

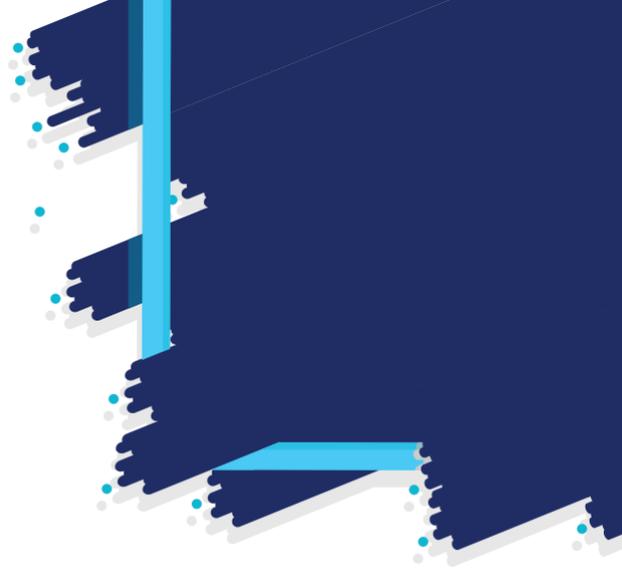


# New Horizons in Educational Sciences

2019

**Editor**

Dr. Öğr. Üyesi Muhammet Baki MİNAZ



# New Horizons in Educational Sciences

**İmtiyaz Sahibi / Publisher •** Gece Kitaplığı  
**Genel Yayın Yönetmeni / Editor in Chief •** Doç. Dr. Atilla ATİK  
**Editör/Editor •** Dr. Öğr. Üyesi Muhammet Baki MİNAZ  
**Kapak & İç Tasarım / Cover & Interior Design •** Didem S. KORKUT  
**Sosyal Medya / Social Media •** Arzu Betül ÇUHACIOĞLU

**Birinci Basım / First Edition •** ©EKİM 2019

**ISBN •** 978-605-7749-99-4

© **copyright**

Bu kitabın yayın hakkı Gece Kitaplığı'na aittir.

Kaynak gösterilmeden alıntı yapılamaz, izin  
almadan hiçbir yolla çoğaltılamaz.

Gece Akademi Gece Kitaplığının yan kuruluşudur.

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**

**ABD Adres/ USA Address:** 387 Park Avenue South, 5th Floor,  
New York, 10016, USA

**Telefon / Phone:** +1 347 355 10 70

**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  
+90 555 888 24 26

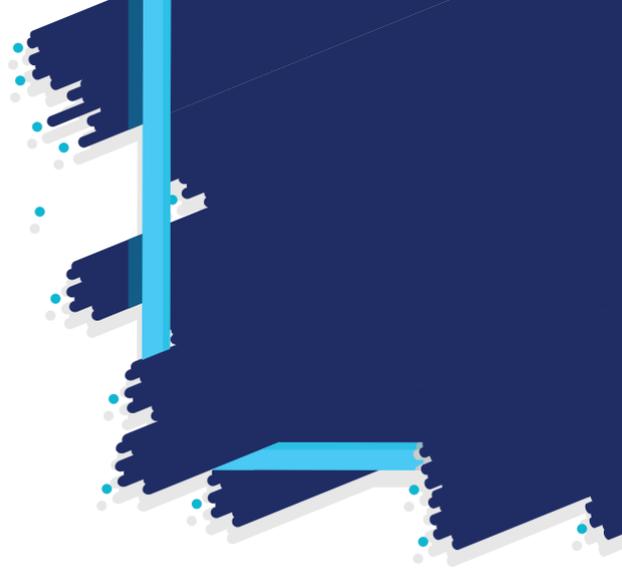
**web:** [www.gecekitapligi.com](http://www.gecekitapligi.com)

**e-mail:** [geceakademi@gmail.com](mailto:geceakademi@gmail.com)



**Baskı & Cilt / Printing & Volume**

**Sertifika / Certificate No:29377**



# New Horizons in Educational Sciences



# **CONTENTS**

## **CHAPTER 1**

A QUALITATIVE OVERVIEW ON THE  
OPINIONS OF PRESCHOOL TEACHERS ON  
THE BOARD GAMES-BASED COGNITIVE  
EDUCATION PROGRAM

Bengü TÜRKÖĞLU, Mustafa USLU..... 7

## **CHAPTER 2**

INVESTIGATION OF UNIVERSITY  
STUDENTS' THOUGHTS TO CLIMATE  
CHANGE BY USING CLUSTER ANALYSIS

Ebru BAKAÇ ..... 53

## **CHAPTER 3**

DEVELOPMENT OF “HEARSEESAY” SCALE

Gülfidan AYTAŞ, Şaban KÖKTÜRK..... 71

## **CHAPTER 4**

RISE OF THE DIGITAL NATIVE TEACHERS  
IN NEW MILLENNIUM

Mehmet Can SAHİN..... 105

## **CHAPTER 5**

A META-SYNTHESIS STUDY ON  
THE HISTORY EDUCATION STUDIES  
CONDUCTED

IN TURKEY ON THE TURKIC REPUBLICS

Mehmet ELBAN ..... 135

## **CHAPTER 6**

### **EFL CURRICULUM REVISION IN TURKEY: A STUDY ON KEY COMPETENCES**

Reyhan AĞÇAM ..... 153

## **CHAPTER 7**

### **VARIOUS TRENDS THAT INFLUENCE EDUCATION IN TURKEY**

Sevinç TUNALI, Ercan KİRAZ ..... 185

## **CHAPTER 8**

### **FROM CULTURAL TO INTERCULTURAL: A NEW DIMENSION IN FOREIGN LANGUAGE EDUCATION**

Tilda SAYDI..... 223

## **CHAPTER 9**

### **AN EXAMINATION OF CHILDHOOD TRAUMAS, SELF-ESTEEM, PROSOCIAL BEHAVIORS, AND PSYCHOLOGICAL WELL-BEING OF CHARACTERS IN DISNEY CARTOONS: “FROZEN”**

Meral SERT AĞIR..... 265

## **CHAPTER 10**

### **THE EFFECT OF THE FAMILY FUNCTIONS AND THE PERCEIVED TEACHER BEHAVIORS ON SMOKING, ALCOHOL USE AND SELF-INJURY (BODY-INJURY) BEHAVIOUR AMONG THE PROBLEMATIC BEHAVIORS OF ADOLESCENTS**

Meral SERT AĞIR..... 315

**A QUALITATIVE OVERVIEW ON  
THE OPINIONS OF PRESCHOOL  
TEACHERS ON THE BOARD  
GAMES-BASED COGNITIVE  
EDUCATION PROGRAM**

**Bengü TÜRKOĞLU, Mustafa USLU**







# A QUALITATIVE OVERVIEW ON THE OPINIONS OF PRESCHOOL TEACHERS ON THE BOARD GAMES-BASED COGNITIVE EDUCATION PROGRAM<sup>1</sup>

Bengü TÜRKOĞLU<sup>2</sup>, Mustafa USLU<sup>3</sup>

## 1. INTRODUCTION

Play has been an essential part of human experiences, the best way to learn, and the cornerstone of early childhood education for nearly 200 years (Baer, 1995; Breathnach, 2017; Singer, 2013); in this sense, play cannot be defined as a simple activity or list of actions (Garvey, 1990). The term play is synonymous to childhood (Smith, 2016). In early childhood settings, play has traditionally been seen as a child-initiated and directed activity (O’Gorman & Ailwood, 2012; Wood & Attfield, 2005). The defining elements of play are pleasure, intrinsic motivation, volunteering, fun, happiness, excitement, imagination, flexibility, interaction, concentration, active participation, curiosity, and creativity (Bateson, 1956; Bergen, 2009; Huizinga, 1949; Kennedy & Barblett, 2010; Levy, 1978; Lillemyr, 2009; Moyles, 2010a; Rieber, 1996; Sutton-Smith, 2008; Wood, 2009).

Play is as old as humanity. For this reason, it is not a new practice to use play to involve children in the active learning process. In recent years, educators have been using play-based learning strategies to incorporate different kinds of play into their curricula to create fun and engaging learning settings for children. Although

---

1 A part of this study was presented as an oral presentation at the 5th International Preschool Education Congress-ULOEK 2017 held on October 18-21, 2017, at Gazi University in Ankara.

2 Asst. Prof. Ph.D., Necmettin Erbakan University, turkoglubengu@gmail.com

3 Assoc. Prof. Ph.D., Akdeniz University, heromuslu@gmail.com

this is quite difficult and time-consuming for teachers, interactive, collaborative and competitive games motivate children to actively participate in the learning process (Milczynski, 2011). In certain formal educational institutions, the contrary takes place. If play is used as a reward for completing and fulfilling a task by adults, or if it is considered only as a break time activity, this leads children to perceive play quite far from learning and even much less important than learning (Anning, 2010; Breathnach, 2013; Hyvönen, 2011; Moss & Petrie, 2002; Pramling Samuelsson & Asplund Carlsson, 2008).

According to the developmental psychologist Vygotsky (1962), play is the most important development source for children. In this sense, the importance and power of play in children's lives is an indisputable fact (Cohen, 2012; Fleeer, 2013; Moyles 2010a; Moyles, 2010b; Wood, 2014). Play takes its power from its curing, developing, and instructional aspects (Tuğrul 2010; Tuğrul, 2013; Tuğrul, 2017). Different types of play are generally preferred for different age groups. Common types of play activities for children between four and eight years are as follows: gross motor/active play – activities that require gross motor skill mastery such as running, climbing, and jumping; imaginative/dramatic/role play – group games that require mutual social interaction and cooperation; manipulative/constructive play – socio-dramatic games that require social cooperation such as doing experiment and building; creative play – games that require using musical instruments or visual-audio equipment and involve arts and handcrafts; rule-based play – board, card, computer or video games played as a group, which require strategy and cooperation; skill-development toys – games that involve education materials such as microscope, binoculars, calculator; books – cognitive games that revive in children's minds after looking at pictures or reading (Johnson, 2006; Lillemyr, 2009).

Play is never absent in human life, especially for children. The act of playing requires a game (Ngan, Tan, Lip, & Chee, 2018). A game can be defined as any contest (play) among adversaries (players) operating under constraints (rules) for an objective (winning, victory, or payoff) (Abt, 1968). Board games can be easily adapted to the classroom environment (Bendixen-Noe, 2010). Board games are games which date back to ancient times, are played according to various rules, of which parts are placed, moved and removed in the playing field (Bruni & Silverman, 1975; Byrne, 1995; Madjidzadeh, 2003; Merriam-Webster Dictionary, 2018; Vij, 2011). Play-based learning refers to the use of all kinds of educational games to encourage learning and is fun, motivating and engaging for students, as well as crucial for the development of talent and conceptual understanding (Belim et al., 2014; Ginsburg, Lee, & Boyd, 2008; Papastergiou, 2009b). Traditional teaching methods are insufficient to meet the expectations of today's children, but play-based learning encourages students in a more active and engaging manner by bringing energy to the classroom (Papastergiou, 2009a; Sardone & Devlin-Scherer, 2016). The board games which provide many educational and teaching benefits stimulate children to be actively involved in the teaching and learning process (Liu & Chu, 2010; Prensky, 2001; Treher, 2011). Board games are used by most parents and teachers to teach preschool children colors, numbers, letters, concepts, ways of reasoning, and problem-solving techniques (Laski & Siegler, 2014). Studies reveal that board games played in the classroom provide gains such as supporting children's development of understanding other players' perspective, developing new strategies, obtaining new information from new experiences (Baines & Slutsky, 2009; DeVries, 2006; Siegler & Ramani, 2009), decision-making, reasoning, problem-solving, critical thinking, being motivated (McGonical, 2011; Oblinger, 2006),

and support the development of the number sense among young children (Ramani & Siegler, 2008; Siegler & Booth, 2004; Siegler & Ramani, 2008; Whyte & Bull, 2008).

## **2. Significance and Aim of the Study**

When invited to play, teachers support the learning of children as supporting players, and in the lack of knowledge or skills, as guides and role models (Brewer, 2004; Frost, Wortham, & Reifel, 2005). If teachers do not have the necessary pedagogical awareness and expertise, play can be seen as an insignificant practice (Johnson, Christie & Wardle, 2005; Scarlett, Naudeau, Salonijs-Pasternak & Ponte, 2005). In this context, teachers' perspectives on play practices and play-based education programs gain importance. When the literature was reviewed, it was found that there was a limited number of studies aimed at analyzing the opinions of teachers on play-based education practices and programs, but no studies were found to analyze the opinions of preschool teachers on board games-based education practices or programs.

The Board Games-Based Cognitive Education Program (BGBCEP) is an education program consisting of board games that are played individually and as a group by children that attend preschool education institutions, aiming to contribute especially to the cognitive development of children, aimed at the subdimensions of language skill, the speed of perception skill, spatial skill and mathematical skill. The main aim of this study is to qualitatively assess the opinions of preschool teachers in detail, who implement this education program in the classroom by participating in BGBCEP practices during the preschool period.

### **3. Method**

#### **3.1. Research Model**

This research that was conducted to determine the opinions of preschool teachers on BGBCEP is a qualitative study. Qualitative research helps to collect data in detail with a holistic approach and provide qualitative data with an inductive analysis (Yıldırım & Şimşek, 2011). The case study method among qualitative research methods was used in the study. This research was designed as a single case study. Case studies are original studies that examine a person, an event, a program or an institution in a rich, integrated and thorough manner, make in-depth descriptions, create patterns with logical inferences on a thematic basis, enable generalization to an event or from an event to a category, analyze and provide holistic interpretations (Cohen & Manion 1994; Creswell, Hanson, Clark Plano, & Morales, 2007; Çepni, 2012; Merriam, 2015; Yıldırım & Şimşek, 2011; Yin, 2003). There is a single analysis unit in integrated single case patterns (one individual, one institution, one school, etc.) (Yıldırım & Şimşek, 2011).

#### **3.2. Study Group**

The study group of the research consists of 32 preschool teachers who participated in BGBCEP practices of 30 hours during the preschool period, held by the first researcher, and who implemented BGBCEP at least during one term. The criterion sampling method among the purposeful sampling methods among the non-probability sampling selection techniques was used in the determination of the study group of the research. In the criterion sampling method, the sample consists of people, events, objects, or situations with the attributes determined with regard to the problem situation (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). The criterion or criteria in

question can be created by the researcher, or a previously prepared list of criteria can be used (Yıldırım & Şimşek, 2011). The main criterion determined in the selection of teachers is their participation in previous preschool period BGBCEP practices and that they implemented this in their classroom at least for one term. This is because it was tried to determine preschool teachers' opinions and observations on BGBCEP in this study. The demographic characteristics of the teachers are presented in Table 1.

**Table 1.** Demographic Information of the Teachers

Demographic Information of the Teachers		n	f	%
Gender	Female	32	22	69
	Male		10	31
Age	25-35	32	10	31
	36-45		16	50
	46-55		6	19
Educational Status	Bachelor's degree	32	23	72
	Master's degree		9	28
Professional Seniority	1-5 years	32	9	28
	6-10 years		8	25
	11-15 years		11	34
	16-20 years		3	10
	21 years and more		1	3
Province of the School	Istanbul	32	5	16
	Çanakkale		2	6
	Bursa		1	3
	Ankara		4	12
	Konya		3	10
	Kırşehir		2	6
	Antalya		2	6
	Mersin		1	3
	Izmir		3	10
	Aydın		2	6
	Gaziantep		3	10
Erzurum	2	6		
Samsun	2	6		
Settlement of the School	Provincial centre	32	9	28
	District centre		16	50
	Village		7	22
Preschool Education Institution	Nursery class within a primary school	32	19	59
	Independent preschool		13	41

According to Table 1, it is observed that the majority of the preschool teachers who participated in the study are female (22 – 69%), in the age range between 36 and 45 (16 – 50%), bachelor’s degree holders (23 – 72%), have a professional seniority of 11-15 years (11 – 34%), work in Istanbul province (5 – 16%), work in the district center (16 – 50%), and work in nursery schools within a primary school (19 – 59%).

### **3.3. Data Collection Tools**

In addition to the “Personal Information Form,” which contains questions for preschool teachers, a semi-structured interview form, which is suitable for qualitative research, was used in this study to determine the opinions of preschool teachers on BGBCEP as a data collection tool. Semistructured interview forms consist of open-ended questions. Open-ended questions enable participants to express their thoughts, emotions, beliefs, and tendencies (Ekiz, 2009). As the researcher maintains his/her interview according to the previously prepared interview protocol in the semi-structured interview technique, the information is provided more systematically and comparably. Nevertheless, the researcher may influence the flow of the interview with different side or sub-questions depending on the flow of the interview and ask the person to elaborate his/her answers (Türnüklü, 2000; Yıldırım & Şimşek, 2011). To this end, a general question was preferred in order to avoid directing the teachers who were interviewed, and the participants were asked the question, “What do you think about the Board Games-Based Cognitive Education Program practices?” Furthermore, the teachers who gave general answers during interviews were asked to make more detailed explanations.

### **3.4. Data Collection**

When collecting the data, first of all, 57 preschool teachers who participated in BGBCEP practices during the preschool period and implemented this program in their classroom at least for one term were asked whether they volunteered to participate in the study, and each of the volunteering 32 teachers were interviewed individually between 01 May and 28 July 2017. A recorder was used during the interviews to prevent data losses. The participants were informed that a recorder would be used before the interviews. In order to prevent the negative effect of the recorder on the participants, it was emphasized that at the end of the interviews, all the records could be listened by the participants and the records could be partially or completely erased if they wished so. Moreover, it was attempted to provide a setting in which participants would feel comfortable and peaceful and express their views sincerely. Moreover, the researcher, who conducted the interviews, certainly avoided directing the participants while explaining their views. The interviews were kept limited to 25-30 minutes.

### **3.5. Data Analysis**

The analysis of the data obtained from the interview form was conducted using “content analysis,” which is one of the qualitative data analysis methods. The main purpose of content analysis is to achieve concepts and relationships that can explain the collected data. The stages of coding and categorizing the data, arranging codes and themes, defining and interpreting findings follow one another in the scope of content analysis (Yıldırım & Şimşek, 2011). After the data collection process was completed, first of all, interview records were written down. The investigation process was carried out by two researchers, and the data obtained were examined in detail, and content analysis

was initialized. In the examined data, the prominent and important aspects were determined, and firstly, the codes and then the themes were determined. Then, the codes and themes created separately by both researchers were compared, and the codes and themes were finalized. With the content analysis, the themes of the study were determined as follows:

- General views on BGBCEP
- Impact of BGBCEP on children
- Cognitive skills that BGBCEP develops in children
- Impact of BGBCEP on the children's perception of school
- The aim of incorporating BGBCEP in the classroom environment
- Difficulties encountered in BGBCEP practices
- Impact of ensuring the family participation in BGBCEP
- Suggestions for BGBCEP

### **3.6. Validity and Reliability of the Data Collection and Data Analysis Process**

Preschool teachers were given code numbers such as (T1, T2, T3...) during the analyses. The findings were presented as frequency and percentage values. Internal validity was achieved by evaluating the consistency of the codes that formed the themes among themselves and other themes, and also by obtaining more than one expert review. External validity was achieved by explaining in detail all the processes in the study such as the research model, study group, data collection process, and data analysis, while

external reliability was achieved by making necessary detailed explanations in order to test the study with other studies. Internal reliability was achieved by direct quotations from the teachers' opinions without making any code, interpretation, and generalization determined by the researchers. The coding reliability analysis formula developed by Miles and Huberman (1994) was used for the coder reliability analysis of the study. Accordingly, the coder reliability is calculated with the formula  $\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Dissensus}) \times 100$ . The data obtained were put through content analysis by two researchers, and separate codes were generated, and then these codes were compared. The consensus was reached in 29 codes as a result of the comparison, while 3 codes were dissented on. When the data obtained were put in place in the reliability analysis,  $[\text{Reliability} = 29 / (29 + 3) \times 100 = 90,6]$  coder reliability was found to be approximately 91%. The fact that the result of the reliability analysis was found to be above 70% is regarded as reliable for the study (Miles & Huberman, 1994). Considering the ratio of 91%, it can be said that the inter-coder reliability coefficient between is sufficient.

### **3.7. Process Applied**

The first researcher organized BGBCEP for preschool teachers at different times during the preschool period. During this 30-hour education program, the board games named "Rory's Story Cubes" and "Story Cards" were used for the language skills, "Legolino" and "Pattern Play" were used for the spatial skills, "Candy" and "Speed Cups" were used for the speed of perception skills, and "First Numbers" and "Bus Stop" were used for the mathematical skills. Preschool teachers were asked to design cognitive games using their imagination in accordance with their different capability areas. At the end of the training program, each teacher introduced his/

her game design to his/her group friends and each game was played in all groups. Teachers who participated in all training program practices and completed the game design were assumed to have completed the training program. After this stage, teachers implemented BGBCEP in their classrooms. General information regarding the board games in BGBCEP practices are as follows:

### Rory's Story Cubes

It is a game in which children tell stories using 9 cubes with different visuals on each surface and their own imagination. Rory's Story Cubes develop verbal expression, creative thinking, and problem-solving skills.

### Story Cards

Story cards consist of different types of cards, such as objects, places, animals, people, weather conditions, and actions. These cards are shuffled, and three cards are selected. Stories are told using the visuals on these cards. This game improves speaking skills, imagination development, and problem-solving skills.

### Legolino

Legolino is a game that aims to complete the pictures on the cards by using 7 pieces of geometric shapes consisting of 5 triangles, 1 parallelogram, and 1 square of different sizes. This game supports the figure-ground relationship, part-whole relationship, and visual attention development.

### Pattern Play

It is a game in which 40 colored wooden pieces are used to make the same shapes on the pattern cards. This game supports the figure-ground relationship, part-whole relationship, and visual attention development.

### Candy

It is a game in which 3 game cubes are thrown at the same time, and it is aimed to find and get the right candy that matches the color or colors that appear as quickly as possible. This game supports the development of selective attention, focusing, color recognition, and distinguishing skills.

### Speed Cups

Players try to arrange 5 glasses of different colors in the order that the glasses are in the playing card in the middle. The player who arranges the fastest gets the playing card. The player with the most cards becomes the group leader of that round. This game supports the development of hand-eye coordination, attention, concentration, focus, and distinguishing skills.

### First Numbers

The purpose of the game is looking at a card, then turning it over and remembering the number of each picture or the numbers on the pictures. If the numbers are guessed correctly, the card is taken. The player with the most cards becomes the group leader of that round. This game supports the development of attention, concentration, focusing, and counting skills.

### Bus Stop

Players determine how many squares they will move forward on the game platform by rolling the dice, and the number of passengers who will get on and off the bus by turning the wheel of fortune. The aim of this game is to return to the bus station with the highest number of passengers. This game supports the development of attention, concentration, and counting skills.

## 4. Findings

In this section of the study, the findings obtained in the research process are categorized under eight different themes. Quotations from the statements of the participants are included to clarify the codes related to the themes.

**Table 2.** *Preschool Teachers' Opinions on BGBCEP*

Theme	f	%	Code	f
General opinion	32	100	An education program that supports the areas of development	26
			Effectiveness of the play materials used in the program	22
			An education program that teaches while entertaining	16
Impact on children	32	100	Developing mental skills	29
			Developing communication skills	25
			Increasing motivation	18
			Increasing self-esteem	13
Cognitive skills that it develops in children	27	84	Attention and focusing	19
			Reasoning	16
			Spatial perception	9
			Strategy development	7
Impact on children's perception of school	24	75	Coming to school willingly	19
			Feeling happy at school	11
Aim of including the program in the classroom environment	21	66	Getting to know children better	11
			Increasing communication among children	9
			Ensuring that children realize their own potential	7
			Ensuring that children learn by enjoying themselves	6
Difficulties encountered	20	63	Cost of the play materials	14
			The high number of students in the classroom	12
			Different abilities of children	8
			The fact that children have difficulty in understanding the game rules	4
Impact of ensuring family participation	19	59	Increasing the effectiveness of the program	19
			Development of communication within the family	13
			Having more qualified time	10
			A decrease in children's undesired behaviors	6
			The fact that parents get to know their children better	4
Suggestion	19	59	It should be included in the preschool curriculum	17
			In-service training supported by workshops should be provided	14
			Games should be produced domestically	10

## 4.1 General Opinions of Teachers on BGBCEP

Twenty-six of the preschool teachers who participated in the interview stated that BGBCEP “supports their development areas,” 22 of them stated that the “play materials in the program are quite effective,” and 16 of them stated that “it is an education program that teaches while entertaining.”

Examples of the answers indicating that BGBCEP is an education program that supports the development areas are as follows:

“I observed quite positive improvements in the social skills of my students with severe adaptation problems, and also significant differences occurred in their cognitive and language development.” (T25)

“After implementing this training program, I witnessed great improvements in my students’ social-emotional and cognitive development as well as their fine-motor skills.” (T9)

Examples of the answers indicating that the play materials used in the BGBCEP program are effective are as follows:

*“Each of the games included in the educational program has different and beautiful effects on the different skill areas of my children.” (T1)*

*“Since my students had never seen these play materials before, they showed great interest and curiosity in the games, which supported their development positively.” (T18)*

Examples of the answers indicating that BGBCEP is an education program that teaches while entertaining are as follows:

*“All of my students played the game in great enjoyment; as feedback, they told me that they enjoyed themselves very much and wanted to play these games more frequently after the games. My students enjoyed learning with these games.” (T13)*

*“All of the class, including those of my students, who are introverts and do not want to participate in classroom activities, had a lot of fun while playing the games. Meanwhile, I also observed that permanent learning took place.” (T27)*

## **4.2 Impact of BGBCEP on Preschool Children**

Data obtained from the interviews show that all preschool teachers talk about the positive effects of BGBCEP on children. Twenty-nine of the teachers defined BGBCEP as a program that “develops children’s mental skills,” 25 as a program that “develops children’s communication skills,” 18 as a program that “increases children’s motivation,” and 13 as a program that “increases children’s self-esteem.”

Examples of the answers indicating that BGBCEP is effective in developing children’s mental skills are as follows:

*“I realized that it was easier for children to give their attention, focus, solve problems, and learn concepts through the games I used in the education program I implemented.” (T19)*

*“I experience that my students’ thinking skills are improving with each passing day as the games are in a style that allows my students to concentrate on problem-solving.” (T21)*

Examples of the answers stating that BGBCEP is effective in developing children's communication skills are as follows:

*“Those of my students, who don't communicate with their friends much, socialized more when playing the games within the program; therefore, they started to express themselves more easily.” (T8)*

*“As the games within BGBCEP are quite enjoyable, my students who had communication problems by showing negative behaviors tried not to break away from the games by acting sensitively in their friendship relationships” (T28)*

Examples of the answers indicating that BGBCEP is effective in increasing children's motivation are as follows:

*“The games in the program increase children's willingness to learn and their responsibility; therefore, children's motivation for learning also increases.” (T15)*

*“The games increased my students' motivation, and then, their creativity, as they revealed their desire to succeed.” (T5)*

Examples of the answers indicating that BGBCEP is effective in increasing children's self-esteem are as follows:

*“The students who succeeded in the games in the education program believed and trusted themselves more. As this situation became internalized, it continued in different activities.” (T26)*

*“Their success in the games raised my children's self-confidence. With this positive motivation, my children*

sincerely believed that they could be successful in anything.” (T31)

### **4.3 Cognitive Skills That BGBCEP Develops in Preschool Children**

Preschool teachers stated that BGBCEP is especially effective on children’s cognitive skills. Nineteen of the preschool teachers stated that there were significant differences in the “attention and focusing” skills, 16 in “reasoning,” 9 in “spatial perception,” and 7 of them stated that there were significant differences in the “strategy developing” skills of children.

Examples of the answers stating that BGBCEP develops preschool children’s attention and focusing skills are as follows:

*“I observed that my students who could not pay attention to classroom activities could focus on these games much better.” (T21)*

*“I was quite surprised at the efforts to focus of my children, who could not concentrate easily, while playing these games.” (T16)*

Examples of the answers indicating that BGBCEP develops preschool children’s reasoning skills are as follows:

*“My students made reasoning according to the course of the game by making information exchange at different levels of the game.” (T1)*

*“When my children had difficulty in games, they made reasoning by using the information they learned in previous games.” (T27)*

Examples of the answers indicating that BGBCEP develops preschool children's spatial perception skills are as follows:

*"I observed that my children could perceive three-dimensional objects and geometric shapes more easily thanks to these games." (T28)*

*"My students understood the direction of objects relative to one another more clearly with different games we used, and they could visualize them in their minds." (T3)*

Examples of the answers indicating that BGBCEP develops preschool children's strategy development skills are as follows:

*"I realized that my students who completed the games quickly developed great strategies through reasoning." (T19)*

*"I observed that my students used quite different strategies from one another when solving the games." (T10)*

#### **4.4 Impact of BGBCEP on Preschool Children's Perceptions of School**

Preschool teachers stated that BGBCEP positively affects the school perceptions of preschool children. Nineteen of the teachers stated that BGBCEP is effective on the school perceptions of children in terms of "ensuring that children come to school willingly," and 11 of them stated that it is effective in terms of "making children feel happy at school."

Examples of the answers indicating that BGBCEP is effective on children's school perceptions in terms of ensuring that they come to school willingly are as follows:

*“Since we started playing games, my students have been coming to the class more willingly, and even their mothers say so.” (T11)*

*“In the days when we have a play training program, my students are never absent, and even my sick students come to school. It makes me very happy that they come to school willingly.” (T14)*

Examples of the answers indicating that BGBCEP is effective on children’s perceptions of school in terms of ensuring that they feel happy are as follows:

*“My students, who have behavior problems, harm their friends, who do not want to come to school, went through a great change after starting the play training. These children are now very happy and peaceful at school.” (T8)*

*“We convinced two of my students to stay at school, who refused to come to school as they did not want to be separated from their mother, thanks to this training. Now they both love school and are happy at school.” (T20)*

#### **4.5 Aim of Including BGBCEP in the Classroom Environment**

Preschool teachers stated that that they are happy to include BGBCEP practices in the classroom environment. Eleven of the teachers stated that they include BGBCEP in the classroom environment “to get to know children better,” 9 of them “to increase communication among children,” 7 of them to “make children realize their own potential,” and 6 of them stated that they include it in the classroom “to make children learn by enjoying”.

Examples of the answers of the teachers who stated that they included BGBCEP in their classroom to get to know children better are as follows:

*“I get to know children better when they play these games. For example, I try to get to know and understand them by looking at their reactions in different situations.” (T7)*

*“I use this program to see in which skill areas my children are capable and in which skill areas they are inadequate, and to support them in this respect.” (T28)*

Examples of the answers of the teachers who indicated that they include BGBCEP in their classroom to increase communication among children are as follows:

*“There is tremendous solidarity between children especially during group games and this is quite natural.” (T8)*

*“This program has helped me a lot in developing collaboration and sharing skills among the children in my class.” (T31)*

Examples of the answers of the teachers who stated that they include BGBCEP in their classroom to make children realize their own potential are as follows:

*“My children also realize the things they will have difficulty in succeeding during these games.” (T14)*

*“I think this program is worth implementing, even in terms of making children aware of their own competencies and inadequacies.” (T18)*

Examples of the answers of the teachers who stated that they include BGBCEP in their classroom to ensure that children learn by enjoying themselves are as follows:

*“Children enjoy themselves during these games so much that learning takes place in a very natural process.” (T3)*

*“This program is prepared for children; it is the most enjoyable way of learning. We even play in the classroom, and sometimes in the corridors; they never get bored.” (T11)*

#### **4.6 Difficulties Encountered During BGBCEP Practices**

Preschool teachers stated that they encounter various difficulties in BGBCEP practices. Fourteen of the teachers explained the difficulties encountered in BGBCEP practices “as the cost of the play materials,” 12 “as the high number of students in the classroom,” 8 “as different abilities of children,” and 4 “as the difficulty of children in understanding the game rules.”

Examples of the answers of the teachers who stated that they have difficulty in BGBCEP practices due to the cost of the play materials are as follows:

*“The games are great but they are quite expensive. We could buy the games in the program only with the volunteering support of the parents.” (T16)*

*“Because the games are quite costly, we couldn’t buy the individual games as many as the number of students. Therefore, we applied the station technique. Since all children could not play the game at the same time, there were disputes for playing before and after one another.” (T30)*

Examples of the answers of the teachers who stated that they have difficulty in BGBCEP practices because of the high number of students in the classroom are as follows:

*“I have 30 students in my class and unfortunately there is no one to help me. Therefore, I have a lot of difficulty in answering the questions that are asked at the same time.” (T7)*

*“I have a lot of students, and I don’t have an assistant in the classroom. Therefore, I had difficulty in the stages of introducing and watching the game. While I was helping one child, another child who was waiting for help had to wait; and his motivation decreased as he got bored due to waiting.” (T9)*

Examples of the answers of the teachers who stated that they had difficulty in BGBCEP practices because of the different abilities of children are as follows:

*“Since all children are better in different skill areas, they initially refused to play games in the skill areas they were not good at, but as a result of my insistence, they played, and they got happy upon seeing that their skills developed as they played.” (T16)*

*“I witnessed that some children completed certain games much quicker than their friends, while those that fell behind gave up by getting bored.” (T23)*

Examples of the answers of the teachers who stated that they had difficulty in BGBCEP practices as children have difficulty in understanding the game rules are as follows:

*“Some of my students didn’t understand the rules of some games; in such cases, I made them observe their friends who were playing the game well. This was very beneficial for them.” (T10)*

*“Some children didn’t fully understand the instructions of the games at first, but over time, we have overcome this problem.” (T29)*

## **4.7 Impact of Ensuring Family Participation in BGBCEP Activities**

Preschool teachers stated that the participation of families at home in BGBCEP activities is also quite important. Nineteen of the teachers stated that ensuring family participation in BGBCEP activities is effective in terms of “increasing the effectiveness of the program,” 13 of them stated that it was effective in terms of “developing family communication,” 10 of them stated that “families spend more quality time with their children,” 6 of them stated that it was effective in terms of “decreasing the undesired behaviors of children,” and 4 of them stated that “families get to know their children better.”

Examples of the answers indicating that the participation of families in BGBCEP activities at home is important in terms of increasing the effectiveness of the program are as follows:

*“The fact that parents played the games we suggested at home with their children made it easier for us to achieve the targets of the program.” (T29)*

*“The fact that parents supported our program at home enabled us to obtain much better results.” (T32)*

Examples of the answers indicating that the participation of families in BGBCEP activities at home is effective for the development of family communication are as follows:

*“Parents stated that they played the games they bought following our recommendations in the evening and at the weekends as a family, and this paved the way for a better communication in the family.” (T13)*

*“Most of the parents stated that they had never had such laughing, sharing, warm and amusing moments in the family before.” (T30)*

Examples of the answers indicating that the participation of families in BGBCEP activities at home is effective in terms of spending more qualified time with their children are as follows:

*“Many parents who thought that spending quality time with their children is taking them to the park said that these games added a lot to their relationship with their children.” (T4)*

*“Many parents stated that they normally get bored when they play children games, but they had a lot of fun when playing these games; this joy has turned into quality time for everyone as it is shared between the mother, father, and the child.” (T26)*

Examples of the answers stating that the participation of families in BGBCEP activities at home is effective in reducing undesired behaviours of children are as follows:

*“My students, who exhibited aggressive behaviors towards their friends at school and their siblings at home became different after they started playing these games as a family, they were happy to be accepted at home and their aggressive behaviors almost disappeared.” (T22)*

*“After my students, who had serious problems in obeying the rules at home and at school, started playing these rules-based games in the family environment, we observed great changes in these children in a positive sense.” (T25)*

Examples of the answers indicating that the participation of families in BGBCEP activities at home is effective at

the point that families get to know their children better are as follows:

*“Thanks to these games, the parents stated that they observed the temperament of their children in a different way.” (T6)*

*“Parents stated that they observed their children’s competences and inadequacies more clearly in games aimed at different skills and tried to support their children accordingly.” (T7)*

#### **4.8 Suggestions for BGBCEP**

Preschool teachers made some suggestions on BGBCEP practices. Seventeen of the teachers suggested that BGBCEP “should be included in the preschool curriculum,” 14 of them stated that “in-service training supported by workshop studies” should be given within the scope of the program, 10 suggested that “the games should be produced domestically.”

Examples of the answers of the teachers stating that BGBCEP should be included in the preschool curriculum are as follows:

*“I think BGBCEP is a program that should be definitely integrated into the preschool curriculum.” (T2)*

*“I certainly think that this education program should be included in the curriculum.” (T19)*

Examples of the answers of the teachers stating that in-service training supported by workshop studies should be given within the scope of BGBCEP are as follows:

*“I want all my colleagues to benefit from this education program. To this end, practical in-service training should*

*be provided under the leadership of the ministry, and it would be quite beneficial.” (T9)*

*“I think that education program practices through workshops around Turkey should be popularized.” (T13)*

Examples of the answers of the teachers stating that the games within the scope of BGBCEP should be produced domestically are as follows:

“The games are very nice but very expensive. I think we need to produce the games by ourselves so that we can introduce more games to our children.” (T21)

“These games should be produced by our country and distributed to all preschool institutions by the Ministry of National Education. We should be the ones to earn rather than foreign countries.” (T24)

## **5. Discussion, Conclusion, and Suggestions**

Data obtained as a result of the interviews held for the purpose of statistically evaluating the opinions of preschool teachers on BGBCEP were discussed in the light of the literature.

According to the findings of the study, preschool teachers think that BGBCEP has a beneficial and lasting effect on preschool education. According to preschool teachers, after the implementation of BGBCEP, an increase was observed in the academic achievement of children since they obtained different perspectives. The implemented education program provided children with the abilities to express themselves in the subdimension of “language concept,” find similarities and differences in the sub-dimension of “the speed of perception,” envision shapes three-dimensionally in the subdimension of “spatial skill,” and count and quickly solve quantitative problems

in the subdimension of “mathematical skills.” There are studies supporting that board games are highly effective in developing children’s high-level thinking skills such as creativity, reasoning, strategic thinking, as well as increasing academic achievement (Bottino & Ott, 2006; Ott & Pozzi, 2012).

Researchers argue that there is a direct relationship between play and learning; and that games contribute to the learning and cognitive, social, emotional, and psychomotor development of children (Christie & Roskos, 2006; Frost et al., 2005; Hirsh-Pasek, Golinkoff, Berk, & Singer, 2009; Piaget, 1962; Pramling Samuelsson, & Asplund Carlsson, 2008; Pramling Samuelsson & Johansson, 2009 Vygotsky, 1978). The participating teachers also defined BGBCEP as a training program that “supports development areas.” Furthermore, according to preschool teachers, BGBCEP is a program that “has quite effective play materials” and “teaches while entertaining.” As the board games used in this program attract children’s interest and motivate children to play with pleasure, it can be thought that teachers define games as effective and instructive.

Research shows that especially games played in the group improve children’s social skills such as collaboration, waiting for one’s turn, sharing, and emotion management (Bendixen-Noe, 2010; Elias & Berk, 2002; Landreth, 2002; Türkoğlu, 2019). Moreover, quality games promote children’s self-confidence and self-esteem (Heaslip, 1994). In their study, Türkoğlu and Uslu (2016) found that cognitive board games are effective in the cognitive development of preschool children and they have a lasting effect. Moreover, in a study that examines the effect of the Selçuklu Cognitive Education Program (SEBEP) that consists of board games as an education material on primary school children, primary school teachers stated that SEDEP is especially effective on the cognitive and

social skills of children, as well as their communication, emotional and verbal skills (Türkoğlu, 2018a). The research findings also support the studies in the literature. According to all preschool teachers, BGBCEP has positive effects on children, and it is a program that “develops mental and communication skills” and “increases the motivation and self-esteem of children.” The positive effects of the program on children can be explained by the board games used in the program that support different skill areas.

Research reveals that play is very important for brain development and it stimulates many cognitive processes such as critical thinking, problem-solving, attention, and focusing (Bergen, 2003; Garris, Ahlers & Driskell, 2002; McGonical, 2011; Sylwester, 2005). BGBCEP practitioner preschool teachers also argued that this training program has an impact on children’s cognitive skills, especially “attention and focusing,” “reasoning,” “spatial perception,” and “strategy development” skills. In this context, the research findings are consistent with the studies.

Children’s attitudes toward play are always positive (Dunphy & Farrell, 2011; Fisher, 2009; Linklater, 2006). Studies show that children define play as their favorite activity at school (Einarsdóttir, 2005; Einarsdóttir, 2010). In this respect, children develop a more positive attitude toward the learning process through play (Bergen, 2006). According to preschool teachers, BGBCEP has a positive effect on children’s perceptions of school in terms of “ensuring that children go to school willingly, gladly, and excitedly” and “making children feel happy at school.” In this respect, it can be said that the research findings are consistent with the literature.

Play-based learning is fun, educational, motivating and interesting for children. At the same time, players are in

constant contact by getting feedback or information from one another (Papastergiou, 2009b, Türkoğlu, 2018b). Preschool teachers stated that they are happy to include this program in their classroom environment as BGBCEP practices provide the opportunity “to get to know children better,” “increase communication among children,” “make children realize their potential,” and “make children learn while entertaining.” Furthermore, teachers stated that the implemented education program would affect the future education life of children positively based on the knowledge that information learned through games would be much more permanent.

In the studies, teachers listed the reasons why they do not include games in their classroom as the idea that they do not teach anything but are only played by children, that games are not included in learning, the pressure from the school administration, limited time, lack of materials, lack of sufficient knowledge, and especially families’ expectations of children to gain academic skills (Ebbeck & Gokhale, 2004; Ling-Yin, 2006; Ling-Yin, 2008; Moyles, 2010b). These reasons generally reduce teachers’ desire and motivation for playing games in the classroom. In addition to these problems, teachers face various difficulties in classroom practices. Preschool teachers listed the difficulties encountered in BGBCEP practices as “the cost of play materials,” “the high number of students in the classroom,” “different abilities of children” and “the fact that children have difficulty in understanding the game rules.” It can be said that these difficulties encountered in the practices are caused by factors other than teachers’ competence and that teachers trust their own competence in classroom play practices.

Adults play an important part in actively supporting children’s cognitive capacities through games and learning by asking questions, discussing, interacting, chatting with

children and encouraging them to play with their peers (Bondioli, 2001; Fleer & Raban, 2007; Siraj-Blatchford & Sylva, 2004; Walsh et al., 2006; Wood, 2007). There are studies demonstrating that the relationship and communication between children and their parents can be improved through play (Hansen, 2005; LeFevre et al., 2009; Skoumpourdi, Tatsis, & Kafoussi, 2009). From this point-of-view, it can be said that parents who interact with their children through play support their children in different areas of development. Preschool teachers stated that it is very important for parents to play the games used in BGBCEP practices at home on the recommendation of the teacher as they are effective in terms of “increasing the effectiveness of the program,” “developing communication within the family,” “ensuring that families spend more qualified time with their children,” “decreasing the undesired behaviors of children,” and “ensuring that families get to know their children better.” It can be said that the use of these board games by parents as an activity at home will be especially beneficial for increasing family communication, spending fun and quality time as a family, and supporting children through games.

As preschool teachers think that BGBCEP is a very beneficial education program for preschool children, they made various suggestions that “it should be included in the preschool curriculum,” “in-service training supported by workshops should be provided,” and “the games should be produced domestically.” It can be said that the suggestions of teachers are aimed at popularizing this program and reaching more children, teachers, and parents.

The study contributes to the literature in terms of determining the verbal statements of preschool teachers about the Board Games-Based Cognitive Education Program. As can be understood from the research findings, playing such games in both school and home environment

contributes to the development of children's cognitive, social, emotional, and psychomotor skills. In this sense, it is suggested that:

- Both teachers and parents should provide game opportunities and experiences that will support children in all their development areas by playing board games together with preschool children,
- The Ministry of National Education (MoNE) should include this type of education programs in the Preschool Curriculum,
- In-service training should be provided for developing the competences of preschool teachers working at different levels of the MoNE,
- Elective courses at the bachelor's or master's education levels of the universities' Preschool Education Departments on designing board games aimed at developing different skills of children, using them as education materials, and preparing education programs in which these games are used should be included,
- Seminars for parents to ensure that parents can use these games effectively in their homes should be organized,
- Researchers should conduct studies involving different study groups and different research methods.

## REFERENCES

- Abt, C. C. (1968). *Games for learning*. In S. E. Boocock, and E. O. Schild (Eds.). *Simulation games in learning* (pp. 65-83) Beverly Hills, USA: Sage Publications.
- Anning, A. (2010). Play and legislated curriculum. In J. Moyles (Ed.). *The excellence of play* (pp. 19-33). Maidenhead, UK: Open University Press.
- Baer, U. (1995). *Spielpraxis. Eine Einführung in die Spielpädagogik*. Seelze-Velber: Kallmeyersche Verlagsbuchhandlung.
- Baines, L. A. & Slutsky, R. (2009). Developing the sixth sense: Play. *Educational Horizons*, 87(2), 97-101.
- Bateson, G. (1956). *The message "This is play"*. Princeton, NJ: Josia Macy Jr. Foundation.
- Belim, V., Lyra, O., Teixeira, P., Caraban, A., Ferreira, M. J., Gouveia, R., ... Karapanos, E. (2014). Beyond gamification: Sociometric technologies that encourage reflection before behavior change. In *ACE 2014 - 11th Advances in Computer Entertainment Technology Conference, Proceedings* (Vol. 2014-November). Association for Computing Machinery. <http://dx.doi.org/10.1145/2663806.2663828>
- Bendixen-Noe, M. (2010). Bringing play back to the classroom: how teachers implement board and card games based on academic learning standards. In B. Meyer (Ed.). *Proceedings of the European Conference on Games Based Learning* (pp. 13-18). UK: Academic Publishing Limited.
- Bergen, D. (2003). Humor, play, and child development. In A. J. Klein (Ed.). *Humor in children's lives: A guidebook for practitioners* (pp. 17-32). Westport (CO, USA), London (UK): Praeger.
- Bergen, D. (2009). Play as the learning medium for future scientists, mathematicians, and engineers. *American Journal of Play*, 1(4), 413-428.

- Bondioli, A. (2001). The adult as a tutor in fostering children's symbolic play. In A. Goncu and E. L. Klein, (Eds.). *Children in play, story and school* (pp. 107-131). New York: The Guilford Press.
- Board Game. (2018). In *Merriam-Webster.com*. Retrieved August 19, 2019, from <https://www.merriam-webster.com/dictionary/board%20game>
- Bottino, R. M., & Ott, M. (2007). Mind games, reasoning skills, and the primary school curriculum. *Learning Media & Technology*, 31(4), 359-375. <http://dx.doi.org/10.1080/17439880601022981>
- Breathnach, H. (2013). *Parent views of play in the Preparatory Year in Queensland* (Unpublished master's thesis). Queensland University of Technology, Brisbane, QLD. Retrieved August 12, 2019 from <http://eprints.qut.edu.au/60127/>
- Breathnach, H. (2017). *Children's perspectives of play in an early childhood classroom* (Unpublished doctoral dissertation). Queensland University of Technology, School of Early Childhood and Inclusive Education Faculty of Education. <https://doi.org/10.5204/thesis.eprints.110539>
- Brewer, J. (2004). Play: Learning at its best. In J. A. Brewer, (Ed.). *Introduction to early childhood education: Preschool through primary grades* (pp. 137-169). Boston: Pearson.
- Bruni, J., & Silverman, H. (1975). Using a pegboard to develop mathematical concepts. *The Arithmetic Teacher*, 22(6), 452-458.
- Büyüköztürk, Ş., Çakmak K. E., Akgün Ö. E., Karadeniz Ş., & Demirel, F. (2009). *Bilimsel araştırma yöntemleri [Scientific research methods]*. Ankara: Pegem Akademi.
- Byrne, D. (1995). *Games. Teaching oral English*. Harlow: Longman Group UK Limited.
- Christie, J., & Roskos, K. (2006). Standards, science and the role of play in early literacy education. In D. Singer, R. M. Golinkoff, and K. Hirsh-Pasek, (Eds.). *Play=learning:*

- How play motivates and enhances children's cognitive and social-emotional growth* (pp. 57-73). New York: Oxford University Press.
- Cohen, L. & Manion, L. (1994). *Research methods in education*. London: Routledge.
- Cohen, D. (2012). *How the child's mind develops*. Hoboken: Routledge.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.
- Çepni, S. (2012). *Araştırma ve proje çalışmalarına giriş [Introduction to research and project works]*. (6. Baskı). Trabzon: Celepler Matbaacılık.
- DeVries, R. (2006). Games with rules. In D.P. Fromberg and D. Bergen (Eds.). *Play from birth to twelve*. Abingdon, Oxon: Routledge.
- Doris, B. (2006). Reconciling play and assessment standards: How to leave no child behind. In D. P. Fromberg, and D. Bergen, (Eds.). *Play from birth to twelve: Contexts, perspectives, and meanings* (pp. 233-240). London, UK: Routledge.
- Dunphy, L., & Farrell, T. (2011). Eliciting young children's perspectives on indoor play provision in their classroom: Reflections and challenges. In D. Harcourt, B. Perry, and T. Waller, (Eds.). *Researching young children's perspectives: Debating the ethics and dilemmas of research with children* (pp. 128-142). Abingdon, Oxon: Routledge.
- Ebbeck, M., & Gokhale, N. (2004). Child-rearing practices in a selected sample of parents with children in childcare in Singapore. *Contemporary Issues in Early Childhood*, 5(2) , 194-206.<http://dx.doi.org/10.2304/ciec.2004.5.2.6>
- Einarsdóttir, J. (2005). We can decide what to play! Children's perception of quality in an Icelandic playschool. *Early*

- Education & Development*, 16(4), 469-488. [http://dx.doi.org/10.1207/s15566935eed1604\\_7](http://dx.doi.org/10.1207/s15566935eed1604_7)
- Einarsdóttir, J. (2010). Children's experiences of the first year of primary school. *European Early Childhood Education Research Journal*, 18(2), 163-180. <http://dx.doi.org/10.1080/13502931003784370>
- Ekiz, D. (2009). *Bilimsel araştırma yöntemleri [Scientific research methods]*. Ankara: Anı Yayıncılık.
- Elias, C. L., & Berk, L. E. (2002). Self-regulation in young children: Is there a role for sociodramatic play? *Early Childhood Research Quarterly*, 17(2), 216-238. [http://dx.doi.org/10.1016/S0885-2006\(02\)00146-1](http://dx.doi.org/10.1016/S0885-2006(02)00146-1)
- Fisher, J. A. (2009). We used to play in Foundation, it was more funner: Investigating feelings about transition from Foundation Stage to Year 1. *Early Years*, 29(2), 131-145. <http://dx.doi.org/10.1080/09575140802672576>
- Fleer, M. (2013). *Play in the early years*. Port Melbourne, VIC: Cambridge University Press.
- Fleer, M., & Raban, B. (2007). Constructing cultural-historical tools for supporting young children's concept formation in early literacy and numeracy. *Early Years: An International Journal of Research and Development*, 27(2), 103-118. <http://dx.doi.org/10.1080/09575140701425191>
- Frost, J., Wortham, S., & Reifel, S. (2005). *Play and child development*. Upper Saddle River: Merrill/Prentice Hall.
- Garris, R., Ahlers, R., & Driskell, J.E. (2002). Games, motivation, and learning: A research and practice model. *Simulation & Gaming*, 33(4), 441-467. <http://dx.doi.org/10.1177/1046878102238607>
- Garvey, C. (1990). *Play*. Cambridge, MA: Harvard University Press.
- Ginsburg, H. P., Lee, J. S., & Boyd, J. S. (2008). Mathematics education for young children: What it is and how to promote it. *Social Policy Report*, 22(1), 1-24. <http://dx.doi.org/10.1002/j.2379-3988.2008.tb00054.x>

- Hansen, L. E. (2005). ABCs of early mathematics experiences. *Teaching Children Mathematics*, 12(4), 208-212.
- Heaslip, P. (1994). Making play work in the classroom. In J. Moyles (Ed.). *The excellence of play* (pp. 99-109). Buckingham: Open University Press.
- Hirsh-Pasek, K., Golinkoff, R., Berk, L. E., & Singer, D. G. (2009). *Mandate for playful learning in preschool*. New York: Oxford University Press.
- Huizinga, J. (1949). *Homo ludens: A study of the play-element in culture*. Retrieved August 18, 2019, from [http://art.yale.edu/file\\_columns/0000/1474/homo\\_ludens\\_johan\\_huizinga\\_routledge\\_1949\\_.pdf](http://art.yale.edu/file_columns/0000/1474/homo_ludens_johan_huizinga_routledge_1949_.pdf)
- Hyvönen, P. T. (2011). Play in the school context? The perspectives of Finnish teachers. *Australian Journal of Teacher Education*, 36(8), 65-83. <http://dx.doi.org/10.14221/ajte.2011v36n8.5>
- Johnson, J. E. (2006). Play development from ages four to eight. In D. P. Fromberg, and D. Bergen (Eds.). *Play from birth to twelve: Contexts, perspectives, and meaning* (pp. 13-20). New York: Routledge.
- Johnson, E. J., Christie, J. F., & Wardle, F. (2005). *Play, development, and early education*. Boston: Pearson.
- Kennedy, A., & Barblett, L. (2010). Learning and teaching through play: Supporting the Early Years Learning Framework. *Research in Practice Series*, 17(3), 1-16.
- Landreth, G. L. (2002). *Play therapy: The art of the relationship*. New York, NY, US: Brunner-Routledge.
- Laski, E. V., & Siegler, R. S. (2014). Learning from number board games: You learn what you encode. *Developmental Psychology*, 50(3), 853-864. <http://dx.doi.org/10.1037/a0034321>
- LeFevre, J. A., Skwarchuk, S. L., Smith-Chant, B. L., Fast, L., Kamawar, D., & Bisanz, J. (2009). Home numeracy experiences and children's math performance in the early

- school years. *Canadian Journal of Behavioral Science*, 41(2), 55-66. <http://dx.doi.org/10.1037/a0014532>
- Levy, J. (1978). *Play Behavior*. New York, NY: Wiley.
- Lillemyr, O. (2009). *Taking play seriously*. Charlotte, NC: Information Age Publishing.
- Ling-Yin, L. A. (2006). Steering debate and initiating dialogue: A review of the Singapore pre-school curriculum. *Contemporary Issues in Early Childhood*, 7(3), 203-212. <http://dx.doi.org/10.2304/ciec.2006.7.3.203>
- Ling-Yin, L. A. (2008). Singapore preschool teachers' responses to the introduction of a framework for a kindergarten curriculum in the context of 3 preschool settings. *Asia Pacific Journal of Research in Early Childhood Education*, 2(1), 55 - 81.
- Linklater, H. (2006). Listening to learn: Children playing and talking about the Reception year of early years education in the UK. *Early Years: An International Journal of Research and Development*, 26(1), 63-78. <http://dx.doi.org/10.1080/09575140500507868>
- Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers & Education*, 55(2), 630-643. <http://dx.doi.org/10.1016/j.compedu.2010.02.023>
- Madjidzadeh, Y. (2003). *Jiroft, The earliest oriental civilization*. Tehran: The Ministry of Culture and Islamic Guidance.
- McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. New York: Penguin Press.
- Merriam, S. B. (2015). *Nitel araştırma: Desen ve uygulama için bir rehber [Qualitative research: A guide to design and implementation]* (Translated by. Ed. S. Turan). Ankara: Nobel Akademik Yayıncılık.
- Milczynski, K. A. (2011). *Literature review: Effectiveness of gaming in the classroom*. USA: Michigan State

- University. Retrieved August 15, 2019, from <https://www.semanticscholar.org/paper/Effectiveness-of-Gaming-in-the-Classroom-Milczynski>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis-An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.
- Moss, P., & Petrie, P. (2002). *From children's services to children's spaces: Public policy, children and childhood*. Hoboken: Taylor and Francis.
- Moyles, J. (2010a). *The excellence of play*. Maidenhead, UK: Open University Press.
- Moyles, J. (2010b). *Thinking about play: Developing a reflective approach*. Maidenhead: McGraw-Hill Education/ Open University Press.
- Ngan, K. L., Tan, F. A., Lip, Y. P., & Chee, S. L. (2018). The impact of play on child development - A literature review, *European Early Childhood Education Research Journal*, 26(5), 625-643. <http://dx.doi.org/10.1080/1350293X.2018.1522479>
- Oblinger, D. G. (2006). Games and learning. *Educause Quarterly Magazine*, 29 (3), 5-7.
- O'Gorman, L., & Ailwood, J. (2012). They get fed up with playing. Parents' views on play-based learning in the Preparatory Year. *Contemporary Issues in Early Childhood*, 13(4), 266-275. <http://dx.doi.org/10.2304/ciec.2012.13.4.264>
- Ott, M., & Pozzi, F. (2012). Digital games as creativity enablers for children. *Behaviour & Information Technology*, 31(10), 1011-1019.<http://dx.doi.org/10.1080/0144929X.2010.526148>
- Papastergiou, M. (2009a). Digital game-based learning in high school computer science education: Impact on educational effectiveness and student motivation. *Computers and Education*, 52(1), 1-12. <http://dx.doi.org/10.1016/j.compedu.2008.06.004>

- Papastergiou, M. (2009b). Exploring the potential of computer and video games for health and physical education: A literature review. *Computers & Education*, 53, 603-622. <http://dx.doi.org/10.1016/j.compedu.2009.04.001>
- Piaget, J. (1962). *Play, dreams and imitation in childhood*. New York: Norton.
- Pramling Samuelsson, I., & Asplund Carlsson, M. (2008). The playing learning child: Towards a pedagogy of early childhood. *Scandinavian Journal of Educational Research*, 52(6), 623-641. <http://dx.doi.org/10.1080/00313830802497265>
- Pramling Samuelsson, I., & Johansson, E. (2009). Why do children involve teachers in their play and learning? *European Early Childhood Education Research Journal*, 17(1), 77-94. <http://dx.doi.org/10.1080/13502930802689053>
- Prensky, M. (2001). Fun, play and games: What makes games engaging, In *Digital game-based learning*. New York: McGraw-Hill.
- Ramani, G. B., & Siegler, R. S. (2008). Promoting broad and stable improvements in low-income children's numerical knowledge through playing number board games. *Child Development*, 79(2), 375-394. <http://dx.doi.org/10.1111/j.1467-8624.2007.01131.x>
- Rieber, L. P. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations and games. *Educational Technology Research and Development*, 44(2), 43-58. <http://dx.doi.org/10.1007/BF02300540>
- Sardone, N. B., & Devlin-Scherer, R. (2016). Let the (board) games begin: Creative ways to enhance teaching and learning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(6), 215-222. <http://dx.doi.org/10.1080/00098655.2016.1214473>
- Scarlett, W. G., Naudeau, S., Salonijs-Pasternak, D., & Ponte, I. (2005). *Children's play*. Thousand Oaks, CA: Sage.

- Siegler, R. S., & Booth, J. L. (2004). Development of numerical estimation in young children. *Child Development, 75*, 428-444. <http://dx.doi.org/10.1111/cdev.2004.75.issue-2>
- Siegler, R. S., & Ramani, G. B. (2008). Playing board games promotes low-income children's numerical development. *Developmental Science, 11*, 655-661. <http://dx.doi.org/10.1111/j.1467-7687.2008.00714.x>
- Siegler, R. S., & Ramani, G. B. (2009). Playing linear number board games-but not circular ones-improves low-income preschoolers' numerical understanding. *Journal of Educational Psychology, 101*(3), 545-560. <http://dx.doi.org/10.1037/a0014239>
- Singer, E. (2013). Play and playfulness, basic features of early childhood education. *European Early Childhood Education Research Journal, 21*(2), 172-184. <http://dx.doi.org/10.1080/1350293X.2013.789198>
- Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal, 30*(5), 713-730. <http://dx.doi.org/10.1080/0141192042000234665>
- Skoumpourdi, C., Tatsis, K., & Kafoussi, S. (2009). The involvement of mathematics in everyday activities and games: Parents' views. In F. Kalavasis, S. Kafoussi, M. Chionidou-Moskofoglou, C. Skoumpourdi & G. Fessakis (Eds.). *Proceedings of the 3rd GARME Conference: Mathematics Education and Family Practices*, (pp. 131-139), Athens, Greece: NT Publications.
- Smith, J. T. (2016). *Key questions in education: Historical and contemporary perspectives*. London: Bloomsbury Academic.
- Sutton-Smith, B. (2008). Play theory: A personal journey and new thoughts. *American Journal of Play, 1*(1), 80-123.
- Sylwester, R. (2005). *How to explain a brain: An educator's handbook of brain terms and cognitive processes*. Thousand Oaks: Corwin Press.

- Treher, E. N. (2011). *Learning with board games. Play for performance. Tools for learning and retention*. The Learning Key Inc. Retrieved December 22, 2018, from <http://www.thelearningkey.com>
- Tuğrul, B. (2010). Çocuk dostu öğrenme ortamları, okulda yenilenme [*Child-friendly learning environments, renewal at school*]. (pp. 215-221). Antalya: Özel Okullar Birliği Derneği Yayınları.
- Tuğrul, B. (2013). Çocukta oyun gelişimi [Play development in children]. N. Aral, Ü. Deniz ve A. Kan (Ed.), Öğretmenlik alan bilgisi: Okul öncesi öğretmenliği içinde [*in Teaching field knowledge: Preschool teaching*] (pp. 245-269). Ankara: Alan Bilgisi Yayınları.
- Tuğrul, B. (2017). Dünya oyunun gücünde uzlaştı şimdi bu gücü çocukların yararına kullanma zamanı: Hadi Türkiye... [The world agree on the power of the “Play”: It is now time to use this power for the benefit of children: Come on Turkey...] *Erken Çocukluk Çalışmaları Dergisi*, 1(2), 259-266. <http://dx.doi.org/10.24130/eccd-jecs.196720171228>
- Türkoğlu, B. & Uslu, M. (2016). Oyun temelli bilişsel gelişim programının 60-72 aylık çocukların bilişsel gelişimine etkisi [The effect of game based cognitive development programme on cognitive development of 60-72 months old children]. *Uluslararası Eğitim Bilimleri Dergisi*, 3(6), 50-68.
- Türkoğlu, B. (2018a). Selçuklu bilişsel eğitim programının çocukların farklı beceri alanlarına etkisine ilişkin uygulayıcı sınıf öğretmenlerinin görüşleri [The views of practitioner classroom teachers on the effects of Selcuklu cognitive training program on different skill areas of children]. *Kastamonu Eğitim Dergisi*, 26(5), 1653-1666. <http://dx.doi.org/10.24106/kefdergi.2197>
- Türkoğlu, B. (2018b). Okul öncesi öğretmenlerinin eğitsel oyunlara ilişkin görüşleri: Nitel bir analiz [Opinions of preschool teachers on educational games: A qualitative analysis]. In Y. Çobanoğlu (Ed.). *Sosyal, beşeri ve idari*

*bilimler alanında akademik çalışmalar-2.* (pp. 687-700). Ankara: Gece Publishing.

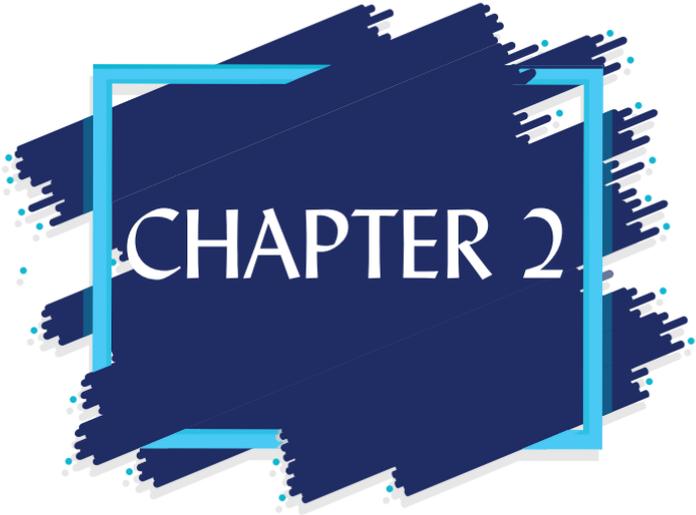
- Türkoğlu, B. (2019). The effect of educational board games training programme on the social skill development of the fourth graders. *Elementary Education Online*, 18(3), 1326-1344. <http://dx.doi.org/10.17051/ilkonline.2019.612180>
- Türnüklü, A. (2000). Eğitimbilim araştırmalarında etkin olarak kullanılabilir nitel bir araştırma tekniği: Görüşme [A qualitative research technique that can be used effectively in educational studies: Interview]. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 24, 543-559.
- Vij, V. (2011). Party games for all occasions. New Delhi: Vij Books India Pvt. Ltd.
- Vygotsky, L. S. (1962). *Thought and language* Cambridge, MA: MIT Press.
- Vygotsky, L. S. (1978). Play and its role in the mental development of the child. In J. S. Bruner, A. Jolly, and K. Sylva (Eds.). *Play: Its role in development and evolution* (pp. 537-544). New York: Basic Books.
- Walsh, G., Sproule, L., McGuinness, C., Trew, K., Rafferty, H., & Sheehy, N. (2006). An appropriate curriculum for 4-5 year old children in Northern Ireland: Comparing play based and formal approaches. *Early Years*, 26(2), 201-221. <http://dx.doi.org/10.1080/09575140600760003>
- Whyte, J. C., & Bull, R. (2008). Number games, magnitude representation, and basic number skills in preschoolers. *Developmental Psychology*, 44(2), 588-596. <http://dx.doi.org/10.1037/0012-1649.44.2.588>
- Wood, E. (2007). New directions in play: Consensus or collision? *Education 3-13*, 35(4), 309-320. <http://dx.doi.org/10.1080/03004270701602426>
- Wood, E. (2009). Developing a pedagogy of play. In A. Anning, J. Cullen, and M. Fleer (Eds.). *Early Childhood Education: Society and Culture* (pp. 27-38). London: Sage Publications Ltd.

- Wood, E. (2014). The play-pedagogy interface in contemporary debates. In L. Brooker, M. Blaise, and S. Edwards, (Eds.). *The SAGE handbook of play and learning in early childhood* (pp. 145-156). London: Sage Publications Ltd.
- Wood, E., & Attfield, J. (2005). *Play, learning and the early childhood curriculum* (2nd ed.). London, UK: Paul Chapman Publishing.
- Yıldırım, A. & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences]*. Ankara: Seçkin.
- Yin, R. K. (2003). *Case study research: Design and methods*. London: Sage Publications.



**INVESTIGATION OF  
UNIVERSITY STUDENTS'  
THOUGHTS TO CLIMATE  
CHANGE BY USING  
CLUSTER ANALYSIS**

**Ebru BAKAÇ**







# INVESTIGATION OF UNIVERSITY STUDENTS' THOUGHTS TO CLIMATE CHANGE BY USING CLUSTER ANALYSIS

Ebru BAKAÇ

## INTRODUCTION

It is a known fact that the negative human impact on our world have increased significantly in recent years. It was frequently mentioned by experts that this situation affects the climate systems that exist in the world. Climate generally defines as weather conditions that vary according to the season in a region (Lamb, 1969). In this situation, climate change refers to a deviation from existing local conditions. Hannah, Lovejoy & Schneider (2006) describes the concept of climate change as the main elements of the climate systems and its operation is affected by human activities. It is a known fact that the amount of radiation from the sun decisives on climates. In this process, the radiation which comes from the sun constantly absorbes by the atmosphere, after the solar energy distributes by the atmosphere and the oceans, and at the end it reflects into space as longer wavelengths. Meanwhile, some of the thermal radiation absorbes by greenhouse gases in the atmosphere (especially water vapor, methane, CO<sub>2</sub>, CFC, etc.) (Ephraums & Jenkins, 1992). As a result of the undesirable rate of greenhouse gases in the atmosphere, especially due to human effects, the rays coming from the sun can notreflect back in the required proportions and they increase the air temperature in the atmosphere continuously.

Global concentrations of atmospheric carbon dioxide, methane and nitrogen oxides have increased significantly as a result of human activities since 1750, and it was determined that it is currently exceeding the pre-industrial

values which have had by ice cores for thousands of years (IPCC, 2007). According to the studies, in addition to the normal flow of the global carbon cycle, a total of 7.9 billion tonnes of carbon releases into the atmosphere each year (from land use changes and deforestation to 1.6 billion tonnes and 6.3 billion tonnes from fossil fuel combustion). It was estimated that 4.6 billion tonnes of carbon retains by terrestrial ecosystems and oceans, and it was predicted that 3.3 billion tonnes of carbon remains in the atmosphere each year (IPCC, 2002). Similarly, Asan (1995) stated that in his/her research use of forest resources not affect adversely the greenhouse effect in Turkey. However, it was stated that half of the country's forests are still bad and the remaining half of them are rare and old. This was seen as important in terms of reflecting the impact of environmental protection on climate change.

The effects of climate change on the ecosystem can be characterized by a high level of complexity resulting from the interactions of biophysical, economic, political and social factors (Ewert et al., 2015). Since the industrial revolution, human activities have caused a significant change in climate systems (Salinger, 2005). Especially in recent years, it was observed that human activities are more effective on global climate than on local effects (IPCC, 2001). As a result, global average surface temperatures were projected to increase between 1.4 and 5.8 ° C for the period 1990-2100 (IPCC, 2001). Further research into the role of different factors in the management of natural resources in order to minimize the damage caused by climate change to the environment. It is important to invest in water-related infrastructure, agriculture technology and health services (van der Geest et al., 2019).

## Theoretical Framework

Climate change is a multidisciplinary subject ranging from education to economy, from engineering to geography. When the literature about the concepts such as climate change, greenhouse effect and global warming were examined, it was seen that there are many studies investigating the thoughts of university students in this field. For example, Biçer & Vaizoğlu (2015) determined that nursing students' knowledge and awareness levels about climate change were insufficient. So he/she made some suggestions for preparing curriculums and organizing activities in universities in order to increase sensitivity on climate change issues. Ateş & Karatepe (2013) analyzed university students' perceptions of global warming concept with the help of metaphors and found that the way in which the subject addressed in visual and written media, film, documentary and social networks related to global warming significantly affected the views of students. Eroğlu & Aydoğdu (2016) found that although science teachers' knowledge about global warming is above average, their knowledge of some subjects is lacking. In the research conducted by Oluk & Oluk (2007), found that university students had a serious lack of knowledge and misconception about climate change concept. In a study by Wachholz, Artz & Chene (2014) the majority of students stated that climate change causes by human impact. In a study by Kerr & Walz (2007) it was determined that university students thought that climate change was caused by holes in the ozone layer. When the researches in the literature were evaluated, it was seen that generally university students have insufficient and incomplete information about climate change. Related the subject, Rajeev Gowda, Fox, & Magelky (1997) stated that should prepared better educational materials for students in order to eliminate misconceptions. Moser & Dilling (2004) argues that a new model of education on climate

change were needed. In this context, awareness levels of students about climate change were analyzed by clustering analysis in this research.

When the clustering analysis studies on climate change are examined, it is seen that there are a limited number of studies conducted in different areas. Unal, Kindap & Khan (2003) survey conducted by Turkey climatic zones temperatures from 113 climate stations and the total rainfall from 1951 to 1998 were examined with the hierarchical clustering analysis. seven different climate zones in Turkey have reached the conclusion of the study will be. Kolk & Pinkse (2005), in their research on the measures taken by the business world for climate change, (n = 136), concludes that the data obtained from the company is based on six basic groups. Weinhofer & Hoffmann (2010) examined the approaches adopted by the companies in reducing the effects of climate change, and it was found that the companies gathered in six groups according to the measure rate they received. Gray, Dautel, Estrada-Peña, Kahl & Lindgren (2009) examined the distribution of climate change and tick-borne diseases in the world by cluster analysis method. As a result of the research, it has been stated that climate change alone is not effective in spreading tick-borne diseases and other factors should be taken into consideration. It has been observed that climate change is grouped according to different variables by using clustering analysis method in different disciplines. In this context, awareness levels of students about climate change were analyzed by clustering analysis. In the literature, it can be considered as the importance of the study that the students' awareness of climate change is investigated by clustering analysis. In this research, the opinions of university students on the concept of climate change were grouped and the measures that could be taken in this regard were tried to be determined. In this context, the aim of the study is to determine the thoughts of university students

on climate change. When review the literature by the researcher, it were not found a research which is examined by clustering analysis about university students' climate change. It can be evaluated as the differentiates of the research from other studies. In this research, the opinions of university students' on the concept of climate change were grouped and the measures that could be taken in this regard were tried to be determined. In this context, the aim of the study is to determine the thoughts of university students on climate change.

## **METHOD**

### **Research Model**

The descriptive model was used in the research. According to Fowler (1993), the descriptive research model is the most effective type of research that can be used when it is desired to obtain quantitative data about situations and events. In this context, the thoughts of university students about climate change were examined with descriptive research model.

### **Participants**

The participants consisted of university students (n = 300) who were studying at a university in the Northwest Black Sea Region at second semester of 2016-2017 academic year. These students (n = 203) are studying in the Faculty of Education, (n = 55) in Vocational School and (n = 39) in the Faculty of Arts and Sciences.

### **Data Collection Tools**

In this study, the climate change perception scale was used as a data collection tool which developed by the researcher. This scale, which aims to measure university

students' perceptions about climate change, consists of 22 items and 6 factors. Confirmatory factor analysis of the scale was performed using Lisrel 8.51. When the values of confirmatory factor analysis were examined, it was determined that the model was in good agreement ( $\chi^2 = 340, 59, N = 300, sd = 194, \chi^2 / df = 1.54, GFI = .90, CFI = .92, RMSEA = .052, AGFI = .87, NFI = .83, NNFI = .90, RMR = .036$ ). The factors in the scale are named as "causes, results, measures, level of consciousness, environmental impact and future scenarios". The Cronbach alpha reliability value of the whole scale was calculated as 0.88. The grading of the 5-point Likert-type scale varies in the range of (1) and strongly disagree (5).

### **Data Collection and Analysis**

The data were collected university students ( $n = 300$ ) who were studying at a university in the Northwest Black Sea Region during the spring semester of the 2016-2017 academic year. SPSS 22 statistical program was used to analyze the data. Data were analyzed using clustering analysis. Cluster analysis is defined as a multivariate technique that divides objects into groups according to their properties (Hair, Black, Babin, Anderson & Tatham, 2006). Hierarchical clustering methods are seen as a very convenient method when the researcher does not know how many groups are initially in the data set. This method offers researchers the opportunity to observe and observe relationships that have not been previously observed in the data set they study (Anderberg, 1973). Ward's Link Clustering Method which gets into hierarchical clustering method was used in the research. In the Ward's Method, the sum of the error squares from the clusters obtained at each stage combines with the smallest ones. This ensures homogeneity in the cluster, and heterogeneity among the clusters (Hair et al., 2006). In addition, the t-test was used

to determine whether there were any differences between the groups according to each item.

## RESULTS

The arithmetic mean ( $\bar{X}$ ), standard deviation (SD), skewness and kurtosis values of the perception scale for climate change were presented in Table 1.

**Table 1.** *Kolmogorov-smirnov normality test*

N		274
Normal Parameters <sup>a,b</sup>	Mean	92,4635
	Std. Deviation	9,72745
Most Extreme Differences	Absolute	,063
	Positive	,036
	Negative	-,063
Test Statistic		,063
P		,011 <sup>c</sup>

As shown in Table 1, when the scores taken from the perception scale for climate change were analyzed, it can be said that the data have a normal distribution. This situation can be considered the data as suitable for clustering analysis.

**Table 2.** *Results of clustering analysis showing university students' perceptions about climate change*

Number of Groups	n	%
1	146	48,7
2	128	42,7
Not mentioned	26	8,7
Sum	300	100,0

When Table 2 is examined, it is seen that university students' perceptions about climate change were categorized under two clusters. 48.7% (n = 146) of the

students were identified as being in the first group and this group were named as high awareness of climate change. In the second group, 42.7% (n = 128) of the students were seen and this group were named as low awareness of climate change.

**Table 3.** *The results of university students' perceptions of climate change according to the number of clusters*

Item No	Number of Groups	N	$\bar{X}$	t-test	p
M1	1	146	4,51	6,262	,000
	2	128	3,92		
M2	1	146	4,21	4,391	,000
	2	128	3,76		
M3	1	146	4,30	5,912	,000
	2	128	3,71		
M4	1	146	4,57	4,737	,000
	2	128	4,12		
M5	1	146	4,71	10,073	,000
	2	128	3,89		
M6	1	146	4,45	7,853	,000
	2	128	3,78		
M7	1	146	4,56	9,079	,000
	2	128	3,75		
M8	1	146	4,55	10,069	,000
	2	128	3,69		
M9	1	146	4,26	4,972	,000
	2	128	3,68		
M10	1	146	4,67	9,259	,000
	2	128	3,89		
M11	1	146	4,63	11,158	,000
	2	128	3,71		
M12	1	146	4,54	9,898	,000
	2	128	3,70		
M13	1	146	4,63	7,427	,000
	2	128	3,97		

M14	1	146	4,63	8,709	,000
	2	128	3,97		
M15	1	146	4,43	5,212	,000
	2	128	3,82		
M16	1	146	4,69	6,635	,000
	2	128	4,10		
M17	1	146	4,63	4,951	,000
	2	128	4,20		
M18	1	146	4,53	7,806	,000
	2	128	3,87		
M19	1	146	4,17	6,814	,000
	2	128	3,51		
M20	1	146	4,60	10,594	,000
	2	128	3,67		
M21	1	146	4,58	9,848	,000
	2	128	3,80		
M22	1	146	4,48	6,198	,000
	2	128	3,87		

When Table 3 is examined, it is seen that there is a significant difference between the students who have high awareness of climate change and those who are not. ( $t(20) = 3,880, p < .005$ ). When the substance were tested on the basis of matter on the table, university students may experience great migrations between continents especially after climate change. It is seen that there is a great difference of thought. These findings can be interpreted as significant differences between the students with low and high level of awareness especially in the areas such as future predictions and taking responsibility.

## DISCUSSION

The aim of this study is to examine the thoughts of university students on climate change through clustering analysis method. At the end of the study, it was seen that university students' awareness of climate change was collected in two groups as low and high. In addition, it

was seen that there is a significant difference between the students who have a high awareness of climate change and those who are not.

It was seen that university students' perceptions about climate change were gathered under two clusters: a high and low awareness level to climate change. In some studies were supported this situation that university students have high level of awareness about the issue (Wachholz, Artz., & Chene, 2014, Zsóka, Szerényi, Széchy & Kocsis, 2013). On the other hand, it were observed that university students do not have enough knowledge about the causes and results in some studies (Papadimitriou, 2004; Cordero, Marie Todd & Abellera, 2008; Boon, 2010). This can be interpreted as the fact that university students have some misconceptions about climate change and some attempts should be make in educational environments to improve the students' level of the knowledge such as greenhouse gas, ozone layer and climate change issues. For example; Cordero, Marie Todd & Abellera (2008) suggested that climate change education programs could be designed in order to eliminate the students' knowledge deficiencies and misconceptions.

At the end of the study, it was concluded that the students in the group with a high level of awareness about climate change received higher scores on the basis of all items of the climate change scale. In the literature, it was found some findings similar to the results obtained in this study. Boon (2010) examined the opinions of university and secondary school students on the concept of climate change and it was concluded that there are similarities in terms of the level of knowledge and understanding between the two groups. It was stated that the concept is not sufficiently understood by the students. Meanwhile Esa (2010) examined the attitudes of pre-service teachers towards environmental awareness and the environment. At

the end of the research, it was determined that most of the students exhibited the appropriate behaviors to protect the environment, but it was found that some of the students' environmental protection behaviors were not at the desired level. As a result of research, individuals live in a social environment and other people's conscious or unconscious behavior affects individuals in a positive or negative way. Lastly, related to issue Senbel, Ngo & Blair (2014) stated that individuals are greatly affected other peoples by their consumption habits in terms of energy consumption. As a result, it can be stated that taking a model is an important factor in the learning and teaching of environmental issues.

## CONCLUSIONS

The climate change is one of the most important issues to be emphasized at every level of education. In order to be a conscious citizen and to raise environmental awareness, it is necessary to emphasize the issues of climate change every education level. Based on the findings of the research, the following suggestions were made for the curriculum specialists and the researchers in the university. It is appropriate to include the topics of climate change in the content of the curricula which are compatible with the subject in order to understand the possible social and economic consequences of climate change. In-school and out-of-school awareness programs can be organized to raise awareness of climate change. Since climate change is a problem that concerns all humanity, it may be appropriate to conduct a wide range of meta-analysis studies. In order to determine the importance that students give their subject, studies that examine the level of understanding of concepts such as climate change from primary school to university etc...

## REFERENCES

- Anderberg, M.R. (1973). *Cluster analysis for applications*. New York: Academic Press.
- Asan, Ü. (1995). Global iklim deęişimi ve Türkiye ormanlarında karbon birikimi. *Journal of the Faculty of Forestry Istanbul University*, 45(1-2), 23-38.
- Ateş, M., & Karatepe, A. (2013). The Analysis of University Students' Perceptions towards "Global Warming" Concept with the Help of Metaphors. *Marmara Coęrafya Dergisi*, 27, 221-241.
- Biçer, B. K., & Vaizoęlu, S. A. (2015). Determination of awareness and knowledge of nursing students about global warmness/climate change. *Journal of Hacettepe University Faculty of Nursing*, 2(2).
- Boon, H. J. (2010). Climate change? Who knows? A comparison of secondary students and pre-service teachers. *Australian Journal of Teacher Education*, 35, 104-120.
- IPCC (2007). Climate change 2007: The physical science basis. *Agenda*, 6(07), 333.
- Cordero, E. C., Marie Todd, A., & Abellera, D. 2008. Climate change education and the ecological footprint. *Bulletin of the American Meteorological Society*, 89(6), 865-872.
- Ephraums, J. J., & Jenkins, G. J. J. (1992). *Climate change 1992*. Cambridge University Press.
- Eroęlu, B., & Aydogdu, M. (2016). Determination of pre-service science teachers' knowledge level about global warming. *Journal of Bursa Uludaę University Faculty of Education*, 29(2), 345-374.
- Esa, N. (2010). Environmental knowledge, attitude and practises of student teachers. *International Research in Geographical and Environmental Education*, 19(1), 39-50.
- Gray, J. S., Dautel, H., Estrada-Peña, A., Kahl, O., & Lindgren, E. (2009). Effects of climate change on ticks and tick-

borne diseases in Europe. *Interdisciplinary Perspectives on Infectious Diseases*.

- Janssen S., Rivington M., & Semenov M. A. (2015). Crop modelling for integrated assessment of risk to food production from climate change. *Environ Model Softw*, 72, 287–303.
- Hair, J. F., Black, B., Babin, B., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis (6th Edition)*. Upper Saddle River, NJ: Prentice-Hall.
- Hannah, L., Lovejoy, T. H., & Schneider, S. H. (2006). *Biodiversity and climate change in context*. Hannah, L., Lovejoy, T. H. (Eds.). *Climate change and biodiversity*. New Delhi, India: Teri Press.
- IPCC (2001). *Climate change 2001: Impacts, adaptation, and vulnerability*. Cambridge, UK: Cambridge University Press.
- IPCC (2002). Presentations by the IPCC Working Groups for the IPCC Third Assessment Report: IPCC Synthesis Report Part II (Habiba Gitay). Intergovernmental Panel on Climate Change (IPCC).
- IPCC (2007). *Climate Change 2007. Synthesis Report. Contribution of Working Groups I, II & III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*. Geneva
- Lamb, H. H. (1969). The New Look of Climatology, *Nature*, 223(20), 1209-1215.
- Kerr, S., & Walz, S. (2007). Holes' in student understanding: Addressing prevalent misconceptions regarding atmospheric environmental chemistry. *Journal of Chemical Education*. 84(10), 1693-1696.
- Kolk, A., & Pinkse, J. (2005). Business responses to climate change: Identifying emergent strategies. *California Management Review*, 47(3), 6-20.
- Lester, B. J., Ma, L., Lee, O., & Lambert, J. (2006). Social activism in elementary science education: A science,

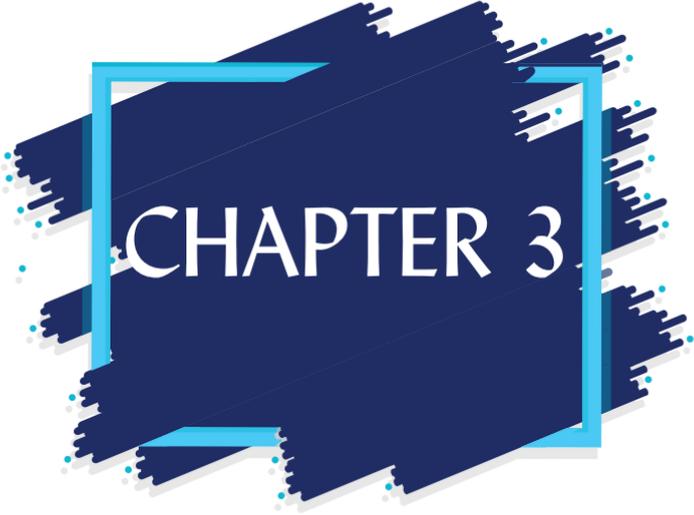
- technology, and society approach to teach global warming. *Int. / Sci. Educ.*, 28, 315-339.
- Moser, S., & Dilling, L. (2004). Making climate hot: Communicating the urgency and challenge of global climate change. *Environment*, 46, 32-46.
- Oluk, E. A., & Oluk, S. (2007). Analysis of under graduated students' perceptions concerning green house effect, global warming and climate change. *Dokuz Eylul University the Journal of Buca Faculty of Education*, (22), 45-53.
- Papadimitriou, V. (2004). Prospective primary teachers' understanding of climate change, greenhouse effect, and ozone layer depletion. *Journal of Science Education and Technology*, 13(2), 299-307.
- Rajeev Gowda, M. V., Fox, J. C., & Magelky, R. D. (1997). Students' understanding of climate change: Insights for scientists and educators. *Bulletin of the American Meteorological Society*, 78(10), 2232-2240.
- Salinger, M. (2005). Climate variability and change: past, present, and future – an overview, *Climate Change*, 1(2), 9-29.
- Senbel, M., Ngo, V. D., & Blair, E. (2014). Social mobilization of climate change: University students conserving energy through multiple pathways for peer engagement. *Journal of Environmental Psychology*. 38, 84-93.
- Unal, Y., Kindap, T., & Karaca, M. (2003). Redefining the climate zones of Turkey using cluster analysis. *International Journal of Climatology: A Journal of the Royal Meteorological Society*, 23(9), 1045-1055.
- van der Geest, K., de Sherbinin, A., Kienberger, S., Zommers, Z., Sitati, A., Roberts, E., & James, R. (2019). The impacts of climate change on ecosystem services and resulting losses and damages to people and society. In *Loss and Damage from Climate Change* (pp. 221-236). Springer, Cham.

- Wachholz, S., Artz, N., & Chene, D. (2014). Warming to the idea: university students' knowledge and attitudes about climate change. *International Journal of Sustainability in Higher Education*, 15(2), 128-141.
- Weinhofer, G., & Hoffmann, V. H. (2010). Mitigating climate change—how do corporate strategies differ?. *Business Strategy and the Environment*, 19(2), 77-89.
- Zsóka, Á., Szerényi, Z. M., Széchy, A., & Kocsis, T. (2013). Greening due to environmental education? Environmental knowledge, attitudes, consumer behavior and everyday pro-environmental activities of Hungarian high school and university students. *Journal of Cleaner Production*, 48, 126-138.



# DEVELOPMENT OF “HEARSEESAY” SCALE

Gülfidan AYTAŞ<sup>1</sup>, Şaban KÖKTÜRK<sup>2</sup>



---

1 Öğr.Gör.Dr., Sakarya Üniversitesi, Fen-Edebiyat Fakültesi, Çeviribilim Bölümü.

2 Doç.Dr., Sakarya Üniversitesi, Fen-Edebiyat Fakültesi, Çeviribilim Bölümü





## DEVELOPMENT OF “HEARSEESAY” SCALE

**Gülfidan AYTAŞ<sup>1</sup>, Şaban KÖKTÜRK<sup>2</sup>**

### INTRODUCTION

The main target of language and language education is socialization and communication. Verbal communication has been evaluated as the most commonly used way of communication and most of the relationships in daily life are based on verbal communication. The main components of the verbal communication process are listening and verbal expression skills. Particularly for listening skill, it can be thought to be a very important act that leads human relations and most of the communication problems that are faced today can be referred to this reality that the listening and comprehension power had not been acquired at a sufficient level.

The listening process, which starts with the being aware of the patterns of voice and voice expressions by an individual, continues with the recognition and remembering of certain signs and ends with interpreting them. The first step of the listening process is hearing. Hearing, which is an innate feature of human beings, is a completely physiological condition and anyone who is healthy can hear. Listening, which is a language skill that can be developed and learned through education, actualizes with the participation of mind and feelings. In this process, depending on the individual’s preference, s/ he chooses the voices according to her/ his voice expressions, interest and attention; thus, listening is a conscious activity. During

---

1 Öğr.Gör.Dr., Sakarya Üniversitesi, Fen-Edebiyat Fakültesi, Çeviribilim Bölümü.

2 Doç.Dr., Sakarya Üniversitesi, Fen-Edebiyat Fakültesi, Çeviribilim Bölümü

the listening process, stimuli which are interested and considered necessary are selected with high concentrate; the selected information and thoughts are passed through various processes such as comprehension, sorting, classification, relationship building, regulation and evaluation. It is then interpreted according to the mental structure of the person. In this process, new information and preliminary information are associated with, also combined, questioned and structured in the mind. (Güneş, 2007, p. 74). In other words, this process is composed of selecting and editing the information that is heard, integrating what the verbal expression conveys with prior knowledge, and configuring it in the mind. (Güneş, 2007, p. 74). Demirel (2003, p. 70), who values the listening process as one of the ways of learning and enjoying it, states that listening as the activity of understanding the speaker smoothly and being able to respond to the stimuli.

When we examine the written literature of the field, it is determined that people spend 42-45% of their time by listening. (Sever, 2004, p. 11; Buzan, 2001, p. 97). Barker (1971, p. 3) mentions that people use 45% listening, 35% speech, 30% reading and 7% writing skills in the communication process. A student listens to his/her teacher, friends and voice materials in 50-75% of his/her time in class. Therefore, school success seems to be closely linked to listening skills. (Temur, 2001, p. 62; Sever, 2004, p. 11; Göğüş, 1978, p. 227).

Robertson (2008, p. 51) states that the correlation between the student's listening skill and the level of success is higher than the correlation between a person's intelligence level and success. The student with advanced listening skills is able to learn more easily and keep the information in memory longer relatively. Although it depends on the subject of the lesson, the amount of time that is required for the student to learn a lesson by his/her own may last at least three course hours which is

just a class hour to learn it by listening and watching in a classroom (Uluğ, 1996, p. 70). It is evaluated that a student who has improved his/her listening skills would be more successful in school type learning and in social life.

One of the main targets of language education is to improve the student's ability which leads the student to understand fully and correctly. Full comprehension means understanding of a feeling and thought without interruption in its own flow, and understanding correctly means comprehending all of the dimensions of information, emotions and thoughts that are intended to be transmitted to us without causing a mistake and without any doubt. (Kavcar and et all, 1995, p. 4).

The activities conducted in listening education do not have any value if they don't conclude in understanding. The information that isn't meaningful in the student's mind will never work and won't turn into practice. In such a case, communication and learning can't obtain its purpose because there is intentionality in the basis of communication. When the purpose of communication is not reached, the communication isn't a communication anymore. (Yangın, 1999, p. 27). Hence, studies on this skill in listening education are frequently completed with comprehension activities. Understanding activities, in a way, helps to determine the understanding level of students or achievement in listening activities.

The listening comprehension process commences with the discrimination of the linguistic sounds from group of phones comes outside when it is considered both with physical and mental aspects by individual. Afterwards, these linguistic sound sets are mentally processed. Sound sets are transformed into information within the scope of the verbal text, and the feedback process is started again within this context (Onan, 2005, p. 158). The development

of the student's listening comprehension skills is necessary not only for the foreign language courses but also for the understanding of all data submitted to him/ her during the training.

### **CEF (Common European Framework) and Listening Skills in Foreign Language Teaching Methods**

In spite of the fact that the history of foreign language teaching goes back a long way, it is quite new in textbooks to be considered as a skill that needs to be improved in foreign language teaching. Within the historical development of foreign language teaching, the recent emphasis on listening skills has been through changes and developments in the following fields such as education, linguistics, sociology, anthropology, sociology. From the introduction of foreign languages in official institutions like schools until recent times, while writing and reading skills in foreign language teaching are predominantly developed skills and also evaluated to be necessary, speaking and listening skills started to gain importance in foreign language teaching by the middle of the 20th century, in line with the needs of era. However, at this point, listening skill has always been secondary to speaking skill and seen as a skill in the use of speaking skill, and it has been neglected to be developed.

Considering that the languages taught in that period were Latin and Greek, it can be said that it was appropriate for its purpose as Grammar-Translation method, one of the oldest foreign language teaching methods, mainly based on reading and translation. However, as the aim of the method was not to use the target language, there was no need to develop listening skills.

The Direct Method, which is the method of listening skills, includes the aim of using the target language which

is missing in the Grammar-Translation method. However, despite its aim of communicating and prohibiting the use of mother tongue in the classroom, since the listening activities include only “listen and answer” activities in this method, as Flowerdew and Miller (2005) have said, this method was unable to go beyond of being included just measuring and being a test of listening but able to go beyond of being included improving listening comprehension.

The Audio-Lingual Method, another method for listening skills, emerged during the Second World War in order to teach foreign languages to the American army in a fast and rapid way. Although the aim of this method, which is intended to teach language for the purpose of using it in life, is beautiful due to its lack of creativity since it is based on “imitation and repetition” and memorizing certain dialogues, the listening activities can’t go beyond the “listen and imitate” activity.

The Communicative Approach is similar to the current foreign language teaching approach. It aims to teach language in a classroom environment in which students interact. It aims to teach speaking via speaking again. The Communicative Approach contributes to listening skills through activities such as conducting verbal discourse with functional purpose, engaging in mutual listening and interacting with the speaker or performing a task. (Flowerdew and Miller, 2005).

The Natural Approach supports that foreign languages should be taught in a way similar to their mother tongue, and that language teaching should be initiated with listening comprehension. Since this approach is not far from communicative approach, Natural Approach and Communicative Method is the point of origin in our study.

Several other methods have been proposed after the mentioned methods and approaches. However, since each of them aims to teach how to communicate, which is also the target of foreign language teaching, it will not be discussed in detail.

Today's language teaching is admitted as the post-method period and this period allows foreign language teaching course organizers, trainers, teachers and material writers to choose their own method to satisfy the requirements of the era.

The Common European Framework, which has been organized by European countries recently to provide unity in foreign language teaching, is used as a model on the education system of many countries in recent years. This framework is similar to the understanding of the period after the method. Because, CEF gives guidance to all foreign language teachers about language teaching as well as releases them in everyone chooses their own method and in organizing the courses. Naturally, "communicative action-oriented" language teaching also suggests addressing its approach. According to this framework, listening skills should be included from the basic level with other skills and listening activities should be arranged according to the learners of this level. In this context, students at level A1 follow the conversation, which is said very careful and slow, with long pauses. At A2 level s/ he can understand the slow and comprehensible expressions that can meet the concrete needs of himself/herself and his/ her immediate surroundings (CEF, 2001). In short, activities that improve listening skills should be appropriately included at the basic level.

This study, which was initiated with the aim of developing listening skills, has improved the "HearSeeSay" scale taking into account the mentioned above. As it is

known, listening and understanding are mental activities, so it is very difficult and complex to measure and evaluate. This situation is also reflected in the literature. Initial researches on listening are based only on tests of “test-retest” type that is the measure of general intelligence. In initial researches about listening, keeping the information presented in the lesson has been accepted as a clear and functional indicator of listening. Based on this definition, Nichols (1948) stated that successful listening depends on many factors including verbal skills, intelligence and motivation. In the 1950s, standardized listening tests including most of these factors were developed. Brown and Carlsen (1955) developed a test that has been consisted of sections of “remembering, following directions, recognizing transitions, and understanding the meaning of words” in addition to measuring comprehension of lesson. “The Training Tests Development Service” published the STEP test in 1957, which includes the evaluation, interpretation and recalling of information. (Yangın, 1999, p. 44).

In Turkey, the observed behavior in the listening process (Demirel, 1999, p. 38-39), competency levels on listening skills (Yoncalık and Lawn, 2006, p. 140), listening skills awareness (Falcon and Aydin, 2009) studies to determine are made. Gap-filling tests (Ulusoy, 2010) and sentence verification technique (Ulusoy and Çetinkaya, 2012) are some of the ways to measure listening.

In this study, the listening skill is discussed separately in the listening and listening comprehension dimensions using a particular approach. Listening was defined as affective-based and listening comprehension was related to cognitive characteristics. Indicators are based on the affective taxonomy created by Krathwohl, Bloom and Masia (1964) for listening, on the cognitive field taxonomy

organized by Anderson and Krathwohl (2001) for the listening comprehension.

When the affective field taxonomy created by Krathwohl, Bloom and Masia (1964) is examined, a structure supporting this arrangement is seen. Taxonomy; it consists of five basic stages: reception, reaction, prizing, organization and making personality. The phase of *reception* is explained as being aware of a certain object, idea or stimulus, paying attention to it and being sensitive.

This step involves awareness, willingness to take, controlled and selective attention. It is stated that the *reaction phase* represents such features as dealing with certain stimulus, giving them appropriate and conscious reactions, searching and giving attention to the stimulus, and participating in discussions. In the *valuation step*, the individual is expected to show characteristics such as appreciation, positive attitude, choosing an event or phenomenon, adoption, fondness to worth, commitment, organizing and sharing. In the *organization step*, the individual is expected to add new values to the system of values, to bring together different values, to demonstrate stability, to defend, to formulate, to sort, to generalize and to synthesize. The *personality-making step* includes features that require the individual to behave in a manner that is consistent with the values he / she has adopted, without experiencing emotional discomfort.

Skills of cognitive process were examined by Anderson and Krathwohl (2001) in six steps: recall, comprehension, implementation, analysis, evaluation, creation. *The recall step* is the process of conveying the proper information from the long-term memory. *The Comprehension step* is the process of describing the point in the educational message for word, writing and graphic. It is comprised of

activities such as interpretation, sampling, classification, summarization, extrapolating, comparison and explanation.

*The application step* is the process of practicing about a given process and using the knowledge. *Analysis step*; it is the process of sorting out the parts from the general structure or the constituent parts that make up the whole. This step comprised of discrimination and organizing activities. *The Assessment step*; it is a decision making process with regard to criterion and standards; it comprises of inspection and criticizing activities. *The creation step* is the process of forming a product which is compatible with the whole distinctively or the process of developing an original one.

When the affective and cognitive domain taxonomies are analyzed, it has been seen that the affective field was more related to learning such as attention, interest, selecting, focusing and approving; and the cognitive domain was related to remembering, comprehension, clarifying and performing. When these characteristics are taken into account together with the features of listening and listening comprehension process mentioned above, it is possible to say that listening is affective skill and listening comprehension is a skill that has powerful cognitive aspect.

Listening skill is one of the basic components of the verbal expression process. An individual who takes the point in a communication process feels the need to express his own feelings, thoughts, observations and designs based on the words and comments of others. In this present case, the speaking skill as the other component of the verbal expression process revives. Verbal expression requires listening and speaking skills. "Verbal expression is a process that is created in the mind and is accomplished by verbalizing of thoughts" (Güneş, 2007, p. 95). It is

stressed by this definition that verbal expression was a mental process.

Learning to speak by making sense of other people's voices is one of the most complicated skill children have obtained. From a few weeks of age, babies begin to discern the sound stimuli and react to them. At the age of six months, the child begin to show chirping behavior. At first, these voices seem as common human voices. But in a short period of time, the baby begins to sound that resembles the language of which people around him speak. (Yılmaz, 2007, p. 7-9).

Before learning the verbal expression, according to Bruner, children carry out most of the certain functions by using other means of communication. For instance; as the baby asks for her mother to come to him/her, the child cries, on the other hand, the child who learns the verbal expression cries saying "Mom". As the child grows, s/ he use more complicated words to reach the same result (Demirel, 1999, p. 41). Children who begin to make short sentences of two words around 18 months of age, after two and three years of age, they begin to make longer sentences by adding adjectives, adverbs and pronouns, conjunctions and attachments to their sentences. The improvement of complexity in the language the child uses represents the improvement of complexity in his thoughts (Yılmaz, 2007, p. 11-12). Development of language in childhood is very fast. The child learns the language of the society that s/ he lives in under the influence of the social environment also shows extensive progress in a short time (Calp, 2003, p. 253) and expresses him/her feelings, thoughts and wishes using verbal language.

The verbal expression increases the self-confidence of children by under favor of the socialization. Verbal expressions are important especially in and outside of the

classroom. Verbal expressions, especially in and outside the classroom, are important because these verbal expressions serve to the actualization of the goals of teaching. Verbal expression is one of the ways for students to respond to what they read, listen to and see. Children make comment about new information, formulate questions, control behavior of friends, maintain social relationships, share information and personal experiences through verbal expression (Akyol, 2006, p. 72).

According to Demirel (1999, p. 40), verbal expression is the interchanging of thoughts, emotions and information through language that consist of voices. Expression of an emotion or thought, a subject, a wish or a request through a language is a verbal transmission. Verbal transfer is used in a wide range of activities such as presentations, panels and conferences in daily life areas such as home, school, and workplace. In addition to meeting the daily requirements, verbal transmission is used in mutual verbal expressions such as dialogue, meeting (interview); and verbal expressions take place in front of the community such as speeches, conferences, debates, etc. These are verbal expressions which become reality in line with a purpose.

The correction and effectiveness of the person's verbal transmission depends on the education received in school life. The general target of the courses in educational institutions is to provide students with the ability to express their emotion, thought, observation, imagination and wishes in accordance with the rules of language and to communicate effectively with the environment. (Gündüz, 2007, p. 94; Özbay, 2005, p. 121; Yağın, 2002, p. 45). Other factors significant to use verbal transmission skills effectively are characteristics such as; effective use of body language, gestures and facial expressions, breathing, voice, intonation, pausing and accentuation.

In the studies exercised abroad to measure the skill of verbal expression, Douglas (1994) considers the ability of grammar, vocabulary selection, fluency and content to be taken into consideration when evaluating verbal expression skill, Meiron and Schick (2000) indicate that the subject, pronunciation, word choice in verbal expression determines the whole of the verbal expression, Douglas and Myers (2000) reported that the most important element in evaluating the verbal expression skill is content. Morreale, Rubin and Jones (1998) describe the effectiveness of verbal expression depending on the sufficiency of determining the purpose, choosing the subject and sharing the subject with the audience in line with its objective.

In the studies carried out in Turkey for measuring verbal expression, it is observed that different ways are monitored such as using observation forms prepared for different sizes (Demirel, 1999, p. 50; Calpe, 2005, p. 177; Stars and Yavuz, 2012) and evaluating verbal statements according to the specified properties (Ozturk, 2002; Sargin, 2006; Sallabaş, 2011). In this study, verbal expression skills are taken into account in two dimensions of those are verbal expression and verbal communication, similar to listening skills; verbal expression is defined in relation to the affective, and verbal transmission is defined in relation to the cognitive characteristics of the individual. When creating competences, competencies related to verbal expression are based on the affective taxonomy created by Krathwohl, Bloom and Masia (1964) and the competencies related to verbal transmission are based on the cognitive field taxonomy organized by Anderson and Krathwohl (2001).

The teaching-learning processes in school period and the activities in these processes have a significant role for the improvement of listening and verbal expression skills which are the basis of verbal communication, Assessment

and evaluation is inevitable for the determination of the student's achievement. (Sönmez, 1995, p. 210). The certain acquirements or the activities applied can only make a contribution to the increasing of the quality of education if assessed and measured by valid and reliable measuring instruments. From this viewpoint, in school type learning environments, a detailed analysis of listening and verbal expression skills are needed in order to develop and evaluate verbal communication skills. It has been evaluated that the analysis of listening and verbal expression skills and their detailed definitions would contribute to the planning of activities carried out in the school type learning environments and to increase the overall quality of the teaching-learning process and to measure the qualifications of these activities. In addition, a detailed analysis can also contribute to the students' evaluation and managing of their own learning.

### **Objective of Research**

The target of this study is to develop a valid and reliable scale which provides the basis of verbal communication, in order to enable the observation, evaluation and development of listening and verbal expression skills in school type learning environments.

### **METHOD**

**Definition of Scale:** "HearSeeSay", one of the listening and verbal expression competency scale is a scale consisting of competencies such as listening, listening comprehension, verbal expression and verbal transfer skills. It consists of four sub-scales which each of them can be applied independently. There are a total of 50 competency expressions: 11 of them regarding listening, 12 of them regarding verbal expression, 14 of them regarding comprehension and 13 of them regarding

verbal transmission. The scale is such as to be practicable through observation and interview. The scale can also be used in self-assessment processes.

**Objective of the Scale:** The scale was executed to specify the proper competencies of listening and verbal expression skills in terms of cognitive and affective field taxonomy in school type learning environments, so it would provide support for detailed observation, evaluation and development of these skills.

**Audience:** The reliability studies of the scale were carried out on the students of the Prep (German) classes. It is considered that the scale can be used in bachelor's second or higher classes. The upper limit of target audience for scale was left unclear because it was the first performance. A clearer limit can be set as number of performance increases.

### **Features and Development of the Scale**

It was started by scanning the literature for the process of scale development. The literature review was carried out with regard to language skills in general, and was carried out particularly with regard to the studies of the language skills accentuated and measuring of them. Analyzes based on this review gave a clue in the matter of that listening and verbal expression skills are strong skills in terms of affective aspect; while the listening comprehension and verbal transfer skills are strong skills in terms of cognitive aspect. For instance; according to Wolvin and Coakley; listening consists of stages such as hearing, concentration and understanding (Akyol, 2006, p. 2). Hearing and concentration mentioned here refer to the affective dimension, while meaning refers to cognitive dimension. According to Yılmaz (2007), people soon after their birth begin to perceive and react to the sounds

around them. Expression of feelings and thoughts through verbal expression in a way that creates meaningful whole is the verbal transmission. Perception and reaction here refer to affective dimension; expression refers to cognitive dimension. From this point of view, it was specified the affective competencies for listening and verbal expression skills and was specified the cognitive competencies for listening comprehension and verbal transmission skills. The process is given under the title of “validity”.

“HearSeeSay”, a Listening and Verbal Expression Competencies Scale (scale of listening, listening comprehension, verbal expression, verbal transmission skills) which enables the teacher to observe and evaluate, is formed to include the statements of competency which are indicative of these skills.

According to Friedman and Ansley (1990, p. 30), in listening tests, the number of information put down on the answer sheet influences the listening comprehension results depending on the reading skill. However, what is the essentiality in a test is that the test is measuring certain skills/ target behaviors. Therefore, it is necessary to control all kinds of external factors that will induce them to answer accordingly to the skills out of the skills to be measured. In this framework, this scale which aims to measure listening and verbal expression skills has been designed in a form that it can be applied through observation and interview.

### **Performing and Grading of the Scale**

At the scale of HearSeeSay which is a listening and verbal expression competencies scale, assessments can be made at three levels such as “1, 2 and 3” (Basic, Intermediate, Advance). The total score gained from the scale indicates the level of competency related to the skill

in question. Accordingly, the competency values in each sub-dimension (skill area) are as follows.

**Table 1:** *HearSeeSay Level Competencies of Listening and Verbal Expression Competency Scale*

<b>Level of Competency</b>				
Skill Fields	Material Number	Basic	Intermediate	Advance
Listening	11	11-17	18-25	26-33
Verbal Expression	12	12-18	19-27	28-36
Listening Comprehension	14	14-22	23-32	33-42
Verbal Transmission	13	13-19	20-29	30-39

The scale was also included in the expression of “not observed” but was excluded from the scale as it was not used in the study. The reason for setting forth the expression of “Not observed” was to create an opportunity to avoid an early judgment for competencies that were not sufficiently observed or where observation conditions did not occur. Although it is excluded from the scale, it is thought that it had been meaningful to include in the option of “not observed” in empirical scales including this one in order to motivate to create other observation conditions to be observed related competency scales and to provide with making more reasonable decisions.

### **Validation Study**

In this study, the validity study was conducted through expert specialist and the content validity indexes were determined. A total of 8 specialists have been reached, 4 from the program development field, 2 from the foreign language teaching field and 2 from the assessment-evaluation field. The opinions of the specialist about the competencies with respect to the class level, affective/

cognitive field, and fairness of the stage in taxonomy and the comprehensibility of the discourse were taken and the content validity ratios between the opinions were calculated.

In scale development studies in the fields of education and psychology, expert opinions are consulted within the scope of the feature which is measured in cases where the trial application is not possible to determine the psychometric properties of the scale items. Content Validity Ratios (CVR) and content validity indexes (CVI) are methods used to convert qualitative studies based on specialist opinions into statistical quantitative studies. The correlation between the properties desired to be measured and the scale items is related to the validity of the measurement tool. Preliminary studies are needed to determine the extent of strength of which the scale item contained the features of intended to be measured (content validity) or the strength of the substance to predict the structure (construct validity) (McGarland et al. 2003). Also, other factors that influence the validity of the measuring tools are the points to be considered for the scale validity; such as understandability of the scale item and its suitability to the target-audience. Harmony/Disharmony between specialist opinions obtained in a Preliminary study are also used as estimation for content or construct validity.

Construct validity ratios calculated according to the formula below:

$$\text{CVR} = (N_N : N/2) - 1$$

$N_N$ : Number of Experts Who Indicates Necessary

N: Total number of experts participating in the research

Accordingly, the minimum values for the number of experts also give the statistical significance of the substance. The minimum values of the content validity ratios developed by Lawshe (1975) (content validity scales) are given in Table 2, as Veneziano and Hooper (1997) tabulated.

**Table 2.** *Minimum values of the content validity ratios*

Number of Specialist	Minimum Value	Number of Specialist	Minimum Value
5	0.99	13	0.54
6	0.99	14	0.51
7	0.99	<b>15</b>	<b>0.49*</b>
8	0.78	20	0.42
9	0.75	25	0.37
10	0.62	30	0.33
11	0.59	35	0.31
12	0.56	40 +	0.29

According to these values, the content validity criteria for the HSS (HearSeeSay) Listening and Verbal Expression Competency Scale was taken as CVI (Content Validity Index)  $> 0.49$  for 8 specialists. Content validity rates of scale items are given in Table 3, 4, 5 and 6.

**Table 3:** *HearSeeSay- CVR values towards the “listening” dimension of the listening and verbal expression competency scale*

LISTENING COMPETENCIES					Fairness to Class Level	Fairness to Affective Field	Fairness to the Step in the Taxonomy	Clearness of Discourse
Reception (1-3)								
Reaction(4-7)	N*	CVR	N*	CVR	N*	CVR	N*	CVR
Prizing (8-12)								
1.Direct attention to the listened	13	0.63	16	1.00	16	1.00	16	1.00

2. Attention to the communication elements that the verbal expressive takes care of and often preferred.	13	0.63	15	0.88	15	0.88	15	0.88
3. To recognize the expression features of the expressive	14	0.75	15	0.88	15	0.88	15	0.88
4. Verbal and nonverbal reactions reflecting the cognitive or affective conditions created by the listening experience	13	0.63	15	0.88	15	0.88	13	0.63
5. For effective listening, changing the listening position according to vehicles and the environment, in the listening process,	14	0.63	13	0.63	13	0.63	15	0.88
6. Using ways to enhance interaction with the listening object (concept mapping, note taking, etc.) to maintain a long-term attention during the listening activity.	12	0.50	15	0.88	15	0.88	15	0.88
7. Forming an interaction with the expressive	13	0.63	15	0.88	15	0.88	16	1.00
8. Sharing the importance of listening on values in terms of effective communication	12	0.50	13	0.63	12	0.50	13	0.63
9. Organizing activities, implementing projects that developing listening skills.	12	0.50	15	0.88	15	0.88	16	1.00
10. Performing facilitation procedures before the listening activity (asking questions that are motivating the curiosity and motivation, preparing notebooks, asking questions about the content to the verbal expression, etc.)	13	0.63	13	0.63	13	0.63	15	0.88

11. Increasing the listening time and quality by managing the internal and external factors affecting the listening process.	14	0.75	14	0.75	13	0.63	13	0.63
--	----	------	----	------	----	------	----	------

N\*= The N values in the table indicate the number of specialist indicating that the expression is appropriate.

It is seen that the CVR values given in the table are acceptable. Specialists indicated that 3 competencies were not appropriate to the step in taxonomy and 1 competency was not appropriate to the class level in terms of the listening dimension of listening and verbal expression competences scale. 4 expressions were changed accordingly. The final form of the scale was created as above.

**Table 4:** *HearSeeSay- CVR values towards the “verbal expression” dimension of the listening and verbal expression competency scale*

VERBAL EXPRESSION COMPETENCY					Fairness to Class Level	Fairness to Affective Field	Fairness to the Step in the Taxonomy	Clearness of Discourse
Reception (1-3) Reaction(4-7) Prizing (8-12)	N*	CVR	N*	CVR	N*	CVR	N*	CVR
Full attention to the entire verbal expression and sense stimulus out of verbal expression when formed.	14	0.75	15	0.88	15	0.88	14	0.75

2. To notice nonverbal communication elements from the process of verbal expression (gesture, facial expression, body language, eye contact)	14	0.75	15	0.88	15	0.88	16	1.00
3. To give attention to verbal expression at a fluent and comprehensible pace.	13	0.63	12	0.50	10	0.25	15	0.88
4. To use tools and environment at verbal expression process as so making it efficient	14	0.75	15	0.88	15	0.88	15	0.88
5. To give verbal and nonverbal reactions (excitement, relief, thanking, etc.) reflecting the affective situation created by the verbal expression process or content	14	0.75	15	0.88	15	0.88	15	0.88
6. To endeavor providing the continuance of audience's attention during the verbal expression process.	13	0.63	15	0.88	15	0.88	16	1.00

7. Interacting with the listener (asking questions, answering questions, making statements, etc.)	14	0.75	15	0.88	15	0.88	16	1.00
8. To comprehend the importance of verbal expression in terms of effective communication	14	0.75	15	0.88	15	1.00	13	0.63
9. To explain that verbal expression is a skill that can be developed and has methods.	12	0.50	15	0.88	13	0.63	16	1.00
10. To spend the effort to improve their verbal expression competencies	14	0.75	15	0.88	15	0.88	16	1.00
11. To organize activities, plan and implement projects that improve verbal expression skills	14	0.75	15	0.88	15	0.88	16	1.00
12. To perform regulatory procedures (preparing questions that trigger curiosity and motivation etc.) prior to verbal expression activity.	13	0.63	15	0.88	15	0.88	16	1.00

*N\*= The N values in the table indicate the number of specialist indicating that the expression is appropriate.*

It is seen that the CVR values of HearSeeSay listening and verbal expression competencies scale towards verbal expression dimension are acceptable. It is seen that the CVR values given in the table are acceptable. However, specialists indicated that 3 competencies of HearSeeSay listening and verbal expression competencies scale towards verbal expression dimension were not appropriate to the step in taxonomy and 1 competency was not appropriate to not only affective field but also to the step in taxonomy. 4 expressions were changed accordingly. The final teacher form of the scale was created as above.

CVR values towards listening comprehension dimension of HearSeeSay listening and verbal expression competences scale are given in Table 5. It is seen that the CVR values given in the table are acceptable. However, specialists indicated that 7 competencies of HearSeeSay listening and verbal expression competencies scale towards listening comprehension dimension were not appropriate to the step in taxonomy and 1 competency was not understandable. 8 expressions were changed accordingly. The final teacher form of the scale was created as blow.

**Table 5:** *HearSeeSay- CVR values towards the “listening comprehension” dimension of the listening and verbal expression competency scale*

LISTENING COMPREHENSION COMPETENCIES					Fairness to Class Level	Fairness to Affective Field	Fairness to the Step in the Taxonomy	Clearness of Discourse
Remembering (1-4) Comprehension (5-10) Performing (11-14)	N*	CVR	N*	CVR	N*	CVR	N*	CVR
1. To ask questions about the purpose, subject, or content of verbal expression	15	0.88	15	0.88	12	0.71	15	0.88

2. To predict the content of the verbal expression with reference to its topic	13	0.63	15	0.88	10	0.25	13	0.75
3. To review/ say the previous learnings about the subject of verbal expression	15	0.88	15	0.88	13	0.63	16	1.00
4. To explain the characteristics of the event that listened; situation, place, time and characters on the subject	15	0.88	15	0.88	14	0.75	14	0.75
5. To explain the main idea emphasized on the subject	15	0.88	15	0.88	15	0.88	15	1.00
6. To interpret the cause and effect relationships between the basic elements of the subject listened	15	0.88	15	0.88	15	0.88	15	0.88
7. To estimate the course of event that listened and its outcome	15	0.88	15	0.88	15	0.88	15	0.88
8. To explain the relationship between listening content and previous information	15	0.88	15	0.88	15	0.88	16	1.00
9. To answer questions about the topic listened correctly	15	0.88	15	0.88	12	0.50	16	1.00
10. Ask questions about the subject listened	14	0.75	14	0.75	14	0.75	13	0.75
11. To identify key notions in the topic that listened	15	0.88	15	0.88	15	0.88	15	0.88
12. To identify the supporting ideas that support the main idea in the subject that listened	15	0.88	15	0.88	12	0.50	16	1.00



1. To identify clearly the message that the verbal expression wants to give its purpose	14	0.75	13	0.63	10	0.25	13	0.63
2. To give information about the flow of verbal expression.	13	0.63	13	0.63	12	0.50	15	0.88
3. To prepare the audience for the subject and to motivate as cognitive and affective	12	0.50	13	0.63	10	0.25	14	0.75
4. To make definitions about event/ condition, place, time or characters in verbal expression	13	0.63	13	0.63	12	0.50	14	0.75
5. Associate the expectations of the audience with the purpose of the verbal expression	12	0.50	13	0.63	12	0.50	15	0.88
6. To give examples from the environment or daily life in oral expression	13	0.63	13	0.63	12	0.50	15	0.88
7. To give satisfactory answers to questions about verbal expressions	13	0.63	13	0.63	12	0.50	14	0.75
8. To maintain his/ her verbal expression based on the contributions of the audience	13	0.63	13	0.63	12	0.50	13	0.63
9. To support the main idea with secondary thoughts in verbal expression	13	0.63	13	0.63	13	0.63	15	0.88
10. To use proverbs, metaphors, idioms and metaphors to strengthen the message in the verbal expression.	13	0.63	13	0.63	13	0.63	15	0.88

11. To use verbal and nonverbal communication elements that support in a way his/her message (ton of voice, accent, pause, gesture, facial expression...) in verbal expression.	13	0.63	13	0.63	13	0.63	15	0.88
12. To be careful about the internal factors affecting the audience (prejudice, liking, mood, motivation, the characteristics of the audience-profession, physical characteristics, etc.)	12	0.50	12	0.50	12	0.50	15	0.88
13. To use a narrative language which enable a clear transfer regarding the mentioned point of view in his/her verbal expression.	12	0.50	13	0.63	10	0.25	14	0.75

N\*= The N values in the table indicate the number of specialist indicating that the expression is appropriate.

## DISCUSSION AND CONCLUSION

In this study, it was attempted to develop a scale that enables the listening and verbal expression abilities that underlying the verbal communication to be observed and assessed in school type learning environments in regard to affective and cognitive dimensions. “HearSeeSay Listening and Verbal Expression Scale” which is developed, is formed in regard to evaluating the skills of listening, listening comprehension, verbal expression and verbal transmission through observations and interviews. The scale which also can be used for self-assessments consists of a total 50 competencies including 11 statements in regard

to listening, 12 statements in regard to verbal expression, 14 statements in regard to listening comprehension and 13 statements in regard to verbal transmission.

Listening and comprehension are highly difficult and complicated to be observed and assessed as they were mentation. Therefore, there should be referred to sophisticated assessments and should be researched extensive. From this point of view, in this study, a scale is developed in a way that based on observation. Thus, together with the other methods of assessment, observation can also be taken under review and more qualified assessments can be made.

At the end of the reviews about literature, it was observed that listening and verbal expression skills are the skills that were predominant in affective dimension; listening comprehension and verbal transmission skills are the skills that predominant in cognitive dimensions. In the process of listening and verbal expression, eagerness, sense, attention and motivation are the key factors. Listening comprehension and verbal transmission are the skills that require mental processes which are predominant in cognitive dimension such as associating and interpreting. Based on these information and opinions, listening and verbal expression competencies are determined on the basis of verbal affective field target taxonomy, listening comprehension and verbal transmission competencies are determined on the basis of cognitive field target taxonomy.

During the process of the development of listening and verbal expressions competencies scale, the method that is determining content validity ratio based on the specialist's opinions was used for validity. The reasons are that there is a lack of scale like that in the foreign literature and the scale had headed to make assessment towards observation.

As a result of the study that was performed by asking 16 specialist's opinions in order to determine the validity of the scale, items that has high CVR values (items of which content validity scale is higher than .49) included in the scale, problematical items were reformed. Listening and verbal expression competencies sub-scales include items at the steps of affective field such as reception, reaction and worth, listening comprehension and verbal transmission sub-scales include items at the steps of cognitive field such as knowledge, comprehension and performance.

For reliability of the scale, the performance of a group of 52 prep class students was assessed using scale and Pearson Coefficient of Correlation is calculated in regard to consistency between the assessments. Assessments which carried out by using scale are self-assessments of students, assessment of researcher based on observation, assessments of once again researcher based on written and visual records taken by researcher during performance process and assessments of an independent researcher based on written and visual records. Coefficient of correlation between these four assessments data, were found significant at .001 level for all sub-scales. It should be mentioned that there was a need for the scale to be tested with new studies even the results obtained indicated that scale would enable valid and reliable assessments and evaluations. Furthermore, it is expected to give ground to a new discussion in regard to language skills. It would be meaningful to discuss over the fact that for listening and verbal expression skills to be skills which predominant in affective dimension and for listening comprehension and verbal transmission skills to be skills which predominant in cognitive dimension and also meaningful to discuss over the necessity for these skills to be performed with qualified activities.

## REFERENCES

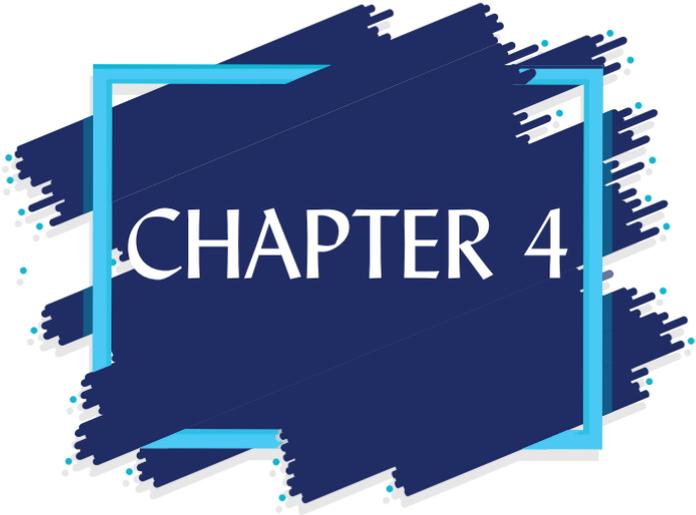
- Akyol, H. (2006). *Foreign Language Teaching Methods*. Ankara: Kök Publishing Co.
- Altunışık, R., Coşkun, R., Bayraktaroğlu, S. and Yıldırım, E. (2005). *Methods of Social Science Researches with Application of SPSS*. (4. Edition). İstanbul: Sakarya Bookstore.
- Anderson, L. W. & Krathwohl, D. R. (Eds.) (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Barker, L. L. (1971). *Listening Behaviour*. USA: Prentice Hall. Inc.
- Buzan, T. (2001). *Make the Most of Your Mind*. İstanbul: Arion Publishing Co.
- Demirel, Ö. (1999). *Foreign Language Teaching in Elementary Schools*. İstanbul: Milli Eğitim Press. Demirel, Ö. (2003). *Foreign Language Teaching*. (5. edition). Ankara: Pegem A Publishing Co.
- Douglas, D. (1994). *Quantity and Quality in Speaking Test Performance* *Language Testing*, 23(4), 479-486.
- Douglas, D. & Myers, R. (2000). Assessing the communication skills of veterinary students: Whose criteria? In A.
- European Union. (2001). *Common European Framework of Reference for Languages: Learning, teaching, evaluation*. Ankara: The Ministry Of National Education (MNE) Head Council of Education and Morality.
- Flowerdew, J. and Miller, L. (2005). *Second language listening: Theory and practice*. New York: Cambridge University Press.
- Göğüş, B. (1978). *Foreign Language and Literature Teaching in Our Secondary Schools*. Ankara: Gül Press.
- Güneş, F. (2007). *Foreign Language Teaching and Mental Configuration*. Ankara: Nobel Publishing.
- J. Kunnan (Ed.). *Fairness and Validation in Language Assessment: Selected papers from the 19th Language*

- Testing Research Colloquium*. Orlando. Florida. (pp. 60-81). Cambridge. UK: Cambridge University Press
- Gündüz, O. (2007). Oral Testimony Teaching. (Eds: Ahmet Akkılıç and Hayati Akyol). *Foreign Language Teaching in Elementary School*. Ankara: Pegem A Publishing Co. (93-102).
- Kavcar, C., F. Oğuzkan and S. Sever. (1995). *Foreign Language Teaching*. Ankara: Engin Publishing.
- Kratwohl, D. R., Bloom, B. S. and Masia, B. B. (1964) *Taxonomy of Educational Objectives. The Classification of Educational Goals– Handbook II: Affective Domain*. New York: McKay.
- Meiron, B. and Schick, L. (2000). *Ratings, Raters and Test Performance: An Exploratory Study*. Cambridge. UK: Cambridge University Press.
- Morreale, S. P., Rubin, R. B. & Jones, E. A. (Eds.). (1998). *Speaking and Listening Competencies for College Students*. National Communication Association. <http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000085/College%20Competencies.pdf> Retrieved: 3 September 2006.
- Onan, B. (2005). *The function of developing of understanding skills (reading/listening) of language forms in Turkish teaching of secondary education (6th, 7th and 8th graders in primary schools)*(Unpublished Doctoral Dissertation). Gazi University, Ankara.
- Özbay, M. (2005). Vocal Concepts and Oral Testimony. *Journal of National Education*, 168, 116-125.
- Öztürk, S. Ç. (2002). Skills of Verbal Expression of University Students. *Journal of Literature Faculty of Anadolu University*, 1(3), 231 - 250.
- Robertson, A.K. (2008). *Effective Listening*. (E.S. Yarmalı, Trans.). (1<sup>st</sup> edition). İstanbul: Hayat Publishing.
- Sallabaş, M. E. (2011). *The impact of active learning on primary school second level students' speaking skills*. (Unpublished Doctoral Thesis). Gazi University, Ankara.

- Sargin, M. (2006). The Evaluation of the primary school student's speaking skills-Muğla province example (Unpublished Master's Thesis). Muğla University, Muğla.
- Sever, S. (2004). *Foreign Language Teaching and Complete Learning*. (4. Edition). Ankara: Anı Publishing Co.
- Sönmez, V. (1995). *Teacher Manuel on Program Development*. Ankara: Anı Publishing Co.
- Şahin, A. and Aydın, G. (2009). Developing A Survey on 6th Grade Students' Self-awareness on Listening Skills of Foreign Language Classes. *Journal of International Social Studies*, 2(9) 454 – 464.
- Temur, T. (2001). *Listening Skill. Research Guide for Subject Area Lesson Book 1-8*. (Ed.: Ataman, A.). Ankara: Nobel Publishing.
- Uluğ, F. (1996). *Success at School*. İstanbul: Remzi Bookstore.
- Ulusoy, M. (2010). Assessing the Listening Ability Levels of Internet Radio Programs, *The New Educational Review*, 20 (1). 306–324.
- Ulusoy, M. and Çetinkaya, Ç. (2012). The Use of Sentence Technique for Measuring Reading and Listening Verification. *Journal of Education Faculty of Hacettepe University*, 43: 460-471.
- Yalçın, A. (2002). *New Approaches to the Foreign Language Teaching*. Ankara: Akçağ Publishing.
- Yangın, B. (1999). *The Effect of ELVES Method in the Development of Capability of Listening Comprehension*. (Unpublished Doctoral Thesis). Hacettepe University, Ankara.
- Yıldız, D. Ç. and Yavuz, M. (2012). Study of Developing Effective Speech Scale. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 7/2. 319-334.
- Yılmaz, Z. A. (2007). *Foreign Language Teaching to Primary School Teachers*. Ankara: Nobel Press Distribution

# RISE OF THE DIGITAL NATIVE TEACHERS IN NEW MILLENNIUM

Mehmet Can SAHİN







## **RISE OF THE DIGITAL NATIVE TEACHERS IN NEW MILLENNIUM**

**Mehmet Can SAHİN**

### **1. INTRODUCTION**

The information technology revolution prompted a large-scale transformation in the 21<sup>st</sup> century affecting almost every aspect of the social life all around the world (Khosrowpour 2005). People use computers and surf in the Internet for various purposes ranging from education to entertainment. Therefore, digital media and Internet are integral parts of daily life. According to the Internet Usage and World Population Statistics for 2009, approximately 1.73 billion people (corresponding to 25% of the total world population) are active users of Internet. Moreover, increase in the usership for the period between 2000 and 2009 hit 380.3% (IWS 2009). In other words, Internet usership is increasing rapidly all around the world. Students almost spend their entire time using and playing with computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today an average college grad spares less than 5,000 hours of his/her entire life for reading, nevertheless he/she spends 10,000 hours playing video games, not to mention 20,000 hours of watching TV. Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. (Prensky 2001a).

The inevitability of change in the world intertwined with the widespread digital technology is the sign of social transformation (Prensky 2001a). Consequently, this social transformation may affect the education systems two ways told as the integration of ICT into education as well as the changing profiles of students. Naturally, proliferation of information and communication technologies affected not

only the students but also the pre-service teachers in many ways.

It is important to identify the characteristics of the forthcoming generation's teachers and students. Because equally competent teachers will produce different results with groups of students that differ appreciably in cognitive, affective, and motivational aptitude profiles, moreover, student aptitude profiles may reflect social and cultural influences because family and community resources contribute considerably to the development and realization of student potential (Kupermintz 2003)

As indicated in the sources, during 1980s student profiles has gone an inevitable transformation in many parts of the world that are intensively engaged in digital media and this phenomenon still continues (Pedro 2006). This rapid trend affects students while it also takes its toll on education systems.

The study investigates the pre-service teacher profiles in Turkey according to the new millennium learner criteria defined by OECD and deriving from other international information sources.

## **1.1 Background**

OECD use the portmanteau term “New Millennium Learners” (NML) in the report (Pedro,2006) to combine the similar terms in the literature defining the generation was born roughly between 1980 and 2000 such as; Digital Natives (Prensky 2001a), Net Generation (Oblinger and Oblinger 2005), Millennials (Corvi, Bigi et al. 2007), Homo Zappiens (Veen 2007) and the Gamer Generation (Carstens & Beck 2005). Although these trends are described in age related generational terms, age may be less important than exposure to technology. For example,

individuals who are heavy users of IT tend to have characteristics similar to the NML. (Oblinger & Oblinger 2005).

This generation is primarily defined by their relationship with the technologies which constitute an integral part of their lives. As a generation, they are referred in the literature along with the name of any kind of digital media they are frequently use, such as the Internet Generation, Plug and Play Generation, Nintendo Generation, Digital Generation, Generation Dotcom, Cyber Generation, and the Connected Generation (Donnison 2004; Pedró 2006). Each of the terms refers to a different aspect of the same phenomenon (Redecker et al. 2009). In this paper, New Millennium Learners (NML) is used to define this new generation of students.

## **1.2 OECD Indicators of the NML**

According to OECD sources published in 2006, young students who have been using a computer over the last five years and who have an internet connection at their homes can be considered as the harbingers of the emergence of NML in a selected country context. In the light of these facts, it can be said that the whole world is faced with this emerging or imminent phenomenon called NML. NML phenomenon is turning out to be a common challenge for people of the world.

However, people's access to and use of ICT varies from country to country. In this sense, the observations show that even the European nations, which are usually considered as if they were pretty akin to each other both culturally and economically, in fact differ in the ways they utilize information and communication technologies (Rasanen 2006). Moreover, it is discovered that European and US NML show great fundamental dissimilarities (Corvi et

al. 2007). Hence, NML is considered as a heterogeneous phenomenon.

### **1.3 The Educational Challenges Posed By NML**

NML are likely to be a growing concern for educational institutions and policy makers in the years to come for three main reasons: the implications of NML intensive use of ICT over their intellectual and cognitive skills, the changes in cultural practices and lifestyles, and the eventual contradictions emerging from contrasting practices in and outside schools (Pedro 2006). These distinctive features of the NML are summarized under three domains; alternative cognitive skills, changes in cultural practices and social values, expectations regarding teaching and learning. These features are derived from OECD and other sources as follows:

#### **1.3.1 Alternative Cognitive Skills of NML**

- 1. Have advanced information skills:** Accessing information mainly on non-printed, digital sources. They gain advanced information skills due to the rapidly accessing to every kind of information from Internet for anything. (Schumacher and Martin 2001; NCES 2003; DeBell and Chapman 2006; Peng, Tsai et al. 2006)
- 2. Multitasker:** They feel at ease with multitasking processes (Foehr, 2006; McMahan and Pospisil 2005; Weigel and Heikkinen 2007; Kenyon 2008)
- 3. Independent learner:** Gaining knowledge by processing discontinued, non-linear information. (Radford and Connaway 2007; Connaway and Silipigni et al. 2008)

4. **Experiential learner:** Prefer trial and error methods instead of reading guides (Pedro 2006).
5. **Visual learner:** Giving priority to images, movement, and music over texts (Pedro 2006).
6. **Digital game player:** Keen on strategy games and/or twitched speed games. Almost every kind of digital games constitute an important part of their lives (Prensky 2003; Buckingham, Whiteman et al. 2007; Claro 2007; Robinson 2007)
7. **Have short attention span:** They have focusing and concentration problems. They are Grasshopper minds or Homo Zappiens (Veen 2007), their attention jump from one idea to one another.

### 1.3.2 Cultural practices and Social Values of NML

1. **Socially cyber connected, physically isolated:** Physical isolation observed, but social relationship exist in cyberspace. (Whang, Lee et al. 2003; Heino, Lintonen et al. 2004; Huang 2004; Johansson and Götestam 2004; Leung 2004; Cao and Su 2006; Hur 2006; Ferraro, Caci et al. 2007; Hardie and Tee 2007; Huang, Wang et al. 2007; Lin, Ko et al. 2008)
2. **Prefer recreation with digital tools:** Digital-related activity tends to cover time spans previously devoted to rest and entertainment (Prensky 2003; Buckingham, Whiteman et al. 2007; Robinson 2007)
3. **Communications between individuals fast, impatient:** Immediate responses and quick reactions are the norms in personal communication.

(Sandars 2006; McMahon and Pospisil 2005; Oblinger and Oblinger 2005)

4. **Prefer multimedia to plain text:** Multimedia content is considered to be, by its very nature, of higher value than mere text. (Noyes and Garland 2005; Sandars, 2006).
5. **Alternative short language user:** In order to communicate fast with peers, they use the short form by reinterpreting the written language (Pedro 2006)
6. **Express themselves freely in the Internet:** They have strong view and they feel free about expressing themselves. (Leung 2004; Oblinger and Oblinger 2005; Heiens 2006; Salaway 2008).

### **1.3.3 Teaching and Learning Expectations of NML**

NMLs' high expectations from education are as follows (Skene, Cluett et al.; Kerr 2005; Oblinger and Oblinger 2005; Pedró 2006; Owen and Moyle 2008).

1. **High expectations from the school's technology infrastructure :** The standards of digital quality, in terms of interactivity and use of multimedia resources, the kind of ICT devices and services available at schools and the frequency of their use.
2. **Wishing to use digital media in courses:** Digital media are integral parts of their lives. They want to use also them in the courses for various aims.
3. **Want learning to be adapted to the individual:** They demand the personalized learning activities.

To meet this demand, the range of possible activities should be fairly wide.

4. **Want collaborative work more:** They demand opportunities for collaborative work and networking. This is a habit they imported from the connected life in the internet.
5. **Lesson durations appears to them as lengthy:** As a result of their hastiness and short attention span, they easily get bored of the lectures and cannot keep their focus long enough to follow them.
6. **Want more game-based learning activities:** Playing game occupies an important part of their lives. Therefore they expect more game based activities at school.

#### 1.4 NML Case in Turkey

Although there have been almost no studies assessing NML characteristics of PSTs in Turkey so far, some studies have examined the ICT environments of the students implying the existence of preconditions of NML phenomenon. In the Turkish case, within the frame of a research titled “Internet Use and Family”, which was carried out by Kuzu et al. (2008), 4819 questionnaires were collected from 2000 families (a total of 2000 father, 2000 mother and 819 child respondents) selected out of 26 provinces in Turkey. The research findings revealed the fact that 68% of the interviewed families have computers in their houses. Another finding shows that 77% of the total number of interviewed family members have access to internet either at their homes, workplaces, internet cafes or elsewhere. The data collected from the children’s responses to the question about which types of media they were using, demonstrated the share of active users

of internet and cell phones are 95% and 87% respectively. According to these statistics, it can be said that internet and ICT are widely used by the Turkish families. Hence it can be asserted that circumstances are fairly convenient in Turkey for NML phenomenon to emerge.

### **1.5 Purpose**

Eventually, “Today’s students are no longer the people traditional educational systems were designed to teach” (Pedro, 2006). Moreover, the education faculties are the locomotives of education system. Education faculties both affect and are affected by the student profiles. Changes occur in student characteristics are related to teacher training in terms of both PSTs and prospective students of PSTs.

In order to solve NMLs’ problems, education systems must accurately identify the profiles of the students in a regular fashion. If an education system ignores students’ profiles, then a mismatch will most probably occur between students’ expectations and education systems’ functions, contents, techniques and their usage. Ignorance about student profiles and changes occurring therein may lead to formulation of immature or incompatible education policies.

The CERI Project, titled New Millennium Learners (NML) was launched in 2006 with the aim of investigating the effects of digital technologies on school-age learners and identifying a list of recommendations about best institutional and policy responses from the education sector at the global level (Pedro 2006). This research was done by drawing inspiration from objectives of the NML project and conducted with pre-service teachers in Turkey with the same spirit.

What are the characteristics of teachers entering the Turkish education system? And are their characteristics compatible with international features mentioned at OECD NML project? The purpose of the study is to investigate the profiles of pre-service teachers in terms of their alternative cognitive skills, social cultural values and expectations from education as referred in the NML criteria which was set out by OECD and analyzed in various international studies.

## **2. Method**

In this research, survey method is employed since it is best placed to generate the most realistic results that represent the whole population. Surveys are useful for estimating the prevalence of attitudes and behaviours in a population, examining relationships among variables and determining causal links between variables (Kalof, Dan and Dietz 2008).

Exploratory and causal comparative techniques are carried out as the research methodology. Like experimental research, causal-comparative research involves comparing groups to see if some independent variable has caused a change in a dependent variable. (Lodico, Spaulding, Voegtler,2006).

The survey form covers three dimensions: Alternative Cognitive Skills, Social Cultural Values Expectations from Teaching and Learning. The complete survey form consists of a personal information part and 38 likert items developed by the researcher.

### **2.1 Data**

PSTs. Data collection was done through the use of survey forms to be completed by PSTs during the fall

semester of 2008-2009 academic year. Research population was composed first and fourth year undergraduate students from various universities in Turkey. The participants were picked up from the following universities: Marmara University, Mersin University, Celal Bayar University, Abant İzzet Baysal University, Erciyes University, Erzincan University. There were additional participants picked up from Anadolu University and Osmangazi University. 5122 PSTs enrolled in those six Turkish universities made up the study sample. Analyzing these data enabled us to identify the relation between PSTs' profiles and their experiences related to technology.

10,000 questionnaires were mailed to the universities and 5221 surveys were returned. Response rate to the survey was 53%. After the reviewing the survey forms, 5122 valid survey forms were left. The rate of validly completed survey forms came out to be 51 %. According to the Central Limit Theorem, 5122 is an ideal number for a sample to show characteristics of a typical - normal distribution (Cohen & Lea 2003). The overall reliability of the survey as indicated by Cronbach's alpha was high at 0.826. Cronbach's coefficient alphas of .80 or higher were considered as high reliability (Spicer 2005).

### **2.1.1 Demographic data of PSTs**

Descriptive data of the sample is given below in Table 1 .

Approximately all the PSTs own (99 % ) a cell phone. Findings on this issue supports the findings of Kennedy et al . (2006).

A table of PSTs family income groups is given below. Table 1 shows the distribution of PSTs according to their families' income groups.

**Table 1.** *Demographic Data of PSTs in Turkey*

Variable	Demographic Data of PSTs	%
Gender	Girls	57,5
	Boys	42,5
Digital Devices Ownership	Cell phone	99,0
	PC and internet where they reside	46,0
	Camera	42,0
	Flash disk	57,0
	Mp3 player	56,0
	E-mail account	90,0
	Personal web site	13,4
PC experience	Experience in using computers for 5 years or more	49,4
	Have learned using PC by himself/herself	65,0
Monthly Family Income Level (\$)	(Lowest) 0- 380	23,0
	(Low) 381-800	42,3
	(Medium) 801-1250	23,6
	(High ) 1250-1650	6,6
	(Highest) 1651 or higher	4,5

As shown in the Table 1, the largest group is “Low 381-800 \$” group which belongs to the second segment. Considering the segment of lowest family income level, which is “0-380 \$”, it was discovered that a large majority (65.3%) of the PSTs believed that their economic condition were below the average. Together with the high-level (6.6%) and the highest-level (4.5%) of income groups, only 11.1% of PSTs believes their economic condition are fine.

### 3.Results

Findings and Interpretations related to PSTs’ overall level of NML likelihood are revealed in this section.

NML indicators of OECD were found inspiring but far from being determinative. Five years of computer experience or computer ownership with internet access are typical NML indicators that were employed in this research. About half (46%) of the PSTs own a computer and have access to internet at home. And half of the PSTs (49,4 %) have computer experience 5 or more years. But only 1795 PSTs (35%) had both of them at the same time. Therefore, it was estimated that approximately 35% of all the PSTs can be deemed NMLs as per the OECD-NML Indicators. As it can be remembered from the demographical data, only 35% of the PSTs have potential for developing NML characteristics although the majority does not yield any indication of it.

**Table 2** *NML Ratio of Pre Service Teachers*

PSTs	N	%
NML	3064	59.8
Not NML	2058	40.2

Taking into account the fact that most of the PSTs' conditions and milieus are not up to sufficient preconditions for NML phenomenon, it can be concluded that from the Table 2, 3064 PSTs (59.8 %) attained a fine level of NML characteristics. To sum up, they demonstrate definitive characteristics of the New Millennium Learners according to the results of the survey.

On the other hand have 40.2% of PSTs (2058) received negative NML scores each of which was less than 3. Therefore they were not yet deemed NML.

Interestingly, 1263 PSTs (24 %) were deemed NML for scoring an average of more than 3 despite having less than 5 years of computer experience. Hence, it can be concluded that, there is no need to have both of these indicators to assess PSTs' NML likelihood. Interaction

with other ICT media or other social, infrastructural or cognitive factors may weigh up in being an NML or not.

### 3.1 NML Dimensions

The summary descriptive data for the overall NML average and NML dimensions are displayed in Table 3 .

**Table 3** *Descriptive data and summary table of t-test analysis related to NML dimensions*

Average scores of NML dimensions	N	$\bar{X}$	Sd	p*
Overall NML level	5122	3,13	,47	,000
Alternative cognitive skills	5122	3,25	,59	,000
Socio-cultural values	5122	2,87	,75	,000
Teaching & learning expectations	5122	3,42	,58	,000

\* Denotes one-sample t-test significance values depicting divergence from the neutral value of “3”

Overall NML level is the average of the scores from three dimensions; Alternative Cognitive Skills, Socio-Cultural Values, Expectations From Teaching & Learning.

To sum up, the research exposed that PSTs, in general, exhibit “Alternative Cognitive Characteristics” and also their “Teaching & learning Expectations” are high, whereas they don’t yet possess “Socio-cultural Values”, which indeed a typical NML is supposed to possess. The overall average of NML scores covering all the PSTs was calculated to be 3.13. Therefore, research showed that PSTs across Turkey exhibit NML characteristics.

### 3.2 Findings on NML sub-dimensions

Apart from the overall NML likelihood level, research findings about PSTs’ analysis with respect to the sub-dimensions of NML were stated below: As seen on Table

4, except for “C3\_Hasty in communication” and “C5\_Use abbreviations in written language”, all sub-dimensions are different from 3, the value which stands for neutrality.

**Table 4** *Descriptive Statistics of Sub-dimensions of New Millennium Learners*

Dimensions	Sub-dimensions	N	$\bar{X}$	Sd	P
	A1_ Have advanced information skills	5122	3,04	0,74	,001
	A2_ Multitasker	5122	3,40	1,15	,000
Alternative	A3_ Independent learner	5122	3,66	,82	,000
Cognitive	A4_ Experimental learner	5122	3,37	1,32	,000
Characteristics	A5_ Visual learner	5122	3,78	1,12	,000
	A6_ Digital game player	5122	2,73	1,30	,000
	A7_ Have short attention span	5122	2,74	1,01	,000
Cultural Social	C1_ Virtual connected and isolated	5122	2,37	1,08	,000
	C2_ Prefer recreation in digital env	5122	2,83	1,30	,000
Values	C3_ Hasty in communication	5122	3,00	1,38	,855
	C4_ Prefer multimedia to plain text	5122	3,17	1,03	,000
	C5_ Use abbreviations in written language	5122	3,00	1,11	,979
	C6_ Express him/herself freely in the Net	5122	2,86	1,36	,000
Expectations	E1_ Expect highly from school infrastructure/ digital systems available to schools	5122	3,47	1,05	,000
	E2_ Expect to use digital media in lectures	5122	3,42	1,01	,000
On Teaching & Learning	E3_ Expect learning to be tailored to the individuals	5122	3,55	,79	,000
	E4_ Demand more collaborative work more	5122	3,11	1,18	,000
	E5_ Think durations of lessons are too long	5122	3,44	1,26	,000
	E6_ Expect more game-based learning	5122	3,55	1,24	,000

\*One sample t-test results depicting divergence from the neutral value of “3”

After analyzing sub-dimensions of the NML phenomenon, what appears as the most striking points in the general picture were those of Teaching & Learning Expectations, the results in which have an average remarkably above the others ( $X=3.42$ ). The average score received from Alternative Cognitive Characteristics is also above 3, which comes up as a positive test result. Contrarily, the lowest score as compared to the other dimensions were received from the Socio-cultural Values dimension ( $X=2.87$ ). To sum up, the mathematical estimations on PSTs' NML characteristics say that they are a positive likelihood level in terms of Alternative Cognitive Characteristics and Teaching & learning Expectations; however they are at a sub-par likelihood in the dimension of "Socio-cultural Values".

### **3.2.1 Alternative Cognitive Skills of New Millennium Learners**

Advanced information skill level of PSTs has been gauged as neutral. The test result " $X=3.03$ " related to "A1\_Possess Advanced Information Skills" is technically above the par albeit very close to the level of "inconclusive". High degree of standard deviation can be interpreted as a sign of visible divide amongst the PSTs.

Each of the sub-dimensions of "A2\_Multitasker", "A3\_Independent Learner", "A4\_Experimental Learner", "A5\_Visual Learner" generated positive scores higher than 3. Each of the PSTs stated that he/she manifests NML characteristics. This is a critical finding. These all four sub-dimensions are observed to be emanating as characteristics of PSTs. Therefore, they are categorized as Multitasker, Independent learner, Experimental learner and Visual learner in the results.

But in terms of two characteristics, students did not provide NML criteria; They stated what they think about how “A6\_Digital game player” and “A7\_Have short attention span” sub-dimensions relate to their situation as negative. They stated that they don’t have short attention spans and they are not really digital game players. These two items are related to each other. The results of these two items are parallel therefore the research results are consistent.

### **3.2.2 Cultural Social Values of New Millennium Learners**

When Socio-cultural Values are analyzed, mostly a negative picture comes out. PSTs stated what they think about how “C1\_Virtually connected & physically isolated”, “C2\_Prefer recreation using digital tools”, “C6\_Express themselves free in the internet” sub-dimensions relate to their situation as negative. “C3\_Quick and hasty in communication” and “C5\_User of abbreviated written language” sub-dimensions remained at neutral level. Only “C4\_Prefer multimedia to plain text” sub-dimension of the Socio-cultural Values dimension produced a test result above 3.

### **3.2.3 Expectations of New Millennium Learners regarding Teaching & Learning**

Another interesting point that comes to the fore in the survey results is related to PSTs’ expectations. Up through analyzing sub-dimensions of Teaching & learning Expectations, it was discovered that the highest average scores and lowest standard deviations belong to this dimension. In line with this, all of PSTs’ Teaching & learning Expectations are above 3 and positive. Proceeding from this finding, it can be suggested that the pre-service teachers supposedly demand many things, i.e. a sound

digital/hi-tech operation equipment and systems, utilizing digital tools during lectures, instructions to be tailored to individuals, sparing more time to co-studies; and it can also be said that they are inclined to think that current lecture durations are too long. They demand game-based learning more.

#### **4. Discussion**

Following points out to the ultimate question challenging the minds of educators and decision-makers as a result of the substantial change in student profiles and its direct consequences, i.e. the incompatibility between the capacities of the education system and students aptitudes, skills and competencies: How should the New Millennium Learners be treated? Nevertheless, the knowledge that must be principally and unmistakably acquired is the target community's characteristics. The reason for that is New Millennium Learners' characteristics gets influenced by demographic factors such as inter alia differentials in international, national and socio-economic patterns. Researches conducted in European countries indicate that pre-conditions that lead to emergence of New Millennium Learners are in fact very much unevenly distributed (Rasanen, 2006). This research's findings support existence of such heterogeneous structure within the context of Turkey. Therefore re-designing a national education system or a school's entire organization according to a student profile, which has not yet been fully identified, may lead to many mistakes.

It is very much crucial to understand the impact of ICT Technologies on the students to explain the ICT-induced transformation going on in education accurately.

From the survey results, it can be deduced that the PSTs are not qualified enough and experienced in using technological products to teach technology-intensive subjects and meet curriculum standards of sophisticated thinking skills. They are not advanced ICT users as much as they claimed. Moreover, the differences must be investigated between the self-declared reality and objective reality of PSTs on the NML subjects.

The survey results are encouraging for the policy makers to keep on promoting the use of digital media and web tools in the classroom that facilitate learning and create options for flexible service delivery in order to engage students.

The survey results reveal that the student population is well equipped with mobile devices and have moderate level of internet access which is in line with the findings of Skene, Cluett & Hogan (2007). Some plausible suggestions are listed hereunder:

#### **4.1 Recommendations**

One of the key findings discovered within the frame of this research is that PSTs' common characteristics are virtually heterogeneous in nature. PSTs have manifested distinct preferences, characteristics, aptitudes and expectations while probing into the indicative factors with respect to genders, grade levels, academic departments and universities appertaining to them. Like most countries, Turkey's public schools have a diverse student profile as per socioeconomic status, technological literacy. With this finding at hand, it is believed that a "stereotypical" and "unitary" education method applied or education material supplied to this group is eventually destined to fail to reach out a large portion of the target community. A suggested solution to deal with this complexity can be putting flexible

education programmes including multi optional methods, materials and in particular simulators into implementation or use.

Based on this research, it is found that changing profiles of students lead to higher expectations form the education systems. Results of the research were interpreted and given with corresponding recommendations as follows:

- Education systems must be ubiquitous, mobile, flexible, fast, always up-to-date, connected, game based and also participatory to meet the expectations of NML .
- The research detected that almost every pre-service teacher has got a cell phone. Having this in mind, a variety of education activities or informative modules can be conducted via cell phones, thereof designed to be used by the PSTs both at the formal and auxiliary education.
- Better ICT conditions yield increased likelihood of NML emergence and a high intensity of NML characteristics. In all circumstances, ICT literacy courses and ICT infrastructure should be improved.
- NMLs are experiential learners; ensure experiential learning through several ways, such as drama and simulators. They are visual learners, supply them enriched visual learning materials. They are independent learners; support them to assume more responsibility in or outside the school. Activities during or outside the lecture hours can be re-organized to ensure ubiquitous access and participation at all times and at all places, thereby utilizing devices and technologies, such as cell phones and the Internet

- It is apparent that students are highly prone to great importance to game based instruction. Game based education methods can be employed at contexts where teaching & learning activities are done. Socialization and team work can be supported. Methods can be employed to ensure them to learn by doing, living and exploring.
- PSTs think the lectures are too long. If the lessons are to contain more participative, collaborative, ICT involved, game based activities, they are supposed to stop thinking that the lessons are too long.
- NML is not an age related problem but rather arises due to exposure of ICT. Anyone can turn into NML regardless of the age including adults. Various levels of the society can be examined with respect to the NML criteria.
- Last but not the least, problematic Internet behavior is critical for NMLs. It is better families and educators monitor and be cautious about undesirable internet activity and Internet addiction. Take precautions to prevent physical and psychological problems.

## **5. Conclusions**

Re-organizing the system with the suggestions given above in mind will supposedly answer the New Millennium Learners special needs. It must be acknowledged that in an ever-changing world, students must be taught to cope with an unpredictable future; not according to old-fashioned methods designed for the past conditions. As a means to this end, there is need for technical methods which define students' characteristics and also the conditions

that are going to render these students' education more effective and efficient; therewith being in the same manner most suitable to such conditions, along with studies and researches intended to develop such techniques. As a result, it is thought that if the researchers active in this field place a greater focus on this issue, local and international domain of education will highly benefit from that.

We cannot deem all the students NML or not NML yet. But increasingly they become NML. There is no a static or uniform NML. There are different degrees of NML phenomenon among the PSTs in terms of gender, grade level, family income, university, and department

Finally, even though the New Millennium Learners manifest uneven characteristics, which differ from nation to nation, region to region and among different socio-economic strata, university backgrounds, departments, grade levels and genders, there are known common characteristics as well. Besides, the world is realizing that a revolution is taking place rendering the NML phenomenon irreversible with the advancing technology.

## REFERENCES

- Buckingham, D., N. Whiteman, et al. (2007). *The Impact of the Media on Children and Young People with a particular focus on computer games and the Internet* London, Centre for the Study of Children, Youth and Media, Institute of Education, University of London
- Corvi, E., A. Bigi, et al. (2007). "The European Millennials versus the US Millennials: similarities and differences."
- Cao, F. and L. Su (2006). "Internet addiction among Chinese adolescents" *Child: Care, Health And Development* 33(3): 275-281.
- Carstens, A., & Beck, J. (2005). *Get Ready For The Gamer Generation*. *TechTrends*. 49 (3) 22-25.
- Claro, M. (2007). *Video Games And Education*, OECD Background Paper for OECD-ENLACES Expert Meeting
- Cohen, B.H, Lea, R.B (2003) *Essentials of Statistics for the Social and Behavioral Sciences*, John Wiley & Sons, Inc., Hoboken, New Jersey
- Connaway, L. Silipigni, et al. (2008). "Sense-Making and Synchronicity: Information-Seeking and Communication Behaviors of Millennials and Baby Boomers." *Libri* 58(2): 123-135
- Corvi, E., A. Bigi, et al. (2007). "The European Millennials versus the US Millennials: similarities and differences."
- DeBell, M. and C. Chapman (2006). *Computer and Internet Use by Students in 2003 Statistical Analysis Report* National Center for Education Statistics / U.S. Department of Education Institute of Education Sciences
- Donnison, S. (2004). *Discourses for the New Millennium: Exploring the Cultural Models of "Y Generation" Preservice Teachers* School of Education and Professional Studies. Gold Coast, Queensland Griffith University Doctor of Philosophy

- Ferraro, G., B. Caci, et al. (2007). "Internet Addiction Disorder: An Italian Study." *Cyberpsychology & Behavior* 10(2): 170-175.
- Foehr, U. G. (2006). *Media multitasking among American youth: Prevalence, predictors and pairings.*, Menlo Park, CA: Kaiser Family Foundation.
- Geraci, J., & Chen, L. (2007). *Meet the Global Net Generation.*  
[http://www.newtmn.com/sitebuildercontent/sitebuilderfiles/meet\\_the\\_global\\_net\\_generation.pdf](http://www.newtmn.com/sitebuildercontent/sitebuilderfiles/meet_the_global_net_generation.pdf) (Access date: 15.11.2008)
- Hardie, E. and M. Y. Tee (2007). "Excessive Internet Use: The Role of Personality, Loneliness and Social Support Networks in Internet Addiction " *Australian Journal of Emerging Technologies and Society* 5(1): 34-47.
- Heiens, R. A. (2006). *A Study of Teaching Strategies for Net Generation Students In a Technology Curriculum*, Unpublished Dissertation, The Graduate Faculty Of The School Of Education. Prescott, Arizona,.
- Heino, R. K., T. lintonen, et al. (2004). "Internet addiction? Potentially problematic use of the internet in a population of 12-18 year-old adolescents." *Addiction Research and Theory* 2(February, No:1 ): 89-96.
- Huang, A. S. C. (2004). *The Bright And Dark Side Of Cyberspace: The Paradoxical Media Effects Of Internet Use On Gratifications, Addiction, Social And Psychological Well-Being Among Taiwan's Net Generation.* School of Journalism Carbondale Southern Illinois University
- Huang, Z., M. Wang, et al. (2007). "Chinese Internet Addiction Inventory: Developing a Measure of Problematic Internet Use for Chinese College Students." *Cyberpsychology & Behavior* 10(6): 805-811.
- Hur, M. H. (2006). "Demographic, Habitual, and Socioeconomic Determinants of Internet Addiction Disorder: An Empirical Study of Korean Teenagers." *Cyberpsychology & Behavior* 9(5): 514-525.

- IWS (2009) Internet Usage Statistics, The Internet Big Picture, World Internet Users and Population Stats.  
<http://www.internetworldstats.com/stats.htm> Retrieved at:12.12.2009
- Johansson, A. and K. G. Götestam (2004). "Internet addiction: Characteristics of a questionnaire and prevalence in Norwegian youth (12–18 years)." *Scandinavian Journal of Psychology* 45: 223–229
- Jones, E. G. (2000). Neurowords & Plasticity and Neuroplasticity. *Journal of the History of the Neurosciences*, 9(1), 37-39.
- Kalof, L., Dan A., Dietz, T. (2008) *Essentials of Social Research*, Open University Press, New York,.
- Kenyon, S. (2008). Internet Use and Time Use: The importance of multitasking. *Time & Society* 17(2/3), 283-318.
- Kerr, N. Y. (2005). For the net generation - must exemplary teaching include technology? A case study at Champlain College. Lynch Graduate School of Education Department of Educational Administration/Higher Education Boston College
- Khosrowpour, M. (2005) *Encyclopedia of information science and technology / Volume 1*,
- Kupermintz, H. (2003) *Teacher Effects and Teacher Effectiveness: A Validity Investigation of the Tennessee Value Added Assessment System*, Educational Evaluation and Policy Analysis, Fall 2003, Vol. 25, No. 3, pp. 287-298
- Kuzu, A., Odabaşı, F., Erişti, S. D., Kabakçı, I., Kurt, A. A., Akbulut, Y., Dursun, Ö. Ö., Kızılcı, M., & Şendağ, S. (2008). *İnternet kullanımı ve aile*. Ankara: T. C. Başbakanlık Aile ve Sosyal Araştırmalar Genel Müdürlüğü Bilim Serisi, 133.
- Leung, L. (2004). "Net-Generation Attributes and Seductive Properties of the Internet as Predictors of Online Activities and Internet Addiction." *Cyberpsychology & Behavior* 7(3).

- Lin, M. P., H. C. Ko, et al. (2008). "The Role of Positive/Negative Outcome Expectancy and Refusal Self-Efficacy of Internet Use on Internet Addiction among College Students in Taiwan." *Cyberpsychology & Behavior* 11(4): 451-457.
- Lodico, M.G., Spaulding D.T., Voegtle K.H., (2006) *Methods In Educational Research From Theory to Practice*, Published by Jossey-Bass A Wiley Imprint
- McMahon, M., & Pospisil, R. (2005). Laptops for a digital lifestyle: Millennial students and wireless mobile technologies Paper presented at the ascilite 2005: Balance, Fidelity, Mobility: maintaining the momentum?
- NCES (2003). "Computer and Internet Use " *Education Statistics Quarterly / National Center for Education Statistics* 5(4): 7-8.
- Nitsche, M.A., Liebetanz, D., Paulus, W., Tergau, F. (2005) *Pharmacological Characterisation and Modulation of Neuroplasticity in Humans, Current Neuropharmacology*, 2005, 3, 217-229
- Noyes, J. and K. Garland (2005). "Students' attitudes toward books and computers." *Computers in Human Behavior* 21: 233-241.
- Oblinger, D. G. and J. L. Oblinger (2005). *Educating the Net Generation*, Educause.
- Owen, S. and K. Moyle (2008). "Students' Voices Learning With Technologies Students' Expectations About Learning With Technologies: A Literature Review "
- Pedró, F. (2006). *The New Millennium Learners:Challenging Our Views On ICT And Learning*
- Peng, H., Tsai, C.-C., & Wu, Y.-T. (2006). University students' self-efficacy and their attitudes toward the Internet: the role of students' perceptions of the Internet. *Educational Studies*, 32(1), 73-86.

- Prensky, M. (2001)a. *Digital Natives, Digital Immigrants* MCB University Press, 9(5).
- Prensky, M. (2001)b. “Digital Natives, Digital Immigrants, Part II: Do They Really Think Differently?” NCB University Press 9(6).
- Prensky, M. (2003). Has “Growing Up Digital” and Extensive Video Game Playing Affected Younger Military Personnel’s Skill Sets? I/ITSEC 2003.
- Radford, M.L. and onnaway. L.S (2007). “Expect the Unexpected: Urban Screenagers’ Communication and Information-seeking Preferences.” Paper presented at the National Communication Association pre-convention seminar, 15 November 2006, San Antonio, Texas (USA). Available online at:  
<http://www.oclc.org/research/projects/synchronicity/resources/nca2006-screenagers.pdf>.
- Rasanen, P. (2006). Information society for all? Structural characteristics of internet use in 15 European countries. *European societies*, 8(1), 59-81.
- Redecker, C. Mutka, K.A., Bacigalupo, M, Kluzer, S. Pascu, C., Punie, Y., (2009) *Learning 2.0: The Impact of Web 2.0 Innovation on Education and Training in Europe*
- Robinson, S. (2007). “Games, Clickers and Study Habits: Increasing Students’ Motivation to Study and Participate” *Management Review: An International Journal* Volume.
- Salaway, G., J. B. Caruso, et al. (2008). “The ECAR Study of Undergraduate Students and Information Technology, 2008” ECAR- Educause Center for Applied Research
- Sandars, J. (2006). “The ‘net generation’: a challenge for work-based learning.” *Work Based Learning in Primary Care* 4(215): 22.
- Schumacher, P., & Martin, J.M. (2001). “Gender, Internet and Computer Attitudes and Experiences.” *Computers in Human Behavior* 17:95–110.

Skene, J, Cluett, L & Hogan, J .(2007) 'Engaging Gen Y students at university: what web tools do they have, how do they use them and what do they want?' First Year in Higher Education Conference, Brisbane.

Spicer, J. (2005). Making sense of multivariate data analysis. Thousand Oaks, CA: Sage

Publications.

Veen, W. (2007). Homo Zappiens and the Need for New Education Systems First SOL Conference on Collective Intelligence, Parijs: SOL France, Delft University of Technology Faculty of Technology, Policy and Management The Netherlands

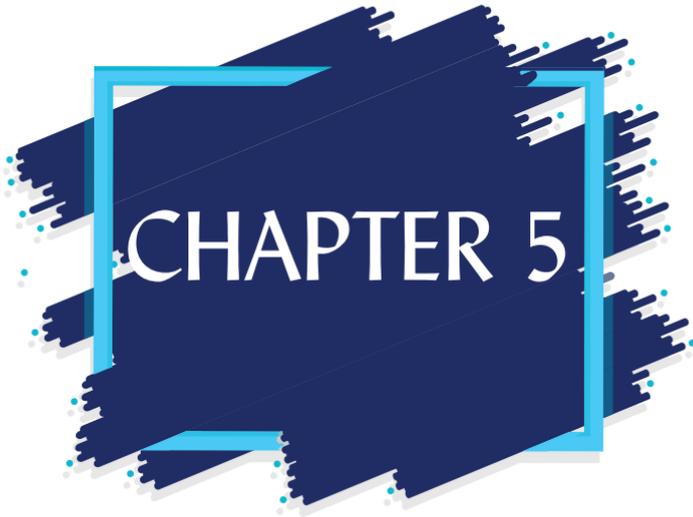
Weigel, M. and K. Heikkinen (2007). Developing Minds with Digital Media: Habits of Mind in the YouTube Era, Project Zero , Harvard University, 124 Mt. Auburn St., Cambridge, MA 02138

Whang, L. S.-M., S. Lee, et al. (2003). "Internet Over-Users' Psychological Profiles: A Behavior Sampling Analysis on Internet Addiction." *Cyberpsychology & Behavior* 6(2): 143-150.



**A META-SYNTHESIS STUDY  
ON THE HISTORY EDUCATION  
STUDIES CONDUCTED  
IN TURKEY ON THE TURKIC  
REPUBLICS**

**Mehmet ELBAN<sup>1\*</sup>**



---

<sup>1</sup> \* Assoc. Prof. Dr., **Correspondence:** Mehmet Elban, Bayburt University,  
Department of Social Science Education, Bayburt/ Turkey. Email: mel-  
ban111@gmail.com





---

## A META-SYNTHESIS STUDY ON THE HISTORY EDUCATION STUDIES CONDUCTED

### IN TURKEY ON THE TURKIC REPUBLICS

**Mehmet ELBAN<sup>1\*</sup>**

#### INTRODUCTION

In the early 1990s, Turkish communities demonstrated an independence trend against the Soviet rule, and their independence caused great excitement in Turkey. Turkey attempted to develop cooperation with Turkic republics in various areas by recognizing their independence (Turan, 2015, pp.62-63). The attempted cooperation with the Turkic republics has shown itself in a wide range of areas from economic to political, cultural and educational fields (Karakuzu and Limon, 2012). Institutions such as the Turkish Cooperation and Coordination Agency (TİKA), International Organization of Turkic Culture (TURKSOY), Akhmet Yassawi University in Turkistan, Kazakhstan and Manas University in Bishkek, the capital of Kyrgyzstan, were established as important institutions of the cooperation that was attempted to be developed. Ethnicity, culture, language and religion, i.e. common cultural values, are at the center of this attempted cooperation (Turan, 2015, pp.62-63). An important pillar of cultural studies consists of common historical consciousness and history education, which is the primary requirement for the establishment of this consciousness.

---

1 \* Assoc. Prof. Dr., **Correspondence:** Mehmet Elban, Bayburt University, Department of Social Science Education, Bayburt/ Turkey. Email: melban111@gmail.com

On the other hand, certain inadequacies are observed in the history textbooks of the Turkish Republic and other Turkic republics in terms of recognizing each other and establishing a common historical consciousness (Kyzy, 2012). One of the projects developed to make up this inadequacy is the Turkic world joint history curriculum and textbook writing project, initiated in 1992 (Turan, 2015, pp.62-63). The main purpose of the project is to convey the common values, norms, signs, symbols and historical process knowledge of the Turkic world to students. In other words, young generations in various Turkic republics will get to know each other and a common historical consciousness will be established (Demircioglu and Demircioglu, 2015, p.50). KadirAli reports that the textbook prepared as part of the project was presented to the Education Ministries of the Turkic Council's member countries and the respective ministries approved the aforementioned textbook. In addition, the textbook titled *Common Turkish History* was recommended to 8<sup>th</sup>-grade students (KadirAli, 2019, p.62).

In this context, the problem case of the study is whether or not the studies on history education, an important pillar of the cooperation goals towards the Turkic republics, are adequate. Determining the course of the academic history education studies conducted in Turkey in terms of realizing the aforementioned goals constitutes the main issue of the study. The main problem case in question was expressed with the sub-problems presented below.

In the history education studies conducted in Turkey on the Turkic republics,

1. What methodologies were used?
2. What subject fields were discussed?
3. What samples were used?

4. What geographies were studied?
5. What data collection techniques were used?
6. What data analysis methods were used?
7. What type of results were obtained?

## **Methods**

### ***Study Design***

The meta-synthesis method was used in the study. “Meta-synthesis studies aim to interpret and evaluate the qualitative findings of the studies conducted in a particular field, to reveal their similar and different aspects and to make new deductions.” (Polat and Ay, 2016). This method was used in the study since the academic studies conducted in Turkey on the Turkic republics were studied.

### ***Data Collection and Inclusion Criteria***

Google Academic search engine, TÜBİTAK ULAKBİM and YÖK National Thesis Center databases were used in the literature review of the studies on the subject. The keywords used in the review are “Turkic Republics-history education” and “Turkic Republics-history teaching”. The searches cover the period between 2000 and 2019. This is due to the fact that the number of studies conducted on the subject is limited. In other words, the sufficient number of academic studies for this study could only be gathered from the period between 2000 and 2019. The publication language of the academic studies included in this study was selected as Turkish. Therefore, a total of 12 academic studies including seven (7) articles, four (4) postgraduate dissertations and one (1) academic paper on the subject of the Turkic Republics and history education were included in the study sample.

### ***Validity and Reliability of the Study***

Inter-coder reliability, which is based on different coders coding the same text in agreement with each other, was used in the study. The reliability coefficient “*Reliability=number of agreements / (number of agreements + number of disagreements)*” (Miles and Huberman, 2015, p.64; Muijs, 2004, p.73) used in the agreement between the coders was found as 83%. The reliability was confirmed with expert opinions on the subject. In addition, a descriptive analysis was performed to support the quantitative data in the study. The internal reliability and validity of the study were attempted to be increased this way. Academic studies were coded as  $A_1, A_2, A_3, \dots A_{12}$  in the analyses performed. The coded academic studies were presented in the appendix.

### **Analysis of Data**

In the study, content analysis and descriptive analysis were used in the analysis of data. The qualitative data were digitized and evaluated with frequency (f) and percentage (%). The data obtained from the selected documents were presented numerically as themes and analysis units within the framework of the study problem. In addition, a descriptive analysis was performed to support the quantitative data in the study.

### **Findings**

The findings obtained on the methodologies of the history education studies conducted in Turkey on the Turkic republics are presented in Table 1.

**Table 1.** *Research methods used in the history education studies on the Turkic republics*

Research Method	Academic Studies	f	Percentage%
Document research method	A <sub>3</sub> , A <sub>4</sub> , A <sub>5</sub> , A <sub>9</sub> , A <sub>10</sub> , A <sub>11</sub> , and A <sub>12</sub> .	7	%58
Review article	A <sub>1</sub> , A <sub>2</sub> , and A <sub>8</sub> .	3	%25
Historical research method	(A <sub>6</sub> , A <sub>7</sub> )	2	%17
Total		12	%100

As seen in Table 1, seven document research methods (f=7), three review articles (f=3), and two historical research methods (f=2) were used in the history education studies on the Turkic republics.

**Table 2.** *Subject fields of the history education studies on the Turkic republics*

History Textbooks	History Curricula		Historiography		Grand Total
	Academic Studies	f	Academic Studies	f	
Identity	A <sub>7</sub> and A <sub>10</sub> .	2			
Turkic world	A <sub>3</sub> .	1			
Important political events in terms of the Turkic world	A <sub>11</sub> .	1			
Image	A <sub>4</sub> and A <sub>9</sub> .	2	A5.	1	A6. 1
History Education	A <sub>12</sub> .	1			
Turkic world joint history textbook	A <sub>1</sub> , A <sub>2</sub> and A <sub>8</sub> .	3			
Total		10		1	1 12

As seen in Table 2, ten (f=10) of the subject fields of the history education studies on the Turkic republics are history textbooks, one (f=1) is history curricula and

one (f=1) is historiography. Three (f=3) of the studies on history textbooks include the subject of the Turkic world history textbooks, two (f=2) include the image of the Ottoman Empire and the Republic of Turkey in the Turkic world history textbooks, two (f=2) include identity in history textbooks, one (f=1) includes the Turkic world in the history textbooks, one (f=1) includes important political events in terms of the Turkic world, and one (f=1) includes history education in the history textbooks.

**Table 3.** *Samples of the history education studies on the Turkic republics*

Sample	Academic Studies	f
The literature on the history textbooks of the Soviet and Post-Soviet Period curricula in Azerbaijan	A6., A7.	2
The fatherland textbook taught in Azerbaijan	A10.	1
The curricula of Azerbaijan and Turkmenistan	A5.	1
The history textbooks in Turkey, Uzbekistan, Azerbaijan and Turkmenistan	A11.	1
The secondary and high school history textbooks in Kyrgyzstan	A4. and A12.	2
The secondary education history textbooks taught in Turkey	A3.	1
The literature on the studies regarding the common language, history and culture of the Turkic republics	A8., A2. and A1.	3
The history textbooks taught in Turkmenistan	A9.	1
Total		12

In Table 3, the samples of eight (f=8) of the history education studies on Turkic republics consist of the Turkic Republics history textbook, three of them (f=3) consist of the literature on the studies regarding the common language, history and culture of the Turkic republics and one (f=1) consists of the curricula.

**Table 4.** *The geography in which the history education studies on the Turkic republics were conducted*

Geography	Academic Studies	f
Turkey	A <sub>3</sub> .	1
Azerbaijan	A <sub>7</sub> ., A <sub>6</sub> . and A <sub>10</sub> .	3 +4
Turkmenistan	A <sub>9</sub> .	1 +3
Kyrgyzstan	A <sub>4</sub> ., A <sub>12</sub> .	2
Multiple Turkic Republics		
Turkey and Azerbaijan	A <sub>1</sub> .	1
Azerbaijan and Turkmenistan	A <sub>5</sub> .	1
Turkey, Uzbekistan, Azerbaijan and Turkmenistan	A <sub>11</sub> .	1
All Turkic Republics	A <sub>2</sub> . and A <sub>8</sub> .	2
Total		12

As seen in Table 4, seven (f=7) of the history education studies on the Turkic republics were conducted in a single geography. The other five (f=5) studies were conducted on multiple geographies. Azerbaijan was the geography where most of the history education studies on the Turkic Republics (f=7) were conducted. There were no studies conducted on only Kazakhstan and Uzbekistan.

**Table 5.** *Data collection techniques used in the history education studies on the Turkic republics*

Data Collection Techniques	Academic Studies	f
Document Review	A <sub>3</sub> ., A <sub>4</sub> ., A <sub>5</sub> ., A <sub>6</sub> ., A <sub>9</sub> ., A <sub>10</sub> ., A <sub>11</sub> . and A <sub>12</sub> .	8
Literature Review	A <sub>2</sub> . A <sub>8</sub> .	2
Literature Review and Document Review	A <sub>1</sub> . A <sub>7</sub> .	2
Total		12

It is seen in Table 5 that the document review technique was used in eight (f=8) of the history education studies on the Turkic republics, while literature review was used in

two (f=2) and literature and document review were used in the other two (f=2) studies.

**Table 6.** *Data analysis techniques used in the history education studies on the Turkic republics*

Data Analysis	Academic Studies	f
Descriptive Analysis	A <sub>4</sub> , A <sub>5</sub> , A <sub>9</sub> , A <sub>10</sub> , A <sub>11</sub> .	5
Induction	A <sub>1</sub> , A <sub>2</sub> , A <sub>6</sub> , A <sub>8</sub> .	4
Document Analysis	A <sub>3</sub> , A <sub>12</sub> .	2
Comparison		1
A <sub>7</sub> .		
Total		12

It is understood from Table 6 that the descriptive analysis technique was used in five (f=5) of the history education studies on the Turkic republics, while induction was used in four (f=4), document analysis was used in two (f=2) and comparison was used in one (f=1) of the studies.

**Table 7.** *The results obtained in the history education studies on the Turkic republics*

Results	Academic Studies	f
History education in the Soviet period Azerbaijan was Marxist-Leninist. A nationalistic approach was adopted in history education after the Soviet period.	A <sub>6</sub> , A <sub>7</sub> , A <sub>10</sub> .	3
Recommendations on the Turkic World joint history textbook were presented.	A <sub>1</sub> , A <sub>2</sub> , A <sub>8</sub> .	3
There are educational differences in the curricula of Turkey, Azerbaijan and Turkmenistan.	A <sub>5</sub> .	1
There are certain minor differences in the viewpoints of the textbooks in Turkey, Uzbekistan, Azerbaijan and Turkmenistan towards the relations between the Ottoman Empire and the Timurid Empire	A <sub>11</sub> .	1
The negative narrative towards the Ottoman Empire in the textbooks in the Post-Soviet period Kyrgyzstan has not yet been corrected.	A <sub>4</sub> .	1

The image of the Ottoman Empire in the history textbooks in the Post-Soviet period Turkmenistan is generally positive. Only the attitude of the Ottoman Empire towards the Turkic principalities was criticized. This is due to the Turkmen-centered viewpoint.	A <sub>9</sub> .	1
There are certain inadequacies in the history textbooks in Kyrgyzstan in terms of education.	A <sub>12</sub> .	1
The viewpoint towards the Turkic republics in the history textbooks in Turkey is based on Turkishness.	A <sub>3</sub> .	1
Total		12

As seen in Table 7, it is understood from the history education studies on the Turkic republics that a Marxist-Leninist approach was present in the history textbooks in the Soviet period Azerbaijan while a national understanding of history became dominant after the Soviet period (A<sub>6</sub>, A<sub>7</sub>, and A<sub>10</sub>). Three studies were conducted on the Turkic World joint history textbook (A<sub>1</sub>, A<sub>2</sub>, and A<sub>8</sub>). It is understood that there are educational differences in the curricula of Turkey, Azerbaijan and Turkmenistan (A<sub>5</sub>). There are certain minor differences in the viewpoints of the textbooks in Turkey, Uzbekistan, Azerbaijan and Turkmenistan towards the relations between the Ottoman Empire and the Timurid Empire (A<sub>11</sub>). The negative narrative towards the Ottoman Empire in the textbooks in the Post-Soviet period Kyrgyzstan has not yet been corrected. (A<sub>4</sub>). The image of the Ottoman Empire in the history textbooks in the Post-Soviet period Turkmenistan is generally positive. Only the attitude of the Ottoman Empire towards the Turkic principalities was criticized. This is due to the Turkmen-centered viewpoint (A<sub>9</sub>). There are certain inadequacies in the history textbooks in Kyrgyzstan in terms of education (A<sub>12</sub>). The viewpoint towards the Turkic republics in the history textbooks in Turkey is based on Turkishness (A<sub>3</sub>).

## Conclusion

There are twelve history education studies conducted on the Turkic republics. The dominant method in these studies is document research. It is thought that increasing the number of scientific activities such as common congresses, symposiums and workshops would be beneficial for studies that are inclusive of all Turkic republics (Turan, 2018). That is because the importance of Turkey's relationships with the Turkic republics is increasing day by day (Gomec, 2007). On the other hand, the field of education is of special importance in creating awareness towards common grounds (Kavak and Baskan, 2001, p.102). In addition, the results obtained in the study show that the use of methods such as case study and phenomenology in academic studies is necessary.

The majority of the history education studies on the Turkic republics were carried out on history textbooks. The prominent categories in the history textbook studies are the Turkic world history textbook, the image of the Ottoman Empire and the Republic of Turkey, identity, and important political events in terms of the Turkic world. The majority of the samples of the history education studies on the Turkic republics consist of Turkic Republic textbooks and the studies on the common language, history and culture of the Turkic Republics. The geographies where the history education studies on the studies were conducted are concentrated on a single geography and multiple Turkic geographies. Azerbaijan is the geography where most of the history education studies on the studies were conducted. However, there were no studies conducted on only Kazakhstan and Uzbekistan. Document review was the most commonly used data collection technique in the history education studies on the studies and descriptive analysis was the most commonly used data analysis technique. It is understood that the number of

studies on the Turkic world history textbooks, which is of importance in terms of establishing a common historical consciousness in the Turkic republics, is very limited. In this sense, studies on the Turkic world joint textbook that include economic, cultural and social themes should be conducted (Demircioglu and Demircioglu, 2015, p.50-52). Studies can be conducted on the common cultural works of the Turkic world such as the epics of Dede Korkut / Dada Gorgut, Oğuz Kağan / Oghuz Khagan, and Köroğlu / Koroghlu, the Orhun / Orkhon Inscriptions, Divan-ı Lügati't Türk and Kutadgu Bilig (Alpargu, 2007, p.9). At the same time, interdisciplinary studies can be carried out to introduce the aforementioned works to the Turkic world joint history textbook. The results of the study show that there is a need for history education studies on Kazakhstan and Uzbekistan that include a single geography. European studies directed towards establishing a common European identity can be referred to in terms of the common Turkic identity issue in the history textbooks. That is because a certain point has been reached in common cultural identity awareness (Ulusoy, 2009; Erdal, Alimbekov, Mete, Cucuk and Yokus, 2017). On the other hand, studies can be conducted on the places, figures and state names that can pose problems in writing the joint history textbook (Alpargu, 2019, p.44). If any additions will be made to the textbook, which was not being used by the Ministry of National Education in Turkey at the time when the study was written, the 6-volume work titled *Common Turkish History*, published in 2019 and edited by Bilgehan A. Gokdag, Saadettin Y. Gomec and Osman Kartay, can be referred to.

When the results of the aforementioned studies are examined, it is seen that a Marxist-Leninist approach was present in the history textbooks of the Soviet Period Azerbaijan while a national understanding of history became dominant after the Soviet period. In addition,

three studies were conducted on the Turkic World joint history textbook. There are certain minor differences in the viewpoints of the textbooks in Turkey, Uzbekistan, Azerbaijan and Turkmenistan towards the relations between the Ottoman Empire and the Timurid Empire. In this context, studies that reflect a common historical perspective towards controversial issues can be conducted. It is seen in the study that the negative narrative towards the Ottoman Empire in the textbooks in the Post-Soviet period Kyrgyzstan is still present. It was also discovered in the study that the image of the Ottoman Empire in the history textbooks in the Post-Soviet period Turkmenistan was generally positive. However, it is also seen that the attitude of the Ottoman Empire towards the Turkic principalities was criticized in the textbooks in Turkmenistan from a Turkmen-centered viewpoint.

In addition, multi-perspective history education studies can be conducted on the teaching of sensitive issues such as the Battle of Chaldiran, the Battle of Otlukbeli and the Battle of Ankara (Alpargu, 2019, p.49; Simsek, 2019, p.69). Studies that can contribute to the field of history education and directed towards the solution of the problem can be conducted. In conclusion, it is understood that the Turkic republics are presented with a viewpoint that is based on Turkishness in the history textbooks in Turkey. It is thought that this viewpoint should be presented in a more tangible way that is inclusive of cultural issues.

## REFERENCES

- Alpargu, M. (2007). Turkiye ve Azerbaycan tarih ders kitapları üzerine bazı gözlemler. [Some observations about Turkey and Azerbaijan history course]. *Ataturk Dergisi*, 5(3). 1-13.
- Alpargu, M. (2019). Ortak Turk tarihi yazmanın sorunları/ öneriler [Suggestions/problems of writing a common Turkish history]. In: A. Simsek, & M. Topal (Eds.), *Türk tarihinin ve tarihçiliğinin meseleleri. [Problems of Turkish history and historiography]* , (pp.41-51). Istanbul: Yazıgen.
- Erdal, B., Alimbekov, A., Mete, M., Cucuk, E., & Yokus, E. (2017). “Türk dünyası birliği” algısı. [The Perception of Turkish world union]. *Gazi Akademik Bakis*, 11(21), 55-85.
- Gomec, S. (2007). Turkiye-Türk cumhuriyeti ilişkileri üzerine bir değerlendirme. [An evaluation about the Turkey and Turkish republics relations]. *Journal of International Social Research*, 1(1). 114-131.
- Kavak, Y., & Baskan, G. A. (2001). Türkiye'nin Türk Cumhuriyetleri, Türk ve akraba topluluklarına yönelik eğitim politika ve uygulamaları. [Educational policies and applications of Turkey towards Turkic Republics and communities]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 20, 92-103.
- KıdırAli, D. (2019). Ortak Türk tarihi dersi kitabı üzerine. [On the joint Turkish History textbook]. In: A. Simsek, & M. Topal (Eds.), *Türk tarihinin ve tarihçiliğinin meseleleri* (pp.61-64). Istanbul: Yazıgen.
- Kyzy, A.A. (2012). Kırgızistan'daki ortaokul, lise tarih ders kitaplarında Türkiye tarihinin okutulması. [The History of Turkey in the secondary school and high school history textbooks in Kyrgyzstan]. *Uluslararası Sosyal ve Ekonomik Bilimler Dergisi*, 2(1), 79-83.

- Miles, M.B., & Huberman, A.M. (2015). *Nitel veri analizi. [Qualitative data analysis]*. (S. Akbaba Altun ve A. Ersoy, Trans.) Ankara: Pegem Akademi.
- Muijs, D. (2004). *Doing quantitative research in education*. London: Sage Publications.
- Polat, S. ve Ay, O. (2016). Meta-sentez: kavramsal bir çözümleme.[Meta-synthesis: A conceptual analysis]. *Egitimde Nitel Arastirmalar Dergisi*, 4(1), 52-64. <http://dx.doi.org/10.14689/issn.2148-2624.1.4c2s3m>
- Simsek, A. (2019). Ortak Turk tarihi yazmanin sorunlari/oneriler (Muzakereler).[ Suggestions/problems of writing a common Turkish history (Deliberations)]. In: A. Simsek, & M. Topal (ed.), *Turk tarihinin ve tarihciliginin meseleleri. [Problems of Turkish history and historiography]* (pp.70-72). Istanbul: Yazigen.
- Turan, R. (2015). Turk Dunyasi icin ortak tarih ders kitabı yazimi meselesi. [The Issue of joint textbook writing for the Turkic world]. *Turk Yurdu*, 332, 62-66.
- Turan, R. (2018). Farkli Turk devletlerinin (Turkiye, Ozbekistan, Azerbaycan ve Turkmenistan) tarih ders kitaplarında Osmanlı-Timurlu iliskilerine ve Ankara savasina yaklasim. [Ottoman-Timurid relations and the war of Ankara on history textbooks of different Turkish States (Turkey, Uzbekistan, Azerbaijan and Turkmenistan)]. *Gazi Turkiyat*, 22, 71-102.
- Ulusoy, K. (2009). Ilkogretim 7. sinif ogrencilerinin Turk Dunyasi ve Turk cumhuriyetlerine yonelik tutum ve dusunceleri. [The Attitude and the opinion of the 7th class students of primary school about Turkish world and Turkish Republics]. *Selcuk Universitesi Turkiyat Arastirmalari Dergisi*, 1(26), 357-377.

## **Academic Studies Examined in the Research**

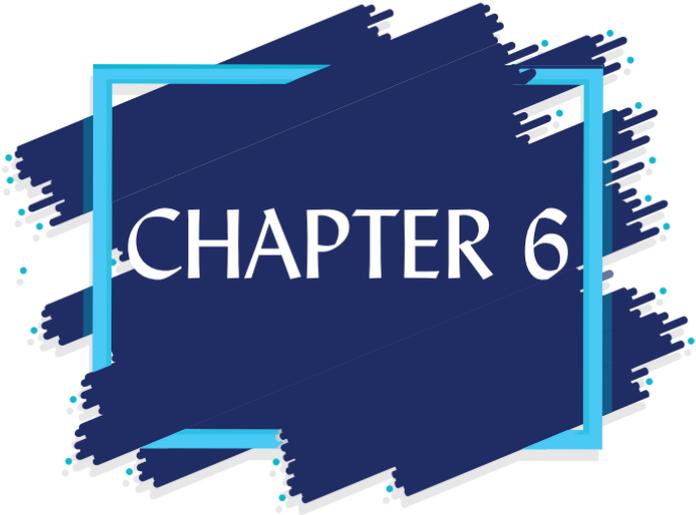
- A<sub>1</sub>. Alpargu, M. (2007). Turkiye ve Azerbaycan tarih ders kitapları uzerine bazi gozlemler. [Some observations about Turkey and Azerbaijan history course books]. *Ataturk Dergisi*, 5(3). 1-13.

- A<sub>2</sub>. Demircioğlu, I.H. ve Demircioğlu, E. (2015). Turk Dunyasi icin ortak tarih ders kitabı nasıl yazılmalıdır. [How the Turkic world joint history textbook should be written]. *Turk Yurdu*, 337, 50-54.
- A<sub>3</sub>. Karakuzu, T. ve Limon, İ. (2012). Ortaogretim tarih ders kitaplarında Orta Asya Turk Cumhuriyetlerinin yeri üzerine bir analiz. [An Analysis of the status of Turkic Republics of Central Asia in the history textbooks of secondary schools]. *Elektronik Siyaset Bilimi Arastirmalari Dergisi*, 3(1). 81-103.
- A<sub>4</sub>. Kyzy, A.A. (2012). Kırgızistan'daki ortaokul, lise tarih ders kitaplarında Türkiye tarihinin okutulması. [The History of Turkey in the secondary school and high school history textbooks in Kyrgyzstan]. *Uluslararası Sosyal ve Ekonomik Bilimler Dergisi, International Journal of Social and Economic Sciences*, 2(1), 79-83.
- A<sub>5</sub>.Oran, M. (2018). *Ortaokul sosyal bilgiler ve Türkiye cumhuriyeti inkılap tarihi ve Atatürkçülük Dersi öğretim programlarının Azerbaycan ve Türkmenistan'daki eşdeğer derslerin öğretim programlarıyla karşılaştırılması*. [A Comparison of the secondary school social studies and history Of Turkish Revolution and Kemalism curricula with the curricula of the equivalent subjects in Azerbaijan and Turkmenistan in Terms of Structure] (PhD Thesis), Uşak Üniversitesi, Uşak, Türkiye.
- A<sub>6</sub>.Salmanov, E. (2008). *Azerbaycan'da Sovyet donemi ve bağımsızlık sonrası tarih eğitimi*. [History Education in Azerbaijan during the Soviet Period and after the Independence]. (Published Master's thesis). İstanbul Üniversitesi, İstanbul, Türkiye.
- A<sub>7</sub>.Turan, R. (2009). *Azerbaycan'da ilk ve ortaöğretimde tarih öğretimi ve tarih ders kitapları (Sovyet döneminden bağımsız Azerbaycan Cumhuriyetine)*. [History education and history textbooks in primary and secondary education in Azerbaijan (From the Soviet Period to the Independent Republic of Azerbaijan)]. (Published Master's thesis), Atatürk Üniversitesi, Erzurum, Türkiye.

- A<sub>8</sub>.Turan, R. (2015). Turk Dunyasi icin ortak tarih ders kitabı yazımı meselesi. [The Issue of joint textbook writing for the Turkic World]. *Turk Yurdu*, 332, 62-66.
- A<sub>9</sub>.Turan, R. (2016). Turkmenistan’da okutulan tarih ders kitaplarında Osmanlı Devleti’ne yaklasim. [Approach to the Ottoman State in history textbooks at schools in Turkmenistan]. In: M. Kocak (ed.), *Uluslararası Turk Dunyasi Egitim Bilimleri ve Sosyal Bilimler Kongresi Bildirileri (II.Cilt). [2nd International Turkic World Congress on Educational and Social Sciences Proceedings (Volume II)]*, (pp.37-48). Ankara: Turk Egitim-Sen Genel Merkezi.
- A<sub>10</sub>.Turan, R. (2017). Azerbaycan’da okutulan ata yurdu ders kitabında Azerbaycan ulusal kimliginin temsili. [Representation of Azerbaijan national identity in the textbook of fatherland used in Azerbaijan]. *Selcuk Universitesi Turkiyat Arastirmalari Dergisi*, (42), 593-612.
- A<sub>11</sub>.Turan, R. (2018). Farkli Turk devletlerinin (Turkiye, Ozbekistan, Azerbaycan ve Turkmenistan) tarih ders kitaplarında Osmanlı-Timurlu iliskilerine ve Ankara savasina yaklasim. [Ottoman-Timurid Relations and the war of ankara on history textbooks of different Turkish States (Turkey, Uzbekistan, Azerbaijan and Turkmenistan)]. *Gazi Turkiyat*, 22, 71-102.
- A<sub>12</sub>.Yıldız, M. (2004). *Kirgizistan’da lise tarih mufredati ve ders kitapları. [High School History Curriculum and Textbooks in Kyrgyzstan]*. (Published Master’s thesis), Karadeniz Teknik Universitesi, Trabzon, Turkiye.

**EFL CURRICULUM  
REVISION IN TURKEY:  
A STUDY ON KEY  
COMPETENCES**

**Reyhan AĞÇAM**







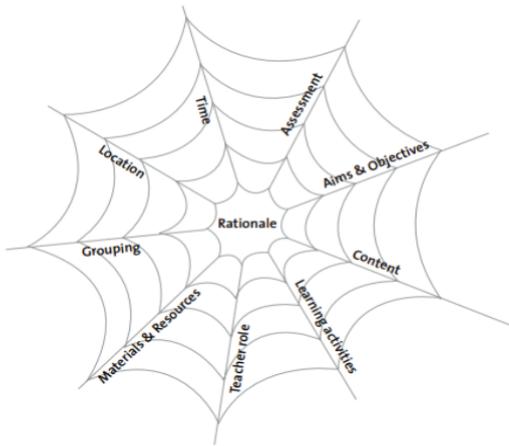
## EFL CURRICULUM REVISION IN TURKEY: A STUDY ON KEY COMPETENCES

Reyhan AĞÇAM

### INTRODUCTION

A curriculum simply refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes (Ebert et al., 2013). It includes principles and procedures for the planning, implementation, evaluation and management of educational program (Kim & Jeon, 2005). According to Higgs (2016, p. 91), it is designed to ensure that knowledge is conveyed in a systematic and planned way so as to impart an amalgam of knowledge and skills that are determined to be appropriate and necessary to society. The fact that the development of curriculum designs dates back to the second half of 20<sup>th</sup> century (i.e. Tyler's Model, Tyler, 1949; Kerr's Model, Kerr, 1968; Halliwell's Model, Halliwell, 1968; The Process Model, Bucher & Strauss, 1976; Wheeler's Model, Wheeler, 1980; The Weinstein and Mayer Model, Weinstein & Mayer, 1986; Biggs' 3P Model, Biggs et al., 2001; The Entwisle Model, Entwisle & McCune, 2004; DEDEPRO, De la Fuente et al., 2006), and widespread availability of graduate programs as well as scientific journals on 'curriculum and instruction' around the world might be evaluated as clear indicators of its essentiality for education. Concerning its components, Prideaux (2003, p. 268) informs that has at least four important elements: content; teaching and learning strategies; assessment processes; and evaluation processes. Akker (2007), on the other hand, proposes nine components of a curriculum structured around a central rationale: *aims and objectives, assessment, content,*

*grouping, learning activities, location, materials and resources, teacher role and time, as illustrated in Figure 1.*



**Figure 1.** *The curricular spider web (Akker, 2007)*

Akker (Ibid) postulates that ‘although the emphasis of curriculum design on specific components may vary over time, eventually some kind of alignment has to occur to maintain coherence’ (p. 40). In addition, Eluu (2015) argues that every planned curriculum is subject to change and review to reflect current societal needs and challenges. Quite naturally, curriculum revision/ innovation around the world have received significant attention in educational disciplines with a wide range of foci from underlying philosophy (Botha, 2002; Kojima, 2003; Kırkgöz, 2007; Wallace, 2009; Loveland, 2010; Simon, 2010; Yeung, 2012; Greenwood, 2013; Zhang, 2015; Zhang & Zhang, 2017), and teachers’/ learners’ perceptions about curriculum revision (Koulaidis & Ogborn, 1989; Strayhorn, 1989; Ponte et al., 1994; Lee & Park, 2001; Brown, 2006; Göktaş et al., 2008; Han, 2008; Zehir-Topkaya & Küçük, 2010; Howard & Millar, 2009; Yılmaz, 2011; Alshammari, 2013;

Arı, 2014). Řezníčková, 2014; Aybek, 2015; Demirtaş et al., 2015) to the analysis of curriculum components (Zincir, 2006; Wyse, & Torgerson, 2007; Shower, 2010; Bošković, 2013; Papajani, 2015; Getu & Teka, 2018). Turkey is no exception in that regard as numerous studies have been carried out following educational reforms and curriculum revisions in the country (Kırkgöz, 2008; Şahin, 2009; Şad, 2011; Özer et al., 2014; Yapıcıoğlu, Kara & Sever, 2016). In a recent study, Erarslan (2018) scrutinized strengths and weaknesses of primary school English language teaching programmes in Turkey with an exclusive focus on the 1997, 2006 and 2013 educational reforms. He specifically reviewed the evaluation studies that analysed teaching programmes concerning such components as aims and outcomes, content, materials, and testing and assessment. The researcher concluded that aims and outcomes identified in the revised curricula fail to address all domains, and that they were not satisfactory regarding content and materials. In 2013, Turkey introduced the latest major educational reform, which involved a transition from the 8+4 educational model to the new 4+4+4 system. Subsequently, primary and secondary level teaching programmes were redesigned to meet the requirements of the new system. The fundamental changes in primary EFL programme could be listed as the decline of starting age to English instruction from 9 to 7, and removal of tests from the programmes for 2<sup>nd</sup> and 3<sup>rd</sup> grades with the purpose of ‘developing a positive attitude toward English from the earliest stages’ (MoNE, 2017, p. 3). The former change appears quite in line with Bao (2018) who calls our attention to ‘the present tendency for children to start learning English at an early age than ever before, which has come as the result of education reform around the world’ (p. 6). Concerning the nature of the new curriculum, it is acknowledged that,

“...The program was reviewed and revised in line with the pedagogic philosophy of both basic skills and values education, which has been a minor revision in that the English language education program focuses on developing the language skills and proficiency without any concrete course content.” (MoNE, *Ibid.*)

The programme is composed of the following sections: (i) major philosophy, (ii) general objectives, (iii) key competences, (iv) values education, (v) testing and evaluation approach, (v) suggested testing techniques for the assessment of language skills, (vi) structure of the curriculum, (vii) important issues for the application of the programme, (viii) 2<sup>nd</sup> and 3<sup>rd</sup> grade English programme (suggestions for practice), (ix) suggested contexts and tasks/ activities, (x) sample communicative functions and useful language, and (xi) language education programmes (across grades). It is also declared in the programme document that it was entirely grounded on the principles of the Communicative Approach, which entails ‘use of the target language not only as an object of study, but as a means of interacting with others; the focus is not necessarily on grammatical structures and linguistic functions, but on authentic use of the language in an interactive context in order to generate real meaning’ (Larsen-Freeman & Anderson, 2011; Richards, 2006). To put it in a nutshell, it is informed that teaching English for communicative purposes constitutes the primary goal of the programme, and that development of communicative skills such as speaking and listening are to be emphasized over other skills during English classes. This attempt is of great significance particularly when taking into consideration the results of research on speaking anxiety of Asian EFL learners (Yokomizo, 2002; Koçak, 2010; Amin, 2013; Samad, 2014; Song, & Lee, 2015; Yu et al., 2015; Zia, & Sulan, 2015; Siagto-Wakat, 2016; Mohtasham, & Farnia, 2017; Ramos, 2017; Suzuki, 2017). It was also

noted that appreciation for cultural diversity (CoE, 2001) was promoted in the curriculum, which could also be viewed as a pertinent endeavour when considering the results of the previous research on inadequate integration of intercultural awareness into EFL curricula (Bayyurt, 2006; Türkan, & Çelik, 2007; Larzén-Östermark, 2008; Ho, 2009; Stapleton, 2010; Sybing, 2011; Bošković, 2013; Davies, 2013; Weninger, & Kiss, 2013; Blell, & Doff, 2014; Jakupi, Radosavlevikj, & Milica Matoska, 2014; Stec, 2017).

Constituting the main focus of the current research, the program document also includes key competences framed by the European Commission (2006) and currently implemented in the EU countries. Categorised into traditional skills, digital skills and horizontal skills, these competences refer to ‘the key knowledge, skills and attitudes that are expected to equip students with the personal realization of personal and professional development and growth, with the sole goal of societal inclusion and contribution’ (p. 5). Each category has unique sub-categories of skills introduced into the educational programs of the EU countries: (i) traditional skills (Communication in mother tongue and Communication in foreign languages), (ii) digital skills (Literacy, and Basic skills in math and science), and (iii) horizontal skills (Learning to learn, Social and civic responsibility, Initiative and entrepreneurship, and Cultural awareness and creativity). Table 1 outlines the essential skills required by each subcategory.

**Table 1.** *EU key competences\* (Adapted from Official Journal of the European Union, 2006)*

Category	Essential skills
Traditional Skills	Com. in L1 <ul style="list-style-type: none"> <li>• Ability to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation</li> <li>• Ability to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context</li> </ul>
	Com. in FLs <ul style="list-style-type: none"> <li>• Ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual's needs</li> <li>• Ability to use aids appropriately, and learn languages also informally as part of lifelong learning</li> </ul>
Digital Skills	Literacy <ul style="list-style-type: none"> <li>• Ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links</li> <li>• Ability to use tools to produce, present and understand complex info and the ability to access, search and use internet-based services</li> <li>• Ability to use IST to support critical thinking, creativity, and innovation</li> </ul>
	Basic skills in Math/ Science <ul style="list-style-type: none"> <li>• Ability to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments</li> <li>• Ability to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids</li> <li>• Ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion</li> <li>• Ability to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to individuals</li> </ul>

**Table 1.** *EU key competences\* (Cont'd)*

Category	Essential skills
Learning to learn	<ul style="list-style-type: none"> <li>• Ability to access, gain, process and assimilate new knowledge and skills</li> <li>• Ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning</li> <li>• Ability to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate</li> </ul>
Social-civic comp.	<ul style="list-style-type: none"> <li>• Ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy</li> <li>• Ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community</li> </ul>
Int. and entrepreneurship	<ul style="list-style-type: none"> <li>• Ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record, effective representation and negotiation</li> <li>• Ability to work both as an individual and collaboratively in teams</li> <li>• Ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted</li> </ul>
Cultural aw. & creativity	<ul style="list-style-type: none"> <li>• Ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity</li> </ul>

Horizontal Skills

**\*Source:**

<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:HTML>

As presented in Table 1, essential skills identified for each sub-category become cognitively more demanding from traditional to horizontal skills in a steady manner. Namely, the ones designed to improve horizontal skills

require more complex thinking (higher-order thinking) than those required by digital and traditional skills. In addition, it might be claimed that 21<sup>st</sup> century skills in education were, to a certain extent, mirrored in the new curriculum. The skills in concern could be listed as (i) active citizenship, (ii) cultural education, (iii) digital learning, (iv) media literacy, and (v) entrepreneurship (Retrieved from <http://illplatform.eu/policy-areas/xxi-century-skills/>). It is significant to note that these skills are highly promoted in Life Long Learning platforms with a strong emphasis on a competence-based approach to education. In this regard, Pinter (2017) advocates that digital literacy and the competences identified in horizontal skills are further important than traditional skills and basic skills in math and science. The researcher went on to claim that the foundations are to be built in elementary and primary schools as ‘there is a need to focus more on learning to learn and equipping children become more autonomous, more flexible and more proactive learners’ (p. 3). To underline the significance of digital literacy along with learning foreign languages, Harris (2015, p. 2) remarks that “English language skills and digital literacy are essential for obtaining and keeping a family-sustaining job, supporting children in school, participating in community life, obtaining community services, and accessing further education and training”.

The review of literature on key competences identified subsequent to the 2017 curriculum revision in Turkey indicates that not many studies have probed these competences across the revised curricula for various courses. Deveci et al. (2018) analysed the outcomes introduced in the primary science curriculum (MoNE, 2018) in terms of life skills (e.g. decision making, analytical thinking, teamwork, creative thinking, communication, and entrepreneurship). The researchers reported that the outcomes were mostly designed to develop communication,

decision making and analytical thinking skills as part of life skills, and that those related to entrepreneurship, creative thinking and teamwork skills were moderately found throughout the curriculum when compared to other life skills. Analysing the new EFL curriculum with a focus on competence in ‘communication in foreign languages’, Altan (2017) concluded that it is likely to fail to raise students with this competence in English, and that ‘EFL in Turkey is faced with a great mismatch between desired aim and the language required by 21<sup>st</sup> century learners in academic and scientific areas’ (p. 771). The studies on the revised primary EFL curriculum were mostly conducted with a focus on the major stakeholders’ views (Arıkan, 2017; Erdem, & Yücel-Toy, 2017; Kurt, 2017; Aksoy et al., 2018), language skills and competences (Fişne et al., 2018), and testing and assessment practices (Sarığöz, & Fişne, 2018). In a comprehensive study, Canlier and Tümen (2018) analysed the revised 5<sup>th</sup> grade EFL curriculum in terms of curriculum design principles, and evaluated its scope as unrealistic as it was designed to improve students’ proficiency in English from A1 to B1 level within an academic year. Overall, to the best of the researcher’s knowledge, no research previously explored the newly introduced primary EFL curriculum regarding digital and horizontal skills. Therefore, in order to bridge the research gap, the present study was set out to reveal to what extent it is designed to attain the afore-mentioned six sub-categories of digital and horizontal skills: (i) literacy, (ii) basic skills in math and science, (iii) learning-to-learn, (iv) initiative and entrepreneurship, (v) social and civic responsibility, and (vi) cultural awareness and creativity. It might be noteworthy that the traditional skills were not included into the scope of this study as they were previously investigated by Altan (2017). In line with the research objective, two broad research questions were raised.

1. To what extent are digital skills attained through primary EFL learning outcomes?

2. To what extent are horizontal skills attained through primary EFL learning outcomes?

The research design of the study is outlined in the following section.

## **METHOD**

The document analysis method, a systematic procedure for reviewing or evaluating documents –both printed and electronic (computer-based and Internet-transmitted) material that contain text (words) and images that have been recorded without a researcher’s intervention (Bowen, 2009), was adopted in the current research. The data were compiled from the primary EFL curriculum, updated in March 2017, and began to be implemented at the Turkish state primary schools from the following academic year and onwards. A total of 376 learning outcomes identified for 2<sup>nd</sup> to 8<sup>th</sup> grades were coded by the researcher in accordance with the afore-cited sub-categories of digital and horizontal skills they addressed. The expert opinion was elicited from eight faculty members with different specializations; namely, EFL teaching, math teaching, science teaching, computer and instructional technologies (CIT) teaching, social sciences teaching, and curriculum and instruction. It should be noted that a learning outcome could simultaneously be included into more than one category. For instance, the learning outcome ‘*Students will be able to recognize appropriate attitudes to save energy and to protect the environment*’, which was identified for 6<sup>th</sup> grade, was considered to cover both ‘basic skills in science’ by increasing students’ consciousness of the environment and energy resources, and ‘social-civic responsibility’ by encouraging them to save these resources and to protect

the environment. The results are presented through tables and figures, and discussed in connection with previous research in the following section.

## **FINDINGS AND DISCUSSION**

The overall research findings have indicated that two groups of horizontal skills and a group of digital skills were never addressed: (i) learning-to-learn, (ii) initiative and entrepreneurship, and (iii) digital literacy. Thus, moving from Table 1, no learning outcomes were designed to develop students' ability to organise their own learning, to evaluate their own work, to access, process and assimilate new knowledge and skills, and to plan, organise, analyse, evaluate and record effective representation and negotiation, to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services. The finding related to 'learning-to-learn' category endorses Cornford (2002) who previously informed that learning to learn skills receive 'less than due consideration of their foundational importance for policy development' (p. 358), and Vainikainen et al. (2015) who reported that collaborative problem solving (CPS) skills needed in future working life are related with the cognitive and the motivational domains of learning-to-learn that are developed during schooling. In response, the findings have shown that 'basic skills in math and science', and 'cultural awareness and creativity' were moderately addressed through the learning outcomes. This finding is also in agreement with Deveci et al. (Ibid). Frequencies of the learning outcomes across skill categories and grades are presented in Table 2.

**Table 2.** *Learning outcomes across primary EFL curriculum*

Grade	Digital skills		Horizontal skills				Total
	Literacy	Basic skill in math-science	Learning to learn	Social/civic resp.	Initiat. Entrp.	Cul. Aw. Creativity	
Gr. 2	---	5	---	---	---	---	39
Gr. 3	---	15	---	---	---	---	46
Gr. 4	---	14	---	1	---	4	47
Gr. 5	---	9	---	5	---	3	52
Gr. 6	---	22	---	11	---	3	60
Gr. 7	---	24	---	4	---	13	63
Gr. 8	---	13	---	11	---	22	69
	---	102	---	32	---	45	376
Total	(0%)	(27.13%)	0%	(8.51%)	(0%)	(11.97%)	(100%)

Prior to data analysis, it was predicted that the learning outcomes related to both digital and horizontal skills would increasingly appear in the curricula from 2<sup>nd</sup> grade and onwards. However, when each curriculum was evaluated in its own right, and as shown in Table 2, it was shown that digital skills were mostly addressed in 7<sup>th</sup> and 6<sup>th</sup> grade curricula with the percentages of 38% and 37%, respectively, followed by those identified for 3<sup>rd</sup> grade (33%), 4<sup>th</sup> grade (30%) and 8<sup>th</sup> grade (19%). The case with 8<sup>th</sup> grade curriculum might be accounted for the finding that the learning outcomes related to this area were replaced by those related to cultural awareness and creativity.

A closer look at the results revealed that the leaning outcomes related to basic skills in math were mostly restricted to the contexts of counting up numbers and making comparisons. Basic skills in science were, on the other hand, mostly addressed through relatively various contexts ranging from common illnesses and wild animals to natural disasters and scientific achievements. The following were the outcome statements driven from

primary EFL curricula to exemplify the learning outcomes addressing these skills.

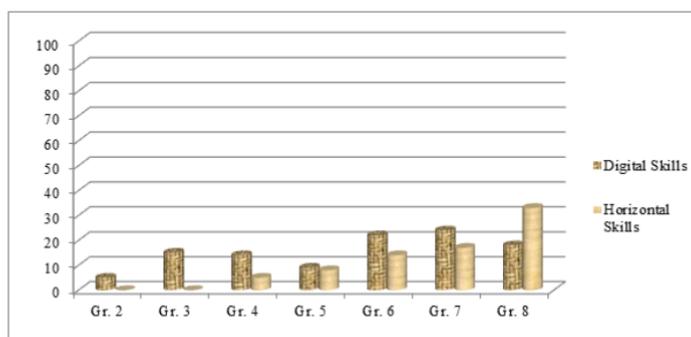
*Students will be able to count up to fifty. (4<sup>th</sup> grade/ Basic skills in math)*

*Students will be able to make comparisons between two things. (6<sup>th</sup> grade/ Basic skills in math)*

*Students will be able to ask people questions about characteristics of wild animals. (7<sup>th</sup> grade/ Basic skills in science)*

*Students will be able to identify main ideas in short and simple texts about internet habits. (8<sup>th</sup> grade/ Literacy)*

As for the horizontal skills, it could be claimed that the expectations were moderately realised in the revised curricula. Figure 2 provides a clearer picture of the distribution of outcomes in skill groups across grades.



**Figure 2.** Key competences across grades

As depicted in Figure 2, despite fluctuations across grades, digital skills were addressed more frequently than horizontal skills in all grades except 8<sup>th</sup> grade. Namely, learning outcomes addressing to digital skills made up of over 27% of all learning outcomes identified in primary EFL curricula while those addressing to horizontal skills

constituted 20.48% of them. The findings demonstrated that the horizontal skills were not attained through learning outcomes identified in the curricula for 2<sup>nd</sup> and 3<sup>rd</sup> grades. This might be attributed to the more abstract nature of the required skills such as learning-to-learn, social and civic responsibility, and entrepreneurship particularly when taking cognitive levels of 2<sup>nd</sup> and 3<sup>rd</sup> graders into consideration. In line with it, the learning outcomes addressing these skills constituted approximately 48% of all learning outcomes identified in 8<sup>th</sup> grade curriculum, followed by those in the curriculum for 7<sup>th</sup> grade (26.98%), 6<sup>th</sup> grade (23.33%), 5<sup>th</sup> grade (15.39%), and 4<sup>th</sup> grade (10.64%). Based on the gradual inclusion of these skills into the curriculum, it could be concluded that the principle of progression was taken into account while designing it. The following were obtained from the primary EFL curricula to illustrate the outcomes falling into this category.

*Students will be able to talk about responsibilities. (8<sup>th</sup> Grade/ Social-civic responsibility)*

*Students will be able to give each other suggestions about the protection of the environment. (6<sup>th</sup> Grade/ Social-civic responsibility)*

*Students will be able to talk about nations and nationalities. (4<sup>th</sup> Grade/ Cultural awareness)*

*Students will be able to talk about their favourite tourist attractions by giving details. (8<sup>th</sup> Grade/ Cultural awareness)*

Nevertheless, when considering that learning a foreign language is a multi-faceted process which requires not only the acquisition of core language skills but also analytical thinking, making comparisons, and development of such competences as cultural awareness, creativity, initiation and entrepreneurship, inadequate integration of horizontal

skills into the revised curriculum could be interpreted as a threat to overcome. The findings proved that especially the development of cultural awareness was largely ignored in the curricula for 2<sup>nd</sup> to 7<sup>th</sup> grades. No learning outcome was designed to address this area in 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade curricula while the curricula for 4<sup>th</sup> and 5<sup>th</sup> grades included a total of 6 learning outcomes intended to develop cultural awareness of the students. However, these outcomes were limited to only one unit in each curriculum (4<sup>th</sup> grade/ Unit 2: *Nationality*; 5<sup>th</sup> grade/ Unit 10: *Festivals*). Similarly, they were limited to a unit in 8<sup>th</sup> grade curriculum (Week 7: *Tourism*). Lastly, creativity proved another competence area that could not receive adequate attention in the related curricula when the learning outcomes were evaluated in accordance with Cremin et al. (2006, p. 1) who underline that ‘creativity in education involves posing questions, making connections, being imaginative, exploring options, engaging in critical reflection / evaluation’ (QCA, 2005a, 2005b). This aspect was not addressed in the revised curricula for 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grades, and only one learning outcome addressing this area was found in the curriculum for 4<sup>th</sup> grade.

*Students will be able to deliver a simple, brief speech about abilities with an initial preparation. (Unit 3: Cartoon Characters/ Speaking)*

In a similar vein, the curriculum for 6<sup>th</sup> grade contains only three learning outcomes designed to develop creativity in students. Even though the curricula 7<sup>th</sup> and 8<sup>th</sup> grades seem to include an adequate quantity of learning outcomes addressing this aspect, 60% of them were confined to the development of writing skills.

*Students will be able to write simple pieces to compare people. (7<sup>th</sup> Grade/ Unit 1)*

*Students will be able to write a series of simple phrases and sentences by using linkers to describe a process. (8<sup>th</sup> Grade/ Unit 3)*

In order to verify this finding, the learning outcomes in concern were administered a small-scale analysis based on the list of measurable verbs proposed in the book entitled ‘Curriculum Development and Revision Handbook’ (The Clinton Community College, 2017). More precisely, the following verbs identified at the synthesis level of the Bloom’s taxonomy of educational objectives (1956) were searched across the outcomes: *Build, collect, compose, construct, create, design, develop, devise, revise, establish, formulate, integrate, manage, modify, organize, plan, prepare, and propose*. The unique verb found throughout the revised outcomes was ‘*design*’, which appeared in only one learning outcome in the curriculum for 8<sup>th</sup> grade.

*Students will be able to **design** a brochure, advertisement or a postcard about their favourite tourist attraction(s). (8<sup>th</sup> Grade/ Unit 7)*

Overall, it was revealed that slightly over 9% of all learning outcomes in the revised curricula were constructed to develop creativity in students. This result conforms to Cachia et al. (2010) who previously reported ‘insufficient encouragement for creativity’ in primary and secondary education in the EU member states. Jones and Wyse (2013) attributed that to such factors as lack of clear definitions and understanding of creativity, excessive curriculum content, and extensive employment of conventional teaching methods and summative assessment in teaching. Hence, the above-mentioned finding obtained in the current research might also be attributed to similar factors. The following section is intended to offer practical implications based on the research findings in line with the existing literature.

## CONCLUSION

The current research was carried out to analyse the newly revised EFL curriculum for primary education in Turkey with respect to key competences framed by the European Commission, and yielded the following results.

1. Digital skills were addressed more frequently than horizontal skills in the revised curricula (Digital skills: 27.13%; Horizontal skills: 20.48%). However, the latter were included into the curricula more steadily than the former, which indicates that the principle of progression was taken into account in the curriculum design regarding the development of the horizontal skills.
2. The sub-categories of ‘learning-to-learn’, ‘initiative and entrepreneurship’, and ‘digital literacy’ were not attained through learning outcomes in the revised curricula while those of ‘basic skills in math and science’, and ‘cultural awareness and creativity’ were moderately addressed.
3. ‘Basic skills in math’ were intended to develop through restricted contexts such as counting up numbers and making comparisons whereas ‘basic skills in science’ were addressed by relatively various topics such as common illnesses, wild animals and natural disasters.
4. ‘Social-civic responsibility’ was vaguely attained through limited content such as ‘obligations’ and ‘protection of the environment’.
5. ‘Cultural awareness’ was not adequately promoted in the revised curricula. Furthermore, it was attempted to convey through a very limited number of units (e.g. nationalities and tourism).

6. 'Creativity' was somewhat neglected across the curricula as it was not included into the curricula for 2<sup>nd</sup> to 7<sup>th</sup> grades except a couple of learning outcomes. Ironically, the verb 'create' to be taken into consideration while writing learning outcomes related to this category was not employed throughout the curricula in concern. Likewise, the other verbs identified for this skill category were not found at all except the verb 'design' which appeared only once in the 8<sup>th</sup> grade curriculum.

These results seem to be in full agreement with the Annual Monitoring Report on Education released by ERG (2018), whereby the emphasis was put on the need for more visible key competences at the level of learning outcomes. Eraslan (2018), on the other hand, argues that the recent EFL curriculum revision seems to have created a number of innovations in its approach to language; however, some components are still defective in terms of program design. Attributing it to the top-down program design policies of the MoNE, the researcher notes that findings of the evaluation studies conducted on the education programs in Turkey were not sufficiently taken into consideration by MoNE (Yapıcıoğlu, Kara & Sever, 2016). Nevertheless, a couple of practical implications were developed in light of the above-listed findings.

First of all, EFL curriculum designers might be recommended to construct adequate number of learning outcomes that are intended to cover such competences as 'initiative and entrepreneurship', 'learning-to-learn', and 'digital literacy' that were not addressed in the revised curricula.

**Existing learning outcome**

*Students will be able to talk about obligations.*

**Suggested learning outcome**

*Students will be able to construct and perform a role play about obligations. (Initiative and entrepreneurship)*

*Students will be able to discover/ conclude what linguistic structures are used to express obligations. (Learning-to-learn)*

*Students will be able to create a blog where they can share visuals depicting obligations with their peers. (Digital literacy)*

They could also be suggested to include learning outcomes related to ‘creativity’ and ‘cultural awareness’ into the primary EFL curricula at the desired level. Namely, the learning outcomes might be redesigned to include cultural elements of both native and target culture in all grades in order to increase cultural awareness of the students. Similarly, creativity might be integrated into the learning outcomes beginning from very early grades.

**Existing learning outcome**

*Students will be able to understand the names for colours of things.*

**Suggested learning outcome**

*Students will be able to distinguish between the flags of different countries by looking at their colours. (Cultural awareness)*

*Students will be able to draw a magic tree which has their favourite fruits, and show it to their peers by identifying the colours. (Creativity)*

Secondly, they could be proposed to address basic skills in math via different topics other than counting up numbers and making comparisons.

**Existing learning outcome**

*Students will be able to identify weather conditions.*

*Students will be able to express needs and quantity.*

**Suggested learning outcome**

*Students will be able to express the temperature and weather conditions.*

*Students will be able to ask/ tell the price of what they need.*

As for socio-civic responsibility, integration of such topics as stray dogs, homeless people, traffic rules, protection of historical heritage into the curriculum might be recommended in order to raise students' awareness of the community and the world they are living in. All in all, the curriculum designers are strongly suggested to build well-structured and clearly defined learning outcomes in accordance with the key competences proposed by CoE (2006) and by taking the views of the most significant stake-holders, namely teachers, as well as cognitive development of the students into consideration while constructing the EFL curriculum. Last but not least, EFL teachers might be advised to implement the assigned curricula by developing and employing effective teaching strategies likely to compensate its weaknesses.

## **ACKNOWLEDGMENT**

The author expresses her deepest gratitude to the following for sharing their invaluable opinions during data analysis: Prof. Dr. Ahmet Nalçacı (KSU, Social Sciences Teaching), Prof. Mehmet Tekerek (KSU, Computer and Instructional Technologies), Assoc. Prof. Serkan Ünsal (Curriculum and Instruction), Assoc. Prof. Dr. Ramazan Yirci (Educational Management), Asst. Prof. Dr. Pınar Babanoğlu (English Language Teaching), Asst. Prof. Dr. Emine Uzun (Science Teaching), Asst. Prof. Dr. Betül Tekerek (Math Teaching), and Instructor Şerife Durna (English Language Teaching).

## REFERENCES

- Amin, E. (2013). *Investigating foreign language anxiety among the Iranian students of English language teaching and English literature*. PhD dissertation, Eastern Mediterranean University.
- Ari, A. (2014). Teacher opinions about evaluation of 6<sup>th</sup> grade English lesson curriculum in primary schools. *Kuramsal Eğitimbilim Dergisi*, 7(2), 172-194.
- Akker, J. van den (2003). Curriculum perspectives: An introduction. In J. van den Akker, W. Kuiper & U. Hameyer (Eds.), *Curriculum Landscapes and Trends* (pp. 1-10). Dordrecht: Kluwer Academic Publishers.
- Akker, J. van den (2007). Curriculum design research. In T. Plomp, & N. Nieveen (Eds.), *An Introduction to Educational Design Research*, 37-52.
- Alshammari, A. (2013). Curriculum Implementation and Reform: Teachers' Views about Kuwait's New Science Curriculum. *US-China Education Review A*, 3(3), 181-186. <https://eric.ed.gov/?id=ED541637>
- Aybek, B. (2015). An evaluation of primary education second grade English course based upon the views of English teachers. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 10(15), 67-84.
- Bayyurt, Y. (2006). Non-native English language teachers' perspective on culture in English as a Foreign Language classrooms. *Teacher Development*, 10(2), 233-247.
- Biggs, J., Kember, D. & Leung, D. (2001). The revised two-factors process questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*, 71, 133-149.
- Blell, G. & Doff, S. (2014). It takes more than two for this tango: Moving beyond the self/other-binary in teaching about culture in the global EFL-classroom. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, 19(1), 77-96. Retrieved from [http://zif.spz.tu-darmstadt.de/jg-19-1/beitrag/Blell\\_Doff.pdf](http://zif.spz.tu-darmstadt.de/jg-19-1/beitrag/Blell_Doff.pdf)

- Bošković, E. (2013). *Exploring Intercultural Competence of High School EFL Learners*. Unpublished dissertation. Sveučilište Josipa Jurja Strossmayera u Osijeku. Retrieved from <https://zir.nsk.hr/islandora/object/ffos%3A1124>
- Botha, R. J. (Nico). (2002). Outcomes-based education and educational reform in South Africa, *International Journal of Leadership in Education*, 5(4), 361-371, DOI: 10.1080/13603120110118831.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Brown, G. T. L. (2006). Conceptions of curriculum: a framework for understanding New Zealand's curriculum framework and teachers' opinions. *Curriculum Matters*, 2, 164-181.
- Bucher, R., & Strauss, A. (1976). Professions in process. In M. Hammersley & P. Woods (Eds.), *The Process of Schooling* (p. 19). London: Routledge and Kegan Paul.
- Davies, R.J. (2013). The role of culture in EFL curriculum design. *Humanising Language Teaching*, 4, 1-7.
- Demirtaş, Z., Aslan, S., Eskicumali, A., & Kargi, G. (2015). Teachers' Opinions about the Renewed Fifth Grade Mathematics Curriculum and Comparison of Two Versions. *Procedia - Social and Behavioral Sciences*, 174, 1782-1790. <https://doi.org/10.1016/j.sbspro.2015.01.838>
- De la Fuente, J., Justicia, F., & Berbén, A. B. G. (2006). An interactive model of regulated teaching and self-regulated learning. *International Journal of Learning*, 12(7), 217-225.
- Ebert, E. S., Ebert, C., & Bentley, M. L. (2013). *The educator's field guide*. Thousand Oaks: Corwin.
- Eluu, P. E. (2015). Students' response to curriculum review of undergraduate religion/education programme. *Journal of Education and Practice*, 6(18), 220-227.

- Entwistle, N., & McCune, V. (2004). The conceptual basis of study strategy inventories. *Educational Psychology Review, 16*, 325-345.
- Erarslan, A. (2018). Strengths and weaknesses of primary school English language teaching programs in Turkey: Issues regarding program components. *Eurasian Journal of Applied Linguistics, 4*(2), 325-347. DOI: 10.32601/ejal.464194
- Getu, T. & Teka, M. (2018). Pedagogical content knowledge (PCK) in Ethiopian secondary school teacher education practicum supervision. *Journal of Teacher Education and Educators, 7*(2), 165-181.
- Göktaş, Y., Yıldırım, Z., & Yıldırım, S. (2008). A review of ICT related courses in pre-service teacher education programs. *Asia Pacific Education Review, 9*(2), 168-179. <https://link.springer.com/article/10.1007/BF03026497>
- Greenwood, R. (2013). Subject-based and cross-curricular approaches within the revised primary curriculum in Northern Ireland: teachers' concerns and preferred approaches. *Education 3-13, 41*(4), 443-458. <https://doi.org/10.1080/03004279.2013.819618>
- Gün, F., & Atanur, G. (2014). New education system in Turkey (4+4+4): A critical outlook. *Procedia- Social and Behavioral Sciences, 131*, 229-235.
- Halliwell I. J. W. (1968). Reviewing the reviews on entrance age and school success. In Victor H. Noll & Rachel P. Noll (Eds.), *Readings in Educational Psychology* (2<sup>nd</sup> Edition). New York: Macmillan.
- Han, H. (2008). A study of Chinese college English teachers in China - Their beliefs and conceptual change. Unpublished doctoral dissertation. Queen's University, Canada.
- Ho, S. T. K. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic Journal of Foreign Language Teaching, 6*(1), 63-76.

- Howard, J. & Millar, S. (2009). The applicability of principles for instructed second language learning: A South Korean perspective. *The Asian EFL Journal Quarterly*, 11(4), 31-57.
- Jakupi, A., Radosavlevikj, N., & Matoska, M. (2014). Strategies for appropriate and helpful teacher response to stressful situations caused by disruptive students in the classroom. In A. Akbarov (Ed.), *Linguistics, Culture and Identity in Foreign Education*, 267-274. IBU Publishing.
- Kerr, J. F. (1968). *Changing the curriculum*. London: University of London Press.
- Kırkgoz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC Journal*, 38(2), 216–228. <https://doi.org/10.1177/0033688207079696>.
- Kırkgoz, Y. (2008). Curriculum innovation in Turkish primary education. *Asia-Pacific Journal of Teacher Education*, 36(4), 309-322. <https://doi.org/10.1080/13598660802376204>
- Kim, E. J. & Jeon, J. H. (2005). A comparative study of national English curricula of Korea, China and Japan: Educational policies and practices in the teaching of English. *English Teaching*, 60(3), 27-48.
- Koçak, M. (2010). A novice teacher's action research on EFL learners' speaking anxiety. *Procedia-Social and Behavioral Sciences*, 3, 138-143. <https://doi.org/10.1016/j.sbspro.2010.07.025>
- Kojima, H. (2003). *The Changing EFL Education System in Japan*. Retrieved from [http://repository.ul.hirosaki-u.ac.jp/dspace/html/10129/538/ANO0211590\\_90\\_139.pdf](http://repository.ul.hirosaki-u.ac.jp/dspace/html/10129/538/ANO0211590_90_139.pdf).
- Koulaidis, V. & Ogborn, J. (1989). Philosophy of science: an empirical study of teachers' views. *International Journal of Science Education*, 11(2), 173-184.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). London, England: Oxford University Press.

- Larzén-Östermark, E. (2008). The intercultural dimension in EFL-Teaching: A study of conceptions among Finland-Swedish comprehensive school teachers. *Scandinavian Journal of Educational Research*, 52(5), 527-547. <https://doi.org/10.1080/00313830802346405>
- Lee, H. W., & Park, M. R. (2001). A preliminary evaluation of the elementary school English program in Korea. *English Teaching*, 56(1), 53-80.
- Loveland, T. (2010). Innovation and change. In P. A. Reed & J. E. LaPorte (Eds.), *Research in Technology Education*, 116-135. Council on Technology Teacher Education.
- McLaughlin, V. L. (1993). Curriculum Adaptation and Development. In B. S. Billingsley (Ed.). *Program leadership for serving students with disabilities*, 149-168.
- Mohtasham, L. & Farnia, M. (2017). English speaking anxiety: A study of the effect of gender on Iranian EFL university students' perceptions. *International Journal of Research in English Education*, 2(4), 66-79.
- Özer, İ. Fitzgerald, S. H., Sulbarana, E. & Garvey, D. (2014). Reliability and content validity of an English as a Foreign Language (EFL) grade-level test for Turkish primary grade students. *Procedia-Social and Behavioral Sciences*, 112, 924-929.
- Papajani, J. (2015). Reshaping the EFL curriculum in Albania –main factors coming from the high schools of Elbasan. *European Scientific Journal*, 2, 1-11. <http://ejournal.org/index.php/esj/article/view/5039>
- Ponte, J. P., Matos, J. F., Guimarães, H. M., Leal, L. C., Canavarro, A. P. (1994). Teachers' and students' views and attitudes towards a new mathematics curriculum: A case study. *Educational Studies in Mathematics*, 26(4), 347-365.
- Prideaux, D. (2003). Curriculum design. *British Medical Journal*, 326, 268-270.
- Ramos, S. (2017). The impact of speaking component of an institutional test on bilingual students' anxiety level.

*International Journal of Languages' Education and Teaching*, 5(1), 606-617. DOI: 10.18298/ijlet.1670

- Řezníčková, D., Marada, M., & Hanus, M. (2014). Geographic skills in Czech curricula: analysis of teachers' opinions. In D. Schmeinck & J. Lidstone (Eds.), *Standards and Research in Geography Education – Current Trends and International Issues*, 35–47. Berlin: Mensch & Buch Verlag.
- Richards, J. C. (2006). *Communicative language teaching today*. New York, NY: Cambridge University Press.
- Samad, A. *An exploratory investigation of foreign language classroom speaking anxiety amongst Pakistani EFL university students*. Unpublished doctoral dissertation. University of Exeter.
- Shawer, S. (2010). Communicative-based curriculum innovations between theory and practice: implications for EFL curriculum development and student cognitive and affective change. *The Curriculum Journal*, 21(3), 333-359. <https://doi.org/10.1080/09585176.2010.506802>
- Siagto-Wakat, G. (2016). Doodling the nerves: Surfacing language anxiety experiences in an English language classroom. *RELC Journal*, 48(2), 226-240. <https://doi.org/10.1177/0033688216649085>
- Simon, J. (2010). Curriculum changes using concept maps. *Accounting Education: An international journal*, 19(3), 301-307. DOI: 10.1080/09639280903411336
- Somg, B., & Lee, J. H. (2015). The effects of task practice and task type on L2 English oral performance. *Korean Journal of Applied Linguistics*, 31(2), 57-82.  
DOI :10.17154/kjal.2015.06.31.2.57
- Stapleton, P. (2010). Culture's role in TEFL: An attitude survey in Japan. *Language, Culture and Curriculum*, 13(3), 291-305. <https://doi.org/10.1080/07908310008666605>

- Stec, M. (2017). Multimodality of cultural content in ELT materials for young learners. *Theory and Practice of Second Language Acquisition*, 3(1), 101-124.
- Strayhorn, G. (1989). Effect of a major curriculum revision on students' perceptions of well-being. *Academic Medicine*, 64(1), 25-29.
- Suzuki, N. (2017). Foreign language speaking anxiety in the English-medium instruction (EMI) program in a Japanese university. *CASELE Research Bulletin*, 47, 11-21. [https://doi.org/10.18983/casele.47.0\\_11](https://doi.org/10.18983/casele.47.0_11)
- Sybing, R. (2011). Assessing perspectives on culture in EFL education. *ELT Journal*, 65(4), 467-469. <https://doi.org/10.1093/elt/ccr025>
- Şad, S. N. (2011). *The Extent to Which Key Stage 1 English Curriculum Attains the Affective Objectives of Primary EFL* (Unpublished Doctoral Thesis). İnönü University, Institute of Educational Sciences, Malatya.
- Şahin, İ. (2009). Curriculum assessment: constructivist primary mathematics curriculum in Turkey. *International Journal of Science and Mathematics Education*, 8(1), 51-72.
- Thijs, A., & van den Akker, J. (2009). Curriculum in development. *Enschede: Netherlands Institute for Curriculum Development (SLO)*. Retrieved from <https://www.slo.nl/downloads/2009/curriculum-in-development.pdf/>
- Türkan, S., & Çelik, S. (2007). Integrating culture into EFL texts and classrooms: Suggested lesson plans. *Novitas-ROYAL*, 1(1), 18-33.
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: Chicago University Press.
- Wallace, B. (2009). What do we mean by an 'enabling curriculum' that raises achievement for all learners? An examination of the TASC problem-solving framework: Thinking actively in a social context. In D. Montgomery

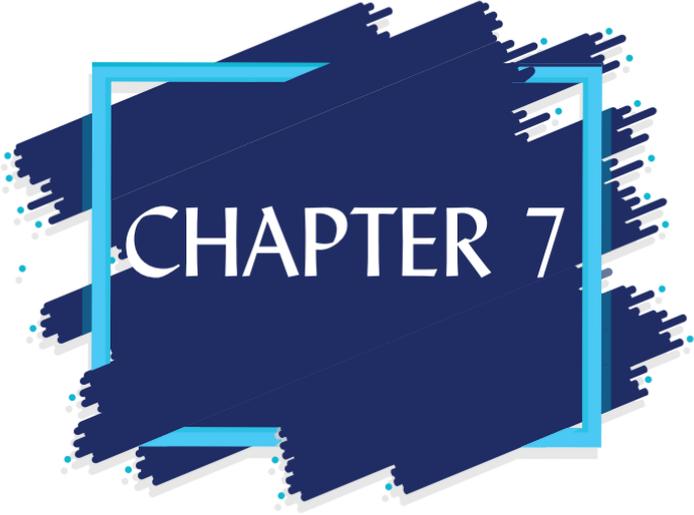
- (Ed.), *Able, Gifted and Talented Underachievers* (2<sup>nd</sup> Edition), 59-84. Wiley-Blackwell.
- Weinstein, C.D. & Mayer, R.E. (1986). The teaching of learning strategies. In M.Wittrock (Ed.), *Handbook of Research of Teaching* (pp. 257-274). New York: MacMillan
- Weninger, C, & Kiss, T. (2013). Culture in English as a foreign language (EFL) Textbooks: A semiotic approach. *TESOL Quarterly*, 47(4), 694-716. <https://doi.org/10.1002/tesq.87>
- Wheeler, D. K. (1980). *Curriculum process*. London: Hodder and Stoughton.
- Wyse, D. & Torgerson, C. (2007). Experimental trials and ‘what works?’ in education: The case of grammar for writing. *British Educational Research Journal*, 43(6), 1019-1047. <https://doi.org/10.1002/berj.3315>
- Yapıcıoğlu, D. K., Kara, D. A., & Sever, D. (2016). Trends and problems in curriculum evaluation studies in Turkey: The perspective of domain experts. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 6(12), 91-113.
- Yeni-Palabıyık, P., & Daloğlu, A. (2016). English language teachers’ implementation of curriculum with action-oriented approach in Turkish primary education classrooms. *IManager’s Journal on English Language Teaching*, 6(2), 45-57.
- Yeung, S. S. Y. (2012). Theoretical foundation of curriculum. In S. S. Y. Yeung, C. T. S. Lam, A. W. L. Leung, & Y. C. Lo. (Eds), *Curriculum Change and Innovation*, 27-56. Hong Kong University Press.
- Yılmaz, M. B. (2011). Opinions of primary school teachers on their students’ ICT skills and information technologies course. *Procedia - Social and Behavioral Sciences*, 28, 503-509. <https://doi.org/10.1016/j.sbspro.2011.11.097>

- Yokomizo, A. (2002). *Japanese international students' motivation towards public speaking and English*. Unpublished master's thesis. San Jose State University.
- Yu, P., Pan, Y., Li, C., Zhang, Z., Shi, Q., Chu, W., & Zhu, Z. (2015). User-centred design for Chinese-oriented spoken English learning system. *Computer Assisted Language Learning*, 29(5), 984-1000.
- Zhang, J. (2015). *English Vocabulary Teaching in Chinese Junior High Schools*. Open Access Theses. 636.  
[https://docs.lib.purdue.edu/open\\_access\\_theses/636](https://docs.lib.purdue.edu/open_access_theses/636)
- Zhang, W. & Zhang, H. (2017). From EAP teaching to English-medium instruction:  
Innovation in EFL curriculum at Tsinghua University in China.  
In H. Reinders, D.  
Nunan & B. Zou, *Innovation in Language Learning and Teaching*, 155-172.
- Zia, Z., & Sulan, N. (2015). EFL learners' levels of classroom performance anxieties and their  
causes in classroom speaking activities in Afghanistan.  
*International Journal of English and Education*, 4(1), 239-249.
- Zincir, B. (2006). *5<sup>th</sup> grade English teachers' evaluations of curriculum objectives* (Unpublished Master's Thesis). Anadolu University, Eskisehir.
- Topkaya, E. Z., & Küçük, Ö. (2010). An evaluation of 4<sup>th</sup> and 5<sup>th</sup> grade English language  
teaching program. *Elementary Education Online*, 9(1), 52-65.



# VARIOUS TRENDS THAT INFLUENCE EDUCATION IN TURKEY

Sevinç TUNALI<sup>1</sup>, Ercan KIRAZ<sup>2</sup>



---

1 Pedudi Bilişim Teknolojileri, [sevinc@pedudi.com](mailto:sevinc@pedudi.com), <https://orcid.org/0000-0001-9736-5716>

2 Çanakkale OnsekizMart Üniversitesi





## VARIOUS TRENDS THAT INFLUENCE EDUCATION IN TURKEY

Sevinç TUNALI<sup>1</sup>, Ercan KIRAZ<sup>2</sup>

### INTRODUCTION

Today's people are living in an increasingly globalized and complex society. In last century a dramatic technological revolution has happened and the process is still going on. Change in everywhere in the globe is happening rapidly and people have a bit of idea about what our world will transform into for decades but far less than sixty years. The latest new technologies with globalization ignites the flames of explorations and advances that people always keep their inside. Although we have no idea about future this is our duty, as educators, to prepare our students to that unknown future dealing with unlimited possibilities (Shaw, 2011).

When you consider the industrial age system for education of today it is not possible to solve problems with short-term efforts. This study seeks to address the problem of lack of long-term policy making for the future in the field of education. To this attempt educators and policy makers should to know about futures thinking and current trends of society. Futurism would be a challenging term because something that does not exist is formidable to inquire. Most futurists tend to have such concentrations in their studies as the predictability of tomorrow that is the product processed over time from our decisions of today. Moreover, it is an arduous process to predict about one future because there is a set of possible futures that all will be influenced by different drives (Miller, 2006). That

---

1 Pedudi Bilişim Teknolojileri, sevinc@pedudi.com, <https://orcid.org/0000-0001-9736-5716>

2 Çanakkale OnsekizMart Üniversitesi

is the reason why studies about future are in pluralistic structures. Thinking about future has always been an adventurous way to follow because society tends to look behind rather than forward to the future. Future is not fully predictable so that we can only make anticipations subject to a series of potential consequences. However, possibility does not mean prophecy like foretelling through a crystal ball. Variable complicated interwoven factors such as; scientific, technological, social, cultural, political and environmental factors shape our future. On the other hand, the choices we make deeply impact on the exercised processes and the future events and may create a change. Such a potential is worthwhile to spend time on systemically discovering the station at which we desire to arrive and the way of how we will manage to proceed in the direction which we specify. We should ask ourselves about schooling issues: How does our educational system progress? Can we accept this change in favor of our off springs? Or is it necessary to shift the way of the system onto more advantageous outcomes? (OECD, 2006)

There is a set of techniques used for forecasting the future. Such as Horizon scanning, Technology Foresight Method, Scenario Method, Trend analysis and Delphi Survey Method. This study is designed as a Trend Analysis. According to this method, the extrapolation technique is simply used, in which time-series data is analyzed to make predictions about any future events. By this means, analysts can investigate in a system the effects of possible events which have shifting power on the extrapolated trend line coming from the past. We may add social, economic and political developments into the analysis as well as technological and value-oriented advances. The starting point in this method is making projections strategically with reference to the past data, excluding any events unprecedented. After that, we make use of expert reviews to specify possible events in order that they are

likely to lead to deviations from the projected graph and to estimate their likelihood and potential strength (OECD, 2006; Tunalı, 2014; Tunalı & Kiraz, 2017).

It is naturally impossible to anticipate future events. However, all the people are required to develop and implement strategies about the future. This is also valid for decision makers and implementers in the educational policy. The use of trends allows to recognize what's happening and changing surrounding us in education and offers to get an opinion regarding possible incidents. Trends are not exactly used since there are various thoughts about what changes in history and which is the most significant in our analysis. Let's assume that there is consensus on the previous developments. Notwithstanding, it is unacceptable or unreasonable –or even naïve- to expect that the patterns that have formed through accumulation and maturation in time will smoothly transmit into the future. Additionally, the current trends that are rather unnoticeable today might become vital tomorrow (OECD, 2006; Tunalı, 2014; Tunalı & Kiraz, 2017).

## **METHOD**

### **Design of the Study**

This study was designed as a Trend Analysis. Trend Analysis is a method for studies about the future and qualitative methods (document analysis and interview) were used to gather data on trends shaping education in Turkey. It is often used to project future events by using past or current data. In other words, this technique aims to provide an opinion of how the natural power for shifting has timely progressed and how much its likelihood of occurrence is (OECD, 2006). One research question was formulated to gather data on trends: “What are the

perceptions of experts in terms of trends shaping education in Turkey?”

Interviews were used to reveal the perceptions of experts about trends shaping education in Turkey. Interviewees elaborated on the themes driven from document analysis and further discussed the relevant trends in Turkish context. First, the researcher conducted and recorded all interviews. Snowball sampling procedure was used to reach information-rich people ( $S=7$ ) who were knowledgeable both in sociology and education to obtain detailed information and make connections between social context and schools. These interviews were limited with K-8 education because literature review results indicated that territory and higher education institutions had their unique trends and it was too much for one study to focus on them all together.

**Table 1:** *Trends Interview Participants*

<b># of Participants</b>	<b>Title</b>	<b>Gender</b>	<b>Major</b>
Tre 1	Policy Analysis Coordinator	Male	Comparative Education
Tre 2	Dr.	Male	Sociology
Tre 3	Dr.	Female	Curriculum and Instruction
Tre 4	School Coordinator	Female	Classroom Teacher
Tre 5	Prof.	Male	Educational Administration
Tre 6	Prof.	Male	Sociology
Tre 7	Associated Prof.	Male	Sociology
Tre 8	Prof.	Male	Educational Technology

Semi-structured interviewing method was used to gather data from participants. The Interview Schedule consisted of five fundamental questions which were developed based on the data driven from desk research. Question (1), “Which trends are relevant to Turkish context?” was asked to the interviewees to find out the most relevant trends to Turkey. Question (2) was “Are there other trends to take into account?”. The researcher derived main trends from the international literature as there can be other local trends to be considered. Question (3) was “Which trends demonstrate critical importance for Turkish Education?”. All trends are highly important but the aim of this trend analysis was to determine the most crucial ones. Question (4), “What will the impact of these crucial trends be on Turkish education in the future?” was the seminal part of the trends interviews. After that point, the participants gave massive amount of data related to their previous responses. With Question (5), “ How can we deal with these trends in the future? Can we influence or react to them?”, the researcher gathered data regarding suggestions by the participants on the mentioned trends shaping education.

This study will be useful for practitioners in the field and policy makers. One of the main obstructions in the field of education is practitioners’ disposition to change. There are many reasons mentioned for the rejection of change in practitioner’s side but the aim of this research is to provide an evidence to think about different possibilities in education. In addition to that it is a self-conscious effort to raise consciousness among educators about needs of the school systems again and find ways to make schools ready for the future. On the other hand this research can obtain scientific proofs that can be used as a base for evidence in policy making.

## **Data Analysis**

The transcribed interviews were analyzed through content analysis. Content analysis involves conceptualizing data, and then organizing them according to those concepts and determining themes (Bogdan& Biklen, 1992). Analysis procedure for Trend Interviews was basically characterized as an inductive approach (post-defined). Writers of this article analyzed the data together and followed procedures of inter-coder reliability.

## **Trustworthiness**

According to Shenton (2004), in many studies in which qualitative methods are applied, the researchers choose a specific terminology to stay away from the positivism. These qualitative researchers ought to take into consideration the four criteria which Guba (1981) based on: Credibility, Transferability, Dependability and Confirmability. In this study,the procedures followed by the researcher were Prolonged Engagement, Persistent Observation, Peer debriefing, Triangulation of data sources (participants from different backgrounds) and methods (document analysis and interviews) for the credibility of this study. Transferability of the study was supported by following Thick description and describing researchers' roles in the study. In order to address the dependability, study processes were reported in detail and inquiry audit procedure was followed. Last but not least, for the sake of confirmability, peer review process was used.

## **Results and Discussion**

This study aim to inquire the major trends that shaping the future K-8 schools in Turkey. According to the results of study there are four main trends. These are (1) Population

and Actual Life Trends, (2) Affluence and Poverty Trends, (3) Globalization Trends and (4) Technology Trends.

## 1. Population and Actual Life

### 1.1. Cultural Diversity

Sociologists describe the era we live in as *Liquid Modernity*. This concept is based on the works of the one of the most eminent social theorists of the world, Zygmunt Bauman (2000) who mounts an argument that the modification of heavy to light modernity leads to a thorough conversion of public sphere and the working style of the modern society and its own perpetuation, and thus the way of socialization is either criticizing or far from it. According to Bauman, totalitarianism is just the threat of an enforced homogeneity but against contingency, variety and ambiguity so that its regional potential might have been born with heavy modernity. In this era, the defensive approach for autonomy and creativity was developed against mass culture, for example, the product of critical theory, which is related to a large group of citizenry. On this issue one of the participants made a comparison as well as contribution with the past and present during the interview.

...when you think of the times before 1960, there were great ideologies. As for today, we see that people are more fragmented, more introvert and more smaller and different communities have appeared. As a feature of this period of uncertainty, people think that they cannot reproduce their own culture and loose their identity. (Tre6, Male).

One of the sociologists (Tre6, male) summarized this idea with an analogy:

...In heavy modernity era we were in a ship and going wery slowly toward where to arrive. Today we all are in a plane, there aren't any metanarratives and great leaders. So we haven't got a pilot. Yet, the Liquid Modern Era has become different to the Heavy Modern Era as a result of two reasons: (1) Ending the perfectibility theory is the unbelief that you will have about ending the modernization process, as Bauman (2000) stated. (2) People are currently supposed to solve their own problems alone. They no longer have a collective solution method using political instruments, and however their life problems are expected from them to deal with individually, or to make their own development...

Related with the above another participant stated that

...the world progress to be a global world and this process brings about uncertainties. That's why, we, sociologists, call this era as 'the era of uncertainty'. Also with the effect of globalization, in cultural context, this binary includes a dynamics both in the meaning of becoming homogenization and differentiation. We do not know where the uncertainties take us to so we need to reach a common ground in this tension line. On one hand, globalization is considered as that American culture has entered into our house, besides this considering the whole world you realize that there is more degradation and fragmentation among small groups in other cultures. For example, the polarization between different groups in our country. An indication of this is inability to find a common tongue (Tre7, Male).

Results indicated that here the main point is finding the common values, that make our society as it is, and creating a new common narrative. It is neither about underlying differences nor multicultural education; it's about creating a new social paradigm. What kind of features does this paradigm need to have? All participants argued that we need to create new social paradigm for our society that reflects all facets of us. Until this time – as a result of modernity- we tried to create a modern model of perfect Turkish citizens. After this time, we need to approve there is no perfect or stabile human model. One participant mentioned about his recent studies on course books.

For instance, when the course books in Turkey are analyzed, there is no difference; they show middle class, secular families there. Even in Kurdish elective course book, there is not a word as 'Kurdish'. There is no kerchiefed person in religion course book. In any course book, you cannot come across with a name or family, which is not Muslim. You see, all of these are ignorance and connivance in a way. This is to carry out education as monolingual and monocultural. We witness this in political discussions as well, such as the discussion of constitution. There are some questions like how come we won't recognize the people who will hold us together (Tre6, Male).

Consequently, we need to point out some issues inferred from the obtained results in consideration of their importance. Throughout the world, the transitive processes have been launched on a great deal of starting points. Higher level of diversity might clearly allow to promote creativeness required for most new technologies, economic cycles, and social transformations. Nevertheless, many of the significant risks are in association with rising social diversity.

## 1.2. Urbanization.

Another by-product of globalization is urbanization leading to some educational outcomes. We will shortly discuss globalization in relation to education, which has multi-dimensional reactions from every part of the world. OECD (2013) reported that the world population is increasingly migrating to urban settlements at an unprecedentedly higher rate. Urbanization offers less costs in education. Furthermore, there are much motivations here like cultural richness and more advantageous, various job opportunities. Urbanization has effect upon students' performances to some extent, according to PISA 2009 data. Those results shows that the students who live in big cities from a number of countries are getting more scores (OECD, 2010a).

On the other hand sociologists underline a point that we overlook is urban transformation. Global cities are not just bigger form of cities of past. They have a unique life and social style. Moreover they have other types of poverty and oppressed population. Because, favors of urbanization will not meet to people who came from low SEL and this situation mentioned in interviews very often.

...when it is considered in terms of cities, especially a great amount of urban transformation is taking place in Turkey... people living in the crowded cities are being taken out of the borders of that cities and so it will be even more difficult for them to reach something and get themselves into a city. It is like living near a city with a rural tradition...under the name of urban transformation these groups are being taken out of cities and these areas are being ennobled (Tre7, Male).

This situation is causing some different problems that none of the education reports touch. This concept is new

poverty and this issue is highly important in the content of Turkey and need significant consideration for the sake of near future. The risk of youth unemployment is getting higher in a number of countries along with such threats as poverty, exclusion, and lack of security. Large cities are suffering from a crucial problem that in response to quick urbanism, the youth of suburbia create their own sub-culture in a sense of rejection, which is an exclusion due to economic weaknesses, local corruption, and close social networks. Schools are at the target for critique with the blame of poor quality in education with regard to their duty to make students socially more responsible. Nonetheless, this is not so easy for teachers and other educational professionals in such precincts where there are much drawbacks. One participant mentioned about the literature of sociology in related with this issue.

Our minimum standards have increased and access of this population to qualified education is steadily decreasing. This is the leading issue that definitely needs to be taken into account and to be taken some important precautions...thinking about the schools and the society of the future, we need to take particular account of all these structures because the creation of policies in relation to risk groups is extremely important and one more point to be considered is that they describe this poverty as new-poverty in the literature (Tre2, Male).

The importance of this problem of the future is also mentioned by one of our participants to draw the picture of reality of Turkey:

Till 1960-70-80, the groups who migrated from rural to urban had a chance to hold in the city by occupying the state lands within the city and by slumming. But now that hope has gone. Especially young people

have no hope with new poverty (urban poverty). That's why they tend to be more angry and violent towards upper class. If you remember the events that happened in Paris a few years ago, people living in suburbs and ghettos had reacted this poverty, a new type of poverty that creates a tension. Until now, in Turkey there has not happened such a thing but data collected in the field shows that such types of events may also happen in Turkey in the future (Tre6, Male).

In sum, urbanization is not only related with the population of the cities, but also new social environment in megacities.

## **2. Affluence and Poverty**

### **2.1. Global Inequality**

From the 1980s on, rising welfare of OECD members is adversely correlates with increasing inequality of the world. Although the economic growth in the emerging economies, BRIC countries (Brazil, Russia, India, and China), has been very rapid, the difference between two extreme regions in richness are getting greater (OECD, 2013). Higher income inequality is caused by the gap of the middle to the rich, not the poor to the middle class in a great deal of OECD countries, even not all. Likewise, all countries in OECD have raised the budgetary allocations to the social programs. Education is a better option to overcome some inequality problems through the transformation from the poor into the potentially rich with the help of the intellectual and social skills that can be learnt in schools, necessary for success in a modern economy. Nevertheless, there are more work to provide assistance for the bottom class in welfare so that they can make their potential real in education and so for employment (OECD,

2013, Tunalı & Kiraz, 2017a). One participant provided a clear example in related with this issue:

...it is not a coincidence that Hakkari [one of the poorest city in Turkey] is one of the most unsuccessful cities among Turkey's universities. With the current structure of education, I don't reckon that there is a concern to ensure equality. Again, it can be associated with the socio-economic level (Tre7, Male).

Interview results indicated that if the main purpose of education considered it is here to create equal opportunities, but today in our socio-economic level (SEL) inequalities are being used as a means of justification. History of success in education is largely based on the level of SEL. People with higher levels of SEL continue to establish a high level of education whereas what we want is people with a low SEL continue to education. However, it is considered as if it was meritocratic. In related with that one participant stated that "how do we know education is not meritocratic? Surely, via statistics. Is it possible that each child with lower social level of education has low intelligence? SEL and academic success is in a close relationship" (Tre2, Male).

In sum, we can say that one of the major problems of our country is quality of education. Especially 'Educational Reform Initiation' (Egitim Reformu Girisimi/ ERG) is highly engage in the low quality of education and how do educational institutions respond to meet demands of this need? Furthermore, education is one of the primary instruments to enlarge economic wealth in association with less inequality, yet it is so hard to guarantee much quality in and equal access to educational services where school construction and even classroom security is not for sure.

## **2.2. Child Poverty**

Children facing economic challenges can maintain desire and imagination for success in their school and work life. Currently, students have more tendency to head for a university degree as PISA results have indicated. Furthermore, more handicapped students in many countries have such an expectation unprecedentedly. Socialization is significant in gaining some skills and experiences, and this is still one of the educational and social relationships that are clear and distinct in studies (OECD, 2010a; OECD, 2013). One participant explained this issue

According to PISA 2009 results, Turkey is one of OECD countries that social economic background mostly affects the student achievement. This means that there is no equal education for everyone at school. There is a big quality gap among schools and parents want their children to get education at better schools. It may cause competition. Competition shows up with examination system and the schools are separated by their socio- economic backgrounds (Tre2, Male).

One participant (Tre1, Male) referred to an issue that in an influential study the educational performances are evaluated by the factor of what learnt by students and it is suggested that according to the responses to internationally standard questionnaires for the measurements of literacy and mathematics, plus one standard deviation in stats from student scoring correlates with a two-percent yearly increase in per capita GDP growth. In sum, OECD Reports (2016) speculate that good quality education throughout the life span can help reduce inequality at all ages.

## **3. Globalization**

According to the interview results perspectives on globalization is highly controversial. According to some

respondents, globalization means the collapse of all walls among the nations so that knowledge, trade and culture may freely move globally to increase the wealth, welfare and so well-being of all. For example, the international developments such as internet technologies, travelling opportunities and global trade expansion are some of its effects. However, some say that it should be mostly blameful because it has adverse consequences ranging from multi-national business, culture and political hegemony to higher economic inequality among people and countries. Respondents are apt to be polar opposites in their comments. Moreover in trends interviews researchers asked about how participants perceive globalization in relation with education and its positive and negative effects (Tunalı & Kiraz, 2017a).

First we will briefly discuss about the globalizational effects on society and how it transformed the social conciseness. Globalization is a way of gathering people and letting them exchange their cultures, opinions and products with one another. Some participants mentioned -about globalization transformed social consciousness forever. As we mentioned before, Kuhn says that paradigm cannot be free from observation. In first glance, traveling and mobility issues seem irrelevant but when we have a bird eye view its effects have a great influence on peoples' perspective according to their own society and other societies as well. Innovative and cost-effective technologies in transportation and communication increase the number of travelers to see and visit any places throughout the world. By all means, not only people as individual or group but goods and even services also embrace such a great, smooth mobility. One participant gave a link between transportation and education to explain transportation's effects on education (Tunalı & Kiraz, 2017a).

Student exchanges and traveling is rapidly increasing and educators foresee that in the near future the age for exchange students will decrease from university level to middle school level. Educators should response this kind of social interaction and share of globally travelling students. With this sense accreditation among institutions, credit transfer issues and global curriculum will be the hot topics for education of future. As we all know. Previous years international schools were just for some groups but recent years people have tendency to select international schools or IB programs to support international experiences of students (Tre2, Male).

### **3.1. Knowledge Intensive Economy**

Competitive approach in global business has many effects upon educational developments. The information societies are open to the competition on efficiency based on human capital or labor distinctions. Such a rivalry stimulates businessmen in rich countries to go abroad in order to seek even from undeveloped countries to obtain low-cost but high-qualified labor inputs for high value-added industries. Parallel with these one participant (Tre2, male) mentioned, “there is no need for uneducated people in global economic societies because these people cannot meet the demand of this new knowledge intensive society. Certifications become very important. No matter how much talented or smart you are it is important to have a diploma.”

Interview results indicated that raising awareness and more concentration on the development of students’ skills and merits are required among the educational professionals since they can confidently engage in the jobs generated from more knowledge-based labor-intensive technologies, as well as more capabilities that could be

helpful in gaining other professional skills. Schooling has yet become so complicated that educators should focus not simply on knowledge transfer but also on skill transformation to prepare the candidates for learning society of tomorrow. One participant pointed that,

We have to think it in dialectically there is both positive and negative sides. In this age validating inequality is more important than creating educational equality. In the past people without diploma can easily find jobs in factories but nowadays industrialization is decreasing and becoming knowledge based society causing disappear of this class (Tre6, Male).

In addition, data indicate that decision making in education might strongly benefit from labor market mindset. Through the economic crisis of 2008-10, Turkey suffered from the fluctuation of unemployment rate. The rate for high-school or college graduates stuck above but for those with primary or secondary education below the average of 2011 at the age of 25-64 years living in OECD countries. The population rate of those who are at the age of 15-29 years, with less than upper secondary education and unemployed or not in education or training (36.5%) doubled or was more than OECD average (15.8%). We need to improve the competencies of the young people through the educational policies including skill courses and promote the smooth transitions into the labor market by means of more powerful and effective cooperation between businesses and schools (OECD, 2013a, Tunalı & Kiraz, 2017a).

### **3.2. Changing Needs of Work Life**

Most of the participants stated that one of the significant objectives in education and training is to provide the youth with occupation or profession that they can participate in

workforce and to support laborers with institutionalization in professional development. The significance level that we evaluate for the knowledge-based economy would not be so higher since out of dynamic part of the job market that is requiring advanced, high skills, there are a great deal of jobs and thus many people remain outside the market. A general trend to enhance skills is not more than a medium level. Even though many unqualified laborers work in the jobs that require no skills, the number of job applications that have considerably decreased would severely impact on the challenges ahead of them. We would not exaggerate with such an anticipation that the observable differentials between skill tendencies will continue to be one of the characteristics of employment in the future (Tunali, 2014). Furthermore, flexibility is commonly heard as characteristic for working life in the 21st century. In related with the flexibility of specialization concept, one participant mentioned some counter arguments

Knowledge changes every time so that it is not valuable to work in the same job for a long time because you get in a vicarious cycle and learn nothing new. However, if you tried to find a new job this time people think that you are not experienced enough. This is the reality of the society we live in. And, we sociologist see that there is a tendency for flexibility of specialization. I can give a reference for that from Richard Sennett's, *Corrosion of character* in this book it says that people who changes career very often don't feel attachment to their work environment (Tre6, Male).

In related with the current position of work life, it is hard to exactly determine the number of changing job choices that the individuals that have been employed before will mostly make in their lives. Anyone may most reasonably have unforeseeable and dynamic careers. Even with this suggestion, schools will have to face many challenges

since they keep to educational customs and conventional professional careers (Tunalı & Kiraz, 2017a).

## **4. Technology**

Including a great deal of products we are daily using, information and communicative technologies have become an inseparable part of even our routines. With this sense it is not surprise that results of trend interviews technology is the fourth major theme of the study. Participants deeply mentioned about the new implementations with ICT and the perspectives of how to use ICT in an effective way in K-8 schools. Interviewees mentioned that we should mostly adapt to the rapidly changing world due to having to live with technologies. Easy and quick access to a great amount of information in various settings has crucial importance in education as well as the personal development including the IT competencies necessary to use them effectively. The connection with any computer devices is common either at home or office in OECD countries, and notwithstanding lots of money have been invested for access to electronic devices and the Internet in schools, there are possibly a number of questions that need to be answered about the educational technology use (OECD, 2013).

### **4.1. ICT Usage in Schools**

Researchers reported that despite some limitations subject to policy requirements and lack of financial and human capital necessary to achieve their goals, even K-8 schools aspire to possess new techs. Furthermore, some are embedded into buildings whose infrastructures are not suitable for wireless technology hardware, which constitutes handicap to realize multiple options of technology. As respondents stated, professional development should be consistently evaluated and combined with the school policy. The incorporation of the latest technologies and

media in class and curricula might be resulted from much pressure on teachers. However, the results indicate that they are less working the new technological structures, utilized either not at all or by imitating just the previous process instead of innovating new ones whereas they might provide more benefits for students' usage (Tunali, 2014). One participant explained her expectancies and observations according to technology.

Technology is going faster than educational needs so technological materials come to education as it island search for the ways to use. We need vica versa. we as educators need to dream and force engineers to do for education by this way we can effectively use technology. Otherwise we just be another market for technology consumption. I don't believe that there is a significant difference between skipping e-book pages via iPad or a book's pages. Technology should give some additional facilities to educators (Tre3, Female).

As PISA2009 results indicated rate of computers in schools have been increasing worldwide since 2000. Nevertheless, the availability of computers does not mean that they are used. Regardless of levels of either access or use, questions remain over the value gained from ICT for student learning. Almost universal access and use of computers at home by young people in OECD countries suggests that the more pertinent digital divide is now between those who can take advantage of the opportunities that computers offer and those who cannot, with those who already possess high levels of human capital in the best position to increase that capital using ICT. This also suggests that schools remain important in addressing the inequalities reinforced by such digital divides (OECD, 2010).

Highly increasing use of computers at work from 2005 to 2011 enable educational authorities to recognize the computer literacy as major competency for most of the jobs, whether the duties are “information intensive” or not. With this consideration, we can anticipate that “digital divide” may later focus on the competencies of effective use of ITs in form, and in such an expertise, school management can function as gearing the alumni with at least minimum standard capacities (OECD, 2013).

Further, the specific processes for education can oppress the widely increasing innovative technologies. The status quo makes people satisfied and thus directly causes them to resist to change. In a number of cases, teacher or school leader has no duty and so motive for testing or piloting the applications of these new technologies. It is not enough to make modifications of the processes unless the attitudinal adaptation can be managed in policy and practice. Let’s look at FATİH Project, one of the most popular topics of educational policy for a half decade. Respondents stated that the Movement to Increase Opportunities and Technology (FATİH) Project is the most important events in school settings. MoNE has policy objectives, one of which is to develop the infrastructure of educational technologies and stimulate ICT usage through this Project from 2011 on. The equipment of 40,000 schools and 620,000 classrooms in Turkey has been made for IT construction and supply of tablet computers in pre-specified quantities. The secondary education constituted the Project scope, and the pyramid of beneficiaries in educational level has so far extended towards its skirt through budgetary allocations of more than \$6 billion. There are five components: hardware and software infrastructure, provision and management of digital content, effective use of the infrastructure in teaching programs, reliable and measurable use of information technology and Internet, and provision of in-service training to teachers. Teachers having central

role in the Project are to make adaptation to new teaching settings re-structured technologically and alteration in educational techniques appropriately. Nevertheless, the inception report including teachers' reviews indicated that in-service professional training was insufficiently added into the Project activities and this shortage in the design seemed to be a considerable deficiency. Without furnishing teachers with required compatibilities and instruments of technologies, how much the effectiveness of FATIH Project would be for reasonable impact on learning objectives will persistently be a problematic matter. Furthermore, the number of impact analyses are rare, which include the evidence subtle for the technological impact of learning instruments. This public investment has major risks of a huge budgetary deficit, insufficient relevant evidence, and less concentration on teachers' development (Aydagül, 2013).

Participants' comments are related to high costs of the Project and the solution of Bring Your Own Device. Educational councils like school districts in the U.S. improvise their informational access policies with revises along with lowering technological costs, and bringing students' own portable devices is rendered more prevalent. The number of the schools initiating 'Bring Your Own Device' (BYOD) programs are greater, in which students may use their own devices in classroom. It occurs based on the budgetary impact of BYOD; the overall cost that schools might meet on technology can lower if they much attempt to supply, or otherwise the devices are unaffordable for them. The interest in BYOD programs is relatively new, accompanying behavioral change, and educational professionals comprehend the capable smartphones and other devices that the prohibition on a number of campuses is interestingly kept on (Johnson, Adams Becker, Cummins, Estrada, Freeman & Ludgate, 2013). When taking into consideration, technology consistently has

important effects on the work style and the communication channel. One of the educational factors is the digital divide in these days: whoever finds a chance to gain technological competencies gets a better job to internalize and benefit from technologies. For this trend, the contributing factors are creating new professions, generating more careers, and rising dynamic workforce (Johnson, Adams & Cummins; 2012).

## **4.2. Personalized Learning**

Data displayed that personal learning is promising as yet and its setting design will be challenging in upcoming period. Personal Learning Environments (PLEs) include the personal portfolio of instruments and resources a person collect to promote his or her own formal and/or informal learning. In the previous year, the theoretical ground for PLEs has considerably shifted when smartphones, tablets, and apps have appeared as an imperative option for browser-based PLEs and e-portfolios. The shifting movement has been far from concentrated, server-based to distributive and mobile technologies. The name ‘environment’ is chosen inspite of the fact that desire for a physical or virtual space is unreasonable for a PLE. Students’ purpose is getting under more control over learning method in school just like at home while teachers aims at students’ active participation in embedding their desires in the design and promotion of their own strategies. PLEs may become convenient through cloud computing and mobile technologies providing a portable setting for learning, networks of the individual learners, and a proper environment. They allow for students to select the learning way and time, and on the other hand, they prepare for university entrance exam and job employment through the educational technologies that put them together physically in a conventional classroom. PLEs are identified through personalization in setting by reflecting individual

background. Current technologies and applications are inadequate to boost the demand for personal learning. People increasingly tend to have education that they can make customization according to learners' special wants, which stimulates to search and develop new technologies allowing for customer preferences, monitoring chances, and specified instructions. However, closing the gap between the vision and the instruments required to go for it. The most general application in teaching is ineffective and unacceptable in our today's world of diversity as this fact is commonly understood by K-8 teachers (OECD, 2006a).

### **4.3. Open Educational Sources**

The trendy competition goes on between modern education and traditional schooling. A high quality in educational services is the focus of educational agencies as well as offering more options for students. What has opened the way to the newest understandings of e-learning has become MOOCs (Massive Online Open Courses). (Johnson et al, 2013). As a majority of educational activities cannot be closed inside a classroom any longer, those are not measured with conventional methods. Online programs can be source of learning materials, and sometimes electronic games may be applied for teaching purposes using home systems or social media.

According to statistics, openness requires open content, open data, and open resources as well as transparent applications and easy access to data and information, and its value is increasing day by day (Johnson et al, 2013). As much as authoritative approaches degrade in education we need to monitor and validate the practices in various forms at shorter time intervals so as to extract meaning from the data mines and media. Public education proponents are aiming at a common vision that describes openness in a

broader way like free copy, remix and barriers to access, sharing and educational use of information along with just public education (Johnson et al, 2013). One participant stated that the context of education is changed dramatically.

Today we are discussing about to reaching information for 7 days a week, 24 hours a day and 365 days of year (7/24/365). This means we wearied our bikini to go north pole. Bikini is the dress code of industrial era and but weather conditions changed now. Africans have a word; they say that ‘when the music changes, so does the dance.’ We are not aware that music has changed. Education places have to change from now on. They have to be shaped based on the developing technology. The teacher should get rid of the approach saying that I have a yearly plan, daily plan and I will implement these in the classroom in the given time and go. The teacher should realize the music has already changed because the teacher should reach the different times. Learning environments are not only classes, desks anymore but we need to create places that learning can be shared beyond the limits (Tre8, Male).

### **Hybrid/ Blended Learning Designs**

We can see from the data that there are three models the educational system is transforming into: online learning, hybrid/ blended learning, and collaborative models. Especially the social media has been hub of students to gather sometimes for learning purposes and sharing their information. Such environments present better offers than usual campuses like providing stronger collaborative skills as they are developing their digital compatibilities. On condition of high performance, hybrid / blended design stipulates students to physically use campus places for specific purposes and upgrade their knowledge at the

speed, way, time and place whichever they decide on (7/24/365). Such educational patterns are the product of current fashions and future challenges and the result of technological progress mostly influencing our daily lives.

As we mentioned above, K-8 schools are supposed to enhance the mix of formal and informal models. Conventionally, they predominantly organize lectures and following do evaluation tests under their teaching systems. It is evident that students who participate in more unofficial but physical activities in classroom would obtain a more flexible and dynamic education including real-life effects. For example, one respondent pointed out this interest in hybrid/blended learning models.

According to study done by American department of education in 2009-2010 on comparison of education environments, it is seen that blended education is more successful in comparison to the face-to-face online education model. I think education system of forthcoming century will be based on blended learning because neither only internet education nor only face to face education, combination of both will be more useful in the future and I don't believe that there will not be any robot or communication tool replacing a good teacher. Skinner also spent 60 million dollars for teaching robot in 1960s, but this is not possible. Robots can train you, tutor you but cannot be a teacher. Teacher is humanoid. Courses are tutors. Blended does not mean that downloading your course notes into a website (Tre8, Male).

When the interviewees are asked, they stated that a great deal of schools underestimate stimulation for students to create innovative solutions through technological applications or come forward with their own studies. They can develop a strategy to benefit mainly from e-learning

materials. Each student first studies on a different setting so that class time will remain to make discussions, group activities and problem solving with others in order to go into details. Respondents claimed that people would like to be just free from workplace and school setting and have a chance to get information and create new products anywhere anytime. The recent Horizon report (Johnson, 2012) mostly justified the inferences of the students who persistently observe their family members, classmates, and social groups. On the contrary of opponents of routine transfer of information, others consider social networks as chances to change their usual learning activities through homework and schoolwork. However, this initiative will result in a series of outcomes. As a result, changing role expectations for student and teacher is consistent even if it is doing gradually.

In addition, when the classroom is fully modified, the role of teachers alters from instructive into interactive position. Furthermore, students who are passively attending to the educational system will gain more active role. The new model of flipping the classroom motivates students to more study as they take more initiative in learning practices. They also can determine the way of learning processes and their interactive approach can be a determinant for learning sessions with practical studies. By means of this model, it is possible to considerably shift the priorities from only covering supplies to earning their expertise. One respondent stated that

When I enter the class I don't feel like the owner of knowledge because some of my students know different and supportive things according to issue. I like to know much more from them as they wait to receive some knowledge. I think teachers' role is far beyond transmitter of knowledge or even facilitator, we are like moderators. Whole group is learning each

other and they create a new knowledge with inter-subjectivity. This is amazing (Tre2, Male).

Previously, teachers adopted an educational approach of monologue in transferring information to students not collaboratively. There is just instruction not interaction, particularly from students to teachers. Now the students expressed their feeling that the new innovative model, unfortunately, is applied for one-way communication despite their all efforts to escape from passive learning mode to modern educational technologies. Whereas, in two-way learning model in which even multi-communication is not enough, teachers learn -rather than teach- more and build up students' background as they are individually fortify their set of information. One respondent mentioned an anecdote:

... in one school they observed that the teachers have knowledge about science, but did not know the way of technology use to learning development. In addition, the students are far from science but have command of technologies. As a solution, learning teams were established from both teachers and students and they worked them collaboratively; they exchanged their knowledge and competency to create innovation in multimedia and e-learning technologies. The teachers gained the technological skills, and at the end, the students enhanced their scientific information. In this context, the gap between the roles of teachers and students was beginning to close so that they would be similar to each other. Learners also maintained the learning processes together even though they are from a variety of educational levels and expertise fields in a learning society, and thus who was the teacher or the student became an insignificant question (Tre1, Male).

Cooperative teachers and students persisted for more learning use of technologies and more knowing sciences. In particular, the teachers were actually learners for more scientific knowledge over time by relating of being expert scientific learners to being huge informational sources. Establishing such a relationship brings about quicker learning for themselves and also their students, far from isolation, single-source information, a textbook which needs to update, and inflexible content of curriculum.

## **Conclusion**

The study suggests that the educational demand tends to the way that technological infrastructure allows for. Living styles and communication channels expose to the IT reform as well as the current business processes and the jobs and skills available and in demand anyhow. Furthermore, technological revolution may boost the quality in service delivery according to World Bank (2010), yet researches and experiences are telling the truth, on the contrary of that story, that more important, educational reform is a must in parallel with these innovations. Besides this, the capable organizations or countries can proceed in economic competition through promotions of students with ‘skills of new economy’, which requires trainers’ way to change, their qualifications to enhance and the content relevance to raise.

In addition, such a great pace in technological progress has determined our approach to the issues that we will have to deal with every day. Look at the online services which are shopping, banking, searching and developing we perform routinely. Education can be considered as a service sector like banking and tourism. But the way them use technology is strictly different. For example, considering the banking, you can see that they use more technology than the education and thanks to technology,

all terms related to banking have changed. You can invest in money, purchase foreign currency, do whatever operation you would like, open up and close an account, send money everywhere in the world via your mobile. This means banking is not the same as before anymore. Technology transformed banking. Apart from this, we can tackle tourism as well. Today you can reserve a place, do check in, choose any place to go over the world in front of your computer. Technology can't be effective as it is on others. Education sector does not transform like banking or tourism sector. Education sector, the nature of education is not into this. Education is still a labor intense, low-tech work. The interaction between teacher and learner have been keeping its importance. Moreover, these results conclude that the sectors (banking and tourism) that we talked about before are all snapshots; you do something and it finishes at that moment. However education is a chain. Whatever you need to do in the bank, you can't spend your time every day from 08:00 to 17:00 in the bank but considering the nature of education, there are many factors alternating and connected to each other. Because education is a long-termed event and all parts are connected to each other like a chain. Besides, if you see a student as a customer, the quality of the customer affects the quality of the service (achievement/ success/ outcome) directly. The one getting the service contributes the creation of the quality of services as well.

Learning cannot be a specific activity for educational institutions; in addition, social services and health organizations should engage in this process, especially in the phases of identification of policies, development of strategies and fulfillment of activities, by involving any relevant industries, to make sure that the youth will gain the basic skills necessary for the academic achievement. In addition to global inequality when we look at the social policies for last 30 years there is a shift from employment-

based policies to income-based policies. This kind of social policies also supported by IMF and WB after 1990. New poverty probably will be the most important issue in the future. High quality schools can change the rate of uneducated people in regions. Results indicated that while absolute poverty is decreasing, relative poverty has increased in OECD countries, suggesting that one of the potential issues is social exclusion. How can education support individual students experiencing social exclusion to improve their social integration and educational success? This is a need to create chances to children go out of their poor neighborhood and meet with other children. With this sense another question is come out. Could it be that the similar schools and regions continuously suffer from the disabilities in education derived from economic conditions and other drawbacks? Well, what are the solutions in our hands?

In relation to global inequality and poverty there are some critical points education system must keep in mind: this is well known that by means of educational capacity, more encouraging opportunities can be created in favor of social mobility. Nevertheless, it has adverse consequences derived from the advantages of persons who have economic well-being compared to the disabled. Can redesign of the education systems a solution so as to avoid the inequalities that they may cause? The interview results, for example, indicate that earning the appropriate skills to job market is very effective with respect to employment and hence, public education and lifelong learning are critical for eliminating depravedness. Which programs or stimuli should we give priority to enhance this educational aspect? Moreover, there is evidence in literature that one with optimistic views and realistic expectations can be easily encouraged to be successful in his or her academic life.

Technology is the fourth major theme of this study. Educational policies should be reviewed and revised by governmental authorities in accordance with the experiences obtained from the outcomes of FATİH Project so that these innovative technologies can be gifted to school management and education professionals through new guidelines. The main goal of the project is to fill the economical and intellectual gaps between learners through technology. From the economical perspective, it can be perceived that large numbers of funds for technology is a way to catch up globalized world. On the other hand from educational perspective, it can be interpreted that focusing only infrastructure and material is the simplest action among all goals of the innovative learning environment. There are new questions come out with the use of technology in this way: an increase of the number of computers daily used at school and work can be identified as an indicator. Are our efforts enough for students to get the required technical knowledge and skills so that they can make use of ICT opportunities? Additionally, can we manage to upgrade learning settings using technological advantages? How? Is it possible to set up an educational app market whose benefits for the improvement of learning processes and tools experienced inside or outside the classroom? What are the results of the cost-benefit analysis on education system using technologies? Finally, what are the ways to improve teachers ICT skills to be better prepared for new era?

In Turkey, there have basically undergone some protracted problems since before now, and on the other hand, the population is pertinent to get caught into the new fashions. Turkish government has established some goals to achieve by 2023: a) create a society of educated individuals; b) launch the Movement of Enhancing Opportunities and Improving Technology project (FATİH), which aims to equip each classroom with an interactive

white board and each student with a tablet computer; c) increase participation rates in pre-school, basic and secondary education to 100%; d) promote the importance of vocational education; e) implement reform of the YÖK; f) increase the number of private universities; g) improve the quality of universities; h) increase the number of academics in universities; i) implement a policy of language learning; j) terminate gender and regional disparities; and k) prepare students for upper education and the future in a more flexible structure (OECD, 2013). We can infer from those objectives that a heavy focus can be easily seen on technology matters. According to literature review, World Bank Strategy has an understandable rationale for pointing out learning initiatives together with OECD studies: the combination of knowledge and compatibility that people spontaneously have and may acquire with intent and effort at school and ever after has a great impact upon fundamental economic issues like the topics of growth and development with the goal of poverty reduction. Even though a school diploma is essential to enter through the doors opened to jobs, the key factor for work performance and career is the skills to adapt to new IT applications and dynamic environments so that an employer have a special advantage ahead of others, which is the source of efficiency and effectiveness.

## REFERENCE

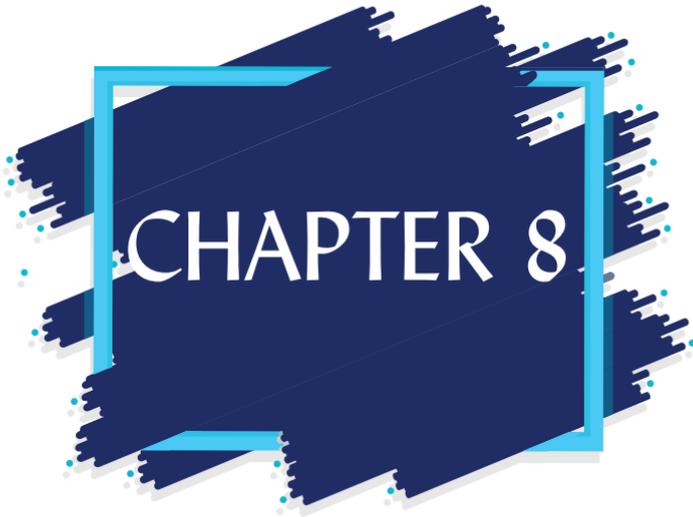
- Aydağül, Batuhan. (2013) Turkey: Translating New Policy Paradigms to Results. Yan Wang (Ed.), *Education Policy Reform Trends in G20 Members*. Berlin Heidelberg: Springer-Verlag.
- Bauman, Z. (2000) *Liquid Modernity*, UK: Polity Press.
- Bogdan, R., & Biklen, S.K. (1992). *Qualitative research for education*. USA: Allyn and Bacon.
- Guba, E.G. (1981), Criteria for assessing the trustworthiness of naturalistic inquiries, *Educational Communication and Technology Journal* 29,p.75–91.
- Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Ludgate, H. (2013). *NMC Horizon Report: 2013 Higher Education Edition*. Austin, Texas: The New Media Consortium.
- Johnson, L., Adams, S., and Cummins, M. (2012). *NMC Horizon Report: 2012 K-12 Edition*. Austin, Texas: The New Media Consortium.
- Miller R. (2006). Futures studies, scenarios, and the “possibility-space” approach. In OECD (Ed.), *Schooling for tomorrow: Think Scenarios Rethink Education*. Paris: OECD.
- OECD Report (2006) *Starterpack: The Futures Thinking in Action*. OECD *Schooling for Tomorrow Series*. Paris: OECD.
- OECD Report (2006a) *Personalizing Learning*. OECD *Schooling for tomorrow Series*, Paris: OECD.
- OECD Report (2010) *Trends Shaping Education*. OECD *Schooling for tomorrow Series*, Paris: OECD.
- OECD Report (2010a). *PISA 2009 Results: What Students Know and Can Do*. Paris: OECD.
- OECD Report (2013) *Trends Shaping Education*. OECD *Schooling for tomorrow Series*, Paris: OECD.

- OECD Report (2013a). Education Policy Outlook: Turkey. Paris: OECD.
- OECD Report (2016) Trends Shaping Education. OECD Schooling for tomorrow Series, Paris: OECD.
- Shenton, A. K. (2004) Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information* 22 (2004) 63–75
- Tunalı, S. & Kiraz, E. (2017) *Gelecek üzerine araştırma yapma yöntemlerinin eğitim araştırmalarında kullanılması*. *Journal of Education for Life*. Fall, 31- 2.
- Tunalı, S. & Kiraz, E (2017a). The social and demographic trends shaping that shaping education in Turkey. *Researchs on Science and Art in 21st Century Turkey*. Gece Press Publishing. ISBN No: 978-605-18077-1-3
- Tunalı, S. (2014). *Forecasting schools of the future in globalized society:via scenario development method*. Dissertation, Middle East Technical University,Social Science Institute. Turkey.
- World Bank (2011) *The Education Sector Strategy 2020 “Learning for All”*. World Bank Press.



# FROM CULTURAL TO INTERCULTURAL: A NEW DIMENSION IN FOREIGN LANGUAGE EDUCATION

Tilda SAYDI<sup>1</sup>



---

<sup>1</sup> Associate Professor / Doç. Dr., Aydın Adnan Menderes University, Turkey  
tildasaydi@adu.edu.tr





# FROM CULTURAL TO INTERCULTURAL: A NEW DIMENSION IN FOREIGN LANGUAGE EDUCATION

Tilda SAYDI<sup>1</sup>

## INTRODUCTION

In the textbooks for foreign language (FL) learners living in another country than the fatherland of this FL, we usually see cultural aspects belonging to the country where the FL is spoken as mother tongue. These aspects are classically historical and touristic information including capitals' names and visuals, historical places, clothing and accessories, food types, holiday destinations, famous personalities such as well-known and stereotyped symbols. Because of the mass events emerged as a result of some developments in our age like societies' co-existence, globalization of economy and education, migrations based on socio-political reasons, a necessity is born in order to discuss the concept of "cultural" under the notion of "intercultural" and reorganize the related content in accordance with the needs vis-à-vis FL teaching and learning (FTTL). From this evolutionary process emerged language and interculturality partnership.

In this study, the definition of "intercultural" as a concept, the difference between "culture" and "interculturality", its place in FL textbooks and its reflection on classroom practices are discussed in the context of FL education. We aim to contribute to the update of the concept in the field of FLTL as well as to the methodical development of textbooks.

---

<sup>1</sup> Associate Professor / Doç. Dr., Aydın Adnan Menderes University, Turkey  
tildasaydi@adu.edu.tr

## **Conceptual Framework and Literature Review**

In FL education, between 1950-1980, we observe terms such as “language and civilization” when, between 1980-2000, “civilization” has been replaced “culture”. Since the early 2000s, the term intercultural has become a common word frequently used. Term evolution such as language-civilization, language-culture, language-intercultural, is based on changes related to the forms of living of the societies worldwide and social necessities they create.

### **Civilization**

The term civilization, consisting of three components, refers to (a) development and progress, (b) common characteristics of individuals taking place in the society, (c) religious, moral, aesthetic, scientific and technical social events. According to the lexical signification, civilization means all the qualities of material and spiritual beings, works of ideas and art of a given country and society (Türk Dil Kurumu, 1998, 2291.) From a philosophical perspective, Hazar (2009, 41), stated that the term civilization has been first perceived as the opposite of the word barbarism by French philosophers. However, after a while, these philosophers have accepted that civilization was not a single measured and standardized concept. The author (2009, 41) indicated that according to the philosophers non-western societies have also created their own civilizations within their own measures. As agreed by the author (2009: 41), the German philosophers have separated the terms of civilization and culture with a definite line: civilization encompasses mechanization, technology and material elements while culture contains values, ideals together with intellectual, artistic and moral qualifications of a society. On the other hand, French philosophers, in a more universal approach, have brought

the notions of “civilization” and “national unity formed over time” closer. Civilization and culture are related to the entire way of life of a given people; civilization includes the cultural element; both concepts include values, institutions, norms and ways of thinking that generations attach importance to, in a given society (Hazar 2009, 42).

In fact, Bert (2009, 126) indicates Mauss’ opinion who defines the civilization as the whole of the material and non-material (intellectual and spiritual) expressions of a society. Considered in the historical context, civilization is a set of living conditions that a given society has created and developed departing from its own needs, to the extent that this society can define it in a given period of time (Collingwood, 2002.)

In the sociological approach, from an anthropological perspective, civilization is the whole of events spanned by one or more than one generation over people to a greater extent than a society; and these events cannot be changed. In other words, civilization provides necessary conditions for today’s creation; shows us the past, unchangeable as of today. Today is the present state of the past (Godelier, 2002: paragraphe 4). In the 1980s, in the context of FLTL, the term civilization was replaced by the term culture. The concept of culture with three component encompasses (a) the whole of the acquired knowledge of a society providing the development of critical and judicial aspects related to knowledge and education, (b) all of its intellectual aspects and (c) all of its acquired way of behaviours. Thus, while the concept of civilization refers to the events that address to the development and progression of a society at individual and social level, the concept of culture reveals the common and distinctive features of the individuals who make up this society. Therefore, the factor creating civilization as well is made by the modes of life, production and behaviour of these individuals.

## Culture

Sociologically, culture is defined as all material and spiritual values created in the process of historical social development and all the means used to create, use and transmit them to the next generations; the means of showing the measure of man's domination of the natural and social environment (Türk Dil Kurumu, 1975). On the other hand, as a methodology term, culture is considered as the whole of life design of a society or the legacy that a society carries to the future by transferring and reshaping it from the past (Türk Dil Kurumu, 1981). Similarly, literarily, culture is defined as the whole of the literary, artistic and spiritual products of a human community (Türk Dil Kurumu, 1974.) As a result, the area covered by culture extends from social order to communication, from life style to concrete and abstract productions at all levels of the society where everyone speaks the same language. Therefore, culture means more than geographical-touristic issues part of general culture. Culture is beyond cliché and stereotypical information. In fact, each social culture is updated from generation to generation, regarding humanity interactions, common features, experiences, shares, needs, differences as a result of each different social attachment. In this context, in order to analyse the language, learners will need to know multiple information as key-knowledge and key-skills such as the logic structuring the syntax, social origin and cultural roots of the words. All these will take place among learners' acquisitions. In these learning processes, learners need to establish bridges between the mother tongue and the new language. Thus they can achieve mentally their cognitive work and realize their activities at social level while taking advantage of their mother tongue, language experience, built-in knowledge and skills. In terms of mobility in the living geographies and globalization in 21st century, In FLTL process, "intercultural" is now an integrated notion based

on the principles of inter-societies' empathy, harmony, understanding and peace.

### **Intercultural**

As an adjective, the term intercultural concerns the relations between different ethnic and social cultures. However, although the word has been used in scientific studies since a certain time, the word “interculturalité” or “interculturality” referring to an abstract concept does not exist in a standardized format in dictionaries. On the other hand, in the encyclopaedia of democracy terms (Encyclopédie Larousse en ligne), it is reported that this term is still an uncertain concept and its semantic origin comes from the immigrant communities in France since 1980s. The term refers to the educational experiences to facilitate the socialization of immigrant communities' children in France and their smooth integration into national education. In summary, the synergistic and horizontal intercultural experiences in this context include the mutual recognition and enrichment of each culture; aims to get rid of stereotypes and prejudices in order to be in dialogue when speaking a different language and having a different cultural attachment. In other words, the term expresses “not to alienate foreigners”. Intercultural themes mostly depend on time conditions, people, political and demographic structures and can take various social forms for each country. For example, in French cultural conception, in terms of citizenship, there are two cultures, migrants and assimilated communities. In American cultural conception, different cultures are mentioned as of Blacks, Europeans, Spaniards and Asians. Thus, in American conception, this cultural but at the same time ethnical classification is within the scope of cultural anthropology and has no equivalent in French tradition. Likewise, Strugielska and Piatowska (2016, 111) confirm that

*looking at the plethora of existing conceptions of interculturality, it is a truism to say that its constitutive categories have been given various interpretations, oscillating between the solid and the fluid, the mentalistic and the social, the individualistic and the collective, the universal and the relative, and that leaning towards either end of this continuum has had repercussions for understanding IC as a whole.*

According to Crispi (2015:29), philosophers such as Levinas and Ricœur suggest that although the cultures may sometimes contain profound differences, cultural and ideological walls between them can be removed. According to Ricœur (1993, 92), “you”, as a subject, becomes “I” for the perception of the other, and “I”, as a subject, becomes “you” for the perception of the other. It makes a reciprocity situation. From this perspective, difference and similarity are not unilateral but a mutual phenomenon. Therefore, it requires mutual respect. According to Levinas (1982, 92), ethical behaviour requires taking responsibility of people who are different for us without demanding the same response from them. In this perception, intercultural approach involves acquiring experiences and shares for understanding and tolerating others. Improving intercultural sensitivity means noticing the main differences of how cultures actually see the world. At the same time, it is a capability of being aware of these differences and learning to manage them (Gillert, A., Haji-Kella, M., de Jesus Cascão Guedes, M., Raykova, A., Schachinger, C. and Taylor, M. 2001, 28.) Ragi (2001,7-8), defines more generally the concept of interculturalism such as the management of inter-individual or inter-group relations, and emphasizes that culture carriers should valorise all cultures at the same standard without deviating from the equality principle. Ragi (2001) draws attention to the absence of this condition which will cause an inconclusive end.

In the context of FLTL, culture carriers, persons in mediator position are textbook authors, teachers, trainers, instructors, educational experts. Ten years ago, examining the policies of FLTL belonging to France, England and Japan, Byram (2008, 34) has found out that generally, “*what is expected of teachers is that they should propose topics that interest learners and are related to daily lives, manners and customs, stories, geography, histories.*” Nevertheless, Riquois (2010, 141) reminds us that the current situation regarding language teaching evolution, from the communicative approach to the action-based perspective, shows that it is difficult to change suddenly class practices: The methodologies do not follow each other from one day to another, regarding teachers’ usages. Turbulences necessitate training, new teaching materials and valorisation of the benefits offered by the new approach.

Regarding intercultural understanding, Verbunt (2012, 22-24) accentuates the fact that the essentialist approach reduces the culture to national cultural heritage only. According to the author, this heritage is too homogeneous and concludes with a dead-end. It is necessary to be more realistic and existentialist because the author underlines that, in today’s societies, the concept of culture no longer points out a system that is as consistent as it used to be; but a dynamic system. It means that interculturality should be situated in a wide design where events, considerations, attitudes, behaviours, habitudes, styles of life will meet in the same pool. In relation to intercultural education, Botha (2013, 1) underlines “*the concept of intercultural education presents a different stance to that of multicultural education, as evidenced by Cushner (1998, p. 4) when he explained that interculturalism “implies comparisons, exchanges, cooperation, and confrontation between groups.*” As a matter of fact, it is a kind of affective conflict to manage and handle with great sensitivity.

According to European Common Reference Framework for Languages (ECRFL) (2001, 12), “As has frequently been noted, existential competences are culture-related and therefore sensitive areas for inter-cultural perceptions and relations: the way one member of a specific culture expresses friendliness and interest may be perceived by someone of another culture as aggressive or offensive.”

### **The content of interculturality**

In FLTL, interculturality is a methodological approach rather than an abstract theory and requires pedagogical actions to be carried out with various principles. interculturality refers to the interaction between people having wholly or partly different cultural backgrounds and dealing with one another (Blanchet, 2004, 3.)

At this point, since communicative interactions occur through languages, intercultural pedagogy set in the frame of FLTL, is gaining importance owing to the necessity of building bridges between the target and source cultures while learning a new language. With respect to interculturality, this field is an expanding area much more exhaustive (than in former times) containing built cultures inherited from civilisations (Fougerouse, 2016, 109). However, considering that FLTL is carried out with scientific methodologies, it is necessary that the authors and methodologists prepare the target intercultural achievements to be acquired by the learners, with highly objective, pedagogical and moral principles. Therefore, intercultural education should not involve any political aspect and subjective ideological approach in relation to the axiological values doctrine. Since, a risky and critical task requiring an interdisciplinary and sensitive work is in question. As stated by Byram, Holmes and Savvides (2013, 251), *teachers and learners need to be aware of other people's cultures as well as their own,*

*and therefore, the term “intercultural (communicative) competence” has emerged, along with the term such as “cultural awareness” and transnational competence.”* Hence, according to Kramsch (2012, 29), *translingual competence is not the simple juxtaposition of two equally valid dictionary meaning, nor is transcultural competence the bland coexistence of multiple cultures under the happy banner of diversity. Rather, both represent an awareness of the symbolic value of language and a willingness and ability to engage in the difficult task of cultural translation.*

Besides, as reported by Bouchard (2017, 22), from the ideological perspective that intercultural competence-oriented content can and should be integrated in English FL education, FL teachers should not only present information about the FL but also provide opportunities for learners to engage with difference and learn to manage value judgements. Bouchard (2017, 22) evokes that learners should be encouraged to re-conceptualize common assumptions about target language and culture, not necessarily contained neatly within particular national or geographical boundaries, but instead as a broader reality characterized by factors including ethnicity, age, politics, religion, social practice and other areas of human experience. Moreover, as Fourar (2016) indicates, “(...) the skills to be acquired in the intercultural universe are those touching the deepest part of the individual, his self-image, his sense of the good and the bad, and his definition of reality (...).”

To have a glance at textbooks, notably, Valetopoulos and Larruy (2008, 580-581), stated that the intercultural elements of French history and society, such as the school in France, Lumiere Brothers, French writer Aragon, in FL textbook, “Le français – Французский язык” (Slobodtchikov andt Chapko 1986) in the Soviet Union, were handled in favour of the Soviet local culture. For that reason, Valetopoulos and Larruy criticized the fact that the

differences between target culture and local one have been reduced as if they were absent.

In addition, Valetopoulos and Marquilló Larruy (2008, 581-583), have reported that a geographical issue such as drought and water in Emirates; a reality such as the development of the city of Abu Dabi between the years 1976-1981 comparing to French cities, all held in the textbook called “Parlons des Emirats, Parlons des Français: visa pour le français” in Emirates, were fully intercultural subjects. On the other hand, as a result of their thorough analysis of the textbook, they affirm that the operative symbols in the textbook have been outweighed and there was implicitly a subjective approach in favour of the valorisation of the local culture.

Nowadays, it is known that European authors of FL textbooks rely on scientific developments and base their approaches on ECRFL (2001, 104-105) where interculturality is considered as a sub-dimension of FL learning, precisely “being aware of its different and common aspects within the source society and the target society”. Viewed apart from social linguistic correction, ECRFL’s (2001, 83) detailed descriptors for intercultural competence are:

- \* The ability to bring the culture of origin and the foreign culture into relation with each other;

- \* Cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;

- \* The capacity to fulfil the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;

Acquiring cultural-intercultural competence through FL learning needs a complex and mixed transition from mother tongue to FL especially for non-related languages such as French and Turkish for example, among many others. Armani Galli (2017, 83-90) states that this experience will constitute a series of new representations whose learning is not to be neglected and that language is a concept rather than a formal structure, and carries rooted values and symbolic systems. Thus, he (2017, 90) draws attention to the complexity of the relationship between language and culture.

In this context, from cultural to intercultural learning, three steps could be proposed: first, to learn and understand a certain knowledge belonging to the target language society; then it is inevitable to get outside of the stereotypes formed by the means of general culture, politics, advertising, media outlets; and lately, it will be crucial to rebuild and internalize gradually new information in order to acquire a new perception. Learning and understanding the new information means not be satisfied just with symbols. Going away from the stereotypes means breaking with them. Reconstructing by assimilating means developing empathy. Similarly, Pedreza and Valetoulos (2015, 4), have summarized three grades the learners should achieve in order to have intercultural consciousness: perceiving, comparing and analyzing. The first step, the most difficult almost shocking for learners, is the perception phase. Nevertheless, when perceiving an attitude or behaviour belonging to target culture which is not familiar to the learners, as explained by Qin (2014, 72-73), misunderstandings may help to improve learners' cultural awareness and establish long-term memory for learners. At this step, before the learners express what they think about the target culture they have learned, they discover their own culture and the thoughts and opinions of the others about their own culture. Secondly, they can make superficial comparisons between

two cultures, usually under the influence of generalized impressions and opinions. Finally, they begin to analyse deeply, in detail. As stated by Byram and Gribkova (2002, 21), themes treated in textbooks can lend themselves to development in an intercultural and critical perspective. Byram and Gribkova (2002, 21) say that the key principle is to get learners to compare the theme in a familiar situation with examples from an unfamiliar context: for instance, the theme of sport can be examined from many perspectives, including:

- Gender – are there sports that are, in the familiar context or in the unfamiliar context, predominantly played by men or by women? Are things changing?
- Age – are there sports for younger people and older people?
- Region – are there local sports? Do people, including the learners, identify with local teams? Do some teams have a particular cultural tradition?
- Religion – are there religious objections to playing sport or days when some people choose not to do sport because of religious observance?
- Racism – is this found in spectator sports? Are the players of foreign teams or foreign players in local teams always treated with respect? Are there incidents of racist chants or insults?

European Commission's (Avrupa Komisyonu, 2008, 29-30) political approach to promoting intercultural dialogue includes human rights and fundamental freedoms, democratic citizenship and participation, language and history. It is obvious that, as an expression, the word intercultural is directly related to the society. The European commission (2008, 34) informs that intercultural areas are

everywhere: streets, markets, shops, houses, kindergartens, schools, universities, religious places, cultural and social centres, youth and sports clubs (idem, 2008, 35), companies, companies meeting rooms, museums, libraries, fun centres with entertainment facilities, media and virtual environments. Besides, the international and intercultural areas are as follows: law and migration (idem, 2008, 36); non-governmental organizations (idem 2008, 37); teaching and learning of intercultural knowledge (idem, 2008, 45).

### **Learners and Intercultural skill**

Having intercultural skill means being sensitive and empathetic towards others. *Since every person has his personal history, culture and friendships as well as family, ethnic and religious relationships, to educate a person means to help him to rise into his historical and cultural identity* (Sani, 2015, 11499.) As evidenced by Sani (2015, 1150), *“education to otherness should not be seen only as depending on interculturalism, even if this purpose is an urgency imposed by society: an aim of this education is also to help the person to become increasingly aware of his own identity.”* Language is the best common ability of human intelligence and brings people together. Referring to Humboldt (1974, 433), Escoubas (1992, 66) explains : *“when we hear someone speaking, even if we do not understand what he/she says, we immediately distinguish language from a simple noise: we understand and know what we hear is a language, even incomprehensible.”* This is called, by Humboldt, (1974, 433 in Byram and alli 2013) *“agreement of all human languages”* (in german: die Vbereinstimmung aller menschlichen Sprachen). One of the profound factors helping to facilitate intercultural communication is the adequate language competence (Al Musaiter, 2015, 35). Language learning helps learners to avoid reducing others to clichés, be curious and open and discover other cultures.

Language learning helps understand that interacting with people with different social identities and cultures is a rewarding experience (European Commission, 2008, 31). The learner who faces the didactic requirements of learning a FL and its culture, as far as the language level increases from A1 level, needs to be harmonized with the language, vector of the target culture transferring cultural elements to the learner. Nevertheless, a research made in Turkey in 2009 with 503 FL teacher teaching English, has shown that *teachers appeared not to be integrating culture-related classroom practices in their own classes frequently, although they reported to have positive attitudes towards the role of culture in foreign language education* (Atay, Kurt, Ersin, Çamlıbel, Kashioglu, 2009, 132- 133). Researchers (Idem, 2009) estimated: *This might be due to two reasons: First, teachers might not know how to integrate culture into their own classrooms. In other words, they might be lacking the training focusing on the integration of culture into foreign language education. Second, they might not have the opportunities to integrate cultural practices into their classes. They might not have opportunities to integrate cultural practices into their classes. They might not have necessary resources such as computers, Internet, DVD players, or tape-recorders.* Therewithal, Fernández-Agüero and Chancay-Cedeño (2018) stated having studied

*“intercultural practices of 68 EFL university teachers from Ecuadorian Region 4. (...). The results suggest that the activities put into practice emphasize the development of intercultural attitudes rather than knowledge or skills. Furthermore, the data indicate that these teachers often focus on the culture of certain English-speaking countries, but they do not pay sufficient attention to other foreign cultures and give little importance to the students’ local culture, and to the comparison between cultures.”*

Besides, since teachers have professionally grammatical-linguistic competencies in FLTL, we notice that there is an asymmetrical relationship between the teacher as language expert and the teacher as mediator. Guided by their teacher-mediator when adding new knowledge and skills on their anchored prior knowledge, FL learners make continuously comparisons between their mother tongue and target language, and interact with target society they try to know through oral/written pedagogical materials; social activities; technology; art; oral, written and virtual media. As noted by Risager (2000, 14-20) (In Kızılaslan, 2010), in today's society, intercultural competence is an active process rather than the duo denoting target culture and source culture; a process involving much more complex cultural levels and requiring the learners to evaluate and understand a different worldview which is not similar compared to their own conception of the world (Kızılaslan 2010, 82.) In consonance with this, Willems (2002, 18) underlines *the development of the teachers' autonomy in preparing and executing their lessons, and help their pupils to become more and more autonomous themselves.*

Unesco (2013:5) declares *that intercultural competences aim at freeing people from their own logic and cultural idioms in order to engage with others and listen to their ideas, which may involve belonging to one or more cultural systems, particularly if they are not valued or recognized in a given socio-political context. Acquiring intercultural competences is a thrilling challenge since no one is, naturally, called upon to understand the values of others. This challenge is a unique opportunity in the history of humankind.*

Learner's involvement in the diversity of this living organism, even if and particularly when he/she does not live with those of other cultures in the same society,

enables him/her to develop a perspective and a kind of adaptation. In this respect, it is necessary to examine the textbooks including culture and appearing to be written in an intercultural approach. Simultaneously, it is also worth noting Byram's and Wagner' (2018, 142) explanation corresponding our point of view:

That teaching culture is part of language teaching is an axiom widely shared among world languages educators. That this assertion is interpreted in many ways is well known. That teaching culture as information about a country or countries where the target language is spoken is a common yet misguided interpretation is perhaps less self-evident, for this approach is often present in textbooks and is hence widely adopted because many educators rely on a textbook as their mainstay.

The above mentioned determination suggests the problem we refer to; therefore we concretize it through textbooks teaching FL.

## **Method**

This article draws on the data of European Commission studies, master's theses made in Turkey and worldwide, scientific articles and analysis of FL textbooks. The study engages with two key concepts: "cultural" and "intercultural", in the perspective of FLTL context. Due to the present plurilingualism in Europe, European Commission is promoting interculturality, known as a social competence enabling humans to live in an empathetic way in the same society. The commission publishes many related reports, surveys and scientific researches. Thus, cultural diversity and intercultural dialogue are one of the subjects European Commission is mainly dealing with. On the other hand, authors and didacticians develop more

and more methods for FL teaching textbooks and they all design differently the books even if they all aim to attribute an intercultural skill to the learners. As language and culture are inseparable, specialists look for the better ways of how to introduce intercultural competence into FLTL. We detected FL textbooks to see and analyse the interculturality introduced in, and examined textbook analysers' studies. Additionally, we studied, analysed and compared with the others, one universalist textbook written in a perspective privileging action-based and intercultural teaching approaches. We separated the textbooks in two types: universalist and relativists textbooks. It is important to take note that we refer in large part to European and Turkish scientific researches, because, as a practitioner, we teach French as foreign language to the students whose mother tongue is Turkish. The fact that Turkish and French are two languages structurally, syntactically, logically and culturally non-neighbouring, was the main factor motivating our research. Additionally, we examined the post-graduate theses conducted in recent years, in Turkey and worldwide, to examine different perspectives.

## **Findings**

### **Universalist textbooks**

#### ***Alter ego A1 and A2***

In *Alter Ego A1 and A2*, textbooks of French as FL, written by Berthet, Daill, Hugot, Kirizian and Waendendries (2012), are taking place activities developing grammatical and linguistic competence such as introducing him/herself, introducing somebody else, finding an address, expressing his/her own everyday activities, telling about his/her own hobbies, describing things simply. In the meantime, some holidays as well as some authentic documents belonging to target culture appear. Moreover, the textbook is asking

the learners to find equivalent matters referring to their own culture which is indeed a favourable fact in terms of intercultural comparison activity. In this respect, Öz (2015, 50) suggested the fact *one's tendency to reach out to other cultures through critical analysis of his/her own culture and other cultures is of great significance for international citizenship and intercultural communication. Indeed, the ICC (Intercultural communicative competence) is a "doubleedged" construct. Consequently, linguistic and cultural developments in another language provide and maximize the opportunity for powerful reflections into one's own native world view.*

Although it is not possible to say that these cultural representations, based on symbolic clues and considered as smooth starters, are able to characterize fully the target culture, they may be useful for the learners. Appropriately, Millan (2017, 110) states in her doctoral dissertation as follows:

Especially in language classes, the stereotype should not be overlooked, particularly when the target culture is a culture rather remote from ours. It is complex to come into contact with a foreign language whose culture is different from ours without being able to describe, define its country, its people, its habits, etc. Using the stereotype could facilitate the conceptualization of the realities of the target culture.

Millan (2017, 110) supports the idea of how important is for the teacher to study with the stereotypes of the target culture, with the learners. The teacher will guide them in order to learn about the foreign cultural codes; but also he/she will teach them to manipulate those stereotypes. To reinforce her opinion, Millan refers to Porcher (1995, 64 in Millan, 2017, 110): *"A stereotype is a partial, and therefore, relatively false view of the reality, but one that always*

---

*has something to do with the reality that it caricatures. Therefore, we must not try to eradicate stereotypes: it is necessary, pedagogically, to start out with them, to rely on them, in order to go beyond them and show their partial and caricatured character. »*

On the other hand, the textbook concerns subjects such as French city life and factors reflecting French society consisting of economically standard families. Although it reflects the big picture, it is not good to generalize them to the whole country, as shown by the textbook. As a matter of fact, mentioning other cities around the main ones, in particular small-scale cities, rural areas and rural life will be a complementary and realistic approach. Besides, as much as this textbook is concerned, asking the learners to find the equivalent details in their own culture and society, is an approach which will improve learners' empathy and perspective.

Günday and Aycan (2018, 541), have observed details concerned with culture in the same textbook, such as the flags of countries like France, Spain, Italy, Germany, United States, England, and authentic visual material about countries like Egypt, China and India. Also, they have stated having observed pedagogical descriptions about communicational efforts of French people with the tourists; tourists attitudes toward French people's life and vice versa; as well as some information on foreign students studying in France. From the intercultural perspective, details like different countries flags and subjects related to tourists evoke information involving knowledge about general culture and tourism. Meanwhile, the subject about foreign students studying in France, gets indeed a social aspect; therefore, it is an issue to be qualified as intercultural.

### ***Version Originale A1***

Written by Denyer, Garmendia and Lions-Olivieri (2015), *Version Originale A1* textbook of French as FL is developed with an intercultural approach and contains intercultural elements more than *Alter ego* does. However, the textbook handles well-known famous personalities and standard faces produced on purpose, as a part of general culture. These items confine partly the textbook to a stereotypical frame but also offers the learners visual materials and abandon the repetitive image of Paris in order to make the learner discover smaller French cities less populated such as Lyon and Marseille, as well as a French-speaking city, Montreal (Canada); to see learners' feedback and interest; to orient them to co-operate for research and making presentations. All these activities join a dynamic, effective and intercultural approach making recognize diversity and difference. The intersection of social elements such as different professions, family circles and friendship groups, adds cultural authenticity to the textbook.

When the intercultural approach is seen as a complement to the communicative and action-based teaching approaches, it may be necessary to shift intercultural method system onto learners' responsibility more and more. Thus, it is possible first, to divide the topics into small units from the simple one to more advanced language levels. Then, learners will be canalized to find real social documents in target language, translate them into their mother tongue and make a presentation on the subject in target language. Thereby, learners will be able to develop their competencies and knowledge in FL when researching, preparing and presenting their project; will also be informed in detail about the social issue they are dealing with, while comparing it with their own society. In this context, in FLTL, the part devoted to culture needs to exceed the encyclopaedic standard information. It will be appropriate

to use original pedagogical tools, having a certain value of actuality and reality, and suitable for the progression of the intercomprehension between two societies.

### ***Latitude 1***

Aslım Yetiş and Elibol (2014, 184) have looked for intercultural elements in *Latitude 1* written by Loiseau and Mérieux (2008). As an intercultural topic, they have designated the subject of DOM-TOM (abbreviation of French territory overseas accepted as a whole) which is appropriate to be considered as an intercultural point in reference to social history and current territorial situation.

### ***On y va 1***

In her thesis, Antonova (2011, 66-67) examined the analysis grids to choose a good textbook. One of the grids is the one created by Lopez (2001), in which are noticeable particular points. For example, issues about discovering French life, Francophonie, traditional culture like literature, history and geography, are all classified under socio-cultural category. Therewith, touristic indications are described as stereotyped or non- stereotyped situations. In this grid, what is particularly interesting for us is the fact that the topics concerning ecology, youth, work, relationship between people, are qualified as intercultural problematic, which is in accordance with our opinion. Antonova (2011, 39-40) found out the textbook *On y va 1* written by Mazaauric and Siréjois (2003), whose purpose is to build communicative and linguistic competence, moreover, to highlight the socio-cultural elements of Francophone countries. Antonova (2011, 39-40) states that the textbook, comparing the languages, French with Czech, is not only accentuating phonetics, grammar and lexicon, but also with regard to culture. Some of her detections catch our attention. Among cultural themes

in the textbook, are themes such as car brands and French products; Jacques Prévert, famous French poet; educational system in France; holidays in France and in Czech Republic; cultural life in France and in Czech Republic together with their television, cinema and radio programmes. Considering that some of these topics may concern social problematic or critical themes, the issue about educational system in France, and the other one about television or radio programmes can be situated into intercultural frame. Contrariwise, Jacques Prévert can take place in literary-cultural context; and French car brands stay in stereotyped cultural context.

### **Schritte 1, 2, 3 and Team Deutch 1, 2, 3**

*Schritte 1*, written by Bovermann, Penning-Hiemstra, Spechtt and alii (2003), *Schritte 2 Lehrerhandbuch*, written by Klimaszyk and Kramer-Kienle (2004); *Schritte 2 kursbuch and arbeitsbuch*, written by Hilbert, and also *Team Deutch kursbuch 1, 2, 3*, written by Esterl, Kürner, Einhorn and alii (2008), are textbooks for foreigners wishing to learn German. They are examined by Öz (2010, 71-119) in her master's thesis. She stated that both books give importance to intertextuality. German Population Office, prohibitions and permits explained through the signposts in public areas, health system, note system in educational institutions, tax declaration, legal regulations related to the jobs young people may have according to their age to earn money, information about European Union, separation of waste objects and trash, curriculum in schools, amount of pocket money given to young people by their families, legal regulations related to the use of bicycles and motorcycles by young people, legal regulation related to smoking are held as subjects. These issues are intercultural since they are really related to social life. Apart from Germany, citizens from countries such as Austria, Switzerland and other German-speaking

countries are included in the textbooks. Moreover, Finnish, Greek, Turkish, French and Balkan nationals are handled, which is a factor helping to make these books off-clichés.

### *Tendances A1-A2*

We tried to deduct cultural, socio-cultural and intercultural factors in *Tendances A1* (2016), French as FL textbook written by Girardet, Pécheur, Gibbe, Parizet (2016). As stereotypes, famous characters Coco Chanel and Marion Cotillard, croissants as French food, touristic places such as Saint-Tropez and Avenue des Champs-Élysées, belong to touristic and cultural knowledge. Also, the items relating to how to behave in a restaurant such as asking for explanations about the menu; asking for free water; the tip and the bill are socio-cultural topics. Intercultural subjects are mainly as follows: French holidays such as Noel, le jour de l'An, Le 14 juillet, La Toussaint are mentioned together with local holidays and religious ones for Christians, Jewish's and Muslims, such as la fêria de Nîmes, le Carnaval de Dunkerque, l'Aïd, Roch Hachana and Chinese New Year. The TV series "Fais pas ci, fais pas ça", the neighbouring families "Lepic and Bouley", show a certain example of French society. In France, legally, a child may have as his last name the name of his father, mother, or both at the same time. When a woman gets married, she keeps using her last name and can also use her husband's one or both of them. A married man can take the family name of his wife (happens rarely). In addition, the textbook A2 deals with political orientation, socio-economic inequalities and criticize the situation: "The highly developed French system fails to solve the problem of these inequalities." (Le système social français, très développé, ne réussit pas à résoudre le problème de ces inégalités) (Girardet, Pécheur, Gibbe, Parizet, 2016, 141.) Another intercultural problem is the administrative organization of France for

the unification of regions: “The reform of January 16, 2015 will change the face of our country. Metropolitan France goes from 22 to 13 regions. Why this reform? To save money and reduce public spending.” (Idem, 70). We also found two intercultural authentic documents about “The historical climate conference” (Idem, 72) and “Professional burnout.” (Idem, 78). Especially Social Security subject informs on the reimbursement of medical consultations; medications, care, operations; deliveries and also complementary insurance for, long illness and handicap. Working French people must contribute to social security. Their children and spouses who are not working are “entitled”. People without resources and non-European students can also benefit from universal medical coverage (Idem, 81). Finally, “the couple” subject enlightens the laws on marriage and on PACS (pacte civil de solidarité); even when a couple in relationship hesitate to settle together, in the same house. Between the ages of 30 and 40, 60% are just couples living in the same house. It is true that couples end up getting married or getting a PACS because they are in love and/or they want to have children. The textbook touches on the divorce also. (Idem, 97). Thus, *Tendances* contains various intercultural subjects and documents ensuring FLTL.

## **Relativist textbooks**

### ***Salut 10 and 11***

Written by Cotro, Armutçuoğlu and Saygı (2009), Salut 10-11 are textbooks, teaching French as foreign language, written in Turkey for Turkish learners. Aslım Yetiş and Dündar (2016, 184-185) explained the topics in Salut 10: July 14 French national day; mother’s day; New Year’s Day; croissants, high-speed trains, Sorbonne University, comparison of the daily life of another country with Turkish daily life and French education system,

comparison between two cities, Ankara, capital of Turkey, and Lyon, a French university city.

Regarding these themes, 14th of July, representing an intercultural topic, is a socio-historical event, in particular France's Independence Day. French education system is also a suitable subject for intercultural purpose. However, as the authors indicated, themes such as the New Year, mother's day, croissants, high-speed train and the Sorbonne University still being a part of touristic information and general culture frame. Nevertheless, topics handled in order to teach grammar, such as the presentation of the high-speed train, if they were treated together with authentic documents and corresponding the news about social incidents concerning itineraries, tariffs, workers' strikes; related causes and consequences, then we could talk about an intercultural approach. Similarly, subjects like international students admissions in the Sorbonne, the educational opportunities offered by France to foreign students, the quantity of these students in higher education in France and their contribution to the national economy, as well as socio-political events such as the vision of France towards graduated foreign students, could all be part of the intercultural approach. Apart from this point, the comparison of daily life and cities, even limited to some social information in the textbook, is appropriate to be qualified as an intercultural approach. As a matter of fact, Sheue-Shya (2010, 49) informs that textbooks like *Salut* at lower purchase price, represent advantages because they are written with a local and relativist perspective, are a multilingual work, might be focused on intercultural and take better into account learners' difficulties.

### ***Istanbul***

Written by Bölükbaş, Gedik, Gönültaş, Keskin Özenç, Tokgöz, and Ünsal (2013) *Istanbul*, is Turkish for foreigners

course book. Okur and Keskin (2013, 1634-1635) have analysed İstanbul and have shown many cultural features: “Football is the most loved and practiced sport among Turks. Looks like they are fanatics of this sport”; “The age of marriage in Turkish society is at least 15 years old for girls and at least 17 years old for boys. Marriages under 18 years old should be allowed by parents. According to the Turkish Civil Code, mentally ill persons and persons of close ties of kinship cannot be married.”; “Ezan, the call to prayer dominates the streets, in Turkey. “Ezan” fascinates people.”; “Turks eat soup before the main meal.”; “When entering a Turkish house, it is necessary to take off the shoes at the entrance.”; “Nasrettin Hoca is one of the humorous representatives of Turkish literature.”; “Beyoğlu is one of the most populated areas of İstanbul.” As demonstrated by the examples, it is obvious that some of the topics are cultural, some of them are socio-cultural, and some others are intercultural. Precisely, the information about “Beyoğlu” and “Nasreddin Hoca” are historical, literary and cultural data. The description about “the soup as a Turkish food” and the explanation about “the removal of the shoes when entering a Turkish house” are socio-cultural knowledge. In addition, “Ezan, captivating call to prayers and which is heard by everyone in the street”; “Turkish Civil Code”; “football, the most practiced sport” are subjects establishing an intercultural perspective since these issues are part of social lives and societal events.

### **Practice Proposals**

Below are projected in term of examples, subjects related to original texts and documents of intercultural character which could be used within topics providing grammatical acquirements to the learners. These issues can take place in the textbook either in integrated form within the topics providing grammatical achievements or researched and discovered by the learners themselves.

When researching and selecting the texts and deciding on the right language level as well as on the suitability of the pedagogical criteria as the length of the text and as the cross-cultural equivalence, learners need to be guided step by step by the teacher. The teacher checks out periodically learners' activities such as writing, comprehension and translation. Learners may study the same or similar social topics according different language levels with different original documents. Such studies may ensure the development of his/her own culture knowledge in a deeper way while researching the target culture and provide simultaneously the comparison of the target culture with the source culture. Learner teams of three or four would maintain learners' cooperation and job sharing. Thus, documents to deal with would be diversified and the activity would be faster and empathetic. As stated by Rocha dos Santos (2014, 139),

*the plurality of genres, documentaries and textual/ audiovisual media of Francophone life opens up a series of possibilities that can be adapted pedagogically for language teaching. These documents are therefore one of the most used remedies to encourage the teaching of languages. These documents are therefore one of the most used remedies to encourage learning and make a more concrete contact between the learner and the life of Francophones. Authentic documents are thus a cultural product of "the other", which allows the learner of a foreign language to better understand, through a textbook, his thinking and his way of being.*

Subjects may be various according to topicality and according to language level, and they may be adapted for grammatical-linguistic teaching purposes. In this way, learners' research skills may particularly be developed in terms of reaching reliable and serious sources, recognizing them and being selective among the wide information network.

Working in intercultural fields operates in parallel with action-oriented language learning activities because both of the two methodical systems teach the language in the same way: considering it as a tool to reach the goal and not as a goal itself, given that, as mentioned by Tigchelaar (2014, 11), in the perspective of the action-based approach FL learners are trained to be able to integrate into the FL-culture and to act socially in that language-culture.

**Table 1:** *Proposals for intercultural themes*

Language level and topic	Pedagogical tool	Authentic and societal material	Comparative sources for teaching and learning through action-based approach
A1-A2 Personal pronouns Verb conjugation	Familiar/formal talking ways	Literary extracts Theatrical scenes/dialogues Everyday life videos	Literary works Movie scenes Interviews Brief information Conferences Political speeches
A2-B1 Time units: days weeks, months, years Weather events	Meteorology Environment/nature report. Domestic short trip programs	Printed/visual media selections Internet blogs Tourism agencies' presentations for local trips.	Municipalities' official publications Meteorology Governorates Non-governmental organizations
A2-B1 Relative names Neighbourhood Traditional social relations.	Family relations Friendships	Pictures Invitations Videos Wedding articles/documents Engagement Birth Death/Funeral Anniversary Birthday Graduation Feast celebrations	Newspaper advertisements News Internet publications Original documents

<p>A2-B1-B2 Sportive activities Hobbies.</p>	<p>Sports Public areas dedicated to sports Facilities for art/ culture.</p>	<p>Sport clubs Sport teams Athletics schools Contests Teams/sport activities for the disabled Sports accidents Artistic/cultural activities</p>	<p>Web sites, News: funs attitudes Web sites: sport clubs Sport schools Announcements on municipalities web sites News on newspapers Speeches Local authorities' applications for art/ culture.</p>
<p>A2-B1-B2 Money/ currencies Numbers Economic situation Food/ beverage/ consumables Tools/equipment</p>	<p>Shopping Bazaar/market Products prices Food culture Unemployment.</p>	<p>Shopping malls Hyper/super/local markets Shops Open bazaar Local bazaar Sellers in street Flea market</p>	<p>Promotion Advertising films Market brochures Price lists Amateur video shots Social security agency website Employment agency site Photos Interviews with citizens about livelihood difficulties Newspapers' news Minimum wage law</p>
<p>B1-B2 Family</p>	<p>Families Job sharing Divorce Women with children.</p>	<p>Declarations of women and children rights Television/ newspaper news Related laws Official documents: petitions/court orders</p>	<p>Press Ministries official websites Official newspapers Non-governmental organizations' publications News: newspapers</p>

<p>B1-B2 Administration Local/general governments Managers Administrative authorities</p>	<p>Local/general elections Voting rates</p>	<p>Abstracts of history lesson Newspaper articles Statistics reports Election campaigns</p>	<p>Ministry of National Education/ higher education websites Online libraries State statistical institution publications Major national television Television channels/internet broadcasts</p>
<p>B1-B2-C1 Technology Internet communication</p>	<p>How people use technological products? How are they influenced? Selfies Benefits/Harms of virtual games</p>	<p>Scientific reports Articles/news Advertisement/marketing texts Interviews with consumers Statistical reports Real events</p>	<p>Mobile phones/computers users' manuals Marketing advertisements Impact on children/young people Newspapers/magazines' positive/negative effects</p>
<p>B1-B2-C1 Media Violence Stress.</p>	<p>Explicit/implicit violence in television Movies Internet Visual/written media</p>	<p>Visual/printed media</p>	<p>TV/newspaper /internet advertising: all sectors Television series/cinema films Newsletters on television channels Computer/video games Internet games Communication paths in daily/business life: e-mail/SMS/WhatsApp</p>

B2-C1-C2 Globalisation Immigration	World trade relations Trade ethics Survivors Migration	Trade reports/ agreements Custom associations Industrial production conditions Minor workers Economic/social crisis Migrations	Ministry of Industry and trade web site publications Non-governmental organizations Reports of producer/ consumer associations Press publications National/ international union reports State statistical institution documents Publications on immigration
--	---	--	---

## Conclusion

Referring to societal phenomena, interculturality is a concept in the process of gaining meaning. The main difference between traditionally culture-oriented and contemporary intercultural approaches is that the cultural approach includes general culture, encyclopaedic, touristic, symbolic and linguistic-social life skills (in French: *savoir-être*) and linguistic-social technical knowledge (in French: *savoir-faire*). Intercultural approach is merely dealing with social phenomena and problems. Culture-oriented approach provides a draft picture, nevertheless intercultural approach enables to examine the details at the heart of the picture. This fact implies that if the objective of the cultural approach is to teach the culture in a communicative language learning perspective, then the aim of the intercultural approach is to teach the language in an interactional perspective.

We notice that in FL textbooks, culture is handled together with intercultural teaching, in the same context, without any distinction. Clarification of the concept and elucidation of the pedagogical approach through new

scientific studies suggest that more specific and content-based teaching methods will emerge. FLTL field is nourished by an interdisciplinary approach supported by the sciences of education, history, sociology, pragmatics, cultural studies and psychology. In the intercultural approach, the tasks and activities performed by learners are based on an action-oriented approach. Therefore, a fluid educational technique seems to depend on the correct proportional blending of the two approaches. When the action-oriented approach integrates personal communication skills into sub-units, interculturality adds the ability to manage social interactions. In parallel, Toyoda (2017, 514) demonstrates that using collaborative learning and blended learning in FL course, can facilitate success in both linguistic and intercultural domains. Given an appropriate learning environment, learners are likely to develop essential components of intercultural competence and become progressively more adaptable and flexible in their thinking; thus, promoting more effective communication in intercultural settings. Accordingly, as educational quality and quantity increase, teachers' and learners' intellectual understanding and comprehension skills, as well as their knowledge, will be opened up to wider horizons. To this end, great emphasis should be placed on teachers'/trainers' training.

For the teaching book writers, it would be difficult and complex to create methods with intercultural approach depending on language levels and this would require choices keeping a sense of perspective. With such an approach, learners will become familiar with language learning based on social issues; will develop critical thinking and will have important knowledge about other societies in the world. Thus, learning a FL will not only provide communication but also interaction. Despite various benefits offered by Internet, today, FLTL is mostly realized in a detained artificial milieu in the classroom. In this respect, intercultural themes will bring to FLTL an open mind optic without prejudice.

## REFERENCES

- Abback I., O. Challe and A. Vicher. 1983. *Parlons des Emirats/ Parlons des Français : Visa pour le Français*. Beyrouth/ Paris : Ediffra/Edifrano/Hachette.
- Al Musaiter, S.S. 2015. "Saudi Students' Experience of Intercultural Communication" (Master Thesis of Arts in Education. The Graduate Faculty of the University of Akron, 2015), 35. Accessed October, 15, 2019. [https://etd.ohiolink.edu/pg\\_10?0::NO:10:P10\\_ETD\\_SUBID:106435](https://etd.ohiolink.edu/pg_10?0::NO:10:P10_ETD_SUBID:106435).
- Antonova, P. "*Analyse Didactique d'un Manuel du FLE et Compléments Possibles sur Interne*" (thèse de maitrise. Masarykova univerzita, Pedagogická Fakulta, Katedra francouzského jazyka a literatury, 2011), 66-67, 39-40. <https://theses.cz/id/lo4e7r/?furl=%2Fid%2F104e7r%2F;lang=en>
- Armani Galli, J. 2017. "La Notion d'Interculturel et l'Enseignement-Apprentissage des Langues Etrangères au Brésil : Représentations et Réalités du Français." *Synergies Brésil* 12: 81-102.
- Aslım Yetiş, V. and Dündar, E. 2016. "Compétence Interculturelle Dans Salut 10, 11 et 12." *Çukurova Eğitim Fakültesi Dergisi* 45(2) :181-208.
- Aslım Yetiş, V. and Elibol, H. 2014. "L'interculturalité à Travers les Méthodes de Français." L'attitude 1-2 " et "Alter Ego 1-2 " ." *Synergies Turquie* 7: 179-200.
- Atay, D., Kurt G., Çamlıbel, Z., Ersin, P. and Kashiöğlu, Ö. 2009. "The Role of Intercultural Competence in Foreign Language Teaching." *İnönü University Journal of the Faculty of Education Special Issue* 10(3): 123-135.
- Avrupa Konseyi. *Kültürlerarası diyalog için beyaz Kitap. Eşit bireyler olarak onurlu biçimde birarada yaşamak*. Strasbourg: Avrupa Konseyi, 2008. [https://www.coe.int/t/dg4/intercultural/Source/...White.../WhitePaper\\_ID\\_Turkish.pdf](https://www.coe.int/t/dg4/intercultural/Source/...White.../WhitePaper_ID_Turkish.pdf)

- Barany, Lazgin K. 2016. "Language Awareness, Intercultural Awareness and Communicative Language Teaching: Towards Language Education." *International Journal of Humanities and Cultural Studies* 2 (4): 257-282.
- Bert, J-F. 2009. "Marcel Mauss et La Notion de "Civilisation". " *Cahier de recherche sociologique* 47: 123-142.
- Berthet, A., Daill, E., Hugot, C., Kizirian, V.M. and Waendendries, M. 2012. *Alter Ego 1*. Paris: Hachette Langue Etrangère.
- Berthet, A., Daill, E., Hugot, C., Kizirian, V.M. and Waendendries, M. 2012. *Alter Ego 2*. Paris: Hachette Langue Etrangère.
- Blanchet, P. 2005. "L'approche Interculturelle en Didactique du FLE. Cours D'UED de Didactique du Français Langue Etrangère de 3e Année de Licences. " [http://www.aidenligne-francais-universite.auf.org/IMG/pdf\\_Blanchet\\_inter.pdf](http://www.aidenligne-francais-universite.auf.org/IMG/pdf_Blanchet_inter.pdf)
- Botha, N. 2013. "Intercultural Education". *Educational Research for Social Change (ERSC)*: 2 (2):1-4.
- Bouchard, J. 2017. *Ideology, Agency and Intercultural Communicative Competence. A Stratified Look into EFL Education in Japan*. Singapore: Springer.
- Bovermann, M., Penning-Hiemstra, S., Specht, F. and alii. 2003. *Schritte 1*. Hueber: Verlag: Ismaning.
- Bölükbaş, F., Gedik, E., Gönültaş, G., Keskin, F., Özenç, F., Tokgöz, H., and Ünsal, G. 2013. *Istanbul. Yabancılar İçin Türkçe Ders Kitabı*. İstanbul Üniversitesi: Kültür Sanat Basımevi.
- Byram, M., Gribkova, B. Starkey, H. 2002. *Developing the Intercultural Dimension in Language Teaching*. Strasbourg: Council of Europe.
- Byram, M. 2008. *From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflections*, edited by Michael Byram and Alison Phipps. Clevedon, Buffalo, Toronto: Multilingual Matters.

- Byram, M. 2013. "Foreign Language Teaching and Intercultural Citizenship." *Iranian Journal of Language Teaching Research* 1(3): 53-62.
- Byram, M., Holmes, P. and Savvides, N. 2013. Intercultural Communicative Competence in Foreign Language Education: Questions of Theory, Practice and Research. *The Language Learning Journal* 41 (3):251-253.
- Byram, M. and Wagner, M. 2018. "Making a Difference: Language Teaching for Intercultural and International Dialogue." *Foreign Language Annals. American Council of the Teaching of Foreign Languages* 51(1): 140-151.
- Council of Europe. 2001. "Common European Framework of Reference for languages: Learning, Teaching, Assessment". Cambridge: Cambridge University Press.
- Collingwood, R. 2002. "Ce Que « La Civilisation » Veut Dire." *Cités, Religions et démocratie. Judaïsme, Christianisme, Islam, Bouddhisme* 12 (4): 149-185. Paris : PUF.
- Cotro, E., Armutçuoğlu, H. B., and Saygı, S. *Salut*. 2009. İstanbul: Milli Eğitim Bakanlığı.
- Council of Europe, Language Policy Unit. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg: Cambridge University Press. Accessed July 24, 2019. <https://rm.coe.int/16802fc1bf0%202018>.
- Crispi, V. 2015. "L'interculturalité". *Le Télémaque* 47 (1):17-30.
- Cushner, K. 1998. *International Perspectives on Intercultural Education*. Edited by Kenneth
- Cushner, 1-12, New York: Lawrence Erlbaum Associates.
- Denyer, M., Garmendia, A. and Lions-Olivieri, M.-L. *Version Originale A1*. Paris : Maison des Langues, 2015.
- Escoubas E.1992. "La Bildung" et Le "Sens de la Langue" : Wilhem von Humboldt. *Littérature 86 Littérature et philosophie* : 51-71.

- Encyclopédie Larousse en ligne Interculturalité. ”. Accessed July 24, 2019, <https://www.larousse.fr/encyclopedie/divers/interculturalite/178843>.
- Esterl, U., Kürner, E., Einhorn, A., Jenkins-Krumm, E-M. and Kubicka, A. 2008. *Team Deutch Kursbuch 1. Team Deutch Kursbuch 2. Team Deutch Kursbuch 3.* Ersnt Klett: Stuttgart.
- Fernández-Agüero, M. and Chancay-Cedeño, C. 2018. “Interculturality in the Language Class—Teachers’ Intercultural Practices in Ecuador.” *RELC Journal (Regional Language Centre Journal 2018)* 50 (1): 164-178. <https://doi.org/10.1177/0033688218755847>.
- Fougerouse, X. 2016. “Une approche de l’Interculturel dans l’Enseignement/Apprentissage du Français Langue Etrangère. ” *Synergies France* 10 :109-122.
- Fourar, F.Z. 2016. “ Le CECRL : Un Lieu de Rencontre Interculturelle. Exemple de Taoki et Compagnie/Les Loustics dans le système éducatif algérien. ” *Carnet des Jeunes Chercheurs du Centre de Recherche Sur les Médiations* 4. Accessed August 03, 2019. <https://ajccrem.hypotheses.org/459>.
- Gillert, A., Haji-Kella, M., De Jesus Cascao Guedes, M., Raykova, A., Schachinger, C. and Taylor, M. 2001. *L’apprentissage Interculturel. T-kit.* Strasbourg: Conseil de l’Europe.
- Girardet, J., Pécheur, J., Gibbe, C. and Parizet, M.-L. 2016. *Tendances A1 et A2. Italie : Clé International.*
- Godelier, M. 2002. “Sur la Notion de Civilisation.” *Transatlantica* 1(2002): paragraphe 4. Accessed August 02, 2109. <http://journals.openedition.org/transatlantica/528>
- Günday, R. and Aycan, A. 2018. “Yabancı Dil Öğretiminde Kültürlerarası İletişim Becerisi Edinimi.” *International Journal of Languages’ Education and Teaching* 6 (3): 533-545.
- Hazar, N. 2009. *Uluslararası Politika ve Uygarlıklar.* İstanbul: Uluslararası Stratejik Araştırmalar Kurumu.

- Hilbert, S., Specht, F. and Penning-Hiemstra, S. 2004. *Schritte Kursbuch Arbeitbuch 3*. Hueber Verlag: Ismaning.
- Humboldt, Von W. 1974. *Introduction à l'Œuvre sur le Kavi et Autres Essais*, trans. Pierre Kaussat (Paris : Seuil, 1974).
- İsmail Parlatur, Nevzat Gözaydın, Hamza Zülfiyar, Tezcan Aksu, Seyfullah Türkmen and Yaşar Yılmaz. 1998. *Türkçe Sözlük Cilt 2*. Ankara: Türk Dil Kurumu Yayınları.
- Kızılaslan, İ. 2010. “Yabancı Dil Öğretmeni Yetiştirme Sürecinde Kültürlerarasılık.” *Milli Eğitim* 85 (kış 2010).
- Klimaszyk, P. and Kramer-Kienle. 2004. *Schritte Lehrerhandbuch 2*. Hueber Verlag: Ismaning.
- Kramsch, C. 2012. “Theorizing Translingual/Transcultural Competence.” *In Critical and Intercultural Theory and Language Pedagogy*, edited by Glenn S. Levine and Alison, Phipps. 29. USA: Heinle, Cengage Learning, 2012.
- Levinas, E. 1982. *Ethique et Infini*. Paris: Fayard. 1982
- Loiseau, Y. and Mérieux, R. 2008. *Latitude 1*. Paris : Didier. 2008
- López, S. J. 2001. “Grille d’analyse des manuels/ensembles pédagogiques de FLE”. Universidad de Granada (Dpto. de Filología Francesa), accessed on June 13, 2018. <http://flenet.unileon.es/grilles2.html#JavierSuso>. <http://www.ugr.es/~jsuso>.
- Millan, G.S. 2017. “*Pour Une Approche Interculturelle de l’Enseignement/Apprentissage du FLE en Milieu Universitaire Colombien : Contexte, Manques, Besoins, Propositions*.” (Thèse pour obtenir le grade de Docteur. Université Paul Valéry-Montpellier III, 2016), 110. <https://tel.archives-ouvertes.fr/tel-01580373/document>.
- Mazauric, C., Siréjois, E. 2003. *On Y Va 1*. Paris: Clé Internationale.
- Okur, A. and Keskin, F. 2013. “Yabancılara Türkçe Öğretiminde Kültürel Öğelerin Aktarımı: İstanbul Yabancılar İçin Türkçe Öğretim Seti.” *The Journal of Academic Social*

*Science Studies, International Journal of Social Science*  
6(2):1619-1640.

- Öz, H. 2015. "Ideal L2 Self as a Predictor of Intercultural Communicative Competence." *Anthropologist* 19 (1): 41-53.
- Perez Pedreza, N. and Valetopoulos, F. 2013. "Enseigner l'Interculturalité aux Apprenants Colombiens du Français Langue Etrangère." *Revista Interacción*. <https://www.revistas.unilibre.edu.co/index.php/interaccion/.../1719/>
- Porcher, L. 1995. *Le français Langue Etrangère*. Paris: Hachette.
- Qin, X. 2014. "Teaching Foreign Language by Exploring Intercultural Misunderstanding." *Intercultural Communication Studies XXIII* (3): 66-82.
- Ragi, T. 2001. "L'interculturel en Question." *Agora Débats/jeunesses, revue de recherche en sciences humaines et sociales, Persée* 23 (4-10). [http://www.persee.fr/doc/agora\\_1268-5666\\_2001\\_num23\\_1\\_1812](http://www.persee.fr/doc/agora_1268-5666_2001_num23_1_1812).
- Ricœur, P. 1993. "Le Soi Digne d'Estime et de Respect". *Autrement* 10: 89-99.
- Riquois, E. 2010. "Évolutions Méthodologiques des Manuels et Matériels Didactiques Complémentaires en FLE". *Education Formation* e-292. Université de Mons : 129-142. Accessed August 03, 2019. <https://www.halshs.archives-ouvertes.fr/halshs-01066557/document>.
- Risager, K. 2000. "The Teacher's Intercultural Competence." *Sprogforum* 6(18):14-20.
- Rocha dos Santos and Oliveira, J. 2014. "Le manuel Alter Ego A1: Un Regard. Pédagogique Sur Les Documents Authentiques et l'Approche Actionnelle Pour l'Enseignement-Apprentissage du FLE." *Revista dos Alunos Da Graduação Em Letras. Ao Pé Da Letra*. (16,2) : 127-140. Versao online ISSN 1984-7408. Julho a dezembro de 2014. Accessed October 10, 2019. <https://issuu.com/revistaopedaetra/docs/ebook-aopedaetra-16-2>.

- Sani, S. 2015. "The Importance of Intercultural Education in Developmental Age." *Procedia - Social and Behavioral Sciences* 197:1148-1151.
- Sheue-Shya, Hwang. 2010. "Réflexions Sur l'Elaboration d'un Manuel. L'exemple d'un Manuel de Composition Niveau Débutant." *Synergies Chine* 5: 47-59.
- Slobodtchikov, V.A. and Chapko. 2009. *Manuel de français – Французский язык*. Moscow: Nestor Academic Publisher.
- Strugielska, A. 2016. "Developing Intercultural Competence of Teachers of English as a Foreign Language through an International Project." *Intercultural Education* 27(6):1-12.
- Strugielska, A. and Piatowska, K. 2018. "Culture, Competence and Intercultural Competence: Global and Local Diversities in Intercultural Discourse." *Hermes – Journal of Language and Communication in Business* 57:109-124.
- Tigchelaar, S.M. 2014. La Conception d'un Manuel de Français Langue Etrangère : Quelle(s) Entrée(s) ? *Non Plus* 5. *Dossier L'Enseignement du FLE* : 8-19.
- Toyoda, E. "Intercultural Knowledge, Awareness and Skills Observed in a Foreign Language Classroom". *International education* 27(6): 505-516.
- Türk Dil Kurumu Büyük Türkçe Sözlük. 1975. *Toplumbilim Terimleri*. Accessed on 22 June 2019. <http://www.tdk.gov.tr/index.php?guig=TDK.GTS.5bb5d1768b7622.12266118>.
- Türk Dil Kurumu Büyük Türkçe Sözlük. 1981. *Yöntembilim Terimleri Sözlüğü*. Accessed on 22 June 2019. [http://dk.gov.tr/index.php?option=com\\_bts&arama=kelime&guid=TDK.GTS.5bb5d1768b7622.12266118](http://dk.gov.tr/index.php?option=com_bts&arama=kelime&guid=TDK.GTS.5bb5d1768b7622.12266118).
- Türk Dil Kurumu Büyük Türkçe Sözlük. 1974. *Yazın Terimleri Sözlüğü*. Accessed on 22 June, 2019. <http://tdk.gov.tr/index>.

php?option=com\_bts&arama=kelime&guid=TDK.GTS.5bb5d1768b7622.12266118.

Türk Dil Kurumu. 1998. *Türkçe Sözlük*, Cilt 2: 2291. Ankara: TDK.

United Nations Educational Scientific and Cultural Organisation. 2013. *Intercultural Competences. Conceptual and Operational Framework*. Paris: Unesco. <https://unesdoc.unesco.org/ark:/48223/pf0000219768>.

Valetopoulos, F. and Marquilló Larruy, M. 2008. "L'enseignement de l'Interculturel à Travers Quelques Manuels." *Congres international, Année Européenne du Dialogue Interculturel*. Université Aristote de Thessaloniki. 574-587. <http://docplayer.fr/45922880-L-enseignement-de-l-interculturel-a-travers-quelques-manuels.html>. [https://www.frl.auth.gr/sites/congres/Interventions/FR/valetopoulos\\_Marquillo-Laurry.pdf](https://www.frl.auth.gr/sites/congres/Interventions/FR/valetopoulos_Marquillo-Laurry.pdf)

Verbunt, G. 2012. "Comment l'Interculturel Bouscule les Cultures." *Les Cahiers Dynamiques* 57(4):22-28.

Willems, G. M. 2002. *Language Teacher Education Policy Promoting Linguistic Diversity and Intercultural Communication. Guide for the Development of Language Education Policies in Europe from Linguistic Diversity to Plurilingual Education*. Strasburg: Council of Europe.

**AN EXAMINATION OF CHILDHOOD  
TRAUMAS, SELF-ESTEEM,  
PROSOCIAL BEHAVIORS, AND  
PSYCHOLOGICAL WELL-BEING  
OF CHARACTERS IN DISNEY  
CARTOONS: “FROZEN”**

**Meral SERT AĞIR<sup>1</sup>**



---

<sup>1</sup> Dr. Education Science Department, Atatürk Education Faculty, University of Marmara. [meralagir@marmara.edu.tr](mailto:meralagir@marmara.edu.tr) [meralagir@yahoo.com](mailto:meralagir@yahoo.com)





# AN EXAMINATION OF CHILDHOOD TRAUMAS, SELF-ESTEEM, PROSOCIAL BEHAVIORS, AND PSYCHOLOGICAL WELL-BEING OF CHARACTERS IN DISNEY CARTOONS: “FROZEN”

Meral SERT AĞIR<sup>1</sup>

## INTRODUCTION

There are many tools that allow children to know and learn about the world. Toys are among the most important of these tools (Bekmezci, Ozkan, 2015). Children reconstruct their own worlds as they perceive them by means of toys. Toys provide them with models of the real world, and by increasing their knowledge of life, enable them to develop mentally and socio-emotionally, and to psychologically express themselves (Trawick-Smith, Russell, Swaminathan, 2011; Trawick-Smith, Wolff, Koschel, Vallarelli, 2015). The second tool, which has an important place in the life of children as much as toys are cartoons that date back to the 17th century and have been developing and enriching since the 1930's.

Cartoons enter human life in infancy and continue their influence our lives, differentiating in the meantime. Cartoons are among the important tools for children to acquire all kinds of information about the world. In addition to the acquisition of all kinds of schemes about the world, cartoons play a supporting role in the development of children's imagination. The cartoons that enter the lives of children through TV and other media starting from infancy provide information on social life, relationships and the dynamics of these relationships. They continue to be influential until the adolescence period, especially more

---

<sup>1</sup> Dr. Education Science Department, Atatürk Education Faculty, University of Marmara. meralagir@marmara.edu.tr meralagir@yahoo.com

intensely in the form of recognition and perception of the world between the ages of 2 and 7 when children have an animistic way of thinking. After adolescence, they still have influence with changes in features, characteristics, and the techniques used (Warburton, 1998; Arnett, 2006, Türkmen, 2012 ).

A cartoon, as a type of movie, is defined as the work of arranging individual pictures or still objects in a way to give a sense of motion during the demonstration and transferring them to the film (Güler, 2013). Cartoons are described as a kind of animation. Animation, on the other hand, is a technique that enables people to do what they cannot do but only imagine in real life by animating stagnant objects and pictures with movement and motion (McKenna, 2014). In addition to the entertaining feature in cartoons, the technique has an educational role that helps in understanding and teaching abstract scientific concepts as well as complex scientific topics. Through cartoons, the concepts, phenomena, and events related to complex subjects can be simplified, animated, and visualized to provide easier and more effective learning. Beyond its main educational goal, the feature of presenting information with entertainment makes cartoons attractive for children (Cantek, 1996).

Emile Cohl's (French) movie called "The Happy Microbes" (Les Joyeux Microbes) is considered one of the first cartoon experiments. The first cartoon that meets the audience as a regular cinema show was Winsor Mc. Cay's short cartoon called "Gertie the Dinosaur". American cartoons like Pat Sullivan's "Felix the Cat "and Max Fleischer's "Koko the Clown" came to life in 1903 and 1907, respectively, as a means of entertainment beyond informing (Channell, 1984; McKenna, 2014).

The influence of the cartoons on the children and therefore on the society has been felt more intensely by transferring the voiceover techniques of the cinema to cartoons. Walt Disney, the founder of the cartoon industry (Barrier, 2007). , released the first cartoon with synchronized sound called “Steamboat Willie” in 1928 and became influential in considering cartoons as an entertainment tool with its feature films between 1928 and 1938. The development of television, especially information technologies since the 1980s, has enabled the cartoon world to develop at an incredible speed (Şenler, 2005).

As the founder of the cartoon industry and one of the foremost representatives of this field, Walt Disney is regarded as La Fontaine of the modern world through the animation of animals and objects in human life. In its films, Disney has tried to explain many topics that belong not only to the children’s world but to the adult world through cartoon characters. Disney has gradually spread its influence around the world (Arnett, 2002), while initially providing information to American society through animal characters to acquire various behaviors. Especially with the help of information technologies since the 1980s, the influence of cartoons and cartoon characters has left their mark on the children of the world in sociological and psychological aspects (Towbin, Haddock, Zimmerman, Lund, Tanner, 2004; Coulter, 2012; Tavin, Anderson, 2003), and their impact has further increased economically with the introduction of products related to one of the characters (Zukin, 1993; Choi, 2006; Cook, 2009; Cross, 2017) .

The Convention on the Rights of the Child draws attention to the concept of “the best interests of the child”, and the second article of the Declaration of the Rights of the Child emphasizes “children’s security” (Unicef, 1989).

The statement in Article 2 of the Declaration of the Rights of the Child,

“it is necessary to protect the child in order to ensure healthy and normal physical, mental, and spiritual development in freedom and dignity”, refers to the issues that should be considered in all activities and studies aiming children, and the Article 29 emphasizes “the child’s right to education” (Akyüz, 2012). The Convention on the Rights of the Child was adopted by the United Nations in 1989 (Verhellen, 2000; Aral, Gürsoy, 2001). In addition, the Oslo Call of 1999 focused entirely on the media-child relationship (Meron, Rosas, 1991; Şirin, Oktay, Altun, 2013).

In line with these considerations, the study was carried out to examine the characters in cartoons in terms of mental health and interpersonal relationships, rather than cultural effects of cartoons, and to examine children’s thoughts and interpretations about these characters. In this context, the cartoon called “Frozen” (Solomon, 2015) which was produced by Disney in 2013 and released in Turkey in 2014 being named as “Karlara Ülkesi” in Turkish, and the childhood traumas, self-esteem, prosocial behaviors, and psychological well-being of its characters were examined.

### **1. Childhood trauma, self-esteem, prosocial behavior, and psychological well-being**

Childhood traumas are among the important factors that affect the child’s development in emotional, physical, cognitive, behavioral, and social fields (Pace, 1998). Childhood is a period in which protection and support are needed as the effects of traumatic events are felt more intensely (Paris, 1998). In addition, researches point out that childhood traumas have many short-term and long-term developmental effects. It is stated that while short-

term effects occur more frequently in adults, long-term effects occur mostly in children. Therefore, traumatic events may affect the individual's self-adaptation and interpersonal relationships in childhood as well as in other developmental periods (Sanders, Giolas, 1991; Heim, Nemeroff, 2001).

Childhood traumas may be related to traumatic experiences such as accidents and natural disasters due to external environmental factors (Sar, Öztürk, İkikardeş, 2012) or negative experiences related to abuse and neglect arising from the child's relationships (Lyons-Ruth, Block, 1996; Lambert, Meza, Martin, Fearey, McLaughlin, 2017). The related literature deals with child abuse as a result of deliberate or unintentional behaviors of the country, society, or the adults with whom the child interacts, which adversely affect the physical and mental development of the child (Read, Goodman, Morrison, Ross, Aderhold, 2004 ; Mulvihill, 2005). Negligence is used to express the situations in which the persons looking after the child do not or cannot fulfill their responsibility. Negligence includes behaviors that affect the child physically or emotionally, such as nutrition, clothing, medical, social and emotional needs, or lack of attention paid to living conditions ( Van der Kolk, 2017).

It is stated that childhood traumas occur mostly in the family environment of the child, which is one of the main agents of the socialization process. Depending on the trauma, trust in individuals' relationship with people may be impaired. In addition, behaviors such as anger, insecurity, social withdrawal, and frustration with authority can be observed (Wiersma, Hovens, Van Oppen, Giltay, , Van Schaik, Beekman, Penninx, 2009). In these individuals, feelings of guilt and shame may develop and sense of meaning about the world may be lost (Marusak, Martin, Etkin, Thomason, 2015). Depending on such experiences,

it is stated that children develop behavioral patterns such as rapid response to trauma, avoidance, helplessness, and destructive behaviors and transfer these patterns to future developmental stages through cognitive schemas (Glaser, Van Os, Portegijs, Myin-Germeys, 2006). Childhood-adolescent traumas may cause various psychiatric problems both in the short term and in adulthood (Ellason, Ross, 1997). It is stated that the research results showing the relationship between childhood neglect and abuse and the occurrence of psychiatric disorder throughout the life of the individual are increasing (Michal, Beutel, Jordan, Zimmermann, Wolters, Heidenreich, 2007). Studies emphasize that traumas may increase the risk of neurobiological changes and psychiatric disorders in adulthood (Alvarez, Roura, Osés, Foguet, Sola, Arrufat, 2011).

It is stated that the traumas experienced during childhood adversely affect the individual's problem-solving skills and their tendency to think, get help, or solve the problem in different ways (Browne, Winkelmann, 2007; Wu, Schairer, Dellor, Grella, 2010). In addition, experts draw attention to the results of research showing that depression (Wessel, Meeren, Peeters, Arntz, Merckelbach, 2001), psychotic disorder (Sar, Taycan, Bolat, Özmen, Duran, Öztürk, Ertem-Vehid, 2010), generalized anxiety disorder, social phobia, posttraumatic stress disorder (Bendall, Jackson, Hulbert, McGorry, 2007), borderline personality disorder (Herman, Perry, Van der Kolk, 1989), adult attention deficit, and hyperactivity disorder, as well as obsessive-compulsive disorder (Mathews, Kaur, Stein, 2008), are associated with childhood traumas.

As is seen, childhood traumas are explained by experiences that may affect an individual's life in and after childhood. Therefore, childhood traumas can affect the development of identity negatively by affecting the change

of self-perception of the individual starting from childhood. In other words, they can cause the individual to answer the questions such as “who s/he is” and “who s/he belongs “ based on the negative evaluations (Allen, Lauterbach, 2007) Childhood traumas influence the concept of self as a form of opinion and perception of the individual of him/herself (Giddens, 1991). When the development of self is considered as the product of hereditary and environmental factors that provide the development of personality, the self-acceptance and self-esteem of the individual (Ağır, 2014) can be adversely affected by negative experiences in the childhood. Therefore, the behavioral characteristics of an individual with high self-esteem and an individual with low self-esteem are different from each other (Finzi-Dottan, Karu, 2006) In this context, it is easier for individuals who do not have traumatic experiences in childhood to exhibit creative, successful and healthy, confident, assertive, socially compatible behavior characteristics with high self-perception and positive self-esteem. In the opposite case, as stated in the effects of childhood traumas, it may be accepted that, with low self-esteem and negative self-perception (Bungert, Liebke, Thome, Haeussler, Bohus, Lis, 2015), people may consider themselves unworthy, may not trust their skills and competences, themselves and others, therefore they may not develop healthy relationships (Tice, 1993; Campbell, Lavalley, 1993; Silvern, Karyl, Waelde, Hodges, Starek, Heidt, Min, 1995).

In terms of childhood traumas and self-esteem, when the interpersonal relationships are taken into consideration, the ability of the child to show certain positive behaviors in his/her relations with other children, with his/her peers in future stages of development and in social relations may be affected (Terr, 2003; Arslan, 2016). However, it is emphasized that providing psychological support and training to these individuals on issues such as interpersonal relations, anger control, problem-solving skills can reduce

the mental, emotional and social effects that may be seen in the future (Güleç, Topaloğlu, Ünsal, Altıntaş, 2012; Wingo, Wrenn, Pelletier, Gutman, Bradley, Ressler, 2010; Bath, 2008). In this context, this shows the importance of developing positive relationships with individuals in terms of both traumatic events and self-esteem (Purvis, Razuri, Howard, Call, DeLuna, Hall, Cross, 2015). It is possible to support prosocial behaviors that bring harmony and positive emotions in terms of interpersonal relationships and to change the tendencies towards these behaviors, the effects of previous trauma on life and interpersonal relationships through healthy interactions (Rosal, 2016; Horn, Charney, Feder, 2016). It is possible for individuals to restructure their relationships with behaviors that include feelings of friendship, companionship, positive support, help, cooperation, and empathy among one another in their relations with other individuals.

## **2. Prosocial behaviour and Psychological well-being**

Prosocial behaviors are positive behaviors of people against each other voluntarily, in emotional, cognitive, and behavioral terms, involving support, help, cooperation, and empathy within the community where people are friends and members with common attitudes, interests and goals, which are gained in the process of socialization, enabling interpersonal relations to continue (Wilson, 1997). The prosocial behavior of individuals is the reflection of their thoughts, feelings and behaviors toward the benefit of other individuals, such as empathy, cooperation, sharing, and interpersonal relationships. Beyond the formal group rules and sanctions of the group to which they belong, it is the extra role they have performed without any sanctions, that is, supportive behaviors (Karadağ, Mutafçılar, 2009). It is the behavior of individuals with feelings of loyalty, even internal obedience, and caring about the needs of

others (Moorman, 1995; Eisenberg and Mussen, 1989 ) and their happiness. The processes that direct behaviors are internal, not external, that is to say, the cognitive processes of the individual are accompanied by emotional processes. Therefore, they are done sincerely (Carlo, Hausmann, Christiansen, Randall, 2003: 108; Uzmen, 2001), without expectation of reward or interest (Freedman, Sears, 1976) The processes that direct the individual to exhibit certain behavior are not external sources of motivation.

Prosocial behavior is reflected in interpersonal relations as altruism and interrelation. Altruism as behavior, while serving its own purpose, is the behavior of returning something to its owner in mutual relationships and compensating. When prosocial behaviors are evaluated as helping, sharing and caring, motivational processes can also direct the individual's behaviors (Bar-Tal, 1976 ve Kohn, 1990, Aktaran: Karadağ, Mutafçılar, 2009).

Therefore, it is seen that prosocial behaviors can be evaluated together with altruism and cooperation as well as altruistic behaviors. Altruism is the helping behavior in which the outcome of the behavior generates costs for the individual himself or herself. However, behavior and its outcome are not associated with any reward, that is, produced by intrinsic motivation. Cooperation and collaborative work, on the other hand, naturally requires mutual relations and members' supporting each other for the common goal (Reykowski, 1982).

Individuals present their positive responses to each other in the context of altruistic behavior by taking perspective for the benefit of each other through empathy, sympathy, role and duty (Weinstein, Ryan, 2010). Therefore, empathy, sympathy, role-taking, self-worth and perspective-taking behaviors are also seen to be part of prosocial behaviors like altruism. In addition

to these behaviors, prosocial behaviors can be evaluated in terms of altruistic, submissive, emotional and public aspects (Karadağ, Mutağçılar, 2009; Altıntaş, Bıçakçı, 2017). For example, behaviors related to the importance of social influence and being preferred in girls are the dimension of prosocial behaviors in the public sphere (Gemberck, Geiger ve Crick, 2005; Aktaş, Güvenç, 2006). The literature on prosocial behavior shows that family structure, socioeconomic dynamics of the family, and parental characteristics may have an impact on prosocial behavior (Knafo and Plomin, 2006; Bandy and Wilhelm, 2012 ).

When the dynamics of prosocial behavior are taken into consideration, it is seen that they are closely related to the psychological well-being processes of the individual, and that they will accelerate the process of psychological well-being with their supportive features for the development and continuity of social relations. Research on the relationship of people's problems and their ability to cope with problems with social environment and social interactions points out that problems can be solved through interaction with other people. Therefore, prosocial behaviors and psychological well-being are closely related to each other and complement each other.

Psychological well-being describes the individual's thoughts and feelings about his or her happiness or life satisfaction (Weston, 1999) through a mental and emotional review (Diener, 2000: 34) of his or her life, and his or her state of well-being (Lucas and Diener, 2000) from his or her window. In other words, it includes the positive judgments of the individual regarding his or her own life. In addition to psychological well-being, "subjective well-being", "being happy" and "being satisfied with life" can be used to explain the individual's state of psychological balance. In general, the perception of life as "satisfactory

and happy” according to individual values and standards is based on the hedonistic principles of well being, while the perception and explanations of how good life is or how can it be better according to objective standards are based on theoretical principles. In the functional evaluation of psychological well-being, the individual’s self-realization and maintaining his/her functions are taken as criteria (Diener, 1984; Connor, 2006; Türkmen, 2012).

While Diener et al. treats psychological well-being as the result of subjective evaluation of an individual’s life in the context of subjective well-being, life satisfaction, satisfaction, positive attitude towards the future or self, and state of being strong emotionally (Diener, 1984; Connor, 2006), Ryff and Keyes consider it as the whole of an individual’s past, competence for growth and development, purpose and meaningfulness of life, relationships with others, and their own inner world by being aware of their own potential. Ryff, as the first expert to use the concept, states that happiness and the capacity for self-realization should be evaluated together. According to Ryff, the process of self-realization produces happiness; happiness, good and peaceful perception of life is the result of self-realization (Ryff, 1989; Ryff, 1989; Ryff, Keyes, 1995). Thus, psychological well-being is the individual’s feeling of self-meaning, competence, control and life force, which includes not only his inner expectations but also his external expectations (Ryff, 1989; Ryff , Keyes,1995).

Research shows that psychological well-being is an important factor in establishing new relationships as well as developing existing ones. Considering the dimensions of psychological well-being, individuals with childhood trauma need to be different in terms of self-acceptance, life purpose, interpersonal relationship, autonomy, efforts to develop their abilities, and environmental mastery, that is, the dynamics of six dimensions compared to non-

traumatized individuals. The effect of childhood traumas can be better understood by considering age, gender, psychological needs, personality, socio-economic level and cultural characteristics that affect psychological well-being. As the literature on childhood traumas emphasizes that when individuals' social relationships are differentiated, the relationships involving the characteristics such as helping or supporting other people improve the treatment of the individual ( Gallegos, Hillbrand, 2016; Horn, Feder, 2018). . Therefore, it is seen that the effect of trauma experiences can be differentiated through pro-social behavior experiences and psychological well-being of the individual can be supported (Arslan, 2016).

Considering this information, it is seen that in cartoons, which have an important place in the life of children, highlighting that childhood problems can be overcome by helping each other can contribute to the healthy development process. The ability of cartoons to produce the desired effect is closely related to how the target audience of children perceive or not perceive the messages given in cartoons.

### **3.Purpose of the Study**

In this study, childhood traumas, self-esteem, and prosocial behaviors of cartoon characters in “Frozen” were examined. In this context, the main purpose of the study was to evaluate the childhood traumas, self-esteem, prosocial behaviors, and psychological well-being processes that are effective in interpersonal relationships of the characters regarding the events they experienced in the context of the general theme of the cartoon called “Frozen”.

Accordingly, this study sought to answer the following sub-objectives;

- What are the childhood traumas that affected the cartoon characters in Frozen?
- What are the self-perception, self-esteem, trust in human relations, depressive mood, and psychic isolation characteristics of cartoon characters in Frozen?
- Are the cartoon characters in Frozen different in terms of psychological well-being?
- According to children, do cartoon characters show pro-social behavior?
- What are the children's thoughts and emotions about cartoon characters, which characters do they like the most, find the worst and negative, dislike, think they are the most helpful and lonely, and identify with (want to be in their shoes)?

#### **4. Research Limitations**

The analysis of the cartoon, the subject of the study, was carried out on the basic concepts determined for the purpose of the research. Research is limited to these concepts. Dynamics regarding gender roles or gender inequality were excluded from the study.

### **5. Method**

#### **5.1. Research Model**

Qualitative and quantitative assessment models were used together. In this study, data related to childhood traumas, self-esteem, and psychological well-being of cartoon characters were evaluated by considering the relationships among the characters and their expressions

in the context of these relationships. The content analysis method was used accordingly.

“As a scientific research method, content analysis is used to make meaningful and valid deductions about texts and their context” (Krippendorff, 2018). The content analysis method can be expressed as a controlled interpretation effort to reveal the background features of the element being examined beyond the apparent content and as a means of ‘reading’ which is usually based on deduction (Stemler, 2015).

## **5.2. Data Collection**

The research was carried out with the institutional permission of Istanbul Governorship Provincial Directorate of National Education Numbered 59090411-20-E.19517849 and Dated 17.11.2017.

The prosocial behaviors of cartoon characters were evaluated through scales with 46 students from 3rd and 4th grades of primary school, and 118 students from 5th and 6th grades of secondary education. In addition to these students, a group of 25 students consisting of 1st and 2nd-grade primary school students was included in the interview.

The results of the students’ evaluation of the prosocial behavior characters in the cartoon called Frozen were obtained with the evaluation of students from two different schools the behavior of the characters by using the teacher form of 62-72 month children’s social behavior scale and with the guidance of counselor and expert. The students evaluated the characters as in the teachers’ assessment of the prosocial behaviors of preschool children. The data for the evaluation of prosocial behavior of cartoon characters were obtained from the 3rd, 4th, 5th, and 6th-grade

students' assessment of the characters with a scale. In addition, the opinions of 1st and 2nd-grade students were taken into consideration. Students were especially asked not to give their gender or personal information during the application. Considering the film and characters that are the subject of the study, positive behavioral elements in favor of girls have been effective in conducting the application in this way.

### 5.3 Data Collection Tools

Data related to childhood traumas and self-esteem were obtained considering Childhood Traumas, Rosenberg Self-Esteem Scales, Ryff's psychological well-being scale short form and Prosocial Behaviour Scaled through content analysis of characters' statements about their thoughts, emotions, and behaviors. Also data collected Prosocial Behaviour Scaled

#### **Childhood Trauma Scale**

Childhood traumas of the characters were evaluated considering the validity and reliability study developed by Bernstein et al. and "Childhood Trauma Scale" developed by Yargıç, Tutkun and Sar. The scale consists of 28 questions to determine sexual, physical, emotional (emotional) abuse and emotional and physical negligence in childhood. The scoring of the scale is based on the evaluation of the total score obtained from these sub-dimensions. Loew score in the dimension of "emotional neglect" dimension indicates the presence of neglect and a high score indicates that the degree of neglect is low (Sar, Öztürk, İkikardeş, 2012). The characteristics of the cartoon characters were evaluated considering the content of the film by considering the dimensions of "Emotional Abuse" and "Emotional Neglect" of obtained as a result of the content analysis of childhood traumas affecting the

relationships of cartoon characters in Frozen performed in accordance with the following items of “Emotional Abuse” and “Emotional Neglect” dimensions of the Childhood Trauma Scale (See Table 1).

**Table 1.** *Emotional Abuse and Emotional Neglect dimensions of the Childhood Trauma Scale*

Emotional abuse	3. My family members used to call me names like “stupid”, “clumsy” or “ugly”. 8. I think that my parents wish I wasn’t born. 14. My family members used to tell me offensive things. 18. Someone in my family used to hate me. 25. I believe that I have been emotionally abused (insult, humiliation, etc.).
Emotional neglect	5. There was someone in my family who helped me feel that I was important and special. 7. I feel that I am loved. 13. My family members used to take care of each other. 19. My family members used to feel close to each other. 28. My family was a source of strength and support for me.

### **Rosenberg Self-Esteem scale**

The Rosenberg Self-Esteem scale was used to evaluate the self-esteem of the characters. As in the determination of childhood traumas, the features of the film and the questions in other dimensions of the scale were taken into consideration and “Self-esteem”, “Trusting People”, “Depressive Mood” and “Psychic Isolation” sub-dimensions of the scale were evaluated.

The items related to the evaluation of self-esteem of cartoon characters in Frozen according to the sub-

dimensions of Rosenberg's sub dimensions of "Self-esteem" "Trusting People", "Depressive Mood", and "Psychic Isolation" (see Table 2).

**Table 2.** *The sub-dimensions of Rosenberg's sub dimensions of "Self-esteem" "Trusting People", "Depressive Mood", and "Psychic Isolation"*

Self Esteem	<ol style="list-style-type: none"> <li>1. I consider myself at least as valuable as other people.</li> <li>2. I think I have some positive qualities.</li> <li>3. I usually tend to see myself as a loser.</li> <li>4. I can do as much as most other people do.</li> <li>5. I can't find much to be proud of myself.</li> <li>6. I have a positive attitude toward myself.</li> </ol>
Trusting People	<ol style="list-style-type: none"> <li>16.No one will really be interested in your situation when something really happens to you.</li> <li>17. Solidarity is really in human nature.</li> <li>18. People will use you if you're not careful.</li> <li>19. Some people say that most of the people are trustworthy, while others say that they cannot be trusted in their relationship with people. What do you think about that?</li> <li>20. Are people more likely to help others or to think about their own interests?</li> </ol>
Depressive Mood	<ol style="list-style-type: none"> <li>24. How happy are you in general?</li> <li>25. I think I'm usually quite a happy person.</li> <li>26. In general, do you feel in a cheerful mood or in a cheerless mood?</li> <li>27. I really enjoy life.</li> <li>28. I wish I could be as happy as the other people I see.</li> <li>29. Do you sometimes feel sad and pessimistic?</li> </ol>
Psychic Isolation	<ol style="list-style-type: none"> <li>62. Are you prone to be a lonely person?</li> <li>63. Do most people know who you are, or do you think most of them don't really know you?</li> </ol>

Except for the “Self respect” subscale, in all the Self respect scales correct answers get ‘1’ point, whereas in the “Self respect” subscale, the answers are evaluated between 0 to 6 points.

In the Self respect” subtest, the ones that get 0 to 1 points are accepted to have “high” self respect; the ones that get 2 to 4 points are accepted to have “average” self respect, and the ones that get 5 to 6 points are accepted to have “low” self respect.

It can be said that in the “Trusting people” subtest” high score”, shows that trust is “low” , and the ones who get “0 to 1” points have much trust in people, those who get “2 to 3” points have average trust in people, and the ones get “4 to 5” points have little trust in people.

In the “Depressive Sensation” subscale “high score” indicates that the depression level is “high” , “0” points indicates that there is no depressive sensation, “1 to 2” points shows that the depressive sensation is little, “3 to 4” points shows that the depressive sensation is average, and “5 to 6” points indicates that the depressive sensation is high.

In the “Psychic Isolation” subtest, “high score” refers that psychic isolation is “high”, “1” point shows that the isolation is low, and “2” points indicates that isolation is high.

### **The Psychological Well-Being Scale**

The Psychological Well-Being Scale was developed by Ryff (1989) as an 84-item measurement tool consisting of 14 items related to well-being in the literature and 6 subscales. Later, Ryff and Keyes (1995) prepared an 18-item short form to improve the usefulness of the scale. The Autonomy subscale items are 15,17, 18. The Environmental

Mastery subscale items are 4, 8, 9. The Personal Growth subscale items are 11, 12, 14. The Positive Relations with Others subscale items are 6, 13, 16. The Purpose in Life subscale items are 3, 7, 10. The Self-Acceptance subscale items are 1, 2, and 5.; 10 of 18 items should be reverse-scored. Higher scores mean higher levels of psychological well-being (see Table 3).

**Table 3.** *The Psychological Well-Being Scale (short form)*

1. I like most of my personality
2. ....
3. ....
4. The demands of everyday life often get e down
5. In any ways I feel disappointed about my achievements in life
6. ....
7. I live life one day at a time in charge of the situation in which I live
8. In general, I feel I am in charge of the situation in which I live
9. ....
10. ....
11. For me, life has been a continuous process of learning, changing and growth
12. ....
13. ....
14. I gave up trying to make big improvements or changes in my life a long time ago
15. ....
16. I have not experienced many warm and trusting relationships with others
17. I have confidence in my own opinions, even if they are different from the way most other people think.
18. ....

## **Prosocial Behaviors Scale**

Scale was organized by Bower (2012). It is based on the Child Rating Questionnaire, which was developed by Strayer (1985), and the Prosocial Behavior Questionnaire, which was developed by Weir, Stevenson and Graham (1980). Reliability coefficient of the Child Prosociality Scale Teacher Form, which was used in this study. Accordingly, “Child Prosociality Scale” is a valid and reliable scale tool. Likert type is scored from 1 to 5, getting high points from the scale shows that prosocial behaviours are high (Bağcı, Samur, 2016)

## **4. The subject of the film and the presentation of characters**

“Frozen”, or “Karlara Ülkesi” in Turkish, was adapted from Andersen’s fairy tale called the Snow Queen by screenwriter Jenifer Lee.

The film tells the story of solving a supernatural problem by replacing negative feelings such as unhappiness, loneliness, helplessness, and selfishness with positive feelings such as helpfulness, friendship, cooperation, empathy, and support in the context of the relationship between Elsa, who has a special ability, and her sister Anna.

Elsa, the main character of the film, causes everything around her to freeze if she fails to control her innate talent. When Elsa severely harms her younger sister Anna as she fails to control her power while the two siblings are playing a game in their childhood, not only she is taken away by her parents, but also she feels guilty of harming her sister and detaches herself from all people. In this while, their parents die during a trip. Although the two sisters are alone, they never establish a face to face relation by touching and hugging each other. Despite

Anna's demands, Elsa doesn't get close to her sister to avoid hurting her. Unlike Anna, Elsa lives far away from her people, hence, the other people. Years later, at the coronation, Elsa brings endless winter to her country Arrandale because she cannot control her power. With the feelings of guilt and regret created by this event, she leaves the country and settles in the ice castle she builds on the mountain. Anna, on the other hand, sets out on a difficult journey to save her country from the increasing cold and to bring her sister Elsa back.

Kristoff, one of the two male characters in the film, is raised without a family by trolls with fantastic natural powers. Hans, the other male character, comes to the Royal coronation to marry Elsa or Anna as the prince of another country.

## **6. Findings**

The results obtained from the content analysis and the opinions and evaluations of primary school students about the film are as follows.

### **6.1. The childhood traumas that affected the cartoon characters in Frozen**

According to the results of the content analysis (see Chart1), the character Hans looks more clearly traumatized in family relationships in the dimension of "emotional abuse". The reason for the high score of Hans in this dimension is that he does not consider himself valuable in family relations and thinks that he can only be accepted by his family when he marries a princess.

Example sentences:

"I have 13 brothers, 3 of them declared me invisible for two years!"

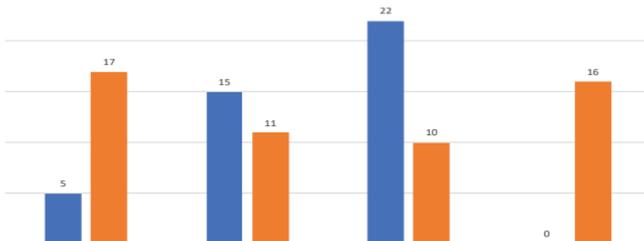
It can be said that Elsa and Hans are more emotional neglected than the other characters. The character of Elsa does not have enough information about what she can do to control her power and blames her own. The Father character tries to show supportive behavior towards Elsa more than the Mother character, but they prefer to keep Elsa away from other people until she learns to control her power. In addition, Elsa's detrimental experiences related to the life of her sister and others since her childhood due to her power can also be regarded as "childhood trauma" for the character. Example sentences:

"Father- What did you do again, Elsa, this is getting out of hand "

Trolls (creatures with supernatural powers) - Is her power innate or is she cursed? Elsa, your power will grow very, very much; you have to learn to control it, fear will be your enemy, you can learn to control it."

"Father" We protect her, close the gate, prevent her from contacting people, hide her powers from everyone, even from Anna!

Khristof, like Anna, is less likely to experience the feeling of emotional neglect. Although Khristoff does not have family, he does not feel neglected thanks to Trolls who raised him and cares for him, and his reindeer friend.



**Chart 1.** Evaluation of the characters in terms of the dimensions of emotional abuse and emotional neglect

## **6.2. The self-perception, self-esteem, trust in human relations, depressive mood, and psychic isolation characteristics of cartoon characters in Frozen**

Elsa has more negative emotions than the other characters in terms of "self-perception", "trusting people", "depressive mood", and "psychic isolation" dimensions of Rosenberg self-esteem scale. (see Chart 2) She perceives herself "negatively" in terms of self-esteem. The sense of trust in others in her relations with people is lower as she has not established relationships with people since childhood. She also feels "unhappy and sad" in terms of depressive mood and shows this with her body language. As she thinks that she cannot control her special power and harms those around her, she distances herself from other people and conducts her self-control behavior by keeping away from people.

Example sentences:

"Don't let them see, let them think you're a good person, a quiet numb show, if you take a wrong step,

it's too bad. Hide yourself, quiet... "

"Here I can be myself without hurting anyone."

"Anna, go home, life is yours, embrace the sun, yes"

"I am alone but I am free, stay away from me, protect yourself"

"I am afraid"

"Control yourself!" never feel, pull yourself together, never feel! "

"Anna to Elsa: All you know is to exclude people"

Hans also has negative feelings about himself. Some of these feelings are related to his family relations, and some of them are related to the lack of real friends and feeling lonely. In addition, Hans tries to portray himself as a different person than he feels and perceives to be accepted and valued by others.

Kristoff is similar to Elsa and Hans in terms of depressive feelings. Although he is seen cheerful and smiling throughout the film, his general speaking style is sarcastic and underestimating others; he has no family, he is friends with a reindeer, and non-human beings have raised him and given love. In his relations with humans, he does not exhibit self-disclosure behavior as he does with non-human beings.

Example sentences:

“Kristoff to Anna: Didn’t your parents warn you of strangers?”

Eye color shoe size.

If you are disgusted while you eat

If he scratches his nose, eats his snot

He is a man!

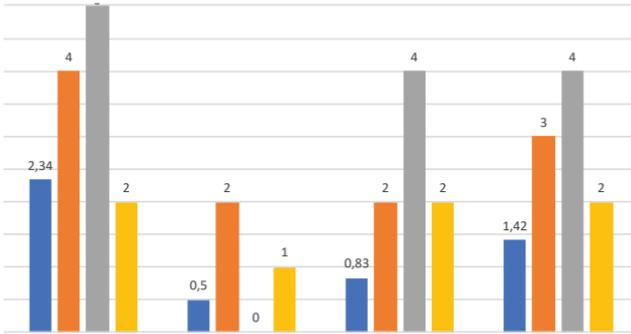
Anna, on the other hand, is more hopeful and exhibits more positive, helpful, and cooperative behaviors, even though she thinks she is excluded by her sister and wants to be with people. In general, she has fun, sings, and makes effort. She thinks that her relations with her older sister will improve and she does not make negative judgments about people. In this context, the “self-esteem” of the character is higher than other characters, has more “trust to other people”, has less “depressive mood” symptoms, and exhibits less “psychic isolation” behaviors.

Example sentences:

“She is my sister, she will never hurt me“

“We were very close with Elsa and we can be like that again.”

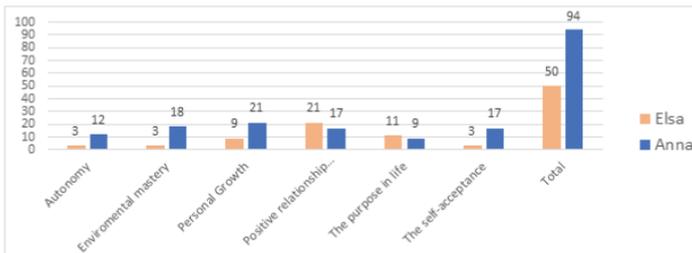
“I know we can handle it”



**Chart 2.** Evaluation of characters in terms of Rosenberg Self-Esteem dimensions

## 6.2. The cartoon characters in Frozen different in terms of psychological well-being.

Regarding the psychological well being, considering the discourses of the characters Elsa and Anna, in consequence of the evaluation carried out according to the Psychological well being scale short form of Ryff, Anna’s level of psychologically well being is higher than Elsa’s. When all sub-dimension points of the scale is examined, in the dimensions of Self-acceptance, Autonomy, environmental mastery, Personal growth; it is seen that Anna gets higher score than Elsa, whereas in the dimensions of Positive relations with others and Purpose in life Anna and Elsa gets close scores. It is seen that the psychologically well being levels of the two characters in the dimensions of Positive relations with others and Purpose in life is close to each other (see Chart 3).



**Chart 3.** Evaluation of characters in terms of psychological well-being.

### 6.3. According to children, pro-social behavior of cartoon characters

25 students from 4th grade and 21 students from 3rd grade participated in the application. The students were asked to fill only the scale about the main characters of the cartoon, and their thoughts about the other characters were taken later.

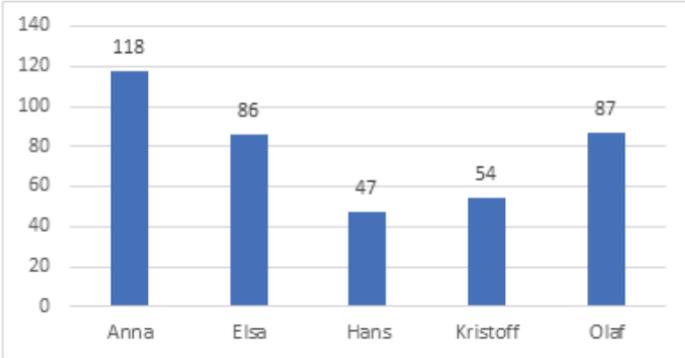
According to children, it is seen that 4th grade students have identified Anna as the most prosocial character in terms of prosocial behavior characteristics ( See Table 4 and Chart 4). Hans character was defined as the least prosocial behavior character. The more prosocial perception of Elsa than Kristoff was related to her feelings towards her sister and especially her power .

**Table 4.** Prosocial behavior scores and averages of primary school students

Character	Total Score	Prosocial Degree
Anna	2477	118
Elsa	1801	86
Hans	997	47
Kristoff	1135	54
Olaf	1819	87

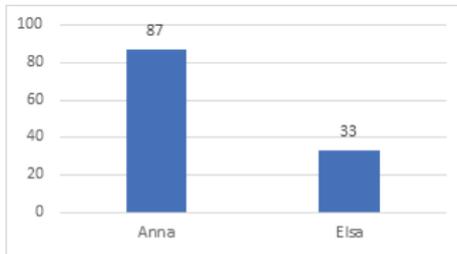
**Chart 4.** Prosocial behavior scale averages of the characters according to the evaluation of 4th-grade students.

Primary school 3rd- grade students found Anna to be more prosocial than Elsa in terms of prosocial behavior. These students' verbal statements about the male character were in parallel with the verbal statements of Grade 4 students (see Table 5 and Chart 5).



**Table 5.** Prosocial behaviors of Anna and Elsa according to evaluation of 3th-grade students.

Character	Total Score	Prosocial Degree
Anna	2164	87
Elsa	827	33



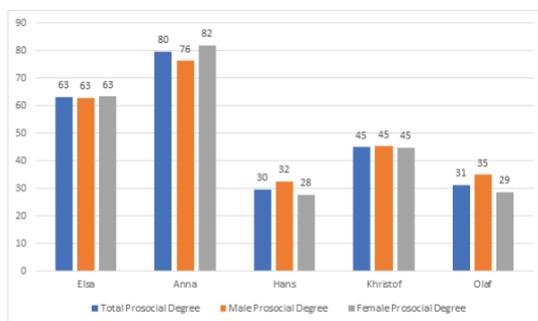
**Chart 5.** Prosocial behavior scale averages of the characters according to the evaluation of 3th-grade students.

Also the prosocial behaviors of cartoon characters were evaluated through scales with 118 students from 5th and 6th grades of secondary education. While the findings show that Anna has the highest prosocial behavior score,

it is seen that girls and boys almost agree with Anna's prosocial behaviour (see Table 6 and Chart 6).

**Table 6.** *Prosocial behaviors of Anna and Elsa according to the students' evaluation,*

Characters	Male Prosocial Degree	Female Prosocial Degree	Total Prosocial Degree
Elsa	63	63	63
Anna	76	82	80
Hans	32	28	30
Khristoff	45	45	45
Olaf	35	29	31



**Chart 6.** *Prosocial behavior scale averages of the characters according to the evaluation of 5th and 6th grades student of secondary education.*

**6.4.** The children's thoughts and emotions about cartoon characters, which characters do they like the most, find the worst and negative, dislike, think they are the most helpful and lonely, and identify with (want to be in their shoes).

The answers of the children who participated in the research to the questions asked in order to understand the effect of the cartoon characters on them, show that Elsa that she is the most loved and identified character. according to finding While Anna perceived as the most helpful person, she is perceived alone like her sister Elsa. In addition, it was found that the most negative and disliked character of

the children was the Hans character and that the children liked Olaf character like Kristoff (see Table 7 and Chart 7).

Characters	Which character do they like the most		Which character do they find the worst and negative dislike		Which character do they find most helpful and lonely		Which character do they want to be in his/her shoes		Which character do they find to lonely	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>Anna</b>	29	25%	1	1%	59	50%	16	14%	20	17%
<b>Elsa</b>	56	47%	9	8%	15	13%	52	44%	64	54%
<b>Hans</b>	6	5%	94	80%	4	3%	4	3%	13	11%
<b>Kristoff</b>	14	12%	12	10%	19	16%	17	14%	12	10%
<b>Olaf</b>	13	11%	2	2%	21	18%	29	25%	9	8%
<b>Total</b>	118	100%	118	100%	118	100%	118	100%	118	100%

## 7. Discussion

Findings obtained in line with the main purpose of the study, it is seen that the prosocial behavior can support the process of psychological well-being through the characters of the cartoon which is the subject to analysis.

In line with the criteria taken as basis for the analysis of the cartoon, the results of the content analysis show that all the characters suffered childhood traumas, and that they have negative interpersonal relationships, especially in family, which affect their healthy development at the emotional abuse and neglect dimensions of the childhood trauma scale. According to the results of the content analysis, it was found that the Elsa character was exposed to more emotional abuse than her sister Anna, and that Anna suffered Sensual neglect.. The perception that the Elsa character suffered less sensual neglected than Anna

was associated with the fact that the Anna character could not have received the knowledge that she was loved, cared for and heeded by her sister together with the event that triggered the social isolation they went through in their childhood, although she could feel that she was loved and cared for by her sister Anna. In other words, while Elsa perceives herself as a negative individual who is born with the features that may harm her sister and her environment, Anna does not know and cannot understand the reason why she was rejected by her sister. In Elsa's feelings of guilt, the measures taken by her family, that lead to social isolation and, therefore, low self-esteem play a role, in addition her knowledge of the incident experienced. In the animation, the preventive behaviors towards reducing the impact of Anna's traumatic experiences by preventing the Anna character from remembering the traumatic event play a role that threaten Elsa's psycho-social development and health. In addition, it is seen that both characters' relationship with their fathers, rather than their relationship with their mothers, are brought to the forefront. When the role of the mother factor in the healthy development of individuals starting from infancy is considered, it is possible to mention about the inadequacy of "maternal" support in the lives of both siblings (Berk, 2002; Smeekens, Marianne Riksen-Walraven, Van Bakel, 2007) Examples of these phenomena can be seen in Anna's trying to wake Elsa to play, her efforts to persuade Elsa to come out of her room, her attaching importance to Elsa's ideas, her going after Elsa, her thoughts, beliefs and behaviors that Elsa would not harm her. Given Anna's need for the support of both her parents and her sister and her need for love, she thinks that she is not loved because her elder sister never talks to her; in addition to the song she sang with Hans in advance of coronation, her speech about what love is when she disclosed her marriage decision to her elder sister can be shown as examples of this argument.

The findings also show that the Hans character had the highest level of emotional abuse and that the degree of his emotional neglect was high as well. The process that started with the meeting of the Hans character with Anna, the song they sang together, and the interpersonal problem-solving strategies he applied to prove himself to his family, that is, to solve the problems he experienced in his family relationships, reveal the abuse and neglect that the Hans character went through. In addition, the findings with respect to the self-esteem scale show that the Hans character has lower self-esteem than Elsa.

The findings are in parallel with the literature on neglect and abuse of childhood traumas (Terr, 2003; Cohen, Mannarino, Deblinger, 2006; Berry, 2013; Brunzell, Stokes, Waters, 2016), and support the findings of other studies related to the cartoon subject to analysis (Towbin, Haddock, Zimmerman, Lund, Tanner, 2004; Patel, 2015; Arunrangsiwed, 2016).

The findings of the content analysis of the study towards self-esteem can be supported by the research findings which reveal that many dynamics from self-esteem to interpersonal relations regarding the neglect and abuse phenomena vary in the negative direction (Browne, Winkelman, 2007). It was found that the Elsa character have more problems than other characters in terms of self-esteem, trust in other people, depressive mood and psychic isolation dimensions of the self-esteem scale. While the appearance of the Elsa character, for example, her posture when speaking or singing or her facial expression, creates more of the impression of an unhappy, sad individual who is hopeless for the future and has no future prospects, her sister Anna creates a direct opposite impression. Although the Anna character creates a more positive impression in terms of appearance, she is lonely (Beveridge, 1996; Patel, 2015), as stated by the children who evaluated

the character in prosocial terms. The children who participated in the study pointed out that Anna was alone, while they emphasized that she was the most helpful character. Conversations of the Anna character with her sister, her songs and her relationship with Hans can be given as examples of these arguments. In addition, the public's no reaction against the Anna character as she sang a song among the public when the gates were opened and the people started to get in for the royal prom, can be considered an interesting example.

Kristoff, one of the male characters of the cartoon, creates such an impression that he suffered sensual neglect and, moreover, that he has unhealthy thoughts, emotions and behaviors in the scales regarding self-esteem because he lives without his family and does not have robust relations with other people and he was cared for by non-human beings and can only establish friendship with non-human beings. It was observed that in addition to the high level of psychological isolation in his relationships with other people, the Christopher character bore distrust and negative emotions to other people, on the other hand, he tried to manage his relations with the defense mechanisms such as joking and reasoning he developed. The character's conversations with Anna, the salesman, his deer, and the non-human beings, especially in relation to the male role models (Kumar, 2017), during the shopping, and his childhood life in the beginning episode of the cartoon can be given as examples of these phenomena.

Therefore, it is seen that the results of the content analysis on the characters' self-esteem comply with similar studies on the subject as well as the literature on self-esteem.

Findings also reveal that the characteristics of the cartoon characters regarding self-perception, trust

in people, depressive affection and psychic isolation dimensions negatively affect interpersonal relationship dynamics and healthy development of the characters (Marusak, Martin, Etkin, Thomason, 2015; Patel, 2015; Garza, Akleman, Harris, House, 2019).

The finding regarding the psychological well being of Elsa, and her sister, the main characters of the cartoon, reveals that Anna, who has more prosocial behavior, has a higher level of psychological well being. Anna is more healthy than her sister Elsa in all other dimensions than the positive interpersonal relationships that explain psychological well-being and the purpose of life dimensions. The perception that Anna is not psychologically healthier than her sister at the positive inter-personal relations and purpose of life dimensions, Anna's unhealthy choices that are observed as a result of her feeling of the emotion of love and trust to a lesser extent and that threaten her psychological health and her malleable character, for example her relationship with the Hans Character, her shaping her future plans for only satisfying her need for love at the outset give way for the formation of the idea that she has difficulties at the positive inter-personal relations and purpose of life dimensions. In addition, the knowledge that these thoughts, emotions and behaviors increase Anna's tendency towards risky behaviors that may threaten her health can be seen at the beginning of the traumatic event that shaped the lives of the cartoon characters and in the games of Anna with her sister Elsa. Besides, it is thought that Anna's level of psychological well-being is closely related to the prosocial behaviors (Keyes, 2002) that are considered innate in humans Anna stands out as the character who is considered to exhibit the most prosocial behaviors among others. In addition to this, the fact that the character has hope for life and that she does not stop even if it is only for trying to satisfy her need for love (Disabato, Goodman, Kashdan, Short, Jarden, 2016;

Fava, Cosci, Guidi, Tomba, 2017), are also among the factors that support her psychological well-being (Horn, Feder, 2018; Reis, Sheldon, Gable, Roscoe, Ryan, 2018; Garza, Akleman, Harris, House, 2019). Furthermore, it is also seen that the finding on the self-acceptance dimension of psychological well-being complies with the findings on self-esteem and that the Anna character is more healthy than Elsa in terms of this dimension.

It has been observed that 1st and 2nd grade students had hard times in comparison to the upper grade students in verbally evaluating the change in the lives of the characters as a result of the contribution of prosocial behaviors to the psychological well-being process. Findings of the study regarding the 3rd and 4th grade students, and 5th and 6th grade students, on the other hand, are parallel to each other. The children who evaluated the cartoon characters in terms of prosocial behaviors stated that they perceive the Anna character as the most prosocial character. Hans was found to be the least prosocial character at the end of the evaluation of the children according to the items of the prosocial scale. When the characters were evaluated in terms of prosociality (Eisenberg, Mussen, 1989; Greener, 2000), although it was observed that the characters have a tendency towards prosocial behaviors in the context of mutual relations, it is thought that because the behaviors performed by the characters, except for the Hans character (Wilson, Musick, 1997), within the process produce certain cost to themselves, considering the gamut of of the animation, these behaviors can be accepted within the scope of altruism. This argument can be supported by the literature related to prosocial behaviors (Reykowski, 1982; Kumru, Carlo, Edwards, 2004; Knafo, Plomin, 2006; ).

When the information about the feelings and thoughts of the children who participated in the study regarding the cartoon characters was examined, it was found that Elsa,

the main character of the cartoon, was the most popular character. It was found that Elsa was followed by her sister Anna and male characters Kritof and Olaf; and that Hans, who was perceived as the least prosocial character of the cartoon, had the lowest popularity, and that the Hans character was perceived as the worst character of the animation. One of the remarkable findings of the study is that Anna, who has the highest average score in terms of helpfulness and prosocial behaviors, is not as popular among the children as her sister Elsa and that the children want to be in the position of Elsa rather than Anna whom they find to be more helpful than her (Bouchard, Sansoulet, Fritz, Malenfant-Lepage, Nieuwendam, Paquette, M., ... Habeck, 2018). When it comes to the reason behind this popularity of Elsa among children, in addition to being the main character of the cartoon, Elsa is the character whom the children think is the most lonely, and the fact that the events unfolded negatively out of her will, and that she did not want to harm anyone, especially her sister. In the verbal notifications of the children, it was seen that the Elsa character's power, her visual presentation, that is, her dresses and the fact that more attention is given to the products related to the Elsa character in the toy sector, were among the factors affecting the perception of children (Sandlin, Garlen, 2016).

Although Kristoff was perceived as the most benevolent character after Anna according to the opinions mentioned by the children in the surveys, it was seen that he came after Elsa in terms of prosocial behaviors. The findings suggest that children attribute different meanings to the characteristics of cartoon characters in perception of prosocial behaviors and that they are affected by the life story of the main character. In addition, it was seen in children's verbal statements about Kristoff that his friendship with non-human beings was meaningful and

that it prevented the questioning of his lacking a family or weak peer relations.

The study conducted to obtain the quantitative data of the research gives the impression that the children who watched the animation had the perception that negative behaviors can be excused in negative family and environment dynamics. In other words, the expressions used by Elsa, the main character of the animation, in her relationship with her sister, and Khristof's expressions in his relationship with Anna and other characters, are perceived tolerable by the children within the context of the existing conditions of the characters. On the other hand; it has been observed that Hans, who is perceived negative in terms of prosocial behaviour and his general features, is not defended or justified for his behaviours since he appears with a different identity in the process of the animation and harms other characters (Gray, Ozer, Rosenthal, 2017). It has been observed that the remarks of the character Kristoff about men and Anna amuse children a lot, and 1st grade and 2nd grade children reacted to these behaviors with laughter, and that upper grade students defined him as kindhearted.

In line with the findings, it is seen that the results of the study, which tries to examine how the childhood trauma, self-esteem, psychological well-being characteristics and prosocial behaviors of the characters of the cartoon subject to the this study are perceived by children, shows that the desired target behaviors to be gained to the target audience of the cartoons can be achieved through relations with other people (Coulter, 2012) , that is, with social relations whatsoever, despite their unhealthy or insufficient social support sources. In addition, it is seen that the behaviors that are desired to be gained through the cartoons ( Choi, 2006; Rosal,2016). beyond cultural differences can be rendered dysfunctional and the achievement of target

behaviors can be hindered with the factors supporting the cartoon sector, such as the toy industry (Wohlwend, 2009; Cook, 2009; Longacre, Drake, Titus, Cleveland, Langeloh, Hendricks, Dalton, 2016). )This also applies to the efforts to prevent gender inequality (Lee, 2015; Oh,2017), the roles of males and females in life. I would like to emphasize the fact that the characteristics of both genders may be insufficient without underestimating the roles of each other with the statements of the male students who contributed to the evaluation of the prosocial behaviors of the cartoon characters: “See, they are telling about the girls once again, yet another girls’ cartoon, are you going to let us watch a boys’ cartoon? If it had not been for Khristopher, Anna couldn’t go to her sister.”

## **8. Conclusion**

In line with the cartoon subject of research, it can be said that the process of psychological well-being can be supported by pro-social behaviors and cartoons can contribute to this process, but it is seen that children need adult support to make this inference. It is thought that this process can be realized by considering developmental and socio-economic cultural factors. In addition, albeit not included in the scope of the study, based on the reports of the children participating in the study, it was found out that the cartoons designed to prevent gender inequality and to support the personality development of the girls could have an expected positive effect on girls, while these cartoons may play a role in inducing anger and irritation harming the development of male identity. Accordingly, it is important that cartoon fictions have the quality to emphasize the positive characteristics of both genders at the same level.

## REFERENCES

- Akyüz, E. (2012). Çocuk hukuku. *Pegem Akademi, Ankara*.
- Allen, B., & Lauterbach, D. (2007). Personality characteristics of adult survivors of childhood trauma. *Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies*, 20(4), 587-595.
- Alvarez, M. J., Roura, P., Osés, A., Foguet, Q., Sola, J., & Arrufat, F. X. (2011). Prevalence and clinical impact of childhood trauma in patients with severe mental disorders. *The Journal of nervous and mental disease*, 199(3), 156-161.
- Aral, N., Gürsoy, F. (2001). Çocuk hakları çerçevesinde çocuk ihmal ve istismarı. *Milli Eğitim Dergisi*, 151(5), 27-54.
- Arnett, J. J. (2002). The psychology of globalization. *American psychologist*, 57(10), 774.
- Arnett, J. J. (Ed.). (2006). *Encyclopedia of Children, Adolescents, and the Media: Two-volume set*. Sage Publications.
- Arslan, G. (2016). Psychological maltreatment, emotional and behavioral problems in adolescents: The mediating role of resilience and self-esteem. *Child Abuse & Neglect*, 52, 200-209.
- Arunrangsiwed, P. (2016). The Confirmation Study Of Mutant Being And Friendship Of Slash Characters İn Original Media. *Humanities, Arts And Social Sciences Studies (Former Name Silpakorn University Journal Of Social Sciences, Humanities, And Arts)*, 16(1), 19-34.
- Bağcı, B., & Samur, A. Ö. (2016). Çocuk ve Yetişkin Prososyallik Ölçeklerinin Geçerlik Güvenirlik Çalışması. *Journal of Kirsehir Education Faculty*, 17(3).
- Bandy, R., & Ottoni-Wilhelm, M. (2012). Family Structure and Income During the Stages of Childhood and Subsequent Prosocial Behavior in Young Adulthood. *Journal of Adolescence*, 35(4), 1023-1034.
- Barrier, M. (2007). *The animated man: A life of Walt Disney*. Univ of California Press.

- Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming children and youth, 17*(3), 17-21.
- Bekmezci, H., & Özkan, H. (2015). The effect of games and toys on child health. *İzmir Dr. Behçet Uz Çocuk Hastanesi Dergisi, 5*(2), 81-87.
- Bendall, S., Jackson, H. J., Hulbert, C. A., & McGorry, P. D. (2007). Childhood trauma and psychotic disorders: a systematic, critical review of the evidence. *Schizophrenia bulletin, 34*(3), 568-579.
- Berk, L. (2002). *Infants, children, and adolescents* (4th ed). Boston: MA: Allyn & Bacon.
- Berry Street Victoria. (2013) Foundations for Practice: Trauma module. Melbourne: Author. Retrieved from.
- Beveridge, A. (1996). Images of madness in the films of Walt Disney. *Psychiatric Bulletin, 20*(10), 618-620.
- Bouchard, F., Sansoulet, J., Fritz, M., Malenfant-Lepage, J., Nieuwendam, A., Paquette, M., ... & Habeck, J. O. (2018). "Frozen-Ground Cartoons": Permafrost comics as an innovative tool for polar outreach, education, and engagement. *Polar Record, 54*(5-6), 366-372.
- Browne, C., & Winkelman, C. (2007). The effect of childhood trauma on later psychological adjustment. *Journal of Interpersonal Violence, 22*(6), 684-697.
- Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology, 20*(1), 63-83.
- Bungert, M., Liebke, L., Thome, J., Haeussler, K., Bohus, M., & Lis, S. (2015). Rejection sensitivity and symptom severity in patients with borderline personality disorder: effects of childhood maltreatment and self-esteem. *Borderline personality disorder and emotion dysregulation, 2*(1), 4.
- Cantek, L. (1996). *Türkiye'de çizgi roman* (Vol. 58). İletişim Yayınları.

- Carlo, G., Hausmann, A., Christiansen, S., & Randall, B. A. (2003). Sociocognitive and Behavioral Correlates of a Measure of Prosocial Tendencies for Adolescents. *The Journal of Early Adolescence*, 23(1), 107–134.
- Carlo, G., Randall, B. A. (2002). “The Development and Validation of a Multidimensional Measure of Prosocial Behavior”, *Journal of Youth and Adolescence*, 31, s. 31-44.
- Channell, D. F. (1984). Donald Crafton, Before Mickey: The Animated Film 1898-1928 (Book Review). *Technology and Culture*, 25(1), 123.
- Choi, K. W. Y. (2006). Consumption: why does it matter in cultural research?. *Cultural Studies Review*, 12(2), 50.
- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford Press.
- Cole, S., Greenwald O'Brien, J., & Gadd, M. G. (2005). Helping traumatized children learn: Supportive school environments for children traumatized by family violence. In *Helping traumatized children learn: Supportive school environments for children traumatized by family violence*.
- Cook, D. T. (2009). Children as consumers. In *The Palgrave handbook of childhood studies* (pp. 332-346). Palgrave Macmillan, London.
- Coulter, N. (2012). From toddlers to teens: The colonization of childhood the Disney way. *Jeunesse: Young People, Texts, Cultures*, 4(1), 146-158.
- Cross, G. (2017). Nostalgic collections. *Consumption Markets & Culture*, 20(2), 101-106.
- Disabato, D. J., Goodman, F. R., Kashdan, T. B., Short, J. L., & Jarden, A. (2016). Different types of well-being? A cross-cultural examination of hedonic and eudaimonic well-being. *Psychological assessment*, 28(5), 471.

- Eisenberg, N., & Mussen, P. H. (1989). *The roots of prosocial behavior in children*. Cambridge University Press.
- Eisenberg, N., Miller, P. A., Shell, R., McNalley, S., & Shea, C. (1991). Prosocial Development in Adolescence: A Longitudinal Study. *Developmental Psychology*, 27(5), 849-857.
- Ellason, J. W., & Ross, C. A. (1997). Childhood trauma and psychiatric symptoms. *Psychological Reports*, 80(2), 447-450.
- Fava, G. A., Cosci, F., Guidi, J., & Tomba, E. (2017). Well-being therapy in depression: New insights into the role of psychological well-being in the clinical process. *Depression and anxiety*, 34(9), 801-808.
- Finzi-Dottan, R., & Karu, T. (2006). From emotional abuse in childhood to psychopathology in adulthood: A path mediated by immature defense mechanisms and self-esteem. *The Journal of nervous and mental disease*, 194(8), 616-621.
- Gallegos, R. A., & Hillbrand, M. (2016). Integrative treatment of complex trauma: Integrating behavioral, dynamic, and attribution models. *Journal of Psychotherapy Integration*, 26(3), 259.
- Garza, M., Akleman, E., Harris, S., & House, F. (2019). Emotional silence: Are emotive expressions of 3D animated female characters designed to fit stereotypes. In *Women's Studies International Forum* (Vol. 76, p. 102252). Pergamon
- Gray, J. S., Ozer, D. J., & Rosenthal, R. (2017). Goal conflict and psychological well-being: A meta-analysis. *Journal of Research in Personality*, 66, 27-37.
- Glaser, J. P., Van Os, J., Portegijs, P. J., & Myin-Germeys, I. (2006). Childhood trauma and emotional reactivity to daily life stress in adult frequent attenders of general practitioners. *Journal of psychosomatic research*, 61(2), 229-236.
- Greener, S. H. (2000). Peer assessment of children's prosocial behaviour. *Journal of moral education*, 29(1), 47-60.

- Güler, D. A. (2013). Soyutun somutlaştırılması: çizgi filmlerin kültürel işlevleri. I. Türkiye Çocuk ve Medya Kongresi Bildiriler Kitabı ( Haz: H. Yavuzer ve M. R. Şirin), Çocuk Vakfı yayınları. İstanbul.1, 207-216.
- Heim, C., & Nemeroff, C. B. (2001). The role of childhood trauma in the neurobiology of mood and anxiety disorders: preclinical and clinical studies. *Biological psychiatry*, 49(12), 1023-1039.
- Herman, J. L., Perry, J. C., & Van der Kolk, B. A. (1989). Childhood trauma in borderline personality disorder. *The American journal of psychiatry*.
- Horn, S. R., & Feder, A. (2018). Understanding resilience and preventing and treating PTSD. *Harvard review of psychiatry*, 26(3), 158-174.
- Horn, S. R., Charney, D. S., & Feder, A. (2016). Understanding resilience: new approaches for preventing and treating PTSD. *Experimental neurology*, 284, 119-132.
- Karadağ, E. Mutafçılar, I. (2009). Prososyal davranış ekseninde özgecilik üzerine bir çözümleme. Felsefe ve Sosyal Bilimler Dergisi. 8 (Güz) 41-69.
- Keyes, C. (2002). The mental health continuum: from languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207-222.
- Knafo, A., & Plomin, R. (2006). Prosocial behavior from early to middle childhood: genetic and environmental influences on stability and change. *Developmental psychology*, 42(5), 771-786.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage publications.
- Kumar, D. (2017). *Gender Role in Disney Animated Movies; an Analysis of Disney Princess Franchise* (Doctoral dissertation, Tata Institute of Social Sciences).
- Kumru, A., Carlo, G., & Edwards, C. P. (2004). Olumlu Sosyal Davranışların İlişkisel, Kültürel, Bilişsel ve

- Duyuşsal Bazı Değişkenlerle İlişkisi, *Türk Psikoloji Dergisi*.19(54).109-125.
- Lambert, H. K., Meza, R., Martin, P., Fearey, E., & McLaughlin, K. A. (2017). Childhood Trauma as a Public Health Issue. In *Evidence-Based Treatments for Trauma Related Disorders in Children and Adolescents* (pp. 49-66). Springer, Cham.
- Lee, J. S. (2015). A Study on the Changes of Gender Identity Found in the Character of Elsa on Frozen-Focus on Queer Theory. *Cartoon and Animation Studies*, 1-28.
- Longacre, M. R., Drake, K. M., Titus, L. J., Cleveland, L. P., Langeloh, G., Hendricks, K., & Dalton, M. A. (2016). A toy story: Association between young children's knowledge of fast food toy premiums and their fast food consumption. *Appetite*, 96, 473-480
- Lyons-Ruth, K., & Block, D. (1996). The disturbed caregiving system: Relations among childhood trauma, maternal caregiving, and infant affect and attachment. *Infant Mental Health Journal: Official Publication of The World Association for Infant Mental Health*, 17(3), 257-275.
- Marusak, H. A., Martin, K. R., Etkin, A., & Thomason, M. E. (2015). Childhood trauma exposure disrupts the automatic regulation of emotional processing. *Neuropsychopharmacology*, 40(5), 1250.
- Mathews, C. A., Kaur, N., & Stein, M. B. (2008). Childhood trauma and obsessive-compulsive symptoms. *Depression and anxiety*, 25(9), 742-751.
- McKenna, D. M. (2014). *Screen, Simulation, Situation: An Archaeology of Early Film Animation, 1908-1921* (Doctoral dissertation, Carleton University).
- Meron, T., & Rosas, A. (1991). A declaration of minimum humanitarian standards. *American Journal of International Law*, 85(2), 375-381.
- Michal, M., Beutel, M. E., Jordan, J., Zimmermann, M., Wolters, S., & Heidenreich, T. (2007). Depersonalization,

- mindfulness, and childhood trauma. *The Journal of nervous and mental disease*, 195(8), 693-696.
- Mulvihill, D. (2005). The health impact of childhood trauma: An interdisciplinary review, 1997-2003. *Issues in comprehensive pediatric nursing*, 28(2), 115-136.
- Oh, D. I. (2017). A Study on the Masculinity of Male Characters Represented in the Disney Feature Animation Frozen. *Journal of Digital Contents Society*, 18(7), 1217-1226.
- Özen, Ö., Kartelli, F. (2017). Türkiye’de yayın yapan çocuk kanallarında yayımlanan çizgi filmlerdeki şiddet olgusunun analizi. *Marmara İletişim Dergisi*, (27), 81-93.
- Pace, P. (1998). All our lost children: Trauma and testimony in the performance of childhood. *Text and Performance Quarterly*, 18(3), 233-247.
- Paris, J. (1998). Does childhood trauma cause personality disorders in adults?. *The Canadian Journal of Psychiatry*, 43(2), 148-153.
- Patel, J. (2015). The quirky princess and the ice-olated queen: an analysis of Disney’s Frozen.
- Patterson, B. R., & Hayden, B. M. (2018). Child Physical Abuse (CPA). In *Principle-Based Stepped Care and Brief Psychotherapy for Integrated Care Settings* (pp. 99-112). Springer, Cham.
- Purvis, K. B., Razuri, E. B., Howard, A. R. H., Call, C. D., DeLuna, J. H., Hall, J. S., & Cross, D. R. (2015). Decrease in behavioral problems and trauma symptoms among at-risk adopted children following trauma-informed parent training intervention. *Journal of child & adolescent trauma*, 8(3), 201-210.
- Read, J., Goodman, L., Morrison, A., Ross, C. A., & Aderhold, V. (2004). Childhood trauma, loss and stress. *Models of madness: Psychological, social and biological approaches to schizophrenia*, 223-252.

- Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. (2018). Daily well-being: The role of autonomy, competence, and relatedness. In *Relationships, Well-Being and Behaviour* (pp. 317-349). Routledge
- Reykowski, J. (Eds.). (1982). "Motivation of prosocial behavior", In V.J. Derlega, & J. Grzelak, *Cooperation and helping behavior: Theories and research*
- Rosal, M. (2016). Cognitive-behavioral art therapy revisited. *D. Gussac & M. Riley, The Wiley Handbook of Art Therapy*, 68-76
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of personality and social psychology*, 69(4), 719.
- Sanders, B., & Giolas, M. H. (1991). Dissociation and childhood trauma in psychologically disturbed adolescents. *The American Journal of Psychiatry*, 148(1), 50-54.
- Sandlin, J. A., & Garlen, J. C. (2016). Introduction: Feeling Disney, Buying Disney, Being Disney. In *Disney, Culture, and Curriculum* (pp. 31-58). Routledge.
- Sar, V., Taycan, O., Bolat, N., Özmen, M., Duran, A., Öztürk, E., & Ertem-Vehid, H. (2010). Childhood trauma and dissociation in schizophrenia. *Psychopathology*, 43(1), 33-40.
- Sar, V., Öztürk, P. E., & İnikardeş, E. (2012). Çocukluk çağı ruhsal travma ölçeğinin Türkçe uyarlamasının geçerlilik ve güvenilirliği. *Türkiye Klinikleri Journal of Medical Sciences*, 32(4), 1054-1063.
- Silvern, L., Karyl, J., Waelde, L., Hodges, W. F., Starek, J., Heidt, E., & Min, K. (1995). Retrospective reports of parental partner abuse: Relationships to depression, trauma symptoms and self-esteem among college students. *Journal of family violence*, 10(2), 177-202.
- Smeekens, S., Marianne Riksen-Walraven, J., & Van Bakel, H. J. (2007). Cortisol reactions in five-year-olds to parent-child interaction: the moderating role of ego-resiliency.

*Journal of Child Psychology and Psychiatry*, 48(7), 649-656.

- Solomon, C. (2015). *The art of Frozen*. Chronicle Books.
- Stemler, S. E. (2015). Content analysis. *Emerging trends in the social and behavioral sciences: An Interdisciplinary, Searchable, and Linkable Resource*, 1-14.
- Şenler, F. (2005). Animasyon Tarihi, Teknikleri ve Türkiye'deki Yansımaları. *Hacettepe Üniversitesi Türkiyat Araştırmaları (HÜTAD)*, (3), 99-114.
- Şirin, M. R., Oktay, N., & Altun, A. (2013). I. Türkiye Çocuk ve Medya Stratejisi ve Uygulama Planı 2014-2018. *İstanbul: Çocuk Vakfı Yayınları*.
- Tavin, K. M., & Anderson, D. (2003). Teaching (popular) visual culture: Deconstructing Disney in the elementary art classroom. *Art Education*, 56(3), 21-35.
- Terr, L. C. (2003). Childhood traumas: An outline and overview. *Focus*, 1(3), 322-334.
- Towbin, M. A., Haddock, S. A., Zimmerman, T. S., Lund, L. K., & Tanner, L. R. (2004). Images of gender, race, age, and sexual orientation in disney feature-length animatedfilms. *Journal of feminist family therapy*, 15(4), 19-44
- Trawick-Smith, J., Russell, H., & Swaminathan, S. (2011). Measuring the effects of toys on the problem-solving, creative and social behaviours of preschool children. *Early Child Development and Care*, 181(7), 909-927.
- Trawick-Smith, J., Wolff, J., Koschel, M., & Vallarelli, J. (2015). Effects of toys on the play quality of preschool children: Influence of gender, ethnicity, and socioeconomic status. *Early childhood education journal*, 43(4), 249-256.
- Türkmen, N. (2012). Çizgi filmlerin kültür aktarımındaki rolü ve Pepee. *Cumhuriyet Üniversitesi Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 36(2), 139-158.
- Unicef. (1989). Convention on the Rights of the Child.

- Uzmen, S. (2001). Okulöncesi eğitim kurumlarına devam eden altı yaş çocuklarının prososyal davranışlarının resimli çocuk kitapları ile desteklenmesi, yayınlanmamış doktora tezi, Ankara: Hacettepe
- Uzmen, S., & Mağden, D. (2013). Okulöncesi Eğitim Kurumlarına Devam Eden Altı Yaş Çocuklarının Prososyal Davranışlarının Resimli Çocuk Kitapları İle Desteklenmesi. *Eğitim Bilimleri Dergisi*, 15(15), 193–212.
- Van der Kolk, B. A. (2017). Developmental trauma disorder: toward a rational diagnosis for children with complex trauma histories. *Psychiatric annals*, 35(5), 401-408.
- Verhellen, E. (2000). *Convention on the rights of the child: background, motivation, strategies, main themes*. Gent University, Children's Rights Centre, H. Dunantlaan 2-9000, Gent, Belgium (795 Belgian Francs).
- Warburton, T. (1998). Cartoons and teachers: Mediated visual images as data. *Image-based research: A sourcebook for qualitative researchers*, 252-262.
- Weinstein, N., & Ryan, R. M. (2010). When helping helps: autonomous motivation for prosocial behavior and its influence on well-being for the helper and recipient. *Journal of personality and social psychology*, 98(2), 222.
- Wessel, I., Meeren, M., Peeters, F., Arntz, A., & Merckelbach, H. (2001). Correlates of autobiographical memory specificity: The role of depression, anxiety and childhood trauma. *Behaviour research and therapy*, 39(4), 409-421.
- Wiersma, J. E., Hovens, J. G., van Oppen, P., Giltay, E. J., van Schaik, D. J., Beekman, A. T., & Penninx, B. W. (2009). The importance of childhood trauma and childhood life events for chronicity of depression in adults. *Journal of clinical Psychiatry*, 70(7), 983.
- Wilson, J., & Musick, M. (1997). Who cares? Toward an integrated theory of volunteer work. *American Sociological Review*, 694-713.

- Wingo, A. P., Wrenn, G., Pelletier, T., Gutman, A. R., Bradley, B., & Ressler, K. J. (2010). Moderating effects of resilience on depression in individuals with a history of childhood abuse or trauma exposure. *Journal of affective disorders, 126*(3), 411-414.
- Wohlwend, K. E. (2009). Damsels in discourse: Girls consuming and producing identity texts through Disney princess play. *Reading Research Quarterly, 44*(1), 57-83.
- Wu, N. S., Schairer, L. C., Dellor, E., & Grella, C. (2010). Childhood trauma and health outcomes in adults with comorbid substance abuse and mental health disorders. *Addictive behaviors, 35*(1), 68-71.
- Zukin, S. (1993). *Landscapes of power: from Detroit to Disney World*. Univ of California Press.

**THE EFFECT OF THE FAMILY  
FUNCTIONS AND THE PERCEIVED  
TEACHER BEHAVIORS ON SMOKING,  
ALCOHOL USE AND SELF-INJURY  
(BODY-INJURY) BEHAVIOUR AMONG  
THE PROBLEMATIC BEHAVIORS OF  
ADOLESCENTS**

**Meral SERT AĐIR<sup>1</sup>**



---

<sup>1</sup> Dr. Education Science Department, Atatürk Education Faculty, University of Marmara. [meralagir@marmara.edu.tr](mailto:meralagir@marmara.edu.tr) [meralagir@yahoo.com](mailto:meralagir@yahoo.com)





---

# **THE EFFECT OF THE FAMILY FUNCTIONS AND THE PERCEIVED TEACHER BEHAVIORS ON SMOKING, ALCOHOL USE AND SELF-INJURY (BODY-INJURY) BEHAVIOUR AMONG THE PROBLEMATIC BEHAVIORS OF ADOLESCENTS**

**Meral SERT AGIR<sup>1</sup>**

## **INTRODUCTION**

Adolescence is a critical period in which the qualities of an individual's social environment become apparent and which determines their quality of life in the later periods of life. Whether the social environment is capable of supporting the healthy development of an adolescent can be observed in the change emerging in their behaviors (Jozefiak, Greger, Koot, Klöckner, Wallander, 2019). In cases where the social environment plays a supportive role in healthy development, adolescents can produce solutions to their problems with healthy and effective coping strategies in many vital issues ranging from physiological differentiation to emotional social relations, academic success and career choices, and can be prepared for life as more resilient (strong) adults in the face of vital problems (Duncan, Duncan, Strycker, 2000). On the other hand, when the social environment has characteristics contradicting expectations, it increases the adolescents' tendency towards behaviors that prevent or threaten their development by changing their problem-solving strategies (Jessor, 1987). Adolescent behaviors that threaten health, prevent development or disrupt the process in many developmental areas ranging from physical to psychosocial

---

<sup>1</sup> Dr. Education Science Department, Atatürk Education Faculty, University of Marmara. meralagir@marmara.edu.tr meralagir@yahoo.com

processes are defined as “problem behaviors” (Jessor, 2001). According to the Problem Behavior Theory, the individual and their social environment shape their behaviors. The theory emphasizes that factors related to three different systems, personality, environment and behavior, are effective in determining behaviors directly or indirectly (Jessor, 2014). The dynamics regarding these systems are factors triggering or controlling problem behaviors. Psychosocial predisposition (psychosocial risk status), i.e., the tendency for certain problem behaviors, is determined by the balance between controlling and triggering factors. Therefore, behavior and adjustment problems in adolescence can be evaluated as a reflection/symptom of the environment the adolescent lives in (Guerra, Bradshaw, 2008; March, Serdar Atav, 2010).

Family and educational environments are the most basic social systems that shape the lives of individuals at different intensities depending on their developmental dynamics (Guerra, Bradshaw, 2008). Serving as a guarantee for a healthy and developed society, they also have the mission of raising healthy individuals (Collins, Laursen, 2004; Chen, Vazsonyi, 2013) . In other words, they are expected to take part in the life of the individual as protective factors. However, the way members perform the functions expected from them can produce results failing to meet expectations. The ways in which the mother and father, namely the founders of the family, and the teachers, who are obliged to perform the functions of the educational institution at the basis of school and class, interact with the individuals they are responsible for are the major factors that determine psychosocial risk predisposition. While studies emphasize the significance of the relationship between the authority figure and the adolescent as a protective factor, they also show that both family functioning (Epstein, Botvin, Diaz, Williams, C., Griffin, 2000; Jozefiak, Greger, Koot, Klöckner,

Wallander, 2019) and the relationship with the teacher can play a role in triggering problem behaviors in adolescence (Feuerborn, Chinn, 2012).

### **Family functions**

Family functioning can be explained in terms of biological, psychological, social, economic and educational aspects through different disciplines and theoretical perspectives. Beside these aspects, family functioning could lead to the categorization of functional and dysfunctional families according to their competence in creating the expected positive impact within the context of the psychological development and psychological needs of their members. Functional families are considered to be healthy, while dysfunctional ones are considered to be unhealthy. The evaluation of family functioning in terms of its capability to meet psychological development and needs is based on three models: the Beavers Systems Model, the Circumplex Model of Marital and Family Systems and the McMaster Family Model (Gladding, 2014).

According to the Beavers Systems Model, functional and dysfunctional families differ in terms of “family competence” and “family lifestyles”. As the model views the reactions of families in a stressful situation in terms of these two aspects, it also provides the evaluation of mood disorders in children in relation to family functioning. Family competence is related to a family’s ability to make changes in its existing structure to meet its internal and external needs, in other words, its flexibility. Family functioning can also be evaluated in detail with this dimension of the model (Beavers, Hampson, 2000). Highly-competent families devise solutions to problems together intuitively, by activating their talents and forming cause-effect relationships. Family lifestyle defines healthy functioning in terms of the balanced use of centripetal and

centrifugal behavior styles and the quality of interaction. In families with centripetal tendencies, intra-family relationships are more important than relationships with the outside environment, and in case of a problem, the family turns inwards and exhibits self-enclosed behaviors (Beavers, Hampson, 2003). In centrifugal families, on the other hand, members tend to approach the outside environment, rather than the family, and to distance themselves. According to the model, in functional families, centripetal and centrifugal behavior styles with opposite interaction patterns enable members to feel that both family support and their personal development are cared for (Beavers, Hampson, Hulgus, 1985). In functional families, parallel with these two dimensions, some activities of the family members are family-centered, while some focus on the social environment. Therefore, in dysfunctional centripetal families, loyalty to the family at the level of addiction is supported, while in dysfunctional centrifugal families, intra-familial bonds weaken as a result of extreme orientation towards the social environment. In dysfunctional and extremely centripetal families, social relationships are restricted as all behaviors of the members are under control, whereas in centrifugal families, intra-familial emotional closeness and warmth are weakened due to an extreme focus on relationships with the outside environment (Rasheed, 2010; Gladding, 2014).

The Circumplex Model of Marital and Family Systems defines the functionality of a family along three dimensions: cohesion/togetherness, adaptability/flexibility and communication. A functional family is characterized by being separate and loyal along the dimension of cohesion/togetherness, structured and flexible along the dimension of adaptability/flexibility, and having listening and speaking skills, self-disclosure, clarity, honesty and respect along the dimension of communication (Olson, 2000). On the other hand, non-functional family traits are

characterized by being disengaged and enmeshed along the dimension of cohesion/togetherness, being rigid and chaotic along the dimension of adaptability/flexibility and having poor and inadequate communication skills and an unhealthy way of thinking that impedes communication along the dimension of communication (Craddock, 2001). While the model allows for a more general assessment of the family, it does not consider the individual symptoms and behaviors of family members. Therefore, despite presenting normal behaviors or ways of interaction, it provides insufficient information on the pathological and unhealthy behaviors of family members in terms of functioning (Thomas, Ozechowski, 2000).

The McMaster Family Model, which is accepted to be more clinically oriented than the Beavers Systems Model and the Circumplex Model of Marital and Family Systems, as it emphasizes the relationship between family functioning and specific psychiatric disorders, tries to determine the dimensions of family functioning and “family patterns” in terms of functionality and non-functionality (Hampson, Beavers, Hulgus, 1988). The foundations of the model were laid out in 1950 by Epstein and Westley. Viewing the family from a system-based perspective, Epstein, Bishop and Levin structured the McMaster Family Functioning Model along six dimensions between 1960 and 1970. The model was revised in 1978 to cover the dynamics that affect the psychological, physical health-related and familial problems of the family (Epstein, Bishop, Levin, 1978; Epstein, Baldwin, Bishop, 1983). In the McMaster family approach, family functioning is evaluated in terms of problem-solving behaviors, communication styles, family roles, affective responsiveness, affective involvement and behavior control techniques (Epstein, 1983; Keitner, Mansfield, Archambault, 2016). In the model, a functional family is characterized by a role distribution structured in accordance with the characteristics and positions of

members and their ability to express emotions clearly and easily, to support individuality and autonomy, and to develop effective problem-solving strategies. In addition, in these families, closeness is moderate, and behavior control is flexible (Miller, Ryan,..etc., 2000; Skinner, Johnson, Snyder, 2005).

As can be seen, it is stated that, in the interaction and communication styles of functional families, open communication, respect for differences, love, trust and consistency prevail. Functional families and their functioning differ from non-functional families in their sense of cohesion and togetherness, loyalty, flexibility and adaptability in the face of changes related to life periods and effective communication strategies that support all these processes (Walsh, 2003; Rasheed, 2010; Segrin, Flora, 2011). It is emphasized that, in non-functional families, an interaction and communication pattern characterized by power definitions, strict rules, over-control and oppression is preferred. Another distinctive feature of non-functional families is related to conflict resolution methods. When members in such families face any problems, they use methods of conflict resolution involving negative thoughts and moods away from cooperation, whereas in functional families, the members have high tolerance towards different opinions. (Dai, Wang, 2015)

When the family environment is taken into consideration within the context of opinions and relevant models concerning family functioning, it is observed that the form of family relationships can affect the healthy development of the individual starting from birth and even from the period of pregnancy. Together with the development of the child, the problems in the family, roles, communication styles, affective responsiveness, affective involvement and behavior control patterns of family members are supposed to be differentiated (Andrew, 1976; Skinner, Steinhauer ,

2000; Yeh, Huang, Liu, 2016). In addition, spouses, the founders of the family system, assume the parenthood role by having children go through changes as a result of the nature of development. Hence, whether the family is functional or not affects the individual development processes of each member and may bring about much different impacts for the children, who need their parents to become adults (Gladding, 2014).

Healthy family functioning appears to be one of the most important factors that may facilitate the overcoming of the characteristic developmental crises of adolescence. The need to redefine the existing roles and relationships, especially between parents and adolescents, necessitates the restructuring of many functions such as the problem-solving, communication and behavior styles of each family member (McFarlane, Bellissimo, et al. 1995). The child, who was physically and emotionally more dependent on the parents in the previous developmental stages, needs to be independent, but connected, that is, to know that he/she can trust his/her family in an effort to establish his/her own identity on the path to becoming an individual (Collins, Laursen, 2004). The family needs to be able to support the child's process of identity acquisition by providing appropriate responses to his/her emotional ups-and-downs through healthy communication methods for problem-solving while increasing his/her freedom in accordance with the developmental period (Doornbos, 2002; Whitlock, Lloyd-Richardson, Fisseha, Bates, 2018 ). When family members can retain their functions by differentiating them during this period of family development, all members feel safe in an environment where they can easily meet their developmental needs; while the sense of commitment and solidarity among family members increases, they also develop as independent individuals. However, when family functions fail to be differentiated according to the needs of the developmental periods of the members, behavior and

adaptation problems arise in the child (adolescent) (Ungar, 2010). In other words, symptoms of unhealthy family functioning appear in the behavior of the adolescent, which is manifested through psychological problems in adolescence such as negative identity, emotional and behavioral adjustment problems, mood disorders, impulse disorders or academic failure and school adaptation problems that might accompany psychological problems (Duncan, Duncan, Strycker, 2000; Cummings, Davies, Campbell, 2002; Paxton, Valois, Drane, 2007; Sim, Adrian, Zeman, Cassano, Friedrich, 2009; Baetens, Andrews, Claes, Martin, 2015; Berutti, Dias, Pereira, Lafer, Nery, 2016; Prastuti, Purwoko, Hariastuti, 2019).

### **Teacher Behaviors**

Teachers are the first authority figures introduced to children after their parents. The interaction that begins within the scope of formal education in childhood continues until mid-way through young adulthood. Therefore, teachers are as important as the family in children gaining critical developmental competences. Due to their roles and duties, teachers are not only accountable to the educational institution they work for, but also to the public via the educational institution. They are individuals assigned to perform the individual, economic, social and political functions of the educational institution at the level of classroom to achieve their future objectives. In this context, it is seen that teachers play an undeniably big role in development of the society they and the individuals they educate live in (Burnet, 1999; Meece, Anderman, Anderman, 2006; Chen, Vazsonyi, 2013; Lipsitz, 2019).

Researches on the factors that affect students attaining target behaviors reveal that the personality traits and the educational mentality of teachers affect the teaching process as much as their pedagogical formations and

specialized knowledge. Whether their traits and mentality are sufficient to support education is determined in classroom environment, in other words, their opinions, emotions and behaviors of students about the teacher-student relationship (Frenzel, Goetz, Lüdtke, Pekrun, Sutton, 2009; Feuerborn, Chinn, 2012; Yang, Sharkey, Reed, Chen, Dowdy, 2018). Students expect trust, love, warmth and positive acceptance behaviors from their relationships with teachers in compliance with fundamental human relationships and regardless of their developmental period. In other words, students expect the authority figure in the classroom environment to approach them with behaviors making them think and feel that they are secure, loved and valuable (Wang, Selman, Dishion, Stormshak, 2010). Accordingly, depending on the dynamics of the students in their development period, teachers play an intermediary role to meet not only the academic needs, but also the psychosocial needs necessary for students to be healthy individuals (Way, Reddy, Rhodes, 2007; Boulton, Boulton, Down, Sanders, Craddock, 2017). The relevant literature emphasizes that, if the teacher-student relationship is sufficient to satisfy the expectations, the motivation of the students to learn, their academic achievement and their opinions and feelings of academic competence increase (Zimmerman, Bonner, Kovach, 1996; Lewis, 2001). Fulfilling the duties assigned by teachers, the authority figures and experts in the classroom environment, and performing in line with their expectations make students feel that their academic achievement is secured and ensure proper development of their identity development traits, such as feeling valuable and respecting themselves (Gorham, Christopher, 1992; Yuns, Osman, Ishak, 2011; Twyman, Heward, 2018). Thus, being self-controlled individuals, the students can look at the future with hope and cope with developmental adaptation problems by means of sound solutions (Noels,

Clément, Pelletier, 1999). In other words, a healthy teacher-student relationship serves as a protective factor that prevents students' orientation towards problem behaviors in the same way as the family. Nevertheless, when teachers, like the families, fail to perform the functions expected from them, they may play a triggering role in psychosocial disposition (psychosocial risk) (Fields, 1996; Lewis, 2001; Crosnoe, 2006).

The personality traits of teachers, which are based upon both their disciplinary mentality and nurture process, may result in a reactionary or traditional disciplinary mentality to produce behavioral change in students. Accordingly, in the classroom environment, where teachers are active and students are passive, the definitions of teachers determine the quality of the relationship and interaction. While the things perceived as the needs of students are met by teachers, other demands and expectations might be ignored, disregarded or rejected (Wayne, Youngs, 2003; Kelsey, Kearney, Plax, Allen, Ritter, 2004). In the assessment of academic performance, high expectations beyond competence and verbal or nonverbal messages, like humiliation, stigmatizing as incompetent and belittlement in case of failing to satisfy the expectations, may be used frequently. Moreover, teachers may apply physical punishments, such as beating the students, when the classroom rules are not followed (Hyman, Perone 1998; Brendgen, Wanner, Vitaro, 2006; Chen, Wei, 2011).

When we assess teacher behaviors in terms of adolescence, it is seen that the developmental dynamics of the period and the quality of the intrafamilial interaction reflect on school life, and the quality of the teacher-student relationship may change the effects of the factors in question. For education to be perceived as a tool "that can change the natural destiny", as Karl Marx said, teachers are required to follow a democratic, warm, concerned,

egalitarian and fair teaching process. Thus, the positive climate of the teaching process would feed the feeling of hope and belief of the students, making them believe that they can be less affected by the non-functionality of their families, change their lives and further encourage them to keep going. In a classroom environment where the teacher-student interaction is negative and rejects, humiliates, belittles and disregards the adolescent (Lewis Riley 2009) and where there are negative behaviors such as physical violence, the academic achievement of the adolescent drops down, and behavioral patterns of negative identity such as absence, dropout, tendency to violence and aggressive behaviors or joining gangs or factions that exhibit such behaviors can be observed (Elbedour, Assor, Center, Maruyama, 1997). Research regards the impact of a negative teacher-student relationship on the student as teacher maltreatment and emphasizes that abuse is a fact that threatens healthy development of children and youth not only in the family environment, but also in the school environment (Piekarska, 2000; Marlow, Goodman, Meltzer, Ford, 2013). It is stated that teacher maltreatment applied on students through verbal or nonverbal communication techniques cause students to feel psychologically overwhelmed, and its effects influence the lives of students in the long-term (Straus, 2000; Emery, Laumann-Billings, 2002).

The continuous repetition of the events experienced by the student and the situation of returning to the traumatic experience environment gradually reduce the feeling of hope and increase the feelings of anxiety and fear (Snook, 1999; Sava, 2002; McEachern, Aluede, Kenny, 2008; Goodboy, Bolkan, 2009). This situation may be reflected as internalized or externalized problem behaviors of the student. Internalized problem behaviors are self-adaptation problems such as depression, eating disorders, psychosomatic disorders, etc., which accompany the

feelings of disappointment and hopelessness. Externalized problem behaviors are the behaviors such as aggression, substance use (smoking, alcohol and drug) (Mancha, Rojas, Latimer, 2012) and theft, where disappointment and anger are directed outwards (Epstein, Botvin, Diaz, Williams, Griffin, 2000). Therefore, the student turns towards unhealthy problem-solving strategies with an aim to cope with the feelings of sadness, disappointment and anger caused by the negative behaviors which he is exposed to (Hasking, Boyes, Greves, 2018). The literature related to the self-destructive (on the body) behaviors (self-cut) (Glenn, Klonsky, 2009; Duffy, 2006), which are among the unhealthy coping strategies (Eisenkraft, 2009) observed in the adolescence period, emphasizes that this kind of behavior is more seen in abuse-related cases (Miller-Perrin, Perrin, 2012; Walsh, 2007). The relevant literature indicates that the abused individuals turn to self-cut behaviors due to regarding themselves as responsible for the incidents they have gone through, self-punishment because of accusing themselves, having difficulty in coping with the problems harming them and self-actualization etc. (Hoffman, Gimenez Hinkle, White Kress, 2010; Hasking, Baetens, Bloom, Heath, Lewis, Lloyd-Richardson, Robinson, 2019; Prastuti, Purwoko, Hariastuti, 2019). For this reason, the negative behaviors of the teacher are among the effective factors as well as the dynamics of the family environment in the life of the adolescents/students whether these behaviors are exhibited in line with the educational understanding or personality traits of the teacher. The dynamics regarding families and teachers who also play a role in the formation of the peer relations in the adolescence period are the assurance of a healthy development (Wilkinson, Marmot, 2003). In other words, the unhealthy problem behaviors of adolescents are the function of the environment they live in (MacDonald, Piquero, Valois, Zullig, 2005; Gilbert, Widom, Browne,

Fergusson, Webb, Janson, 2009 . The research prepared based on these considerations was conducted with an aim to reveal whether family functions and the perceived teacher behaviors have an effect on self-destruction behaviors in line with the dynamics between smoking and alcohol use and self-destruction behavior-being abused which are among the problem behaviors of adolescents and have short-term relaxation and long-term negative results.

### **The Purpose of the Research**

This research was conducted to examine the effect of the family functions and the perceived teacher behaviors on smoking, alcohol use and self-injury (body-injury) behaviors among the problematic behaviors of adolescents. Within the framework of this main purpose, an answer was sought for whether independent variables had an effect on the dependent variables of feeling unhappy and bad and absenteeism and whether family functions had a predictive effect on the perceived teacher attitudes.

### **The Limitations of the Research**

The research results are limited to the young people who form the study group. The data were analyzed in line with the main purpose of the research; for example, the question regarding whether there was a difference in terms of demographic characteristics such as gender, age, was excluded from the scope of the research.

### **Method**

#### **Research Model**

With an aim to investigate the relationship between Family Functioning and Perceived Teacher Behaviors and Problem Behaviors in Adolescents, the research was

carried out based on a relational screening model. The screening model is a research model that aims to describe the past and present situations as they are.

### **Study Group**

The research was carried out with the participation of 410 students, who were studying at the 9th, 10th and 11th grades of randomly selected state Anatolian schools in Kadıköy District of Istanbul Province, with the institutional permission of Istanbul Governorship Provincial Directorate of National Education Numbered 59090411-20-E.4519162 and Dated 21.04.2016. 12th graders were not included in the study group as they were in a busy period, preparing themselves for Higher Education entrance exam. From the 7 state Anatolian high school students who participated in the research, the data of 341 students - 213 male and 128 female - could be analyzed; the forms of 68 students were canceled during the data entry. At every stage of the data collection, the researcher worked with university students who were trained for the on-site implementation of the scales in order to obtain the support of school management, teachers and students.

Data on the demographic characteristics of the students involved in the study are presented in Table 1.

**Table 1.** *Demographic Characteristics of the Students*

		n	%
Gender	Male	213	62.5
	Female	128	37.5
Age	15 and under	123	37.4
	16	173	52.6
	17-18	33	10.0
Grade	9th Grade	112	37.8
	10th 11th Grade	184	62.2
Mother's educational level	Not a graduate of any school	16	5.0
	Primary education graduate	76	23.6
	Secondary education graduate	109	33.9
	Higher education graduate	100	31.1
	Master's Degree/PhD	21	6.5
Father's educational level	Not a graduate of any school	7	2.2
	Primary education graduate	43	13.4
	Secondary education graduate	139	43.4
	Higher education graduate	101	31.6
	Master's Degree/PhD	30	9.4

## **Data Collection Tools**

Data for the study was collected through Family Functioning and Perceived Teacher Behavior scales and a Personal Information Form prepared by the researcher.

### **Family Functions Scale**

The Turkish Standardization of “Family Assessment Device” (FAD) Scale, which was developed by Epstein, Baldwin and Bishop (1983) to determine whether a family is a functional family and to specify the intra-family problem areas, was carried out by Bulut (1990). The scale consists of 7 sub-dimensions as problem-solving, communication, roles, ability to give emotional reaction, providing the necessary attention, behavioral control and general functions. In the scale, family functions are performed over the sub-dimensions, no assessment is made over the total score. The scores received from the scale which can be applied to family members above 12 years of age to assess the functions of their families vary between 1.00 and 4.00, the scores higher than 2.00 show that family functions shift towards unhealthiness. The scale has Cronbach’s alpha internal consistency coefficient as .78 whereas Cronbach’s alpha internal consistency coefficients vary between .72 and .92 for the sub-tests.

### **Perceived Teacher Behaviors Scale (PTBS)**

The scale was devised by Alantar(1989) and Çakar (1994) under the supervision of Erkman to measure teacher maltreatment behaviors perceived by adolescents. The scale was created by Alantar (1989) with 16 items and was later developed by Çakar (1994) to include 60 items. The reliability study for the scale was repeated by Bars in 1999. While the first form of the scale had 74 items, upon testing internal consistency, it was rearranged to include

60 items, 18 of which were reverse-items. Cronbach's alpha coefficient of the scale was .915, and its test-retest reliability coefficient was .70. The scale is an inventory that can be administered to groups and be applied by individuals themselves without time limitation. The items of the scale are scored according to a 4-point Likert scale. Depending on the frequency of behaviors, the items of the scale should be scored with one of the following: "almost always" (4 points), "often" (3 points), "rarely" (2 points), and "almost never" (1 point).

### **Personal Information Form**

Personal Information Form was prepared by the researcher within the scope of the literature related to problematic behaviors in adolescents.

### **Data Analysis**

Logistic regression analysis has recently become a widespread method especially in the social sciences. In most socio-economic studies conducted to reveal cause-effect relationships, some of the analyzed variables consist of two-level data such as positive-negative, successful-unsucessful, yes-no, and satisfied-unsatisfied. In such cases where the dependent variable consists of two-level or multi-level categorical data, Logistic Regression Analysis has an important role in the analysis of the cause-effect relationship between a dependent variable and independent variable(s) (Agresti, 1996). In logistic regression analysis, which aims to classify and investigate the relationships between dependent and independent variables, the dependent variable generates categorical data and takes discrete values. There is no requirement for all or some of the independent variables to be continuous or categorical variables, though. Logistic regression analysis is an alternative method to discriminant analysis

and cross-tables when regression analysis fails to meet some assumptions such as normality and the presence of a common covariance. In addition to its applicability in cases where the dependent variable is a discrete variable with two levels such as 0 and 1 or more levels, its mathematical flexibility and ease of interpretability increase the interest in this method (Hosmer Jr, Lemeshow, 2008). Logistic regression analysis is a regression method that helps carrying out classification and assignment processes. There is no assumption prerequisite of normal distribution or continuity. The effects of explanatory variables on the dependent variable are obtained as probabilities to determine risk factors as probabilities (Archer, Lemeshow, Hosmer, 2007).

## **Findings**

### **1. Descriptive Findings**

Data on the characteristics of students' risky behaviors threatening health reveal that 39.0% of the students who participated in the study were smoking, 31.4% were using alcohol and 28.8% were causing harm to the body. In addition, data on the smoking and alcohol use of the students' families indicate that 45.9% of their families were smoking and 14.2% of them were using alcohol (See Table 2).

**Table 2.** *Harmful Habits and Behaviors of Students*

		<b>n</b>	<b>%</b>
Smoking	Yes	134	39.0
	No	210	61.0
Alcohol	Yes	108	31.4
	No	236	68.6
Doing something to harm the body	Yes	95	28.8
	No	235	71.2
Smoking in the family	Yes	158	45.9
	No	186	54.1
Alcohol in the family	Yes	49	14.2
	No	295	85.8

Data on the psychological characteristics of the students participating in the study are presented in Table 3.

**Table 3.** *Psychological Characteristics of Students*

		<b>n</b>	<b>%</b>
Feeling that everything has gone bad in the last 6 months	Often	109	32.6
	Quite often	70	21.0
	Sometimes	119	35.6
	Always	36	10.8
Being seriously unhappy in the last 6 months	Often	89	26.5
	Quite often	69	20.5
	Sometimes	105	31.3
	Always	73	21.7

The analysis of the data related to the school and peer environment of the students participating in the study in the table 4.

**Table 4.** *Data on Students' School Environment and Friends*

		<b>n</b>	<b>%</b>
Number of days of absenteeism since the start of the school year	Never	10	3.0
	1-2 days	40	11.9
	3-5 days	93	27.7
	6-10 days	98	29.2
	More than 10 days	95	28.3
Smoking habit of students	None	81	24.4
	Several	64	19.3
	Several	96	28.9
	Most of them	91	27.4
Alcohol use of students	None	117	36.0
	Several	74	22.8
	Several	83	25.5
	Most of them	51	15.7

The analysis of the data related to the school and peer environment of the students participating in the study showed the following: 24.4% of the students stated that “none” of their friends smoked, 36.0% of the students stated that “none” of their friends used alcohol. As for absenteeism, the rate of students who stated that they had no absenteeism at school was 3.0% and the rate of students who stated to have been absent for 1-2 days was 11.9%. 29.2% of the students reported absenteeism between 6-10 days and 28.3% more than 10 days (See Table 4).

2. Analysis findings on the relationship between Family Functions and Perceived Teacher Behaviors and Problem Behaviors

**Table 5.** *Reference Categories*

<b>Variable</b>	<b>Category</b>	<b>Reference</b>
Smoking	Yes	0
	No	1
Alcohol	Yes	0
	No	1
Doing something to harm the body	Yes	0
	No	1
Feeling unhappy and bad	Yes	0
	No	1
Absenteeism at school	Yes	0
	No	1

In the analysis, not smoking, not using alcohol, not doing anything that would harm the body, not having positive expectations from the future, not feeling unhappy and bad, not having absenteeism were considered as reference points (See Table5).

**Table 6.** *Effect of Family Functions and Perceived Teacher Behavior on Smoking*

Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Problem-Solving	-0.052	0.048	1.164	<b>0.281</b>	0.949
Communication	0.041	0.041	1.018	<b>0.313</b>	1.042
Roles	0.034	0.037	0.868	<b>0.351</b>	1.035
Affective Responsiveness	-0.102	0.056	3.271	<b>0.071</b>	0.903
Affective Involvement	0.024	0.045	0.282	<b>0.596</b>	1.024
Behavior Control	0.013	0.046	0.084	<b>0.771</b>	1.013
General Functions	-0.029	0.032	0.807	<b>0.369</b>	0.972
factor1	0.038	0.022	3.058	<b>0.080</b>	1.039
factor2	-0.054	0.02	7.440	<b>0.006*</b>	0.947
factor3	-0.034	0.023	2.271	<b>0.132</b>	0.966
factor4	-0.030	0.045	0.434	<b>0.510</b>	0.971

-2LL = 429.306 Cox & Snell R<sup>2</sup>= 0.085, Nagelkerke R<sup>2</sup>= 0.116  
X<sup>2</sup>=32.427, p<0.05

**\*p<0.05 significant effect, p>0.05 no significant effect**

Factor1: discipline-rejection

Factor2: warmth-acceptance, democratic positive self-concept

Factor3: discipline double bind belittling indifference.  
Factor4: demand-high expectation sexual abuse respect to individualit

The established model is statistically significant (X<sup>2</sup>=32.427, p<0.05). The factor2 dimension (B=0.054) of Perceived Teacher Behaviors increased smoking. Other dimensions did not affect smoking (p>0.05) (see Table 6).

**Table 7:** *Effect of Family Functions and Perceived Teacher Behaviors on Alcohol Use*

Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Problem-Solving	-0.110	0.052	4.440	<b>0.035*</b>	0.896
Communication	0.071	0.044	2.600	<b>0.107</b>	1.073
Roles	-0.040	0.039	1.044	<b>0.307</b>	0.961
Affective Responsiveness	0.035	0.059	0.360	<b>0.548</b>	1.036
Affective Involvement	0.123	0.049	6.154	<b>0.013*</b>	1.130
Behavior Control	0.047	0.049	0.903	<b>0.342</b>	1.048
General Functions	-0.029	0.034	0.715	<b>0.398</b>	0.971
factor1	0.026	0.023	1.275	<b>0.259</b>	1.026
factor2	-0.013	0.021	0.381	<b>0.537</b>	0.987
factor3	-0.115	0.025	20.390	<b>0.000*</b>	0.891
factor4	0.024	0.048	0.245	<b>0.621</b>	1.024
-2LL = 384.096 Cox & Snell R <sup>2</sup> = 0.120, Nagelkerke R <sup>2</sup> = 0.169					
X <sup>2</sup> = 43.997, p<0.05					

**\*p<0.05 significant effect, p>0.05 no significant effect**

The established model is statistically significant ( $X^2=43.997$ ,  $p<0.05$ ). The Problem-solving dimension of Family Functions ( $B = -0.110$ ) increases alcohol use while the Affective Involvement dimension decreases it ( $B = 0.123$ ). The Factor3 dimension of Perceived Teacher Behaviors ( $B=0.111$ ) increases alcohol use. The other dimensions do not affect alcohol use ( $p> 0.05$ ) (see Table 7).

**Table 8:** *Effect of Perceived Teacher Behaviors on Doing Something That Will Harm the Body*

Dependent Variable	Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Doing something to harm the body	Rejecting discipline	-0.008	0.021	0.150	<b>0.699</b>	0.992
	Warm attention	0.041	0.020	4.224	<b>0.040*</b>	1.042
	factor3	-0.017	0.047	0.129	<b>0.720</b>	0.983
	factor4	-0.019	0.006	10.530	<b>0.001*</b>	0.981

-2LL=370,610 Cox&Snell R2=0,075 , Nagelkerke R2=0,107  
 $X^2=25.549$ ,  $p<0.05$

**\* $p<0.05$  significant effect,  $p>0.05$  no significant effect**

The established model is statistically significant ( $X^2=25.549$ ,  $p<0.05$ ). The Factor2 dimension ( $B = 0.041$ ) positively affects doing something that will harm the body, while the Factor4 dimension ( $B = -0.019$ ) negatively affects it ( $p < 0.05$ ). The Factor2 dimension perceived from the teacher decreases students' harm to the body while Factor4 increases it (see Table 8).

**Table 9:** *The analysis of the data Effect of Family Functions on Doing Something that Will Harm the Body*

Dependent Variable	Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Doing something to harm the body	Problem-Solving	0.017	0.044	0.149	<b>0.700</b>	1.017
	Communication	-0.055	0.039	1.927	<b>0.165</b>	0.947
	Roles	-0.060	0.059	1.048	<b>0.306</b>	0.941
	Affective Responsiveness	-0.081	0.046	3.180	<b>0.075</b>	0.922
	Affective Involvement	0.117	0.051	5.318	<b>0.021*</b>	1.124
	Behavior Control	-0.048	0.031	2.448	<b>0.118</b>	0.953

-2LL=365,319 Cox&Snell R2=0,089 , Nagelkerke R2=0,128  
 $X^2=30.840$ ,  $p<0.05$

**\* $p<0.05$  significant effect,  $p>0.05$  no significant effect**

The established model is statistically significant ( $X^2=30.840$ ,  $p<0.05$ ). The dimension of Affective Involvement ( $B = 0.117$ ) positively affects doing something that will harm the body ( $p<0.05$ ). The Affective Involvement dimension of Family Functions decreases students' doing something that can harm the body (see Table 9).

**Table 10:** *Effect of Perceived Teacher Behaviors on Unhappiness and Feeling Bad*

Dependent Variable	Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Feeling unhappy and bad	factor1	-0.051	0.020	6.415	<b>0.011*</b>	0.951
	factor2	-0.020	0.018	1.251	<b>0.263</b>	0.980
	factor3	0.003	0.022	0.017	<b>0.898</b>	1.003
	factor4	-0.044	0.044	0.999	<b>0.318</b>	0.957

-2LL=436,119 Cox&Snell  $R^2=0,111$ , Nagelkerke  $R^2=0,148$

$X^2=29.060$ ,  $p<0.05$

**\* $p<0.05$  significant effect,  $p>0.05$  no significant effect**

The established model is statistically significant ( $X^2=29.060$ ,  $p<0.05$ ). The Factor 1 dimension ( $B = -0.051$ ) negatively affects unhappiness and feeling bad ( $p<0.05$ ). The Factor 1 dimension perceived from the teacher increases students' unhappiness and feeling bad (see Table 10).

**Table11:** *Effect of Family Functions on Unhappiness and Feeling Bad*

Dependent Variable	Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Feeling unhappy and bad	Problem-solving	-0.034	0.047	0.532	<b>0.466</b>	<b>0.966</b>
	Communication	0.026	0.041	0.403	<b>0.526</b>	<b>1.026</b>
	Roles	-0.049	0.035	1.946	<b>0.163</b>	<b>0.952</b>
	Affective Responsiveness	-0.086	0.056	2.363	<b>0.124</b>	<b>0.917</b>
	Affective Involvement	0.006	0.042	0.020	<b>0.888</b>	<b>1.006</b>
	Behavior Control	-0.040	0.046	0.753	<b>0.385</b>	<b>0.961</b>
	General Functions	-0.032	0.032	1.031	<b>0.310</b>	<b>0.968</b>

-2LL = 416.110 Cox & Snell  $R^2= 0.034$ , Nagelkerke  $R^2= 0.048$

$X^2= 42.236$ ,  $p<0.05$

**\* $p<0.05$  significant effect,  $p>0.05$  no significant effect**

The established model is statistically significant ( $X^2=40.955$ ,  $p<0.05$ ). The dimensions of Family Functions did not affect unhappiness or feeling bad ( $p> 0.05$ ) (see Table 11).

**Table12:** *Effect of Perceived Teacher Behavior on Absenteeism*

Dependent Variable	Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Absenteeism at school	factor1	0.035	0.019	3.292	<b>0.070</b>	1.036
	factor2	-0.051	0.018	7.651	<b>0.006*</b>	0.951
	factor3	-0.053	0.023	5.389	<b>0.020*</b>	0.949
	factor4	-0.009	0.044	0.047	<b>0.829</b>	0.991
-2LL = 457.359 Cox & Snell R <sup>2</sup> = 0.041, Nagelkerke R <sup>2</sup> = 0.055						
X <sup>2</sup> = 17.657, p <0.05						

**\*p<0.05 significant effect, p>0.05 no significant effect**

The established model is statistically significant ( $X^2=17.657$ ,  $p<0.05$ ). The Factor2 dimension ( $B = -0.051$ ) and Factor3 dimension ( $B = -0.053$ ) had a negative effect on absenteeism ( $p <0.05$ ). The Factor2 and Factor3 dimensions perceived from the teacher increase the absenteeism of the students (see Table 12).

**Table 13:** *Effect of Family Functions on Absenteeism*

Dependent Variables	Independent Variables	Coefficient	se.	Wald	p	ODDS ratio
Absenteeism at school	Problem-solving	0.020	0.045	0.193	<b>0.661</b>	<b>1.020</b>
	Communication	-0.002	0.038	0.002	<b>0.969</b>	<b>0.999</b>
	Roles	-0.078	0.034	5.315	<b>0.121</b>	<b>0.925</b>
	Affective Responsiveness	-0.054	0.053	1.068	<b>0.301</b>	<b>0.947</b>
	Affective Involvement	0.066	0.041	2.588	<b>0.108</b>	<b>1.068</b>
	Behavior Control	0.001	0.043	0.001	<b>0.982</b>	<b>1.001</b>
	General Functions	0.010	0.030	0.106	<b>0.745</b>	<b>1.010</b>
-2LL = 416.110 Cox & Snell R <sup>2</sup> = 0.034, Nagelkerke R <sup>2</sup> = 0.048						
X <sup>2</sup> = 11.393, p > 0.05						

**\*p<0.05 significant effect, p>0.05 no significant effect**

The established model is not statistically significant ( $X^2= 11.393$ ,  $p> 0.05$ ) (see Table 13).

**Table 14:** *Effect of Family Functions on Perceived Teacher Behavior*

<b>Independent Variables</b>	<b>B</b>	<b>t</b>	<b>p</b>
Problem-Solving	-0.112	-1.718	<b>0.087</b>
Communication	0.098	1.300	<b>0.195</b>
Roles	0.191	2.490	<b>0.013*</b>
Affective Responsiveness	0.085	1.326	<b>0.186</b>
Affective Involvement	0.196	3.225	<b>0.001*</b>
Behavior Control	0.098	1.613	<b>0.108</b>
General Functions	0.138	1.557	<b>0.120</b>

$F = 26.963$ ,  $p < 0.05$ ;  $R^2 = 0.360$

**\* $p < 0.05$  significant effect,  $p > 0.05$  no significant effect**

According to the results of multiple linear regression analysis, the model was statistically significant ( $F = 26.963$ ,  $p < 0.05$ ). Roles ( $B = 0.191$ ) and Affective Involvement ( $B = 0.196$ ) dimensions of Family Functions positively affect Perceived Teacher Behavior. 36% of the change in Perceived Teacher Behavior is explained by the Roles and Affective Involvement dimensions of Family Functions (see Table 14).

## **Discussion**

The results of the logistical analysis conducted in line with the main objective of the study show that family functions and perceived teacher behaviors are among the protective or triggering factors that will determine the psycho-social risk status of young people (Jessor, 1984; Guilamo-Ramos, Litardo, Jaccard, 2005).

When the descriptive findings of the study are examined, findings related to habits and behaviors with harmful effects on health indicate that both the young

people, the study group, and their friends use alcohol and smoke cigarette, and although alcohol use is less in the families of young people, it is seen that nearly half of them smoke.

The results of the analysis on the effect of family functions and teacher behaviors on smoking show that while perceived teacher behaviors are the predictor factor of smoking, family functions have no effect. The finding points to the increasing effect of positive teacher behaviors in smoking, contrary to perceived negative teacher behaviors. In other words, the perception of their teacher's behavior as respectful, supportive, warm and caring to individual differences has the effect of triggering smoking. The finding supports theories about the risk-taking behavior of the relevant literature. When the literature on unhealthy behavior and adaptation problems in young people is examined, it is seen that although the concepts of problem behavior (Ertas, 2006; Siyez, Aysan, 2007; Siyez, 2008), and risky behavior are different, they are often used interchangeably, but there seems to be a distinction regarding risk-taking behavior (Smith, Anderson, 2001). Risk-taking behavior is the behavior that we know about the consequences of, and which allows the gains and losses of the results to be ignored ( Escobedo, Reddy, DuRant, 1997; Harris, Duncan, Boisjoly, 2002 ). Therefore, what is perceived as a risk is effective in the selection of behavior. In addition, the characteristic adolescent omnipotent thinking style (Susman, Rogal, 2004) that behavior can be controlled after attainment in accordance with their expectations, that is, their thoughts that they have control powers over their own behavior and environmental factors may increase the tendency to such behavior. Considering that adolescence is the process of transition to adulthood, the question of what kind of behavior is perceived as the role and behavior of the adult world becomes important. In other words, the behaviors of adolescents that meet their

psycho-social needs (Rosenbloom, 2003). such as proving oneself, attracting attention, and gaining social status within peer groups should include behavioral patterns indicating that they are an adult individual. In this context, what behaviors the social environment perceives and normalizes as adult behavior gains importance (Gullone, Paul, Moore, 2000). Considering that the teacher's personality traits and understanding of education are among the factors that determine his/her relationship between the youth (LaRusso, Romer, Selman, 2008; Rudasill, Reio Jr, Stipanovic, Taylor, 2010), it can be seen that schemes of both teacher and youth regarding unhealthy problem behaviors may affect smoking behavior (Wilkinson, Marmot, 2003; March, Serdar Atav, 2010). Therefore, although it is considered natural to see an increase in this behavior along with the dynamics affecting adolescents' thoughts about smoking (Macaulay, Griffin, Gronewold, Williams, Botvin, 2005) and teachers' thoughts about smoking (Olds, Thombs, Tomasek, 2005; Mead, Rimal, Ferrence, Cohen, 2014), smoking is a health-threatening and harmful behavior that affects quality of life and longevity in the long term (Vazsonyi, Chen, Jenkins, Burcu, Torrente, Sheu, 2010; Yu, Nebbitt, Lombe, Pitner, Salas-Wright, 2012).

When the results of the analysis of alcohol use, which is one of problematic behaviors, are examined, the teacher's behavior of excessive discipline, humiliation, indifference, etc., factor 3, was found to have the effect of increasing alcohol use by acting as a trigger factor in the problem solving dimension of family functions (Shope, Waller, Raghunathan, Patil, 2001; Mancha, Rojas, Latimer, 2012), and perceived teacher behaviors (Klein, Cornell, Konold, 2012). Problem solving dimension, one of six dimensions of the Mc Master model which examines family patterns by addressing family functions with a system approach, provides the evaluation of the

family in terms of the attitudes and coping strategies, that is, the ability to solve problems (Miller, Ryan, et al.2000). Families need to be able to differentiate (show flexibility) in the dynamics such as family roles, communication styles, emotional response styles in different stages of the family development process as a result of the problems they face, that is, they need to be able to produce effective coping strategies that are appropriate for the problem by differentiating together (Skinner, Johnson, Snyder, 2005; Connell, Dishion, Yasui, Kavanagh, 2007). However, domestic problem solutions with unhealthy behaviors, such as defensive, closed communication style, punishing behaviors ranging from excessive control to indifference, are manifested by behavior and adaptation problems in adolescence by affecting problem-solving behaviors in their children ( Paxton, Valois, Drane, 2007; Wang, Liu, , Zhan, Shi, 2010 . Research shows that, as the perceptions of the families and their children about their competence to solve problems in the face of vital (material-spiritual) problems become negative, families perceive more behavioral problems in their children and children perceive more behavioral problems in themselves (Latendresse, Rose, Viken, Pulkkinen, Kaprio, Dick, 2008). Therefore, while the problem solving dimension of family functions (Olds, Thombs, Tomasek, 2005; Lee, Cranford, 2008) plays a role in triggering alcohol use, the finding that the necessary attention dimension has a diminishing effect as a protective factor is in line with the literature and research related to family functions. In addition, research findings related to alcohol and substance use emphasize that domestic material and spiritual problems and the perception of competence in the face of problems are effective among alcohol and substance use factors ( Sadava, 1985; Kuther, 2002; March, Serdar Atav, 2010; Hasking, Lyvers, Carlopio, 2011; Mancha, Rojas, Latimer, 2012). The dimensions other than Factor

2 (positive, warm, caring, democratic behaviors) in the scale of perceived teacher behaviors define the different dimensions and effects of psychological (emotional) abuse. Factor 3 dimension is the application of understanding of discipline together with behaviors such as humiliation, belittling, making inadequate, or indifference. The teacher's warning of the student (criticizing) on different grounds in the classroom setting, communicating with him/her using offensive, hurtful nicknames (e.g., stupid, retarded), the use of humiliating, embarrassing statements accompanying criticism, judgment and punishments related to physiological characteristics or mental performance, or ignoring the young person in the classroom, not wanting to meet his/her demand for support, and behaviors that cause psychological abuse are dealt with in the context of "humiliation" (Delfabbro, Winefield, , Trainor, Dollard, Anderson, Metzger, Hammarstrom, 2006) . The effects of this type of behavior on children/young people can cause emotional problems along with damage to self-esteem (Jessor, 2001; Good, Grand, Newby-Clark, Adams, 2008). The literature on problem behavior evaluates adolescents' depression, anxiety disorders, mood disorders within the context of internalized problem behavior, and the individual's self-directed behaviors such as smoking, alcohol use (Nash, McQueen, Bray, 2005; Crosnoe, 2006), theft and violence as externalized problem behaviors in two categories (Jessor, 1987; Jessor, 2014, Leather, 2014). Both groups of problem behaviors can be seen together as well as differentiated. The findings show that humiliation and indifference have an increasing effect by acting as a triggering factor for alcohol use, one of the externalized problem behaviors, which is in line with the literature on alcohol and substance use (Hill, Chow, 2002; Marsden, Boys, Farrell, Stillwell, Hutchings, Hillebrand, Griffiths, 2005; Henry, Slater, 2007; Shapiro, 2008).

According to the results of the analysis of self-harm behavior, the dimension of family functions showing the necessary attention and the factor 1 dimension explaining the positive warm attention and acceptance of perceived teacher behaviors have the effect of reducing self-injurious behavior, while perceived teacher behaviors of factor 4 dimension, demand- high expectation-sexual abuse respect to individuality, has the effect of enhancing self-injurious (to the body) behavior. Self-injurious behavior is a state of self-help and relief that, consciously and unintentionally, will seriously harm the person himself/himself, non-fatally, by cutting or damaging certain parts of the body, as a result of the pressure created by the inability to adapt to the environment and to tolerate the conditions that exist (Duffy, 2006; Nixon, Heath, 2008; Whitlock, 2010). While the behavior, which has a repeating characteristic, results in tissue damage, although behavior produces a sense of relief and enjoyment before and after behavior, there is a tendency to hide traces of behavior or blood, with the fear of being embarrassed and stigmatized by being perceived as socially negative. While self-injurious behavior is generally treated in four groups as typical, psychotic, compulsive and impulsive (Kelada, Hasking, Melvin, Whitlock, Baetens, 2018), the phenomenon of abuse is cited as one of the most important causes affecting behavior and triggering it (Prastuti, Purwoko, Hariastuti, 2019). The findings support the literature and research results on both family functions (Segrin, Flora, 2011) and self-injurious behavior in adolescents (Taliaferro, Muehlenkamp, , Borowsky, McMorris, Kugler, 2012). The dimension of showing the required attention of family functions shows the nature of attention, care, support and love within the family. Healthy families approach each other with moderate care in the context of the developmental dynamics of their members ( Klemers, Brooks, Chester, Magnusson, Spencer, 2017). In unhealthy families, there is either

excessive attention in preventing the child/young person from becoming independent, or apathy and disconnection, which does not take into account the needs of the child/young person, located at two extremes (Whitlock, Lloyd-Richardson, Fisseha, Bates, 2018). The finding suggests that areas of freedom to support adolescents' independence and families that provide a sense of confidence to feel the presence of their family when they need support have protective effects on self-injurious behavior. This finding is also consistent with behaviors in the category of factor 2 perceived from the teacher (Heath, Toste, Beettam, 2006). Therefore, providing attention and support to the young person by the family and the teacher in line with his/her developmental needs has a reducing effect of this problem behavior (Cox, Hetrick, 2017). The perceived teachers' attitude, 4th factor, describes the negative teacher behaviors which cause feelings of loneliness, helplessness, inadequacy, shame and guilt by producing high expectation by assuming responsibility above the age and producing negative attitudes and behaviors related to this, and developmental characteristics of emotional frustration due to gender differences (Shapiro, 2008). Perception of teacher behaviors in this way has an increasing effect on self-injurious behavior of young people, which is consistent with research findings and literature on self-injury and abuse (Roberts-Dobie, Donatelle, 2007; Peh, Shahwan, Fauziana, Mahesh, Sambasivam, Zhang, , ... ,Subramaniam, 2017 ). While the findings showed that family functions had no predictive effect on feeling unhappy, bad, and absenteeism, factor 1, one of the perceived teacher behaviors, showed that the discipline and rejection dimension had the effect of increasing the feeling of feeling unhappy and bad, factor 2 had the effect of increasing warm attention and democratic behavior, factor 3 had the effect of increasing humiliation and becoming inadequate, and the dimensions of indifference

had the effect of increasing absenteeism (Havik, Bru, Ertesvåg, 2015; Markham, Bonell, Fletcher, Aveyard, 2017; Larm, Åslund, Raninen, Nilsson, 2018 ). Negative teacher behaviors related to Factor 1 and Factor 3, which increase psychosocial risk status of youth for unhappiness, feeling bad (Gibler, Beckmann, Lynch-Jordan, Kashikar-Zuck, Mano, 2019). and school absenteeism are supported by literature findings related to the effects of psychological abuse. However, the finding on positive teacher behavior, identified as Factor 2, shows in what circumstances absenteeism is a behavior which can be tolerated by both young people and teachers. While research on problem behaviors as well as academic achievement and motivation show that absenteeism negatively affects academic performance (Wood, Lynne-Landsman, Langer, Wood, Clark, Mark Eddy, Ialongo, 2012), it emphasizes that absenteeism behavior of students with behavior and adaptation problems (Ek, Eriksson, 2013; Ruff, Senthil, Susser, Tsutsui, 2018; Hagborg, Berglund, Fahlke, 2018; Moffitt, 2018; Heyne, Gren-Landell, Melvin, Gentle-Genitty, 2019). is also greater than that of those who are successful (Lipsitz, 2019). Therefore, the findings suggest that the dynamics regarding the definition and application of positive behaviors expected from the teacher in education and training studies (Bradley, 2017) may be related both to the characteristics of the teacher and the characteristics of young people (Chen, Vazsonyi, 2013).

In line with the main purpose of the study, the effect of family and teacher behaviors on adolescents' problem behaviors was tried to be determined. In addition, in line with the research findings that the characteristics of the family environment are reflected in the school environment, differentiating the educational process and the relationships related to this process, whether family functions have an effect on perceived teacher attitudes, i.e. its predictive effect, has been studied. The findings

showed that family functions were effective on perceived teacher attitudes, and that 36% of teacher attitudes explained the roles dimension of family functions and showing the required attention dimension. The behavior patterns that the McMaster family functions model's dimensions of roles and showing the required attention correspond to in healthy family dynamics will provide a better understanding of the resulting finding (Epstein, Bishop, Levin, 1978; Epstein, Baldwin, Bishop, 1983). In the McMaster family functions model, the role dimension refers to patterns of behavior aimed at meeting the basic needs of the family. And the basic, vital needs of family members include care, upbringing, support, support for development, use of material resources and resource creation. In a family with healthy functions, members assume responsibility by taking on the roles in question, depending on the dynamics of development (Boterhoven de Haan, Hafekost, Lawrence, Sawyer, Zubrick, 2015). Therefore, in line with the differentiating needs in the family development process, the members maintain the unity and integrity of the family by performing the roles and duties that fall upon them (Jozefiak, Greger, Koot, Klöckner, Wallander, 2019) . Showing the required attention dimension, as its reducing effect on self-injurious behavior was highlighted, emphasizes the family characteristics dominated by the sense that family members are independent on the one hand, and safe on the other hand by giving moderate attention and support in line with each other's developmental needs (Keitner, Mansfield, Archambault, 2016). Therefore, the roles and behaviors that the young people expect from the teacher are almost the same as the content or the equivalent of the roles and behaviors they expect from the family.

## **Conclusion**

The results of the research that was conducted to examine the effect of the family functions and the perceived teacher behaviors on smoking, alcohol use and self-injury (body-injury) behaviors among the problematic behaviors of adolescents are parallel with the research results emphasizing the significance of the protective and triggering functions of the social environment in the problematic behaviors of adolescence. It was observed that the dimension of family functions related to providing the necessary attention is a protective factor in alcohol use and self-injury behavior, and the problem-solving behavior is a factor triggering alcohol use. Although warm and attentive democratic behaviors from the perceived teacher behaviors are a protective factor for body-injury behaviors, they are triggering factors for smoking and absenteeism behaviors. The result obtained contrary to the expected for smoking and school absenteeism behaviors draws attention to knowledge and understanding with regard to developmental needs of adolescence, perception of problematic behavior and in-class effective teacher behaviors in the management of teacher-adolescent communication processes. In addition, the findings related to the effect of the perceived teacher behaviors show that negative behaviors of the teachers involving the characteristics of psychological (emotional) abuse behaviors increase alcohol use, body-injury behavior and moods of unhappiness and feeling bad as a triggering factor. Another striking finding is the explanation of the change in the perceived teacher behaviors by the dimension of family functions related to providing the necessary attention.

## Suggestions

Family and educational institutions serve a common purpose as the assurance of a healthy and developed society: raising individuals! Performing the functions expected from both institutions depends on the fulfillment of the roles and duties by the members. Accordingly, it is essential to strengthen the family and increase its competences for healthy children, healthy young people and healthy adults. Moreover, it should also be taken into consideration that teachers are also raised in the family institution as individuals who are engaged in a profession with a high social responsibility. In other words, the differentiation of the schemas related to the individual raising process will enable the realization of the functions of the family and educational institutions in accordance with the expectations. In this context, the arrangements, which will enable individuals to gain positive behaviors instead of showing the undesirable results caused by negative behaviors, are needed. These arrangements will be made through interdisciplinary studies.

## REFERENCES

- Agresti, A. (1996). An introduction to categorical data analysis, JohnWiley & Sons. Inc., Publication.
- Archer, K. J., Lemeshow, S., & Hosmer, D. W. (2007). Goodness-of-fit tests for logistic regression models when data are collected using a complex sampling design. *Computational Statistics & Data Analysis*, 51(9), 4450-4464.
- Alantar, M. (1989). Psychological maltreatment: An attempt of its definition by experts and its assessment among a group of adolescents. Unpublished Thesis, Bosphorous University
- Andrew, L.S. (1976) Crisis Theory and Family Growth. *The Family Coordinator*, 7, 291-295.
- Baetens, I., Andrews, T., Claes, L., & Martin, G. (2015). The association between family functioning and NSSI in adolescence: the mediating role of depressive symptoms. *Family Science*, 6(1), 330-337.
- Beavers, R. And Hampson, R. (2000).The Beavers Systems Model of family functioning. *The Association for Family Therapy*, No. 22, 128-143.
- Beavers, W. R., & Hampson, R. B. (2003). Measuring family competence: The Beavers systems model. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (pp. 549-580). New York, NY, US: The Guilford Press
- Beavers, W. R., Hampson, R. B., & Hulgus, Y. F. (1985). Commentary: The Beavers systems approach to family assessment. *Family process*, 24(3), 398-405.
- Berutti, M., Dias, R. S., Pereira, V. A., Lafer, B., & Nery, F. G. (2016). Association between history of suicide attempts and family functioning in bipolar disorder. *Journal of affective disorders*, 192, 28-33.
- Boulton, M. J., Boulton, L., Down, J., Sanders, J., & Craddock, H. (2017). Perceived barriers that prevent high school

- students seeking help from teachers for bullying and their effects on disclosure intentions. *Journal of adolescence*, 56, 40-51.
- Botelho de Haan, K. L., Hafekost, J., Lawrence, D., Sawyer, M. G., & Zubrick, S. R. (2015). Reliability and validity of a short version of the general functioning subscale of the McMaster Family Assessment Device. *Family process*, 54(1), 116-123.
- Brendgen, M., Wanner, B., & Vitaro, F. (2006). Verbal abuse by the teacher and child adjustment from kindergarten through grade 6. *Pediatrics*, 117 (5), 1585–1598
- Burnett, P. C. (1999). Children's Self-Talk and Academic Self-Concepts: The impact of teachers' statements. *Educational Psychology in Practice*, 15(3), 195-200.
- Chen, J. K., & Wei, H. S. (2011). Student victimization by teachers in Taiwan: Prevalence and associations. *Child abuse & neglect*, 35(5), 382-390.
- Chen, P., & Vazsonyi, A. T. (2013). Future orientation, school contexts, and problem behaviors: A multilevel study. *Journal of Youth and Adolescence*, 42(1), 67-81.
- Collins, W. A., & Laursen, B. (2004). Parent-adolescent relationships and influences. *Handbook of adolescent psychology*, 2, 331-362.
- Connell, A. M., Dishion, T. J., Yasui, M., & Kavanagh, K. (2007). An adaptive approach to family intervention: linking engagement in family-centered intervention to reductions in adolescent problem behavior. *Journal of consulting and clinical psychology*, 75(4), 568.
- Cox, G., & Hetrick, S. (2017). Psychosocial interventions for self-harm, suicidal ideation and suicide attempt in children and young people: What? How? Who? and Where?. *Evidence-based mental health*, 20(2), 35-40.
- Craddock, A. E. (2001). Family system and family functioning: Circumplex model and FACES IV. *Journal of Family Studies*, 7(1), 29-39.

- Cummings, E. M., Davies, P. T., & Campbell, S. B. (2002). *Developmental psychopathology and family process: Theory, research, and clinical implications*. Guilford Press.
- Dai, L., & Wang, L. (2015). Review of family functioning. *Open Journal of Social Sciences*, 3(12), 134.
- Doornbos, M. M. (2002). Predicting family health in families of young adults with severe mental illness. *Journal of Family Nursing*, 8(3), 241-263.
- Duffy, D. F. (2006). Self-injury. *Psychiatry*, 5(8), 263-265.
- Duncan, S. C., Duncan, T. E., & Strycker, L. A. (2000). Risk and protective factors influencing adolescent problem behavior: A multivariate latent growth curve analysis. *Annals of Behavioral Medicine*, 22(2), 103-109.
- Eisenkraft, M. (2009). Self injury: Is it a syndrome?. *The New School Psychology Bulletin*, 4(1).
- Ek, H., Eriksson, R. (2013). **Psychological factors behind truancy, school phobia, and school refusal: A literature study.** *Child & Family Behavior Therapy*, 35 (3) pp. 228-248
- Elbedour, S., Assor, A., Center, B. A., & Maruyama, G. M. (1997). Physical and psychological maltreatment in schools: The abusive behaviors of teachers in Bedouin schools in Israel. *School Psychology International*, 18(3), 201-215.
- Emery, R. E., & Laumann-Billings, L. (2002). Child abuse. In M. Rutter & E. Taylor (Eds.), *Child and adolescent psychiatry* (4th ed., pp. 325–339). Oxford: Blackwell Science.
- Epstein, N. B., Bishop, D. S., & Levin, S. (1978). The McMaster model of family functioning. *Journal of Marital and Family therapy*, 4(4), 19-31.
- Epstein, N.B. , et al.(1983). The McMaster family assessment device. *Journal of Marital and Family Therapy*, 9, 171-180.

- Epstein, N. B., Baldwin, L. M., & Bishop, D. S. (1983). The McMaster family assessment device. *Journal of marital and family therapy*, 9(2), 171-180.
- Epstein, J. A., Botvin, G. J., Diaz, T., Williams, C., & Griffin, K. (2000). Aggression, victimization and problem behavior among inner-city minority adolescents. *Journal of Child & Adolescent Substance Abuse*, 9(3), 51-66.
- Escobedo, L. G., Reddy, M., & DuRant, R. H. (1997). Relationship between cigarette smoking and health risk and problem behaviors among US adolescents. *Archives of pediatrics & adolescent medicine*, 151(1), 66-71.
- Feuerborn, L., & Chinn, D. (2012). Teacher perceptions of student needs and implications for positive behavior supports. *Behavioral Disorders*, 37(4), 219-231.
- Frenzel, A. C., Goetz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment. *Journal of Educational Psychology*, 101(3), 705-716.
- Gibler, R. C., Beckmann, E. A., Lynch-Jordan, A. M., Kashikar-Zuck, S., & Mano, K. E. J. (2019). Characterizing Social and Academic Aspects of School Anxiety in Pediatric Chronic Pain. *The Clinical journal of pain*, 35(7), 625-632.
- Gladding, S. T. (2014). *Family therapy: History, theory, and practice*. Pearson Higher Ed.
- Good, M., Grand, M. P., Newby-Clark, I. R., & Adams, G. R. (2008). The moderating effect of identity style on the relation between adolescent problem behavior and quality of psychological functioning. *Identity: An International Journal of Theory and Research*, 8(3), 221-248.
- Guerra, N. G., & Bradshaw, C. P. (2008). Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. *New directions for child and adolescent development*, 2008(122), 1-17.

- Guilamo-Ramos, V., Litardo, H. A., & Jaccard, J. (2005). Prevention programs for reducing adolescent problem behaviors: Implications of the co-occurrence of problem behaviors in adolescence. *Journal of Adolescent Health, 36*(1), 82-86.
- Gullone, E., Paul, J., & Moore, S. M. (2000). A validation study of the adolescent risk-taking questionnaire. *Behaviour Change, 17*(3), 143-154.
- Hagborg, J. M., Berglund, K., & Fahlke, C. (2018). Evidence for a relationship between child maltreatment and absenteeism among high-school students in Sweden. *Child abuse & neglect, 75*, 41-49.
- Hampson, R. B., Beavers, R. W., & Hulgus, Y. F. (1988). Commentary: Comparing the Beavers and Circumplex Models of family functioning. *Family Process, 27*(1), 85-92.
- Harris, K. M., Duncan, G. J., & Boisjoly, J. (2002). Evaluating the role of "nothing to lose" attitudes on risky behavior in adolescence. *Social forces, 80*(3), 1005-1039.
- Hasking, P., Baetens, I., Bloom, E., Heath, N., Lewis, S. P., Lloyd-Richardson, E., & Robinson, K. (2019). Addressing and Responding to Nonsuicidal Self-Injury in the School Context. *Nonsuicidal Self-Injury: Advances in Research and Practice*.
- Hasking, P., Boyes, M., & Greves, S. (2018). Self-efficacy and emotionally dysregulated behaviour: An exploratory test of the role of emotion regulatory and behaviour-specific beliefs. *Psychiatry research, 270*, 335-340.
- Hasking, P., Lyvers, M., & Carlopio, C. (2011). The relationship between coping strategies, alcohol expectancies, drinking motives and drinking behaviour. *Addictive behaviors, 36*(5), 479-487.
- Havik, T., Bru, E., & Ertesvåg, S. K. (2015). School factors associated with school refusal-and truancy-related reasons for school non-attendance. *Social Psychology of Education, 18*(2), 221-240.

- Henry, K. L., & Slater, M. D. (2007). The contextual effect of school attachment on young adolescents' alcohol use. *Journal of school health, 77*(2), 67-74.
- Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2019). Differentiation between school attendance problems: Why and how?. *Cognitive and Behavioral Practice, 26*(1), 8-34.
- Hill, E. M., & Chow, K. (2002). Life-history theory and risky drinking. *Addiction, 97*(4), 401-413.
- Hoffman, R., Gimenez Hinkle, M., & White Kress, V. (2010). Letter writing as an intervention in family therapy with adolescents who engage in nonsuicidal self-injury. *The Family Journal, 18*(1), 24-30.
- Hyman, I. A., & Perone, D. C. (1998). The other side of school violence: Educator policies and practices that may contribute to student misbehavior. *Journal of School Psychology, 36*(1), 7-27.
- Jessor, R. (1984). Adolescent development and behavioral health. *Behavioral health: A handbook of health enhancement and disease prevention, 69-90.*
- Jessor, R. (1987). Problem-behavior theory, psychosocial development, and adolescent problem drinking. *British journal of addiction, 82*(4), 331-342. <https://doi.org/10.1111/j.1360-0443.1987.tb01490.x>
- Jessor, R. (2001). Problem-behavior theory. In *Risikoverhaltensweisen Jugendlicher* (pp. 61-78).
- Jessor, R. (2014). Problem behavior theory: A half-century of research on adolescent behavior and development. *Journal of Research on adolescence, 20*(2), 274-286.
- Jozefiak, T., Greger, H. K., Koot, H. M., Klöckner, C. A., & Wallander, J. L. (2019). The role of family functioning and self-esteem in the quality of life of adolescents referred for psychiatric services: a 3-year follow-up. *Quality of Life Research, 1-10.*

- Keitner, G., Mansfield, A., & Archambault, R. (2016). McMaster Family Therapy. *Encyclopedia of Couple and Family Therapy*, 1-8.
- Kelada, L., Hasking, P., Melvin, G., Whitlock, J., & Baetens, I. (2018). "I Do Want to Stop, At Least I Think I Do": an international comparison of recovery from nonsuicidal self-injury among young people. *Journal of adolescent research*, 33(4), 416-441.
- Klemera, E., Brooks, F. M., Chester, K. L., Magnusson, J., & Spencer, N. (2017). Self-harm in adolescence: protective health assets in the family, school and community. *International journal of public health*, 62(6), 631-638.
- Kuther, T. L. (2002). Rational decision perspectives on alcohol consumption by youth: Revising the theory of planned behavior. *Addictive behaviors*, 27(1), 35-47.
- Larm, P., Åslund, C., Raninen, J., & Nilsson, K. W. (2018). Adolescent non-drinkers: Who are they? Social relations, school performance, lifestyle factors and health behaviours. *Drug and alcohol review*, 37, S67-S75.
- Latendresse, S. J., Rose, R. J., Viken, R. J., Pulkkinen, L., Kaprio, J., & Dick, D. M. (2008). Parenting mechanisms in links between parents' and adolescents' alcohol use behaviors. *Alcoholism: Clinical and Experimental Research*, 32(2), 322-330.
- Leather, N. C. (2009). Risk-taking behaviour in adolescence: a literature review. *Journal of Child Health Care*, 13(3), 295-304.
- Lee, H. H., & Cranford, J. A. (2008). Does resilience moderate the associations between parental problem drinking and adolescents' internalizing and externalizing behaviors?: A study of Korean adolescents. *Drug and Alcohol Dependence*, 96(3), 213-221.
- Lewis R., Riley P. (2009) Teacher Misbehaviour. In: Saha L.J., Dworkin A.G. (eds) *International Handbook of Research on Teachers and Teaching*. Springer International Handbooks of Education, vol 21. Springer, Boston, MA.

- Lewis, R. (2001). Classroom discipline and student responsibility: The students' view. *Teaching and teacher education, 17*(3), 307-319.
- Lipsitz, J. (2019). *Successful schools for young adolescents*. Routledge.
- Mancha, B. E., Rojas, V. C., & Latimer, W. W. (2012). Alcohol use, alcohol problems, and problem behavior engagement among students at two schools in northern Mexico. *Alcohol, 46*(7), 695-701.
- March, A. L., & Serdar Atav, A. (2010). Social environment and problem behavior: Perceived school safety, gender, and sexual debut. *The Journal of School Nursing, 26*(2), 121-130.
- Markham, W. A., Bonell, C., Fletcher, A., & Aveyard, P. (2017). How can schools help to reduce the harm associated with teenage substance use? Development of a theoretically driven whole-school approach. *Drugs and alcohol today, 17*(1), 1-11.
- Marlow, R., Goodman, R., Meltzer, H., & Ford, T. (2013). Influence of problematic child-teacher relationships on future psychiatric disorder: population survey with 3-year follow-up. *The British Journal of Psychiatry, 202*(5), 336-341.
- Marsden, J., Boys, A., Farrell, M., Stillwell, G., Hutchings, K., Hillebrand, J., & Griffiths, P. (2005). Personal and social correlates of alcohol consumption among mid-adolescents. *British Journal of Developmental Psychology, 23*(3), 427-450.
- McEachern, A. G., Aluede, O., & Kenny, M. C. (2008). Emotional abuse in the classroom: Implications and interventions for counselors. *Journal of Counseling & Development, 86*(1), 3-10.
- McFarlane, A.H., Bellissimo, A., et al. (1995) Family Structure, Family Functioning and Adolescent Well-Being: The Transcendent Influence of Parental Style. *Journal of Child and Psychology and Psychiatry, 36*, 847-864.

- Mead, E. L., Rimal, R. N., Ferrence, R., & Cohen, J. E. (2014). Understanding the sources of normative influence on behavior: The example of tobacco. *Social Science & Medicine*, *115*, 139-143.
- Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annu. Rev. Psychol.*, *57*, 487-503.
- Miller-Perrin, C. L., & Perrin, R. D. (2012). *Child Maltreatment: An Introduction: An Introduction*. Sage.
- Miller, I. W., Ryan, C.E., et al.(2000) The McMaster Approach to Families: Theory, Assessment, Treatment and Research. *Journal of Family Therapy.*, *22*, 168-189.
- Nash, S. G., McQueen, A., & Bray, J. H. (2005). Pathways to adolescent alcohol use: Family environment, peer influence, and parental expectations. *Journal of adolescent health*, *37*(1), 19-28.
- Nixon, M. K., & Heath, N. L. (Eds.). (2008). *Self-injury in youth: The essential guide to assessment and intervention*. Taylor & Francis.
- Olds, R. S., Thombs, D. L., & Tomasek, J. R. (2005). Relations between normative beliefs and initiation intentions toward cigarette, alcohol and marijuana. *Journal of Adolescent Health*, *37*(1), 75.
- Olson, D. H. (2000). Circumplex model of marital and family systems. *Journal of family therapy*, *22*(2), 144-167.
- Paxton, R. J., Valois, R. F., & Drane, J. W. (2007). Is there a relationship between family structure and substance use among public middle school students?. *Journal of Child and Family Studies*, *16*(5), 593.
- Peh, C. X., Shahwan, S., Fauziana, R., Mahesh, M. V., Sambasivam, R., Zhang, Y., ... & Subramaniam, M. (2017). Emotion dysregulation as a mechanism linking child maltreatment exposure and self-harm behaviors in adolescents. *Child abuse & neglect*, *67*, 383-390.

- Piekarska, A. (2000). School stress, teachers' abusive behaviors, and children's coping strategies. *Child Abuse & Neglect*, 24(11), 1443-1449.
- Prastuti, I. Y., Purwoko, B., & Hariastuti, R. T. (2019). Overview of Self-Esteem in Adolescent Behavior that do Self-Injury (Case Studies). *International Journal of Multicultural and Multireligious Understanding*, 6(3), 1017-1025.
- Rasheed, M. N. (2010). *Family therapy: Models and techniques*. Sage.
- Roberts-Dobie, S., & Donatelle, R. J. (2007). School Counselors and Student Self-Injury. *Journal of School Health*, 77(5), 257-264.
- Rosenbloom, T. (2003). Risk evaluation and risky behavior of high and low sensation seekers. *Social Behavior and Personality: an international journal*, 31(4), 375-386.
- Ruff, R. R., Senthil, S., Susser, S. R., & Tsutsui, A. (2018). Oral health, academic performance, and school absenteeism in children and adolescents: A systematic review and meta-analysis. *The Journal of the American Dental Association*.
- Sadava, S. W. (1985). Problem behavior theory and consumption and consequences of alcohol use. *Journal of Studies on Alcohol*, 46(5), 392-397.
- Sava, F. A. (2002). Causes and effects of teacher conflict-inducing attitudes towards pupils: A path analysis model. *Teaching and teacher education*, 18(8), 1007-1021.
- Segrin, C., & Flora, J. (2011). *Family communication*. Routledge
- Shope, J. T., Waller, P. F., Raghunathan, T. E., & Patil, S. M. (2001). Adolescent antecedents of high-risk driving behavior into young adulthood: substance use and parental influences. *Accident Analysis & Prevention*, 33(5), 649-658.
- Sim, L., Adrian, M., Zeman, J., Cassano, M., & Friedrich, W. N. (2009). Adolescent deliberate self-harm: Linkages to emotion regulation and family emotional climate. *Journal of research on adolescence*, 19(1), 75-91.

- Siyez, D. M. (2008). Adolescent self-esteem, problem behaviors, and perceived social support in Turkey. *Social Behavior and personality: an international journal*, 36(7), 973-984.
- Siyez, D. M., & Aysan, F. (2007). Ergenlerde görülen problem davranışların psiko-sosyal risk faktörleri ve koruyucu faktörler açısından yordanması. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 145-171.
- Skinner, E., Johnson, S., & Snyder, T. (2005). Six dimensions of parenting: A motivational model. *Parenting: Science and practice*, 5(2), 175-235
- Skinner, H. And Steinhauer , P. (2000). Family Assessment Measure and Process Model of Family Functioning. *Journal of Family Therapy*., 22., 190-210.
- Smith, G. T., & Anderson, K. G. (2001). Personality and learning factors combine to create risk for adolescent problem drinking. *Adolescents, alcohol, and substance abuse: Reaching teens through brief interventions*. New York: Guilford, 109-141.
- Snook, I. A. H. P. A. (1999). Dangerous schools: What we can do about the physical and emotional abuse of our children. Jossey-Bass
- Taliaferro, L. A., Muehlenkamp, J. J., Borowsky, I. W., McMorris, B. J., & Kugler, K. C. (2012). Factors distinguishing youth who report self-injurious behavior: A population-based sample. *Academic pediatrics*, 12(3), 205-213.
- Thomas, V., & Ozechowski, T. J. (2000). A test of the circumplex model of marital and family systems using the clinical rating scale. *Journal of Marital and Family Therapy*, 26(4), 523.
- Ungar, M. (2010). What is resilience across cultures and contexts? Advances to the theory of positive development among individuals and families under stress. *Journal of Family Psychotherapy*, 21(1), 1-16.
- Vazsonyi, A. T., Chen, P., Jenkins, D. D., Burcu, E., Torrente, G., & Sheu, C. J. (2010). Jessor's problem behavior theory:

- Cross-national evidence from Hungary, the Netherlands, Slovenia, Spain, Switzerland, Taiwan, Turkey, and the United States. *Developmental psychology*, 46(6), 1779.
- Walsh, B. (2007). Clinical assessment of self-injury: A practical guide. *Journal of clinical psychology*, 63(11), 1057-1068.
- Walsh, F. (2003). *Normal Family Processes..* 3rd Edition, Guilford., New York, 514-547.
- Wang, M. T., Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems.
- Wang, M., Liu, S., Zhan, Y., & Shi, J. (2010). Daily work-family conflict and alcohol use: Testing the cross-level moderation effects of peer drinking norms and social support. *Journal of Applied Psychology*, 95(2), 377.
- Way, N., Reddy, R., & Rhodes, J. (2007). Students' perceptions of school climate during the middle school years: Associations with trajectories of psychological and behavioral adjustment. *American journal of community psychology*, 40(3-4), 194-213.
- Whitlock, J. (2010). Self-injurious behavior in adolescents. *PLoS medicine*, 7(5), e1000240.
- Whitlock, J., Lloyd-Richardson, E., Fisseha, F., & Bates, T. (2018). Parental Secondary Stress: The Often Hidden Consequences of Nonsuicidal Self-Injury in Youth. *Journal of clinical psychology*, 74(1), 178-196.
- Wilkinson, R. G., & Marmot, M. (Eds.). (2003). *Social determinants of health: the solid facts*. World Health Organization.
- Wood, J. J., Lynne-Landsman, S. D., Langer, D. A., Wood, P. A., Clark, S. L., Mark Eddy, J., & Ialongo, N. (2012). School attendance problems and youth psychopathology: structural cross-lagged regression models in three longitudinal data sets. *Child development*, 83(1), 351-366.

- Yang, C., Sharkey, J. D., Reed, L. A., Chen, C., & Dowdy, E. (2018). Bullying victimization and student engagement in elementary, middle, and high schools: Moderating role of school climate. *School psychology quarterly*, 33(1), 54.
- Yeh, Z. T., Huang, Y. H., & Liu, S. I. (2016). Maternal depression and adolescent emotions: The role of family functioning. *Journal of child and family studies*, 25(7), 2189-2200.
- Yu, M., Nebbitt, V. E., Lombe, M., Pitner, R. O., & Salas-Wright, C. P. (2012). Understanding tobacco use among urban African American adolescents living in public housing communities: a test of problem behavior theory. *Addictive Behaviors*, 37(8), 978-981.
- Yuns, Osman, Ishak. (2011) Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia Socail and Behavioral Sciences*. 2637-2641.
- Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Psychology in the classroom: A series on applied educational psychology. Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington, DC, US: American Psychological Association.



[www.gecekitapligi.com](http://www.gecekitapligi.com)

 /gecekitapligi

 /gecekitapligi

 /gecekitap

