 average value was between 1.00 and 1.80) since it takes a value) was determined. It was determined that the mean general literacy scores ranged between 1.46 and 4.39 and had a mean value of 3.35±0.40, as a general total. According to this, the general literacy levels of the calculated parents are moderate (average value of 3.35 is between 2.61 and 3.40).

Findings Concerning the Second Sub-Problem of the Study

Findings of Differences in Parents' Media Literacy Levels by Gender

In order to determine whether the media literacy levels of the parents differ according to their gender, the independent sample t-test was applied and the results are given in Table 2.

Table 2 Distribution of Parents' Media Literacy Levels by Gender

Gender		N	$\bar{X}$	SS	T	P
Literacy	Female	295	4,02	0,54	-0,151	0,880
	Male	105	4,03	0,56		
Addiction	Female	295	1,60	0,70	-0,837	0,403
	Male	105	1,66	0,58		
General Literacy	Female	295	3,35	0,41	-0,541	0,589
	Male	105	3,37	0,39		

As can be seen in Table 2, no difference was found according to gender as a result of the independent sample t-test performed to statistically calculate the differences between the literacy, addiction and general literacy average scores of the participating parents whose media literacy levels were examined.

Findings of Differences in Parents' Media Literacy Levels by Age

One-way ANOVA was applied to determine whether the media literacy levels of the parents differ according to their ages and the results are given in Table 3.

Table 3 Distribution of Parents' Media Literacy Levels by Age

Age		N	$\bar{X}$	SD
Literacy	25-35	147	4,00	0,54
	36-45	224	4,06	0,54
	46 and above	29	3,84	0,57
	Total	400	4,03	0,55
Addiction	25-35	147	1,65	0,80
	36-45	224	1,58	0,58
	46 and above	29	1,68	0,64
	Total	400	1,61	0,67
General Literacy	25-35	147	3,35	0,43
	36-45	224	3,37	0,38
	46 and above	29	3,24	0,42
	Total	400	3,35	0,40

Scales	Variance Source	Sum of Squares	SD	Sum of Squares	F	p
Literacy	Intergroup	1,34	2	0,67	2,255	0,106
	Ingroups	117,77	397	0,30		
	Total	119,11	399			
Addiction	Intergroup	0,50	2	0,25	0,558	0,573
	Ingroups	178,80	397	0,45		
	Total	179,30	399			
General literacy	Intergroup	0,45	2	0,22	1,385	0,251
	Ingroups	63,87	397	0,16		
	Total	64,31	399			

As a result of the One-Way ANOVA conducted to determine whether the mean scores of the parents in the literacy dimension differed significantly according to the age variable, the difference between the group mean scores was not statistically significant (F:2.255, p:0.106>0.05). As a result of the One-Way ANOVA, which was conducted to determine whether the mean scores in the addiction dimension of the parents whose addiction scores were measured, according to the age variable, the difference between the group mean scores was not found statistically significant (F:0.558, p: 0.573>0.05). Similarly, the difference between the group averages was not found statistically significant as a result of the One-Way ANOVA, which was conducted to determine whether the mean scores in the general literacy dimension of the participating parents whose general literacy scores were measured or not, according to the age variable. (F:1.385, p: 0.251>0.05). The findings showed that the age variable did not make any difference between the media literacy, addiction and general literacy scores of the parents.

Findings of Differences in Parents' Media Literacy Levels According to Educational Status

One-Way ANOVA was applied to determine whether the media literacy levels of the parents differ according to their educational status and the findings are given in Table 4.

Table 4 Distribution of Parents' Media Literacy Levels by Educational Status

Educational Status		N	$\bar{X}$	SD
Literacy	Primary education	110	3,72	0,61
	High school	119	3,96	0,51
	Associate Degree	31	4,18	0,34
	Undergraduate	123	4,28	0,42
	Graduate	17	4,30	0,36
	Total	400	4,03	0,55
Addiction	Primary education	110	1,77	0,78
	High School	119	1,57	0,67
	Associate Degree	31	1,85	0,77
	Undergraduate	123	1,47	0,51
	Graduate	17	1,53	0,45
	Total	400	1,61	0,67
General Literacy	Primary education	110	3,18	0,48
	High School	119	3,30	0,38
	Associate Degree	31	3,53	0,32
	Undergraduate	123	3,50	0,29
	Graduate	17	3,53	0,27
	Total	400	3,35	0,40

Scales	Variance Source	Sum of Squares	SD	Sum of Squares	F	p
Literacy	Intergroup	20,86	4	5,21	20,966	0,000*
	Ingroups	98,25	395	0,25		
	Total	119,11	399			
Addiction	Intergroup	7,30	4	1,82	4,189	0,002*
	Ingroups	172,01	395	0,44		
	Total	179,30	399			
General literacy	Intergroup	7,96	4	1,99	13,946	0,000*
	Ingroups	56,35	395	0,14		
	Total	64,31	399			

* Significant difference was obtained with 95% confidence.

The literacy scores of the parents were calculated according to their educational status, and these differences were found to be statistically significant according to ANOVA (F: 20,966, p: 0.000<0.05). Pairwise

comparison tests were applied to determine the education level of the significant difference, and Tamhane paired comparison test was applied since the variances of the data did not show homogeneous distribution ($p<0.05$). Accordingly, as a result of the pairwise comparison, it was determined that the parents who graduated from primary school were less literate than the parents with a high school or higher education level, and it was seen as the source of the significant difference in the ANOVA test.

The addiction scores of the parents were calculated according to their educational status, and as a result of one-way analysis of variance, these differences were found to be statistically significant (F: 4.189, p: 0.002 <0.05). Pairwise comparison tests were applied to determine the education level of the significant difference. Since the variances of the data did not show homogeneous distribution ($p<0.05$), the Tamhane paired comparison test was applied. Accordingly, as a result of the pairwise comparison, it was seen that the parents with a primary education degree were more dependent than the parents with a bachelor's degree, and it was seen as the source of the significant difference in the ANOVA test.

Similarly, the general literacy scores of the parents were calculated according to their educational status, and these differences were found to be statistically significant according to ANOVA (F:13,946, p: 0.000<0.05). Pairwise comparison tests were applied to determine the education level of the significant difference. Since the variances of the data did not show homogeneous distribution ($p<0.05$), the Tamhane paired comparison test was applied. As a result of the pairwise comparison made, it was seen that the general literacy levels of primary and high school graduate parents were lower than those with an associate degree or higher education level, and it was determined that the source of the significant difference in the ANOVA test was primary school and high school graduate parents. In addition, parents with associate, undergraduate and graduate degrees are at a higher level in terms of general literacy than parents who are primary and high school graduates.

Findings of Differences in Parents' Media Literacy Levels by Occupational Status

One-Way ANOVA was applied to determine whether the media literacy levels of the parents differ according to their occupations and the results are given in Table 5.

Table 5 Distribution of Parents' Media Literacy Levels by Occupation

Occupation		N	$\overline{X}$	SD
Literacy	Housewife	166	3,85	0,55
	Worker	26	3,92	0,64
	Retired	5	4,32	0,90
	Manager	9	4,00	0,51
	Civil servant	101	4,28	0,40
	Tradesmen	29	4,03	0,40
	Self-employed	38	4,01	0,56
	Other	26	4,18	0,59
	Total	400	4,03	0,55
Addiction	Housewife	166	1,66	0,72
	Worker	26	1,95	1,01
	Retired	5	1,72	0,72
	Manager	9	1,60	0,37
	Civil servant	101	1,46	0,52
	Tradesmen	29	1,67	0,77
	Self-employed	38	1,65	0,50
	Other	26	1,43	0,46
	Total	400	1,61	0,67
General literacy	Housewife	166	3,24	0,41
	Worker	26	3,37	0,48
	Retired	5	3,60	0,71
	Manager	9	3,33	0,29
	Civil servant	101	3,50	0,30
	Tradesmen	29	3,38	0,36
	Self-employed	38	3,36	0,41
	Other	26	3,42	0,42
	Total	400	3,35	0,40

Scales	Variance Source	Sum of Squares	SD	Sum of Squares	F	p
Literacy	Intergroup	12,90	7	1,84	6,803	0,000*
	Ingroups	106,20	392	0,27		
	Total	119,11	399			
Addiction	Intergroup	6,89	7	0,98	2,238	0,031*
	Ingroups	172,41	392	0,44		
	Total	179,30	399			
General Literacy	Intergroup	4,51	7	0,64	4,221	0,000*
	Ingroups	59,81	392	0,15		
	Total	64,31	399			

*Significant difference was obtained with 95% confidence.

The literacy scores of the parents whose media literacy was measured were calculated according to their occupational status, and these differences were found to be statistically significant according to ANOVA (F:6,803, p: 0.000<0.05). Pairwise comparison tests were applied to determine which profession resulted from the significant difference, and Tamhane paired comparison test was applied since the variances of the data did not show homogeneous distribution (p<0.05). Accordingly, as a result of the pairwise comparison, it was determined that the housewife parents were less literate than the civil servant parents, and it was seen as the source of the significant difference in the ANOVA test. The dependency scores of the parents were also calculated according to the professions of the parents, and these differences were found to be statistically significant according to ANOVA (F:2,238, p: 0.031<0.05). Pairwise comparison tests were used to determine which profession resulted from the significant difference, and Tamhane paired comparison test was applied since the variances of the data did not show homogeneous distribution (p<0.05). Accordingly, as a result of the pairwise comparison, it was seen that housewife parents showed more addiction than civil servant parents, and it was seen as the source of the significant difference in the ANOVA test.

Similarly, the general literacy scores of the parents were calculated according to the occupational status of the parents, and these differences were found to be statistically significant according to ANOVA (F: 4.221, p: 0.000<0.05). Pairwise comparison tests were used in order to determine from which profession the significant difference originated, and Tamhane paired comparison test was applied since the variances of the data did not show homogeneous distribution (p<0.05). Accordingly, as a result

of the pairwise comparison, it was seen that the general literacy levels of housewife parents were lower than the general literacy levels of civil servant parents, and it was seen as the source of the significant difference in the ANOVA test.

Findings of Difference in Parents' Media Literacy Levels According to the Number of Children They Have

One-Way ANOVA was applied to determine whether the media literacy levels of the parents differ according to the number of children they have, and the findings are given in Table 6.

Table 6 Distribution of Parents' Media Literacy Levels by Number of Children They Have

Number of Children of Parents		**N**	$\bar{X}$	**SD**
Literacy	1 Child	87	4,11	0,54
	2 Child	233	4,05	0,49
	3 Child	62	3,82	0,60
	4 Child	18	3,96	0,86
	Total	400	4,03	0,55
Addiction	1 Child	87	1,54	0,68
	2 Child	233	1,63	0,67
	3 Child	62	1,70	0,71
	4 Child	18	1,50	0,46
	Total	400	1,61	0,67
General Literacy	1 Child	87	3,40	0,40
	2 Child	233	3,38	0,36
	3 Child	62	3,23	0,46
	4 Child	18	3,27	0,65
	Total	400	3,35	0,40

Scales	Variance Source	Sum of Squares	SD	Sum of Squares	F	p
Literacy	Intergroup	3,41	3	1,14	3,893	0,009*
	Ingroups	115,69	396	0,29		
	Total	119,11	399			
Addiction	Intergroup	1,23	3	0,41	0,911	0,436
	Ingroups	178,07	396	0,45		
	Total	179,30	399			

General Literacy	Intergroup	1,30	3	0,43	2,715	0,045*
	Ingroups	63,02	396	0,16		
	Total	64,31	399			

*Significant difference was obtained with 95% confidence.

The literacy scores of the parents whose media literacy levels were measured were calculated according to the number of children the parents had, and these differences were found to be statistically significant according to ANOVA (F:3,893, p: 0.009<0.05). Pairwise comparison tests were applied to determine the source of the significant difference, and Tamhane paired comparison test was applied since the variances of the data did not show homogeneous distribution (p<0.05). Accordingly, as a result of the pairwise comparison, it was seen that the parents with 3 (three) children were less literate than the parents with 1 (one) and 2 (two) children, and it was seen as the source of the significant difference in the ANOVA test.

The dependency scores of the parents were also calculated according to the number of children they had, and these differences were not found to be statistically significant according to ANOVA (F: 0.911, p: 0.436>0.05).

Finally, the general literacy scores of the parents were calculated according to the number of children the parents had, and these differences were found to be statistically significant according to ANOVA (F: 2.715, p: 0.045 <0.05). Pairwise comparison tests were applied to determine which parents caused the significant difference, and Tamhane paired comparison test was applied because the variances of the data did not show homogeneous distribution (p<0.05). Accordingly, as a result of the pairwise comparison, it was seen that the parents with three children had less general literacy than the parents with one and two children, and it was seen as the source of the significant difference in the ANOVA test.

Findings of Differences in the Media Literacy Levels of the Parents According to the Ages of the Children They Have

One-Way ANOVA was applied to determine whether the media literacy levels of the parents of primary school students differ according to the ages of their children, and the results are given in Table 7.

Table 7 Distribution of Parents' Media Literacy Levels by Age of Their Children

Ages of children that parents of primary school students have		N	$\bar{X}$	SD
Literacy	6 age	28	3,95	0,45
	7 age	115	4,08	0,49
	8 age	114	4,05	0,55
	9 age	97	4,00	0,63
	10 age	46	3,93	0,53
	Total	400	4,03	0,55
Addiction	6 age	28	1,81	0,56
	7 age	115	1,73	0,71
	8 age	114	1,49	0,60
	9 age	97	1,54	0,68
	10 age	46	1,64	0,72
	Total	400	1,61	0,67
General Literacy	6 age	28	3,35	0,26
	7 age	115	3,43	0,39
	8 age	114	3,34	0,39
	9 age	97	3,31	0,44
	10 age	46	3,29	0,42
	Total	400	3,35	0,40

Scales	Variance Source	Sum of Squares	SD	Sum of Squares	F	p
Literacy	Intergroup	1,15	4	0,29	0,966	0,426
	Ingroups	117,95	395	0,30		
	Total	119,11	399			
Addiction	Intergroup	4,94	4	1,23	2,795	0,026*
	Ingroups	174,37	395	0,44		
	Total	179,30	399			
General Literacy	Intergroup	1,05	4	0,26	1,638	0,164
	Ingroups	63,26	395	0,16		
	Total	64,31	399			

*Significant difference was obtained with 95% confidence.

The literacy scores of the parents were calculated by taking the age of their children as criteria, and these differences were not found statistically significant according to ANOVA (F:0.966, p: 0.426>0.05).

The dependency scores of the parents were calculated based on the age of their children, and these differences were found to be statistically

significant according to ANOVA (F: 2.795, p: 0.026<0.05). Pairwise comparison tests were applied to determine which parents caused the significant difference, and Tamhane paired comparison test was applied because the variances of the data did not show homogeneous distribution (p<0.05). Accordingly, as a result of the pairwise comparison, it was seen that parents with 7-year-old children had more addiction than parents whose children were 8 years old, and it was seen as the source of the significant difference in the ANOVA test.

The general literacy scores of the parents were calculated based on the age of their children, and these differences were not found to be statistically significant according to the one-way analysis of variance (ANOVA) (F: 1.638, p: 0.164> 0.05).

Findings of Relationship Between Parents' General Literacy, Literacy and Addiction Levels

For the second sub-problem of the research, "The findings of the relationship between the general literacy, literacy and addiction levels of the parents of primary school students" are given in Table 8.

Table 8 Findings of the Relationship Between Parents' General Literacy, Literacy and Addiction Levels

Pearson Correlation Test (r)		Literacy	Addiction
General Literacy	r	,891**	,268**
	p	0,000	0,000
Literacy	r	1	-,200**
	p		0,000

**The correlation is significant at the 0.01 level.

As seen in Table 8, Pearson Correlation Test was conducted to measure the relationship between parents' general literacy, literacy and addiction levels. According to the results of this test, a very strong and positive relationship at the level of 0.891 was found between the general media literacy levels of the parents and the media literacy levels, and this relationship was found to be significant (p:0.000<0.05). Accordingly, as the media literacy level of the parents increases, the general media literacy level also increases.

A low-strength and positive relationship was found at the level of 0.268 between the general media literacy levels of the parents and their addiction levels, and this relationship was found to be significant (p:0.000<0.05). Accordingly, as the level of addiction of the parents increases, the general media literacy level also increases. A low-strength and negative relationship at the level of -0.200 was found between the media literacy levels of the

parents and their addiction levels, and this relationship was found to be significant (p:0.000<0.05). Accordingly, as the level of addiction of parents increases, the level of media literacy decreases.

4. Results and Recommendations

Results Regarding the First Sub-Problem of the Study

In the first sub-problem of the research, in which the media literacy levels of the parents were questioned, this level was examined in three different dimensions as Literacy, Addiction and General Literacy. According to the evaluation made on the 1-5 point range, the average score of 4.03 from the literacy dimension of the parents; It was determined that they got an average of 1.61 points from the addiction dimension and 4.72 average points from the General Literacy dimension. When the scores obtained are examined, it is possible to say that the media literacy levels of the parents are quite high, the addictions are low, and their general literacy is high. This result obtained in the study differs from the results of previous studies in the literature. For example, in Gündüz Kalan (2010) research, it was found that parents did not have knowledge about media literacy; Bulut Özek (2016) stated that the media literacy level of the parents is "medium"; Yıldız (2017), on the other hand, concluded that parents are not media literate at the expected level. Unlike the studies in the literature, it can be said that the result obtained in this study is promising. In his research, Tan (2015) stated that parents have various duties that reflect on society, and one of the most important among them is raising their children by becoming conscious of media literacy. According to Voort, Nikken, and Lil (1991), parents should monitor their own and their children's media use. In this context, it can be said that parents should have media literacy knowledge and skills. Parents who do not have sufficient knowledge about media literacy have a high level of anxiety about the impact of technology (Cengiz & Erciyes, 2020), they cannot control their children's use of digital technology and content (Ateş & Durmuşoğlu Saltalı, 2019), there is more information about the subjects of cartoons. It has been revealed that they do not own (Yetim and Sarıçam, 2016). The fact that media tools differ in content and form in the 21st century has brought with it the necessity for parents to master this content information. Gündüz Kalan's (2010) view that parents should receive training on the concept of media literacy was supported in the digital media literacy dimension in Karaboğa's (2019) study. Training of parents on digital media literacy will help them to understand and manage their children's activities in media tools and to regulate the time they use media tools. In addition, they will be able to guide their children in correctly perceiving the content in the media, protecting from these contents, language development, realizing the truth through fiction.

Results Regarding the Second Sub-Problem of the Study

In the second sub-problem of the study, when the findings regarding whether there is a significant difference between media literacy levels according to the gender status of the parents participating in the research were examined, it was determined that the dimensions of Literacy, Addiction and General Literacy did not differ according to the gender of the parents. When the findings regarding whether there is a significant difference between the media literacy levels of the parents of primary school students participating in the research according to their ages, it is seen that the dimensions of Literacy, Addiction and General Literacy do not differ according to the ages of the parents. Accordingly, it can be said that the media literacy levels of the parents of primary school students between the ages of 25-45 in the sample group are similar. This finding is supported by the research results of Bulut Özek (2016) and Gündüz Kalan (2010). In these studies, a relationship could not be established between the media literacy levels of the parents and their age.

When the findings about whether there is a significant difference between the media literacy levels of the parents according to the educational status of the parents in the study, it was concluded that the dimensions of Literacy, Addiction and General Literacy differ according to the educational status of the parents. According to this result, media literacy scores of parents with associate, bachelor's and master's degrees are higher than parents who are primary and high school graduates. Bulut Özek (2016) also determined in his research that there is a close relationship between educational status and media literacy. Similarly, in this study, it was determined that the increase in the education level of parents and the increase in media literacy levels were directly proportional. According to the research of Bulut Özek (2016), media literacy levels increase as the education level of parents increases. In this study, there is a significant relationship between parents' education levels and their responses to media literacy and addiction-related items. This result obtained in the study is also similar to the study results of Vandewater, Park, Huang, and Wartella (2005) and Altınkılıç (2014). In both studies, an increase was observed in the level of media literacy as the education level increased.

When the findings regarding whether there is a significant relationship between the professions of the parents and the media literacy levels are examined, it is seen that the dimensions of Literacy, Addiction and General Literacy differ according to the professions of the parents. Accordingly, it was determined that the media literacy levels of the parents who are civil servants are higher than the parents who are housewives. This result, which emerged in the research, also coincides with the results of the studies of İspir and İspir (2008). In this study, which examines the relationship

between the professions of parents and their media literacy competencies, it has been revealed that parents in the housewife and caregiver professions have lower media literacy competencies than parents in other professions.

In the study, it was concluded that the media literacy levels of the parents, the Literacy and General Literacy dimensions differ according to the number of children that the parents have. Accordingly, it was observed that parents with three children were less media literate than parents with one and two children, but there was no difference in the addiction dimension. This result shows that as the number of children increases, the state of being conscious about media literacy decreases. This situation can be considered as a decrease in the sensitivity of the parents on this issue due to the increase in responsibilities at home as the number of children increases. When the findings regarding whether there is a significant difference between the media literacy levels of the parents according to the ages of their children are examined, it has been revealed that the dimensions of Literacy, Addiction and General Literacy do not differ according to the ages of the children that the parents have. There was no difference in the literacy dimension between the media literacy levels of the parents according to the classes of their children. When the dependency dimension is examined, it is seen that the parents whose child is in the first grade have more addiction than the parents whose child is in the third grade. When the General Literacy dimension is examined, it is seen that the general media literacy of the parents whose children are in the first grade is higher than the parents whose children are in the third grade.

The following recommendations can be developed within the framework of the findings obtained as a result of the research:

• In order to increase the awareness of parents on media literacy, interactive seminars and trainings should be given in schools.

• In addition to television, short, informative and interesting public service announcements promoting media literacy should be created in other media.

• Parents should ensure that their children use media tools in a controlled manner without prohibiting them.

• With the materials prepared within the framework of the principles of media literacy, fun environments should be prepared for children both at school and at home, and they should be educated.

• Media literacy skills should be taught to children in primary school by associating them with the course topics of each course with appropriate activities.

• In order to determine the media literacy levels of parents, researches can be carried out with a larger sample.

• Only quantitative research method was used in this study. In future studies, mixed design studies can be carried out in order to reveal the existing situation qualitatively.

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Chapter 10

ONLINE LANGUAGE PEDAGOGY AND ITS CURRENT ELEMENTS IN PRACTICE

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A. Language Pedagogy

Pedagogy is an umbrella term for the act of theoretical and academic concept of teaching (O'Malley et al., 2020). It has different dimensions including, social pedagogy, critical pedagogy, culturally-responsive pedagogy and Socratic pedagogy. Social pedagogy emphasizes on the relations between people while on critical pedagogy it is important to challenge the students` ideas, their own strategies and beliefs. On culturally-responsive pedagogy the needs and differences of cultural elements put forward in its basic sense. The center of the teaching environment is the student and his/her needs are to be taken into consideration as their cultural specialities. The other theoratical aspect is Socratic pedagogy. It gives importance to intellectual abilities helping learner to develop their skills that provides thema sustainable life. Language pedagogy is defined as: "A specific theory and philosophy which guides and directs the instruction used in teaching language." (Jules, J., & Belgrave, K., 2020)

Pedagogy has different perspectives including culture, sociology and language. Each of them has their own way to adapt language learning policies. When it comes to language terms like, the content, method and theory of acquisition should be included. They all have their own place in pedogogy with the terms such as content pedagogy, techno pedagogy and cultural pedagogy. These terms do not intertwine each-other at a glance in a short period. The requirements of the developing world and technology drag one term with another. At first pedagogical content knowledge (PCK) was formulated by Shulman (1986), and throughout the following years technology takes its place in this concept along with the content knowledge (CK) and English language pedagogy (ELP). The Figure 1. presents the elements that pedagogical, technological and language elements are sharing. Concepts, tenets, relationships, application processes and practices of student which is appropriate to his/her organization combines the content knowledge. Pedagogical content knowledge on the other hand, is lecturers` way of presenting the target subject-matter with the aims of scaffolding the learning process (Özden,2008).

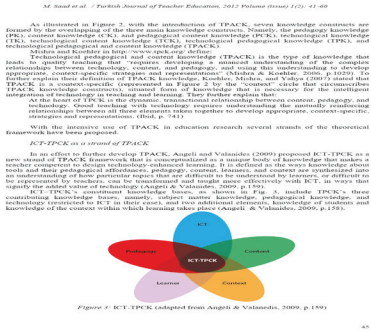

Figure 1. ICT-TPCK shared points (adapted from Angeli & Valanides, 2009)

Language teaching requires the knowledge of pedagogy in its nature and with the other elements such as content, context, learner and ICT (Information and Communication Technology). In this pedagogical concept, language is not all about acquiring language skills but performing at his/her own speed. For teachers in this case, helping learners to perform at their best (Phipps & Levine, 2012). Ubaque-Casallas (2021) suggest that ELP is a transformative process and it is also an extension of language teacher identity. It is because hard to find a certain answer on how to teach a language either in classroom or online environments. As it is the case, the interaction is important no matter the setting of the teaching /learning environment.

Language pedagogy has been handled by different researchers in different contexts. Ellis (2009) examined language pedagogy from the point of second language acquisition and teacher education. Ellis discusses the practice and theory of language pedagogy in his research article. He claims that there isn't any consensus in theory vs practice debate. Many researchers believe that having a theoretical knowledge on what and when to apply the techniques while teaching differs from really applying these techniques on classroom simultaneously. Pedagogical knowledge is not a consciousness activity and it is really hard to apply when it is the novice teachers trying to apply pedagogical elements (Hazratzad & Gheitanchian, 2009). Novice teachers have no or little knowledge on language pedagogy, its criteria and key elements in Turkish context (Nuske, 2016; Tekin, 2013) but it is not so much different in other contexts (Gatbonton, 2008; Karataş & Karaman, 2013).

The other aspect is carried by Van Compernolle & Williams (2013) in the frame of Sociocultural theory. The educational context and interaction in physical environment is considered as crucial. Pedagogical elements such as human interaction, providing feedback and learning assistance can take its place vicariously in collaborative activities. Yet not all researchers

share the concern for pedagogical implications, instead they have their own concerns, beliefs and perspectives (Nassaji, 2012). The sociocultural paradigm holds that language and social interaction are complementary. According to Thoms (2012), sociocultural theory is made up of techniques that are interrelated in a variety of ways, and individuals engage in various communication settings. Teachers and classmates in foreign language classrooms must lead linguistic activities and output through interaction. The classroom is a social setting in which language is attempted to be learnt in various social circumstances. This is a micro-context made up of a teacher and others with various interests and ambitions who have taken on various roles in different cultural systems. According to Seedhouse and Jenks (2015) language classes are studied, different linguistic features are explored, theories meet practice, social identities and emotional variables are influenced, and contact is essential.

Noblitt (1972) thinks that PD consists of 5 components as "descriptive analysis, contrastive analysis, task analysis, performance analysis and objective analysis". Descriptive analysis is the description of the features of the language that is aimed to be taught. It aims to reach the content that will realize the objectives of linguistics. In doing so, it uses the most useful nomenclature to describe the language in a systematic way. Classification also plays an important role in descriptive analysis. Correct classification of grammatical units is effective in making pedagogical materials understandable and consistent. Contrastive analysis, in order to explain the problems encountered in language acquisition, foresees identifying the differences and similarities of the two languages and arranging the teaching accordingly. All students who learn a language above their mother tongue tend to learn by comparing their own language with the target language. While they learn similar structures easily, they learn different structures more difficult. Trying to explain with reference to other languages while explaining the mistakes that occur in grammar in classrooms and sometimes in books means making comparative analysis. This kind of analysis can be used in lectures, in the preparation of books or materials. In addition, it is necessary to benefit from comparative analysis in curriculum preparations, as it gives an idea about which subjects should be emphasized more. Task analysis tries to identify the problems that students encounter in the language acquisition process. Objective analysis is the component that analyzes which elements of the language will be chosen as the subject and how these elements can be taught in the best way.

The teacher should be able to give classroom control at this phase and encourage all students to interact with their peers. In most cases, communication and engagement in the classroom are considered as a phenomena that the teacher initiates and maintains. Classroom engagement

includes verbal, nonverbal, teacher-student interaction, educational and personal characteristics, questions, answers, and feedback. It should be decided on the pedagogical focus in any area of the class in order to comprehend the link between pedagogy and interaction. It is described as language instruction and is a learning activity that can take place at any moment. What the teacher intends and what actually occurs during an educational practice may differ. The following evidences may be utilized to decide the pedagogical emphasis at any time throughout the lesson:

1- In most lessons, the pedagogical focus is presented by the teacher as text-oriented. In most cases it is expressed clearly by the teacher.

2- Nowadays, there is an increasing amount of in-class data, especially with the development of technology. Lesson goals and objectives, which are described in detail, provide the pedagogical focus.

3- The pedagogical focus can also be in interaction.

Other perspective is within corpus-based approach. Although there have been studies on how corpus should be integrated into the classroom, corpus-based language pedagogy (CBLP) has a few study. It can be defined as comprehending how to use corpus use/resources as a teaching method in English language settings (Ma et al., 2021). Despite teacher training in CL has guided teachers to adopt corpora as a learning aid to varying levels, their understanding of the pedagogical uses of corpora in the classroom lags behind (e.g. Naismith, 2017). CBLP refers to the capacity to incorporate corpus linguistics technology into language education in the classroom. Teacher candidates should achieve a particular level of CL in order to conduct corpus searches/analyses and come up with practical suggestions for how to pass on the CL to their students in order to enhance language acquisition through corpora. It can be said that when pedagogical content knowledge is the "missing paradigm" between content teaching and language pedagogy (Shulman, 1986), there CBLP can be considered as a linking point between CL and language teaching pedagogy and contribute a new theoretical foundation on the ways of effective organization at corpus-based training for ESL/EFL teachers by incorporating a variety of state-of-the-art English language teaching activities.

Çalışkan & Kuru Gönen (2018) investigate the perceptions of trainee teacher on corpus-based language pedagogy in vocabulary. They conducted a qualitative study on Turkish EFL contexts and found out that participants have the theoretical knowledge on corpus –based activities they still need a guidance on the pedagogical nature of its application into classroom. Implementing pedagogy in language classes is an issue for teachers no matter how experienced they are and Figure 2. below, provides the intersections of language pedagogy with language education and language

didactics (Nupponen et al., 2019). Language teachers should know which elements to be aplied if they want to have an effective teaching environment covering culture, competencies, strategies and knowledge. These terms compliment each other and should be handled alltogether throughout the interaction.

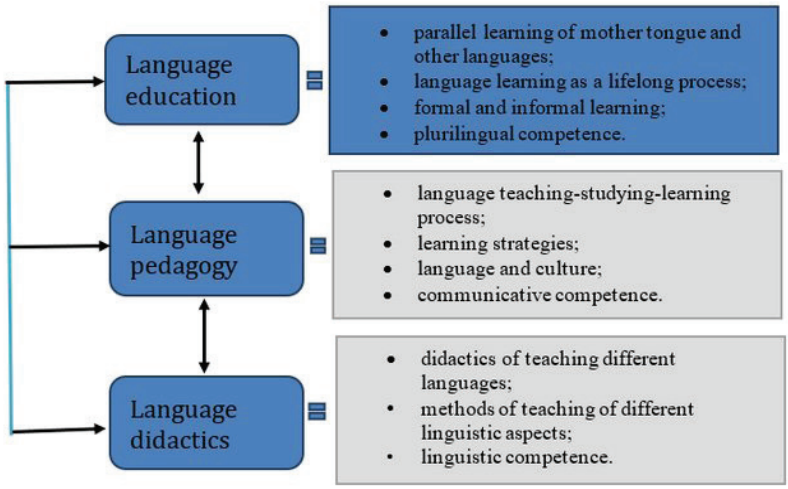

Figure 2. The interrelation of language didactics, language pedagogy, and language educa-tion (adapted from Nupponen et al., 2019)

Diallo & Liddicoat (2014) examines a series of research papers and give a detail view of language pedagogy practices, its place in classroom settings and problems of implementation. the first elements they look in detail are language policy practices and language pedagogy. They concluded that language policies and language pedagogy is both reason and result. Language pedagogy may seem to be in conflict with policies but the main factor in this fallacy is because teachers have the responsibilities to address pedagogy in classroom. Teachers take the majority of responsibility when it comes to the decisions of language policies adopted to pedagogical classroom practices and it is hard to position and control all of it for one practioner in one classroom. Diallo & Liddicoat (2014) emphasizes the professional education planned for teachers and teacher candidates rather than ad hoc individual efforts. All of the pedagogical approaches and groupings mentioned before has evolved recently with the introduction of technology and digital era.

B. Online Language Pedagogy

The complexity of the factors affecting language teaching has found a new subject to be considered with the outbreak of the COVID-19. Even before the outbreak, technology and its elements are tried to be implemented

into language education. It starts with the Computer Assissted Language Learning (CALL) and evolves into Information and Communication Technology (ICT) in language teaching and learning. Adapting technology and its systems into language means making lessons and their content to fit for all students, encouraging individual learning process and having online collaborations with any native in the world (Psoinos, 2021). Reasons for involving into online learning systems can be numerous. Some of the major reasons are to attend the lessons anywhere and anytime compared to traditional classroom environment, the chance of combining work, social and educational life as the way they want, chance of limitless repetition and to record their own development process.(Picciano, 2006). Kozlova (2013) conducted a study on online language pedagogy in the theory of sociocultural approach. She found out that participants becomes partners of task construction using their own styles of learning and attend language formulation processes at different levels with peers. They also take responsibility of their own learning. It seems a fine way to learn a new language when using tehcnology integration. The instructor also have the chance to include the silence students (not attending the lessons when it comes to traditional settings), instructors can record the lesson and also use it for the professional development. In theory, everything seems smooth but for a novice teracher and a teacher who is new to tehcnological skills, adapting a traditional method into a newly formulated settings can be hard (Keengwe & Kidd, 2012).

First there are unrealistic expectations than real hard-core situations to be overcomed. There is a myth that for teachers who is considered as successful in teaching a face-to face classsroom settings, it is easy to jump in and teach online (Davis & Rose, 2007). This idea is not supported any longer. Matruglio (2021) emphasizes the need of professional and ongoing development for teachers. Having different backgrounds and teaching techniques are affecting the knowledge about language (KAL). This indirectly results with different attitudes while teaching a foregin/ second language without considering the pedagogical part of the process. Bozavlı (2021) carried a qualitative analysis and examine the attitude towards online learning environments in the world. The majority of the data were collected from higher institutions of selected regions and they were examined under eight headlines. The first one is attitude towards technolgy and it is found that no matter how developed the country is, the main problem is lack of expertise. The second headline is online education and online activities and strategies are considered under this headline. The main concern is lack of efficacy in learning systems and digital literacy. The unexperienced teachers and time constraints are other issues weakening the online education process. Other main element is geographic

infrastructure. Poor network systems, technological equipment and lack of motivation are examined under this headline. The ideal curriculum design is not satisfactory according to the headline of learning programs' weaknesses. The studies show that the curriculum design is not applied at effective levels. Majority of the students seem satisfied when the content presented in an online setting but many trainers complain on the lack of adequate curriculum under the learning programs headline. The research ınvestigates the skills of communication and the weaknesses are defined on little socialization, absence of interaction with instructors and classroom, the authenticity in the learning envrionment. The last title of the study is on general education policy. Although there is a positive tendency on combining now and future technologies, the main weakness is defined as absence of strategic planning, financial resources and methods. Another study conducted by De Paepe et al. (2017) made a grouping on advantages and disadvantages of the online learning. It is in line with the previous studies. Main advantages can be listed as; flexible time and environment, supoorting autonomy of learners and self-directed and peer-supported individual learning environment. On the other hand the disadvantages are; lack of technical knowledge, equipment, experience and different policies among stakeholders and teachers-learners.

Some studies focus on the requirements of a satisfactory result from using tehcnological elements in lessons (Morgan, 2020; Rasheed et al., 2020; Sim et al., 2021). These can be listed as; ability to effectively operating technology, time management effectively allocated for phases of learning-teaching, having human interaction at online platforms and being able to concentrate on the content and process. These are all required but hard to manage. A trainer should master some skills to be able to manage these steps in lessons. These skills are presented by Hampel & Stickler (2005) with the pyramid figure. It shows a step by step development and efficiency process while mastering online skills.

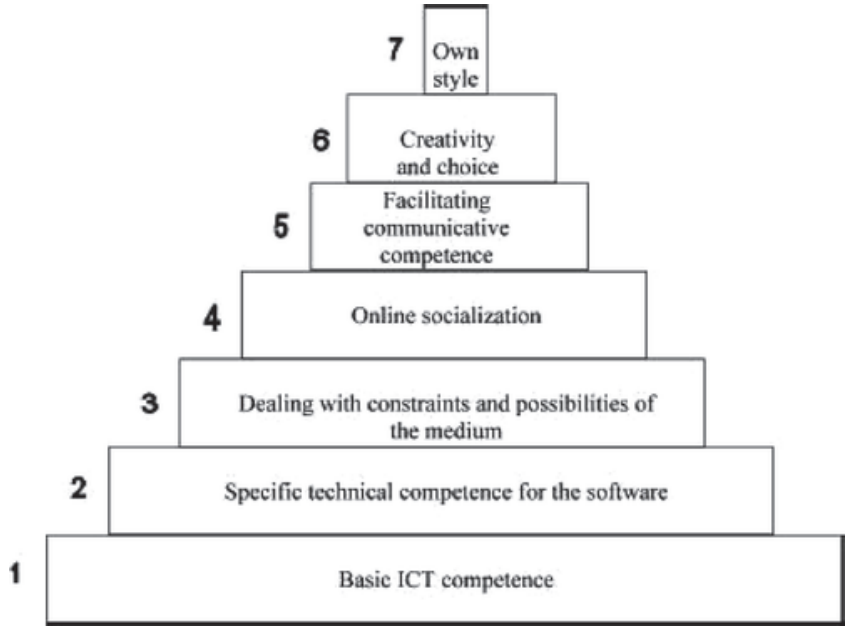

Figure 3. Online language skills to be mastered by teachers

The first and fundamental step of online skills is having the knowledge of "*basic ICT competences*". Ananiadou & Claro (2009) define ICT competencies as integration of digital knowledge, skills and attitudes besides their functional use in lessons. Having positive attitudes towards application of the skills such as collaboration, authentic material, technological planning and usefulness also affects the positive flow of the lesson (Kavanoz et al., 2015; Tondeur et al., 2018). Having the skills of using a specific software is in Level 2. The educational softwares are varied and teachers must know how to use them before using it in classroom. In cultural context Turkish teachers mostly prefer internet, communication and processing texts in teaching a language (Tezci, 2009). Other software types preferred by teachers are multimedia authoring software, presentation software, publishing software and webpage softwares (Neiderhauser & Stoddart, 2001). Level 3 online teachers should be able to cope with the medium's limitations and opportunities. They must maximize the effectiveness of a program by tailoring their teaching resources and subject to it. When engaging with technology, this encompasses the capacity to cope with learners' fear and anxiety (for example, disappointment and frustration) as well as strong positive states (for example, high anticipation of the potential of new media). At Level 4, teachers must be able to foster a sense of belonging in the online classroom. It involves online protocols or protocols that internet users must abide to. The next step of the pyramid is fostering language proficiency. Teachers must be able to encourage

students to speak and socialize as a group in this situation. This can be accomplished through the use of task structure and instructor involvement. Level 5 competencies are related with originality and opportunity. Online teachers must be able to choose relevant content for their students from the many resources accessible online. They can be innovative by modifying resources or assignments to their educational environment or by creating their own online activities. At Level 7, the highest level or zenith of the pyramid, the teacher would have developed his/her unique teaching style by creatively utilizing the materials and establishing a deep connection with her pupils.

The figures and the literature show the importance of online technologies in language teaching and the lack of efficient pedagogical knowledge on the subject matter. Based on these resources, teachers need an upper hand in pedagogical online language practices. supportive activities can be divided into pre-course and during course. The pre-course support phase includes; organizing tutorials or gatherings to make trainers familiar to the software and online language pedagogy. To raise awareness of social and affective aspects in online tutoring, simulation of class and depth introduction of online tools. Teachers are also supported during the course via helpdesk, mentoring systems, collaboration with peers and possible additional training sessions.

In order to do these future researchers can focus on the titles below in the subject of online language pedagogies:

- Need of language teachers at online pedagogies
- Helping tutors to get more information on innovative methods
- Challenges of transition process from face-to-face to online language teaching
- Advantages and disadvantages of online language teaching
- Pre-service and in-service training for online language teaching
- Expectations of students in online language settings
- Intercultural projects and cultural collaborations in online language teaching
- Requirements and skills of the online language teacher
- How to be creative and fruitful in online language teaching
- Online settings and grooup collaboration in online
- Definition of ideal teachers in online platforms: online and offline

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