

Academic Studies in Educational Sciences

EDITOR

DR. A. KADİR SÖNMEZ

gece
kitaplığı

İmtiyaz Sahibi / Publisher • Yaşar Hız
Genel Yayın Yönetmeni / Editor in Chief • Eda Altunel
Editör / Editor • Dr. A. Kadir Sönmez
Kapak & İç Tasarım / Cover & Interior Design • Karaf Ajans

Birinci Basım / First Edition • © MART 2020
ISBN • 978-625-7912-17-4

© copyright

Bu kitabın yayın hakkı Gece Kitaplığı'na aittir.
Kaynak gösterilmeden alıntı yapılamaz, izin
almadan hiçbir yolla çoğaltılamaz.

The right to publish this book belongs to Gece Kitaplığı.
Citation can not be shown without the source, reproduced in any way
without permission.

Gece Kitaplığı / Gece Publishing
Türkiye Adres / Turkey Address: Kızılay Mah. Fevzi Çakmak 1. Sokak
Ümit Apt. No: 22/A Çankaya / Ankara / TR
Telefon / Phone: +90 312 384 80 40
web: www.gecekitapligi.com
e-mail: gecekitapligi@gmail.com



Baskı & Cilt / Printing & Volume
Sertifika / Certificate No: 47083

Academic Studies in Educational Sciences

EDITOR

DR. A. KADİR SÖNMEZ

gece
kitaplığı

İÇİNDEKİLER

CHAPTER 1

EARLY LITERACY

Ayşe DOĞAN, Ayşegül ULUTAŞ KESKİNKILIÇ.....1

CHAPTER 2

EVALUATION OF IMMIGRANT STUDENTS' PROBLEMS WITHIN THE SCOPE OF PERSONAL-SOCIAL GUIDANCE AREA ACCORDING TO THE OPINIONS OF SCHOOL COUNSELORS

Levent YAYCI.....21

CHAPTER 3

COMPARING KEY COMPETENCES OF QUALITY TEACHERS IN TWO COUNTRIES: THE USA AND TURKEY

Derya UYSAL.....45



Chapter 1

EARLY LITERACY¹

Ayşe DOĞAN², Ayşegül ULUTAŞ KESKİNKILIÇ³

1 This work was produced from master's thesis entitled "An examination of the effect of Dialogic Reading on the early literacy skills of children aged five to six".

2 MEB Nene Hatun Preschool, Malatya Turkey, E-Mail: kelesyilmazayse@gmail.com

3 (Assoc. Prof. Dr.); İnönü University Malatya Turkey, E-Mail: aysegul.ulutas@inonu.edu.tr

The preschool education process, which is a meaningful part of early childhood learning, is a period in which the child's multifaceted development is making rapid progress. Particularly progress in language development is one of the most important indicators of development during this period. (Bıçakçı, Er & Aral 2018, Uyanık & Kandır 2010, Yıldız Bıçakçı & Aral 2017, Tercan & Dursun 2015, Özbay & Melanlıoğlu 2008). In preschool pedion, children undergo rapid changes in point of development. Children begin to express themselves better with the development of vocabulary during this period when the basic structure of the mother tongue is formed. These advances in language development, or otherwise, provide information about the child's language development, as well as proof that it is an indicator of mental and social development based on the capacity to use language, which is a means of understanding and explaining. (Bıçakçı, Er & Aral 2018, Özbay & Melanlıoğlu 2008).

While linguists emphasize the importance of developing language skills in early childhood, they point out that the difficulties in acquiring language during this period and the retardation in development will negatively affect the child's later life. (Uyanık & Kandır 2010, Aydoğan & Koçak 2003). With this importance, it comes front one of the aims of preschool education is to enable children to speak correctly and beautifully. Another of the aims of preschool education is to prepare children for Primary School, which basically serves the same purpose as the previous one (MEB 2017). The transition between the two levels of education can also be seen as a worrying process for children and educators, particularly parents. (Winter & Kelley 2008, Şahin, Sak & Tuncer 2003). It is very important that the two levels of education should be compatible and integrated in order to ease worries and to have the success to be achieved from the training. (Çağlar 1992, Akçum 2005). At this point, the

reflections of the content and quality of preschool education on the child, the effects of the child's advanced academic life, are very important. According to scientists, children who gain basic knowledge and skills in an educational environment with a high level of consciousness in preschool period can succeed in their advanced academic life, even if they are disadvantaged and have negative conditions compared to their peers. (Akçum 2005, Albayrak 2000). The quality of the education received in preschool, school and family is important in terms of the process of being ready for school, which is considered very important from a social point of view, and the development of self-confidence related to the advanced learning processes of the child. Whitehurts and Lonigan (1998) have stated that the state of readiness, which they refer to as 'reading preparation', questions What skills children should have before they can benefit from formal reading instruction. Today, these leave the place compared to more traditional approaches to the concept of early literacy, the concept of literacy; reading, writing and speaking (oral language) that is a component of literacy skills, without formal training from an early age, children as a result of the interaction with the environment, simultaneous and developed as an integrated destination. More traditional approaches generally treat writing as secondary compared to reading and focus on the formal teaching required for children to be able to read and write.

Çelenk (2003) has expressed the concept of literacy as the development and maturation of literacy skills by spreading over time and gradually by the influence of written resources around the child in preschool period.

The ability to read, which requires the individual to draw meaning from what is written by associating between symbols and sounds, and the ability to write as a whole, which is mainly dependent on motor skills such as hand-eye coordination and physical development.; the child's experiences as a result of their lives and these symbols begin to learn that the whole

of them can represent living or inanimate beings, events, situations, emotions, etc and gradually develop as a result of the child's experiences in the family or in educational institutions, involving various activities related to reading or writing. (Uyanık & Kandır 2010, Oktay & Unutkan 2003, Karaman & Üstün 2011, Ege 2005, Gül 2007). During book reading activities, children notice a connection between speech and written text in the book. Literacy learning begins with an attempt by children to read an illustrated children's book with their mother (Emre 2017, Dere & Ömeroğlu 2001, Parlakyıldız & Yıldızbaş 2004).

When we look at studies on literacy, it is seen that until recently researchers used the terms "reading and writing" rather than "literacy. The term" literacy " in writing first appeared in the Oxford English Dictionary in 1883 (Gül 2007). Researchers, such as Durkin (1966), Clay (1969), read (1970) and Goodman (1976) pre-school age children's literacy-related behaviors for a while, despite reviews the formal definition of the research area and terms used in early literacy have found a place in literature with Teale and Sulzby's (1986) book 'Evolving literacy: writing and reading', (Whitehurts and Lonigan 1998, Gillen & Hall 2003, Karaman 2013).

Children learn a lot about reading and writing before going to Primary School. In traditional understanding, children acquire some basic skills, such as decoding and comprehension, that form the basis of reading and are associated with the acquisition of writing. These skills that a child must acquire to become literate in the traditional sense are also considered components of evolving literacy. While evolving literacy is based on skills, knowledge and attitudes assumed to be the basis of traditional reading and writing understanding, it represents a wider area with a multifaceted perspective (Whitehurts and Lonigan 1998, Sulzby 1989, Sulzby & Teale 1989, Teale & Sulzby 1986, Emre 2017, 2019).

Prior knowledge and literacy skills required for early literacy skills as described (Whitehurts and Lonigan 1998) and the acquisition of literacy skills by viewing them through natural process of “emergent literacy” approach, embraces the idea that literacy is a process that begins at birth (Gillen & Hall 2003, Karaman 2013). Within this scope of understanding, Mc Laughlin (1998) defines literacy in general as the ability to communicate with visual symbols (Gül 2007).

2.3. Early Literacy Skills

Within the scope of literacy-based studies developed in early childhood, the concept of “early literacy”, which characterizes the literacy development and the literacy skills that are supposed to be acquired, is shown in this period. Lerner (2000) defines early literacy as the child’s early entry into the comprehensive world of words, language, stories, books, poems (Gül 2007).

In the framework of the evolving Literacy Approach, preliminary knowledge, skills and attitudes that are thought to be fundamental to the development of children’s academic skills in later years and affect their school achievement are also referred as early literacy skills (Whitehurts and Lonigan 1998). Early literacy skills are closely related to various areas of development, and these skills are referred to as lexicology, phonological awareness, writing awareness, letter knowledge and comprehension skills. (Kargin, Ergül, Büyüköztürk & Güldenoğlu 2015).

2.3.1. Lexicology

Aktan Kerem, while describing words as the most basic concepts that enable thinking, states that cognitive competence depends on individuals ‘ ability to use words and language and that children’s ability to think determines

the number of words they can use. Cole and Morgan (1975) describe lexical knowledge as the knowledge that a person has in his daily life about words that he or she can give meaning to or make sense when he is reading or listening, and that he uses in sentences he writes and sings (Aktan Kerem 2001, Uyanik 2010).

When children learn their first words, they may not be able to comprehend the exact meaning of the word, but over time, depending on their experience, they embody and begin to use those words while speaking. By the time they reach the age of about four, children can now form complex sentences that fit the rules of grammar and are well arranged. The increase in children's vocabulary depends on the learning of new words as well as the learning of new meanings of learned words (Uyanik 2010, Kandir 2003). Children in preschool will naturally learn new words through interaction in Daily speaking environments and then use them in their own speech in a way that is appropriate to the meaning of the words they have learned. (Karaman 2013, Schickedanz 2004).

Different language skills of children in the process of literacy acquisition are effective and important in different perspectives. Reading, a process of translating visual codes into a meaningful language, involves decoding the letters according to the corresponding sounds and linking those sounds to words, within an alphabetic system in the early stages (Whitehurts and Lonigan 1998). On the other hand, lexicology, is of great importance for meaningful reading, rather than deciphering and voicing the written text. (Whitehurts & Lonigan 1998, Bruner 1986, Mandler & Johnson 1977, Nelson 1988).

McGee and Morrow stated that vocabulary and understanding developed in a mutual way; children who involved in the process of reading books aloud learned more new words and thus became able to understand

complex stories. Listening skills are increased by reading story books to them and by developing attention (Karaman 2013, McGee & Morrow 2005).

Children's books with pictures with rich visuals offer the child the opportunity to relate the text and images in the book, so that the learning of new words is reinforced not only by a semantic explanation, but also symbolically or in terms of usage. (Fryer 2015, Şimşek 2017, Wasik & Bond 2001, Wasik & Hindman & Snell 2016, Farrant & Zubrick 2012).

2.3.2 Phonological Awareness

Phonological awareness is a notion that involves the ability to perceive the similarities or differences of sounds, to create words from sounds and to separate words from their sounds, to distinguish sounds at the beginning, middle or end of words and to derive other words that begin with them. (Karaman 2013, Bennett-Armistead, Duke & Moses 2005).). Ott defines phonological awareness as the ability to understand the formation of the word in line with these relationships by analyzing the sound-letter relationships formed by alphabetic rules. (Kargın, Ergül, Büyüköztürk & Güldenöglü 2015, Ott 1997, Wright & Jacobs 2003).

The skills that Hempenstall says children can gain within the scope of phonological awareness are the following (Karaman 2013, Hempenstall 2003);

- Being aware that words can start with the same voice,
- Being aware that words can end in the same voice,
- Being aware that the sounds in the middle of words may be the same,
- Being aware that sounds can create words,
- Being aware that words can be broken into sounds,

- Being aware that new words can be formed by removing some sounds or some syllables from words,
- Being aware that words can rhyme, and
- Being aware that sentences consist of words.

Research shows that children who are better at distinguishing sounds are faster at learning to read than their peers because this affects their ability to analyze words. This relationship also exists within factors seen as effective in education, such as intelligence, memory, receptive language and socio-economic environment. (Bryant et.al. 1990, MacLean, Bryant &Bradley 1987, Wagner, Torgesen & Rashotte 1994). Moreover, this relationship is reciprocal. So, to the extent that phonological sensitivity is important for learning to read, the ability to learn to read also increases phonological sensitivity (Wagner, Torgesen & Rashotte 1994, Perfetti et. al. 1987). In the perspective of the evolving Literacy Approach, nearly all research on linguistic awareness has focused on phonological sensitivity rather than higher levels of linguistic awareness, based on the fact that ‘words are built from sounds’. Indeed, children with higher phonological awareness are also more likely to have school success (Whitehurts and Lonigan 1998, Juel 1988, Gough & Walsh 1991, Hoover & Gough 1990, Jorm et. al. 1984, Tunmer, Herriman & Nesdale 1988).

2.3.3. Writing Awareness

Writing awareness is the ability of the child to understand the connection of writing with verbal language, its purpose of use, and its formal features. (Karaman 2013, Justice & Ezell 2001). Writing awareness was first conceptualized by Clay in 1960, representing the general condition of children’s understanding of the rules of writing. (Bayraktar 2018). According to Clay,

there are some basic features that written language should have (Clay 2005). In fact, a written language must have a specific reading direction, a special harmony between the symbols and letters in the writing, and a specific order and order to be observed when converting verbal expressions into written text. (Karaman 2013). High awareness of writing, which is the basis for learning to read, also increases the readiness of pre-school children to attend school, and their motivation and therefore their school success increases when they start primary school (Kargin, Ergül, Büyüköztürk & Güldenoğlu 2015, Lomax & McGee 1987, Riley 1996).

Ezell and Justice envisage that writing awareness is gained in five stages. These stages are developed as follows (Çetin, Bay & Akbaba 2014, Ezell & Justice 2005);

1. **Stage;** At the age of two, when the child has just begun to discover writing, they can relate any symbolic figure in the environment to an object or situation, and thus realize that writing contains meaning.
2. **Stage;** At this stage when the child starts to use the book according to the rules of writing, he looks at the book according to the direction of writing, asks for the meaning of writing and is interested in written texts.
3. **Stage;** It is a period in which the purpose of writing and the symbolic elements of writing are realized.
4. **Stage;** In this period when the child uses writing as a means of communication, the child has now started to recognize letters.
5. **Stage;** In this period of increasing phonological awareness, the child realizes that words that

start with the same voice start with the same letter while writing, and associates writing with speech. Illustrated children's books are of great importance in the development of this stage.

2.3.4. Letter Information

The knowledge of letters or alphabets is the ability of children to know the letter names in the alphabet of the society they are in and also to associate the names and symbols of the letters with each other. The child should know that in the development of reading, each letter has a name and a voice in colloquial speech, while making sense that each letter corresponds to a voice (Karaman 2013, Cabell, McGinty & Justice 2007).

Children begin to notice the letters of the alphabet before they start elementary school. What is mentioned here is not that children can name letters, but that they are interested in the symbols and written materials that they often see around them, and they can name them correctly. According to McGee and Morrow, when children learn to write their own names, they realize that these symbols, which seem complicated to them, are called "Letters." They begin to recognize some certain letters by adding meanings to them. For example, some children define the letter "M" as the "M" of the mother. This is because children distinguish letters from each other by making sense of them before they recognize them. Children cannot learn to read and write in the traditional sense without learning the rules of the alphabet (Karaman 2013, McGee & Morrow 2005).

2.3.5. Reading Comprehension Skill

Demirel (1999) describes listening skill as an activity of "being able to understand the message that the speaker wants to give and react to the incoming stimulus", while Jalongo (1995) describes it as "a mental filter, much more

than hearing, to concentrate on the message. (Uyanık 2010).

The ability to understand what is listening is directly proportional to the child's vocabulary. More clearly, the development of vocabulary and comprehension is taking place in an interactive way. For example, in a shared reading event, children learn more new words, and children with more vocabulary information can also understand more complex stories. When listening to a story which is read, the most important behaviors that children show that they understand what they are listening to are making comments about the story or asking questions to the teacher and this is the basis of their ability to understand what they are reading in the future. (Karaman 2013, McGee & Morrow 2005).

REFERENCES

- Aydoğan Y, Koçak N. (2003). Okul öncesi çocukların dil gelişimlerine etki eden faktörlerin incelenmesi. *Milli Eğitim Dergisi*, 159: 76-81.
- Akçum E. (2005). 5-6 Yaş Çocuklarının Yaratıcılık ve Öğrenime Hazır Oluş Düzeylerine Okul Öncesi Eğitimin Etkisinin İncelenmesi. Sosyal Bilimler Enstitüsü, Çocuk Gelişimi ve Eğitimi Anabilim Dalı, Çocuk Gelişimi ve Ev Yönetimi Bölümü. Doktora Tezi, Konya: Selçuk Üniversitesi 2005.
- Aktan Kerem E. (2001). Okul öncesi dönem çocuklarında okuma gelişimi ve okumaya hazırlık programının etkisinin değerlendirilmesi (Yayınlanmamış Doktora Tezi). Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul 2001.
- Albayrak H. (2000). Selçuk Üniversitesi Anaokulu/Anasınıfı Öğretmeni El Kitabı. OkumaYazma Eğitimine Hazırlık Çalışmaları. İstanbul, Ya-Pa Yayınları 2000.
- Bayraktar V. (2018). Okul Öncesi Dönem Çocuklarının Yazı Farkındalığı Becerilerinin Çocuk ve Ebeveyn Değişkenleri Açısından İncelenmesi. *Eğitim ve Bilim* 2018, 43: 196.
- Bennett-Armistead VS, Duke NK, Moses AM. (2005). Literacy and the youngest learner: Best practices for educators of children from birth to 5. Scholastic 2005.
- Bıçakçı MY, Er S, Aral N. (2018). Etkileşimli Öykü Kitabı Okuma Sürecinin Çocukların Dil Gelişimi Üzerine Etkisi. *Kastamonu Üniversitesi Kastamonu Eğitim Dergisi* 2018, 26 (1): 201-8.
- Bryant PE, MacLean M, Bradley LL, Crossland J. (1990). Rhyme and alliteration, phoneme detection, and learning to read. *Developmental Psychology* 1990, 26: 429-438.
- Bruner JS. (1986). *Actual minds, possible worlds*. Cambridge MA, Harvard University Press 1986.

- Çağlar A. (1992). Okul Öncesi Eğitim İlkeleri Işığında 1968 İlkokul Programı Üzerine Bazı Değerlendirmeler. 8. Ya-Pa Okul Öncesi Eğitimi ve Uygunlaştırılması Semineri, İstanbul 1992.
- Çelenk S. (2003). İlkokuma-Yazma Öğretiminde Kuluçka Dönemi/Emergent Literacy Period In Early Reading and Writing. Ankara University Journal of Faculty of Educational Sciences 2003, 36 (1-2): 75-80.
- Çetin ÖŞ, Bay DN, Akbaba SA. (2014). The investigation of developmental characteristics of pre-school children's writing skills. Elementary Education Online 2014, 13 (2): 564-76.
- Constantine JL. Relationships among early lexical and literacy skills and languageliteracy environments at home and school (Unpublished Phd thesis). College of Education University of South Florida. Department of Childhood Education College of Education University of South Florida. USA, 2004.
- Cabell SQ, McGinty AS, Justice LM. (2007). Assessing print knowledge. In KL Pence (Eds.). Assessment in emergent literacy. San Diego, Oxford. Brisbane: Plural Publishing Inc 2007: 327-77.
- Clay M. (2005). An observation survey of early literacy achievement, 2th edition. USA New Zealand, Heinemann 2005.
- Demirel Ö. (1999). Türkçe öğretimi, 1. Basım. Ankara, Pegem Yayıncılık.
- Dere H, Ömeroğlu E. (2001). Okulöncesi Dönemde Fen Doğa Matematik Çalışmaları. Anı Yayıncılık 2001.
- Emre O. (2017). Sesli Kitap Okuma Etkinliğinde, Annenin Kültürel Sermayesinin Çocuğun Okul Öncesi Okuryazarlık Gelişimine Etkisi. Avrasya Uluslararası Araştırmalar Dergisi 5(10): 235-255.
- Emre O. (2019). Literacy-Förderung von Kindern Türkischstaemmiger Mütter in Deutschland (Almanya'daki Türk Annelerin Erken Okuryazarlık

Uygulamalarının ve Çocuklarına Sağladıkları Desteğin İncelenmesi). Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 2019, 29(1):162-77.

- Ege P. (2005). Çocuklarda okuryazarlık gelişimi. İçinde: Seyhun T(Ed.). Dil ve kavram gelişimi. Kök Yayıncılık 2005.
- Ezell HK, Justice LM. (2005). Shared storybook reading. Baltimore MD, Brookes 2005.
- Farrant BM, Zubrick SR. (2012). Early vocabulary development: The importance of joint attention and parent-child book reading. *First Language* 2012, 32 (3): 343-64.
- Fryer S. (2015). Parent-Child Book Reading: Using Home Literacy Units to Foster Language Development in Children who are DHH. Utah State University All Graduate Plan B and other Report 2015.
- Gillen J, Hall N. (2003). The emergence of early childhood literacy. In N Hall, J Larson, J Marsh (Eds.). *Handbook of early childhood literacy*. London, Thousand Oaks, New Delhi, Sage Publications 2003: 3-13.
- Gough PB, Walsh M. (1991). Chinese Phoenicians, and the orthographic cypher of English. In S Brady, D. Shankweiler (Eds.). *Phonological processes in literacy: A tribute to Isabelle Y. Liberman*. Hillsdale, NJ: Erlbaum 1991.
- Gül G. (2007). Okuryazarlık sürecinde aile katılımının rolü. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi* 2007, 8(01):17-32.
- Hempenstall K. (2003). Phonemic awareness: What does it mean. *Education Oasis* 2003: 201.
- Hoover W, Gough PB. (1990). The simple view of reading. *Reading and Writing* 1990, 2: 127-160.
- Jorm AF, Share DL, MacLean R, Matthews R. (1984). Phonological recoding skills and learning to read: A longitudinal study. *Applied Psycholinguistics* 1984, 5: 201-7.

- Juel C. (1988). Learning to read and write: A longitudinal study of fifty-four children from first through fourth grade. *Journal of Educational Psychology* 1988, 80: 437-47.
- Justice LM, Ezell KE. (2001). Word and print awareness in 4- year- old children. *Child Language Teaching and Therapy* 2001, 13: 207- 225.
- Kandır, A. (2003). *Çocuğum büyüyor. İstanbul, Morpa Yayınları* 2003.
- Karaman G, Üstün E. (2011). Anasınıfına Devam Eden Çocukların Fonolojik Duyarlılıklarının Bazı Değişkenlere Göre İncelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 40(40):267-78.
- Karaman G. (2013). Erken okuryazarlık becerilerini değerlendirme aracının geliştirilmesi, geçerlik ve güvenilirlik çalışması. Eğitim Bilimleri Enstitüsü, Çocuk Gelişimi ve Eğitimi Anabilim Dalı, Çocuk Gelişimi ve Eğitimi Bilim Dalı. Doktora tezi, Ankara: Gazi Üniversitesi 2013.
- Kargın T, Ergül C, Büyüköztürk Ş, Güldenoğlu B. (2015). Anasınıfı Çocuklarına Yönelik Erken Okuryazarlık Testi (EROT) Geliştirme Çalışması. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 16(03): 237-68.
- Lomax R, McGee L. (1987). Young children's concepts about print and reading: Toward a model of Word reading acquisition. *Reading Research Quarterly* 1987, 22: 237-56.
- Mandler JM, Johnson NS. (1977). Remembrance of things parsed: Story structure and recall. *Cognitive psychology* 1977, 9(1): 111-51.
- McGee LM, Morrow LM. (2005). *Teaching literacy in kindergarten*. New York, The Guilford Press 2005.
- MacLean M, Bryant P, Bradley L. (1987). Rhymes, nursery rhymes, and reading in early childhood. *Merrill-Palmer Quarterly*, 1987, 33, 255-82.

- MEB (2017). Milli Eğitim Bakanlığı, Temel Eğitim Genel Müdürlüğü. Okul Öncesi Eğitim Programı. <https://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf> 09 Eylül 2017.
- Nelson K. (1998). Language in cognitive development: The emergence of the mediated mind. Cambridge University Press 1998.
- Ott P. (1997). How to detect and manage dyslexia: A reference and resource manual. London, Heinemann Educational Publications 1997.
- Oktay A, Unutkan ÖP. (2003). İlköğretime hazır oluş ve okul öncesi eğitimle ilköğretimin karşılaştırılması, (Ed) Müzeyyen Sevinç. Erken Çocuklukta Gelişim ve Eğitimde Yeni Yaklaşımlar. İstanbul, Morpa Kültür Yayınları 2003.
- Özbay M, Melanlıoğlu AGD. (2008). Türkçe Eğitiminde Kelime Hazinesinin Önemi. Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 5(1).
- Parlak yıldız B, Yıldızbaş F. (2004). Okulöncesi eğitimde öğretmenlerin okuma yazmaya hazırlık çalışmalarına yönelik uygulamalarının ve görüşlerinin değerlendirilmesi. XIII. Ulusal Eğitim Bilimleri Kurultayı 2004: 6-9.
- Perfetti CA, Beck I, Bell LC, Hughes C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. Merrill-Palmer Quarterly 1987, 33: 283-319.
- Riley JL. (1996). The ability to label the letters of the alphabet at school entry: A discussion on its value. Journal of Research in Reading 1996, 19: 87-101.
- Schickedanz J. (2004). The role of literacy in early childhood education. Reading Teacher 2004, 58(1): 86-100.
- Sulzby E. (1989). Assessment of writing and of children's language while writing. In L Morrow, J Smith (Eds.). The role of assessment and measurement in early

- literacy instruction. Englewood Cliffs, NJ: Prentice-Hall 1989: 83-109.
- Sulzby E, Teale W. (1989). Emergent literacy. In R Barr, M Kamil, P Mosenthal, PD Pearson (Eds.). Handbook of reading researc. New York, Longman 1991: 727-58.
- Şahin İT, Sak R, Tuncer N. (2003). Okul Öncesi ve Birinci Sınıf Öğretmenlerinin İlköğretime Hazırlık Sürecine İlişkin Görüşlerinin Karşılaştırılması. Kuram ve Uygulamada Eğitim Bilimleri 2003, 13(3): 1691-713
- Şimşek ZC. (2017). Farklı kitap okuma tekniklerinin 48-66 ay grubu çocuklarının dil gelişimine olan etkileri. Eğitim Bilimleri Enstitüsü, İlköğretim Anabilim Dalı, Okul Öncesi Eğitim Bilim Dalı. Doktora tezi, Denizli: Pamukkale Üniversitesi 2017.
- Teale WH, Sulzby E. (1986). Emergent literacy: Writing and Reading. Norwood, NJ: Ablex 1986.
- Tercan H, Dursun ŞS. (2015). Bebeklik Ve İlk Çocukluk Dönemi Tipik Gelişim Gösteren Çocukların Gelişimsel Özellikleri, (Ed.) Müdriye Yıldız Bıçakçı. Bebeklik Ve İlk Çocukluk Döneminde (0-36 Ay) Gelişim-Duyuların Gelişimi Ve Desteklenmesi. Ankara, Eğitim Kitap.
- Tunmer WE, Herriman ML, Nesdale AR. (1988). Metalinguistic abilities and beginning reading. Reading Research Quarterly 1988, 23: 134-158.
- Uyanık Ö. (2010). Ankara Örneğinde Kaufman Erken Akademik ve Dil Becerileri Araştırma Testi'nin 61-72 Aylık Türk Çocuklarına Uyarlanması. Eğitim Bilimleri Enstitüsü, Çocuk Gelişimi ve Eğitimi Anabilim Dalı, Okul Öncesi Bilim Dalı. Yüksek lisans tezi, Ankara: Gazi Üniversitesi 2010.
- Uyanık Ö, Kandır A. (2010). Okul öncesi dönemde erken akademik beceriler. Kuramsal Eğitimbilim Dergisi, 3(2): 118-34.
- Wagner, R. K., Torgesen, J. K., Rashotte, C. A. (1994). Development of reading-related phonological processing abilities: New evidence of bidirectional causality from

- a latent variable longitudinal study. *Developmental Psychology* 1994, 30: 73-87.
- Wasik BA, Bond MA. (2001). Beyond the pages of a book: interactive book reading and language development in preschool classrooms. *Journal of educational psychology* 2001, 93(2): 243.
- Wasik BA, Hindman AH, Snell EK. (2016). Book reading and vocabulary development: A systematic review. *Early Childhood Research Quarterly* 2016, 37: 39-57.
- Winter SM, Kelley MF. (2008). Forty years of school readiness research. *Childhood Education* 2008, 84(5): 260-66.
- Whitehurst GJ, Lonigan CJ. (1998). Child development and emergent literacy. *Child Development* 1998, 69: 848-72.
- Wright J, Jacobs B. (2003). Phonological awareness and metacognitive strategies to children with reading difficulties: A comparison of two instructional methods. *Educational Psychology* 2003, 18:253-74.
- Yıldız Bıçakçı M, Aral N. (2017). Eğitim Psikolojisi, (Ed.) N Aral ve T Duman. Dil Gelişimi, 1. Baskı. Ankara, Pegem Akademi Yayıncılık.



Chapter 2

**EVALUATION OF IMMIGRANT
STUDENTS' PROBLEMS WITHIN
THE SCOPE OF PERSONAL-SOCIAL
GUIDANCE AREA ACCORDING TO THE
OPINIONS OF SCHOOL COUNSELORS**

Levent YAYCI

1. Introduction

Adaptation to many acute or chronic conditions such as parental loss, divorce, natural disasters, deterioration in health and economic conditions, great frustrations, changing the job, and inability to perceive and assess new information quickly, and exhibiting healthy coping skills in such situations is quite difficult for many people. One of the leading occurrences that affect the adaptation level of immigrants is that they lose their relatives, their property, and the environment they live in as a result of socio-political events in their countries and that they have to immigrate to other regions and countries. Due to the political developments, wars, and economic transformations experienced in countries in the east and southeast of Turkey in the past thirty years, dramatic migratory movements from these countries to different countries, including primarily Turkey, were observed (Taş & Özcan, 2018). For instance, as a consequence of the policies implemented in the face of protests launched in Syria in March 2011 (Boyras, 2015), the neighboring country, Turkey applied “an open door” policy for refugees coming from Syria in six months and provided them with a temporary asylum status. Asylum seekers, who are forced to immigrate, endeavor to hold onto life in a geographical region where they do not know the local language, life, and culture (Harunoğulları, 2016). Indeed, international immigration leads to the emergence of multifaceted adaptation problems in terms of immigrants’ facing various issues and getting used to the order of that place (Akıncı, Nergiz & Gedik, 2015). Also, 6 million of the 13.5 million people directly affected by the war in Syria are children (UNHCR, 2016).

In the process, adaptation difficulties and academic challenges have emerged as noticeable problems in immigrant children (Durgel & Yağmurlu, 2014). The child, who is concerned about shaping their own self

according to the society where they live, enters a complex self-formation process in a society that they have never been familiar with, and this situation forces the child (Levels & Dronkers, 2008). Immigration can make the child face many different situations such as tension, stress, depression, and psychological trauma (Farley, Galves, Dickinson & Perez, 2005; Deniz & Etlan, 2009; Ekici & Tuncel, 2015). Miller and Chen (2003) define the factors affecting the adaptation of immigrant children as culture, traditions, language, the nature of schools, families, communities, prohibitive environment, the presence or absence of resources related to social classes, racism, discrimination, and individual characteristics of immigrants. The biggest problems that immigrant children face in society are identity problems, social and cultural discordance, marginalization, humiliation, exclusion, and so on (Harunoğulları, 2016). The magnitude of the traumas experienced by children before, during and after immigration, and the lack of supportive attitudes and approaches in their home circles and school settings lead to enough risk factors for the development of various psychological difficulties. Harunoğulları (2016) determined that immigrant children coming from Syria to some regions in Turkey were found to be in an effort to adapt to their new environment while maintaining their own culture. The same study pointed out to the importance of parental presence and emphasized that parentless children, who lacked the support, care, love, and protection of their parents, had many developmental, physical, and mental problems. Immigrant children also experience difficulties in their new schools (Kaştan, 2015). In a study conducted on classroom teachers in Turkey, a large majority of teachers (83.0%) believed that these children would not be able to continue their education without any problems (Er & Bayındır, 2015). In the study of Sarıtaş, Şahin, and Çatalbaş (2016), the

school administrators and teachers stated that among the immigrant students enrolled in their schools, Syrian students had the most problems and the main reason was the difficulty in surviving the traumas these children experienced due to the war. While the immigrants have to adapt to the society and culture they live in without leaving their own culture, the responsibility of the country of immigration and its people is to prepare the right infrastructure to achieve a healthy integration (Akıncı, Nergiz & Gedik, 2015).

A large proportion of the children who migrated to Turkey live in regions of Turkey close to Syria, Iraq, and the eastern border of Turkey. Even though these children experience several difficulties mentioned above brought by migration, some conditions such as similarities between their culture and that of the southern cities they settled, less problems relating to language in these neighboring regions, suitable environments for interaction, and the presence of their citizens engaged in business circles in Turkey may contribute to the adaptation process of these children. Giresun province, where the study was conducted, is one of the northern cities of Turkey, and immigrants coming to this region do not initially have the same facilitating factors as those who immigrated to the southeast and east of Turkey. Classroom teachers can better monitor the adaptation and problems of immigrants, especially those in their own class. On the other hand, school counselors are likely to have a more holistic and wider perspective and knowledge due to their interviews with other classroom teachers, conducting personal-social guidance activities for the adaptation of these students, monitoring the development of the students using test and non-test techniques, and providing guidance and psychological counseling services in the face of problems experienced by students, teachers, and parents. The most general purpose of personal guidance

services is to facilitate the “personal” and “social” development of students (Schmidt, 1999). Objectives such as intervening in the desired personal development of students in elementary schools, prevention of mental problems by means of early intervention, and making use of the elementary level, which is a critical period for some positive personal traits make personal-social guidance studies important (Taylı, 2017). Issues such as getting on well with other children, exhibiting mature and age-appropriate behaviors in the group, gaining daily life skills, developing healthy relationships, and following the rules in games and group works are important guidance and psychological counseling issues areas related to personality development in primary school years (Tan & Baloğlu, 2006, Dilekmen, 2014). While school counselors work with classroom teachers to provide orientation and help immigrant children gain life skills, they also try to help other students to develop positive attitudes towards immigrant children and prevent other students from developing negative attitudes and behaviors such as discrimination and exclusion that may result from lack of knowledge and prejudice. Studies conducted by school counselor provide psychosocial support to children and reduce their stress (Nicolai, 2003; Stuecker, 2006). Nevertheless, in a study conducted in Turkey, only nine out of 30 school administrators reported that the guidance and counseling services in their school had been studying with this regard (Levent & Çayak, 2017). For this reason, as a result of the personal observations of school counselors, references to the guidance service, and the techniques applied for recognizing individuals, the determination of “immigrant children’s problems connected to personal-social guidance and the perspectives of other students on immigrant students” is thought to make a contribution to professionals in this field, administrators, experts developing educational policies, and the literature.

Another prediction is that the results of the study could provide a reference framework for the studies that school counselors will prepare on reducing the problems of immigrant children and increasing their adaptation.

This study aimed to evaluate immigrant students' problems connected with personal-social guidance and the perspectives of Turkish students on these students according to the opinions of the school counselors. The immigrant students who were targeted in this study were studying in elementary schools in Giresun province, which is located in the north of Turkey, which is more different from the cities that these students came from in terms of its cultural and climatic characteristics, and which is not on the border of Syria, Iraq, and eastern countries.

For this purpose, the study sought answers to the following questions:

1. What are immigrant students problems connected to personal-social guidance according to the opinions of school counselors?
2. What are the perspectives of Turkish students on immigrant students according to the opinions of school counselors?

2. Materials and Methods

Study Model

The study employed the phenomenological design, which is a qualitative research technique. In the phenomenological design, the phenomena, which is known but not recognized in-depth and in detail, are defined through the experiences of individuals or a group of individuals (Christensen, Johnson & Turner, 2015). The phenomenon investigated in this study includes problems of immigrant students in Turkey related to personal-social

guidance areas and the perspectives of Turkish students on immigrant students.

Study Group

The study group of this research consisted of 34 school counselors who worked in various elementary schools in Giresun province in Turkey and whose schools had immigrant students. The study group was determined using the criterion sampling method of purposive sampling methods. The purposive sampling method is usually practical in explaining cases and phenomena through discovery. In criterion sampling, on the other hand, the phenomena that meet a set of predetermined criteria are studied (Yıldırım & Şimşek, 2016).

Development of the Data Collection Tool

In the first stage of the study, a literature review was conducted to find answers to the following questions: What are the common problems of immigrant primary school students in Turkey? What are the factors affecting the adaptation skills of immigrant students? and What are the studies about immigrant students carried out in the field of guidance and counseling in Turkey and what are the results of these studies? A questionnaire form consisting of two open-ended questions was developed to determine immigrant primary school students' problems related to personal-social guidance and the perspectives of Turkish students on these students based on the literature review and the views of school counselors. The questionnaire form was submitted to the opinions of three academicians from the guidance and psychological counseling field to determine whether the questions were eligible and covered the subject under investigation. The validity of the items was determined by the academicians and the questions were found to be satisfactory.

Data Collection

The study data were collected by semi-structured interview technique, which is one of the qualitative research techniques. The opinions expressed in the interviews were recorded in writing. Interview questions were initially shown to the participants, and they were told that they could use 5-10 minutes to organize and systematize their ideas and that if they wished, they could write down their views to remember them during the interview. During this process, care was taken to ensure that the interviewer and the participant were in the same environment and that the participant did not interact with another person. Upon getting ready, the participant began to express their views. Each session took nearly 5-10 minutes.

Data Analysis

Descriptive and content analysis methods were employed in the analysis of the data. Descriptive analysis, which makes up the first step of the qualitative analysis, is defined as the written expression of the basic features related to individuals, objects, and events (Özdemir, 2010). Descriptive analysis is used to analyze data that do not require in-depth analysis. The content analysis, which aims to examine these data more closely, tries to reach the concepts to explain the data obtained. In the content analysis, the processes of coding the data, finding themes, arranging codes and themes, and defining and interpreting the findings (Şimsek and Yıldırım, 2013) were followed.

Validity and Reliability Studies

To ensure the internal validity in the study, the notes taken were finally read to the participant, and their accuracy was confirmed. Two methods were followed to ensure the internal reliability (consistency) of the

study. Firstly, the codes and themes determined were re-read by the researcher at three different times to ensure consistency. Second, two experts, who were from the field of measurement and evaluation and guidance and psychological counseling, were asked to encode the data and identify themes. After the separate coding and theme determination procedures, the experts determining the codes and the themes and researcher met to compare the codes and themes to test the consistency.

3. Findings

This section presents the findings about the views of the school counselors relating to immigrant students' problems connected with personal-social guidance area, the categories and themes which represent the problems of the immigrant students related to personal-social guidance areas, and the classification of school counselors' opinions about the perspectives of Turkish students on immigrant students. Table 1 presents the views of school counselors relating to immigrant students' problems connected with personal-social guidance area.

Table 1. *The views of school counselors relating to immigrant students' problems connected with personal-social guidance area*

Views	f	%
Communication problems	28	82.32
Orientation	18	52.92
Cultural conflict	10	29.40
Problems of making friends	8	23.52
Exclusion	6	17.64
Violence propensity	6	17.64
Difficulties in obeying the rules	6	17.64
Hygiene problems	3	8.82
Missing their country	2	5.88
Housing problems	2	5.88
Negative parental attitudes	2	5.88

Nutritional problems	2	5.88
Clothing problems	2	5.88

The examination of school counselors' opinions about the problems of immigrant students in the personal-social guidance area indicated that communication (82.32%) and orientation (52.92%) problems were the most often stated views. Cultural conflicts (29.40%), friendship problems (23.52%), exclusion (17.64%), tendency to violence (17.64%) and difficulty in obeying the rules (17.64%) were among the views mentioned by the school counselors. The least frequently reported opinions of the school counselors were hygiene problems (8.82%), longing for their country (5.88%), housing problems (5.88%), negative parental attitudes (5.88%), nutrition (5.88%), and clothing (5.88%). problems.

The opinions of the school counselors about the problems of immigrant students in the personal-social guidance area were evaluated under four sub-themes.

Table 2. *Themes covering immigrant students' problems connected with the personal-social guidance area*

Themes	Sub-dimensions
Socialization Problems	Communication, Exclusion, Making Friendship.
Adaptation Problems	Orientation, Cultural Conflict, Longing for their Countries
Behavioral Problems	Tendency to Violence, Difficulty Obeying Rules, Attitudes of Parents
Problems related to Self-Care and Meeting Basic Needs	Hygiene Problems, Housing Problems, Nutrition Problems, Clothing Problems

As is seen in Table 2, the problems under socialization problems were communication, exclusion, and starting a friendship. According to the teachers' opinions,

communication problems make it difficult for students to socialize. Some of the opinions on communication problems were as follows: K4- *They are unable to express themselves because they do not know the language;* K18- *They are unable to communicate until they learn Turkish;* and K16- *Because they do not know our language well, different studies are needed to help them integrate with other children.* Some of the opinions about exclusion included the following statements: K2- *The negative perspective of society on these children and their families leads to their exclusion;* K11- *They are experiencing exclusion in their classes;* K4- *Their friends do not accept them quickly;* and E1- *Even if they have come here for compulsory reasons, they fear not to be accepted by the people of the hosting country.* Some of the opinions about starting a friendship were as follows: K5- *They have difficulty making friends;* E7- *They are in conflict with other students. They are trying to get themselves accepted, and this prevents them from being preferred as friends;* K18- *They take a strict stance to protect themselves. In the beginning, they keep themselves away from other children.*

According to Table 2, the problems of adaptation included orientation, cultural conflict, and longing for their country. Some of the opinions about orientation were as follows: K19- *As they do not have adequate orientation training, they experience adaptation problems;* K4- *They have difficulty in adapting to a new environment.* Some of the opinions about cultural conflict included the following statements: E6- *They experience a cultural conflict, which prevents their integration with their friends;* K11- *They have difficulty in integrating because they have completely different cultural features;* K17- *They have problems because customs and traditions are different;* K18- *The reactions we traditionally show can mean different things*

to them. Related to longing for their country, E10 and K6 stated similar views: *They miss their own country.*

The themes under behavioral problems were the tendency to violence, difficulty obeying rules, and attitudes of parents. Some of the views on tendency to violence were as follows: E2- *Since they are victims of war, the tendency to violence can be seen in some of them;* and K7- *They are prone to violence;* K13- *Aggression and mobility are generally high in boys;* and K17- *The negative experiences they have caused them to be prone to violence.* Some of the views related to obeying rules included the following problems: K19- *Some of the students whose readiness and levels are not suitable for the classroom do not obey the classroom rules;* K16- *Those who can't adapt to our education system get bored, and engage in other things in class;* and K11- *They don't follow the rules.* Opinions about the attitudes of parents were as follows: K12- *There are students who have been subjected to domestic violence;* and K11- *Their families are not interested enough, they behave irresponsibly.*

As shown in Table 2, problems related to self-care and meeting basic needs were hygiene, housing, nutrition, and clothing problems. Views on hygiene problems were found to be as follows. K7- *Some of them are inadequate in hygiene;* K12- *Some of them are inadequate in hygiene, especially in toilet hygiene;* and K17- *Self-care is not adequate.* An example of the problems related to housing problems included the following view. K8- *Their housing environments are not good.* An opinion on nutrition problems was as follows. K14- *Some of them have nutritional problems due to poor socioeconomic status.* An example of clothing problems included the following view: E10- *Many of them have economic problems. They are unable to meet their basic needs such as clothing.*

Table 3. *Classification of school counselors' views about Turkish students' perspectives on immigrant students*

<i>Views</i>	<i>f</i>	<i>%</i>
Positive views	16	75
Negative views	11	55
Other/Based on the situation	10	50

As seen in Table 3, 75% of the opinions of the school counselors about Turkish students' perspectives on immigrant students were positive, 55% were negative, and 50% were other/based on the situation.

Some of the positive views of school counselors about the perspectives of Turkish students on immigrant students were as follows. E14- *Quite normal; there is no problem; K20- They feel sorry for them; they are trying to help. Then, they accept them into their circles in a short time; K3- They see them as their friends (children do not discriminate). They are doing their best to help them; E10- I see it positive. They don't exclude them. On the contrary, they help. They integrate and play together; and K14- They accept promptly and try to help. They are trying to teach the language.*

Some of the negative views of school counselors about the perspectives of Turkish students on immigrant students included the following statements: K2- *Some of the students exclude immigrant children. They think immigrants will harm them; K17- Self-care and hygiene problems and inability to speak the local language lead to exclusion; E7- In general, it takes time for them to accept the situation because the order in their classes is disrupted; E6- They are not received positively because they cause problems; E3- They are not very good at all. They can be merciless in comparison to their age group; K6- Instead of calling them by their names, some students*

call them as Syrian, Afghan and the like. There are also exclusions due to the language problem.

Some of the views of school counselors about the other/situation-based perspectives of Turkish students on immigrant students included the following statements: K19- *Students' perspectives change. Agreeable children are accepted more quickly compared to disagreeable ones;* E11- *If the immigrant children do not have a behavioral problem (such as violence), they show a positive attitude;* K18: *They exclude immigrant children on their first arrival. Their approach is interrogative. Over time, this decreases, and they see the newcomers like their other friends;* and K16: *Students' perspectives vary by family and environment. They are usually helpful;* K15- *It changes from class to class. Some classes are tolerant, while others are intolerant. The classroom teacher has a significant role here;* K7- *It varies by the attitude of the classroom teacher. They generally accept and help;* and E1- *At first, it is possible to observe attitudes that reflect the perspectives of the family and the teacher. If the family and the teacher look negatively, the child also looks negatively at first. However, after a while, they accept the individual and communicate with the elimination of some of the language problems.*

Conclusion and Discussion

In this study, school counselors stated the problems of immigrant students in the personal-social guidance area as socialization, adaptation, behavioral, and self-care and meeting basic needs. According to the school counselors, the biggest problems of immigrant students were communication and orientation. Inability to communicate also leads to exclusion. The results of the study were consistent with the results of Özkarslı (2014), Şeker & Aslan (2015), Özer, Komşuoğlu & Ateşok (2016), Erdem (2017), and Şimşir & Dilmaç (2017). According

to Townsend & Poh (2008), the language problem is the most common problem among immigrant students. Receiving education in a new language itself is an important source of stress apart from the other problems it may bring (Kirmayer et al., 2011). The language problem makes it difficult for a person to interact with the social environment (Measham et al., 2014). This situation may cause immigrant students to experience loneliness and exclusion (Kirova, 2001). Some excluded students are not able to exhibit more aggressive behaviors in this situation (Yohani, 2010). Learning the language of the local country makes it easier for immigrants to integrate into a new group and become a member of the group (Kulick & Schieffelin, 2004; Toppelberg & Collins, 2010). The primary expectations and demands of the teachers working with immigrant students in Turkey include the solution of the language problem (Gözübüyük Tamer, 2017). It can be predicted that eliminating the language problems of the students may contribute to the development of social skills, self-confidence, social relations, self-esteem, harmony, and hope levels and reduce the behavioral problems seen in the students.

According to school counselors, the second major problem faced by immigrant students was the orientation problem. This finding was in line with the findings of Erdoğan (2014) and Tunç (2015). Separation from one's domestic environment, loneliness, alienation, and seeing oneself worthless affect the individual and cause intense stress (Şahin, 2001; Sarıkaya, 2014). The young age of the students and difficulty in coping with language problems may also make their adaptation difficult. It can be thought that problems arising from the difficulties of the families in meeting the basic needs of their children, high levels of stress among family members, changing and uncertain living standards, and the inadequacy of the social support levels received from the family and the environment may

affect the adaptation process of the children. Especially, the arrival of Iraqi and Afghan families in Turkey include better living conditions, educational opportunities, and transition to the US and Canada according to agreements with the United Nations (Saritaş, Şahin, and Çatalbaş, 2016). Therefore, Turkey is a temporary place of residence for many families. It may be predicted that they do not spend much effort to develop adaptive skills in areas such as the educational system, culture, and lifestyle in Turkey because they are not planning to stay in Turkey and they see Turkey as a transit route.

According to school counselors, some of the students also experience cultural conflict. This finding was in line with the findings of Özyürek, Kapçı, and Yıllancı (2019). The difficulties of immigrants in adapting to a new country and culture and achieving psychological adaptation is one of the problems they may encounter (Chung, Bemak, and Grabosky, 2011). According to the opinions of the school counselors, whether the immigrant students show behavioral problems, whether they obey the classroom rules, and whether they have language, self-care, and hygiene problems are important factors affecting the acceptance of the immigrant students by other students. In a study by Turk et al. (2017), Turkish and Syrian primary school students were found to have difficulty in understanding each other's perspectives and each other's experiences due to language problems. Also, the poor economic conditions of the students may bring about self-care and hygiene problems. As a result, the feeling of exclusion and the lack of the feeling of belonging may be dominant in immigrant children at early ages (Sayın, Usanmaz & Aslangiri, 2016).

The school counselors stating a positive opinion that the immigrant students are accepted by other students reported that local students felt sorry for the immigrant students, were tolerant towards them, tried to help them,

accepted them to their circles in a short time, tried to teach them Turkish, and played games together. This finding was parallel to the findings of the study carried out by Aykırı (2017), who reported that the majority of the students, as stated by the classroom teachers, did not have any problems other than the language problem with the immigrant students, they had a positive relationships, and that they established this positive communication with empathy skills and compassion. Some of the school counselors who expressed negative opinion about the acceptance of immigrant students by other students stated that some students were worried that immigrant students would give harm to them, immigrant students showing aggressive behaviors and swearing caused tension and conflict, and that students kept away from immigrant students because they did not know the language. Teacher attitudes are an important factor in the positive acceptance of immigrant students by their friends. The perspective of the parents also affects the acceptance of immigrant students by their friends. Teachers play an important role in the development of the sense of belonging in immigrant children and their adaptation to the new country (Taylor and Sidhu, 2012). For this reason, teachers should be sensitive to cultural differences in terms of having students benefit from equal education conditions and creating democratic learning environments (Ünlü & Örtten, 2013). Within the scope of the “Supporting the Integration of Syrian children into the Turkish Education System” project, which was signed between the Ministry of Education and the EU Delegation to Turkey in Turkey and carried out between 2016 and 2018, both classroom teachers and school counselors were trained to raise awareness of this issue. Showing agreeableness, staying away from violent behaviors, and obeying the classroom rules are all among important factors in the acceptance of immigrant students by other students. This finding is in line with the finding

of Sarıtaş, Şahin, and Çatalbaş (2016), who reported that some of the immigrant students were prone to violence and exhibited aggressive behaviors.

Reccommendations

To facilitate the adaptation of immigrant students to school and the environment, an orientation program, which is intense at the beginning and which later spreads over a wide period of time, should be provided. Student parents must also be included in this program. The primary objective of the program should be to reduce the stress levels of students and their parents and increase the level of their expectations. In this program, families and children should be allowed to express themselves, their feelings, concerns, and expectations. They should be given information about the education system in Turkey. As of the beginning of the school, student integration should be provided through peer counseling and peer education services, and they should be made to take students who take positive behaviors as a role model. With the contribution of teachers and the immigration office in the province, a festival, where immigrant students can introduce their culture, can be planned. Both immigrant students and the parents of Turkish students can be invited to this activity. School counselors should provide class-level guidance so that Turkish students can empathize with immigrant students, ask questions to reveal students' perception of immigrant students, and correct misconceptions if any. The same studies should be carried out with the parents of students. When immigrant students start school, they should be prepared in advance to let them introduce themselves in front of the class and make a small presentation expressing their expectations from their friends. If possible, home visits should be conducted at least once a year. School counselors should contact relevant institutions and guide immigrant families

about which institutions they can contact for their health, social, and economic problems. To avoid discrimination and the feeling of worthlessness in the students, immigrant students should be taken to educational activities such as hygiene education together with other students. All in all, routine monitoring studies should be carried out considering that adaptation requires a process and that children who initially achieved adaptation may experience other problems over time.


REFERENCES

- Akıncı, B., Nergiz, A., & Gedik, E. (2015). Uyum süreci üzerine bir değerlendirme: Göç ve toplumsal kabul. *Göç Araştırmaları Dergisi*, 1(2), 58-83.
- Boyraz, Z. (2015). Türkiye’de göçmen sorununa örnek Suriyeli mülteciler. *Journal of World of Turks*, 7(2), 35-58.
- Chung, R.C., Bemak, F., & Grabosky, T.K. (2011). Multicultural-social justice leadership strategies: counseling and advocacy with immigrants. *Journal for Social Action in Counseling and Psychology*, 3(1), 86-102.
- Dilekmen, M. (2014). Rehberliğin Başlıca Türleri. Psikolojik Danışma ve Rehberlik içinde. (Ed:Gürhan Can). 15. Baskı. Ankara: Pegem Yayınçılık.
- Deniz, O. & Etlan, E. (2009). Kırdan kente göç ve göçmenlerin uyum süreci üzerine bir çalışma: Van örneği. *International Journal of Human Sciences*, 6(2).
- Durgel, E. & Yağmurlu B. (2014). Türk göçmen ailelerde sosyalleştirme hedefleri ve ana babalık: Okul öncesi döneme detaylı bakış. *Türk Psikoloji Yazıları*, 17(34), 312.
- Ekici, S. & Tuncel, G. (2015). Göç ve insan. *Birey ve Toplum*, 5(9), 9-22.
- Er, A.R. & Bayındır, N. (2015). Pedagogical approaches of elementary teachers for primary refugee children. *International Journal of Social and Educational Science*, 2(4), 175-185.
- Erdem, C. (2017). Sınıfında mülteci öğrenci bulunan sınıf öğretmenlerinin yaşadıkları öğretimsel sorunlar ve çözüme dair önerileri. *Medeniyet Eğitim Araştırmaları Dergisi*, 1(1), 26-42.
- Erdoğan, M.M. (2014). Türkiye’deki Suriyeliler: Toplumsal kabul ve uyum araştırması. Ankara: Hacettepe Üniversitesi Göç ve Siyaset Araştırmaları Merkezi.

- Farley, T., Galves, A., Dickinson, L.M, & Perez, M .J.D. (2005). Stres, coping and health: a comparison of Mexican immigrants, Mexican- Americans and non-Hispanic whites. *J Immigr Health*, 7,,213-220.
- Gözübüyük Tamer, M. (2017). Geçici koruma kapsamındaki Suriyeli çocukların Trabzon devlet okullarındaki durumu. *Göç Dergisi*, 4(1), 119-152.
- Harunoğulları, M. (2016). Suriyeli sığınmacı çocuk işçiler ve sorunları: Kilis örneği. *Göç Dergisi*, 3(1), 29-63.
- Kaştan, Y. (2015). Türkiye’de göç yaşamış çocukların eğitim sürecinde karşılaşılan problemler. *Uluslararası Sosyal ve Eğitim Bilimleri Dergisi*. 2/4, 216-229.
- Kirmayer, L.J., Narasiah, L., Munoz, M., Rashid, M., Ryder, A., & et all. (2011). Commonmental health problems in immigrants and refugees: General approach in primarycare. Canadian Guidelines for Immigrant Health.
- Kirova,A.(2001). Loneliness in immigrant children Implications for classroom practice. *Childhood Education*, 77(5), 260-267.
- Levels, M. & Dronkers, J. (2008). Educational performance of native and immigrant children from various countries of orijin. *Ethnic and Racial Studies*, 31, 1404-1425
- Levent, F. & Çayak, S. (2017). Türkiye’deki Suriyeli öğrencilerin eğitimine yönelik okul yöneticilerinin görüşleri. *Hasan Ali Yücel Eğitim Fakültesi Dergisi*, 14-1 (27), 21-46.
- Measham, T.,Jaswant, G., Rousseau, C., Pacione, L., Blais-McPherson, M., & Nadeau, L. (2014). Refugee children and their families: Supporting psychological wellbeing and positive adaptation following migration. *Curr Probl Pediatr Adolesc Health Care*, 44, 208-215.
- Miller, J. G. & Chen, X. (2003). Immigration and adjustment from a developmental perspective. *International Society for The Study of Behavioural Development*, 2(44), 1-7.
- Nicolai, S. (2003). *Education in Emergencies*. London: Save The Children.

- Özer, Y.Y., Komşuoğlu, A., & Ateşok, Z.Ö. (2016). Türkiye'deki Suriyeli çocukların eğitimi: Sorunlar ve çözüm önerileri. *Akademik Sosyal Araştırmalar Dergisi*, 4(37), 34-42.
- Özdemir, M. (2010). Nitel veri analizi: Sosyal bilimlerde yöntem bilim sorunsalı üzerine bir çalışma. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 323-343.
- Özyürek, A., Kapçı, P.E., & Yılandı, S. (2019). Farklı yaş grubundan bireylerin Türkiye'deki Suriyeli mültecilerin durumu hakkındaki görüşlerinin incelenmesi. *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi [MSKU Journal of Education]*, 6(1), 56-69.
- Sarıkaya, H.S. (2014). Belçika Flaman bölgesi eğitim sisteminde Türk kökenli çocukların yaşadığı temel eğitim sorunların incelenmesi. *Akademik Sosyal Araştırmalar Dergisi*, 8, 246-260.
- Sarıtaş, E., Şahin, Ü., & Çatalbaş, G. (2016). İlkokullarda yabancı uyruklu öğrencilerle karşılaşılan sorunlar. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(1), 208-229.
- Şeker, B. D. & Aslan, Z. (2015). Refugee children in the educational process: A social psychological assessment. *Kuramsal Eğitimbilim Dergisi*, 8(1), 86-105.
- Sayın, Y., Usanmaz, A., & Aslangiri, F. (2016). Uluslararası göç olgusu ve yol açtığı etkiler: Suriye göçü örneği. *KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi*, 18 (31), 1-13.
- Şahin C. (2001). Yurt dışı göçün bireyin psikolojik sağlığı üzerindeki etkisine ilişkin kuramsal bir inceleme. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 21(2), 57-67.
- Şimşek, H. & Yıldırım, A. (2003). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılık.
- Şimşir, Z. & Dilmaç, B. (2017). Yabancı uyruklu öğrencilerin eğitim gördüğü okullarda öğretmenlerin karşılaştığı sorunlar ve çözüm önerileri. *İlköğretim Online*. 17(2), 1116-1134.

- Tan, H. & Balođlu, M. (2006). Psikolojik Danışma ve Rehberlik. Ankara: Nobel Yayın ve Dađıtım.
- Taş, H.Y. & Özcan, S. (2018). Suriyeli göçmen sorunlarının, sosyal politikalar bağlamında analizi. *Uluslararası Emek ve Toplum*, 7(17), 36-54.
- Taylı, A. (2017). Kişisel rehberlik ve psikolojik danışma. Psikolojik Danışma ve Rehberlik içinde. (Ed:Mehmet Güven). 9. Baskı. Ankara: Anı Yayıncılık.
- Townsend, P. & Poh, H.J. (2008). An exploratory study of international students studying and living in a regional area. *Journal of Marketing for Higher Education*, 240-263.
- Tunç, A.Ş. (2015). Mülteci davranışı ve toplumsal etkileri: Türkiye'deki Suriyelilere ilişkin bir değerlendirme. *TESAM Akademi Dergisi*, 2(2), 29-63.
- Türk, F., Kaçmaz, T., Türnüklü, A., & Tercan, M. (2017). Okul psikolojik danışmanlarının penceresinden Türk ve Suriyeli ilkokul öğrencilerinin gruplararası empati deneyimlerinin incelenmesi. *İlköğretim Online*, 17(2), 786-811.
- UNHCR. (2016). The Refugee Agency, Asylum-Seekers, Online available from <http://www.unhcr.org> (19.01.2018).
- Ünlü, İ. & Örtten, H. (2013). Öğretmen adaylarının çokkültürlülük ve çokkültürlü eğitime yönelik algılarının incelenmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, (21), 287-302.
- Yıldırım, A. & Şimşek, H. (2013). Sosyal Bilimlerde Nitel Araştırma Yöntemleri.. Ankara: SeçkinYayıncılık.
- Yohani, S. (2010). Nurturing hope in refugee children during early years of post-war adjustment. *Children and Youth Services Review*, 32(6), 865-873.



Chapter 3

COMPARING KEY COMPETENCES OF QUALITY TEACHERS IN TWO COUNTRIES: THE USA AND TURKEY

Derya UYSAL¹

¹ Instructor Dr. Derya UYSAL, Eskişehir Osmangazi University, School of Foreign Languages, Eskişehir, Turkey, derya.uyosal@ogu.edu.tr

Introduction

Teacher quality is crucial in terms of promoting a nation's competitiveness in the global society and improving student achievement and, which explains why teacher quality is recognized by both researchers and policy makers to be the most powerful school-related factor that impact upon academic performance of students (Akiba, Tendre and Scribner, 2007). Recently, there has been a great deal of interest in measuring teacher quality and the factors leading to its development. Because everyone now understands that teachers make a difference and school administrators are in need of effective teachers who make the difference expected (Winters, Dixon & Greene, 2012; Lasley, Sidentop & Yinger, 2006).

During the past several decades, teacher preparation has been viewed from different perspectives. Teacher preparation programs was first approached as a training program and teaching was viewed in technical and behavioral terms. The researches focused on identifying effective teacher behaviors. The problem with this point of research is the limited body of literature concerning what constituted effectiveness. Then, teacher preparation researches focused on the individuals who both knew the content and how to teach it-i.e. subject and pedagogical knowledge. This body of literature has illustrated the relationship between teacher effectiveness and school context. School and classroom context would influence teacher behaviors and the appropriateness of instructional methods. Through the 1990s, teacher preparation was regarded as a political problem. Policy makers could see that teacher make a difference in student achievement and they have provided school administrators with more power not only to hire effective teachers but also to fire ineffective ones (Lasley, Sidentop & Yinger, 2006).

Despite the consensus on the relationship between student achievement and teacher quality, there is a need for observable characteristics that can be used to identify these effective teachers. In most countries, teaching experience is an indicator of effectiveness and teacher salaries raises depending on the years of teaching experience (Wiswall, 2013). Although the studies exploring the relationship between teacher experience and student learning have found a positive relationship between teachers' effectiveness and their years of teaching experience, this relationship is neither linear nor significant. Results of these studies show that while more senior teachers are typically more effective than inexperienced ones, it appears that benefits of teaching experience levels off after about five years (Darling, 2000). To put it other way, teachers have some gains in effectiveness in the first few years after they enter the profession, but later teaching experience contributes little or nothing to teacher quality (Wiswall, 2013). For this reason, it is necessary for schools to abandon the reliance on experience based-salary or promotion and use pre-defined standards to measure teacher quality and to retain teachers with the highest measured quality.

According to No Child Left Behind Act, the parameters that define a highly qualified teacher are being fully certificated, demonstrating competence in subject knowledge and teaching and possessing a bachelor's degree. For instance, a qualified language teacher has linguistics major, teaching experience of 3 or more years fully certified, and linguistics education major (Akiba, Tendre & Scribner, 2007).

Similarly, Darling (2000) has suggested five variables that are the indicative of teachers' competence. First variable is teachers' academic ability and intelligence. However, some studies confirm that not IQ level of teachers, but their verbal ability is related to achievement

of students. Subject matter knowledge that is the second variable that positively influences student achievement up to some level of basic competence in the subject; however, it becomes less important thereafter. The third variable, knowledge of teaching and learning, may interact with subject matter knowledge to reduce or improve teacher performance. The two determinants of this knowledge are the kind and quality of in-service professional development and pre-service education. Also, continuity of teachers' learning and professional development may matter. Teaching experience, the fourth variable, has an effect on effectiveness in first five years, it appears to level off thereafter, though. Last, certification status is a measure of teacher qualifications that combine both subject and pedagogical knowledge (Darling, 2000).

As the education is context specific, quality teachers need to integrate knowledge of subject matter with context of schooling while engaging students in active learning, making instructional decisions, and reflecting on practice. Parameters that are used to evaluate teacher quality in existing researches are ratings of undergraduate institutions teachers graduate from, teachers' test scores especially in verbal skills and teachers' degrees and coursework. Additionally, teaching experience and teacher race are the parameters that are absent in terms of teacher quality in researches (Wayne & Youngs, 2003).

These suggested measurements may help education authorities or school administrations to decide the teachers to hire and retain. However, they don't show the standards to include in teacher preparation or certification programs.

It doesn't seem so easy to define a set of standards to measure teacher quality, which stems from several reasons. First reason is related to globalization and new factors it introduces to teaching profession. Twenty first century

global context points to new norms teachers need to accept. Instructing in more ethnically diverse classrooms and to children with very unique challenges and needs are two of these new norms (Goodwin, 2010). Second reason is that each country defines qualified teacher differently, because cultural roles and identities attributed to teachers differ across countries. Also, national patterns of school organizations and political issues are other two factors that have an effect on teachers' roles and approaches to teaching (Akiba, Tendre & Scribner, 2007).

Regarding the former reason, Goodwin (2010) puts forward five knowledge domains that can support teacher learning and teaching as he believes that globally competent teachers are required more than covering a set of standards. The first domain that is philosophy of teaching entails teacher believes about teaching. Teaching believes of most teachers come from their prior experience of schooling. However, a teacher should reconstruct his own meaning by benefiting from both his prior experience of schooling and teacher preparation curriculum. Second knowledge domain teachers need to cover is contextual knowledge that entails knowledge of classroom, school, family, community, and also, political, structural, historical and cultural knowledge. The second knowledge domain is beyond subject or instructional strategy and it is needed to examine learners' needs as nested within multiple socio-cultural-economic-political locations. Third knowledge domain is pedagogical knowledge, or knowledge of how to teach. However, teaching preparation programs need to cover knowledge of curriculum, as well. Otherwise, teaching is solely regarded as instructional or implementation model. Sociological knowledge that is the fourth domain is about the skill of responding to diversity. Teachers are required to gain new skills to answer and respect to diversity that results from social changes that impact on schools

and teaching. If they are to teach children who have disabilities, who are from diverse races and ethnicities, and children who are gay, refugees, poor, or lesbian, they have to confront their misconceptions, pre-judgements, and fears. Last, the social knowledge demands teachers to gain such new skills as cooperation, democratic group processes, and conflict resolution (Goodwin, 2010).

Likewise, according to Hopkins & Stern (1996), teacher quality is a great concern to most OECD countries. These concerns result from decentralization and the need to manage classes that are increasingly diverse in terms of linguistic, ethnicity, and cultural backgrounds. These new demands and challenges yields to new knowledge and skills quality teachers must gain. Quality teachers are defined as having a strong commitment to improve student performance, to help them learn, and to increase their self-confidence. Also, quality teachers have a feeling of affection towards children, which creates a positive attitude towards learning. Additionally, they know their staff and how to teach it, which is called subject specific didactics and this domain entails knowledge of curriculum, as well. In addition to an array of tactics for teaching particular concepts, a quality teacher needs to develop a theoretical and practical understanding of different pedagogical models and philosophies from which he can select at appropriate times. Collaboration with other teachers to improve student learning and reflecting on what they do to develop their own philosophies of teaching and learning are the last two skills quality teachers should adopt (Hopkins & Stern, 1996).

The body of research reveals the relationship between student performance and teacher characteristics. Commonly used indicators to measure teacher quality are qualifications, experience and tests of academic ability. However, despite being vital to student learning, some teacher characteristics are harder to measure. These

characteristics are the ability to collaborate with colleagues and parents, to create effective learning environments for different types of students; to convey ideas in clear and convincing ways; to be enthusiastic and creative, and to foster productive teacher-student relationships (OECD, 2005).

Turkish Ministry of Education has been working on teacher competences that defines key characteristics of a quality teacher since 2006. The teacher quality standards present a frame to teachers who have a desire to reflect on their professional competences, to researchers and teacher trainers who design and develop teacher preparation and in-service programs and determine the needs of teachers or teacher candidates, and to policy makers who decide the key competences of teachers to be hired at schools of ministry of education. The standards updated in 2017 entails three competence fields, 11 competences under these 3 fields and sixty-eight indicators associated with the competences (MEB, 2018). The standards were determined by General Directorate of Teacher Training and Development within the project titled “the project for supporting the basic education”. The commission determining the standards included teachers, academicians, and assessment and assessment and evaluation experts (TEDP, 2006).

Similar to the policy in Turkey, in the USA, current perception of teacher knowledge emphasizes the principles or standards of practice that new teachers must fulfill (Goodwin, 2010). The National Board for Professional Teaching Standards (NBPTS) was founded in 1987 in order to improve the quality of teaching and learning by proposing high and rigorous standards for what quality teachers should know and be able to do and by certifying teachers who meet these standards. What teachers should know and be able to do constitutes of five propositions that together, form the basis of all National Board standards.

A distinguishing hallmark of the proposed standards is that they were first written in 1989 and last updated in 2005 with the contribution of 700 teachers. To put it other way, how the revisions were made is as important as the revisions themselves because those who are in the profession have determined what its members must know and do (NBPTS, 2016).

This comparative education study aims to provide a comprehensive analysis of key characteristics of quality teachers in two different countries that are Turkey and the USA. The teacher competences defined by Turkish Ministry of Education are compared with the core propositions defined by NBPTS (2016) in line with the aim of the study. There are two reasons why teacher competences used in the USA was compared with the competences in Turkey. First, findings of the researches strongly support that National Board Certification (NBC) succeeds in identifying highly effective teachers and it can be used to detect and reward high quality teachers (Cavalluzzo, 2004; Akiba, Tendre & Scribner, 2007; Darling, 2000). Also, the USA is one of the countries included into the comparative study carried out by OECD (2005) in order to reveal the differences and similarities between teacher policies and practices in the twenty-five countries, so it is proved that the USA share some common policy directions with other OECD countries.

Method

This study presents the results of a comparative education study on quality teacher standards. The comparative education studies aim to examine particular topic or phenomenon in the formation of two or more countries (Khakpour, 2012). Comparative education studies can be conducted in all the areas that fall within the field of education. Areas comparative education studies cover are as follows: locations, systems, education

policies, curricula, teacher education and professionalism and so on. The classic approach to comparative education comprises country- or systems-based comparisons, usually in the form of a two-location study (Adamson, 2012). This comparative education study aims to compare an educational phenomenon that is teacher quality standards that reflect key characteristics and competences of quality teachers in the two countries, the USA and Turkey.

Results

The examination of the standards in the two countries reveal some similarities and differences. Teacher competences proposed by Turkish Ministry of Education (TEDP, 2006) and five core propositions suggested by NBPTS (2016) are compared in this section. The table-1 demonstrates the key competences of quality teachers according to NBPTS (2016) and (TEDP, 2006).

Table 1 Key competences of quality teachers according to NBPTS (2016) and (TEDP, 2006).

Turkish Ministry of Education	NBPTS (The USA)
A-Personal and professional values and professional development	Core Proposition-4: Teachers think systematically about their practice and learn from experience
B-Knowing students well	Core Proposition-1: Teachers are committed to students and their learning
C-Learning and teaching processes	Core Proposition-3: Teachers are responsible for managing and monitoring student learning
D-Monitoring and assessing student learning	
E-Relationships with school, parents and guardians and community	Core Proposition-5: Teachers are members of learning communities

F-Curriculum and content knowledge

Core Proposition-2: Teachers know the subjects they teach and how to teach those subjects to students

As seen in the table-1, the key characteristics of quality teachers proposed by the two countries match to a great extent. The first competence field proposed by the Turkish Ministry of Education is “A-Personal and professional values and professional development” (TEDP, 2006) and the competences under this competence field are parallel to the first core proposition put forward by NBPTS (2016) that is “teachers are committed to students and their learning”. Also, the second competence field proposed by Turkish ministry of education presents competences consistent with the ones emphasized in the first core proposition of NBPTS. The second competence field proposed by Turkish ministry of education is “B-Knowing students well” that entails following competences: understanding how students develop, caring needs and interests of students, valuing students and guiding students (TEDP, 2006). Likewise, the first core proposition of the NBPTS include following competences: Teachers understand how students develop and learn, teachers know their mission transcends the cognitive development of their students, teachers recognize individual differences in their students and adjust their practice accordingly, and teachers treat students equitably (NBPTS, 2016). Similarly, in the first core proposition of NBPT standards, it is expressed that accomplished teachers believe that all students can learn and meet high standards (NBPTS, 2016), which is the second competence under the first competence field in teacher competences (TEDP, 2006).

Obviously, according to both set of standards, quality teachers are aware of students’ individual differences and the reasons of these differences. According to Turkish

teacher competences, accomplished teachers are aware of interests, needs and individual differences of their students and they take necessary precautions to support their learning. In order to adjust their practice accordingly, teachers may arrange seating of classroom according to student needs and interest. Also, they should take needs of students into consideration while determining assessment and evaluation processes, as well as teaching and learning processes according to Turkish teacher competences. Additionally, teachers should respect learning needs, experiences, differences and preferences of students and value them as individuals. Teachers need to be aware of cognitive, social, psychological, physical, linguistic, emotional, cultural features of their students and treat them accordingly. Last, teachers should guide students to discover their weaknesses and strengths and motivate them to raise their self-esteem (TEDP, 2006).

Similarly, according to NBPTS (2016), individual differences of students may be related to physical, mental, emotional and social differences between students. In addition to these, students bring the classroom different language practices and proficiency levels that may stem from their social and academic context. Therefore, an accomplished teacher makes an extensive evaluation of students to know them well. In addition to gaining knowledge specific to students, accomplished teachers know a variety of learning development theories and consult them when necessary. Significantly, accomplished teachers recognize that students possess a wide range of aptitudes and abilities in a multi-cultural world and they use everything to develop strategies that respond to their students' different backgrounds, using diversity to enrich the learning environment. Besides, NBPTS recognizes that failure is a natural part of learning process and they motivate students to question and to cope with problems they encounter. They pay equal share of attention to all

students, but they treat them equitably by responding to differences among students, avoiding favoritism and countering potential inequalities. Last but not least, teachers should model all these behaviors to help students advocate for themselves in the classroom and community (NBPTS, 2016).

Another field both set of standards recognize as characteristic feature of accomplished teacher is professional and personal development. The first competence field proposed by the Turkish Ministry of Education is “A-Personal and professional values and professional development” (TEDP, 2006) and the competences under this competence field are parallel to the fourth core proposition put forward by NBPTS (2016) that is “teachers think systematically about their practice and learn from experience”. According to Turkish teacher competences, a quality teacher makes an effort to develop personally and professionally. Regarding the professional and personal development, competences of a quality teacher are as follows: self-evaluation, making an effort for personal development, pursuing and contributing to professional development activities, and pursuing regulations and laws about teaching profession and behaving accordingly (TEDP, 2006).

According to Turkish competences, personally and professionally developing teachers have the ability to criticize, analyze and reflect on in-class and extracurricular activities and they are open to innovations. Also, they have conscious awareness of the components of personal and professional development that are critical thinking, problem solving, effective communication, and aesthetics. Moreover, quality teachers are eager for pursuing and taking part in the professional development activities such as in-service trainings, seminars, meetings conferences. They could read and study the body of literature as to the teaching profession. Additionally, they

are well-informed about the rules, obligations and rights of teaching profession and behave accordingly. Besides, quality teachers are aware that personal and professional development advance school and school community. They cooperate with school staff and school community to turn school into a community center. Last, they value national and universal heritages, support democracy and respect humanity (TEDP, 2006).

Consistent with Turkish competences, NBPTS (2016) confirms that teaching profession requires practitioners that remain open to, dedicated to and eager for pursuing continuous growth. As the practitioners of teaching profession is marked by an evolving and expanding body of research, they are obliged to be lifelong learners. Because they make difficult decisions that test their professional judgement. It is necessary for teachers to meet conflicting objectives and to satisfy diverse parties. Also, teachers may encounter situations that cause them to modify their goals and instructional plans based on reflection. Although the decisions taken by accomplished teachers in such situations may vary, the decisions will be grounded in established theories and reasoned judgement born of experience. Second, teachers use research results and feedback to positively impact student learning and improve their practice. Accomplished teachers develop strategies to get feedback from a range of such stakeholders as colleagues, administrators, students and their families. Resultantly, they reflect meaningfully on their pedagogical choices and improve practices. They take advantage of professional development opportunities such as digital learning experiences, seminars, workshops, and conferences. Their dedication to and enthusiasm for continued professional development distinguishes accomplished teachers from their counterparts and they are models of thinking, reasoning, tolerance, love of learning, open-mindedness, problem solving, and inquiry

for students. Last, accomplished teachers appreciate cultural and intellectual heritages of their own society and they respect human diversity and dignity (NBPTS, 2016).

Besides, both set of standards demonstrate that quality teachers manage and monitor student learning. The third competence field, “C-Learning and teaching processes”, proposed by Turkish ministry of education are about teacher competences as to managing student learning while the fourth competence field, “D-Monitoring and assessing student learning”, is about assessment and evaluation processes (TEDP, 2006). Similarly, the fourth core proposition put forward by NBPTS (2016) show that teachers are responsible for managing and monitoring student learning.

Regarding the competence field “C-Learning and teaching processes” (TEDP, 2006), teachers, first, make lesson plans that are student-centered and that are consistent with the objectives of curriculum for gifted children. Second, quality teachers benefit from available sources to prepare effective teaching materials and they take student needs and interests into consideration while preparing them. Third, in cooperation with students, they arrange learning environments that are appropriate to students’ physical and psychological condition. Fourth, quality teachers prepare extracurricular activities addressing to age level of students and objectives of curriculum. Fifth, they try to address to individual differences while making lesson plans. Sixth, quality teachers manage time effectively to attain objectives of curriculum during lessons and guide students to use time effectively after lessons. Last, they prepare a non-threatening and comfortable learning environment where students express their ideas freely, manage their thoughts and feelings and gain awareness about their own rights and rights of other people (TEDP, 2006).

The competence field “D-Monitoring and assessing student learning”, demonstrate that quality teachers take precautions to assess and evaluate student learning. First, they make effective assessment plans to monitor student learning. Second, they select and use diverse assessment and evaluation techniques that are appropriate to student needs. Third, they analyze results of the assessment processes in order to diagnose strengths and weaknesses of students and provide students with feedback as to their learning. Last, quality teachers benefit from the results of the assessment and evaluation processes to revise learning and teaching processes and make necessary modifications (TEDP, 2006).

Likewise, according to NBPTS (2016), accomplished teachers are responsible for managing and monitoring student learning because they maintain high expectations for all students and they view themselves as facilitators of student learning, helping them reach their full potential. First, teachers call on multiple methods so as to meet their instructional goals. Instructional strategies of accomplished teachers are informed by their subject-matter and students, professional knowledge significantly guides their practice, though. They can use and select different strategies, either traditional or innovative, to improve student learning in line with the dynamics of the classroom. Also, they know how to respond to different groups of students. The learning environments they manage may consist of either a small group of students or crowded classes with students from different age groups. Additionally, they value student engagement and know how to capture attention of all students in classroom and immerse them in the learning process so they pay significant attention on developing strategies to promote student interest and motivation. Last, accomplished teachers regularly assess student learning as well as student engagement. As they bear considerable responsibility for

students, they assess effectiveness of learning activities they design and learning experiences students go through. They continuously monitor the progress of their students as a whole and individually. They are aware that individuals may not learn the same things and proceed at the same pace, but they are dedicated to ensuring that all students reach their full potentials (NBPTS, 2016).

Developing and maintaining relationships with school community that constitute of colleagues, families and school community is another key characteristic of quality teachers according to both set of standards. The fifth competence field proposed by the Turkish Ministry of Education is “E-Relationships with school, parents and guardians and community” (TEDP, 2006) and the competences under this competence field are consistent with the fifth core proposition put forward by NBPTS (2016) that is “teachers are members of learning communities”.

According to the competences proposed by Turkish ministry (TEDP, 2006), quality teachers are well-informed about socio-cultural, economical and natural features of the school district and they encourage families and school community to contribute to teaching and learning process and to advance school. Competences such teachers have are as follows: being well informed about characteristic features of school district and being sensitive to the problems of the school district and community, benefiting from the facilities of school district to advance school and learning of students, planning and doing activities to turn school into a center of culture, devoting a great deal of effort to get informed about the cultural and socio-economical characteristics of the students’ parents and informing them about the progress and development of children, and cooperating with parents to advance student learning.

Like the competences proposed by Turkish ministry (TEDP, 2006), NBPTS (2016) shows that quality teachers are members of learning communities because they reach beyond the boundaries of classrooms to engage wider community of learning. Accomplished teachers interact with local, state, national and global groups in person or via technology in order to benefit from a broad range of professional knowledge so that they significantly contribute to school quality and student learning. To fulfill these aims, accomplished teachers need to have some competences. First, they collaborate with their colleagues to improve school effectiveness. The functions advocated for creative and proactive roles involve participating in policy decisions fundamental to the development of learning communities, analyzing and constructing curricula, coordinating instruction and contributing to professional development of staff. Second, accomplished teachers work in cooperation with families. They communicate regularly with students' parents and inform them about challenges and accomplishments of children, listen to their concerns, respect their views and respond to their questions. Last, teachers work collaboratively with the community. Accomplished teachers see local community as a resource and they use it to enrich lessons, projects, and study topics. They explore the concept of culture within their communities and the influence of social norms on children (NBPTS, 2016).

Despite the considerable similarity in terms of the key characteristics of quality teachers, the quality standards of teachers in the two countries differ to some extent. The last competence field proposed by the Turkish Ministry of Education is "F-Curriculum and content knowledge" (TEDP, 2006) that include key competences that do not correspond to any of the five propositions of NBPTS (2016). Regarding the last competence field, a quality teacher is well-informed about the principles and goals

of Turkish Education and reflect the principles on his practices. Also, accomplished teachers are well-informed about the principles of curriculum for gifted children. They take the needs of gifted children into consideration while organizing learning environment and experiences. Additionally, they monitor the progress of the gifted children. Last, they are able to contribute to the studies of designing and developing curriculum for gifted children (TEDP, 2006).

Unlike the teacher competences prepared by Turkish Ministry of education, NBPTS (2016) recognize the subject and pedagogical knowledge as one of the five core propositions. The second core proposition of the NBPTS (2016) is “Teachers know the subjects they teach and how to teach those subjects to students”. Concerning the second proposition, accomplished teachers is committed the subject matter they teach. First, they appreciate how knowledge in their subjects is created, organized, and linked to other disciplines and they use rich, complex subject matter to promote student learning across developmental stages. Second, they command specialized knowledge of how to convey a subject to students. They have pedagogical knowledge insight necessary to communicate subject matter effectively and impact students significantly.

Discussion and conclusion

A majority of discussions on education policies focus directly or indirectly on the roles of teachers as teachers are central to any consideration of schools. Evidently, teachers play a fundamental role in determining school quality yet there remains little consensus among researchers on what constitutes a good teacher (Hanushek & Rivkin, 2006). Improving schools are curricula for countries because they are seeking to respond better to higher social and economic expectations. Teachers are the most significant

and costly resource in schools. They are central to school improvement efforts, as well. Schools need to ensure that competent people have a desire to work as teachers, that they have high quality teaching, and that all students can access to the high quality instruction (OECD, 2005). To put it other way, schools need to hire quality teachers to guarantee school quality and student achievement.

The body of literature as to teacher quality suggests some parameters that determine the key characteristics of quality teachers that are certifications and obtaining a bachelor's degree (Akiba, Tendre & Scribner, 2007; Wayne & Young, 2003), competence in subject knowledge and teaching (Akiba, Tendre & Scribner, 2007; Darling, 2000; Wayne & Young, 2003), knowledge of teaching and learning (Darling, 2000), opportunities for professional development (Darling, 2000), intelligence of teachers (Wayne & Young, 2003; Darling, 2000) and teaching experience (Wiswall, 2013).

According to results of the study carried out with twenty-five OECD countries (OECD,2005), teacher quality is the single most important school variable influencing student achievement and there is a positive relationship between the measured teacher characteristics and student performance. Despite the major differences, OECD countries share some common policy directions that improve quality of education. These directions are as follows: Emphasizing teacher quality over teacher quantity, developing teacher profiles to align teacher development, performance and school needs, viewing teacher development as a continuum, making teacher education more flexible, and providing schools with more responsibility for teacher personnel management (OECD, 2005).

Key characteristics of quality teachers vary across countries. Competences of qualified teachers are defined

differently in different countries because not only cultural roles and identities of teachers but also national patterns of school organization and political parties affect teachers' roles and approaches to teaching (Akiba, Tendre & Scribner, 2007). Examination of teacher competences effective in determining quality teachers may lead the teacher preparation and development policies in different countries.

Thus, this comparative education study aims to provide a comprehensive analysis of key characteristics of quality teachers in two different countries that are Turkey and the USA. The results indicate that characteristics of quality teachers in two countries match to a great extent. According to both set of standards, accomplished teachers share some key characteristics that are knowing students well and attaching greatest importance to individual differences of students, being open to professional development, managing learning process and assessment process effectively and collaborating with colleagues, parents and community to improve students' learning and turn schools into a learning center.

Despite the great similarity, the competences defined by the two countries are different in several ways. First, although the NBPTS (2016) puts an emphasize on "subject knowledge and how to teach it" in the proposition-2, there is not a separate competence filed for subject knowledge among Turkish competences. However, the need for a good subject knowledge is emphasized in the two competence fields that are A-Personal and professional values and professional development and F-Curriculum and content knowledge. Second, planning, managing and assessing the learning process of gifted children is one of the key competences of accomplished teachers according to the last competence field, F-Curriculum and content knowledge, of Turkish competences. However, NBPTS

does not mention the learning process of gifted children in a detailed way.

Last, according to Turkish competences, a quality teacher is well-informed about the principles and goals of Turkish Education and reflect the principles on his practices. However, NBPTS doesn't recognize the national principles as a key competence of accomplished teacher. In The USA, states differ greatly in the extent to which they invest in teacher learning. States differ in the levels they allocate to preservice and in-service teacher education, in the standards they apply to teacher education institutions and schools, in the types and extent of professional learning opportunities (Darling, 2000). Therefore, it doesn't seem possible to find a common frame of educational principles used by all states in the USA.

REFERENCES

- Adamson, B. (2012). International comparative studies in teaching and teacher education. *Teaching and teacher education*, 28(5), 641-648.
- Akiba, M., LeTendre, G. K., & Scribner, J. P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher*, 36(7), 369-387.
- Cavalluzzo, L. C. (2004). *Is National Board Certification an Effective Signal of Teacher Quality?*. CNA Corporation.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of State policy evidence. *Journal of Education Policy Analysis*, 8(1), 88-114.
- Goodwin, A. L. (2010). Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching. *Teaching Education*, 21(1), 19-32.
- Hanushek, E. A., & Rivkin, S. G. (2006). *Teacher quality. Handbook of the Economics of Education*, 2, 1051-1078.
- Hopkins, D., & Stern, D. (1996). Quality teachers, quality schools: International perspectives and policy implications. *Teaching and teacher education*, 12(5), 501-517.
- Khakpour, A. (2012). Methodology of comparative studies in education. *Contemporary Educational Researches Journal*, 2(1), 20-26.
- Lasley, T. J., Siedentop, D., & Yinger, R. (2006). A systemic approach to enhancing teacher quality: The Ohio model. *Journal of Teacher Education*, 57(1), 13-21.
- MEB (2018). Retrieved from <https://oygm.meb.gov.tr/www/ogretmenlik-meslegi-genel-yeterlikleri/icerik/39> on 04.01.2020
- National Board for Professional Teaching Standards (NBPTS). (2016). *What Teachers Should Know and Be Able to Do*. National Board for Professional Teaching Standards

- Organisation for Economic Co-operation and Development, Santiago, P., & Source OECD. (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. OECD PUBLISHING.
- Temel Eğitime Destek Projesi (TEDP) (2006). *Öğretmenlik Mesleği Genel Yeterlikleri* (Rapor). Ankara.
- Winters, M. A., Dixon, B. L., & Greene, J. P. (2012). Observed characteristics and teacher quality: Impacts of sample selection on a value added model. *Economics of Education Review*, 31(1), 19-32.
- Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational research*, 73(1), 89-122.
- Wiswall, M. (2013). The dynamics of teacher quality. *Journal of Public Economics*, 100, 61-78.