

INTERNATIONAL JOURNAL of CURRENT APPROACHES in LANGUAGE,  
EDUCATION and SOCIAL SCIENCES

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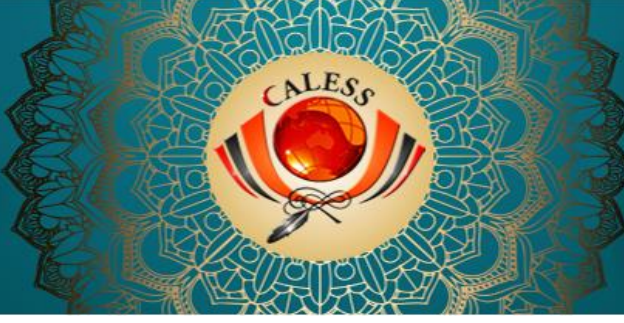
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# CALESS

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## INTERNATIONAL JOURNAL OF CURRENT APPROACHES IN LANGUAGE, EDUCATION AND SOCIAL SCIENCES (CALESS)

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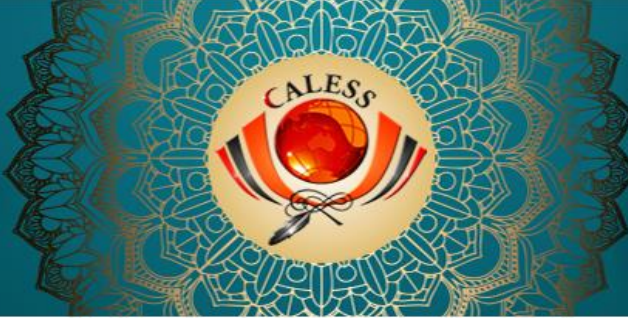
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## MEDIA EDUCATION TECHNIQUES IN TEACHING ENGLISH

Alla NIKISHOVA<sup>1</sup> Elena KRYVONOSOVA<sup>2</sup>

Article Info	Abstract
<p><b>Keywords</b></p> <p>Mobile learning Media Education Customized teaching method Autonomous work Mobile applications</p>	<p>Article reveals the opportunities of introducing mobile learning techniques in the course of collocations, etc. The term ‘Media education’ defines personality development via mass foreign language study in high school. Modern pedagogical technologies, which involve IT-technologies, Internet resources allow teachers to implement personally-customized teaching methods, thereby providing individual and differential teaching approach. Current teaching principles combine explicit and implicit methods. The former one represents the conscious and aware learning whereas the latter technique is to assimilate lexical units subconsciously, i.e. while participating in discussions, listening to live speech patterns, multiple repetition of useful speech media to acquire special communication skills, relevant perception and interpretation, develop creative abilities, critical thinking, analyze and assess media texts, learn different ways of self-expressing via various media techniques. User-friendly interface, modified information presentation are essential factors which facilitate a sophisticated complex educational process, making the study accessible, updated regularly, client-tailored, personalized. The technology of autonomous work with mobile devices is regarded as one of the promising ways for students to overcome the difficulties of learning activities. Mobile learning, based on the principle of guided interactive self-learning using mobile applications, has ample opportunities for activating and intensifying students’ independent activities. The analysis of the use of mobile applications for learning a foreign language shows that motivation is an important factor in self-education.</p>
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### 1. Introduction

At the current stage of technological development one can hardly mention the sphere which has been left unattended by scientific progress. The education is not an exception.

The development of high school in the republic of Belarus faces the task of teaching methodology reformation, making use of the techniques collection which activate and guide students’ competencies, promote and advance various professional capabilities, in particular, learning foreign languages. The goal of a foreign language teacher is to stimulate, motivate, and guide students’ cognitive activity while studying a foreign language.

Modern pedagogical technologies, which involve IT-technologies, Internet resources allow teachers to implement personally customized teaching methods, thereby

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providing individual and differential teaching approach. We cannot but mention the role of mobile applications and their indispensable integral component in a teaching entity. The term "Media education" defines personality development via mass media to acquire special communication skills, relevant perception and interpretation, develop creative abilities, critical thinking, analyze and assess media texts, learn different ways of self-expressing via various media techniques. The means and tools are Internet blogs, vlogs, multimedia projects, presentations, and the most recent means is mobile applications.

Mobile application learning programs cover different aspects, such as vocabulary, pronunciation drilling, monologue and dialogue speech techniques, writing methods, grammar phenomena studying, etc. We are especially interested in the area of vocabulary assimilation.

It is necessary to mention that information technologies create prolific possibilities for developing mentally beneficial, imaginative, and communicating skills. Thanks to R&D, mobile gadgets have become the foundation for updating information about the world, they form modern awareness and sense perception in a virtual environment, which is based on representational understanding of the media.

Such perception provides intensive cognitive activity, high speed of learning and adaptation to the environment, as well as the development of imaginative thinking.

In the process of communication, the word is a significant unit of speech communication. Mastery of foreign language vocabulary means understanding the meaning and formation of lexical units, mastery of speech design skills, understanding of lexical units by ear and when reading. Understanding people's speech and expressing own thoughts and opinion is not possible without vocabulary. This fact is the reason that vocabulary occupies the most important place throughout the entire teaching of a foreign language. Therefore, vocabulary is an integral constituent of all types of speech activity. The purpose of vocabulary training is the formation of a lexical skill. The concept of lexical skill has been repeatedly considered by psychologists and researchers (Gal'skova & Gez, 2014; Koryakovceva, 2015; Zimnaya, 2004; Leontiev, 1971) and methodologists (Passov, 1991; Kuznecova, 2002; Pavlovskaya & Bashmakov, 2007), etc.

One of the ways of forming speech activity is the assimilation of vocabulary. Speech exercises are being developed for working on vocabulary: differentiation, grouping of material, filling in gaps in a sentence; or completing sentences with synonyms, antonyms and homonyms, etc. This activity is related to working out the ambiguity

of words aimed at the assimilation of word formation and word combinations, translation of certain lexical material into a native language. The leading role of vocabulary in the selection of language material is recognized, and for the first time it ceases to be secondary in relation to grammar (Pluzhnikova, 2005).

## 2. Method

The researchers (Zueva, 2010; Komarova, 2015; Ivanova, Dmitrieva & Saharova, 2016) have been paying a significant attention to the vocabulary recently. They suggested several principles that determine foreign language vocabulary teaching. They are the following ones. The principle of the rational vocabulary minimum limitations. The principle of the justified introduction of lexical units in the teaching process. The principle of accounting for the language features of the lexical units. The principle of considering psychological characteristics of teaching strategy. The principle of complex solving of didactic tasks. The principle of lexical rules determination. The principle of simultaneous teaching speech activity along with lexical units.

Current teaching principles combine explicit and implicit methods. The former one represents the conscious and aware learning whereas the latter technique is to assimilate lexical units subconsciously, i.e., while participating in discussions, listening to live speech patterns, multiple repetition of useful speech collocations, etc.

Paul Nation (2003) an Associate Professor in Applied Linguistics at Victoria University of Wellington distinguishes four principles of learning vocabulary.

- 1) The principle of language minimization.
- 2) The principle of a differentiated approach depending on the purpose of vocabulary acquisition.
- 3) The principle of interrelated learning vocabulary and types of speech activity.
- 4) The principle of consciousness, which includes reflection.

Vocabulary is an important aspect of language knowledge, and the ability to communicate in a foreign language depends on the level of lexical skills formation. Thus, learning vocabulary is an important long-term task, and the consistent application of the learning principles guarantees a successful result. The issues of studying vocabulary have revealed increasing interest to linguists and are the subject of numerous research papers (Polat, 2002; Oparina, 2005; Petrochenko, 2013). In learning a foreign language, an important task is to master highly specialized terminology and its application to perform professional tasks which promote further professional skills development.

The knowledge of a foreign language is necessary for a future specialist for the high-quality performance of his professional competencies, free communication with foreign partners. In addition, it is necessary to understand documentation, specialized and reference literature in a foreign language. Vocabulary plays a significant role in learning a foreign language. It is important not only to memorize words and be able to pronounce them properly, but also to understand their relevant use. Modern technologies represent various paradigmes of resources in order to expand the vocabulary and use them relevantly. According to modern standards in education, independent autonomous work of students should take more than half of the total amount of time. Furthermore, the role of a personality-oriented approach of education is growing (Zajceva, 2011).

Mobile learning via mobile applications has been gaining popularity recently. Mobile learning is an activity which is executed through smartphones, iPods, and other portable devices that possess operating systems (e. g. IOS, Android, Windows Phone, etc.) and have access to Internet. Modern world trends of globalization, mobility determine the necessity of efficient and intensified study of foreign languages.

Applications for learning a foreign language is a method for drilling some speech, vocabulary, or grammar skills. Mobile applications are downloaded into a mobile gadget and they can be accessed any time when it is convenient for a user. Mobile applications are excellent sources for expanding learner's vocabulary stock, as almost all applications are provided with special or terminology dictionaries (Mihaleva, 20011).

User-friendly interface, modified information presentation are essential factors which facilitate a sophisticated complex educational process, making the study accessible, updated regularly, client-tailored, personalized, according to J. Traxler (2009) 'just-in-time', 'just enough', 'just-for-me', etc.

Currently, mobile applications developers offer a modern user media educational content for every special purpose, including ESP, Business English, etc. Some applications are of a more entertaining type, they are characterized by a greater approximation to the game, which contributes, according to Ryabtseva (2012), to the formation of stable positive motivation. On the other hand, there are other applications, which are aimed at a more serious user. Each resource can be used with any level of knowledge of a foreign language and user can choose the most suitable areas, aspects, and training tasks for personal needs. These personal needs determine choosing the optimal application from a large number of options.

### 3. Findings

In the course of the study, the most interesting and relevant media educational resources were identified for consideration. The following applications were selected, such as: LinguaLeo, Memrise, Duolingo, PuzzleEnglish (2022). They are all based on the principle of short and easily completed training tasks.

LinguaLeo is an online platform offering an English language learning service for Russian, Brazilian, Portuguese, and Turkish speakers. It was created in March, 2010. In September 2020, over 23 million people worldwide have used its online service to learn English and other languages. LinguaLeo is available on the web, Android, iOS, Windows Phone, and as a browser extension for Google Chrome, Internet Explorer, Mozilla Firefox, Opera and Safari browsers. The entry placement test helps user to define the language level and tailor the course you need to upgrade your level. In our opinion, the positive features of the application are the ability to study words and phrases by compiling your own dictionary; the availability of voice-overs and transcriptions in the glossary; grammar courses of different levels; various video content in English with subtitles or comments (e.g. news, TED talks, articles, cartoons, abstracts from books, lyrics, pieces of poetry, rhymes, jokes, etc.); a huge selection of trainings (e.g. phrases for translation, mini-texts, listening comprehension, etc.); the ability to communicate with other users of the resource.

From the point of view of an average student user there are some negative features like a limited number of workout sessions per day in the freeware version; limited replenishment of the personal dictionary in the freeware version; the availability of only limited basic grammar courses in the freeware version; a more stripped-down version in the mobile application, unlike the service in the Internet; only English language is available for studying. The most distinctive features of this application are a system of differential levels and tasks; a system of tools for monitoring and encouraging progress; Leo the Lion is the main character of the service and a personal guide to the language jungle. This lion eats meatballs, and to receive the meatballs a user has to read texts, watch videos, complete language quests, and consolidate the knowledge during training (Baranova, 2014).

Memrise is a British language platform that uses spaced repetition technology, the flashcards are used to increase the rate of learning. The Memrise application has courses in various languages and its combinations, in 2018 the app accounted for 35 million registered users. Memrise is an equally popular and unique online platform available for web applications, Android platforms and iOS. It is possible to deploy the application from the cloud, which means saving all information on the Internet



with the possibility of recovery on any device. It combines three important components: the science of how the brain works; entertainment; its own community of users. In the language section there are courses in over 200 languages available, including invented languages like Elvish and Klingon. The course screen should roughly indicate how many hours it will take to complete a level. A course may be divided into levels so it is easier to manage the learning process. The application employs a unique technique of 'growing' your vocabulary. Memrise uses a garden as a metaphor for memory. When a student starts learning a course, the vocabulary items will be planted as 'seeds'. While a learner is tested on them through typing and multiple-choice tests, they will be transferred from a 'greenhouse' (short-term memory) into a 'garden' (long-term memory). Once an item of vocabulary is in a long-term memory, it will need to be 'watered' (tested on) periodically. If you get the answer right in the test, you will not need to water it again very soon, and vice versa. Growing and watering items and creating mems will give you a certain number of points each time. According to Memrise (2022), 'A mem is anything that helps you create a connection between a word and its meaning. Often colloquially called 'educational memes', a mem could really be a photo, GIF, mnemonic, video, cartoon, example sentence, etymology or even a witty remark. The only end goal of a mem is to enrich your learning by helping you commit something to long term memory in an enjoyable, vivid way.'

The advantages of this application can be the content of more than 300,000 courses in various fields, including foreign language courses; the ability to create user's own courses; the ability to take courses offline; mems as unusual ways of memorizing words and phrases; they are visual representations of the meanings of new words; the ability to communicate with other users and follow their profiles; watching videos native speakers' monologues and dialogues. Spaced repetition principle is well suited for the problem of vocabulary acquisition in the course of second language learning, due to the size of the target language's inventory of open-class words. The disadvantage, from the point of view of an ordinary user, is that not all functions of the application are freely available. Distinctive features of this application are rewarding points system; guided testing; preset reminders (Ponarina, 2014).

Duolingo is the next media educational resource that appeared on October 11, 2011. Duolingo is an American company which produces language-learning applications and provides language certification. On its main application users can practice vocabulary, grammar, and pronunciation using spaced repetition. Exercises can

include written translation, reading and speaking comprehension, and short stories. In June 2021, Duolingo offers 106 different language courses in 41 languages. Like most applications, it is available on various platforms: Android, iOS, Windows Phone, and there is also a Duolingo website accessible from a personal computer. Duolingo is a company where it is possible to get a job, whose employees regularly publish scientific articles.

The positive aspects of the application are identified as personalized customized learning procedure; gamification of learning; availability of the application worldwide; ability to work out statistics of learning a foreign language; the opportunity to get a certificate after training; the opportunity to create personal educational courses. From the point of view of an ordinary user, the criticized aspects are the difference in functionality on different platforms; the restriction of free content; the lack of voice-over of words (listening). Some users claim that application is only efficient for the elementary and beginners' level, and it lacks effective material and techniques for advanced users. Distinctive features of Duolingo are scoring system; availability of a language incubator (Eremin & Krylova, 2014).

The next platform is PuzzleEnglish. It is available from any computers, mobile devices and tablets. It includes four separate applications: Duel (English, Erudition), English by the Teacher method, English with PuzzleEnglish, English by TV series.

The positive aspects of the application are more than 400 video lessons with professional grammar teachers; special type of video lessons that represent 'assembling' fragments of phrases in order to learn to understand by ear; vocabulary replenishment through training; 'vitamins', which is the opportunity to learn how to speak 'live' English; games; audio lessons, these are podcasts to comprehend native speakers' speech and do the followed tasks.

The negative aspects, from the point of view of the average user are limitation of free content; limitation of opportunities for the free version. Distinctive features are the scoring system; audio and video clips from popular movies, TV series and clips that are attractive to the user (Hlyzova, 2012).

#### **4. Discussion and Suggestions**

We consider the technology of autonomous work with mobile devices as one of the promising ways for students to overcome the difficulties of learning activities. This technology helps not only develop lexical skills in foreign language classes, but also involve students with an insufficient level of motivation as well as those who succeed in the learning process. It demonstrates implementation of a differentiated

approach. The modern model of education, which implies the active use of information and communication learning tools, media techniques takes as a basis not the transfer of ready-made knowledge, skills and abilities to students, but the development of self-education skills among students (Aleshchanova & Frolova, 2011).

In his work "Current State of Mobile Learning" J. Traxler (2010) believes that mobile learning dramatically affects the course of learning, since mobile devices change not only the forms of teaching material and access to it, but also contribute to the creation of new forms of cognition. The characteristic features of training are timeliness, sufficiency and individualization. Mobile technologies balance the learning process and the direct involvement of students in this process. In this regard, we can say that mobile learning is a new form of learning, different from distance or mixed, characterizing the innovative vector of development of educational activities and the life of society as a whole. Mobile devices study is characterized by the accessibility, non-stationarity and ease of mastering vocabulary. These features allow mobile applications to become an integral part of learning and teaching.

Let us enlist some of the advantages of using mobile technologies. Gadgets are much more lightweight and take up less space than books or laptops. Touch screens increase the degree of visibility of the material. There is a possibility of easy and direct exchange of tasks and teamwork. Participants in the educational process have the opportunity to send documents by e-mail, perform various editing operations with them (e.g. transforming, converting, copy-pasting textual information), work and communicate with each other using a wireless network. Accessibility of equipment, i.e., every student has mobile gadgets equipped with a powerful operating system. There is no difficulty in using gadgets anywhere, at any time, both at home or at work, at university and on the road. Modern mobile phones and gadgets are of interest to students. A mobile device makes learning truly individual and customized. Students are given the opportunity to choose the content of their studies taking into account their interests, as a result of which the learning process becomes student-oriented. Easy access to information is necessary for a certain type of work; using a mobile device increases the students' productivity. Self-study and free access to the necessary information is on request (Colley, DeGani & Stead, 2010) At the moment, there is a fairly large selection of programs for learning a foreign language of different directions on the mobile application market. According to the categories criteria, applications for learning English can be divided into several categories: the development of listening skills with podcasts (BBC podcasts); learning

in a playful way with visual material (lingualeo); learning words using stacks of cards (Anki, Quizlet, Memrise); aimed at practicing a specific skill or test (IELTS, TOEFL); in the form of a chat (Utter, Tandem); audiobooks and video material (TED, Audiobooks); interactive lessons (Hello, English); various electronic programs for memorizing foreign words. Among them are programs such as WordBit and Memrise, Easy Ten, FluentU, Upmind, which include a sound library for developing listening skills; Quizlet and Anki are programs for adjustable interval repetition of foreign words (Kumar, 2010).

Many of these programs offer students full-fledged work with the dictionary using the functions 'search', 'add', 'change', 'delete'. The learning process is accompanied by the voicing of words, which contributes to the development of listening skills, transcription helps to memorize the word correctly. The programs allow you to work with ready-made dictionaries, and also give you the opportunity to compose your own, while expanding the dictionary by yourself is not required. In the process of entering a word and its meaning, the application searches for missing elements from the standard library of transcriptions and sounds. Among the tasks included in the functionality, the program is distinguished by such as 'mosaic', 'translation selection', 'cards', 'word selection', 'writing'. All of these exercises contribute to the consolidation of the studied material in memory.

The mobility, convenience, and ease of using programs are confirmed by the experience of using them. Among the disadvantages, it should be noted a rather narrow range of features compared to similar software products. Interval repetition is a learning technique in which the repetition of material (new words, formulas, etc.) occurs at certain intervals, thus ensuring long-term memorization. It should be noted that the use of this type of software implies high organization of students. The effectiveness of independent memorization of material by students using applications can only be achieved by motivated students. The main task of the teacher is to familiarize students with the capabilities of the application and encourage students to develop independent work skills (Hennebry-Leung, 2020).

Having analyzed new technologies and ways of forming lexical competence, as well as the possibilities of their application in this process of using training programs, an interactive Quizlet application was chosen for the research. This application can be used both on computers and on mobile devices. Users can create virtual flash cards with the language being studied on one side and with the specified value in their native language. Taking into account the international experience of users (according to the data on the official website of the application for December, 2021, every month

more than 60 million students from 130 countries of the world work with more than 500 million educational modules on a wide variety of topics). They use this resource to study various subjects, including a foreign language, including vocabulary. This information allows us to conclude that this application is a very popular 'study tool', as the developers designate (Lamb, 2019). The main advantage of the interactive Quizlet service is its ease of use. Also among the advantages are the following: 6 learning modes; the choice of any foreign language for creating flash cards, audio accompaniment; voice recognition system; accessibility; free use cases; multiplatform.

Among the disadvantages, we can only highlight the fact that the system recognizes only the answers that fully correspond to the task. This service in the process of developing lexical competence can be used in four ways: demonstration of cards that a teacher can create with the exact lexical units that the students are studying at the moment, it is possible to add a picture for better understanding and memorization, a big bonus is that you can listen to the pronunciation of all words and write your voice, while you can vary the speed of the appearance of cards. In the exercises 'Learn' (write a translation of words) and 'Speller' (write words that you hear), some operations with lexical units are performed, which allow you to consciously memorize them. To control the performance 'Test' tasks and 'Scatter and Space Gravity' games are developed. The test consists of matching tasks, multiple choice and true / false statements, written translation of words, etc. There is an interactive online game for the Quizlet Live group. During the game, the studied material is consolidated as well as interpersonal communication skills are developed. In addition, the Quizlet service provides teachers with the opportunity to create virtual classes and enroll their students in them, which facilitates the process of evaluating and commenting on the students' work. Thus, in the 'Test' section, after its completion, the teacher and all other group members see all the results in the 'Scores' section, and they are presented in the form of a pedestal, which also motivates the students to achieve the status of 'champion'. It can be noted that language competence improves with the formation of lexical competence, i.e., their development is interdependent, and the use of interactive learning tools, in particular programs for gadgets, has a positive effect on the educational process (Sanchez & Grimshaw, 2019).

Thus, the study of Quizlet's capabilities in teaching foreign language vocabulary, the analysis of the experience of teachers already using this tool in their practice, as well as their own experience of using it in the practice of teaching a foreign language

allowed us to determine that this tool can be used to present and structure a new vocabulary or to form an idea of the sound and graphic image of a lexical unit. This can be regarded as the first stage of the formation of students' lexical competence, which, in turn, is the basis of language competence.

During the educational experimental work, the students of several groups took part in it. They performed different variants of the tasks and used the following sections of the interactive Quizlet service. The section 'Learn' is used to recognize the words or concepts by entering them into a certain field. The 'Scatter' section is an analogue of the game 'search for two identical pictures' with a timer, but in the case of working with the Quizlet application, words and their translation are used instead of pictures. The 'Speller' function records the pronunciation of a word after listening to audio. The gaming exercise 'Space race' is used in the process of training lexical units. Students memorize how the word is written, the visual appearance, have the opportunity to see the image illustrating the studied word or concept, images that contribute to a more thorough memorization of a word (Domen et al, 2020).

In the process of conducting educational experimental work, students showed different degrees of interest based on subjective factors. A group of respondent students (focus group) showed very successful test results: in comparison with the initial testing, 24 out of 30 students improved the result on the final fifth test, which is 80%. Also, this group is characterized by a smooth change in the results as the tests are written. Students who did not participate in the educational experimental work achieved less successful results: 16 students out of 30 improved the result, which is 53%. This group is characterized by abrupt changes in the results.

At the end of the trial training, students were asked to express their impressions and opinions about participating in the educational experimental work. Many students spoke positively about the use of the interactive service. They noted the ease of study and increased motivation, and wanted to continue using this method of study in the future. Thus, we can conclude that the mobile interactive applications are of interest to students, useful in matters of formation and expansion of vocabulary.

## **5. Conclusion**

Summarizing what has been said, the advantages of all of the above educational platforms include a scoring system, the availability of a free version, and a large amount of educational content. The disadvantages of all educational platforms are the restriction of free content and the inability to complete courses and replenish the dictionary in the offline mode (without Internet connection). Since each of the

platforms has individual functionality, positive and negative qualities are determined by the specific goals of the student.

Summing up, we note that mobile learning, based on the principle of guided interactive self-learning using mobile applications, has ample opportunities for activating and intensifying students' independent activities. The analysis of the use of mobile applications for learning a foreign language shows that motivation is an important factor in self-education. According to the survey, almost half (46%) of users refuse to use mobile educational platforms, losing interest in them. Most researchers (Tracker, 2009; Timofeeva & Kajl', 2014) claim that only the daily use of such educational services is optimal for foreign language learners, so only 14% of respondents effectively learn a foreign language through mobile educational platforms, while the rest of the respondents maintain their linguistic skills at the same level.

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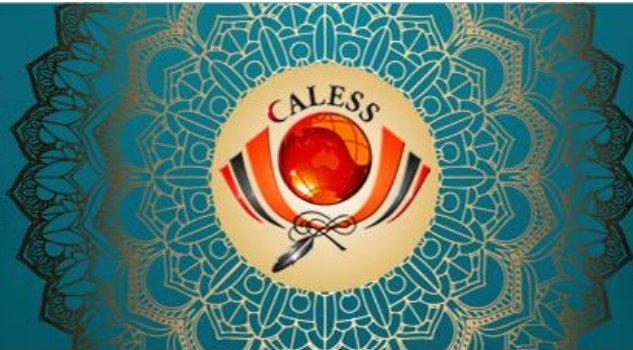
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## PUSH-IN LANGUAGE SUPPORT IN ENGLISH-MEDIUM INTERNATIONAL SCHOOLS

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Article Info	Abstract
<b>Keywords</b> ELL teachers English-medium International schools Instructional model Push-in	The number of English-medium international schools implementing a second language acquisition instructional model using push-in language support is increasing. With the escalation of push-in comes increased interaction between English language learner (ELL) teachers and classroom teachers. This quantitative survey-based study aimed to explore ELL push-in support in the early and primary years in international schools. Within the construct of English-medium international schools, the researchers sought to investigate teacher expectations during push-in. Areas explored include language policy and the specification of teacher roles, availability of planning time, in-class expectations for ELL teachers, and teacher satisfaction with push-in. The study results revealed that slightly more than half of the participants reported having a school language policy that defined teacher roles, and approximately one-third of the participants in schools using push-in were not provided with planning time. The researchers also found statistically significant differences in the rankings of ELL teacher roles during push-in between ELL and classroom teachers. Further, the study revealed no statistically significant difference in the reported level of satisfaction with push-in between the two groups; however, when the two groups were combined, only about half of the participants reported that teachers were satisfied with push-in ELL support in their school.
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### 1. Introduction

Over the years, the provision for English language learner (ELL) support in English-medium international schools has evolved from being traditionally a pull-out-based model (Carder, 2014) to be more of a mixture of pull-out and push-in (Lehman & Welch, 2020a). An English-medium international school can be defined as a school that uses English as the medium of instruction and does not use the curriculum of the host country. Due to the number of non-native English speaking students enrolled (ISC Research, 2019), many English-medium international schools implement a second language acquisition (SLA) instructional model (IM) to aid students in the development of English language ability. Pull-out and push-in language support are components of many of these SLA IMs. Pull-out language support occurs when ELL students are pulled out of the classroom and receive instruction from an ELL teacher.

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Push-in language support occurs when an ELL teacher works with ELLs in the mainstream classroom.

With the escalation of push-in comes increased interactions between ELL teachers and classroom teachers. At the same time, many personnel in international schools have a mindset that subject teaching is superior to ELL support teaching (Creese, 2005). Further, many educators see ELL support teaching as separate from teaching a subject or curricular content (Constantino, 1994) and fail to understand that teaching in English is not the same as teaching English (Torrance, 2005). These mindsets can lead to the marginalization of ELL teachers, and some authors and researchers have documented the marginalization of ELL teachers and departments (Carder, 2014; Creese, 2005; Harper, De Jong, & Platt, 2008; Holderness, 2001; Whiting, 2017). Moreover, there is documentation of how ELL support teaching is often not recognized as a stand-alone subject (Arkoudis, 2006; Carder, 2014; Creese, 2005). In brief, the marginalization of ELL teachers affects the relationship between the ELL and classroom teachers and the positioning of ELL students within the social construct of a school (Baecher & Bell, 2017).

Implementing an SLA IM using push-in will involve ELL and classroom teachers working simultaneously in the classroom. With increased interaction between ELL and classroom teachers, the need to negotiate roles and expectations will surface. Discussing the communicative interaction between ELL and classroom teachers in international schools, Holderness (2001) stated that "Colleagues will have to agree and be clear about the school's procedures for establishing the most efficient and effective lines of communication ..." (p. 73). However, the potential for conflicts arises if teachers must interpret procedures. Additionally, conflicts may develop when teachers make decisions concerning the roles and responsibilities of each teacher without guidance that should be available in a transparent procedural policy document.

A policy document is a statement detailing what an organization "intends to do or not to do" (Birkland, 2014, p. 203). A school language policy should state the *what*, *how*, and *why* of instruction (Ricento & Hornberger, 1996). As more English-medium international schools implement the push-in SLA IM or the hybrid model using both push-in and pull-out (Lehman & Welch, 2020a), school leaders should provide support structures that facilitate the successful implementation of push-in support. In essence, the social well-being of the teachers and the academic and social well-being of ELL students are dependent upon teachers having a solid understanding of their roles (Shoebottom, 2009). Unfortunately, ELL teachers are sometimes unaware of their exact

role (Lehman, 2018), and classroom teachers often misunderstand the ELL teacher's role during push-in (Vintan & Gallagher, 2019). Therefore, the problem is that many teachers, especially ELL teachers, lack clarity in the expectations and responsibilities of teachers during push-in.

### **1.1 Theoretical Framework**

Positioning theory centers around the interactions that occur between people. According to Harr and van Langenhove (1999), positioning theory focuses on the interactions between people and the social constructs in which the interaction transpires. Within positioning theory, van Langenhove and Harré (1999) identified the following types of intentional positioning:

- Deliberate self-positioning
- The deliberate positioning of others
- Forced self-positioning
- The forced positioning of others

With deliberate and forced positioning, an imbalance of power evolves, and many international schools have both hidden and overt power structures (Gallagher, 2008) that allow these imbalances to emerge and expand. Within these structures, ELL teachers often find themselves in positions of power imbalance, fighting for their rights and the rights of their students (Carder, 2013; Creese, 2005). Unfortunately, some ELL teachers marginalize themselves while other ELL teachers "have been trained into marginalization" (Elson, 1997, p. 59).

### **1.2 Purpose and Research Questions**

This study aimed to explore ELL push-in support in the early and primary years in international schools. Within the construct of an international school, the researchers sought to investigate teacher expectations during push-in and outcomes. The researchers developed the following questions to guide the study.

- If there is a language policy, are the teacher roles defined within the language policy document?
- If push-in support is occurring, is planning time provided by the school?
- What are the differences in expectations concerning push-in support between ELL and classroom teachers?
- Is there a difference in the level of satisfaction with push-in as reported by ELL and classroom teachers?

### 1.3 Language Policy and Roles Defined

A policy in a school is used to inform stakeholders of the school's official position and should address a key topic while detailing actions to be taken that address the point of concern (McClelland, 2001). Many international schools choose to create a school language policy, and this policy should contain information that provides stakeholders with guidance concerning how language is taught, learned, and used. When an international school decides to implement an SLA IM that uses push-in support, the school should have a school language policy that defines teacher roles. However, not all language policies define teacher roles. Studying language policy in international schools and whether teacher roles were defined in the policy, Lehman and Welch (2020b) found that of 363 teacher and administrator participants who reported their school had a formal written language policy, only 54% (196) answered that the policy defined the roles of the teachers. Of the remaining participants, 32% (116) answered no, and 14% (51) revealed that they did not know if the school language policy defined teacher roles (Lehman & Welch, 2020b). A well-crafted and fully implemented school language policy defining teacher roles can serve as a support structure for successfully implementing an SLA IM using push-in.

### 1.4 Planning Time

According to Bell and Baecher (2012), many schools favor using a push-in SLA IM because it is considered a collaborative model. However, for collaboration to occur, school leaders need to provide organized opportunities for ELL and classroom teachers to collaborate. While most teachers are willing to collaborate with other teachers, time to meet is often unavailable (Baecher & Bell, 2017; Bell & Baecher, 2012; Honigsfeld & Dove, 2010; Vintan & Gallagher, 2019). Studying collaboration between ELL and primary classroom teachers, Vintan and Gallagher (2019) found that a prominent barrier to communication was the lack of scheduled time to plan together. Due to the lack of collaborative planning time, ELL teachers often do not have advance notice of the content of upcoming classroom lessons for which they will be providing push-in support (Creese, 2005). However, some schools negotiate this issue by having an online platform for teachers to post weekly lesson units accessible by ELL and other specialist teachers (Vintan & Gallagher, 2019). Ultimately, when possible, school leaders should arrange the school schedule to provide time for teacher collaboration, especially when more than one teacher is teaching in a classroom.

### 1.5 Expectations during Push-in

Vintan and Gallagher (2019) also reported that another prominent barrier to collaboration between ELL and classroom teachers was the misunderstanding of the role of the ELL teacher by classroom teachers. During push-in, ELL teachers may be assigned, choose, or fall into several roles, such as helping the teacher, being a co-teacher, working specifically with ELL students, or working with all students in the classroom. Not being the classroom teacher, ELL teachers can be positioned as teacher helpers by both the classroom teachers and students (Baecher & Bell, 2017) and the ELL teachers themselves. While the term co-teacher is sometimes used, the term itself does not assure equal status in the classroom (McClure & Cahnmann-Taylor, 2010). When doing push-in, the ELL teacher may have been trained or believe that their role is to only work with ELLs (Wlazlinski, 2014), while the classroom teacher may hold another expectation.

Unbeknownst to the various stakeholders are often other influences such as previous experiences or lack of and imported home-country biases, all of which can lead teachers to make decisions that are not perceived in a positive manner by other stakeholders or deliberately or forcibly place people in positions of inferiority. Additionally, parental expectations can impact push-in support, especially when parents of ELLs are paying an extra fee for ELL support in addition to the tuition fee (Carder, 2007; Lehman, 2020). Further, a school's hiring practices can contribute to the marginalization of ELL teachers since many international schools do not require ELL teachers to hold the same teaching credentials as required of classroom teachers (Lehman, 2021) and place them on a different contract with them a lower salary. However, some ELL teachers are highly qualified with credentials that match or exceed those held by classroom teachers, yet they sometimes find themselves in positions of disempowerment (Carder, 2013). Therefore, ELL teachers may need to differentiate themselves from the positions of teaching assistant, support teacher, and other paraprofessionals (Whiting, 2017).

### 1.6 Level of Satisfaction with Push-in

Although school leaders and many educators have a favorable view of inclusionary practices and models of instruction, not all teachers are satisfied with SLA IMs using push-in (Baecher & Bell, 2017; Dove & Honigsfeld, 2010; McClure & Cahnmann-Taylor, 2010; Spencer, 2021). The level of teacher satisfaction with push-in may be contingent on the support structures available to teachers and the school's overall culture towards ELL teachers and ELL students. According to Whiting (2017), school leaders should provide teachers with training to facilitate push-in and ensure the

teachers' roles are clearly defined. In addition to professional development for ELL and classroom teachers working together, school leaders should strive to create time within the school day for ELL and classroom teacher collaboration (Vintan & Gallagher, 2019). In sum, the actions or non-actions of school leaders can have a significant impact on the implementation of an SLA IM using push-in.

## **2. Method**

### **2.1 Research Design**

The researchers used an observational quantitative research design consisting of a cross-sectional survey. A cross-sectional survey does not manipulate a variable; instead, the survey collects data at a single point in time (Creswell, 2012). Each group of participants received a separate survey; the survey questions for this study were identical between the groups, except for question six, which was only on the ELL teacher survey. To establish content validity, three international school educators, who did not participate in the study, served as experts in the field (Creswell, 2012; Salkind, 2013) and reviewed the research questions and survey questions. The first two practitioners had been classroom teachers in various international schools in East Asia. The third practitioner had been an ELL and classroom teacher in an international school in South America.

### **2.2 Population-Sampling**

The researchers used a random sampling to search school websites for names, positions, and contact information for potential participants. The researchers sent potential participants a survey request to their school email address, and all participants were working in an international school when they completed the survey. Participants were located in countries in Africa, Asia, the Middle East, and South America; most participants were in East Asia. The researchers sent a survey request to 476 ELL teachers and 1,836 Early Years and Primary teachers. Overall, 2,312 teachers received a survey request. The first, third, and fifth questions of the survey (see Appendix) were the qualifying questions. Additionally, the pool of potential participants included only ELL teachers who identified themselves as teaching Early Years, Elementary or Primary level students. After participants who did not answer the three qualifying questions were removed, 168 survey participants formed the data set for the study. Of the 168 participants, 54 were ELL teachers, and 114 were Early Years and Primary classroom teachers. The surveys were completed in May and June of 2021.

### 2.3 Data Collection Tools

Overall, the study used seven questions to address the research question for the current study (see Appendix). Table 1 shows which survey questions were used to address the research questions.

**Table 1.** *Survey and research questions.*

Survey Question	Research Question
1	1
2	1
3	2
4	3
5	3
6*	3
7	4

\*ELL teacher survey only

### 2.4 Data Collection Process

In the introductory email, potential participants were informed of the intentions of the study. Additionally, a website link was provided, allowing potential participants to view the research questions and additional information about the study, including biographical information about the primary researcher. The website also provided a contact box so potential participants could ask questions before and after choosing to complete the survey. The potential participants were not promised any reward and were not coerced into completing the survey. Participation was voluntary, and when taking the survey, none of the questions were mandatory. The researchers used Survey Monkey to host the surveys; all data were stored via a password-protected laptop and password-protected external hard drive.

### 2.5 Data Analysis

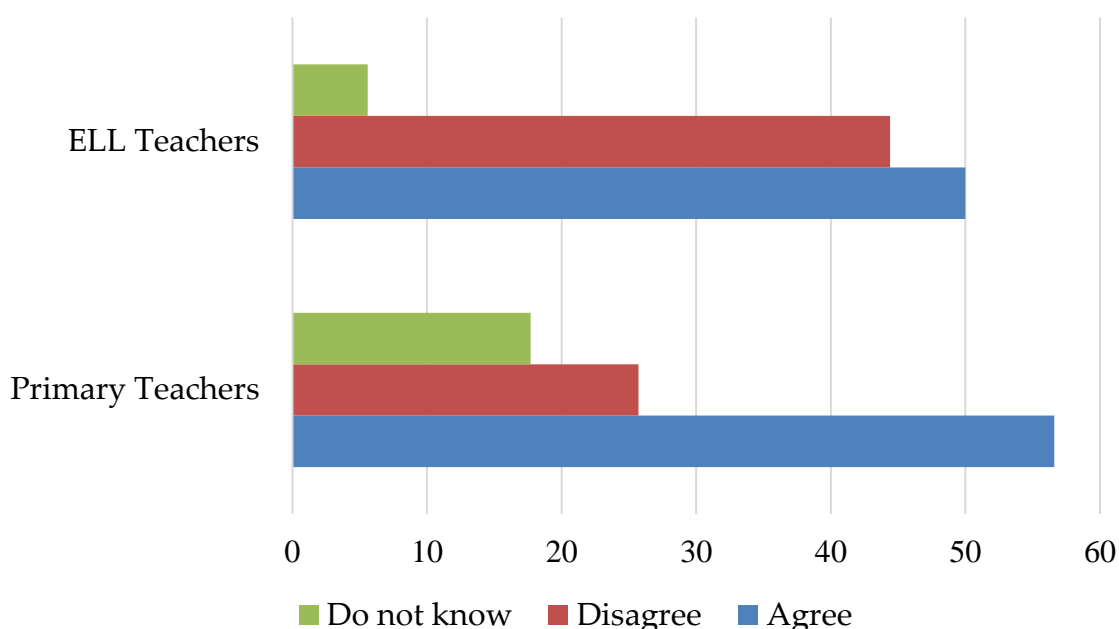
The researchers used SPSS software (v. 27) to perform Pearson chi-square tests ( $\chi^2$ ) and Mann-Whitney tests with an alpha level of .05. The Pearson chi-square test is a nonparametric test used to analyze nominal data (Creswell, 2012; McHugh, 2013), and the Mann-Whitney test ( $U$ ) is a nonparametric test used to analyze ordinal data (Creswell, 2012; Salkind, 2013). For post hoc analysis of the Mann-Whitney tests, the researchers used SPSS software to calculate pairwise comparisons.



### 3. Findings

Of the 168 participants, 114 (67.9%) revealed that their school had a language policy, while 16 (9.5%) answered that their school did not have a language policy, and 38 (22.6%) did not know if their school had a language policy. Of the 114 participants reporting a language policy, 78 (68.4%) revealed that the language policy specifically stated the roles of the ELL and classroom teachers, while 25 (21.9%) answered that the policy did not define the roles, and the remaining did not know. Of the 168 participants, 138 answered that push-in occurred in their schools, and 30 answered that push-in did not occur. Of the 138 who answered that push-in occurred, 90 (65.2%) participants answered that time was provided for ELL teachers and classroom teachers to meet and plan, while 48 (34.8%) answered that planning time was not provided.

The researchers asked participants if ELL teachers should have a prepared lesson plan for each push-in class, and with ELL and classroom teachers combined, 54.5% answered yes, 31.7% answered no, and 13.8% answered do not know. When the groups were analyzed separately, the results of a Pearson chi-square test revealed that there was a statistically significant difference in the expectation of whether an ELL should have a prepared lesson plan for each push-in class between ELL teachers (Group 1:  $n = 54$ ) and classroom teachers (Group 2:  $n = 113$ ),  $\chi^2 (2, N = 167) = 8.269, p = 0.016$  (see Figure 1).



**Figure 1.** ELL teachers should have a lesson plan for push-in (in percentages).

The participants were asked to rank four possible roles of the ELL teacher when doing push-in. These roles were as follows.

- Help the classroom teacher
- Teach the class as a co-teacher
- Work with ELL students
- Work with all students

A Mann-Whitney test indicated that there were statistically significant differences in the ranking of *help the teacher* ( $U=2321.0$ ,  $p = 0.006$ ), *work with ELL students* ( $U=2587.0$ ,  $p = 0.047$ ), and *work with all students* ( $U=2413.0$ ,  $p = .018$ ) between ELL teachers and classroom teachers. The Mann-Whitney test revealed no statistical significance between the two groups concerning the role of *teach the class as a co-teacher* ( $U=2543.0$ ,  $p = 0.060$ ) (see Table 2).

**Table 2.** Possible roles of the ELL teacher with Mean Rank.

ELL teacher role	ELL Teacher	Classroom Teacher
Help the classroom teacher	$n = 54$ Mean Rank = 98.52	$n = 114$ Mean Rank = 77.86
Teach the class as a co-teacher	$n = 54$ Mean Rank = 74.59	$n = 114$ Mean Rank = 89.19
Work with ELL students	$n = 54$ Mean Rank = 93.59	$n = 114$ Mean Rank = 80.19
Work with all students	$n = 54$ Mean Rank = 72.19	$n = 114$ Mean Rank = 90.33

ELL teachers were asked if their school imposed an ELL fee charged to parents of ELLs in addition to tuition and other school fees. Of the 54 ELL teachers, 25 (46.3%) reported that there was a separate fee for ELLs in addition to the school tuition fees; 29 (53.7%) of ELL teachers reported there was not an additional ELL fee.

Lastly, the researchers wanted to explore the level of teacher satisfaction with push-in. Participants were asked to rate the current level of satisfaction between ELL and classroom teachers with push-in. The results of a Pearson chi-square test revealed that there was not a statistically significant difference in the reported level of satisfaction with push-in between ELL teachers (Group 1:  $n = 49$ ) and classroom teachers (Group 2:  $n = 81$ ),  $\chi^2(2, N = 130) = 1.557$ ,  $p = 0.459$  (see Figure 2).

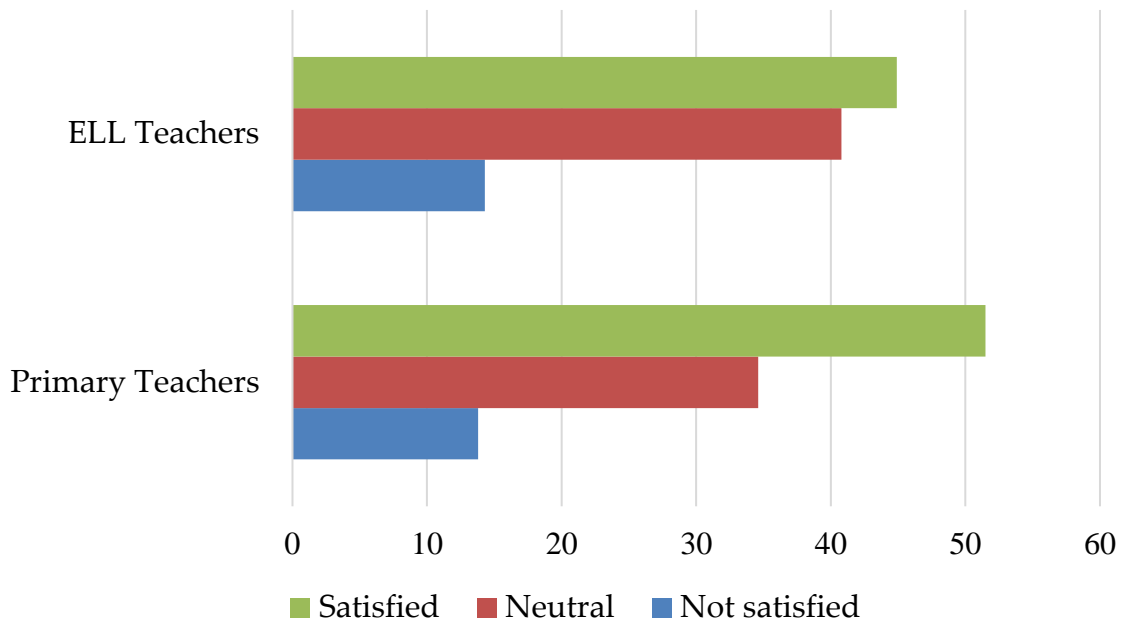


Figure 2. Level of reported teacher satisfaction with push-in (in percentages).

#### 4. Discussion

##### 4.1 Language Policy and Roles Defined

The percentage of participants (67.9%) who answered that their school had a language policy was slightly higher than the percentage of teachers (61.5%) who reported having a language policy by Lehman and Welch (2020b). According to the data in the present study, of the 67.9% answering that their school had a language policy, 68.4% revealed that the language policy specified teacher roles, while 21.9% said no and the remaining did not know. In the study by Lehman and Welch (2020b), of 363 teacher and administrator participants reporting a school language policy, 54% answered that their school language policy defined teacher roles, while 32% answered no and 14% did not know. See Table 3 for a side-by-side comparison.

Table 3. Comparison of language policy (LP) defining teacher roles.

Defines Teacher Roles	Current Study Yes to LP (n=114)	Previous Study* Yes to LP (n=363)	Current Study All (N=168)	Previous Study* All (N=544)
Yes	68%	54%	46%	36%
No	22%	32%	-	-
Did not know	10%	14%	-	-

\*Lehman & Welch (2020b)

A comparison of the data in Table 3 reveals an increase in the percentage of staff reporting that their school's language policy defined teacher roles and decreases in the percentages of staff who revealed their school's language policy did not specify teacher roles or did not know. Additionally, there was an increase in the percentage of staff answering that their school had a school language policy that defined teacher roles when comparing and including the whole sample for each study. However, there is still a sizeable percentage of teachers in international schools that must negotiate their position, position themselves, or be positioned into a particular role.

#### **4.2 Planning Time**

Planning is an essential act for teachers to provide quality instruction, and this is a critical component of the teaching process when more than one teacher is providing instruction in the classroom. According to Honigsfeld and Dove (2010), school leaders must strive to make planning time available for teachers and ensure that planning time occurs regularly and has specified outcomes. Approximately two-thirds of the participants, who reported their school used push-in to support ELL students, revealed that they were provided with planning time for ELL and classroom teachers to meet, while planning time was not provided to the other third of the participants. As reported by Vintan and Gallagher (2019), a significant barrier to communication between ELL and classroom teachers is the lack of scheduled planning time to plan lessons collaboratively. Lack of planning time can lead teachers to guess and make assumptions about what the other teacher should or should not be doing. These assumptions develop into expectations and can cause rifts and dissatisfaction to develop and fester.

#### **4.3 Expectations During Push-in**

Overall, there was a statistically significant difference between the two groups of teachers concerning whether or not ELL teachers should have a lesson prepared for each push-in class. As discussed by Creese (2005), sometimes ELL teachers doing push-in support do not have advanced knowledge of the lesson content. This lack of knowledge can be due to not having planning time, conflicting teacher schedules that do not allow for planning time, and the ELL teacher's caseload size, which may not allow planning with classroom teachers. Not being provided planning time to meet poses a prominent barrier, as reported by Vintan and Gallagher (2019), for one-third of the participants and allows room for unchecked expectations to develop that could lead to adverse effects for either or both of the teachers and students. While Figure 1 showed that half of the ELL teachers and slightly more than half of the classroom teachers think that ELL teachers should have a prepared lesson plan for each push-in

class, Figure 1 also reveals a debatable point amongst ELL teachers since they were close to being equally divided concerning this topic. This is a point of concern that all ELL departments in international schools implementing push-in should address.

Overall, more than half of the participants were in situations where the school language policy did not define teacher roles, their school did not have a language policy, or did not know. This represents a potentially significant barrier to collaborative relationships between ELL and classroom teachers and may lead to some teachers experiencing a form of intentional positioning (van Langenhove & Harré, 1999). The results of the Mann-Whitney tests and data in Table 2 revealed significant differences between ELL and classroom teachers concerning the expectations of what an ELL teacher should be doing during push-in. Table 4 provides a side-by-side comparison of the rankings of the four possible roles of the ELL teacher when doing push-in.

**Table 4.** Comparison of the possible roles of the ELL teacher (ranked).

Ranking	ELL Teacher	Classroom Teacher
1*	Help the classroom teacher	Work with all students
2	Work with ELL students	Teach the class as a co-teacher
3	Teach the class as a co-teacher	Work with ELL students
4	Work with all students	Help the classroom teacher

\* Number one is the highest-ranking

The rankings in Table 4 present a quandary from which extrapolations can be made, and questions can arise as to why the rankings have occurred. For example, ELL teachers thinking their role during push-in is to *help the classroom teacher* could be an example of how ELL teachers marginalize themselves or "have been trained into marginalization" (Elson, 1997, p. 59). Another example would be classroom teachers expecting ELL teachers to *work with all students* when as an ELL teacher, some people would expect those teachers to work with the ELLs, which represents why the ELL teacher is in the classroom. The rankings in Table 4 reveal the importance of why an international school language policy should define teacher roles, especially when implementing an SLA IM using push-in.

Many classroom teachers in international schools are unaware of whether their school charges an extra fee for ELL support in addition to the fee for tuition. As the international school market continues to shift from being traditionally non-profit to more and more for-profit (Bunnell, 2016), many schools are charging parents an extra fee for ELL support. Of the ELL teacher participants in the study, 46.3% reported their school charged an additional ELL fee. This extra fee has implications for the role of

ELL teachers during push-in since the parents of ELLs are paying extra money for in-class ELL support of their child and not for the support of non-ELL students.

#### **4.4 Level of Satisfaction with Push-in**

Satisfaction with push-in often relies on the support structures provided by school leaders. These structures include the provision of regularly scheduled planning times (Vintan & Gallagher, 2019), clearly expressed outcomes for planning sessions (Honigsfeld & Dove, 2010), professional development to facilitate push-in (Whiting, 2017), and transparent expectations for teacher roles in the classroom (Whiting, 2017). Although there was no statistically significant difference in the level of satisfaction with push-in as reported by ELL and classroom teachers, when the two groups in Figure 2 are combined, only 51.5% of the participants reported that teachers were satisfied with the push-in model. Additionally, 34.6% of the remaining portion expressed a neutral position towards push-in, and 13.8% reported that teachers were not satisfied with the push-in model. The relatively low percentage of teacher satisfaction with the push-in model is a concern since a large percentage of international schools are implementing an SLA IM that uses push-in, and a sizeable percentage of staff in international schools prefer an SLA IM that uses push-in to support ELLs (Lehman & Welch, 2020a).

#### **5. Conclusion and Suggestions**

Overall, the percentage of teachers (67.9%) reporting that their school had a language policy was slightly higher than the percentage (61.5%) reported by Lehman and Welch (2020b). Further, there was an increase in the percentage of teachers reporting there was a language policy and that the policy defined teacher roles between the current study (68%) compared to the previous study (54%) by Lehman and Welch (2020b). Furthermore, there were declines in the percentages of teachers reporting that their school's language policy did not define roles or did not know if their school language policy defined teacher roles compared to the results reported by Lehman and Welch (2020b). Overall, a sizable number of the participants in the current study working in schools that implement an SLA IM that uses push-in are not being provided with language policy-based guidance concerning teacher roles during push-in, which may lead some teachers to self-position themselves or be positioned into subordinate roles.

Approximately one-third of the participants in schools implementing an SLA IM using push-in reported not having planning time provided to meet collaboratively and plan. Additionally, half of the ELL teachers and slightly more than half of the classroom teachers think ELL teachers should have a prepared lesson plan for each push-in class.

During a class with push-in, there were statistically significant differences in the ranking of the possible roles for an ELL teacher between ELL and classroom teachers. ELL teachers ranked *help the teacher* the highest, followed by *work with ELL students*, *being a co-teacher*, and *work with all students in the classroom*. The classroom teachers ranked *work with all students in the classroom* the highest, followed by *being a co-teacher*, *work with ELL students*, and *help the teacher*. These rankings show statistically significant differences in the expectations and assumptions that ELL and classroom teachers have towards the role of the ELL teacher during push-in classes. These differences warrant investigation by school leaders and provide cause for schools to ensure a language policy is implemented and clearly defines the roles of the teachers, especially when implementing an SLA IM using push-in. Lastly, international school staff should be cognizant of whether the school charges ELL fees in addition to tuition and consider this possibility when defining teacher roles.

The level of teacher satisfaction with an SLA IM using push-in is dependent upon support structures provided by school leadership, and these structures include providing regularly scheduled planning times with clearly expressed expectations of the outcomes, professional development to facilitate push-in, and transparently and clearly expressed teacher roles, especially when push-in occurs. In the present study, only 51.5% of the participants reported that teachers were satisfied with the push-in model, while 34.6% were neutral and 13.8% were not satisfied. Because many international schools are implementing an SLA IM using push-in and numerous staff members prefer push-in (Lehman & Welch, 2020a), it is imperative that school leaders provide support structures that successfully facilitate the implementation of an SLA IM using push-in.

The researchers assumed that the participants responded to questions with understanding and truthfulness. The researchers further assumed that the participants from each group formed representative samples. One limitation of the study was the number of participants for each group. Another limitation was that the study only included participants from schools whose contact information was available on the school website or the Internet.

The researchers recommend that international school leaders ensure their school has a formal written language policy accessible to all stakeholders and provides detail of teacher roles, especially when implementing an SLA IM using push-in. The researchers further recommend that school leaders in schools using push-in provide regular opportunities for ELL and classroom teachers to plan lessons with clearly expressed expectations of planning session outcomes, provide professional development to

facilitate push-in, and ensure teacher roles are expressed clearly to staff. In international schools implementing an SLA IM that uses push-in and charging an extra ELL fee, the researchers recommend school leaders reexamine expectations concerning the role of the ELL teacher during push-in. Lastly, the researchers recommend that international schools remove extra ELL fees.

The researchers suggest future research into the different types of intentional positioning (van Langenhove & Harré, 1999) and how that relates to teachers working in schools implementing an SLA IM using push-in. Further, the researchers suggest future research investigating ELL teacher self-positioning during push-in and why ELL teachers position themselves accordingly.

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## Appendix

### Survey

(1) Does the school have a language policy?

I do not know if there is a language policy

Yes, the school has a language policy

No, the school does not have a language policy

(2) Does the language policy specifically state the roles of the classroom teachers and the

ESL/EAL/ELD/TESOL specialist teachers?

Yes

No

No language policy

I do not know

(3) If ESL/EAL push-in support is used in your school, is there planning time provided for teachers and ESL/EAL teachers to meet and plan?

Yes

No

No push-in support occurs at my school

(4) When doing push-in support, ESL/EAL teachers should have a prepared lesson plan for each push-in class.

Agree

Disagree

I do not know

(5) Whether or not ESL/EAL push-in support occurs in your school or not, please rank the following in order of importance when an ESL/EAL teacher is doing push-in.

Help the teacher

Teach the class as a co-teacher

Work with ESL/EAL students

Work with all students

(6) In addition to school tuition fees, is there a separate fee for ESL/EAL? (ELL teacher survey only)

Yes

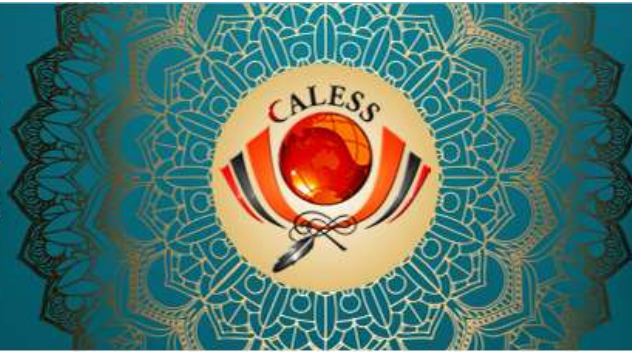
No

(7) If your school uses a push-in model for language acquisition, please indicate which of the following best describes the current level of satisfaction between classroom teachers and ESL/EAL/ELD/TESOL personnel with push-in.

Not satisfied

Neutral

Satisfied



## IN THE LENS OF EFL INSTRUCTORS: EMERGENCY REMOTE EDUCATION<sup>1</sup>

İzlem PAYDAŞ<sup>2</sup> Fatma Özlem SAKA<sup>3</sup>

Article Info	Abstract
<p><b>Keywords</b></p> <p>Distance education Emergency remote education Language education Language learners Language instructors</p>	<p>Distance education is a well-known type of education, which is conducted when students do not have the chance or time to attend school physically. With the Covid 19 pandemic, distance education has come to the fore under the name of emergency remote education. This study's ultimate purpose is to explore the experienced emergency English language remote education process and compare the private and state universities from the perspectives of tertiary instructors. To take a photograph of the novel emergency remote education, the opinions of one hundred and thirty-four English language instructors who have been working for English preparatory programs at universities' schools of foreign languages were asked. To collect the data, instructors were given a questionnaire. After the data collection, items were divided into 5 groups such as online education, instructors' adaptation to online education, university support, learners, and instructors' online course. Then each question was examined through SPSS. The means were found to see the highest value each item had. Also, the answers of both university instructors were compared using chi-square and the items which show a statistically significant difference were presented in the study. As a result, it was found that both university instructors have similar ideas about the emergency remote teaching during the Covid- 19.</p>
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### 1. Introduction

During the Covid-19 pandemic, the world went through some changes in different areas of social life. Governments imposed lockdowns with concerns about the extension of the novel virus. Education systems were disrupted across the globe and were affected by the emerging changes and regulations as well. Educational institutes shut down onsite classes in response to the pandemic, and many of them offered classes from distance, for the sustainability of education (Alhawsawi & Jawhar, 2021). With the outbreak of the pandemic, emergency remote education terminology became a hot topic in the educational research, while many current versions of instructional delivery from a distance caused conceptual confusion. In

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this context, the division of distance education and emergency remote education is crucial to evaluate the pandemic process properly (Bozkurt, 2020). These emergency and distance notions are distinguished in aims, features and applications. Emergency remote education term itself contains two attributes of teaching as “emergency”, which represents unusual, unanticipated situations such as wars, catastrophes, and pandemic, and “remote”, which stands for an on-distance mode of teaching (Hazaea, et al., 2021).

Distance education, which is seen as the umbrella term of the physical learner-instructor separation, has passed through some changes, and led up some other concepts. Distance education and related terminologies, for instance; open learning, online learning, e-learning have been used interchangeably and inconsistently in the literature, encountered as synonyms, and this caused some misunderstandings (Guri-Rosenblit, 2005; King et al., 2001; Moore et al. 2011; Tsai & Machado, 2002). The terms containing learning, such as online learning, e-learning only mirror the learners’ side by missing out educator, teaching, the educational design that are the other components of education and online education emphasises the use of internet technologies (Moore & Kearsley, 2012), in the e-learning term, the prefix e stands for electronic technologies and these terms evoke a current version of distance education (Saykılı, 2018). However, by its very definition, distance education highlights the separation of learner from the instructor (Guri-Rosenblit, 2005; Saykılı, 2018).

The emergency remote education notion differs in terms of its aim. While distance education is purposeful and intended, emergency remote education looks for immediate actions for emergencies. As emergency suggests, the educational model applied during the pandemic is urgently carried out, by changing the courses intended to be taught face-to-face into distance formats (Brereton, 2021). Emergency remote education never has objectives to recreate a temporary educational ecosystem and cannot be the same with distance education inherently (Hodges et al., 2020). Rather, it is a temporary cure, a rapid response to crises or emergencies, as education is a fundamental human right. In sum, it is fair to say that emergency remote education is an inevitability, but distance education is a preference (Bozkurt, 2020). Distance education directs its empirical heritage purposefully to planned, systematic instructional activities around the idea of life-long learning, yet emergency remote education is a way of problem-solving to keep education alive (ibid).

Instructors’ opinion on distance education is a determiner for the effectiveness and quality of distance programs, learning and teaching. American Distance Education Consortium (2008, as cited in Bolliger & Wasilik, 2009: 105) defines faculty

satisfaction as “the perception that teaching in the online environment is effective and professionally beneficial” and mentions three sub-categories of faculty satisfaction: learner-related, instructor-related, and institution-related motives. Borg (2003) shed light on psychological constructs deciding what language teachers believe, know, and think as teacher cognition. Borg (2003) illustrates teacher cognition with teacher learning factor both interested in schooling experiences and in-service development, classroom practice and contextual factors consisting of institutional, physical, and social ones.

In the case of emergency remote education applied during pandemic, studies investigated teacher opinion are presented and emergency remote education is examined within the scope of learners- learning perspective, institution perspective, and finally teacher-education evaluation. Participation, attendance, involvement, engagement, and interaction themes were the most stressed learning-related issues in many studies; generally speaking, as the problematic aspect of emergency remote education (Altınpulluk, 2021; Atmojo & Nugroho, 2020; Cantürk & Cantürk, 2021; Müller et al., 2021;). Altınpulluk’s work (2021) revealed that instructors consider one of the biggest learning challenges of emergency remote education as decreased attendance because it was not obligatory during the pandemic. Similarly, Cantürk and Cantürk (2021) found that English language teachers address the biggest difficulty they had during emergency remote education as the absence of interaction and participation. Moser et al. (2021) manifested that remote language instructors have some concerns about the learner outcomes, and they have difficulty with keeping language learners motivated. Moreover, Müller et al. (2021) voiced that it is difficult to diagnose and meet learner needs in a virtual environment. Besides, practical and applied learning experiences such as role-plays, debates, group-works, some experimentation cannot be practised online according to the results of the study (ibid). Furthermore, Atmojo and Nugroho (2020) described the challenges experienced in EFL classes from the perspective of teachers as students’ misperception of online learning and evaluating it like informal, just like holiday, difficulty in strengthening the emotional bond between the teacher and learners, and engaging low motivated, passive students. Gao and Zhang (2020) also defined classroom management as one of the challenges of emergency remote English teaching as instructors did not observe their students and have eye contact with them.

For the institution-based component of teacher opinion on emergency remote education, faculty support, and decision making related to pandemic have been

discussed (Akbanan et al., 2021; Altınpulluk, 2021; Kurnaz & Serçemeli, 2020). A meta-analysis study by Akbanan et al. (2021) showed that support from the school or university has been more frequently reported by the teachers. Similarly, gaining support and training from the faculty has been stated in other studies (Kurnaz & Serçemeli, 2020; Mishra et al., 2020). Unfortunately, some lecturers have not received enough support or training (Altınpulluk, 2021; Lie et al., 2020). Again, Altınpulluk (2021) found that institution-based problems included the changes in institutional policies, uncertainty in the syllabus and crowded classes. In the study of Potyrala et al. (2021) the best solution for the encountered troubles during the pandemic was found to work as a team and to provide psycho-emotional support to both learners and teachers.

Finally, the emergency remote education process was evaluated from the instructors' perspectives in terms of instructors' self-competences, professional development, and their adaptation and perceptions towards teaching from distance in the literature (Erarslan, 2021; Moser et al., 2021; Nugroho et al., 2021). While Erarslan (2021) reported that English language remote lecturers thought they witnessed a challenging adaptation process to emergency remote education, he focused on the adaptation to the faculty support and training. Furthermore, the lecturers' prior distance teaching experiences were evaluated as a factor influencing lecturers' views on emergency remote education and their speed of adaptation as well. (ibid).

Many studies suggested that emergency remote education experience helped instructors' professional development. Akbanan et al. (2021) found out with their meta-analysis work that most emergency remote English language education studies made it clear that emergency remote teaching helps teachers' technological skills. Saidi and Afshari (2021) stated that English for academic purposes remote instructors believe that remote teaching fosters instructors' professional identity and facilitates access to authentic materials and adds variety to the class activities. The study of Nugroho et al. (2021) conducted with Indonesian EFL teachers figured out that creativity and attractiveness in teaching are both the problem and can be the cure during emergencies. According to the results of the study, EFL teachers consider that emergency remote education is an opportunity for designing more creative, interactive, and exciting classes and learning environments. Besides, creative activities can be a solution to learner demotivation and dropped participation challenges encountered during the pandemic (ibid). Potyrala et al. (2021) evaluated the process from an optimistic perspective and stated that the pandemic requires



more autonomous education, in short, an educational environment for the post-pandemic future.

In Turkey, the situation was similar to the other countries all over the world. After the pandemic outbreak, schools and universities shut down for a while, and later they all started to teach using online facilities. As it was a new thing for students and teachers, they had to get accustomed to this new type of teaching although they found it challenging. Education in schools of foreign languages was carried out from the distance as well and university students and mostly English language instructors were faced with many problems under the effect of the pandemic. This article aims at revealing the ideas of instructors working in universities' English preparatory programmes of school of foreign languages on emergency remote foreign language education in state and private universities.

### **1.1. Research Question**

In this article, the following research question was formulated to find out how emergency remote education is evaluated from the perspectives of language instructors at university:

What do language instructors at state and private universities think about the emergence remote education process applied during the Covid 19?

To find the answer for this question, the following questions were investigated:

1. What are the ideas of foreign language instructors at state and private universities about online education during the emergency remote teaching?
2. What are the ideas of foreign language instructors at state and private universities about their adaptation to online education during the emergency remote teaching?
3. What are the ideas of foreign language instructors at state and private universities about university support during the emergency remote teaching?
4. What are the ideas of foreign language instructors at state and private universities about learners during the emergency remote teaching?
5. What are the ideas of foreign language instructors at state and private universities about their online courses during the emergency remote teaching?

## **2. Method**

In this study, the quantitative method was employed to reach varied cases and a larger audience, and it has the survey research design because it is mainly interested in the views of English preparatory remote instructors. This is a cross-sectional survey study as the data were collected in one go. Quantitative research approaches

are used to describe current conditions by reaching large groups (Gay et al., 2012, p. 9). Quantitative inquiry is systematic, standardized and ideally universal for almost any audience. (Dörnyei, 2007). With the numerical data collected, survey research answers questions about the status of the subject of the study (Gay et al., 2012). One common type of survey research involves assessing the opinions, preferences, attitudes, practices, concerns, or interests of a group of people (Gay et al., 2012, p.185). Therefore, to get the ideas of English language instructors in state and private universities, the survey design of the quantitative research methods was used.

### **2.1. Participants**

For comparing the ideas of English language instructors working for private and state universities in Turkey, where English is taught as a foreign language, a research group involving the instructors working in universities' English preparatory programmes of school of foreign languages were determined from convenience sampling. The convenience sampling is a sampling method where the participants meet with certain practical criterion and are volunteers, available to take a part in the study (Dörnyei, 2007, p. 199). Instructors were eligible if they; a) have been teaching in a school of foreign languages English preparatory program of a university and b) have been teaching during the Covid-19 pandemic emergency remote education. A hundred and thirty-four instructors participated in the study. A hundred one instructors work for state universities, while thirty-three of them teach at private ones. One hundred thirty-one of the participants speak Turkish as the native language, and only three participants are native speakers of other languages. The participants are between the ages of twenty-four and forty-eight. When the age ranges of participants are compared, more than half of the participants are between 30-41 ages (69%). Participants are mostly from state universities (n=101) and speak Turkish as their native language (98%). Again, more than half of the participants have teaching experience of 6-17 years (60%). Participants mostly did not teach online before COVID-19 (72%). The number of people having online teaching experience is only 24 (18%). The demographic characteristics of 134 instructors working in various universities and participating in the research are shown as follows:

**Table 1.** *Demographic Characteristics of Participants*

Demographic characteristics of the respondents participated in the research					
<b>Age</b>	<i>f</i>	%	<b>Years of Teaching Experience</b>	<i>f</i>	%
24-29	11	08.20	0-5 years	24	17.91
30-35	56	41.79	6-11 years	46	35.07
36-41	37	27.61	12-17 years	34	25.37
42-47	16	11.94	18-22 years	17	12.68
48 ≥	14	10.44	23 ≥	13	38.23
<b>University Types</b>			<b>Online Teaching Experience Before COVID-19</b>		
State	101	75.40	None	97	72.40
Private	33	24.60	Hybrid	13	9.70
<b>Native Languages</b>			Full Online	24	17.90
Turkish	131	97.77			
Foreign Languages	3	02.23			

## 2.2. Instrument

In this research, a self-made questionnaire was used to collect the data required to undertake the present study. Survey research data are mainly collected through questionnaires, which are the written form of questions to be answered by the participants of the survey (Gay et al., 2012). Hence, the questionnaire (in the appendix) was chosen as the data collection tool so that the study could find the answers to its research questions.

The available literature on distance education, emergency remote education, language education from distance, English language education programme at university tertiary level, and instructor opinions were reviewed by the researcher to develop the questionnaire to be used as a data-gathering tool. In the end, the questionnaire items were designed around mainly emerged themes of 1) online education, 2) adaptation to online teaching, 3) learners during the emergency remote teaching, 4) technical support from the universities during the emergency remote teaching, 5) online courses during the emergency remote teaching.

The first section of the questionnaire seeks demographic information of the participants including age, native language, years of teaching experience, type of institution they have been working for (state-private distinction) and their previous distance teaching experience. The second section asks participants to evaluate the pandemic process in terms of different themes. In total, there are forty questions in the questionnaire presented to the participants. The questionnaire had a five-point-Likert scale with the levels from 1 completely disagree to 5 completely agree which show the level of agreement with each item.

The questionnaire merely contains the *online education* terminology. *The online education during the pandemic – before the pandemic* statements are used to prevent any confusion. Emergency remote education term is avoided deliberately in case some participants are not familiar with it. Three experts were consulted to review the questionnaire before it is applied to participants. Then the questionnaire was designed via Google Forms and delivered online due to the pandemic prevention.

### 2.3. Data Collection

The data were collected in one go because the study has a cross-sectional survey research design. The researcher gathered data by herself on voluntary basis. Due to the Covid-19 pandemic conditions, data were gathered via a virtual tool. Google Forms was adjusted not to ask for the responders' e-mail addresses while sending their forms, on purpose, to keep their personal information confidential. In the informing letter, participants were informed about the security of personal data, the purpose of the study and what exactly they were expected to do. Their consent was gained before they filled out the form.

### 2.4. Data Analysis

For the data analysis, the SPSS statistics program was used to examine the data attained from the research. The mean of each item was found to see which items have the highest value from the perspectives of English instructors of state and private universities. Besides, the answers of state and private university instructors were compared with the chi-square test in terms of each item to see if there is a statistically significant difference between the instructors of these two types of universities. Before the chi-square test was carried out, the five-point- Likert scale in the questionnaire was turned into a three-point- Likert scale, including answers as agree, neutral and disagree to get more accurate results for the comparison between private and state university instructors.

## 3. Findings

The items in the questionnaire were divided into 5 groups to answer the research questions in this section. Firstly, the answers were discussed according to their means. Later, the items that show statistically significant difference according to chi-square results were presented.

The first research question seeks the ideas of foreign language instructors at state and private universities about online education during the emergency remote teaching. To understand the instructors' ideas deeply, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> items in the

questionnaire are involved in this group and the results are given in Table 2 as in the following:

**Table 2.** *Instructors' ideas about online education*

Items about online education	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
Online education is a suitable learning environment for learning & teaching English language.	3.00 ±1.118	2.84±1.164	2.88±1.151
Online education offers more varied activity types, materials and learning opportunities.	2.88±1.111	3.03±1.228	2.99±1.198
I would be interested in teaching online again in the future.	3.45±1.063	3.52±1.064	3.51±1.060
Online teaching helped me to gain new pedagogical skills.	3.88±1.139	3.89± .882	3.89± .947
Online teaching helped me to gain new technological skills.	4.27±1.098	4.50± .757	4.44± .854

Although state university instructors (2.84) and the whole research group (2.88) disagree with the idea of the suitability of online education for learning and teaching English, private university instructors (3.00) neither agree nor disagree with this idea. The next item seeks their ideas about if online education offers more varied activity types, materials and learning opportunities. Private university instructors (2.88) and the whole research group (2.99) disagree with this idea. State university instructors (3.03) neither agree nor disagree with the idea. They are asked if they are interested in teaching online again in the future. Both state university (3.52) and private university instructors (3.45) neither agree nor disagree with this idea. When they are asked if online teaching helped them to gain new pedagogical skills, both private university (3.88) and state university instructors neither agree nor disagree with this statement. On the other hand, both private (4.27) and state university instructors (4.50) agree that online teaching helped them to gain new technological skills. For the items related to online education there is not a significant difference between private and state university instructors' ideas.

The second research question is about their adaptation to online education during the emergency remote teaching and 4<sup>th</sup>, 8<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> items in the questionnaire are investigated. The mean value of their answers for the items related to adaptation to online education is shown in Table 3:

**Table 3.** *Instructors' ideas about their adaptation to online education*

Items about their adaptation to online education	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
I was able to adapt online teaching easily.	3.61±1.088	3.60±1.001	3.60±1.019
I used different teaching strategies, approaches, activity types during Covid-19 process because of the different nature of online setting	4.15±.765	3.97±.854	4.01±.841
The online platform was easy for me to use.	3.97±1.104	4.20±.749	4.14±.851
I was able to use the online platform effectively.	4.09±1.042	4.17±.775	4.15±.845

Both private (3.61) and state university instructors (3.60) neither agree nor disagree with the item that shows they were able to adapt to online teaching easily. Private university instructors (4.15) and the whole research group (4.01) agree with the idea that they used different teaching strategies, approaches, activity types during Covid-19 process because of the different nature of online setting. State university instructors (3.97) neither agree nor disagree with this idea. The next item wants to learn if they found the online platform easy to use. State university instructors (4.20) and the whole group (4.14) found it easy to use. However, private university instructors (3.97) neither agree nor disagree with this idea. When they are asked if they were able to use the online platform effectively, both private (4.09) and state university instructors (4.17) agree with this idea. For each item in this group, there is no statistically significant difference between both groups of instructors' ideas.

The third research question focuses on the university support during the emergency remote teaching and this group is composed of 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, and 17<sup>th</sup> items in the questionnaire.

**Table 4.** *Instructors' ideas about university support during the emergency remote teaching*

Questions about university support	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
The university I have been working for provided sufficient orientations, seminars, and workshops on online education (how to use the online platform etc.).	3.67±1.472	3.66±1.042	3.66±1.157
The university was able to shift online education effectively and smoothly.	3.82±1.380	3.67±.918	3.71±1.046
The university made proper decisions related with online education on time.	3.48±1.460	3.82±.899	3.74±1.069
The university supported the instructors frequently (keeping in touch, informing, leading with announcements, schedules, rubrics, online meetings, etc.).	4.18±1.103	3.93±.962	3.99±1.000

Questions about university support	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
When I had a problem during the process, I was able to receive support from the university easily.	4.03±1.237	4.01± .900	4.01± .989
The university provided flexibility to the instructors during online education (deciding on class hours, pacing, using extra materials, etc.)	3.09±1.128	3.29±1.117	3.24±1.118
The university expected the instructors to change the teaching objectives, prepare different or modified curriculum, materials special for online education.	3.09±1.182	2.91± .971	2.96±1.025
The online platform, learning management system or video conferencing tool (Zoom, Teams, Sakai, Google Meet etc.) determined by the university was an appropriate choice.	3.94±1.171	3.98± .990	3.97±1.033

In this group, the first item is about orientation, seminars and workshops on online education provided by their universities. Both private (3.67) and state university instructors (3.66) neither agree nor disagree with the idea that the university they have been working for provided sufficient orientations, seminars, and workshops on online education. When they are asked if the university was able to shift online education effectively and smoothly, both private (3.82) and state university instructors (3.67) neither agree nor disagree with the idea. Private university instructors (4.18) agree with the idea that the university supported the instructors frequently. State university instructors (3.93) and the whole group (3.99) neither agree nor disagree with this idea. Both private (4.03) and state university instructors (4.01) agree with the idea that when they had a problem during the process, they were able to receive support from the university easily. The next item wants to learn if the university provided flexibility to the instructors during online education. Both private (3.09) and state university instructors (3.29) neither agree nor disagree with this idea. When they are asked if the university expected the instructors to change the teaching objectives, prepare different or modified curriculum, materials special for online education, state university instructors (2.91) and the whole research group (2.96) disagree with this idea. However, private university instructors (3.09) neither agree nor disagree with this idea. Both private (3.94) and state university instructors (3.98) neither agree nor disagree with the idea that the online platform, learning management system or video conferencing tool determined by the university was an appropriate choice.

For the items that show statistically significant difference between private and state universities as presented here: The chi-square test result of the item that the university was to shift online education effectively and smoothly is as shown in Table 5.

**Table 5.** *The university was to shift online education effectively and smoothly*

	Disagree		Neutral		Agree		Total		df	$\chi^2$	P
	N	%	N	%	N	%	N	%			
Private	8	24.2	1	3.0	24	72.7	33	100.0	2	7.350	.02
State	13	12.9	22	21.8	66	65.7	101	100.0			
Total	21	15.7	23	17.2	90	67.2	134	100.0			

The answers given to this item shows difference according to the university types. 72.7% of the private university instructors believe that their universities succeeded in shifting online education effectively and smoothly. The proportion of the instructors working at state universities (65.7%) is lower than that of private university instructors. Besides, 21.8% of state university instructors do not decide on this point. There is a statistically significant difference between private and state universities in terms of this question ( $\chi^2=7.350$ ,  $df=2$ ,  $P=.02$ ).

Another item that shows a statistically significant difference is that the university made proper decisions related with online education on time. The result can be seen in Table 6 below:

**Table 6.** *The university made proper decisions related with online education on time*

	Disagree		Neutral		Agree		Total		df	$\chi^2$	P
	N	%	N	%	N	%	N	%			
Private	10	30.3	2	6.1	21	63.6	33	100.0	2	8.496	.014
State	11	10.9	18	17.8	72	71.3	101	100.0			
Total	21	15.7	20	14.9	93	69.4	134	100.0			

There is a statistically significant difference between private and state universities in terms of this question ( $\chi^2=8.496$ ,  $df=2$ ,  $P=.014$ ). While 63.6% of private university instructors believe that their universities made proper decisions related to online education on time, 71.3% of the state university instructors think positively for their universities. The proportion of the instructors who think negatively about their universities in terms of this question is 30.3% for private universities and 10.9% for state universities.

The fourth research question searches the ideas of state and private university instructors about their learners during the emergency remote teaching. To shed light on this point, 1<sup>st</sup>, 31<sup>st</sup>, 32<sup>nd</sup>, 33<sup>rd</sup>, 34<sup>th</sup>, 35<sup>th</sup>, 36<sup>th</sup>, 37<sup>th</sup>, and 39<sup>th</sup> questions are chosen from the questionnaire. The findings about learners are given in Table 7.



**Table 7.** *Instructors' ideas about learners during the emergency remote teaching*

Questions about learners	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
Before Covid-19, I believed that students could perform equally well in online language education as in a face-to-face setting.	2.45±.971	2.29±1.013	2.33±1.002
The students' improvement of English speaking skills was satisfactory.	2.94±1.223	2.86±1.049	2.88±1.090
The students' improvement of English listening skills was satisfactory.	3.27±1.153	3.07±1.042	3.12±1.069
The students' improvement of English reading skills was satisfactory.	3.39±.998	3.30±.975	3.32±.978
The students' improvement of English writing skills was satisfactory.	3.64±1.141	3.01±1.054	3.16±1.105
The students' improvement of English grammar was satisfactory.	3.52±1.093	3.59±.992	3.57±1.014
The students' improvement of English vocabulary was satisfactory.	3.45±1.034	3.53±.996	3.51±1.002
My online students' overall performances were as satisfactory as my face-to-face students that I had before Covid-19.	2.73±1.098	2.60±1.078	2.63±1.180
My online students attended, participated the online classes as much as my face-to-face students that I had before Covid-19.	2.36±1.084	2.21±1.275	2.25±1.229

Both private (2.45) and state university instructors (2.29) disagree with the idea that their students could perform equally well in online language education as in a face-to-face setting. The item that the students' improvement of English speaking skills was satisfactory is answered negatively by private (2.94) and state university instructors (2.86). For the improvement of students for listening, reading, writing, grammar and vocabulary, private university instructors (respectively 3.27, 3.39, 3.64, 3.52, and 3.45) and state university instructors (respectively 3.07, 3.30, 3.01, 3.59, and 3.53) neither agree nor disagree with the idea that their students were successful. The item which compares online students' overall performance to that of face-to-face students has a negative point as well. In other words, both private (2.73) and state university instructors (2.60) disagree with this idea. When it comes to attendance of the students, the result is negative again. Private (2.36) and state university instructors (2.21) disagree with the idea that students attended and participated in the online classes.

The item that the students' improvement of English writing skills was satisfactory shows a statistically significant difference between private and state university instructor as presented in Table 8.

**Table 8.** *The students' improvement of English writing skills was satisfactory*

	Disagree		Neutral		Agree		Total		df	$\chi^2$	P
	N	%	N	%	N	%	N	%			
Private	6	18.2	5	15.2	22	66.7	33	100.0	2	9.156	.01
State	32	31.7	32	31.7	37	36.6	101	100.0			
Total	38	28.4	37	27.6	59	44.0	134	100.0			

As can be seen from the table that 66.7% of the private university instructors agree with the idea of their students' improvement in writing skills. The ratio of state university instructors (36.6%) is quite low compared to that of private university instructors. Besides, the ratio of state university instructors who disagree with this idea (31.7%) and who is neutral (31.7%) is quite high unlike the one that belongs to private university instructors. This results in a statistically significant difference between private and state university instructors in terms of this item ( $\chi^2=9.156$ ,  $df=2$ ,  $P=.01$ ).

The last research question is about online teaching of instructors during the emergency remote teaching. The items that are supposed to give information about this point are 9<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup>, 27<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup>, 30<sup>th</sup>, 38<sup>th</sup>, and 40<sup>th</sup> items of the questionnaire.

**Table 9.** *Instructors' ideas about their online teaching during the emergency remote teaching*

Questions about their online teaching	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
I had a more tolerant, flexible approach, style towards my students than I had before Covid-19.	3.85±.972	3.68±1.039	3.72±1.022
The technical problems (video –audio- voice quality of online classes, connection, difficulties in uploading digital materials etc.) affected the flow of lessons negatively.	3.42±1.032	3.35±1.153	3.37±1.121
My online course had measurable, appropriate objectives.	4.00±.829	3.73±.720	3.80±.754
The offered online course content was qualified.	3.79±1.111	3.78±.743	3.78±.844
My online course met the students' individual interests.	3.58±1.032	3.17±.917	3.27±.959
My online course met the students' existing needs related with English.	3.88±.857	3.41±.918	3.52±.924
My online course included equal number of activities suitable for pair, group, and individual work.	3.03±1.334	2.59±1.226	2.70±1.263
My online course included authentic examples of language and / or culture.	3.88±.960	3.72±.939	3.76±.943
My online course included opportunities for students to interact with me as the instructor.	3.73±1.153	4.02±.894	3.95±.968
My online course included opportunities for students to interact with one another.	3.00±1.414	3.28±1.176	3.21±1.239

Questions about their online teaching	Private $\bar{X} \pm Sd$	State $\bar{X} \pm Sd$	Total $\bar{X} \pm Sd$
My online course gave the students the opportunity to use and reflect their language knowledge.	3.64±1.141	3.50±.901	3.54±.963
My online course was more learner-centered than my face-to-face classes.	2.30±1.075	2.62±1.085	2.54±1.087
I was pleased with the communication, rapport, and interaction I had with my online students as much as I had in the face-to-face setting.	2.94±1.088	2.87±1.214	2.89±1.180
The reading, writing, listening, speaking skills and vocabulary, grammar, pronunciation language systems were well balanced in my online course.	2.88±1.166	3.10±1.153	3.04±1.156

The item that asks if they had a more tolerant, flexible approach, style towards their students than before is answered in the same way by both private (3.85) and state university instructors (3.68). For the question if the technical problems affected the flow of lessons negatively, both private (3.42) and state university instructors (3.35) are neutral. Private university instructors (4.00) agree with the idea that their online course had measurable, appropriate objectives. Whereas the state university instructors (3.73) and the whole research group (3.80) neither agree nor disagree with this item. When they are asked if the offered online course content was qualified, both private (3.79) and state university instructors (3.78) did not say anything positive or negative. While private university instructors (3.03) neither agree nor disagree with the idea that their online course included equal number of activities suitable for pair, group and individual work, state university instructors (2.59) and the whole group (2.70) disagree with this item. Both private (3.88) and state university instructors disagree with the idea that their online course included authentic examples of language and culture. For the item that asks if their online course included opportunities for students to interact with them as the instructor state university instructors (4.02) give positive answer. Whereas private university instructors (3.73) and the whole research group (3.95) neither agree nor disagree with this idea. Both private (3.00) and state university instructors (3.28) neither agree nor disagree with the item that the students had opportunities to interact with one another. For the question that asks if their online course gave the students the opportunity to use and reflect their language knowledge, both private (3.64) and state university instructors (3.50) are neutral. When it comes to the question that inquires if their online course was more learner- centered than before, both private (2.30) and state university instructors (2.62) gave negative answers. Private (2.94) and state university instructors (2.87) report that they are not pleased with the communication, rapport, and interaction with their students during online teaching. While private university instructors (2.88) believe that their online course has not a

well- balanced content in terms of language skills and components, state university instructors (3.10) and the whole group (3.04) do not give a positive or a negative answer for this item.

The only item that presents a statistically significant difference between the instructors is that the offered online course content was qualified. The chi square result is demonstrated in Table 10.

**Table 10.** *The offered online course content was qualified*

	Disagree		Neutral		Agree		Total		df	$\chi^2$	P
	N	%	N	%	N	%	N	%			
Private	6	18.2	3	9.1	24	72.7	33	100.0	2	6.988	.03
State	5	5.0	20	19.8	76	75.2	101	100.0			
Total	11	8.2	23	17.2	100	74.6	134	100.0			

9.1% of private university instructors and 19.8% of state university instructors are neutral for this question. 18.2% of private and 5.0% of state university instructors disagree with this item. Although the ratio of state university instructors (75.2%) and that of private university instructors (72.7%) are quite near, there is a statistically significant difference between private and state university instructors in terms of this item ( $\chi^2=6.988$ ,  $df=2$ ,  $P= .03$ ).

#### 4. Discussion and Conclusion

When all the items are concerned in the 1<sup>st</sup> research question, it can be said that neither private nor state university instructors have positive ideas about online education. They do not think that online education is suitable for learning and teaching English. Although online education offers more varied activities, materials and learning opportunities, instructors do not seem to benefit from them. Furthermore, instructors do not look happy with online teaching. This may result from the sudden complete change in their teaching style, and they find it difficult to adapt to this new type of instruction. This result is consistent with Nugroho et al. (2021) who believe because of being unfamiliar with using online platforms, teachers found remote teaching challenging. They think that they do not develop anything in their teaching career except their technological skills. Instructors tried to do their best during the pandemic. However, they are not content with what they are doing. The teaching environment was not as fruitful as they got used to and they would like to go back to face-to-face education again. All instructors from both types of universities have similar perspectives for online education because this process must have the same effect on them. In accordance with this finding, Erarslan (2021)

specifies that teachers who lack of experience in online education had difficulties in teaching English during the pandemic.

When it comes to 2<sup>nd</sup> research question, which is about their adaptation to online education, the points of view of the instructors turn into positive. Although they did not find the adaptation process easy, they managed to use the online platform easily and effectively. They were able to follow different teaching strategies, approaches and to conduct different activities. For all the questions in this group, the attitudes of instructors for the adaptation period are similar. They tried to reach their students in online setting and fulfil their teaching responsibilities.

The 3<sup>rd</sup> research question is about university support. Instructors do not say anything positive or negative for most of the questions. For example, they do not consider that their universities provided sufficient support for their instructors. Unlike this finding, Collazos & Burbano (2021) state that teachers felt more confident when they were given support and training. They cannot state that their shift to online education was effective and smooth. Their university did not make proper decisions on time. The only question which gets a positive answer from both university instructors is about the university support during their problems. For the question that asks if the university was to shift online education effectively and smoothly, there is a statistically significant difference between private and state university instructors. The ratio of private university instructors for "agree" answer (72.7%) is higher than that of state university instructors (65.7%). For "disagree" answer, the ratio of private university instructors (24.2%) is higher again. The ratio of state university instructors for "neutral" answer is higher. These results show that most of the instructors find the transfer from face-to-face education to online one effective and smooth. However, some other instructors do not believe it was effective and smooth. A large number of instructors in state universities do not make a decision on this issue. Another item that shows a statistically significant difference between both groups of instructors is that the university made proper decisions related to online education on time. The proportion of state university instructors for "agree" answer (71.3%) is higher than that of private university instructors (63.6%). For "disagree" answer, the proportion of private university instructors (30.3%) is higher than that of state university instructors (10.9%). This result shows that state university instructors are more positive for their university decisions, and they do not have many objections.

4<sup>th</sup> research question is about learners during the emergency remote education. This group includes items which have the lowest points. Similarly, learner-related

problems are the most mentioned theme in some other studies (Altınpulluk, 2021; Cantürk & Cantürk, 2021; Moser et al., 2021; Atmojo & Nugroho, 2020). The items about their students' language performance, speaking improvement, attendance, and participation have "disagree" answers for both university instructors. The item about attendance and participation is rated as the lowest point by the whole research group (2.25). This indicates that students' attention and participation is the main problem during the pandemic process. This finding is compatible with the findings of other studies related to emergency remote teaching (Altınpulluk, 2021; Cantürk & Cantürk, 2021; Moser et al., 2021; Müller et al., 2021). Both private and state university instructors do not say anything good or bad for their students' improvement of listening, writing, grammar, and vocabulary. Yet, the findings of Karakaş and Tuncer (2020) indicate that students improved their writing thanks to given assignments. Although both university instructors think similarly for writing, there is a statistically significant difference between the instructors of both types of universities in terms of students' improvement of writing skills. The ratio of private university instructors for "agree" answer (66.7%) is nearly double of the ratio belongs to state university instructors (36.6%). As opposed to this, for "disagree" answer the ratio for state university instructors (31.7%) is higher. Private university instructors may have got the chance to make their students write and improve their writing. The low ratio of "agree" answer and the high ratio of "disagree" answer indicate that state university instructors may have not made their students write in online setting. This finding is compatible with the finding of Karakuş et al. (2020) about the inadequacy of teaching 4 language skills online.

The last research question is about the instructors' online teaching. The table reflects that the answers are not positive. They either disagree with the idea or are neutral about it. As they are all qualified and experienced teachers, the online course they gave during the pandemic did not live up to their expectations. They do not believe that they show all their teaching skills in the online setting. As they were not ready and technologically qualified for online teaching, they felt limited although they tried to do their best. They do not consider that they were successful as English instructors. They were aware that everything was different even their students. Mishra et al. (2020) support this finding by emphasizing the difficulty of teaching online practical classes in their study. The item that asks if the offered online course content was qualified shows a statistically significant difference between private and state university instructors. The ratio of state university instructors for "agree" answer (75.2%) is higher than that of private university instructors (72.7%). However, 18.2% of private university instructors disagree with this idea. The ratio of state

university instructors for “disagree” answer (5.0%) is incredibly low. This indicates that state university instructors may be content with the online course content offered.

The results of the study made it clear that both institution types similarly experienced the process of Covid-19. The present study reveals that both private and state instructors are satisfied with neither learning practices, the improvements of language skills nor learning outcomes. Similarly, Moser et al. (2021) state that perceived outcomes of remote teaching were less than expected although language teachers tried to do their best to support online teaching. Both university types had an unanticipated transition to remote education with the breakout of the Corona virus. The unplanned virtual programme could be the point behind the dissatisfying classroom activities, unbalanced practice or acquisition of language skills and systems. The switch suddenly happened in the middle of the 2019-2020 academic year which started as a face-to-face programme for both private and state universities. Almost all higher education institutions had to keep using the curriculum which was designed as a whole year package and intended to be applied in a face-to-face setting. Therefore, none of the university types had a chance to design, test or revise a programme, syllabi that is especially developed for virtual language education. The similarity between the results of these institution types in terms of learners lets the researchers comment on the learners’ experience of emergency remote education. Without the division of institution type, learners were probably not familiar with the autonomy concept. They were able to manage to neither continue their education nor improve their learning during the process. To conclude, it can be said that emergency remote education does not prove to be adequate compared to face-to-face education in many aspects.

#### **4.1. Pedagogical Implementations and Suggestions for Future Research**

The present study revealed that both private and state university English language instructors think that the universities they have been working for tried to manage the process. Moreover, it was found out that the instructors do not believe that learners have had an effective learning experience during the process. Following these very brief results, one can foresee that the integration of technology into educational practices will be more innovative and creative, and the role of autonomy will be emphasised. The fact that emergency remote education has increased the use of technology in education has shown the significance of interaction in language education and it has switched the focus to different modes of delivering the instruction. It is better for foreign language instructors to adapt to the new way of

instruction as early as possible and to look for more technology-driven, autonomy-oriented, and interactive language acquisition practices. Some suggestions for further research by presenting the limitations and objectives of the present study might be put forward as follows:

- This study adopted the survey design of the quantitative research methodology. In further studies, designs of qualitative research methodology can be utilised so a deeper view of the case can be obtained.
- The study only consulted the opinions of instructors. Further studies can go over the learners' and administrators' views and come up with comparisons among them.
- The testing and evaluation component of emergency remote education was not within the scope of the study. Future studies can find out the effectiveness of online emergency education by testing the students' language performance.
- This study attested that the instructors' views on emergency remote education did not differ by their institution type. Bearing it in mind, further studies can design for other demographic characteristics of the participants.



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Appendix. Emergency Remote English Education Evaluation Questionnaire

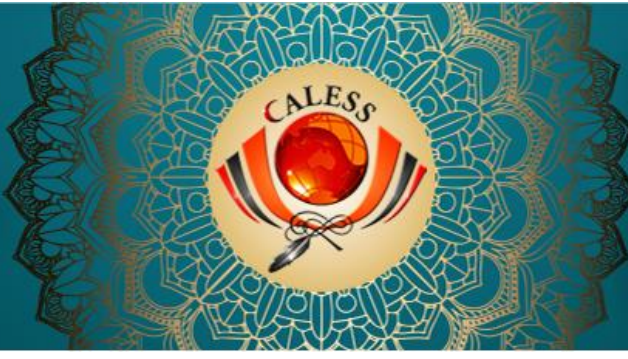
**Section 1. Demographic Information**

Your age:  
 Your Native Language:  
 Your Teaching Experience:  
 Your Institution: a) State University                    b) Private University  
 Have you ever taught a class online before COVID-19?  
 a) Yes, fully online    b) Yes, hybrid                    c) No

**Section 2.**

*This section of the survey will explore your opinion about the emergency remote education process during the pandemic. Please tick the one that suits your idea.*

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Before Covid-19, I believed that students could perform equally well in online language education as in a face-to-face setting.					
2	Online education is a suitable learning environment for learning & teaching English language.					
3	Online education offers more varied activity types, materials and learning opportunities.					
4	I was able to adapt online teaching easily.					
5	I would be interested in teaching online again in the future.					
6	Online teaching helped me to gain new pedagogical skills.					
7	Online teaching helped me to gain new technological skills.					
8	I used different teaching strategies, approaches, activity types during Covid-19 process because of the different nature of online setting.					
9	I had a more tolerant, flexible approach, style towards my students than I had before Covid -19.					
10	The university I have been working for provided sufficient orientations – seminars - workshops on online education (how to use the online platform etc.).					
11	The university was able to shift online education effectively and smoothly.					
12	The university made proper decisions related with online education on time.					
13	The university supported the instructors frequently. (keeping in touch, informing, leading with announcements, schedules, rubrics, online meetings, etc.)					
14	When I had a problem during the process, I was able to receive support from the university easily.					
15	The university provided flexibility to the instructors during online education (deciding on class hours, pacing, using extra materials, etc.)					
16	The university expected the instructors to change the teaching objectives, prepare different or modified curriculum, materials special for online education.					
17	The online platform, learning management system or video conferencing tool (Zoom, Teams, Sakai, Google Meet etc.) determined by the university was an appropriate choice.					
18	The online platform was easy for me to use.					
19	I was able to use the online platform effectively.					
20	The technical problems (video –audio- voice quality of online classes, connection, difficulties in uploading digital materials etc.) affected the flow of lessons negatively.					
21	My online course had measurable, appropriate objectives.					
22	The offered online course content was qualified.					
23	My online course met the students’ individual interests.					
24	My online course met the students’ existing needs related with English.					
25	My online course included equal number of activities suitable for pair, group and individual work.					
26	My online course included authentic examples of language and / or culture.					
27	My online course included opportunities for students to interact with me as the instructor.					
28	My online course included opportunities for students to interact with one another.					
29	My online course gave the students the opportunity to use and reflect their language knowledge.					
30	My online course was more learner-centered than my face-to-face classes.					
31	The students’ improvement of English speaking skills was satisfactory.					
32	The students’ improvement of English listening skills was satisfactory.					
33	The students’ improvement of English reading skills was satisfactory.					
34	The students’ improvement of English writing skills was satisfactory.					
35	The students’ improvement of English grammar was satisfactory.					
36	The students’ improvement of English vocabulary was satisfactory.					
37	My online students’ overall performances were as satisfactory as my face-to-face students that I had before Covid-19.					
38	I was pleased with the communication, rapport, and interaction I had with my online students as much as I had in the face-to-face setting.					
39	My online students attended, participated the online classes as much as my face-to-face students that I had before Covid-19.					
40	The reading, writing, listening, speaking skills and vocabulary, grammar, pronunciation language systems were well balanced in my online course.					



## SOSYAL BİLGİLER ÖĞRETMENLERİNİN VELİ İLETİŞİM BECERİLERİ

Ali TORUN<sup>1</sup> Şahin ORUÇ<sup>2</sup>

## Makale Bilgisi

## Özet

## Anahtar Kelimeler

Sosyal Bilgiler Öğretmenleri  
Veli  
İletişim

İletişim hayatın en önemli bağlantı noktasını oluşturmaktadır. İnsanlar arasında bilginin aktarılmasında köprü görevi gören iletişim öğretmen, öğrenci ve veli arasındaki bağın güçlenmesinde ve gelişmesinde ayrı bir öneme sahiptir. Okullarda gerçekleştirilen eğitim öğretim faaliyetlerinde, öğrencinin durumu ve gelişimi hakkında velinin bilgilendirilmesi sürecinde, öğretmenler aktif görev almaktadırlar. Öğretmenin, veli ile kurmuş olduğu iletişimde öğretmenin iletişim becerisinin gelişmiş olması veli ile yaşayabileceği iletişim engellerini ortadan kaldıracaktır. Velinin öğretmene ve okula karşı tutumunda öğretmen ile gerçekleştirmiş olduğu iletişimin, velinin düşüncelerini etkilemede önemli bir yeri vardır. İletişim konusunda Sosyal Bilgiler öğretmenlerinin yeterli donanımına sahip oldukları düşünüldükçe veliler ile kurdukları iletişimde neleri önemsedikleri ve öğrenciler hakkında hangi bilgileri aktardıkları merak edilmiştir. Yapılan araştırma ile Sosyal Bilgiler öğretmenlerinin veli ile kurmuş oldukları iletişimdeki becerileri ortaya çıkarılmaya çalışılmıştır. Araştırmada İstanbul ilinde ortaokullarda görev yapan 322 Sosyal Bilgiler öğretmenine ulaşılarak öğretmen veli iletişim ölçeği uygulanmıştır. Yüksek Lisans tezinden üretilen makalemizde Sosyal Bilgiler öğretmenlerinin veli iletişim becerilerinde başarılı olduklarını söyleyebiliriz. Sosyal Bilgiler alanında eğitim gören öğretmen adaylarının ve veli ile iletişimde bulunan tüm görevlilerin araştırma sonuçlarını incelemeleri mesleki gelişimlerine katkı sağlamaları bakımından kıymetlidir.

**Gönderim Tarihi:** 11.11.2022**Kabul Tarihi:** 29.12.2022**Yayın Tarihi:** 29.12.2022

## PARENT COMMUNICATION SKILLS OF SOCIAL STUDIES TEACHERS

## Article Info

## Abstract

## Keywords

Social Studies Teachers  
Parents  
Communication

Communication is the most important connection point of life. Communication, which acts as a bridge in the transfer of information between people, has a special importance in the strengthening and development of the bond between teacher, student and parent. In the educational activities carried out in schools, the learners take an active role in the process of informing the parents about the status and development of the student. The fact that the teacher's communication skills are developed in the communication established by the teacher with the parents will eliminate the communication barriers that they may experience with the parents. The communication with the teacher has an important place in affecting the parents' thoughts in the attitude of the parents towards the teacher and the school. Considering that the Social Studies Teachers are adequately equipped in communication, it has been wondered what they care about in their communication with the parents and what information they convey about the students. With the research, it was tried to reveal the skills of Social Studies Teachers in communication with parents. In the research, 322 Social Studies Teachers working in secondary schools in Istanbul were reached and the teacher-parent communication scale was applied. In our article produced from the master's thesis, we can say that Social Studies Teachers are successful in parent communication skills. It is valuable for teacher candidates studying in the field of Social Studies and all officials who communicate with parents to examine the results of the research, as they contribute to their professional development.

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## Extended Abstract

### Introduction

Interaction and communication are at the forefront of the indispensable elements for the survival of human beings in nature and the continuation of their vitality. Humans are creatures that exist to live together. Unlike other living things, the existence of thought and the linguistic competence in expressing it pass through communication between each other. Language, which is an important element in expressing its internal and external problems at every stage of life, flows into life with communication (Işık, 2018). Teachers, students and parents are the basic building blocks of the education system. In order to get the desired result from the education system, there must be a strong relationship between these three basic elements. It is vital to connect teachers, students and parents through cooperation and communication. The parents must participate in the education process and be in contact with the school. The parent should know more about the student who spends his preschool time with the parent. The family, which gives personality traits, has an important place in the education process. In order to increase the quality of the education and training that the student will receive at school and to be successful, it is important that the teacher and the parents are in communication. A participating parent will contribute a lot to the education process (Akbaşlı & Kavak, 2008). In order to achieve the purpose of education in primary education institutions, it is necessary for the teacher and the parents to cooperate. In order for the cooperation process to take place healthily, the expectations of parents and teachers and the problems they experience should be given importance. Having a common expectation of teachers and parents will ensure that healthy individuals are raised by caring about each other's expectations. The importance of communication stems from the fact that it is a phenomenon that interests everyone and enables us to connect like breathing in life. Being in a social structure, being in a network system and being noticed is possible with communication. Thanks to communication, society manages to live together and together. Communication has a key position at the point of solving the problems that will exist in society. People can cause problems to grow by blocking the means of communication.

### Method

In this study, it was tried to determine the level of communication skills of Social Studies teachers working in secondary school with parents. The research was designed as a quantitative research and a descriptive study of the variables was carried out. Since questionnaires and scales were used, mathematical formulas were used to evaluate numerical data using statistical methods. Social Studies teachers working in our country constitute the universe of our research. Since not all teachers could be reached, 322 Social Studies teachers among the teachers working in Istanbul were taken as the sample of our research.

### Findings

In the research, answers were sought to the following questions.

- 1- What information do Social Studies teachers give more about the student to the parents?
- 2-What is the attitude of Social Studies teachers when communicating with parents?
- 3- Which communication channels do Social Studies teachers use most in communication with parents -except for face-to-face interviews?
- 4- In which subjects do Social Studies teachers guide parents, through parent communication, which are considered appropriate for the student in the home environment?

### Results and Discussion

The research aims to determine the parent communication skills of Social Studies teachers, as well as to contribute to the education of the student by making use of the parent communication skills. Çalışkan and Ayık's (2015) In their research on parent-teacher association and communication with parents, it has been determined that parents' contribution to the education process is directly related

to the provision of qualified education. It examined the communication experiences of Social Studies teachers with parents during distance education. From this review, it has emerged that parent communication is important in the effective execution of the process. We can say that it is an important support for the student that a teacher with high parent communication skills cooperates with the parents in motivating and following the student. Çayak and Ergi's (2015) According to the results obtained from the research data they have done on the effect of teacher-parent communication on student undesirable behaviours; It has been determined that there is a positive relationship between the communication between the parents and the teacher and the unwanted behaviours of the student. We can say that the increased communication with the school and the teacher makes the parents sensitive about the undesired behaviour of the students. In my research, we can predict that Social Studies teachers with high communication skills will cooperate with parents more easily in eliminating undesirable behaviours in students.

## 1. Giriş

İletişim kavramının birçok tanımı yapılmaktadır. İletişim, insanla başlayıp insanla devam eden farklılaşarak ilerleyen bir süreçtir. Doğa ile etkileşim halinde olan insan, doğa mücadelesinde başarılı olabilmek için insanlarla iş birliği yapmıştır. İş birliği ile iletişim gelişme göstererek şekillenmiştir (Vural ve d., 2012). Kişinin kendisini, çevresini ve diğer canlıları anlayabilmesi için iletişime geçmesi gereklidir. İletişim bu yönü ile de toplumsal bir işlev kazanmaktadır (Şahin ve Aral, 2012).

İletişimde temel gruplama genel olarak iletişimin hangi yol üzere yapıldığı ile ilgilidir. İletişim her toplumda vardır. Toplum kendi dilini sözlü, yazılı ve işaretlere dayalı sözsüz iletişim olarak çeşitlendirir. Her toplumun dil dağarcığının farklı olması iletişim çeşitliliğinde kendine has özellikleri ortaya çıkarmaktadır. İletişim türleri genel gruplama olarak sözlü yazılı ve sözsüz iletişim olarak 3'e ayrılmaktadır (Aziz, Dicle, 2017). Bu ayrım içerisinde sözlü iletişim en fazla kullanılan iletişim türüdür. Çünkü en kolay ve hemen herkes tarafından gerçekleştirilebilecek bir iletişim çeşididir. Konuşma ve dinleme eylemleri diğer iletişim türlerindeki eylemlere göre daha çabuk öğrenilmektedir (Sarpkaya ve Şekercioğlu, 1997). Yazılı iletişim, bilgi ve deneyim birikimini geleceğe aktarmada uzaktan haberleşmede sözlü iletişime göre daha fazla güven vermektedir. Mutlu, (1998) sözsüz iletişimi kişiler arasında konuşma olmadan gerçekleşen bilgi alışverişi şeklinde tanımlamaktadır. Sözel olmayan iletişim olarak da adlandırılan sözsüz iletişim insanlık tarihinde oldukça köklü bir geçmişe sahiptir.

İletişim eğitim öğretim sürecinde önemli bir yer kaplamaktadır. Öğrencilerin toplumsal yaşamda kendilerine yetecek bilgi beceri ve davranış kalıplarını öğrenmeleri iletişim yolu ile mümkündür. Davranışların şekillenmesi ve değişmesinde iletişimin ne kadar etkili olduğunu öğretmen öğrenci arasındaki iletişimin ne kadar yoğun olduğunu gözlemlediğimizde, özellikle ilkökul öğrencilerinin öğretmenlerini rol model almalarında bunu görebiliriz.



Her meslek kendi içerisinde faaliyetlerini gerçekleştirirken iletişim becerisinden yararlanır. Özellikle beşerî ilişkilerin fazla olduğu meslek çalışanlarının başarısında, alan bilgisi ve becerilerinin yanında, iletişim becerilerine de ihtiyaçları vardır. Etkin dinleme ve etkin tepki verme konuşmayı sürdürürebilme, hislerini belli etme, durum hakkında özetleme yapabilme gibi iletişim becerileri kişiler arası iletişimde olumlu etki göstermektedir (Ersanlı ve Balcı, 1998). Öğretmenlerin öğrenci ile olan ilişkilerinde olduğu gibi öğrenci velileri ile olan ilişkilerinde de kişiler arası iletişim becerilerinin iyi olması kaliteli görüşmeler yapmasını sağlayacaktır.

Okul, öğrenciler, öğretmenler, yöneticiler ve diğer çalışanlarla birlikte eğitim ve öğretim faaliyetlerinin gerçekleşmesine aracılık eden mekân olarak bilinmektedir. Okulu, hayatın şekillendiği davranışların pekiştirildiği bilginin kalıcı hale gelmesini sağlayan kendi iklimi içerisinde iletişimi bulunan kurum olarak da tanımlaya biliriz. Hayatın aktığı bu kurum içerisinde iletişim kavramının ayrı bir yeri vardır. Bireyler arası kısa süreli iletişim yaşam içerisinde uzun süreli hale gelmesini sağlayan okullarımız geleceğimizi şekillendirmesi bakımında önem derecesi çok yüksektir. Bu yönüyle okullar sosyal bir örgüt işlevi görmektedir. Bu tür bir işleve sahip olması ile içinde bulunduğu toplumla bir bağ kurmaktadır. Toplum yaşamının varlığı iletişimin örgütsel işlevi ile nitelik kazanmaktadır. Okullar iletişimin en çok kullanıldığı alanlardan birini oluşturmaktadır (Tourish ve Hargie,1998).

Okullar öğrencilerin fiziksel ya da psikolojik tehdit ve tehlikeye karşı kendilerini güvende hissedeceği, birlikte çalışma, bilgi öğrenme ve kültürel davranışları öğrenme fırsatını bulabileceği, bireysel farklılıklarından dolayı dışlanılmayan herkesin hoşgörülü davrandığı bir iletişim ağına sahip, çevre olmak zorundadır. Öğrencilerin hayatlarında çok önemli bir yer kaplayan hayatlarının en önemli çağlarının geçirdikleri okullar öğrenciler için sağlam bir iletişim ağına sahip olmalıdır. Güçlü bir bağ kurulabilmesinde bireyler arasında oluşturulacak iletişim ağı ile mümkündür. İletişimin devam etmesi gelişmesi için okul yöneticilerine, velilere, öğretmenlere, öğrencilere ve çalışanlara çeşitli görevler düşmektedir. Başarılmak istenilen, samimiyete dayalı ve yapıcı bir iletişim ortamının kurulabilmesidir (İşginöz ve Bülbül, 2012).

Öğrencinin okul başarısına etki eden, okul içinde ve dışında birçok etken söz konusudur. Okul dışında ailesi öğrencinin akademik başarısı üzerinde belirleyici olmaktadır. Aileler öğrencinin çok yönlü yetişmesini sağlayarak başarılarına ve başarısızlıklarına büyük etki etmektedir. Velinin çocuğu ile kuracağı iletişimin niteliği ve okulla gerçekleştirdiği iş birliği, öğrencinin bilişsel, duyuşsal ve kültürel gelişimlerine katkı sağlamaktadır. Çocuğunu iyi tanımayan bir velinin çocuğunun

olumlu veya olumsuz davranışlarını bilmeyen, çocuğunun ilgi ve yeteneklerinde habersiz, iletişimi az olan velinin okul aile ilişkilerini geliştirmesinde ve öğrencinin hayata hazırlanmasını sağlama konusunda destek olması mümkün değildir. Sağlıklı bir, veli öğretmen iş birliği iletişim ve bilgi akışı olan ailenin eğitim konusunda duyarlılıkları artmaktadır. Ve öğrenci aile ilişkisinde okulun değeri artmaktadır (Aslanargun, 2007).

Birbirleri ile kurdukları iletişimin sağlıklı olmasını önemseyerek davranışlarını ona göre ayarlayacaklardır. Veli, okul ve öğretmenden beklentisine karşılık bulamazsa aralarında anlaşmazlık, huzursuzluk meydana gelecek öğretmen veli iletişimi olumsuz etkilenecektir (Çelik, 2005).

Öğretmenleri kaygılandıran görevlerden bir tanesi de zor veliler ile yapılan yüz yüze iletişimidir. Veliler, öğretmenin çocuklarına ya da kendilerine söyledikleri bir söz için rahatsızlık duyabilirler. Bu durumda veli ile uygun ve etkili iletişim kurmak öğretmen için zor olan bir görevdir. Veliler düşünce farklılıkları yaşadıkları zamanlarda öğretmenler ile karşı karşıya gelebilirler. Zor veli ile iletişim kurmak için strateji geliştirmek önemlidir (Koç, 2020).

Zor veli, öğretmeni fiziksel ve psikolojik olarak olumsuz etkileyen kişi olarak tanımlanabilir. Zor insanlardan günlük hayatta kaçınılabılırken görev gereği yapılacak işlerden bu imkân bulunmamaktadır. Zor velilerin özellikleri şu şekilde belirtilebilir (Appelbaum, 2009);

- Çok fazla şikâyetçidirler,
- Kendileri ile çelişen düşünceleri duymak istemezler,
- Kendi yöntemlerinin en iyi yöntem olduğuna inanırlar,
- Tartışmacı ve inatçıdırlar,
- Her şeyi biliyormuş gibi davranırlar,
- Öğretmenlerin acele karar vermesine sebep olabilirler,
- Öğretmeni hayal kırıklığına uğratırlar,
- İstediklerini yaptırmak için duygu sömürsü yapabilirler
- Dedikodu yaparlar,
- Öğretmenlerin yaptığını yeterli bulmazlar,
- Çabuk öfkelenirler,
- Yalan söyleyerek öğretmeni küçük düşürebilirler.

Bir öğretmenin karşılaşabileceği zor görevlerden arasında zor veli ile iletişim kurmakta vardır. Öğretmen, veli ve öğrenci arasında bir köprü olmasıyla birlikte

tarafların isteklerinin birbirine uymaması durumunda öğretmen zorlanmaktadır. Öğrencinin, velinin onayını almak istemesi, velinin öğrencinin iyi şartlarda eğitim görmesini istemesi, doğal bir durumdur. Okul içindeki yaşananları veliye aktaran öğrencinin kurmuş olduğu iletişimdeki abartmalar ya da gerçek dışı bilgiler velinin gerçeği bilmeden hem öfkelenmesine sebep olabilmektedir. Öğretmene karşı bir kızgınlığı zihninde biriktiren veli iletişim kurulduğunda bunu sözleri ve davranışları ile ortaya koyarak öğretmeni rahatsız edecektir. Bu durumda öğretmen sakinliğini koruyarak olayı anlamaya ve velinin öfkesinin yatıştırmaya çalışmalıdır (Koç, 2020).

Veliler, çocuklarının en iyi şekilde nitelikli yetiştirilebilmesi için, okul ile iş birliği yapmak durumundadırlar. Ailede çocuklar veli tarafından yakinen tanıma imkânına sahip olunması öğrencinin ilgi ihtiyaç ve kişilik özelliklerini neler olduğunun bilinmesi eğitim öğretim sürecinde okulla yapılacak iş birliğinde büyük katkı sağlayacaktır. Velin bu bilgileri öğretmen ile paylaşması ile birlikte okul içinde öğrenciye nasıl davranılması gerektiğinin ipuçlarının bilinmesi derslere karşı öğrencinin motive edilmesini kolaylaştıracaktır. Çıkabilecek sorunların çözümünde bu bilgilerden yararlanılabilmektedir. Okulda yaşananlardan velinin bilgi sahip olması ile evdeki yaşamda öğrenciye nasıl davranılmasında veli, ne yapması gerektiğini bilir. Bu şekilde öğrenci için okul ve veli iş birliği içerisinde davranmış olması öğrenciye katkı sağlaması bakımında çok önemlidir. İlköğretim kademelerinde okul-aile iş birliğinin sağlanabilmesinde kullanılan yasal dayanaklar vardır. Kanun ve yönetmelikte okulun ve velinin sorumlulukları genel hatları ile belirtilmiştir. Okul aile iş birliğinde tarafların üzerlerine düşen görevleri önemseyerek ve bilinçli bir şekilde yerine getirmesi gerekmektedir. Okulun ve velinin karşılıklı beklenti ve önerilerini dile getirerek iş birliği yapmaları gerekmektedir (Gökçe,2000). Okul aile iş birliğinde velinin katkısı önemli ve değerlidir. Etkin bir velinin yapması gerekenleri sıralayacak olursak şu şekilde ifade edebiliriz.

- Okul ile iş birliği içerisinde olur.
- Öğrencinin öğrendiklerini davranışa döndürmesinde yardımcı olur.
- Okula maddi ve manevi olarak destek olur.
- Okuldaki eğitimlere katılarak öğrenciyi eğitim açısından destekler.
- Okulla ev arasındaki tutarlılığı sağlamaya çalışır.
- Öğrencinin akademik ve kişisel gelişimine katkı sağlayarak okuldaki karar alma süreçlerine katılır.
- Okulla bilgi ve güç paylaşarak öğretim sürecinin bir parçası olur.

- Okul ile arasında düzenli bir iletişim kurar.
- Okulun yardımıyla velilik becerilerini geliştirerek okul ile karşılıklı beklentilerinin farkında olur.
- Okulda güvenli bir çevre oluşturulması için okulla her zaman iş birliği yapar.

Veli, kendisine düşen görevleri ve sorumlulukları yerine getirerek okul aile iş birliğinin öğrencinin başarısındaki katkısında önemli görev üstlenmiş, etkin bir veli olur (Uğurlu ve Demir, 2016).

Veli toplantıları, okulun işlevlerini en etkili bir şekilde yerine yetiren bir eğitim etkinliği olurken sistemin bileşenleri olan okul, öğrenci, veli açısından en iyi şekilde değerlendirmesi gerekmektedir. Veli toplantılarının öğrenci, öğretmen, veli, okul ve eğitim sisteminin daha büyük parçasını oluşturan toplum içinde büyük ve önemli bir etkisinin olduğunu unutmamak gerekir (Nazlı, 2020).

Hangi ortamda olursa olsun veli ile kurulacak iletişimde dikkat edilmesi gereken noktalar konusunda Yılmaz (2011), dikkat edilmesi gereken ilkeleri şu şekilde sıralamıştır:

- Ne yapacak ölçüsünde çıtkırıldım olun ne de aklınıza geleni söyleyin. Tepkileriniz ağır başlı, ölçülü ve doğal olsun.
- Size sorulmuş olmasını istediğiniz soruyu değil, sorulmuş olana cevap verin.
- Cevaplarınız kısa ve tutarlı olsun. Uzun ve gereksiz açıklama yapmayın, daha fazla ayrıntı istenip istenmediğini sorun.
- Mizahtan korkmayın, ama fıkra anlatmaktan kaçının.
- Size soru sorulurken sorgulanma durumuna düşmekten kaçının.
- Öğrenciniz hakkında, velisinden öğrenmek istediğiniz bilgiyi karşınızdaki kişiyi tedirgin etmeden, en etkili ve zarif biçimde sormaya özen gösterin.
- Görüşmeyi, daha sonra ne olacağına ilişkin açık ve net bir cümle ile bitirin.

Öğretmen ile velilerin kurdukları iletişimde en çok tercih ettikleri yöntem bireysel görüşmelerdir. Bu yönetimin tercih edilmesinde velinin kendisine daha çok zaman ayrılması ve çocuğu hakkında daha fazla bilgi almak aynı zamanda çocuğu ile daha fazla ilgilenmesi isteği bulunmaktadır. Velinin toplantılar dışında kendisini bireysel görüşmede daha iyi ifade edeceği düşüncesi de bulunmaktadır. Toplantının resmiyetinden daha samimi bir iletişimin olacağı bir görüşmede, çocuğuna ait duygu ve düşünceleri öğretmenlere veliler daha rahat aktaracaklardır. Veli toplantılarında pasif kalabilen veli bireysel görüşmelerde daha aktif olabilmektedir. Düzenli bireysel

görüşmenin yapılması öğretmen ve veli açısından iş birliğinin artması ve öğrencinin başarısı için önemlidir (Yıldırım ve Dönmez, 2008).

Bireysel görüşme tarihleri öğretmen tarafından belirlenerek görüşme için planlanma yapılmakla birlikte velilerin isteği üzerine de görüşme düzenlenebilir. Veliler, öğretmen ile görüşmek için genelde kendilerine uygun zamanı istemektedir. Bu görüşme talepleri genelde çocuklarında var olduğunu düşündükleri sorunu dile getirmek için istenmektedir. Velinin okul hakkında anlamlandıramadığı durumlar içinde görüşme talepleri olmaktadır. Velinin okula habersiz gelmesi neticesinde, öğretmen hazırlıksız bir görüşme yapma durumunda kalabilmektedir. Öğretmenin detaylı ve net bilgiler aktarabilmesi ve görüşmenin sağlıklı geçmesi için görüşmenin tarihinin, saatinin, amacının ve konusunun ne olduğunun önceden belirlenerek görüşmenin gerçekleşmesi, bireysel görüşmeleri daha yararlı hale getirecektir (Coşkun, 2010).

Sosyal Bilgiler öğretmenlerinin eğitimlerinde almış oldukları meslek derslerinin çeşitliliği ve sosyal hayatla iç içe konuların derslerde işlenmesi Sosyal Bilgiler öğretmenlerinin iletişim yönünün gelişmiş olduğu varsayımını ortaya çıkarmaktadır. Bu varsayımdan yola çıkılarak öğrenci, öğretmen ve veli üçgeninde Sosyal Bilgiler öğretmenlerinin, veli ile kurmuş oldukları iletişimde nasıl bir tutum izledikleri merakıyla araştırmanın konusu ve amacı ortaya çıkmıştır.

İletişim konusunda, her hafta düzenli olarak derslerde öğrenci ile birlikte olan öğretmenin öğrenciyi tanınması, eğitim öğretim faaliyetlerinde ortaya çıkan olumlu ve olumsuz taraflardan daha çok hangilerinin veliye aktarıldığı, veli ile iletişim kurmada Sosyal Bilgiler öğretmenlerinin nerelere dikkat ettiğinin belirlenmesi, gerekliliği araştırma ihtiyacını ortaya çıkarmıştır. Sosyal Bilgiler alanında eğitim alan aday öğretmenlerin veli ile yapacağı görüşmelerde mesleki becerilerinin artmasını ve veli ile iletişim kuran eğitim görevlilerinin mesleki gelişimlerine katkı sağlayacağı bir çalışma olduğu düşünülmektedir.

Sosyal Bilgiler Öğretmenlerinin veli ile kurmuş oldukları iletişimde, hangi bilgileri aktardıkları ve nasıl bir davranış sergiledikleri araştırma sorularının ana kaynağını oluşturmaktadır.

## 2. Yöntem

### Model

Bu çalışmada ortaokulda görev yapan Sosyal Bilgiler öğretmenlerinin veli ile kurmuş oldukları iletişim becerilerinin ne düzeyde olduğu belirlenmeye çalışılmıştır. Araştırma nicel araştırma olarak tasarlanmış ve değişkenlere ilişkin betimsel bir

çalışma gerçekleştirilmiştir. Anket ve ölçek kullanıldığı için istatistik yöntemler kullanılarak sayısal verilerin değerlendirilmesi için matematiksel formüllerden yararlanılmıştır.

### Evren ve Örneklem

Ülkemizde görev yapan Sosyal Bilgiler öğretmenleri araştırmamızın evrenini oluşturmaktadır. Tüm öğretmenlere ulaşamayacağı için İstanbul ilinde görev yapan öğretmenler arasından, 322 Sosyal Bilgiler öğretmeni araştırmamızın örneklemini olarak alınmıştır.

### Veri Toplama Araçları

Verilerin toplanma aracı olarak kullanılan ölçek, Yar Yıldırım ve İşeri (2020) tarafından geliştirilmiştir. Öğretmenin, veli ile kurmuş olduğu iletişime dair 46 maddeden oluşan ölçek kullanılmıştır.

### Verilerin Toplanması ve Analizi

Verilerin toplanmasına İstanbul İl Milli Eğitim Müdürlüğü'nün İl Valiliğinden almış olduğu onay sonucu, 22.03. 2022 tarihinde vermiş olduğu izinle başlanılmıştır. Alınan izin sonrası İstanbul genelinde ulaşılabilen resmi ortaokullar dolaşarak ulaşılan Sosyal Bilgiler öğretmenlerine basılı evrak şeklinde, gönüllülük esasına göre uygulanan anket formları ile veriler toplanmıştır. Analizinin yapılmasında matematiksel formüller kullanılmıştır.

### 3. Bulgular

Bu bölümde, araştırma probleminin çözümü için, araştırmaya katılan Sosyal Bilgiler öğretmenlerinin ölçek yoluyla toplanan verilerin analizi sonucunda elde edilen bulgular yer almaktadır. Elde edilen bulgulara dayalı olarak açıklama ve yorumlar yapılmıştır.

**Tablo 1.** Sosyal Bilgiler Öğretmenlerinin Demografik Bilgileri

	Gruplar	Frekans(n)	Yüzde (%)
Cinsiyet	Erkek	102	31,68
	Kadın	220	68,32
	Toplam	322	100,00
Mezuniyeti	Lisans	266	82,61
	Yüksek Lisans	54	16,77
	Doktora	2	0,62
	Toplam	322	100,00

	Gruplar	Frekans(n)	Yüzde (%)
Meslekteki Kıdem Yılı	1-5 yıl	78	24,22
	6-10 yıl	94	29,19
	11-15 yıl	54	16,77
	16-20 yıl	28	8,70
	21 yıl ve üzeri	68	21,12
	Toplam	322	100,00
Mezun Olduğu Program	Sosyal Bilgiler	272	84,47
	Tarih	14	4,35
	Coğrafya	2	0,62
	Sınıf Eğitimi	28	8,70
	Diğer	6	1,86
	Toplam	322	100,00
İletişimle İlgili Kurs, Ders, Seminer Alma Durumu	Evet	180	55,90
	Hayır	142	44,10
	Toplam	322	100,00

Sosyal Bilgiler Öğretmenlerinin cinsiyet dağılımı olarak 102'si (%31,68) erkekler, 220'si (68,32) kadınlar oluşturmaktadır. Mezuniyet durumlarına göre 272'si (%82,61) Lisans, 54'ü (%16,77) Yüksek Lisans, 2'si (%0,62) Doktora mezunu olarak dağılım göstermektedir. Meslekteki kıdem yılı olarak 78'i (%24,22) 1-5 yıl arası, 94'ü (%29,19) 6-10 yıl arası, 54'ü (%16,77) 11-15 yıl arası, 28'i (%8,70) 16-20 yıl arası, 68'i (%21,12) 21 yıl ve üzeri olarak dağılım göstermektedir. Mezun olduğu program kapsamında ise 272'si (84,47) Sosyal Bilgiler, 14'ü (%4,35) Tarih, 2'si (%0,62) Coğrafya, 28'i (%21,12) Sınıf Eğitimi, olarak dağılım göstermektedir. İletişim alanında kurs, ders, seminer alma durumu sorusuna, 180'i (%55,90) Evet, 142'i (%44,10) ise Hayır olarak yanıt verdikleri tespit edilmiştir.

**Tablo 2.** Sosyal Bilgiler Öğretmenlerinin Veliye Aktarmış Olduğu Öğrencinin Fizyolojik, Psikolojik, Sosyal ve Ahlaki Gelişim Durumları Hakkındaki Görüşleri

	Fizyolojik Gelişim		Psikolojik Gelişim		Sosyal Gelişim		Ahlaki Gelişim	
	f	%	f	%	f	%	f	%
Hiçbir Zaman	12	3,73	4	1,24	8	2,48	6	1,86
Nadiren	72	22,36	40	12,42	36	11,18	14	4,35
Bazen	110	34,16	90	27,95	100	31,06	76	23,60
Çoğunlukla	104	32,30	142	44,10	130	40,37	152	47,20
Her Zaman	24	7,45	46	14,29	48	14,91	74	22,98
Toplam	322	100,00	322	100,00	322	100,00	322	100,00

Sosyal Bilgiler öğretmenlerinin veli ile kurmuş oldukları iletişimde öğrenciye ait birçok bilgi veliye aktarılmaktadır. Araştırma kapsamında öğrenci hakkında fiziksel, psikolojik, sosyal ve ahlak gelişimi hakkında yöneltilen sorulara verilen yanıtlar incelendiğinde öğretmenlerin fizyolojik, psikolojik, sosyal ve ahlaki gelişim hakkında vermiş olduğu yanıtları sayısal olarak sıraladığımızda ilk sırada ahlaki gelişim gelmektedir. Ahlaki gelişim için 6'sı(%1,18) Hiçbir Zaman, 14'ü(23,60) Nadiren, 76'sı(23,60) Bazen, 152'si (%47,20) Çoğunlukla, 74'ü (%22,98) ise Her Zaman yanıtı vermişlerdir. İkinci sırada olarak çoğunlukla ve her zaman yanıtlarının toplam üstünlüğünden dolayı psikolojik gelişim gelmektedir. Psikolojik gelişim için 4'ü(%1,24) Hiçbir Zaman, 40'ı (12,42) Nadiren, 90'ı(%27,95) Bazen, 142'si(%44,10) Çoğunlukla, 46'sı(14,29) ise Her Zaman yanıtını verdikleri görülmektedir. Üçüncü sırada sosyal gelişim hakkında verdikleri bilgiler gelmektedir. Sosyal gelişim için 8'i (%2,48) Hiçbir Zaman, 36'sı(%11,18) Nadiren, 100'ü(%31,06) Bazen, 130'u (40,37) Çoğunlukla, 48'i (14,91) Her Zaman, yanıtını vermiştir. Dördüncü sırada ise fizyolojik gelişim gelmektedir. Fizyolojik gelişim için 12'si(%3,73) Hiçbir Zaman, 72'si(%22,36) Nadiren, 110'ü(%34,16) Bazen, 104'ü (%32,30) Çoğunlukla, 24'ü (7,45) Her Zaman yanıtı vermiştir. Dört gelişim çeşidine bakıldığında Sosyal Bilgiler öğretmenlerinin gelişim konusunda veliye en çok öğrencinin ahlaki gelişimi hakkında bilgi verdikleri tespit edilmiştir.

**Tablo 3.** Sosyal Bilgiler Öğretmenlerinin Veliye Aktarmış Olduğu Öğrencinin Başarı Durumları Hakkındaki Görüşleri

	Başarılı olduğu Dersler Hakkında		Başarısız olduğu Dersler Hakkında	
	f	%	f	%
Hiçbir Zaman	8	2,48	12	3,73
Nadiren	24	7,45	28	8,70
Bazen	90	27,95	76	23,60
Çoğunlukla	126	39,13	132	40,99
Her Zaman	74	22,98	74	22,98
Toplam	322	100,00	322	100,00

Araştırmada Sosyal Bilgiler öğretmenlerinin veliye aktarmış olduğu bilgiler arasında öğrencinin başarılı ve başarısız olduğu dersler hakkında yöneltilen sorulara, öğretmenlerin birbirine yakın yanıtlar verdikleri tespit edilmiştir. Başarılı dersler hakkında 8'i(%2,48) Hiçbir Zaman, 24'ü (%7,45) Nadiren, 90'ı (27,95) Bazen, 126'sı (39,13) Çoğunlukla, 74'ü(%22,98) Her Zaman yanıtını vermiştir. Başarısız olunan dersler hakkında 12'si(%3,73) Hiçbir zaman, 28'i(%8,70) Nadiren, 76'sı (%23,60)



Bazen, 132'si(%40,99) Çoğunlukla, 74'ü(%22,78) Her Zaman yanıtını vermiştir. Bakıldığında yanıtların birbirine yakın değerlerde olduğu görülmektedir. Sosyal Bilgiler öğretmenlerinin ders çeşidinin az olması sebebinde de göz önüne alarak baktığımızda, veliye iletilen ders başarı ve başarısızlık durumlarının birbirine çok yakın olduğu ifade edebiliriz.

**Tablo 4.** Sosyal Bilgiler Öğretmenlerinin Velilerle İletişimde, Öğrencinin Arkadaşlık İlişkilerinin Aktarımına İlişkin Bulgular

	Okuldaki Arkadaşlık İlişkileri Hakkında		Okul Dışı Arkadaşları (sosyal medya, sokak ve okul çevresi) Hakkında	
	f	%	f	%
Hiçbir Zaman	8	2,48	26	8,07
Nadiren	34	10,56	86	26,71
Bazen	120	37,27	108	33,54
Çoğunlukla	120	37,27	74	22,98
Her Zaman	40	12,42	28	8,70
Toplam	322	100,00	322	100,00

Sosyal Bilgiler öğretmenlerin velilere aktarmış olduğu öğrenci hakkındaki bilgilerin bir kısmını arkadaşlık ilişkileri oluşturmaktadır. Okul içi arkadaşlık ilişkileri ve okul dışı arkadaşlık ilişkileri hakkında veliye iletilen bilgilerden okul içi arkadaşlık ilişkileri hakkında veliyi bilgilendirme sorusuna Sosyal Bilgiler öğretmenlerini 8'i (%2,48) Hiçbir zaman, 34'ü(%10,56) Nadiren, 120'si(%37,27) Bazen, 120'si(%37,27) Çoğunlukla, 40'ı(%12,42) Her Zaman diye yanıt vermişlerdir. Okul dışı arkadaşlık konusunda ise 26'sı(%8,07) Hiçbir Zaman, 86'sı(%26,71) Nadiren, 108'i(%33,54) Bazen, 74'ü(%22,98) Çoğunlukla, 28'i(%8,70) Her Zaman şeklinde yanıtlamışlardır. Okul içindeki arkadaşlık ilişkilerini yakından gözlemleyebilmeleri yanıtlar arasında büyük farkların oluşmasına neden olduğu düşüncesini ortaya çıkarmaktadır. Okul dışı arkadaşlık bilgisi hakkında Sosyal Bilgiler öğretmenlerinin daha az bilgi verdiklerine araştırma içerisinde ulaşılmıştır.

**Tablo 5.** Sosyal Bilgiler Öğretmenlerin Veli ile İletişimindeki Davranışlarına Ait Bulgular

	Pozitif bir dil kullanamaya özen gösteriyorum		Yargılayıcı bir dil kullanmamaya özen gösteriyorum		İletişimde sözcükleri seçerek kullanıyorum	
	f	%	f	%	f	%
Hiçbir Zaman	0	0,00	4	1,24	0	0,00
Nadiren	6	1,86	8	2,48	4	1,24

	Pozitif bir dil kullanamaya özen gösteriyorum		Yargılayıcı bir dil kullanmamaya özen gösteriyorum		İletişimde sözcükleri seçerek kullanıyorum	
	f	%	f	%	f	%
Bazen	20	6,21	18	5,59	20	6,21
Çoğunlukla	120	37,27	130	40,37	114	35,40
Her Zaman	176	54,66	162	50,31	184	57,14
Toplam	322	100,00	322	100,00	322	100,00

Veli ile kurulan iletişimde Sosyal Bilgiler öğretmenlerinin kullanmış oldukları dile dair yöneltilen sorulara verdikleri yanıtlarda öğretmenlerin iletişim konusunda hassasiyet gösterdikleri tespit edilmiştir. Veli iletişimde pozitif bir dil kullanmaya özen göstermeye hiçbir zaman dikkat etmeyen Sosyal Bilgiler öğretmenine rastlanmamıştır. 6'sı (%1,86) Nadiren, 20'si(%6,21) Bazen, 120'si(%37,27) Çoğunlukla, 176'si(%54,66) Her Zaman yanıtını vermiştir. Yargılayıcı dil kullanmamaya özen göstermede ise 4'ü(%1,24) Hiçbir Zaman, 8'i(%2,48) Nadiren, 18'i(%5,59) Bazen, 130'u (%40,37) Çoğunlukla, 162'ü(%50,31) Her Zaman yanıtını vermiştir. İletişimde sözcükleri seçerek kullanma sorusuna "Hiçbir Zaman" yanıtını veren öğretmenimize rastlanmamıştır. 4'ü(%1,24) Nadiren, 20'si(%6,21) Bazen, 114'ü (%35,40) Çoğunlukla, 184'ü(%57,14) Her Zaman yanıtı vermiştir. Sosyal Bilgiler Öğretmenlerimiz veli ile iletişim kurar iken pozitif bir dil kullandıkları, yargılayıcı bir dilden kaçındıkları ve sözcüklerini seçerek kullandıkları sonucuna araştırmamızın verilerinden ulaşılmaktadır. Pozitif bir dil kullanma, yargılayıcı dil kullanmama ve sözcükleri seçerek kullanma konusundan Sosyal bilgiler öğretmenlerimizin %50 den fazlasının dikkat ediyor olduğunu söyleyebiliriz. Seçeneklerdeki "çoğunlukla" yanıtını da eklediğimizde bu oran %91,92 oranına yükselmektedir.

**Tablo 6.** Sosyal Bilgiler Öğretmenlerinin Yüz yüze İletişim Harici Veli ile İletişim Araçları

	Velilerle Sosyal Medya Üzerinden İletişim Kurma		Velilerle Telefon ve Telefon uygulamaları (Sms, Whatsapp) üzerinden İletişim Kurma	
	f	%	f	%
Hiçbir Zaman	58	18,01	8	2,48
Nadiren	72	22,36	42	13,04
Bazen	56	17,39	50	15,53
Çoğunlukla	88	27,33	120	37,27
Her Zaman	48	14,91	102	31,68
Toplam	322	100,00	322	100,00

Veliler ile kurulan iletişimde sosyal medya kullanımına ilişkin anket sorusuna Sosyal Bilgiler öğretmenlerinin 58'i(%18,01) Hiçbir Zaman, 72'si(%22,36) Nadiren,

56'sı(%17,39) Bazen, 88'i(%27,33) Çoğunlukla, 48'i(%14,91) Her Zaman şeklinde yanıt vermişlerdir. Sosyal Bilgiler öğretmenlerinin sosyal medya üzerinden iletişim kurma konusunda verilen yanıtlardan istekli olmadıkları sonucuna ulaşabiliriz. Hiçbir Zaman ve Nadiren yanıtlarının toplamı %40,37'sini oluşturmasında olumsuz bir bakış açısını görmekteyiz. Velilerle telefon ve telefon uygulamaları üzerinden iletişim kurmaya ilişkin 8'i(%2,48) Hiçbir Zaman, 42'i(%13,04) Nadiren, 50'si (%15,53) Bazen, 120'si(%37,27) Çoğunlukla, 102'si(%31,68) Her Zaman olarak yanıt vermişlerdir. Velilerle iletişim kurmada Sosyal Bilgiler öğretmenleri sosyal medyayı daha az tercih ederlerken, telefon ve telefon uygulamaları sosyal medya uygulamalarından daha çok kullandıklarına ulaşılmıştır.

**Tablo 7.** *Sosyal Bilgiler Öğretmenlerinin Veliye Rehberlik Yapma Durumları Hakkındaki Görüşleri*

	Ev ortamında Öğrencinin Bilişim teknolojilerini nasıl kullanması gerektiği konusunda veliye rehberlik yaparım		Ev ortamında öğrenci ile nasıl iletişim kurulması gerektiği konusunda veliye rehberlik yaparım		Evde çalışma ortamının nasıl olması gerektiği konusunda veliye rehberlik yaparım	
	f	%	f	%	f	%
Hiçbir Zaman	12	3,73	14	4,35	12	3,73
Nadiren	48	14,91	50	15,53	46	14,29
Bazen	86	26,71	98	30,43	96	29,81
Çoğunlukla	102	31,68	116	36,02	136	42,24
Her Zaman	74	22,98	44	13,66	32	9,94
Toplam	322	100,00	322	100,00	322	100,00

Sosyal Bilgiler öğretmenleri velilere rehberlik yapma konusunda öğrencinin bilişim teknolojilerini nasıl kullanması gerektiğine dair 12'si(%3,73) Hiçbir Zaman, 48'i(%14,91) Nadiren, 86'sı(%31,68) Bazen, 102'si Çoğunlukla, 74'ü(%22,98) Her Zaman olarak yanıt vermişlerdir. Çoğunlukla ve her zaman yanıtı toplam katılımı %54,66 oranında olması öğretmenleri bilişim teknolojileri hakkında bilgilendirmesinin yarıya yakın olduğunu ifade etmektedir. Ev ortamında öğrenci ile iletişimin nasıl olması konusunda 14'ü(%4,35) Hiçbir Zaman, 50'si(%15,53) Nadiren, 98'i(%30,43) Bazen, 116'sı(%36,02) Çoğunlukla, 44'ü(%13,66) Her Zaman yanıtı vermiştir. Çoğunlukla ve her zaman yanıtlarının toplamını %49,69 olması Sosyal Bilgiler öğretmenlerinin yarısının bu konuda bilgi verdiğini göstermektedir. Evde çalışma ortamı şekli konusunda veliye rehberlik bulunma sorusuna 12'si(%3,73)

Hiçbir Zaman, 46'sı(%14,29) Nadiren, 96'sı (%29,81) Bazen, 136'sı (%42,24) Çoğunlukla, 32'si(%9,94) Her Zaman yanıtı vermişlerdir. Çoğunlukla ve her zaman yanıtlarının toplamının oransal olarak %52,19 olması Sosyal Bilgiler öğretmenlerin ev ortamında bilişim teknolojisi kullanma, iletişimin nasıl olması gerektiği ve çalışma ortamı hakkında veliye rehberlik yapmada konusunda ortalama bir tutum sergilediklerini sonucuna ulaştığımızdır.

#### 4. Sonuç, Tartışma ve Öneriler

Araştırmada Sosyal Bilgiler Öğretmenlerinin veli iletişim becerilerinin düzeyi tespit edilmiştir. Araştırmaya İstanbul'da görev yapan Sosyal Bilgiler öğretmenleri katılmıştır. İl genelinde ölçeği tamamlayan 322 öğretmen değerlendirmeye alınmıştır. Araştırma ile Sosyal Bilgiler öğretmenlerinin iletişim konusunda başarılı olduklarını söyleyebiliriz.

Araştırmanın amacının Sosyal Bilgiler öğretmenlerinin veli iletişim becerilerini tespit etmenin yanında veli iletişim becerisinden yararlanarak öğrencinin eğitim öğretime katkı sağlamakta amaçlanmıştır. Binbir ve Ertürk'ün(2020) veli öğretmen iletişim ve iş birliğinin çocuğun sosyal gelişimiyle olan ilişkisi üzerinden yapılan araştırmada öğretmen ve veli arasında iletişim ve iş birliğinin çocukların sosyal becerileri arasındaki ilişkilerin anlamlı olduğu fark edilmiştir. Öğretmen ve veli arasında iletişim arttıkça sosyal becerilerinde arttığı belirlenmiştir. Bu kapsamda baktığımızda araştırma sonucumuz veli iletişim becerisinin yüksek olduğu Sosyal Bilgiler öğretmenlerinin, öğrencilerinin başarı düzeylerine etki edecek derecede öğretmen veli iletişim becerisine sahip olduklarını söyleyebiliriz.

Sosyal Bilgiler öğretmenlerinin veliye bilgi aktarmadaki başarısında iletişim becerisinin önemli olduğunu görmekteyiz. Araştırmamıza benzer bir araştırmayı Aydemir'in(2021) yapmış olduğu görüyoruz. Sosyal Bilgiler öğretmenlerinin uzaktan eğitim sırasında velilerle kurmuş oldukları iletişim deneyimlerini incelemiştir. Bu incelemeden sürecin etkili yürütülmesinde veli iletişiminin, önemli olduğu görüşü ortaya çıkmıştır. Veli iletişim becerisi yüksek bir öğretmenin öğrenciyi motive etme ve takip etme konusunda veli ile iş birliği yapması öğrenci için önemli bir destek olduğunu söyleyebiliriz.

Çalışkan ve Ayık'ın(2015) okul aile birliği ve velilerle iletişim konusundaki araştırmalarında velilerin eğitim öğretim sürecine katkıda bulunmaları nitelikli bir eğitim öğretimin sağlanmasıyla doğrudan bir ilişki olduğu saptanmıştır. Bu ilişkinin ortaya çıkmasında öğretmenin veli iletişim becerisinin yüksek olması gerekliliği vardır. Bu açıdan yapmış olduğum çalışmanın sonuçlarına göre Sosyal Bilgiler

öğretmenlerinin veli iletişim becerilerinin yüksek olması veli ile iletişim sayesinde başarılı bir eğitimin ortaya çıkmasında önemli katkı sağladığını, yapılan bu çalışmanın sonuçlarından görmekteyiz. Veli ile iletişimin artırması disiplin sorunlarının azalmasını, başarının artmasını sağladığı belirtilen sonuçlar arasındadır. Öğretmen veli iletişimin nitelikli olması, eğitimin tüm aşamalarına olumlu katkı sağladığı söyleyebiliriz.

Çayak ve Ergi'nin (2015) öğretmen veli iletişiminin öğrencide istenmeyen davranışlara etkisi konusunda yapmış oldukları araştırma verilerinden, ulaşılan sonuca göre; veli öğretmen arasındaki iletişimin, öğrencide görülme istenmeyen davranış ile aralarında olumlu yönde bir ilişki olduğu belirlenmiştir. Okul ve öğretmen ile artan iletişim öğrencinin istenmeyen davranışları konusunda veliyi duyarlı hale getirdiğini söyleyebiliriz. Araştırmamda iletişim becerisi yüksek olan Sosyal Bilgiler öğretmenlerinin öğrencide istenmeyen davranışları ortadan kaldırmada veli ile iş birliğini daha kolay gerçekleştireceğini öngörebiliriz.

Veliler ile yapılan görüşmelerde öğretmenleri mesleklerin uygun şekilde davranış sergiledikleri görülmektedir. Velinin eğitim öğretim faaliyetlerinden haberdar olmasında öğretmen önemli bir konuma sahiptir. Veli ile iletişimde öğretmenin veliye rehberlik yapmasının, dolaylı olarak öğrencinin evdeki yaşamına da etki etmesi demektir. Sosyal Bilgiler öğretmenlerinin ders içerisindeki olumlu, olumsuz davranışları veli ile paylaşmasında çekince göstermemesi gerekmektedir.

Araştırmamızda sadece öğretmen gözünden veli ile yapılan iletişime bakılmıştır. Veli tarafından öğretmenle kurulan iletişim içinde bir değerlendirme yapılarak bulguların karşılaştırılmasında aynı ve farklı düşüncelerin ortaya çıkarılması, öğretmen ve veli için farkındalık düzeyini artıracaktır.

İletişim konusunda yapılan birçok araştırmada iletişim becerileri konusunda insanları empati kurmalarının gerekliliğini ve bu şekilde iletişim hatalarına düşülmeyeceğini göstermektedir. İnsanların sabırlı bir şekilde karşı tarafı dinliyor ve anlıyor olması gerekmektedir. Bu şekilde insanlar arasında anlaşılma sorunu ortadan kalkacaktır.

Yapılan araştırma ile Sosyal Bilgiler öğretmenlerinin veli ile iletişimlerinde kullandıkları iletişim diline dikkat etmelerinin oranının yüksek olduğu saptanmıştır. İletişim konusunda, kendilerinden beklenen davranışların yapıldığı sonucuna ulaşılmıştır. Ankete katılanlar arasında uç noktalarda cevap veren öğretmenlere rastlanması ve oransal olarak düşük bir orana sahip olmaları araştırmada olumsuz olarak yorumlanacak bir sonucun olmadığını göstermektedir. Veli ile kurulan

iletişimde Sosyal Bilgiler öğretmenleri, öğrencilerin gelişim türlerinden en fazla önem verdikleri gelişimi, ahlaki gelişim oluşturmaktadır. Öğretmenlerin genel olarak öğrencinin vatandaşlık bilinci ile yetişmesinde ahlaki gelişimi daha çok önemsedikleri yorumunu yapabiliriz. Ahlaki gelişimden sonra verilere göre önem sırasının psikolojik gelişim olması sağlıklı düşünen bireylerin yetişmesinde Sosyal Bilgiler öğretmenlerinin önemle üzerinde durdukları bir gelişim çeşidi olduğunu bize söylemektedir. Diğer gelişim türlerinin değerlendirilmesine bulgular kısmında yer verilmiştir.

Öğrencinin başarılı ve başarısız dersleri konusunda, velinin bilgilendirilmesinde ortalama bir sonuca ulaşılmıştır. Genel beklenti velilere başarısız derslerin söylenmemesi üzerine olsa da Sosyal Bilgiler öğretmenleri seçmeli ve alan dersleri olarak birçok derse girmeleri öğrenciyi daha yakında tanıma imkânı sunarak gelişmesine katkı sağlama amacı ile veliye başarısız derslerinin de söylendiğini düşündürmektedir.

Veli ile iletişimde Sosyal Bilgiler öğretmenleri birçok konuda veliye bilgi aktarımı yapmaktadır. Bu konulardan bir tanesini de öğrencinin okul içi ve okul dışı arkadaşlıklarına ilişkin bilgiler oluşturmaktadır. Araştırmamızın sonuçları arasında okul içi arkadaşlıklar konusunda veliye aktarılan bilginin okul dışı arkadaşlıklardan daha fazla olduğu sonucudur. Sosyal Bilgiler öğretmenleri sosyal bağlarının güçlenmesinde, arkadaşlık ilişkilerini ders içerisinde işlemesi ve buna dair okul içerisinde gözlem yapma imkânının fazla olması ile veliye bilgi aktarımı artmaktadır. Okul dışı arkadaşlıklar konusunda, yaşanan şehrin koşulları da göz önüne alınarak gözlem imkânının daha az olması nedeniyle veliye aktarılan bilginin daha az olduğu kanısına varılmaktadır.

Sosyal Bilgiler öğretmenlerinin veli ile iletişim kurdukları iletişim aracı olarak sosyal medya uygulamalarını çok tercih etmedikleri sonucuna ulaşılmıştır. Telefon görüşmesi ve telefon uygulamalarını, sosyal medya uygulamalarından daha fazla kullandıkları araştırma sonuçları arasındadır. Sosyal medyanın daha özel bir konuma sahip olması ve öğretmenlerin özel alanlarını velilerden uzak tutmak istemeleri doğal görülebilmektedir. Günümüzde birçok olumsuz olayın sosyal medya üzerinden gerçekleşmesi öğretmenleri bu konuda hassas davranmalarını gerektirmektedir. Telefon uygulamalarında kanıtlanabilirlik ve resmiyetin daha fazla olması sosyal medyaya göre telefon iletişimini daha güvenli kılmaktadır.

Veli iletişimin ana sebebi öğrenciler olduğu için Sosyal Bilgiler öğretmenlerinin okul dışında öğrencilerinin evdeki durumlarına dair bilgi aldıkları ve rehberlikte bulunabildikleri kişiler velilerdir. Ev ortamında velinin öğrenci ile iletişim

konusunda neler yapması gerektiği, öğrencinin çalışma ortamının nasıl olması gerektiğine dair veliye rehberlik yapılması aynı zamanda öğrencinin bilişim teknolojilerini kullanmasında bilgi verilmesinde Sosyal Bilgiler öğretmenlerinin veliye rehberlik ettiği sonucuna ulaşılmıştır. Bu konuda çok farklı bir sonuca rastlanılmamış, öğretmenlerin ortalama bir görüşü olduğu sonucuna ulaşılmıştır.

### Öneriler

- 1- Sosyal Bilgiler öğretmenleri veliler ile iletişimde, kurs, ders ve seminer alma sayılarının artırılması, mesleki gelişimlerini olumlu yönde etkileyeceği için bu alanda hizmet içi eğitimlerin düzenlenmesi önerilmektedir.
- 2- Veli iletişimde Sosyal Bilgiler öğretmenlerinin veli görüşmelerini yüz yüze yapma sayılarının artırılması ve zamanlamanın iyi yapılması veli, öğrenci ve öğretmen için daha olumlu bir ilişkinin ortaya çıkmasını sağlaması bakımından önemlidir.
- 3- Sosyal Bilgiler öğretmenlerinin alanlarında akademik kariyere yönlendirilmeleri iletişim becerilerinin ve mesleki gelişimlerinin artmasını sağlayacaktır.
- 4-Veli iletişimde zor veli ile yapılacak görüşmelerde öğretmenin hazırlıklı ve donanımlı olması için öğrencisini iyi tanıyor olması gerekmektedir. Zor veli günümüzde artış göstermektedir. Öğretmenlerin bu konuda mesleki problem yaşamamaları için okul yönetimleri, veli toplantıları öncesinde veli öğretmen iletişimine dair daha fazla bilgilendirme yapmalıdır.
- 5- Sosyal Bilgiler öğretmenlerinin, veli iletişimi hakkında yapılan çalışmalara dair okumalar yapmaları önerilmektedir.

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