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Developing spiral vocabulary teaching model: A communicative and social constructivist-language instruction perspective

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Developing spiral vocabulary teaching model: A communicative and social constructivist-language instruction perspective

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Article Info	Abstract
	The aim of this research is to create a practical model for spiral vocabulary teaching through communicative and social-constructivist approach in order to improve learners' vocabulary learning, and to deal with the problems related to vocabulary teaching. The research was carried out within the framework of a vocational English course involving third-grade students enrolled in a tourism and hotel management school. The specific spiral teaching model which lasted eight weeks and consisted of various communicative activities was originally developed and adapted to the course syllabus by the researcher. Furthermore, an achievement test focusing on vocabulary components outlined in the syllabus was developed. This test served as a pre-test for both the control and experimental groups. Subsequently, the instructional model was implemented for eight weeks with the experimental group, while the control group followed the conventional syllabus utilizing the coursebook. Following the intervention period, the achievement test was administered again to both groups as a post-test, and the results were subjected to statistical analysis for comparison. Additionally, after the implementation, a feedback form with open-ended questions was distributed to the students in the experimental group to gather their opinions and suggestions regarding the instructional model. Based on the results, it could be suggested that the specific spiral vocabulary teaching model developed for this research was efficient in teaching vocabulary items and that it could be adapted to the vocabulary teaching in teaching English as a foreign language.

INTRODUCTION

Vocabulary is defined as the knowledge of meanings of words or a large stalk of words in a language and it is stressed that vocabulary is the indispensable part of a language since it has high importance in language learning (Hiebert & Kamil, 2005; Olijra, 2015; Al Mubarek, 2017). Reviewing the literature and considering general instructional practices, it becomes evident that students often encounter challenges in acquiring vocabulary and grappling with vocabulary-related questions (McCarthy & Carter, 2013). Nevertheless, vocabulary stands as a fundamental element of language proficiency, playing a crucial role in developing the skills of speaking, listening, reading, and writing in the target language (Watkins, 2005). Thus, explicit vocabulary learning should take place in the learning process so that it gives students the greatest chance for acquisition (Schmitt, 2000; Nation, 1995). The term 'spiral' denotes a pedagogical approach wherein the comprehension of concepts and their interconnections is strengthened through repeated exposure in different contexts, with increasing complexity over time (Clark, Dibiasio & Dixon, 2000). This implies that vocabulary items or concepts are revisited within various contexts and materials across subsequent units in a course. A spiral curriculum involves the interactive and consistent revisiting of topics, subjects, or themes throughout the course, moving beyond mere repetition. It necessitates the deepening of vocabulary by progressively building on prior encounters (Harden & Stamper, 1999). In essence, it is not a haphazard repetition of items in diverse contexts; rather, it involves a systematic reinforcement of a given topic using a variety of materials including vocabulary learning strategies.

Spiral curriculum, originally introduced by Jerome Bruner, has found application across various subjects, and this research extends its utilization to vocabulary teaching by developing a specific spiral vocabulary teaching model. The intention is to significantly enhance students' vocabulary learning outcomes through this model. The conventional and linear approach to vocabulary instruction often employed in traditional foreign language classrooms may prove ineffective in new input processing, retention, and spontaneous reuse. One contributing factor to this ineffectiveness is the absence of a systematic, spiraled incorporation of lexical input. Inadequate utilization of vocabulary during interlanguage development can impede syntactic progress and hinder the attainment of communicative proficiency, which are crucial aspects of language mastery.

The research explores the potential development of a model for spiral vocabulary teaching employing a communicative and social-constructivist approach. According to Nation (2001), vocabulary is so crucial in grammar and language frameworks that it serves as a key component in the overall proficiency of foreign language learners and is vital for effective communication. This exploration aims to address challenges such as systematic forgetting, insufficient discourse and language use, and other barriers encountered in English as a Foreign Language (EFL) classes at universities. Consequently, the primary goal of this research is to formulate a practical model for spiral vocabulary teaching through a communicative and social-constructivist lens, intending to enhance learners' vocabulary acquisition and address challenges associated with vocabulary instruction. The research questions guiding this study include:

1. Is vocabulary learning efficient in the given settings?
2. Is there efficient vocabulary intake for learners in these settings?
3. Is the spiral teaching versus traditional vocabulary teaching effective for vocabulary learning and use?
4. Is the social constructivist view efficient within this context?
5. Is the suggested model applicable in teaching English as a foreign language (TEFL)?
6. What are the outcomes of Spiral Vocabulary Teaching Model (SVTM)?

LITERATURE REVIEW

The importance of teaching vocabulary in ELT

Vocabulary is defined as more than just a collection of words available in a language and has a set of various properties such as meaning, association, collocation, grammatical form, written form, spoken form and frequency (Barcroft, Schmitt, & Sunderman, 2011; Alizadeh, 2016; Ur, 2012). Therefore, a language learner needs to know several different aspects of word knowledge like main or core meaning and pronunciation to communicate in the target language (Nation, 2005; Zhang, 2016). According to David Wilkins (1972: 111), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Wallace (1982) suggests that the crux of learning a foreign language primarily revolves around acquiring the vocabulary of that language. According to him, having a profound understanding of the language's structural system does not necessarily guarantee effective communication. In contrast, if one possesses the necessary vocabulary, effective communication becomes more achievable. Wallace emphasizes that the inability to recall specific words when attempting to articulate thoughts is one of the most frustrating aspects of speaking a foreign language. And some sentences may be semantically incorrect because of the choice of vocabulary even if they are structurally correct (Cook, 1992). McCarthy (1990) highlights that, based on the experiences of many language teachers, vocabulary stands as the most significant and integral component of any language course. Regardless of how well students grasp grammar or master the sounds of the target language, meaningful communication cannot take place without a substantial vocabulary to express a diverse range of meanings. Barcoft (2004) claims three reasons to illustrate the important role of vocabulary in language learning as follows: the relationship between vocabulary and the ability to communicate, student perceptions about the relative importance of vocabulary, and the critical role of vocabulary knowledge in the development of grammatical competence. However, despite its crucial role, vocabulary often appears to be the least organized and emphasized aspect of foreign language learning. The advent of the communicative approach in the 1970s prompted a reconsideration of the role of words in language teaching, leading to vocabulary becoming an independent learning objective.

In their Cambridge English Course introduction, Swan and Walter (1984) underscored that vocabulary acquisition represents the most substantial and critical task for language learners within an effective language teaching environment. Therefore, according to Porter (1992), maintaining a premium on vocabulary knowledge in foreign language classrooms is essential, and vocabulary instruction should not be neglected if learners are to progress in the target language. Without competence in vocabulary for speaking or writing, language learners may experience frustration during the learning process. Thus, the goal of vocabulary teaching, as noted by Akar (2010), is to expand and enhance vocabulary knowledge. Thornbury (2002) adds that most learners acknowledge the importance of vocabulary learning or acquisition.

Spiral teaching model

The word 'spiral' literally means "winding in a continuous and gradually widening (or tightening) curve, either around a central point on a flat plane or about an axis so as to form a cone" (Oxford Advanced Learner's Dictionary). However, originally, Jerome S. Bruner used this concept in the field of education in 1960s. Bruner's impact on education has always been felt all over the world. His important books like 'the Process of Education' (1960) and 'Towards a Theory of Instruction' (1974) have gained wide popularity. In 'The Process of Education', Bruner (1960) discussed 'spiral curriculum'. He stated that this educational framework should iteratively revisit fundamental concepts, progressively building upon them as the curriculum unfolds so that intricate ideas can be introduced to learners at basic levels and then revisited or reinforced at more advanced levels. This method involves teaching subjects or topics in a gradual and ascending manner, characterized by increasing complexity—a process referred to as spiraling. Knight (2001) describes the spiral curriculum as a repetitive cycle of actions aimed at developing and deepening skills,

concepts, attitudes, and expanding the limits of understanding. This curriculum approach is expected to exhibit coherence and progression while also facilitating various instructional practices such as group work and peer evaluation, thereby broadening the scope of learning. According to Harden and Stamper (1999), spiral curriculum is the one in which there is an iterative and consistent revisiting of topics, subjects or themes throughout the course and it is not the repetition of a topic taught. It also requires the deepening of it by building a successive encounter on the previous one. Harden and Stamper applied spiral curriculum to nursery education and they concluded that it had very useful results in integrated and problem-based learning. According to Harden and Stamper (1999, p. 142), the followings are very important for a spiral curriculum:

(1) Reinforcement: Once a topic or a subject is learned, it is reinforced if there is constant exposure to it.

(2) A movement from simple to complex: topics are introduced to learners in a controlled way at a level at which they are not overwhelmed, and at which they can learn the subject well.

(3) Integration: Traditionally, a curriculum was viewed as a series of courses and each had its own program and assessment. However, this partial or sectional approach is insufficient. We must break down or eliminate the barriers and limits. Furthermore, this integration may greatly become possible with the help of a spiral curriculum.

(4) Logical sequence: The scope and sequence of topics are very crucial in a spiral curriculum.

(5) Higher level objectives: Learners are encouraged to apply their knowledge and skills in a spiral curriculum.

(6) Flexibility: The spiral curriculum is a flexible one. For instance; this curriculum enables students to transfer directly to the second spiral of a course of study if they have learnt the first level in another course or vice versa.

As mentioned above, spiral approach or spiral curriculum was originally created by Bruner and it has been very popular ever since. It has been used in a many fields and coursebooks. Especially, spiral curriculum has been adapted to various subjects ranging from mathematics to medicine. According to Howatt (1974), in language learning there should be a revision of introduced material from time to time instead of just involving linear learning. Martins (1978) asserted that grammar may be spiraled by recycling grammatical constructions in order to provide enough practice in different contexts. Nevertheless, vocabulary applications are rare despite its importance. Thanks to that type of curriculum, students might have the chance to see a word more than once in different and multiple contexts to place it properly in their long-term memories (Stahl, 2005).

Communicative language teaching

Communicative language teaching (CLT) is an approach in which the main goal of language teaching is that learners be able to communicate with others in the target language (Savignon, 2001). It is based on the term 'communicative competence' which is a term suggested by Hymes (1967, 1972). According to Hymes (1972) a language learner needs notions of sociolinguistic competence (the rules for using a language appropriately in context) in order to account for language use and acquisition.

Communicative language teaching is thought as an approach rather than a method. It relies on various principles that are related to communicative view of language and language learning. According to Richards and Rodgers (2001: 153-157), these main principles are as follows:
- Learners learn a language with the aim of using it to communicate.
- Authentic and meaningful communication ought to be purpose of classroom activities.
- Fluency is an important element of communication.
- Communication requires the integration of different skills.
- Learning consists of creative construction and requires trial and error.

According to Larsen and Freeman (2000), effective communication in the target language necessitates students' understanding of linguistic forms, meanings, and functions. Learners should

recognize that a single function can manifest in various linguistic forms and meanings, emphasizing the importance of focusing on authentic language use in lessons. The teacher's role is envisioned as that of an advisor, facilitator, and co-communicator, while students take on the role of active communicators. Vocabulary is one of the most important parts of language competency as it affects how properly listeners, speakers, readers, and writers communicate (Abdulrahman & Basalama, 2019; Nguyen & Khuat, 2003). Folse (2008) suggests that while students can convey ideas to a certain degree with a fundamental vocabulary, achieving fluency in speaking, writing, listening, and reading necessitates a more extensive mastery of words. Nation (2013) categorizes word knowledge into three main areas: understanding a word's form, its meaning, and its use. Therefore, the teacher designs and guides activities, and students engage actively with the meaning, working towards effective self-expression. In essence, they bear responsibility for their own learning. Peer interaction is considered vital to this process. Harmer (2007) asserts that communicative language teaching operates on the premise that meaningful engagement in communicative tasks will naturally lead to language learning. Exposure to language in use and ample opportunities for its application are believed to accelerate the development of both knowledge and skills. Communicative language learning entails real or realistic communication, incorporating activities such as role-plays and simulations. Authentic materials, scrambled sentences, and language games are popular tools in this type of learning. Ultimately, the communicative approach aims to enhance the communicative competence of learners.

A social constructivist perspective in language teaching

Yang and Wilson (2006) stated that teacher-centered view theoretically disappeared long ago and increasingly instructors and educationalists believe that their students should participate actively in class activities and join in interactive language learning tasks in order to become autonomous learners. This significant shift in mindset has given rise to a new paradigm in learning and teaching known as social constructivism or social constructivist perspectives. Approaches grounded in social constructivism draw inspiration from the works of Piaget and Vygotsky, gaining widespread acceptance in the realm of second and foreign language learning. Vygotsky's (1978) perspective on learning underscores the critical role of social interaction in the development of language, thinking, and learning. He emphasizes the importance of providing learners with support to enable success in challenging tasks. Vygotsky's viewpoint also underscores the necessity of transferring control of cognitive activity from the teacher to the learner, fostering active participation in the learning process.

Social constructivism brings psycholinguistic explanations or solutions for how learning can be improved effectively through interactive pedagogical practices. According to Mitchell and Myles (1988: 162), it stresses that learning occurs in a socio-cultural environment and sees learners as "active constructors of their own learning environment. Learners cannot learn as isolated individuals, but they learn as active members of society. What is learnt and how the sense of knowledge is made depend on where and when.

According to Pilgrim (2000), contemporary vocabulary instruction in many individualized classrooms is aligned with social constructivist theories and the whole language skills approach. In this context, students actively participate in peer and teacher collaborations, choosing and studying words collectively. Collaborative groups work together to select words for the entire class, with each member contributing to the word selection process. Students articulate word meanings through discussions, elucidate the significance of the word to the group and the class, and then endeavor to use the word in a sentence within a contextual framework. In essence, teachers are tasked with supporting learners to master the language and establish positive learning environments. Encouraging learners to actively engage in class and consistently apply the language they have learned is crucial. Thus, they can utilize both the structures and functions that have acquired for communication (Algahtani, 2015).

In conclusion, a practical model developed by the researcher for Spiral Vocabulary Teaching (SVTM) implemented through communicative and constructivist perspectives holds the potential

to enhance learners' vocabulary acquisition. Such an approach could serve as a valuable solution to address the challenge of developing a low level of vocabulary mastery commonly caused by diverse barriers and linguistic difficulties in EFL classes. By integrating communicative and constructivist principles, this model is likely to provide learners with meaningful and contextually rich experiences, promoting active engagement, collaboration, and a deeper understanding of vocabulary within real-world language use.

METHODOLOGY

Research design

In this research, firstly, a model for spiral teaching through communicative approach was created to teach vocabulary effectively and to argue a solution to the inefficient vocabulary learning, and then the model was applied to the students learning English at a department of a Turkish University for eight weeks. Thus, the mixed method quasi – experimental design with control and experimental groups was adopted for the present study so that the qualitative and the quantitative research methods were included together to evaluate the efficacy of the model (Creswell and Plano Clark, 2018). For the quantitative methods, the achievement test on vocabulary developed by the researcher was administered to the students in the control and experimental groups before and after the implementation of the model as pre- and post-test. When it comes to the qualitative methods, a learner feedback form was applied to the students in the experimental group after the implementation to analyze their opinions on the model.

In this quasi-experimental study, the convenience sampling method was used to determine the subject groups (Dörnyei, 2007), and one of the classes was assigned as the control group while the other was assigned as the experimental group. Before the implementation, the achievement test was applied to both groups to determine their level of success and to compare the results afterwards. During the two-month implementation period the control group was exposed to the traditional methods and no extra efforts were made in this group. However, the experimental group was exposed to the spiral teaching model specially developed to enable the students to learn the vocabulary offered in spiral fashion throughout the two-month model application. The same tests were applied to both groups after the implementation process and the statistical measurements were performed. At the end of the application, the learner feedback form consisting of five open-ended questions was administered to the students in the experimental group to obtain the detailed information about the effects of the model on the students and their ideas about the model.

Participants

The subject group consisted of 100 junior students in total from two different classes attending the Vocational English Course at the tourism department at a Turkish state university. The control and the experimental groups included 50 students each. The students attended the compulsory preparation classes for one year before they began to study in their undergraduate program at the tourism department. They were assumed to be at intermediate level when the study began and they were attending the third-grade. The vocational English was the only third year course in their program regarding foreign language education. The level of the coursebook used was between A2 and B1 according to Common European Framework. The suggested vocabulary teaching model was applied in this course.

Data collection instruments

Achievement test

The achievement test was prepared as the primary measurement tool. To prepare this test, the coursebook, the syllabus of the course and the course objectives were taken into consideration. The level of the main course material was between A2 and B1 according to Common European Framework. The vocabulary items to be empasized were chosen from the coursebook. The important vocabulary items to be learned were determined with the help of three field experts.

They were the lecturers who had taught vocational English at the tourism department. Then, the achievement test was developed to observe whether the students learned the target vocabulary items. Initially, a question pool consisting of 60 questions was formed. Next, these questions were reviewed and provided with feedback by three field experts and one expert in assessment and evaluation. Based on their suggestions, some questions were removed and some questions were rewritten. Ultimately, a multiple-choice test consisting of 50 items was created. As for the validity of the test, the feedback from the field experts was taken into consideration again. For the reliability check, the final version of the test was applied to 45 senior students who took this course in the previous years. The ITEMAN (Item and Test Analysis Program) Reliability Analysis was utilized to assess both the difficulty and discrimination levels of individual items within the test. Following this analysis, the KR-20 Reliability Coefficient for the multiple-choice achievement test was computed at 0.71. The mean difficulty level of the test items was determined to be 0.49. The discrimination coefficients across the test items varied, ranging from 0.24 to 0.62.

Learner feedback form

In the final segment of the study, a learner feedback form was administered to the students in the experimental group, comprising five semi-structured and open-ended questions. The primary aim of this form was to capture the perspectives of the students regarding the implementation process and the activities conducted throughout this period. In formulating the semi-structured questions, the researcher considered the content of the vocational English course, the research objectives, and feedback received from three field experts. The questions in the form were designed to address the most crucial aspects of the spiral teaching model. Subsequent to the implementation of the SVTM, the learner feedback form was distributed to 50 students in the experimental group, and their responses were collected as they shared their thoughts and opinions on the implementation and the activities carried out during the process.

Data analysis

The quantitative component of the study involved administering the achievement test as both a pre-test and post-test to the groups. The pre-test and post-test results were subjected to analysis using the statistical software SPSS 21.0. The performance of the control and experimental groups was compared through the independent samples t-test and the dependent samples t-test, and the findings were subsequently interpreted. In the qualitative aspect of the study, data from the learner feedback form were analysed employing the content analysis method, and was categorized under certain themes and presented with the help of tables. In content analysis, qualitative data is defined, and the meanings and facts hidden in the data are tried to be extracted (Patton, 2014). The qualitative data was analyzed through technical consultation with a different expert in order to ensure the reliability of the research data. The formula (P (agreement percentage) = (Na (Agreement/Na (Agreement) + Nd (Disagreement)) x 100)) which was developed by Miles and Huberman (1994) was used. According to this formula, the reliability between the researchers was found to be 92% and the data was accepted as reliable.

Application of the suggested SVTM

During the eight-week SVTM application period, different vocabulary activities were designed and used within the suggested procedure. These activities revised the material in previous units spirally. For instance, generally when a unit or a chapter is over, the teacher goes on to the next unit or the chapter and may not always systematically come back to the vocabulary presented in the previous classes. In this instructional model, once a unit is concluded, the teacher proceeds to the next chapter while incorporating various Spiral Vocabulary Teaching Model (SVTM) techniques that emphasize the vocabulary covered in the preceding units. This approach ensures that students encounter and engage with the words from previous units repeatedly, fostering a cyclical reinforcement of the lexicon throughout the course. As stated above, the SVTM attempted to develop different spiral activities for each week during the implementation. For instance, a text about accommodation types was presented and out of class work about the hotels abroad was

assigned as they studied a unit about accommodation in the previous week. The SVTM work program is shown in Table 1.

Table 1. SVTM work program

Weeks	Activities
First	Students engaged in two activities. Firstly, they wrote a summary of a text similar to the one studied the previous week, incorporating the newly acquired vocabulary. Additionally, they completed a homework assignment where they selected a hotel abroad, introducing it in a paragraph accompanied by visual aids.
Second	Students shared information about local hotels with the class. The teacher provided details about various nearby hotels, and students worked in pairs to organize this information and craft an introduction about one of the hotels. Another individual task involved writing about tourist accommodation in their hometown, initiated in class and completed afterward.
Third	This week began with a fill-in-the-blanks activity, followed by a dialogue completion task centered around crucial functions in vocabulary learning. The week concluded with a speaking activity designed for students to practice the acquired language.
Fourth	Students were tasked with completing questions using words from the previous unit, focusing on specific functions. Subsequently, they engaged in a role-play activity based on these questions, concluding with a matching activity where students paired words and constructed sentences.
Fifth	Students collaborated to develop an accommodation plan for a chosen city, presenting it to the class along with a SWOT analysis. This task served as a comprehensive review of the last three units.
Sixth	This week involved a fill-in-the-blanks activity to reinforce important words from the previous unit. Working in groups, each assigned a different unit, students selected ten crucial words, exchanged papers with other groups, and crafted sentences using the received words, verifying language use with the teacher's guidance.
Seventh	This week started with a multiple-choice vocabulary test, incorporating words from previous units for a spiral aspect. The subsequent activity focused on word forms, requiring students to complete a table with correct parts of speech and create sentences using those words.
Eighth	Students, working in groups, were assigned different units, each group selecting ten important words of the same part of speech. The exchange of papers between groups facilitated sentence construction, and the teacher assisted in language verification. The second activity involved categorizing various holiday types into appropriate tourist categories and writing a paragraph about one of the categories.

FINDINGS AND RESULTS

The following part discloses the analysis and interpretation of all the data achieved from the achievement test and the learner feedback.

The success levels of the students in the control and experimental groups before the implementation

Before the implementation of SVTM, the achievement test was applied to both groups as the pre-test in order to determine their levels of success and also to display the differences between the groups. To analyze the pre-test scores of the students, the independent samples t-test was conducted and the t-test results are given in Table 2.

Table 2. The independent samples t-test results for the pre-test scores of the students in the control and experimental groups

Group	N	$\bar{x}$	S	Sd	t	p
Experimental group	50	20.70	6.40	78	.339	.623
Control group	50	20.22	6.12			

As it is shown in Table 2, it was determined that there was no significant difference between the control and the experimental groups in terms of their scores in the pre-test that was administered to determine their levels of success before the beginning of the implementation in

the vocational English course (t(78)=.339, p>.05). It was found out that the average pre-test score was ($\overline{x}$ =20.70) in the experimental group whereas the average pre-test score was ($\overline{x}$ =20.22) in the control group. These findings suggest that initially, the scores of students in both the control and experimental groups exhibited similarities.

The effect of the spiral vocabulary teaching model through the social constructivist perspective on the vocabulary learning success in the vocational English course

Following the conventional teaching process in the control group and the eight-month implementation process in the experimental group, the post-test was administered to both groups. The vocabulary learning accomplishment levels of the students in the control and the experimental groups were determined considering their post test scores. The independent t-test results about whether their levels showed significant differences between groups are given in Table 3.

Table 3. The independent samples t-test results for the post-test scores of the students in the experimental and the control groups

Group	N	$\overline{x}$	S	Sd	t	p
Experimental group	50	30.72	6.34	78	2.11	.03
Control group	50	24.00	5.71			

As it is shown in Table 3, it was found out that a significant difference between the experimental and the control group existed regarding their scores in the post-test that was done to determine their academic levels of achievement after the intervention process (t(78)=2.11, p<.05). It indicated that the average of the post-test scores of the students in the experimental group in which the spiral vocabulary teaching model through the social constructivist perspective was used to support the students' vocabulary learning was ($\overline{x}$ =30.72). The average of the post-test scores of the students in the control group in which the conventional teaching methods was utilized to teach vocabulary was ($\overline{x}$ =24.00).

The comparison of the pre-test and the post-test scores of the students in the experimental group

The pre-test and post-test scores of the students in the experimental group were subjected to a comparison using the dependent samples t-test. The dependent samples t-test results about whether there is a significant difference between the pre-test and the post-test scores of the students in the experimental group are presented in Table 4.

Table 4. The dependent samples t-test results of the pre-test and the post-test scores of the students in the experimental group

Experimental Group	N	$\overline{x}$	S	Sd	T	P
Pre-test	50	20.70	6.40	39	13.769	.000
Post - Test	50	30.72	6.34			

As indicated in Table 4, the dependent samples t-test was conducted to assess whether a significant difference existed between the pre-test and post-test scores of the experimental group. The results revealed a significant difference between the pre-test and post-test scores of the students in the experimental group, indicating the effectiveness of the Spiral Vocabulary Teaching model employed during the eight-month implementation process (t(39)=13.769, p<.05).

This significant difference showed that spiral vocabulary teaching model might be more successful and efficient in teaching vocabulary than conventional methods. According to the data, it is understood that there is a significant difference between the achievement test scores of the students in the experimental group before and after the application.

The comparison of the pre-test and the post-test scores of the students in the control group

The comparison between the pre-test and post-test scores of the students in the control group was conducted. Table 5 displays the outcomes of the dependent t-test, examining whether there is a notable distinction in the pre-test and post-test scores of the students within the control group.

Table 5. The dependent samples t-test results of the pre-test and the post-test scores of the students in the control group

Control Group	N	$\bar{x}$	S	sd	T	P
Pre-test	50	20.22	6.12	39	.894	.38
Post-test	50	24.00	5.71			

As it is indicated in Table 5, the dependent samples t-test was conducted to determine whether a significant difference between the pre-test and the post-test scores of the control group existed. Following the implementation, it was found out that there was also an recovery in the average post-test scores of the students in the control group but not better than that in the experimental group; (t(39)=.894, p<.05). It is clear that such a difference cannot be considered significant.

Based on the gathered data, this research asserts that the application of the Spiral Vocabulary Teaching model and the utilization of traditional methods yield different effects on enhancing vocabulary learning success. The data also indicates that students in the experimental group attained higher scores compared to the control group, suggesting that the Spiral Vocabulary Teaching model can be argued to be more effective in teaching vocabulary items.

The analysis of the learner feedback form

As mentioned in the beginning, the open-ended learner feedback form was employed in the experimental group and the data obtained was analyzed thanks to the content analysis method, and they were categorized under three main thematic frames as shown in Table 6:

Table 6. Thematic frames for the analysis of student forms

Past Experiences of the Students	Students' Opinions on the Model	Suggestions from the Students for the Model
Having an exam every week		Adding visual elements
Studying Turkish-English examples	Positive ideas like "didactic", "creative", "catchy", "interesting", "effective"	Practices planned as group work
		Short texts and accordingly duration
Some practices and speaking activities	Making vocabulary learning easier	More fill – in – the – blanks activities
Deriving new words	Arousing interest in the lesson	Much more games
Using words in new sentences	Remembering vocabulary items more easily	Applying the model in a longer term

Past experiences of the students

One of the items in the form questioned whether the students had any previous experiences about the special vocabulary teaching practices in the previous English courses. Only six students claimed that they had such experiences and the others reported that they had no experiences of this sort. The fact that the students had no such previous experiences can be evaluated as a positive result in terms of the research dynamics as this type of readiness and lack of exposure to spiral

activities before give learners a non-false-beginner advantage. The responses of the students who had some experiences about the special vocabulary teaching practices are as follows:

8F *"Our teacher gave us a one – paragraph text at the end of every lesson and we had an exam about these texts in the last lesson of every week. Also, our teacher rewarded the winner."*

17M *"We had a kind of vocabulary teaching practice in the preparation class. We studied Turkish – English examples with 20 – 25 words in every lesson."*

12F *"We only had some practices on vocabulary for revision in the Reading and Writing course in the preparation class. Also, we had speaking activities using the related words, playing games and singing songs in the Listening and Speaking Course."*

Students' opinions on the model

The second item was about what they thought about the spiral vocabulary teaching model. It was seen that all of them had positive opinions on the model and found it very useful. This group generally evaluated this model as "didactic", "creative", "catchy", "interesting" and "effective". The statements of some students are as follows:

21F *"The spiral Vocabulary Teaching Model makes topics more active. It is very useful to reinforce what we have learned after studying the unit. Some topics in the coursebook can be confusing and boring yet this model makes the so – called topics more interesting."*

7M *"This model made it easier to remember vocabulary items. We learned new words and our vocabulary expanded. By the way, we understood how some vocabulary items should be used or can be used."*

14F *"Thanks to this practice, the words to be learnt are being repeated continuously and this enables vocabulary items to more catchy."*

The students in the experimental group were asked about the benefits derived from the Spiral Vocabulary Teaching model. Every student in the experimental group emphasized the significant advantages of the model. Their collective feedback suggested that the model facilitated easier vocabulary learning, sparked their interest in the lesson, and enhanced their ability to remember vocabulary items more effectively through practical application. The statements of some students are as follows:

6F *"Thanks to this practice, the words appear more quickly in my mind. I believe that this model is really useful because we comprehend the vocabulary items completely and properly."*

26F *"From now on, I can make sentences more comfortably with the different words that we have learned by going beyond ordinary patterns while chatting in English."*

11M *"The biggest factor in learning foreign language is learning vocabulary. A language is forgotten immediately unless it is repeated or used, so the biggest effect of this practice on me is its vocabulary teaching in a permanent way."*

In the next part, the students were asked to specify which activities in the spiral vocabulary teaching model they found most useful and why. Even though they stated that they utilized from all the activities, the activities that they highlighted 'most' included the activities in 2nd, 4th, 5th, 7th and 8th weeks which were explained above. The statements of some students are as follows:

1M *"I benefited from the activities in the 2nd, 4th and 5th weeks most because these were the activities that we could benefit from for our vocational life and I believe that these activities were useful for the students in the tourism department to improve the communication inside hotels."*

6F *"The activity that I most benefited from was the 7th week activity in which we learned the adjective, noun and the verb form of a word. Thanks to it, I understood the meanings of many words when used in adjective, noun and verb forms."*

10M *"The activity in the 7th week was very beneficial. I think that the words will stick in our mind better by repeating the words we use in the lessons because the words has come to my mind more quickly. By the way, it enabled us to learn more words."*

Suggestions from the students for the model

In the recommendations section, students claimed several suggestions, including the addition of visual elements such as video or film, planning more practices as group work, keeping the duration and texts short, incorporating more fill-in-the-blanks activities, and introducing more games into the activities. Additionally, a common recommendation among the students was to implement the Spiral Vocabulary Teaching model more comprehensively and over an extended period. The statements of some students are as follows:

7F "To me, small videos can be added to make it more effective. Thus, I think vocabulary items can be learnt better and remembered more with these videos."

18M "I guess that learning the words by playing a game like taboo is more enjoyable, so we not only spend enjoyable time by playing games but also see the connotations of different words while trying to find the words."

27F "The spiral vocabulary teaching model includes highly motivating activities. I think it should be applied every semester and be more comprehensively but I think the words and the texts shouldn't be too long as well because as the time goes by, the motivation gets lower."

13M "I believe that visual practices will be more useful. For example, the films in English could be watched. Audio - visual elements in vocabulary practices raise the attention."

The research questions are also addressed comprehensively in the light of the findings explained above as follows.

Research Question 1. Is vocabulary learning efficient in the given settings?

Based on the analysis of pre-test and post-test scores in the subject groups, along with the understandings gained from interviews conducted with students in the experimental group, it can be concluded that vocabulary learning in the given settings is not efficient and falls below the desired level. A majority of students express considerable difficulty and find the process of studying and learning vocabulary items to be challenging.

Research Question 2. Is there efficient vocabulary intake for learners in these settings?

The researcher administered an achievement test consisting of 50 questions as both pre-test and post-test to the subject groups. The pre-test scores revealed that the average score for students in the control group was 20.22, while the average score for students in the experimental group was 20.70. Furthermore, the post-test scores indicated that the average score for students in the control group, where traditional methods were employed, was 24.00. This outcome suggests that the students' success levels in the control group did not exhibit any significant difference between the pre-test and post-test. It implies that there is ineffective vocabulary intake for learners in these settings.

Research Question 3. Is the spiral teaching versus traditional vocabulary teaching effective for vocabulary learning and use?

The Spiral Vocabulary Teaching model was developed by the researcher and was applied to students in the experimental group over an eight-week period in the second semester of the 2014-2015 academic year. Following this implementation, the achievement test was administered as the post-test. The average post-test score for students in the control group, where traditional methods were applied, was 24.00. In contrast, the average post-test score for students in the experimental group was notably higher at 30.72. This significant difference in scores between the control and experimental groups suggests that the Spiral Vocabulary Teaching model had a more pronounced impact on vocabulary learning. Furthermore, the student interviews revealed that the model was highly beneficial for learning vocabulary. As a result, it can be concluded that the Spiral Teaching model is more effective for vocabulary learning and application compared to traditional vocabulary teaching methods.

Research Question 4. Is the social constructivist view efficient within this context?

The activities were designed by the researcher within the Spiral Vocabulary Teaching Model in alignment with social constructivist perspectives. These activities emphasized extensive group work, communicative tasks, and required students to utilize the target language with the provided vocabulary items. Upon analysis and interpretation of the data, it was evident that the Spiral Vocabulary Teaching model was successful in enhancing students' vocabulary levels more effectively than the traditional method. Specifically, following the implementation process, the average post-test score for students in the control group was 24.00, whereas it was determined to be 30.72 for students in the experimental group. Consequently, it can be asserted that the social constructivist approach proves to be effective within this particular context.

Research Question 5. Is the suggested model applicable in teaching English as a foreign language (TEFL)?

The proposed model was implemented over an eight-week period with junior students enrolled in the vocational tourism English course at the School of Akçakoca Tourism and Hotel Management, Duzce University. The average score of students in the experimental group was 20.70 before the implementation, which significantly increased to 30.72 after the process. The analysis of learner feedback forms indicated that students held highly positive views and opinions regarding the Spiral Vocabulary Teaching model. The successful integration of the model into the syllabus by the researcher supports the conclusion that the suggested model is highly applicable in a Teaching English as a Foreign Language (TEFL) setting.

Research Question 6. What are the outcomes of SVTM?

This study demonstrated highly positive outcomes for the Spiral Vocabulary Teaching model in terms of effective vocabulary instruction. Implemented over eight weeks with the experimental group, a significant difference was observed between the average scores of the control group and the experimental group ($t(78)=2.11$, $p>.05$). The ata analysis indicated higher levels of vocabulary success among students in the experimental group. The model, successfully integrated into the course syllabus by the researcher, received favorable feedback from learners. According to learner feedback forms, students in the experimental group found the model beneficial, facilitating easier vocabulary learning, enhanced retention, and overall positive learning experiences.

The primary aim of this study was to develop a specific spiral model for vocabulary teaching within the target language framework, utilizing social and constructivist perspectives, and assess its effectiveness in practice. Consequently, control and experimental groups were established with junior students at a state university, and the spiral model was applied to the experimental group for eight weeks, seamlessly integrated into the course syllabus. The control group adhered to the department's standard curriculum. The mixed method approach, incorporating pre-tests, post-tests, and learner feedback forms, was employed for data analysis. The results confirmed the effectiveness of the employed model, with the experimental group exhibiting higher success.

The study's outcomes suggest that students require additional vocabulary activities and innovative models for more efficient vocabulary acquisition. Traditional methods, syllabi, and materials may not suffice for achieving the desired level of vocabulary development. Students benefit from various opportunities for practicing new vocabulary items and spirally revisiting words through specially designed work packs for retention. Therefore, teachers should consistently allocate time for vocabulary activities in class sessions. Moreover, these activities and models should align with social-constructivist perspectives to positively impact the classroom atmosphere, motivating students to engage more effectively in learning by constructing their own understanding and connection with the material.

DISCUSSION

The study assesses the effectiveness of a Spiral Vocabulary Teaching model compared to traditional methods in teaching vocabulary in a vocational English course. Initial tests revealed that traditional methods resulted in low scores, indicating inefficiencies in vocabulary acquisition.

Students struggled with vocabulary learning and expressed dissatisfaction with traditional techniques. In contrast, the experimental group, exposed to the Spiral model over eight weeks, demonstrated a significant improvement in vocabulary scores, increasing from an average of 20.70 to 30.72. This model, rooted in social constructivist principles, utilized various activities that emphasized group work and communicative tasks, leading to better vocabulary retention and a more positive learning experience. This is crucial because while repetition is often effective for learning, it can become monotonous so that presenting words through various methods not only accommodates different learning styles but also provides the necessary repetition to reinforce vocabulary retention (Kaya, 2016). Also, Kacani and Cyfeku (2015) claim that vocabulary teaching activities can be done by enhancing listening and speaking abilities. The development of vocabulary is very important for effective foreign language usage to be able to create full spoken and written texts according to the researchers such as Nation (2001; 2005) and Susanto (2016). Ultimately, all of language skills depend on learning vocabulary, and vocabulary comprehension can enhance as a result of language use (Nation, 2001).

Student feedback on the Spiral model was overwhelmingly positive, citing enhanced ease of vocabulary learning and improved retention. The study concludes that innovative approaches like the Spiral model are essential for effective vocabulary instruction, outperforming traditional methods. This conclusion is consistent with the idea that for most students, acquiring vocabulary is a branching process rather than a linear process because they need to link new words to their existing knowledge, other terms, or concepts (Morgan and Rinvolucri, 2004). The findings suggest that vocabulary teaching should incorporate frequent practice opportunities and align with social constructivist perspectives to foster a more engaging and effective learning environment. Therefore, incorporating activities that ensure students retain their learning by reinforcing their memories will enhance the quality of teaching and also make introducing new concepts easier, as effective learning should build on prior knowledge (Schmitt, 2000). In the meantime, Thornbury (2002) explains three memory systems: short-term store (STS), working memory, and long-term memory. STS temporarily holds information for a few seconds, as seen when a child repeats a shopping list until the items are bought. Working memory retains information for up to 20 seconds and allows for manipulation and deeper processing, helping learners understand and connect new information to long-term memory. Long-term memory has a vast capacity and stores information more permanently, but to ensure retention, learners should use strategies such as repetition, retrieval, personalizing, visualizing, and employing mnemonics, while maintaining motivation and focus. According to Schmitt (2000), the goal of vocabulary learning is to move lexical information from short-term memory, where it is held temporarily while processing language, to long-term memory for more lasting retention, which is supported by the Spiral Vocabulary Teaching Model. Consequently, this model's integration into the curriculum demonstrates its applicability and effectiveness in a Teaching English as a Foreign Language (TEFL) setting.

SUGGESTIONS

The results of the study suggest that students require additional vocabulary activities or models for effective vocabulary acquisition and success. Traditional syllabi or coursebooks used by teachers may not be enough for achieving the desired level of vocabulary mastery in a given context. Students benefit from numerous opportunities to practice and use new vocabulary items, emphasizing the need for repetitive exposure to enhance retention. Therefore, teachers should prioritize vocabulary teaching and consistently allocate time for vocabulary activities during class. Furthermore, these activities and models should be crafted in accordance with social-constructivist perspectives to positively influence the classroom atmosphere and motivate students to actively participate in learning

This study tried to create an unexplored spiral teaching model for vocabulary instruction, demonstrating its effectiveness in the given context. The results indicated significant improvement in students' vocabulary skills and knowledge through the application of the spiral vocabulary

teaching model. Hence, language teachers should underscore the importance of integrating new vocabulary into their courses. Additionally, the model can be further developed, expanded, and adapted to courses in English Language Teaching (ELT) programs.

The research has been done to highlight the development of a spiral teaching model through a communicative and social-constructivist approach, specifically adapted to vocabulary teaching. The study has uncovered certain insights, and it suggests that further research may draw benefits from the current findings. Notably, the spiral model was crafted for enhancing vocabulary learning. As a next step, future studies could explore the development of a similar spiral model tailored for grammar teaching, with a focus on analyzing its practical effectiveness. This expansion could contribute to a more comprehensive understanding of the applicability and impact of spiral teaching approaches across various language learning components.

Conducted with 100 third-grade undergraduate students in the Department of Tourism and Hotel Management at a Turkish state university, this study suggests possibilities for future research. Further studies could involve larger sample sizes to enhance the reliability and validity of results. Exploring students from different departments across various universities can provide a more comprehensive understanding. The subjects who participated in this research were at intermediate level. Thus, a similar study could be carried out among students at higher or lower levels.

Due to time constraints, the spiral vocabulary teaching model was applied for eight weeks in this study. Future research could adopt a longitudinal research design spanning at least one academic year to provide a more in-depth understanding of the model's long-term impact.

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The effect of vignette cases on instruction giving practices of preservice teachers: A case study in a state university

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The effect of vignette cases on instruction giving practices of preservice teachers: A case study in a state university

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Article Info	Abstract
	The objective of this study is to examine how preservice teachers give instructions, particularly focusing on the effectiveness of using vignette cases to enhance their practices and unveil their perceptions regarding the vignette cases utilized throughout the intervention. Conducted within an English Language Teaching program at a state university in Türkiye, the study utilized a questionnaire to assess preservice teachers' knowledge and challenges related to instruction giving. Subsequently, vignette cases were then developed based on these assessments and utilized in an 8-week intervention period, during which participants kept journals, alongside the researcher, to provide insights. Post-intervention, the same questionnaire was used to measure changes, revealing improvement in the experimental group's general beliefs and instruction delivery. Journals mainly reflected experiences and hypothetical practices related to vignette cases, aligning with the researcher's focus on documenting strategies for vignette-based learning experiences. This study suggests several benefits of using vignettes as an instructional tool.

INTRODUCTION

Instructions are defined as "a series of directives that are aimed to get the students to do something" (Todd, 1997, p. 32). Another interpretation characterizes instructional practices as the methods employed by teachers to commence and manage activities, encouraging active student participation throughout the lesson and attempt to "result later in students' behaviour, responses, actions, products, and ultimately learning outcomes" (Ha & Wanphet, 2016, p. 138). This definition underscores the critical importance of giving instructions effectively as they are essential before, during, and after every activity. When preparing preservice teachers (henceforth PSTs) for their future careers as educators, this skill holds paramount importance, considering the diverse challenges they may encounter. Mastery of when and how to give instructions is particularly crucial in language teaching contexts, where ineffective communication can lead to significant problems. Knowing how and when to give which instruction has a substantial role in a language learning context as failure to give appropriate and effective instructions may result in serious issues.

As Somuncu and Sert (2019, p. 3) indicated, instructions are not teacher monologues but sequences in which teachers formulate the ways to achieve a task by informing, guiding, and engaging learners. With respect to PSTs, providing them with actual teaching experience may result in gaining confidence in applying instructional strategies (Yüksel, 2014). Thus, exploring how to promote PSTs' teaching experience is vital. Many PSTs struggle as they attempt to integrate what they have learned into their actual classroom teaching practice. To overcome this problem, they are given the opportunity to practice teaching during practicum. Before teaching, they are asked to plan the lessons regarding the instructions and activities to be conducted. Moreover, they need to be able to give effective instructions and check them during teaching. Even after teaching is over, they are expected to reflect on what they have accomplished, and which aspects should be improved.

In light of the instructional practices of teachers, there are various studies investigating instructions in language classrooms (Dinçer, 2008; Gündüz, 2020; Korkut, 2015; Margaretha, 2015). Furthermore, studies focusing on giving instruction are centered on identifying problems, offering suggestions for improvement, and analyzing classroom interactions (El Kemma, 2019; Estrada, 2016; Somuncu & Sert, 2019; Sowell, 2017; St John & Cromdal, 2016). There is a scarcity of studies investigating the utilization of vignettes as an educational intervention since most of the studies are focused on eliciting participants' perceptions, describing, or constructing vignettes (Jeffries & Maeder, 2011; Leicher & Mulder, 2018; Poulou, 2001; Skilling & Stylianides, 2020).

Instruction giving practices have been studied in terms of classroom interaction via conversation analysis or descriptive studies that include recommendations to deliver effective instructions and identify problems. To the best of the researcher's knowledge, none or limited studies are investigating PSTs' instruction-giving practices, especially in Turkey. Hence, it is of paramount importance to uncover the instruction-giving practices of PSTs and to explore the ways to improve them since they are supposed to be competent teachers who know how to give instructions. Accordingly, the study aims to shed light on the gap in the relevant literature by implementing vignette cases, which is a method that is mainly used in descriptive studies. Hence, the current study attempts to investigate the instruction-giving practices of PSTs, to explore if the vignette-based intervention facilitates PSTs' instruction-giving practices, and to uncover PSTs' perceptions concerning the vignette cases used throughout the intervention.

LITERATURE REVIEW

Research on instruction usage in Türkiye tends to focus on teacher-student interaction dynamics, potential instructional challenges, and the utilization of both the learners' first and second languages. For instance, Somuncu and Sert (2019) conducted a conversation analysis study examining how EFL trainee teachers respond to students' lack of understanding of instruction sequences. Results indicated that when students sought clarification, teachers often employed strategies which were identified as modeling and multimodal explanations. However, many trainee

teachers demonstrated a lack of responsiveness to students' comprehension difficulties. Another recent study carried out by Badem-Korkmaz and Balaman (2020) investigated the use of third-position repair strategies for addressing problems in understanding teacher instructions.

Given the use of vignettes as an intervention in the current study, it is significant to review their application in training PSTs. Angelides and Gibbs (2006) supported the use of vignettes for teacher professional development, suggesting that vignettes offer engaging alternatives for teacher trainers. Jeffries and Maeder (2005) utilized vignettes as an assessment tool in online teacher education courses, emphasizing their potential to foster reflection, motivation, and collaboration among teachers while facilitating the application of learned concepts. Additionally, a study by Goetze (2023) constructed vignettes to evoke emotions in teachers regarding anxiety-inducing scenarios. Results indicated that teachers experienced the highest levels of anxiety in situations involving improvisation, highlighting the importance of preparedness in maintaining instructional quality and reducing anxiety levels. Overall, vignettes serve as models representing effective teaching scenarios and support PSTs' teaching practices in education (Jeffries & Maeder, 2005).

Conceptual framework

The process of giving instructions can be categorized into three stages: preparation, delivery, and post-delivery (Sowell, 2017). During the preparation stage, teachers are tasked with planning instructions using clear and concise language, often employing imperatives and short sentences. Subsequently, in the delivery phase, teachers must capture students' attention before imparting instructions. They may utilize body language and facial expressions to enhance communication and convey meaning effectively. Finally, in the post-delivery phase, teachers monitor students to ensure their full comprehension of the task and adherence to relevant steps or activities. Despite the importance of this skill, Sowell (2017) notes that teacher education often overlooks instruction-giving techniques. Therefore, the current study aims to scrutinize the instructions provided by PSTs before, during, and after tasks, addressing this critical aspect of teacher training.

In the literature, various definitions of vignettes have been proposed. Skilling and Stylianides (2020) offer a comprehensive interpretation, conceptualizing vignettes as descriptive episodes designed to replicate real-life scenarios and situations, presented in written or visual form. Poulou (2001), as cited in Angelides and Gibbs (2006), defines vignettes as "short descriptions of hypothetical persons or situations containing the necessary information for respondents to base their judgments upon." These definitions distinguish vignettes from case stories, case studies, and scenarios in several ways: they often present multiple potential outcomes, do not require participants to possess prior knowledge of the topic, facilitate more effective discussion, and allow participants to draw on their backgrounds and perspectives to elaborate on the subject under study (Jeffries & Maeder, 2005).

Taking the stated conceptual framework into consideration, the study aims to explore the following research questions:

1. What problems do preservice teachers (PSTs) in the ELT Department face while giving instructions?
2. What is the impact of vignette cases on the instruction giving practices of PSTs?
3. What are the participant PSTs' perceptions of the vignette-based intervention?

METHODOLOGY

Research design

The case study method is recognized as valuable for examining the impact of educational interventions, as it enables researchers to explore relevant factors (Tomaszevski, Zarestky & Gonzalez, 2020). Furthermore, case studies have been likened to "research vignettes" (Freiberg & Driscoll, 2000, p. 311). Therefore, employing vignette cases as an intervention and assessing whether it enhances PSTs' instruction giving practices aligns with the research objectives of the current study (see Table 1).

Table 1. Research questions, instruments, and data analysis

Research Questions	Instruments	Data Analysis
1. What problems do preservice teachers (PSTs) in the ELT Department face while giving instructions?	Pre-test Focus group interviews	Descriptive (Statistical) Analysis Thematic Analysis
2. What is the impact of vignette cases on the instruction giving practices of PSTs?	Pre-test/Post-test Researcher's Journal	Descriptive (Statistical) Analysis Thematic Analysis
3. What are the participant PSTs' perceptions of the vignette-based intervention?	Reflective Journal	Thematic Analysis

To assess PSTs' knowledge of instruction giving and the challenges they face in this regard, the researcher developed a questionnaire administered as both a pre-test and post-test. Subsequently, vignette cases were crafted based on the pre-test results and interviews. An 8-week intervention ensued, during which PSTs and the researcher maintained reflective journals and a researcher's journal to enhance data reliability. Given the study's pre- and post-test design focus, journals are expected to capture the evolving nature of the learning process. After the vignette-based lessons, the same questionnaire served as a post-test, enabling comparison of results before and after intervention. Meanwhile, the control group participated in a traditional practicum course involving school experience and various activities such as observations, micro-teaching, lesson planning, materials creation, teaching, and reflection on teaching experiences and learning.

Participants and context

The study group comprised PSTs enrolled in the English Language Teaching undergraduate program at a state university in Türkiye throughout the 2022-2023 academic year. All participants were registered in the school experience course, a compulsory component for ELT students in their final year. Convenience sampling was employed for participant selection, as individuals were intentionally chosen. Both the experimental and control groups comprised 22 final-year undergraduate PSTs. Participants were required to possess specific key characteristics aligned with the research objectives (Mackey & Gass, 2011). This was supported by the pre-test results of both groups, indicating similar understandings of instruction-giving practices.

Instruments

Since a suitable pre-test and post-test were unavailable for the research questions, a Likert scale-type questionnaire titled "Instruction Giving Practices of Preservice Teachers" was developed to pinpoint the issues PSTs come across while giving instructions. Following the guidelines outlined by Cohen, Manion, and Morrison (2007, p. 337) for questionnaire development, the process unfolded through several stages. Initially, problems faced by PSTs in instruction giving were examined in the literature, and input was sought from experienced teachers and academics. Subsequently, a draft questionnaire was created based on an item pool. Three expert academics provided feedback, leading to adjustments in the items. Finally, after piloting, the questionnaire attained its finalized form. The data collected from the pilot group underwent exploratory factor analysis and reliability analyses. The questionnaire demonstrated a reliability coefficient of .92, indicating high reliability. To enhance the reliability and validity of the data, focus group interviews were conducted to gain deeper insights into the problems PSTs encounter in instruction giving, offering the researcher an alternative perspective on the research topic.

The integration of reflective journals in training PSTs holds numerous advantages, including fostering stronger relationships between teachers/mentors and preservice teachers (PSTs) and facilitating the learning process of PSTs (Moon, 2006; O'Connell & Dyment, 2011). In pursuit of triangulation, participants were tasked with maintaining journals following each intervention. Reflective journals were chosen as a qualitative data collection tool to capture the dynamic

evolution of PSTs' practices, as participant-written journals offer a rich source of narrative research (Connelly & Clandinin, 1990).

According to Nastasi and Schensul (2005), researchers play a crucial role as one of the primary data sources when adopting an emic perspective. Taking this into account, the researcher intended to maintain journals to provide insight into the preparation, delivery, and reflection of vignette-based lessons. Each week, the researcher documented their evaluation of lesson preparation, execution, encountered problems, implemented solutions, and reflections, all approached reflectively.

Vignette cases were incorporated into the lessons with the intention of stimulating discussion and fostering PSTs' instruction giving practices. Skilling and Stylianides (2020) proposed a framework for constructing and utilizing vignettes in educational research. Adhering to this framework, the internal validity of the vignette cases was assessed by considering the literature review, pre-test and interview results, the researcher's observation experiences, and feedback from three experts. Additionally, drawing from the literature (Flaskerud, 1979; Giovannoni & Becerra, 1979, as cited in Wilson & While, 1998), personal experiences were utilized in vignette construction. The problems depicted in each vignette were identified through analysis of pre-test and interview results, with each case portraying a challenging situation related to PSTs' instruction giving practices. The lessons adhered to a specified model tailored to the research purpose, which focused on inquiry-based learning. Inquiry-based learning strategies provide students with a flexible and profound learning environment (Duffy & Raymer, 2010; Schwartz & Martin, 2004; Sears, 2006). To implement inquiry-based learning, teachers can adopt a 5E lesson plan, with each "E" representing a distinct phase of the learning cycle: Engage, Explore, Explain, Elaborate, and Evaluate. According to Jogan (2019), each stage of the 5E model serves a specific purpose. During the Engage stage, learners are encouraged to actively participate and contextualize the lesson. The Explore stage involves delving into the concepts pertinent to the topic, such as effective instruction giving. In the Explain stage, conceptual understanding of the topic is provided, for instance, through a lecture on planning effective instructions prior to the lesson, addressing PSTs' planning-related challenges. The Elaborate stage offers students opportunities to apply their newfound knowledge, while the Evaluate stage assesses the learning outcomes of the lesson.

Data analysis

A descriptive analysis of the Instruction Giving Practices of Preservice Teachers Scale was performed, and its adherence to the normal distribution hypothesis was assessed by examining skewness and kurtosis coefficients. Parametric test methods were favored due to the determination that the variables exhibited normal distribution through the conducted analyses.

Focus group interviews were conducted to enrich the data obtained from the pre-test. The interviews were recorded via Zoom. To maintain reliability and consistency, the videos were transcribed. Thematic analysis was employed, and MAXQDA was utilized to code the collected data from various sources, including interviews and journals. The use of a computer program and consultation with three experts in the field ensured the inter-reliability of the data.

Regarding validity, the strategies outlined by Creswell and Poth (2018) were implemented. Triangulation was achieved by collecting data through various instruments, including pre-tests, post-tests, journals, and focus group interviews. To ensure disconfirming evidence, results were objectively assessed and compared against relevant literature. To mitigate researcher bias, statistical analysis results and emergent codes were reviewed by experts. Participant feedback was sought after each lesson through reflective journals and online vignette-based lessons to incorporate the participant's perspective. Additionally, external audits were facilitated by consulting the supervisor and other relevant academicians to enable reader or reviewer lens. Comprehensive descriptions of the research setting, participants, and instruments were provided to enhance validity. During the vignette construction process, input from in-service teachers' experiences and expert feedback was considered.

The total Cronbach's alpha value for the Instruction Giving Practices of Preservice Teachers Scale was calculated as 0.882, indicating high internal consistency. In terms of the reliability of qualitative data, the approach outlined by Tomaszewski, Zarestky, and Gonzalez (2020) was adhered to. Feedback from three experts, in-service teachers, and participants, along with triangulation through multiple instruments and participant journals, were all incorporated throughout the study, enhancing the reliability of the qualitative data.

FINDINGS

Research question 1

After collecting data from the constructed pre-test and focus group interviews, the researcher identified 8 themes for each vignette-based lesson (henceforth VBL). Table 2 presents the identified problems for each VBL.

Table 2. Procedural plan for vignette-based lessons

Week	Identified Problems
1 (17-21 April)	Providing instructions tailored to the students' comprehension level.
2 (24-28 April)	Preparing instructions in advance of the lesson.
3 (1-5 May)	Adapting instructions to cater to individual students' needs through differentiation.
4 (8-12 May)	Delivering instructions effectively in a large class setting and facilitating the formation of pairs/groups.
5 (15-19 May)	Adapting instructions in response to student nonunderstanding or misunderstanding.
6 (22-26 May)	Tackling the problem of disregarding student feedback and overlooking paralinguistic cues in instruction.
7 (22-26 May)	Promoting student involvement and communication in the second language.
8 (29 May-2 June)	Improving instructional clarity by minimizing the reliance on learners' native language.

After analyzing the results generated by the pre-test, focus group interviews were carried out to collect qualitative data and identify problems from a different perspective. Table 3 displays four themes and thirteen subthemes that emerged from the collected data. Additionally, relevant codes for each theme and subtheme are presented, with "F" denoting the frequency of each theme and subtheme.

Table 3. Themes, subthemes and relevant codes for focus group interviews

Theme	Subthemes	Relevant Codes
Challenges associated with instruction giving practices (f=30)	No problem (f=2)	▪ Absence of issues attributed to student proficiency level ▪ Absence of issues due to effective utilization of instructional strategies
	Student based issues (f=15)	▪ Nonunderstanding of the given instruction ▪ Students' mindset towards some topics ▪ Students' familiarity with instructions provided in their mother tongue ▪ Students' being familiar with instructions in formulaic language ▪ Issues associated with students' age

	Issues related to activities or tasks (f=4)	▪ Providing instructions in a structured hierarchy
	Differentiating instructions (f=4)	▪ Modifying instructions for different proficiency levels.
	Methods employed by PSTs to identify instruction-related issues (f=5)	▪ Observing students' body language ▪ Utilizing concept-checking questions
What PSTs primarily concentrate on while giving instructions (f=24)	Challenges with language usage within the classroom setting (f=15)	▪ Delivering instructions in the target language ▪ Clarifying instructions for better understanding. ▪ Utilizing students' first language for clarification ▪ Rewording written instructions from the textbook
	Other factors (f=9)	▪ Enhancing students' understanding ▪ Students' age and level ▪ Incorporating body language, games, demonstration, warm-up activities and extra-linguistic devices
Solutions to overcome challenges related to instruction giving pactices (f=19)	Verbal strategies (f=15)	▪ Integrating more concise and clear language ▪ Dividing instructions into meaningful steps ▪ Asking display questions to figure out the problem ▪ Presenting concrete examples ▪ Modifying intonation to capture students' attention.
	Nonverbal strategies (f=2)	▪ Employing paralinguistic features while delivering instructions
	Other strategies (f=2)	▪ Demonstrating empathy towards the student ▪ Relating the topic to his/her own life ▪ Incorporating students' interests into the topic
Perceptions of teacher training program (f=34)	Remarks on mentors (f=5)	▪ Mentors' teaching practice ▪ Feedback from mentors regarding PSTs' teaching practice
	Remarks on courses (f=4)	▪ Placing excessive focus on theoretical aspects. ▪ Issues related to micro-teaching during PSTs' training
	Practicum experience (f=25)	▪ General ideas on practicum ▪ Experience in different levels ▪ Observation of students during practicum

Research question 2

Analyzing the scores of the Experimental group reveals significant differences between pre-test and post-test scores in various domains. Specifically, significant differences were found in Instruction Giving Practices of Preservice Teachers (t: 3.325, p<.05), General Beliefs & Instruction Giving Practices (t: 3.698, p<.05), and Before Giving Instruction (t: -3.910, p<.05). However, no significant differences were observed in scores for During Instruction (p>.05) or After Giving Instruction (p>.05).

As mentioned earlier, researcher journals were kept to provide insights into the research process. From the collected data, three overarching themes and eight subthemes were identified, as outlined in Table 4.

Table 4. Results of the researcher's journal

Themes	Subthemes	Relevant Codes
Employed strategies for the vignette-based lessons (f=30)	Implemented materials and activities (f=18)	▪ Utilizing various instructional resources and activities, including sample lesson plans, concise lectures addressing identified issues, activities sourced from textbooks, videos, and images to stimulate discussion, matching exercises, scenario cards featuring fictional students or hypothetical teaching scenarios, current articles for brainstorming and information presentation, as well as reflective tasks ▪ Introducing effective and ineffective instructional methods through an inductive approach. ▪ Incorporating diverse tools to enhance interaction. (e.g., Menti, Slido, Quizizz) ▪ Employing engaging and attention grabbing materials
	Ways to ensure the continuity of the lesson (f=12)	▪ Attending to the sequential steps of the planned lesson ▪ Fostering interaction with PSTs to engage them actively. ▪ Leveraging the benefits of conducting lessons via Zoom.
Building vignette-based lessons (f=14)	Construction process (f=11)	▪ Stages of the designing process (e.g. criteria for designing vignette cases, selecting a framework, feedback from experts, in-service teachers, and academicians, and reviewing the literature, utilizing the researcher's experience)
	Experienced problems (f=2)	▪ Experiencing challenges in choosing a suitable framework. ▪ Noticing PSTs' disengagement during observation.
	Problems about the lesson objectives (f=1)	▪ Establishing the context for the participants
Researcher's experience associated with the process (f=16)	Having a positive attitude towards the process (f=6)	▪ Enjoying the process of crafting vignette cases and preparing weekly lessons ▪ Gaining familiarity with PSTs' experiences and receiving positive feedback from them ▪ Relating the researcher's personal experience.
	Experiencing discomfort throughout the process (f=3)	▪ Feeling discomfort about not being able to capture the PSTs' attention ▪ Encountering challenges in lesson design and material preparation
	Relating the researcher's own experience to the PSTs (f=7)	▪ Integrating the researcher's and PSTs' experiences to enhance the development of vignette-based lessons ▪ Benefits of the research process

Research question 3

The data gathered to explore participant PSTs' perceptions of the vignette-based intervention underwent thematic analysis, resulting in the identification of five major themes, as outlined in Table 5.

Table 5. Summary of the emerging themes and subthemes in PSTs' reflective journals

Themes	Subthemes
PSTs' perceptions regarding the vignette cases (f=18)	What they liked (f=11)
	What they disliked (f=7)
PSTs' response to the teacher/instructor's practice in the given vignette cases (f=21)	Before giving instruction (f=10)
	During instruction (f=11)
PSTs' hypothetical practices associated with the vignette cases (f=24)	Strategies to facilitate the delivered instruction (f=13)
	Managing the classroom (f=4)

	Prioritizing instructional sequence. (f=5)
	Incorporating culture (f=2)
What PSTs learned/noticed after participating in the lesson (f=15)	What they learned (f=5)
	Broadening their understanding (f=10)
PSTs' experience regarding the provided vignette cases (f=23)	Strategies for addressing challenges (f=14)
	Shared experience (f=9)

DISCUSSION

To investigate the first research question, it was imperative to identify the problems to ensure that the vignette cases were pertinent, engaging, and directly relevant. The results of the pre-test indicated that PSTs generally disagreed with the items in the pre-test, despite the focus on difficulties related to instruction giving practices. Consequently, it can be inferred that the PSTs typically do not perceive themselves as experiencing difficulties in their instruction-giving practices. However, existing studies highlight challenges with teachers' instruction-giving practices (Lien, 2018; Somuncu & Sert, 2019; Walsh, 2002; Yavuz, 2011; Yurtseven, 2021), including potential issues with understanding instructions given by teachers, leading to incomplete activities (Badem-Korkmaz & Balaman, 2020). Additionally, PSTs may encounter challenges in delivering instructions to crowded classrooms, focusing more on mechanical instructions rather than meaningful instruction (Marais, 2016). Consistent with these findings, it can be deduced that PSTs encounter difficulties and challenges in instruction giving practices, despite the relatively low frequency of self-reported difficulties among the participant PSTs in this study. This discrepancy may stem from their lack of experience in reflecting on their teaching practices.

The findings from the focus group interviews corroborated the results of the pre-test and provided a deeper understanding of the problems and challenges encountered by PSTs. PSTs' remarks on their practicum experiences encompassed a range of general ideas, experiences across various levels, and observations of students during the practicum (Comoglu & Dikilitas, 2020; Debreli, 2012; Kani & Yılmaz, 2018). Concerning mentors, PSTs shared observations about the mentor's teaching style and the feedback provided by the mentor on their teaching. One PST noted that the mentor was inclined to use students' first language while giving instructions, a finding consistent with the study by Kani and Yılmaz (2018), which highlighted that teachers missed opportunities to familiarize students with the target language by not giving instructions in English.

The second research question aimed to explore the impact of vignette cases on the instruction-giving practices of PSTs. As suggested by Sali and Kecik (2018), PSTs may engage in analyzing cases that simulate real-life teaching scenarios and may be tasked with examining problematic situations. Thus, integrating vignette cases presents an opportunity for PSTs to comment on various questions throughout the VBLs. Initially, the quantitative data analysis yielded unexpected results. Comparing the pre-test scores of the experimental and control groups, the Independent Samples t-test analysis showed no significant difference among the subcomponents. This indicates that both groups had similar levels of experience and could be compared after the vignette-based intervention. Having two groups at similar levels may be advantageous for the research process. Furthermore, after conducting the Independent Samples t-test, comparing the post-test scores of both groups revealed a significant difference between the Instruction Giving Practices of Preservice Teachers post-test, General Beliefs & Instruction Giving Practices post-test, and Before Giving Instruction post-test. However, there was no significant difference between the During Instruction post-test (p>.05) and After Giving Instruction post-test (p>.05) scores. Therefore, the experimental group showed improvement in the specified subcomponents of the post-test. As noted by Glaser (2020), "The ability to give effective instructions is not something teachers have to 'wait for' until they have gathered a certain experience on the job, but something that can be learned – and thus trained – during university teacher education." Thus, the study highlights the importance of implementing curriculum changes, and constructing VBLs may enhance PSTs' understanding of teaching practices.

During the discussion of findings related to the researcher's journals, they were compared with the journals maintained by the PSTs to explore the alignment of their ideas. The researcher primarily focused on strategies for the VBLs, which were categorized into utilized materials and activities, as well as methods to ensure the continuity of the lesson. Incorporating interesting, engaging, and interactive materials is likely to significantly impact how PSTs deliver instructions, as they can capture students' attention more effectively, potentially leading to fewer problems. Similarly, vignettes were developed in accordance with criteria outlined in the literature (Jeffries & Maeder, 2005; Leicher & Mulder, 2018; Skilling & Stylianides, 2020) and integrated into the lessons based on the design of each session. In one of the journals written by a PST, it was noted that having such tools in the lesson was beneficial for deepening their understanding of the aspect intended to be taught during the session. This suggests that the use of vignettes effectively contributed to the learning experience of the PSTs and facilitated their comprehension of instructional practices.

Regarding the third research question, the study aimed to explore the PSTs' perceptions of the vignette-based intervention, as documented in their journals. Researchers' arguments paralleled the perspectives expressed by PSTs. The initial focus was on how PSTs perceived the vignette cases. As articulated by Skilling and Stylianides (2020), vignettes are "descriptive episodes used to simulate real-life problems and incidents in written or visual form." Consistent with this definition, PSTs noted that the cases felt familiar, authentic, and supportive of their teaching endeavors.

The second theme delved into PSTs' reactions to the provided cases, categorized into pre-instruction and during-instruction phases. Notably, their focus primarily rested on pre-instruction reactions, with limited attention paid to post-instruction concerns, despite potential issues embedded within vignette cases. This observation underscores a noteworthy finding, suggesting a tendency among PSTs to overlook post-instruction aspects. Failure to assess instructions post-delivery aligns with findings in existing literature (Lien, 2018; Margaretha, 2015; Solita et al., 2021), with recommendations for post-instruction checks proposed in various studies (Estrada, 2016; Florkowska, 2018; Radeva, 2020). PSTs' journals reflected similar challenges encountered pre-instruction and offered suggestions, such as selecting engaging materials, capturing students' attention beforehand, and clarifying lesson objectives prior to instruction.

The third emergent theme focused on PSTs' hypothetical instructional practices, emphasizing strategies to bolster instruction delivery. Existing literature offers several strategies to enhance instructional practices, including repeating instructions to facilitate learner comprehension, utilizing the target language extensively during instruction (Richards, Conway, Roskvist & Harvey, 2013), providing clear and concise written instructions, breaking exercises into manageable steps (Woodberry & Aldrich, 2000), paraphrasing instructions, employing nonverbal communication techniques, and sequencing instructions effectively (El Kemma, 2019).

The fourth theme addressed what PSTs learned or realized following the sessions. Rather than emphasizing formal learning outcomes, they predominantly reflected on realizations concerning instructional practices, consistent with researchers' observations. The primary aim was to deepen PSTs' understanding and provide alternative perspectives through engaging discussions prompted by vignette cases. Consequently, it is evident that both the researchers' objectives and the reflections of PSTs were aligned, emphasizing the congruence between their aims and outcomes.

The fifth theme centered on PSTs' experiences with the provided vignette cases, with a focus on solutions to address challenges. Their reflections highlighted the application of strategies proposed in the literature, such as avoiding lengthy instructions, utilizing demonstrations, paraphrasing, differentiation, peer instruction, and effective grouping strategies (Uğurlu-Şen, 2021). Additionally, PSTs noted similarities between their own experiences and the scenarios presented in the vignettes, underscoring the relevance of integrating vignette cases as an intervention. Overall, each data collection method yielded diverse insights, enriching the research process by generating overlapping, divergent, and novel findings.

CONCLUSION

This study aimed to illuminate the PSTs' instruction giving practices, assess the effectiveness of a vignette-based intervention in enhancing these practices, and explore PSTs' perceptions of the cases used in the intervention. To achieve these objectives, various data collection methods were employed, including pre-tests, focus group interviews, researcher's journals, reflective journals, and post-tests, to generate both quantitative and qualitative data. Descriptive (statistical) analysis and thematic analysis were then conducted to analyze the collected data. The results revealed significant differences in the scores of Instruction Giving Practices of Preservice Teachers, General Beliefs & Instruction Giving Practices, and Before Giving Instruction between the pre-test and post-test phases, indicating improvement in the experimental group in these areas. However, no significant differences were found in the scores related to During Instruction and After Giving Instruction. Focus group interviews primarily highlighted PSTs' perceptions of the teacher training program and the challenges they faced in instruction giving practices, providing valuable insights into the encountered problems. Similarly, reflective journals predominantly documented PSTs' experiences and hypothetical practices related to the vignette cases, offering further understanding of their learning journey. In accordance with these results, the researcher's journal primarily focused on the strategies adopted for the VBLs. The researcher's objectives throughout the VBLs largely mirrored the participants' perceptions of the vignette-based intervention. Taking all findings into account, several benefits of utilizing vignettes emerge. Rather than serving merely as descriptive tools, vignettes can be purposefully constructed by educators or researchers for instructional purposes. In doing so, they can effectively provide PSTs with teaching materials that encourage discussion and foster critical thinking through authentic cases. Consequently, PSTs have the opportunity to reflect on their teaching practices and engage in meaningful learning activities. In summary, this study has examined the impact of vignette cases on the instruction-giving practices of PSTs and may inspire further research into the utilization of vignettes for PST training.

SUGGESTIONS AND LIMITATIONS

The scope of this study is confined to PSTs enrolled in an English Language Teaching department at a university in Türkiye, suggesting that the findings might not be directly applicable to other English as a Foreign Language (EFL) contexts within the country. Additionally, the eight-week intervention period could potentially lead to participant disengagement from the activities over time. Despite these constraints, the study's results hold several noteworthy implications for future research endeavors. Firstly, employing vignette-based interventions proves beneficial in enhancing language teaching methodologies, suggesting educators and curriculum developers consider integrating vignette cases to foster reflective teaching practices among language instructors. Secondly, the inclusion of reflective journals in the study methodology underscores the importance of reflective teaching techniques, potentially encouraging PSTs to engage more actively in such practices, thereby creating a conducive learning atmosphere akin to real-world teaching scenarios. Lastly, integrating vignette cases offers researchers and educators opportunities to delve deeper into the intricacies of language teaching contexts by constructing vignettes based on observed PST behaviors, thus allowing for a more comprehensive exploration of teaching dynamics. In summary, this study provides valuable insights that can positively impact reflective teaching approaches and guide future research in this domain.

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Evaluation of factors influencing guidance and counselling programmes in secondary schools in Sokoto metropolis

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Article Info

Abstract

This study aims at evaluating the factors influencing guidance and counselling programmes and possible strategies to address them in some selected secondary schools in Sokoto metropolis, Sokoto state, Nigeria. Descriptive survey design was used to obtain descriptive and self-reported data and/or information from the participants in this study. The sample size was 400 participants comprising a total of 200 students, 150 teachers, 30 school counsellors, and 20 school administrators. Questionnaire was used for data collection. The data were analyzed using descriptive statistics. The result showed that lack of professional counsellors, lack of formal training for counsellors, lack of support from school administrators/government, lack of materials/facilities, lack of parental support, and lack or inadequate public awareness were some of the factors influencing guidance and counselling programmes in secondary schools. The result also indicated that strategies such as employing professional counsellors, creating public awareness, assigning only counselling services to counsellors, allocation of sufficient time to counselling services, and provision of adequate support by school administrators/government among others will significantly curb the problems facing guidance and counselling programmes in secondary schools. Many factors significantly influenced the guidance and counselling programmes in secondary schools. For effective guidance and counselling, strategies should be applied to curb the major factors that influenced the guidance and counselling programmes.

INTRODUCTION

Education is a vital tool for growth and development of human and every nation. Guidance and counselling programmes are one of the basic requirements in educational system. Guidance and counselling programmes help in growth and provision of quality standard education worldwide. The aim of educational services is to facilitate the implementation of educational policy, promote the effectiveness of educational system, and provide meaningful learning experiences for students (NPE, 2004). The guidance and counseling services help students to achieve these goals for their successful educational programmes and their career services (Ibrahim et al., 2021). Guidance and counselling involves all the activities, programmes and services aimed at assisting individual to understand his problems and to develop adequate competency for right decision making. Guidance and counselling programmes in school aid to assist students in their subject choices, academic performance, and discipline in schools. In schools, guidance and counselling services are provided to students in order to help them meet their interest and needs and to promote the development of students.

According to UNESCO (2002), guidance is defined as the process of providing students with vital information about their future life including career opportunities and orienting them to on the right career choices based on their potentiality. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and best choice of behaviours that assist them develop, grow, promote, ascend, mature and set up educational, vocational, social and personal skills (Fareo, 2020). The aim of guidance and counselling programmes in school is to determine the level of effectiveness, efficacy, and general students` needs satisfaction (Thakur, 2020). Effective guidance and counselling services in school depends on a number of factors. The significance, effectiveness, efficiency and sustainability of the guidance and counselling programmes in schools is determined by assessing different factors influencing the guidance and counselling services (WHO, 2022). These factors include school administration, attitude of counsellors, attitude of parents, qualities of counsellors, and societal factors. Thus, assessment of factors influencing guidance and counselling services has been the main interest of researchers in the recent years, and it involves collecting data for better understanding (Ribadu, 2021).

In all educational systems, students at different levels face many challenges in the process of learning. Students in secondary schools are adolescents having challenges with their educational, intellectual, physical, social, emotional, moral and vocational development. At this stage they need counselling services to develop themselves based on their potentialities. Guidance and counselling services are not provided in most of secondary schools in Nigeria. However, in most of secondary schools where guidance and counselling services are provided, there are lack or inadequate of basic counselling materials and/or facilities for the effectiveness of the services. In many schools all teachers serve the roles of counsellors and most counsellors engaged in both teaching and administrative works (Haruna, 2015). Thus, counsellors could not able to attend to each student's demand due to their engagement in class room teaching. These negatively affect the educational, intellectual, physical, social, emotional, moral and vocational development of students. This study aims at evaluating the factors affecting guidance and counselling programmes and possible strategies to address them in some selected secondary schools in Sokoto metropolis, Sokoto state, Nigeria.

METHODOLOGY

Study site

This study was conducted in Sokoto metropolis, Sokoto state. Sokoto is located in the North-West zone of Nigeria bounded by Republic of the Niger to the north and west, and the states of Zamfara to the east, and Kebbi to the south and west. The estimate annual average temperature and maximum daytime temperature in Sokoto is 28.3°C (82.9 °F) and 40 °C (104.0 °F), respectively. The state has 23 local government areas (LGAs) in three geographical zones Sokoto East, Sokoto

central and Sokoto south. According to the 2006 census the population of Sokoto state and its metropolis is 3,702,676 million and 427,760, respectively (NPC, 2007). Hausa and Fulani have been the dominated ethnic group in Sokoto state with few other tribes such as Gobirawa, Zabarmawa, Adarawa, Arawa, and others (Ibrahim et al., 2021). There are many secondary schools in Sokoto state under Ministry of Education, Ministry of Science and Technology, Teaching Service Board, and Arabic and Islamic Board.

Study design

Descriptive survey design was adopted in this study. Descriptive survey technique is suitable for obtaining factual and attitudinal data or information. This study sought to obtain information about guidance and counselling programmes in schools. Therefore, descriptive survey method was used to obtain descriptive and self-reported data and/or information from the participants.

Sample size and sampling technique

The sample size of this study was 400 participants comprising a total of 200 students, 150 teachers, 30 school counsellors, and 20 school administrators (Principals, Vice Administration, and Vice Academic Principals). The participants were selected from the ten selected public secondary schools in Sokoto metropolis, Sokoto state using systematic and purposive sampling technique.

Instrument and data collection

Data were collected using questionnaire based on the five-point Likert scale format indicating the degree of agreement or disagreement with a statement ranging from Strongly Agree (SA), Agree (A), uncertain (U), Disagree (D) and Strongly Disagree (SD). The questionnaire comprises three sections; socio-demographic information of the respondents, factors affecting guidance and counselling programmes in schools and possible strategies to address factors affecting guidance and counselling programmes in schools. The instrument was designed by evaluating the study objectives and relevant literatures. In developing the instrument, open ended items were included to further understand the response to preceding question and curb with the challenges in the implementation of the guidance and counselling programmes. A pilot study was conducted with 40 participants outside the sample to verify the instrument. Reliability of the instrument was tested using Pearson Product Moment yielding a 0.85 coefficient. The data were analyzed using descriptive statistical methods and the results were expressed as frequencies percentages.

FINDINGS

Socio-demographic information of the respondents
Age distribution of the respondents

The age distribution of the respondents is shown Table 1. Half of the respondents (50 %) were aged between 16 and 20. The least percentage (1 %) of the respondents aged between 61 and 65 (Table 1). The respondents in this study include students in senior secondary school and this could be responsible for the high percentage (50 %) of the respondents' age (16 – 20) category (Table 1).

Table 1. Age distribution of the respondents

Age (Year)	Frequency	Percentage (%)
16 – 20	200	50
21 – 25	8	2
26 – 30	73	18
31 – 35	27	7
36 – 40	16	4
41 – 45	13	3
46 – 50	26	7
51 – 55	25	6
56 – 60	7	2

61 – 65	5	1

Gender distribution of the respondents

Figure 1 shows the gender distribution of the respondents. The number and percentage of male and female respondents were 308 (77 %) and 92 (23 %), respectively (Figure 1). The result indicated that there were more number of male students, school counselors and school administrators in the selected schools. Thus, female school counselors should be provided and/or involved in guidance and counseling programmes.
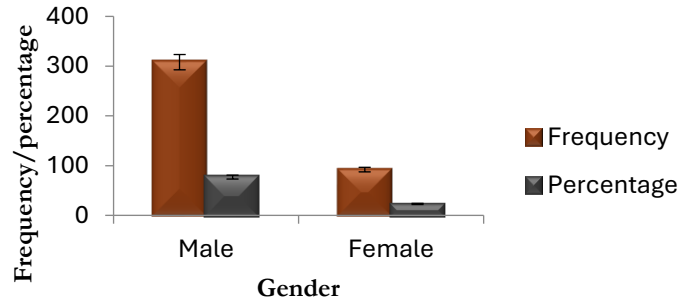
Figure 1. Gender distribution of the respondents

Educational qualitications of the respondents

Figure 2 shows the educational qualifications of the respondents. Master degree is the higher qualification of the respondents while Nigeria Certificate in Education (NCE) is the lower qualification (Figure 2). Majority of the respondents held a Degree qualification while least number (4 %) of the respondents held a Master degree (Figure 2).
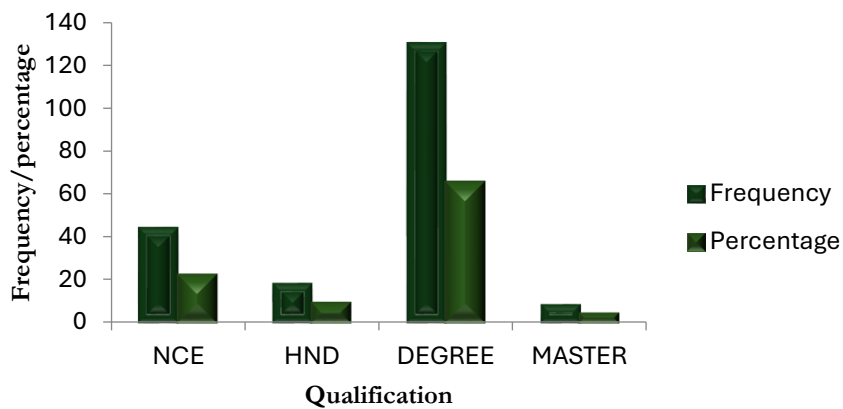
Figure 2. Educational qualification of the respondents

Status of guidance and counseling services

Table 2 shows the participants' response on the status of guidance and counseling services in the studied schools. Most of the respondents (75 %) responded that guidance and counseling services are always available in their respective schools. Least percentage (2 %) of the respondents responded that guidance and counseling services are not available in their respective schools. However, 16 % and 7 % of the respondents responded that guidance and counseling services are occasionally available and unavailable in their respective schools, respectively (Table 2).

Table 2. Status of guidance and counseling services

Age (Year)	Frequency	Percentage (%)
Always available	299	75
Occasionally available	64	16
Unavailable	28	7
Non-available	9	2

Importance of guidance and counseling programmes

The participants' response on the importance of guidance and counselling programmes in schools is shown in Table 3. The respondents indicated mixed perceptions regarding the importance of guidance and counselling programmes in schools. High percentage (54 %) of the participants responded that guidance and counselling programmes are important in schools. Least number (3 %) of the respondents indicated that guidance and counselling programmes are not important in schools. However, a total of 28 (7 %), 20 (5 %), and 125 (31 %) rated guidance and counselling programmes in schools as slightly important, moderately important, and very important, respectively (Table 3).

Table 3. Importance of guidance and counselling programmes in schools

Statement	Frequency	Percentage (%)
Not important	13	3
Slightly important	28	7
Moderately important	20	5
Important	214	54
Very important	125	31

Factors affecting guidance and counseling programmes in schools

In this study and for the purpose of clarity the participants' responses for strongly agree (SA) and agree (A) merged to reflect agreement while strongly disagree (SD) and disagree (D) were merged to reflect disagreement while leaving uncertain (U) independent. Table 4 shows the participants' responses on counsellors related factors affecting guidance and counselling programmes in schools. Most of the respondents (98 %, 81 %, 83 %, 74 %, 89 %, 63 %, 56 %, 84 %, 64 %, 65 %, and 76 %) agreed that guidance and counselling programmes in schools are affected by lack of professional counsellors, gender of counsellor, lack of incentives for counsellors, lack of formal training for counsellors, lack of communication between counsellors and students, assigning other responsibilities to counsellors, behaviours of counsellors, personality of counsellors, uncomfortable practicing counseling service, lack of follow up by counsellors, and unavailability of counsellor, respectively (Table 4).

Table 4. Counsellors related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack or inadequate of professional/competent counsellors in schools	185(46)	209(52)	0(0)	6(2)	0(0)
Gender of school counsellors	93(23))	232(58)	4(1)	54(14)	17(4
Lack of incentives for school counsellors	119(30)	212(53)	0(0)	56(14)	13(3)
Lack or insufficient of formal training for school counsellors	87(22)	209(52)	11(3)	81(20)	12(3)

Lack of communication between school counsellors and students	141(35)	216(54)	5(1)	34(9)	4(1)
Assigning other responsibilities to school counsellors	92(23)	160(40)	8(2)	108(27)	32(8)
Behaviours/attitudes of school counsellors	71(18)	153(38)	24(6)	113(28)	39(10)
Personality of counsellors (feeling of suspicion, non friendly, and approachable, etc)	96(24)	241(60)	6(2)	37(9)	20(5)
Lack of computer and internet skills by school counsellors	21(5)	32(8)	52(13)	199(50)	96(24)
Uncomfortable practicing counseling service	64(16)	191(48)	12(3)	105(26)	28(7)
Lack of follow up by school counsellors	108(27)	152(38)	0(0)	92(23)	48(12)
Counsellor is not always available in school	116(29)	189(47)	45(11)	32(8)	18(5)

The participants' responses on students' related factors influencing guidance and counselling programmes in schools are shown Table 5. The result showed that 55 %, 87 %, 72 %, 58 %, 82 %, 74 %, 60 %, 56 %, 59 %, and 65 % of the respondents agreed that guidance and counselling programmes in schools are influenced by gender of students, lack of students' interest, students' indiscipline, attitudes of students, level of students' trust on counsellors, unavailability of students' information or record, students feeling shy, carelessness by students, lack of understanding about the importance of counselling services by students, and unawareness of counselling services by students, respectively (Table 5).

Table 5. Students related factors influencing guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Gender of Students	89(22)	132(33)	31(8)	85(21)	63(16)
Lack of students' interest on guidance and counseling programmes	132(33)	216(54)	0(0)	44(11)	8(2)
Students' indiscipline	93(23)	196(49)	30(8)	65(16)	16(4)
Attitudes of students towards guidance and counseling services	108(27)	124(31)	49(12)	76(19)	43(11)
Level of students' trust on school counsellors	112(28)	216(54)	24(6)	44(11)	4(1)
Unavailability of students' information or record	60(15)	236(59)	64(16)	32(8)	8(2)
Students feeling shy	112(28)	128(32)	40(10)	76(19)	44(11)
Carelessness by students	84(21)	140(35)	20(5)	96(24)	60(15)
Lack of understanding about the importance of counselling services by students	80(20)	155(39)	45(11)	108(27)	12(3)
Unawareness of counselling services by students	68(17)	192(48)	48(12)	88(22)	4(1)

Table 6 shows the participants' responses on administrators/ governments related factors affecting guidance and counselling programmes in schools. The finding revealed that majority of the respondents (91 %, 69 %, 75 %, 56 %, 92 %, and 95 %) agreed that guidance and counselling programmes in schools are affected by lack of support from school administrators, unfavourable school administrators' policy, lack of support from government, government's policy on guidance

and counselling programmes, recruitment of unqualified school counsellors, and lack/inadequate funding of guidance and counselling programmes, respectively (Table 6).

Table 6. Administrators/governments related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of support from school administrators	136(34)	228(57)	0(0)	32(8)	4(1)
Unfavourable school administrators' policy	96(24)	180(45)	28(7)	76(19)	20(5)
Lack of support from government	104(26)	196(49)	0(0)	84(21)	16(4)
Government's policy on guidance and counselling programmes	96(24)	128(32)	8(2)	112(28)	56(14)
Recruitment of unqualified school counsellors	156(39)	212(53)	0(0)	24(6)	8(2)
Lack/inadequate funding of guidance and counselling programmes	144(36)	236(59)	0(0)	16(4)	4(1)

The participants' responses on materials/facilities related factors influencing guidance and counselling programmes in schools are shown Table 7. High percentage (88 %, 77 %, 59 %, 61 %, 63 %, 57 %, 64 %, 56 %, 51 %, and 63 %) of the respondents agreed that guidance and counselling programmes in schools are influenced by lack of counselling materials, lack of school counsellor's office/room, lack of guidance and counselling notice board, lack of career library, lack of good ict equipments, lack of counselling clinic, lack or insufficient power supply, unconducive counsellor's office/room, lack/inappropriate utilization of online services, and lack of record materials, respectively (Table 7).

Table 7. Materials/facilities related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of counselling materials	144(36)	208(52)	0(0)	28(7)	20(5)
Lack of school counsellor's office/room	68(17)	240(60)	36(9)	56(14)	0(0)
Lack of guidance and counselling notice board in school	40(10)	196(49)	76(19)	60(15)	28(7)
Lack of career library where students can search for information	56(14)	188(47)	99(25)	40(10)	17(4)
Lack of good ICT equipments (computer, projector, radio, television etc)	76(19)	176(44)	68(17)	60(15)	20(5)
Lack of counselling clinic in school	92(23)	136(34)	28(7)	116(29)	28(7)
Lack or insufficient power supply	88(22)	168(42)	20(5)	84(21)	40(10)
Unconducive counsellor's office/room	36(9)	188(47)	72(18)	96(24)	8(2)
Lack/inappropriate utilization of online guidance and counselling services	44(11)	160(40)	104(26)	64(16)	28(7)
Lack of record materials	36(9)	217(54)	4(1)	113(28)	30(8)

Table 8 shows the participants' responses on parents/societies related factors affecting guidance and counselling programmes in schools. Most of the respondents (61 %, 51 %, 69 %, 69 %, 71 %, and 60 %) agreed that guidance and counselling programmes in schools are affected by lack of parental support, lack or inadequate public awareness, parents prefer teachers to counsellors in handling their children, cultural differences between students and counselors, parental and/or societal influence, community see counsellors as people who want to know other people's secrets, respectively (Table 8).

Table 8. Parents/societies related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of parental support/assistance for effective guidance and counselling services	56(14)	188(47)	20(4)	100(25)	36(9)
Lack or inadequate public awareness on the importance of guidance and counselling services	69(17)	136(34)	24(6)	108(27)	63(16)
Parents prefer teachers to counsellors in handling their children	96(24)	180(45)	12(3)	88(22)	24(6)
Cultural differences between students and school counselors	84(21)	192(48)	4(1)	80(20)	40(10)
Parental and/or societal influence	76(19)	208(52)	0(0)	100(25)	16(4)
Community see counsellors as people who want to know other people's secrets	92(23)	148(37)	16(4)	84(21)	60(15)

The participants' responses on counselling services related factors influencing guidance and counselling programmes in schools are shown Table 9. The result showed that 81 %, 58 %, 73 %, 61 %, 57 %, and 62 % of the respondents agreed that guidance and counselling programmes in schools are influenced by lack of proper timetable for guidance and counselling programmes, insufficient time for guidance and counselling services, school counsellor's office/room is not private enough for consultation, lack of confidentiality, nature of students counselling problem, and unavailability of guidance and counselling services to all students, respectively (Table 9).

Table 9. Counselling services related factors influencing guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of proper timetable for guidance and counselling programmes	108(27)	216(54)	0(0)	64(16)	12(3)
Insufficient time for guidance and counselling services	84(21)	148(37)	12(3)	116(29)	40(10)
School counsellor's office/room is not private enough for consultation	68(17)	224(56)	24(6)	72(18)	12(3)
Lack of confidentiality	48(12)	196(49)	23(6)	113(20)	20(5)
Nature of students counselling problem	72(18)	156(39)	68(17)	84(21)	20(5)
Unavailability of guidance and counselling services to all students	49(12)	199(50)	8(2)	100(25)	44(11)

Possible strategies to address factors affecting guidance and counseling programmes in schools

Table 10 shows the participants' responses on possible strategies to address factors affecting guidance and counselling programmes in schools. Most of the respondents (78 %, 65 %, 73 %, 73 %, 87 %, 76 %, 79 %, 69 %, 85 %, and 74 %) agreed that the factors influencing guidance and counselling programmes in schools could be addressed by provision of adequate funding for guidance and counselling programmes, creating public awareness on the importance of guidance and counselling services, assigning only guidance and counselling responsibilities to school counsellors, allocation of sufficient time to guidance and counselling services, employing professional/competent counsellors in schools, posting of both male and female counsellors in schools, supporting guidance and counselling programmes by school administrators, good attitudes and rapport of school counsellors, provision of adequate incentives for school counsellors, and provision of adequate support on guidance and counselling programmes by government, respectively (Table 10).

Table 10. Possible strategies to address factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Provision of adequate funding for guidance and counselling programmes	98(25)	213(53)	0(0)	80(20)	9(2)
Creating public awareness on the importance of guidance and counselling services	72(18)	188(47)	16(4)	96(24)	28(7)
Assigning only guidance and counselling responsibilities to school counsellors	89(22)	205(51)	0(0)	98(25)	8(2)
Allocation of sufficient time to guidance and counselling services	56(14)	235(59)	0(0)	89(22)	20(5)
Employing professional/competent counsellors in schools	112(28)	236(59)	12(3)	28(7)	12(3)
Posting of both male and female counsellors in schools	88(22)	215(54)	44(11)	49(12)	4(1)
Supporting guidance and counselling programmes by school administrators	101(25)	216(54)	0(0)	63(16)	20(5)
Good attitudes and rapport of school counsellors	97(24)	179(45)	16(4)	88(22)	20(5)
Provision of adequate incentives for school counsellors	108(27)	231(58)	0(0)	41(10)	20(5)
Provision of adequate support on guidance and counselling programmes by government	79(20)	217(54)	24(6)	56(14)	24(6)

DISCUSSION AND CONCLUSION

The result of this study indicated that guidance and counselling programmes in secondary schools are affected by many factors including lack of professional counsellors, gender of counsellor, lack of formal training for counsellors, assigning other responsibilities to counsellors, behaviours of counsellors, lack of students' interest, level of students' trust on counsellors, lack of support from school administrators/government, recruitment of unqualified school counsellors, lack/inadequate funding, lack of materials/facilities, lack of parental support, lack or inadequate public awareness, lack of proper timetable and insufficient time for guidance and counselling services. This study is in agreement with other relevant studies. Odhiambo (2016) reported that most teacher counsellors were not trained, and there was lack of essential resources, awareness about counselling, lack of confidentiality and unfriendly counsellors. Lack of support given to counsellors and lack of resources and facilities have been reported as factors influencing guidance

and counselling services in secondary schools (Mbongo et al., 2016). Study by Kamore & Tiego (2015) showed that guidance and counselling programmes were significantly affected by inadequate trained and motivated counsellors, lack of facilities, offices for counselling, lack of time and enough recourses. It has been reported that the number of counsellors employed to provide students' guidance and counselling needs in secondary schools was significantly inadequate (Adebowale & Popoola, 2011). Information and Communication Technology (ICT) is one of the major factors that influence guidance and counselling services in secondary schools (Modo & George, 2013). It has been reported that ICT help improve guidance and counselling services (Suleiman et al., 2012). Study by Anagbogu et al. (2013) indicated that lack of fund and lack of equipments and facilities such as computer, counselling clinic, radio, television, one-way mirror, generator and furniture were negatively influenced guidance and counselling services in schools. However, Nwachukwu et al. (2019) reported that guidance and counselling programmes were significantly affected by the low income, insufficient power supply, lack of computer and internet skills by the counsellors, lack of professional counsellors, limited counselling time and services. Factors such as lack of counselling equipments, recruitment of unqualified counsellors, unavailability of students' information, financial constraint and unfavourable school policy have reported to influenced guidance and counselling services in schools (Chireshe, 2012). Research showed that factors including gender of the counsellors and students, students' and teachers' negative attitudes, lack of professionalism and/or appropriate skills of counsellors, lack of trained counsellors, lack of government support, lack of or inadequate funding, lack of confidentiality, feeling of suspicion of the role/of integrity of counsellors, counsellors created problems and blurred role of the teacher counsellors influenced guidance and counselling in the secondary schools (Tita-Nghamun, 2016). Lack of professionally trained counsellors influenced guidance and counseling programmes in schools. Unprofessional counsellors are not effective and competent to deliver guidance and counselling services to students due to the lack of essential elements and core conditions of counselling (Hui, 2016).

This finding revealed that strategies such as creating public awareness on the importance of guidance and counselling services, assigning only guidance and counselling responsibilities to school counsellors, allocation of sufficient time to counselling services, employing professional/competent counsellors, posting of both male and female counsellors, provision of adequate funding for guidance and counselling programmes, good attitudes of counsellors, provision of adequate incentives for school counsellors, and provision of adequate support on guidance and counselling programmes by school administrators/government would effectively address the challenges facing guidance and counselling programmes in secondary schools. The finding of this study is in line with other relevant reported studies. Study by Tita-Nghamun (2016) showed that training of counsellors on guidance and counselling activities in secondary schools through workshops and seminars utilizing various technologies will effectively enhance guidance and counselling programmes in schools. School administrators' support, public awareness on guidance and counseling programmes, government support, counsellors commitment, training and appointment of qualified guidance counsellors, parents' inclusion, promoting confidentiality, adequate use of referrals, and posting of both male and female counsellors could significantly promote guidance and counselling services in secondary schools (Tita-Nghamun, 2016). Study showed that some of the strategies to address the problems of guidance and counselling programmes in the Nigerian schools caused by many factors include employment and deployment of professional counsellors, provision of adequate incentives for school counsellors, community involvement in guidance and counselling programmes, and promotion of adequate and effective public enlightenment programmes to sensitize the general public on the significance of guidance and counselling services (Haruna, 2015). Wango and Mungai (2007) reported that the counselling room/office should be available and should be specifically located for the purpose of counselling in all secondary schools. Studies showed that teacher counselor should be emotionally mature, responsible, honest, confidential, and trusted by students (Lutomia and Sikolia, 2008). However, it has been reported that for an effective guidance and counseling in schools there are needs for

cooperative effort of counsellors, school administrators, teachers, parents, community, government, and the students themselves (Gok, 2018).

Based on the findings obtained, factors such as lack of professional counsellors, lack of counseling materials/facilities, lack of retraining for school counsellors, assigning other responsibilities to counsellors, students and teachers' gender, level of students' trust on counsellors, parental influence, lack or inadequate public awareness, attitudes and personality of the counselor, lack of support from school administrators/government, and insufficient time for guidance and counselling services among others were significantly affected the guidance and counselling programmes in secondary schools. Strategies such as employing professional counsellors, creating public awareness on the importance of guidance and counselling services, assigning only counselling services to counsellors, allocation of sufficient time to counselling services, posting of both male and female counsellors, good attitudes of counsellors, and provision of adequate support by school administrators/government among others will effectively address the challenges facing guidance and counselling programmes in secondary schools.

SUGGESTIONS

Maximum cooperation among all the education stakeholders in Sokoto state particularly heads in ministry of education, school administrators, counsellors, and teachers should be given in order to address the factors affecting guidance and counselling programmes in secondary schools. Also, parents and communities should be harmonized and supported to all the counselling services as well as activities providing to their children. This will significantly help resolve the major challenges associated with school guidance and counselling programmes.

LIMITATIONS AND RECOMMENDATIONS

This study is limited to secondary schools and was conducted in some secondary schools in metropolis of Sokoto state, Nigeria. Similar studies should be conducted in other secondary schools in the state metropolis and other local government areas in Sokoto state. Conducting relevant studies in primary schools and higher institutions in the state is highly significant to existing guidance and counselling programmes in schools.

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Investigation of the relationship between secondary school students' perceived school experiences and attitude and motivations towards social studies

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Investigation of the relationship between secondary school students' perceived school experiences and attitude and motivations towards social studies

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Article Info	Abstract
	The purpose of this study is to determine the relationship between middle school students' perceived school experiences and their attitudes and motivation towards social studies course. The participants of the relational model research consisted of 305 middle school students studying in a province of Turkey. The data of the study were collected with "Personal Information Form", "Perceived School Experiences Scale", "Attitude Towards Social Studies Course Scale" and "Motivation Scale on Social Studies Course". Descriptive statistics, t-test, one-factor analysis of variance and Pearson correlation coefficient were used to analyze the data. According to the results of the study, it was determined that gender did not have any effect on students' perceived school experiences, attitudes and motivation towards social studies course. While there was a significant difference in students' perceived school experiences and motivation towards social studies course according to grade level, no difference was found in their attitudes towards social studies. According to academic achievement, students' perceived school experiences and attitudes towards social studies course did not differ significantly, while their motivation differed significantly. There was a significant positive relationship between students' perceived school experiences and their attitudes and motivation towards social studies course.

INTRODUCTION

In Türkiye, primary school students spend about a quarter of the day at school. It is known that the experiences spent in this period have positive effects on academic achievement through affective characteristics such as attitudes and motivation (Lee, & Smith, 1999).

In addition to learning academic knowledge, school is an important social experience environment in terms of social, affective and behavioral aspects (Güler, & Bedel, 2022). Such acquisitions, which are necessary for individuals to continue their lives in society and step into a peaceful future, can be transferred through the social studies course, which is an important part of the primary education curriculum. Indeed, in terms of its goals, social studies has the potential to extend to the entire school day when children connect with their peers (Zarrillo, 2012). It would not be surprising to think of this course as "*all things to all people*" (Holcomb, Beal, & Lee, 2011), which becomes more meaningful and valuable for students (Fredericks, 2007) when lesson practices are integrated with experiences that reflect democratic life (Holcomb et al., 2011).

Social studies, which meets the definition of "*a catch-all subject*" or "a little bit of this and a little bit of that" (Holcomb et al., 2011), is in a dynamic relationship with many other disciplines due to its interdisciplinary nature. For example, while it connects with science in recognizing and protecting the environment and developing positive attitudes towards the environment, it benefits from mathematics in preparing and interpreting graphs and tables. In short, social studies in harmony with other subjects is a valuable source of motivation in students' school experiences. Although school motivation, which is a determinant of individuals' academic performance and task persistence (Siegle, Rubenstein, & Mitchell, 2014), has been explained using various components, intrinsic and extrinsic motivation have been widely examined in many motivation theories (Ryan, & Deci, 2000). In this study, we also examined attainment motivation.

Intrinsic motivation is doing an activity for internal satisfaction rather than external pressure or rewards (Ryan, & Deci, 2000). Extrinsic motivation, on the other hand, is based on the desire to obtain some results, such as rewards, outside the activity itself (Amabile, 1993). Although in reality both motivate individuals to take action, they can have very different effects on subjective feelings about the activity, the desire to do the activity, and the quality of performance in the activity (Amabile, 1993). Finally, attainment motivation represents the personal value of completing an activity consistent with self-image (Eccles, 1994). In a way, attainment is related to intrinsic reasons (Gao, & Xiang, 2008). For a student who cares more about being successful in social studies than in other courses, spending more time and effort on the activities in this course can be explained by attainment motivation; participating in the activities in this course voluntarily and with pleasure without any pressure can be explained by intrinsic motivation; and seeing success in this course as a means to gain the appreciation of the social studies teacher or for school success can be explained by extrinsic motivation. So what is the level of student motivation towards social studies? Studies have revealed that student motivation for social studies is not at the desired level (Tünkler, 2019a, 2022). It can be argued that the loss of valued alternatives nurtured by school experiences is effective in this. As a matter of fact, it is known that students show less interest in social studies than Turkish, mathematics and science courses due to the high-stakes test policy implemented in Turkey, and the perceived importance of the course is not as expected (Tünkler, 2019b, 2022). The finding of Pallak et al. (1982) that school experience is an important determinant of children's intrinsic motivation supports our view.

Expectations related to any course in schools play an important role in the development of students' attitudes towards the course (Wilkins, & Ma, 2003). Schools, which have a set of attitudes that affect students' affective characteristics (Rutter et al., 1979, as cited in Shirazi, 2017), can direct student attitudes that emerge as a result of experience. In his study, Oğur (2009) concluded that students' attitudes towards the social studies course vary according to the school where they receive education, and the reason for this may be the teachers in charge in schools, the school environment, and the quality of education offered in schools. In Altıntaş's (2005) study, students' attitudes towards the course were neutral and started to decrease as the income level increased. Today,

students' finding social studies boring is due to negative perceptions about the course. The orientation towards career opportunities in mathematics and science has caused social studies to be neglected, disliked or not seen as an important subject (Omolara, & Adebukola, 2015; Schug, Todd, & Beery, 1982). Attitude, which is an effective factor in students' academic achievement, facilitates or hinders learning (Uysal, & Doğruöz, 2023). Özkal and Çetingöz (2006) found that successful students had more positive attitudes than unsuccessful students. Yılmazer and Demir (2014) found that students' grades in social studies course positively affected their attitudes towards social studies course.

A safe and supportive school climate where students have positive social relationships and feel respected, engaged, and competent has long been a desire of teachers and parents (National School Climate Council, 2007). A school characterized by a conducive learning environment, high teacher support, and perceptions of safety is associated with students' positive school experiences, including satisfaction, engagement, and problem avoidance (Buehler et al., 2015). The three main components of students' experiences at school are school connectedness, academic press for learning, and academic motivation (Anderson-Butcher et al., 2012). School connectedness, also referred to as a protective factor, refers to a student's relationship with school (Libbey, 2004). A student's feeling that he/she belongs to the school and that he/she can achieve his/her goals through the school is an indicator of school engagement (Brown, & Evans, 2002). Academic press, on the other hand, explains the academic expectations for the level of learning through the standards that the school follows for learning activities and performance (Lee, & Smith, 1999). Among the components, academic motivation is equated with quantitative changes in behavior such as high achievement in learning activities and more time allocated to learning activities (Ames, 1992). Motivation, which refers to the internal states or processes that mobilize and direct behavior (Maehr, 1974), can increase or decrease depending on students' school experience (Pallak et al., 1982) or can be continuous (Bergin, 1992).

As can be understood from the above-mentioned explanations, being aware of students' perceived school experiences can have beneficial consequences for academic performance. In the literature, students' perceived school experiences (Baytemir, 2019; Demirtaş, & Uygun-Eryurt, 2022; Özdemir, 2015; Rustamov et al, 2023; Somoğlu, & Yazici, 2021; Uysal, & Doğruöz, 2023; Yavrutürk, İlhan, & Baytemir, 2020; Yeşilgöz Şengün, 2023), attitude towards social studies course (Akyürek Tay, & Çiçek, 2023; Altıntaş, 2005; Gezer, 2016; Ergin, 2006; Ilgaz, 2018; Özkal, Güngör, & Çetingöz, 2004; Subasi, 2023; Şener, 2021; Şimşek, & Demir, 2012; Tay, & Akyürek Tay, 2006; Tosun, & Nalçacı, 2023; Yılmazer, & Demir, 2014; Zengin, & Ulaş, 2021) and motivation (Arcagök, 2016; Gömleksiz, & Kan, 2021; Özkal, 2013b; Subasi, 2023; Tosun, & Nalçacı, 2023; Tünkler, 2019a, 2019b, 2021; Zengin, & Ulaş, 2021), it is not possible to say the same thing about the relationship between these three variables. This study aims to reveal the relationship between middle school students' perceived school experiences and their attitudes and motivation towards social studies course. Within this general purpose the following questions were addressed:

1. Do the students' perceived school experiences, attitudes and motivations towards social studies course differ significantly by the gender?
2. Do the students' perceived school experiences, attitudes and motivations towards social studies course differ significantly by the grade level?
3. Do the students' perceived school experiences, attitudes and motivations towards social studies course differ significantly by the academic achievement?
4. Are there significant relationships between students' perceived school experiences, attitudes and motivations towards social studies course?

METHODOLOGY

Research design

This study, which focuses on the relationship between middle school students' perceived school experiences and their attitudes and motivation towards social studies course, was employed the relational survey model.

Participants

The study was conducted in a city that is among the top five provinces in Turkey according to the Socio-Economic Development Index (SEDI-2017) ranking in terms of the second level of development and secondary school enrollment rates (Acar et al., 2019). The participants of the study, which was conducted in five different schools, one private and four public secondary school to ensure diversitys, consisted of 305 students studying in the 5th (n=97), 6th (n=100) and 7th grades (n=108) who were taking the social studies course. 161 of the students were female and 144 were male. The students' social studies academic achievement grades were generally high.

Data collection instruments

In this study, "Personal Information Form", "Perceived School Experiences Scale", "Attitude Scale Towards Social Studies Course" and "Motivation Scale on Social Studies Course" were used. Information about the data collection tools is given below.

Personal Information Form: Information about the gender, grade level and social studies academic achievement of the students participating in the study was collected through the personal information form developed by the researchers.

Perceived School Experiences Scale: The scale developed by Anderson-Butcher et al. (2012) was adapted into Turkish by Baytemir et al. (2015). As a result of the confirmatory factor analysis applied for construct validity, it was reported that the factor loadings of the scale items ranged between .50 and .83 and the fit statistics were adequate. Perceived school experiences scale is a Likert-type measurement tool consisting of 14 items and 3 factors. The Cronbach's Alpha reliability coefficient of the scale was .85 for academic press, .83 for academic motivation and .85 for school connectedness. In this study, Cronbach's Alpha reliability coefficient were .70 for academic press, .78 for academic motivation, .78 for school connectedness and .88 for the overall scale.

Attitude Scale Towards Social Studies Course: The construct validity of the attitude scale towards social studies course developed by Özkal (2002) was tested again in 2013 by applying it to 591 students studying in 6th, 7th and 8th grades. The fit statistics obtained from the confirmatory factor analysis were Normed Fit Index NFI= .96, Comparative Fit Index CFI=.98, Goodness of Fit Index GFI=.87, Root Mean Square Error of Approximation RMSEA= .06 and Standardized Root Mean Square Residual SRMR=.053. The scale consists of 30 items. The Cronbach Alpha reliability coefficients of the scale were reported as .93 for the whole scale, .88 for positive attitude and .93 for negative attitude in subscales (Özkal, 2013a). In this study, only the 13-item positive attitude sub-dimension of the scale was used. The Cronbach's Alpha reliability coefficient calculated for the positive attitude subscale was .83.

Motivation Scale on Social Studies Course: The motivation scale on social studies course developed by Gömleksiz and Kan (2012) is a 5-point Likert-type tool consisting of 23 items. The scale consists of 3 factors with factor loadings ranging between .74 and .45 as a result of statistical procedures. Cronbach's Alpha reliability coefficient for the overall scale was reported as .79, .80 for intrinsic motivation, .82 for attainment and .74 for extrinsic motivation. In this study, Cronbach's Alpha reliability coefficient were .82 for intrinsic motivation, .83 for attainment, .78 for extrinsic motivation and .85 for the overall scale.

Data analysis

Before analyzing the data of the study, some preliminary studies were conducted to determine which statistical techniques would be applied. For this purpose, missing data and outliers were first analyzed. No missing data were detected in the data set. The z value (±3) was used to determine the outliers and the Skewness-Kurtosis values were used to determine the normality of

the distribution (±1.5). Participants with subject numbers 125, 130, 288, 289 and 297, which were found to be outliers, were removed from the data set. The number of participants in the study decreased to 305 after the subjects with outlier characteristics were removed.

IBM SPSS 20 program was used for data analysis. In the evaluation of the data, 95% confidence level was taken into consideration. Arithmetic mean, standard deviation, independent groups t-test, one-factor analysis of variance (ANOVA), Tukey's test, Tamhane's T2 test and Pearson correlation coefficient were applied in analyzing the data. All statistical analyses were based on a significance level of .05.

FINDINGS

Results across gender

Independent samples t-test was used to examine whether there was a difference in perceived school experiences, attitude and motivations towards social studies course according to the gender of the students. The distribution of mean scores according to gender is given in Table 1.

Table 1. T-test results regarding perceived school experiences, attitude, and motivations in terms of gender

		Gender	N	$\bar{x}$	Sd	t	p
Perceived school experiences	Academic press	Girl	161	4.21	.71	.074	.94
		Boy	144	4.20	.73		
	Academic motivation	Girl	161	3.86	.83	.266	.79
		Boy	144	3.83	.85		
	School connectedness	Girl	161	3.96	.93	-.687	.49
		Boy	144	4.03	.94		
	General	Girl	161	3.99	.73	-.098	.92
		Boy	144	3.99	.75		
Attitude	Positive attitude	Girl	161	2.18	.47	-2.495	.01*
		Boy	144	2.31	.42		
Motivation	Intrinsic motivation	Girl	161	3.84	.78	-.731	.46
		Boy	144	3.91	.76		
	Attainment	Girl	161	4.18	.79	2.658	.00*
		Boy	144	3.91	.94		
	Extrinsic motivation	Girl	161	2.94	.92	-2.019	.04*
		Boy	144	3.16	1.01		
	General	Girl	161	3.72	.61	.127	.89
		Boy	144	3.71	.63		

*p<.05

When Table 1 is examined, it is seen that male and female students' perceived school experiences and motivation towards the social studies course are close to each other in the scale mean scores. While there was no significant difference in the scores of the participants' perceived school experiences sub-factors and intrinsic motivation sub-factor of motivation according to gender, a significant difference was found in favour of boys ($\bar{x}$ =2.31; $t_{(303)}$=-2.495, p<.05) in the positive attitude factor. On the other hand, a significant difference was found in favour of girls ($\bar{x}$ =4.18; $t_{(303)}$=2.658, p<.05) in the attainment sub-factor and in favour of boys ($\bar{x}$ =3.16; $t_{(303)}$=-2.019, p<.05) in the extrinsic motivation factor. This finding can be interpreted as that gender does not have any effect on students' perceived school experiences and intrinsic and general motivation for social studies course, but it influences positive attitude, attainment and extrinsic motivation.

Results across students' class levels

One-factor ANOVA was used to examine whether there was a difference in students' perceived school experiences, attitude and motivations towards social studies course according to grade level. The distribution of mean scores according to grade level is given in Table 2.

Table 2. ANOVA results regarding perceived school experiences, attitude, and motivations in terms of class levels

		Class level	N	□	Sd	df	F	p	Sig. difference
Perceived school experiences	Academic press	5	97	4.37	.70	2/302	3.875	.022*	5-7
		6	100	4.17	.69				
		7	108	4.09	.74				
	Academic motivation	5	97	4.06	.83	2/302	5.407	.005*	5-7
		6	100	3.81	.84				
		7	108	3.68	.81				
	School connectedness	5	97	4.24	.85	2/302	5.039	.007*	5-6, 5-7
		6	100	3.89	.98				
		7	108	3.88	.93				
	General	5	97	4.20	.71	2/302	6.152	.002*	5-6, 5-7
		6	100	3.93	.75				
		7	108	3.86	.72				
Attitude	Positive attitude	5	97	2.31	.44	2/302	1.752	.175	---
		6	100	2.24	.42				
		7	108	2.19	.48				
Motivation	Intrinsic motivation	5	97	4.12	,62	2/302	9.761	.000*	5-6, 5-7
		6	100	3.87	.76				
		7	108	3.65	.85				
	Attainment	5	97	4.19	.86	2/302	3.212	.042*	5-7
		6	100	4.10	.85				
		7	108	3.89	.89				
	Extrinsic motivation	5	97	3.21	.94	2/302	2.925	.054*	5-7
		6	100	3.05	1.00				
		7	108	2.89	.96				
	General	5	97	3.91	.55	2/302	9.630	.000*	5-7, 6-7
		6	100	3.74	.66				
		7	108	3.53	.60				

*p<.05

When Table 2 is examined, it is understood that students' perceived school experiences show a significant difference according to grade level in the overall scale and sub-factors. As a result of the Tukey test conducted to determine from which groups this observed difference originated, there was a significant difference between 5th grade (□=4.37) and 7th grade (□=4.09) in favor of 5th grade ($F_{(2, 302)}$=3.875, p<.05) in the academic press sub-factor; between 5th grade (□=4.06) and 7th grade (□=3.68) in favor of 5th grade ($F_{(2, 302)}$=5.407, p<.05) in the academic motivation sub-factor; and between 5th grade (□=4.06) and 7th grade (□=3.68) in favor of 5th grade ($F_{(2, 302)}$=5.407, p<.05). ($F_{(2, 302)}$=5.407, p<.05) in favor of the 5th grade ($F_{(2, 302)}$=5.407, p<.05); in the sub-factor of school connectedness between 5th grade (□=4.24) and 6th (□=3.89) and 7th grade (□=3.88) in favor of the 5th grade ($F_{(2, 302)}$=5. 039, p<.05); and a significant difference was found between 5th grade (□=4.20) and 6th (□=3.93) and 7th grade (□=3.86) in favor of 5th grade ($F_{(2, 302)}$=6.152, p<.05). This finding reveals that as the grade level increases, students' perceived school experience decreases.

The mean scores of students' positive attitudes towards social studies ($F_{(2, 302)}$=1.752, p>.05) did not show a significant difference according to grade level. On the other hand, it was determined that the mean scores of students' motivation for social studies showed a significant difference in the overall scale and sub-factors according to the grade level. As a result of the Tamhane's T2 test conducted to determine from which groups this observed difference originated, a significant difference was found between 5th grade (=4.12) and 6th grade (=3.87) in favor of 5th grade in the intrinsic motivation sub-factor, and between 5th grade (=4.12) and 7th grade (=3.65) in favor of 5th grade ($F_{(2, 302)}$=9.761, p<.05). In the Tukey test conducted to determine the source of the significant difference between the attainment and extrinsic motivation sub-factors and the overall scale, a significant difference was found between the 5th grade (=4.19) and 7th grade (=3.89) in the caring sub-dimension in favor of the 5th grade ($F_{(2, 302)}$=3.212, p<.05); in the extrinsic motivation sub-factor, a significant difference was found between 5th grade (=3.21) and 7th grade (=2.89) in favor of 5th grade ($F_{(2, 302)}$=2.925, p<.05); and in the overall scale, a significant difference was found between 5th grade (=3.91) and 6th (=3.74) and 7th grade (=3.53) in favor of 5th grade ($F_{(2, 302)}$=9.630, p<.05). This finding reveals that as the grade level increases, students' motivation towards social studies course decreases.

Results across academic achievement

One-factor ANOVA was used to examine whether there was a difference in students' perceived school experiences, attitude and motivations towards social studies course according to academic achievement. The distribution of mean scores according to academic achievement is given in Table 3.

Table 3. ANOVA results regarding perceived school experiences, attitude, and motivations in terms of academic achievement

		Academic achievement	N		Sd	df	F	p	Sig. difference
Perceived school experiences	Academic press	0-59	12	3.91	1.01	2/302	1.180	.309	---
		60-84	65	4.26	.64				
		85-100	228	4.20	.72				
	Academic motivation	0-59	12	3.54	1.09	2/302	1.142	.321	---
		60-84	65	3.78	.69				
		85-100	228	3.88	.86				
	School connectedness	0-59	12	3.52	1.17	2/302	1.888	.153	---
		60-84	65	4.09	.75				
		85-100	228	4.00	.96				
	General	0-59	12	3.64	1.00	2/302	1.413	.245	---
		60-84	65	4.01	.54				
		85-100	228	4.00	.77				
Attitude	Positive attitude	0-59	12	2.01	.47	2/302	2.206	.112	---
		60-84	65	2.20	,44				
		85-100	228	2.26	.44				
Motivation	Intrinsic motivation	0-59	12	3.36	.86	2/302	2.793	.063	C-A
		60-84	65	3.88	.73				
		85-100	228	3.90	.77				
	Attainment	0-59	12	2.78	.74	2/302	14.290	.000	B-A, C-A
		60-84	65	4.07	.76				
		85-100	228	4.11	.86				
	Extrinsic motivation	0-59	12	3.13	1.15	2/302	3.290	.039	C-B
		60-84	65	2.77	.89				

	85-100	228	3.12	.97				
	0-59	12	3.10	.56				
General	60-84	65	3.66	.57	2/302	7.242	.000	B-A, C-A
	85-100	228	3.77	.62				

*p<.05; A=0-59, B=60-84, C=85-100

When Table 3 is examined, it is understood that students' perceived school experiences do not differ significantly according to academic achievement in the overall scale ($F_{(2, 302)}$=1.413, p>.05), academic press ($F_{(2, 302)}$=1.180, p>.05), academic motivation ($F_{(2, 302)}$=1.142, p>.05) and school connectedness ($F_{(2, 302)}$=1.888, p>.05) sub-factors. This finding can be interpreted as academic achievement does not have any effect on students' perceived school experiences.

The mean scores of students' positive attitudes towards social studies did not show a significant difference according to academic achievement ($F_{(2, 302)}$=2.206, p>.05). On the other hand, it is understood that the mean scores of students' motivation for social studies showed a significant difference in the overall scale and sub-factors according to academic achievement. As a result of the Tukey test conducted to determine from which groups this observed difference originated, in the intrinsic motivation sub-factor, there was a significant difference between 0-59 (□=3.36) and 85-100 (□=3.90) academic achievement grades in favor of students with 85-100 academic achievement ($F_{(2, 302)}$=2. 793, p<.05); in the attainment sub-factor, between 0-59 (□=2.78) and 60-84 (□=4.07) academic achievement grades in favor of students with academic achievement between 60-84, between 0-59 (□=2. 78) and 85-100 (□=4.11) academic achievement grades in favor of students with 85-100 academic achievement ($F_{(2, 302)}$=14.290, p<.05); in the extrinsic motivation sub-factor, a significant difference was found between 60-84 (□=2.77) and 85-100 (□=3.12) academic achievement grades in favor of students with 85-100 academic achievement ($F_{(2, 302)}$=3.290, p<.05). In the motivation scale, there was a significant difference between 0-59 (□=3.10) and 60-84 (□=3.66) academic achievement grades in favor of students with academic achievement between 60-84, and between 0-59 (□=3.10) and 85-100 (□=3.77) academic achievement grades in favor of students with academic achievement between 85-100 ($F_{(2, 302)}$=7.242, p<.05). This finding shows that as academic achievement increases, students' motivation towards social studies courses increases.

Results regarding the relationship between students' perceived school experiences, attitudes, and motivations

Pearson correlation coefficient was used to determine the relationship between students' perceived school experiences, attitudes and motivation towards social studies course. The findings of the correlation analysis are presented in Table 4.

Table 4. Correlation analysis results regarding students between perceived school experiences, attitude, and motivations

	□	1	2	3	4	5	6	7	8	9
1	3.99		.80**	.93**	.89**	.40**	.59**	.58**	.41**	.26**
2	4.20	.80**		.62**	.60**	.31**	.49**	.50**	.33**	.20**
3	3.84	.93**	.62**		.74**	.39**	.54**	.53**	.36**	.25**
4	4.00	.89**	.60**	.74**		.33**	.52**	.51**	.38**	.21**
5	2.24	.40**	.31**	.39**	.33**		.58**	.68**	.37**	.17**
6	3.72	.59**	.49**	.54**	.52**	.58**		.87**	.70**	.57**
7	3.87	.58**	.50**	.53**	.51**	.68**	.87**		.47**	.38**
8	4.05	.41**	.33**	.36**	38**	.37**	.70**	.47**		-.04
9	3.05	.26**	.20**	.25**	.21**	.17**	.57**	.38**	-.04	

**p<.01, *p<.05; 1- Perceived school experiences (general), 2- Academic press, 3- Academic motivation, 4- School connectedness, 5- Attitude for social studies course (positive attitude), 6- Motivation for social studies course (general), 7- Intrinsic motivation, 8- Attainment, 9- Extrinsic motivation

When Table 4 is examined, it is seen that there is a positive and moderate level significant relationship between perceived school experiences scale overall (r=.40), academic press (r=.31), academic motivation (r=.39), school connectedness (r=.33) and positive attitude towards social studies course. There is a significant and positive relationship between perceived school experiences and motivation towards social studies course (r=.59). A positive and high level significant relationship was found between students' perceived school experiences and the sub-factors of academic press (r=.80), academic motivation (r=.93) and school connectedness (r=.89). In addition, a positive and moderate level significant relationship was found between perceived school experiences and intrinsic motivation (r=.58) and attainment (r=.41), and a positive and low significant relationship was found between perceived school experiences and extrinsic motivation (r=.26).

When the relationship between students' positive attitudes towards social studies course and their general motivation is examined, it is seen that there is a positive and moderate level significant relationship (r=.58). When analyzed in terms of sub-factors, a positive and moderate level significant relationship was found between positive attitude and intrinsic motivation (r=.68) and attainment (r=.37), and a positive and low significant relationship was found between extrinsic motivation (r=.17). Based on these findings, it can be said that as students' perceived school experiences increase, their positive attitudes and motivation towards the social studies course also increase.

DISCUSSION AND CONCLUSION

A school is an educational institution opened for a country to realize its goals in the field of education. The aim of contemporary education is to develop the individual in all aspects and to ensure that he/she is beneficial to society. When we consider that individuals spend between 12-16 years, i.e. important years of their lives at school, we can see how important school life is for all individuals. The positive progress of students' school life positively affects their attitudes, motivation and academic achievement (Baytemir et al., 2015).

The results of the study showed that gender did not have any effect on students' perceived school experiences, attitudes and motivation towards social studies course. In terms of perceived school experiences, there are different results in the studies in the literature. According to previous studies, male and female students have similar perceptions in terms of perceived school experiences (Smith, 2020; Somoğlu, & Yazici, 2021; Yavrutürk et al., 2020). On the other hand, Güler (2019) and Yeşilgöz Şengün (2023) found a significant difference in favor of girls. In addition, Uysal and Dogruöz (2023) found no significant difference according to gender in academic press and academic motivation scores in students' perceived school experiences but found a difference in favor of girls in the school connectedness dimension. Besides, our results regarding the effect of gender on attitude and motivation towards social studies course were supported by studies on attitude (Ergin, 2006; Ilgaz, 2018; Oğur, 2009; Özkal, 2013a; Şimşek, & Demir, 2012; Tosun, & Nalçacı, 2023; Yılmazer, & Demir, 2014) and motivation (Tünkler, 2019a). However, there are also studies in the literature that reveal that motivation differs according to gender (Arcagök, 2016; Özkal, 2013b; Tosun, & Nalçacı, 2023).

Another finding of the study is that as the grade level increases, students' perceived school experiences and motivation towards social studies course decrease. Students' attitudes towards social studies did not differ according to grade level. Some studies on perceived school experiences (Yavrutürk et al., 2020; Yeşilgöz Şengün, 2023) and motivation (Özkal, 2013b; Tünkler, 2019a, 2021) are in line with our results. However, in Güler's (2019) study, students' perceived school experiences did not change according to grade level. On the other hand, our results related to attitude were similar to (Yılmazer, & Demir, 2014) or different from previous studies (Ergin, 2006; Özkal, 2013a). In Coşkun and Samancı's (2012) study, the results that there is no difference between students' emotional and cognitive attitudes towards social studies course according to grade level, but there is a difference between behavioral attitudes support our study.

In the study, it was determined that academic achievement did not have any effect on students' perceived school experiences and positive attitudes towards social studies course. In contrast to our study, in studies examining the effect of academic achievement on students' perceived school experiences, it was determined that there was a significant difference in students' perceived school experiences (Uysal, & Doğruöz, 2023; Yeşilgöz Şengün, 2023) and attitudes towards social studies course in terms of academic achievement (Coşkun, & Samancı, 2012; Ergin, 2006; Gezer, 2016; Şener, 2021; Tay, & Akyürek Tay, 2006; Yılmazer, & Demir, 2014). In our study, it was revealed that as academic achievement increases, students' motivation towards social studies course also increases. This finding coincides with the studies in the literature. In his study, Tünkler (2019a) found that students with high social studies course achievement had higher motivation than those with low achievement. Similarly, Arcagök (2016) revealed that academic achievement has a significant effect on motivation for social studies course.

In the study, a significant positive relationship was found between students' perceived school experiences and their attitudes and motivation towards social studies course. It was understood that as students' perceived school experiences increased, their attitudes and motivation towards social studies course also increased. In their study, Uysal and Dogruöz (2023) found a moderate level and positive relationship between students' perceived school experiences and their attitudes towards geometry. Although we did not encounter a study that directly or indirectly revealed the relationship between perceived school experiences and social studies course, the role of students' school experiences on academic motivation has been expressed by different researchers (Bergin, 1992; Pallak et al., 1982). Finally, it was found that there was moderate level and positive significant relationship between students' attitudes towards the social studies course and their motivation. Subasi's (2023) study examining the predictive power of 6th grade students' attitude towards social studies course on their motivation to participate in this course supports this result. It was found that students' attitude towards social studies was a significant predictor of their motivation levels.

This study has some limitations. The fact that the participants of the study were middle school students living in the center of a single province prevents a comprehensive evaluation. In future studies, research involving students studying in different provinces can be conducted and findings with high generalization power can be obtained. There is no other study in the literature that reveals the relationship between middle school students' perceived school experiences and their attitudes and motivation towards social studies course. The research can be supported by comparing the results obtained in future studies.

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Disadvantaged children's social characteristics: Fostering their social development through interactive reading aloud

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Disadvantaged children's social characteristics: Fostering their social development through interactive reading aloud

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Article Info	Abstract

Education of the disadvantaged children is a global issue. To date, several programmes are in place to cater for them. The context of this study on social issues of language learning was a programme namely Complementary Basic Education in Tanzania (COBET). The purpose was to explore teachers' experience of the disadvantaged children's social characteristics and assess the potential of the Interactive Reading Aloud (IRA) language teaching strategy in fostering social development of those children. The study used the qualitative case study design, using face-to-face individual interviews supplemented by a review of documents. It involved a total of twelve participants namely four head teachers, four discipline teachers and four language teachers in two regions in Tanzania. Findings established that the COBET learners were characterized by insufficient social skills due to their lack of proper socialization hence affecting their social relationships with the schoolchildren and teachers in their initial stages of schooling, but improved with time. Findings also established that the IRA strategy was essential as it played the dual role, which is, nurturing the social development while at the same time useful in teaching the second language. The study concludes that teachers' use of IRA for disadvantaged children serves as a tool not only for language skills but also for nurturing their social development. The study is significant considering the fact that disadvantaged children's second-chance education remains their only hope for attaining their future aspirations, as they do not see alternative means to resort to other than schooling.

INTRODUCTION

The present study focused on the social issues of language learning. It explored teachers' experience of disadvantaged children's social characteristics and the potential of the Interactive Reading Aloud (IRA) language teaching and learning strategy in fostering social development of those children in the Complementary Basic Education (COBE) programme in Tanzania. COBE refers to an education programme initiated by some African governments to serve millions of their disadvantaged children with second-chance education after they had missed the opportunity to enroll in schools in the early years due to various misfortunes. In some African countries, such as Tanzania, the programme was supported by the United Nations Childrens Fund [UNICEF] (2006). As such, the beginning of the new millenium had witnessed a new agenda in education namely Education For All (EFA) which called for greater governments commitment towards education for all, including the disadvantaged children. Currently, several education programmes that cater for the disadvantaged children exist globally. These include, for example, Accelerated Education Programmes (AEPs) and Accelerated Learning Programmes (ALPs) in the United States of America [USA] (Longden, 2013); 'speedy schools' in Ethiopia (Akyeampong et al., 2018; Pryor et al. 2018); and Complementary Basic Education (COBE) in Ghana and Malawi respectively (Casely-Hayford & Hartwell, 2010; Moleni & Nampota, 2006. In Tanzania, the programme refers to Complementary Basic Education in Tanzania (COBET) (United Republic of Tanzania [URT], 2021). Children served by these programmes come from harsh backgrounds, such as broken families, those from urban slums dubbed 'street children', and children of the nomadic pastoralists. Others come from families with no parents or guardians at all, while there are those from ethnic wars, children of refugees, etc. Programmes for those vulnerable children offer different curricula that help to encourage them to stay focused with schooling.

One of the important educational aspects for those vulnerable children is that of nurturing their social development, considering their backgrounds. It is unfortunate that there seems to be little research on the social issues in language teaching and learning as teachers' language teaching tends to focus on the literacy skills such as listening, writing, reading, and speaking which involve more cognition but little social dimensions (Panhwar & Ansari, 2016). Actually, there are social aspects that cannot be sidelined during the teaching of any language, such as cooperative learning, self-regulation, respecting and supporting others (Munawaroh et al, 2019; Panhwar & Ansari, 2016; Tjäru, 2023). However, little is known how language teachers construct the social characteristics of the disadvantaged children in COBET programme when they interact with them through the IRA language teaching strategy. The current study is significant as it seeks to establish the best practices for nurturing students' social development in the course of language teaching and learning thus making it possible to attain both social and intellectual goals of education. Hence, the purposes of the study were twofold: First, it explored the study participants' experience of the social characteristics of the disadvantaged children enrolled into the COBET programme, and secondly, it assessed participants' perspectives on the potential of the IRA language teaching strategy in fostering social development in the course of teaching the second language to those learners.

The COBE programmes in Africa form an example of the global commitments initiated by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) through Education For All (EFA), which emphasized increased participation in education as stated in the Dakar Framework of Action (UNESCO, 2015). In Tanzania, the COBET programme was initiated to cater for about 2.5 million children and adolescents who were out of the school system and was projected to be temporal (URT, 2005). However, the programme still exists virtually in every region of the country as those disadvantaged groups of children keep emerging due to various factors. Hence, the government through its ministry of education has been issuing directives and curriculum documents to guide the education of those COBET children (URT, 2005, 2011, 2021). The programme is categorized into two cohorts; one consisting of children ages 5-13, while the second involves adolescents' ages 14-18 years. While the former cohort

transits to the ordinary classes after three years and sitting the Standard Four examination before transiting to Standard Five where they join peers from the conventional school system, the latter attends primary education for three years and sits for the Primary School Leaving Examination (PSLE) upon completion of Standard Seven content (UNICEF, 2006; URT, 2005). Whereas the second cohort spends only three years learning in their own classes, they are allowed to mingle with other peers in the school environment and are subjected to all school routines and treated in the same manner as other pupils in the school. It is apparent that since the COBET learners join with the ordinary students irregularly, their social development has to be well monitored and nurtured, considering the life hardships that they have passed through. Hence, teachers and school administrators need to utilize whatever opportunity at their disposal to bring them back to normalcy. Children's social development has become a topical educational issue in the recent decades. Those issues are viewed to be as important as academic learning (Alzahran et al. 2019; Organization for Economic Co-operation and Development [OECD], 2021). The cognitive-affective learning approach requires teachers to integrate both academic and social roles in children's learning (Chen et al. 2020; Nakamichi et al. 2022; Sospeter et al. 2021; Xie & Derakhshan, 2021; Wang, 2021). In the teaching of language, Interactive Reading Aloud (IRA) extends beyond cognition to include nurturing of social development. It involves a teacher reading a text while children listen, after which discussions of the text read, questions and reflections follow (Deshmukh et al. 2019; Fara & Na'imah, 2023). The IRA strategy is preferred particularly in the teaching of the second as well as foreign language (Gao, 2021; Wang, 2021), and is useful in promotion of the communication skills (Hulme et al. 2020; Munawaroh et al. 2022; Vani & Naik, 2023). Among the language skills where IRA is beneficial is listening (Vani & Naik, 2023; Giang, 2022), where children learn to critically pay attention to the story or text that the adult person reads, and reading comprehension (Ceyhan & Yildiz, 2021; Spies, 2023). IRA pays attention to aspects of intonation, tone, rhythm and tempo with stimulating questions and answers that inspire children's critical thinking (Deshmukh et al. 2019; Giang, 2022).

During the teaching of second or even foreign language through IRA, students need to be good listeners, to have readiness and motivation towards the process (Deshmukh et al. 2019; Kim & Hachey, 2021; Spies, 2023). As for teachers, the effectiveness of IRA is determined by their expertise and professional skills in fostering interpersonal relationships with their students. The cognitive-affective paradigm requires teachers to have a thorough understanding of their students, the learning environment, and to have readiness to foster social development (Dinges & Wilt, 2020). The use of IRA cannot simply attain the goal of supporting children's language skills unless teachers adopt some professional and social mechanisms that stimulate participation in the conversations. Teacher immediacy, a notion developed by Mehrabian (1971) serves as one of the means for facilitating learning. It denotes an affective expression of emotional attachment that teachers present to their students as a means to build trust and motivation in them. Some scholars view teacher immediacy as a means for demonstrating warmth and friendly behaviour to students as well as creating the learning environment to be supportive thus motivating students to develop a sense of belonging to the group (Frymier et al. 2019; Lee, 2020; Liu, 2021; Pishghadam et al. 2019; Pishghadam et al. 2021; Sheybani, 2019). It is apparent, therefore, that IRA strategy calls for teachers' possession of social and professional attributes beyond language expertise.

A few studies have linked children's learning of language with the social aspects such as interpersonal communication behaviours (Xie & Derakhshan, 2021), positive psychology in foreign language teaching and learning (Wang et al. 2021); and teachers' self-efficacy, emotional regulation and psychological well-being (Fathi & Derakhshan, 2019; Greenier et al. 2021). While studies on teaching of the second language establish insights for language acquisition, only a limited number have linked with the social dimensions through IRA. The study by Vani and Naik (2023) provides six tips for developing social skills through IRA, including practicing active learning, paying attention to body language, showing empathy, mindfulness to tone and language,

practicing assertiveness and developing emotional intelligence. Further, Tjäru's (2023) study establishes that teachers' purposes for reading aloud lessons include providing opportunities for children to practice social skills such as cooperative learning, self-regulation and positive interactions. Equally, the social dimensions of read-aloud involve selection of the topics that model positive behaviour and consisting of social values during the reading aloud sessions (Atalato & Westlund, 2021; Cates, 2021). Overall, the processes of nurturing young students' social skills are viewed as one of the teachers' core functions, as is the case with the teaching of academics (Chen et al. 2020; Nakamichi et al. 2022; OECD, 2021; Sospeter et al. 2021). The study was guided by two research questions; i.e. first, how do participants perceive the COBET children's social characteristics; and second, how can the IRA strategy be used to nurture those children's social development?

METHODOLOGY

Research design

The study adopted a qualitative case study design, which was deemed appropriate for investigating the COBET programme as a bounded system in which marginalized children were enrolled. The study context (the COBET programme) and teaching and learning processes acquired the characteristics of the intrinsic case study design (Yin 2011) as the programme caters for a specific group of students. Investigators in case studies explore a case or cases over time through detailed, in-depth data collection using multiple sources of information (Merriam & Tisdell, 2016; Yin, 2011). Qualitative research is basically informed by the interpretivist philosophical view which is concerned with the interpretation, understanding, experiencing and constructing the social world (Burrell & Morgan, 2017). Yin (2011) specifies the uses of case study when the focus is on seeking answers to 'why' and 'how' questions. Correspondingly, this study explored the 'how' of teaching of language through IRA to nurture social development among the disadvantaged children. Within the COBET programme as an intrinsic case, the study was undertaken in multiple cases in terms of more than one geographical area. A multiple case study design includes more than one case and the analysis is performed within each case and across the cases. Merriam and Tisdell, (2016) maintain that the more cases are involved in a study, and the greater the variation across cases, the more compelling an interpretation is likely to be. Since the COBET programme enrolled learners from diverse geographical zones in the country, the choice of this design was thought imperative.

Participants

The study utilized primary sources of data that provided first-hand information on COBET learners' social development through IRA. Such data were generated through participants' own witnesses as they interacted with the researchers in the contexts where the problem was investigated (Mutch, 2013). The study included four primary school head teachers, four discipline teachers and four COBET teachers (also referred to as COBET facilitators) who were purposively drawn from four schools in two regions in Tanzania; two in the Lake zone and two in the Central zone. The involvement of two distant geographical regions was for discerning the variability of the COBE programme in the country.

The research participants were purposively selected on the basis of their roles of teaching and caring for the COBET learners. Since the programme was run within the normal school environment, head teachers, discipline teachers and COBET facilitators were selected as they had the experience of the programme, having attended training on it. The teachers who taught COBET classes were those who had adequate experience in caring for disadvantaged children from streets and had long working experience in schools (URT, 2005). The study, therefore, involved four male head teachers, three male and one female discipline teachers and four subject teachers (three female and one male). This small sample provided rich and in-depth insights (Yin,

2011) on the uses of IRA in nurturing social development among the children enrolled in the COBET programme.

Data collection instruments

Data were mainly generated through face-to-face, in-depth interviews among each of the twelve participants, complemented by a review of curriculum documents. The preliminary study preceded data collection for this study. The purpose was to familiarize the researchers with the programme and to determine the research procedures, i.e., convenient time for interviews and duration (Creswell et al. 2007). It was during this stage that the interview questions were revised to track for in-depth information from participants. The interview guide consisted of few questions which were intended to guide the conversation. Examples of the questions on the teachers' experience of COBET learners' social characteristics included: 'how do COBE learners feel about schooling when joining the programme'; 'how do they respond to the school social atmosphere'; 'how are they motivated to participate in the discussions during the interactive reading aloud sessions'; 'how do their social skills develop in the course of read-aloud interactions' etc. The researchers prepared reflection notes ensuing from interviews and organized member-checking for ensuring credibility of the data (Candela, 2019; McKim, 2023). Member checking serves as a qualitative research means to ensure that the researchers understood the information given by the research participants in the same way they meant (Carlson, 2010, Thomas, 2017). It refers to the process of taking the analysed data back to the study participants so that they add, discard or correct the interpretations made by the researchers when they interacted with them earlier (Birt, Scott, Cavers, Campbell & Walter, 2016). The review of documents helped in augmenting the findings from the interviews. The review of documents helped in augmenting the findings from the interviews. Documents such as the COBET guidelines URT (2005) and syllabi URT, 2011, 2021) were useful sources of information on the COBET programme, as they provided directives for the establishment of the programmes by both Non-Government Organizations (NGOs) and government institutions. They also provided content such as life skills and communication skills. Other literature (Akyeampong et al. 2018; Casely-Hayford & Hartwell, 2010; Moleni & Nampota, 2006) were useful in indicating the diversity of the COBET programme in Africa.

Data collection and analysis

The procedures for ensuring reliability and validity of the generated data, which alternatively refer to as trustworthiness of data in qualitative research (Kornbluh, 2015; Nyathi, 2018; Shenton, 2004) included efforts to enhance credibility and dependability. Credibility was established through triangulation in the form of method, data, investigator and environmental triangulation (Stahl & King, 2020). It also involved member checking, prolonged engagement and reflective self-analysis (Merriam & Tisdell, 2016). Dependability was ensured by means of peer scrutiny that involved members from the researchers' proximity. The data generated were analyzed through thematic analysis by adopting the approach developed by Archer (2018), involving identifying codes in the data, which are used to generate the themes. After the researchers had familiarized themselves with the transcribed data, they kept on checking them now and then and shared meanings with the participants so they could confirm what they had said and add or remove some notions. The use of small sample enabled the researchers to read and re-read the data set (Cohen et al. 2011). The coding process was done inductively as it relied on the transcribed data where the key emerging ideas were noted down. Coding was done through reading critically words, phrases and paragraphs that were repeatedly emerging in the data set. For instance, the codes for participants' narratives on COBET children's social characteristics affecting their social development included 'age and social development'; 'life hardships factor'; 'relational aspect'; 'teachers as parent figures'; 'social harmony in the class'; 'determination to succeed'. Other codes related to the uses of the IRA strategy included 'IRA as

an innovation'; 'advancing listening skills' 'pronunciation affected by vernacular'; 'second language learning', 'teacher's verbal language'. The researchers constructed, reviewed and named themes by means of combining, comparing and mapping how codes related to one another (Varpio & Kiger, 2020). Examples of the themes generated included 'social characteristics', 'the centrality of teachers'; 'language acquisition'; and 'teacher voice and motivation'.

FINDINGS

The results of the study were classified into two parts namely first, teachers' experience of disadvantaged children's social characteristics, and second, the uses of IRA in nurturing COBET children's social development as Table 1 summarises.

Table 1. Findings

S/N	Research Question	Interview data	Documentary Review data
1.	How do participants perceive COBET children's social characteristics?	i. *Upon joining schooling*: they tend to be unfriendly, fearful, insecure, and unstable, isolating themselves from other children. ii. *After early socialization by school-based adults:* they build trust in the caregivers close to them iii. *After transitioning into regular classes:* they tend to be socially stable, solve classroom disputes among younger peers, tend to command classroom discipline; assume classroom leadership roles	i. COBET guidelines: Criteria for establishing COBET for public institutions and NGOs. ii. How COBET rescues disadvantaged children
2.	How can the IRA strategy be used to nurture those children's social development?	i. As an innovation useful in engaging students in active discussions for improving their social outlooks and life ii. As a means to deduce the moral of the story read by teachers iii. As a tool for advancing listening skills iv. A means towards self-reflection and adjustment among learners v. A tool for social development and cooperative learning	Literature on application of the IRA strategy in teaching of language lessons

Source: Field Data

Social characteristics of disadvantaged COBET children

The researchers, in the first place, sought study participants' construction of the disadvantage children's social characteristics. Using the experience of interacting with the disadvantaged children in the school environment as well as in classrooms, the study participants, that is, both administrative and teaching staff made their revelations on social characteristics of the disadvantaged children. Results established when joining school, the disadvantaged children had insufficient social characteristics due to the vulnerability of the environment from which they hailed. Hence, it was important to nurture their social development because they lacked appropriate upbringing of the attachment figures as would be the case for other children who were in schools. The study participants narrated aspects that affected disadvantaged children's social characteristics to include insecure attachment during the early years, abject poverty, and lack of follow up by relatives and neighbours that could guide them in a proper manner. Participants, particularly teachers, claimed that disadvantaged children required substantial

teacher professional handling so that they would proceed with schooling, as it was easier for them to dropout due to unfavorable circumstances they were facing. They also emphasized an understanding of children's inner feelings and concerns as a factor towards a successful handling of vulnerable children rather than just perceiving them as learners.

The participants' experience of COBET learners' social characteristics indicated that the class age level and subject content for those learners were far beyond those students from normal school, such that it was common to have the 8-13 ages learning the content that was learnt in pre-primary and early primary classes of ages 5-6. This, however, was claimed to be advantageous in that COBET learners did not take longer to grasp the content. It was observed that the learners' age was an added advantage as they were faster in social regulation compared to younger peers in the ordinary school system. COBET teachers claimed that it was easier to win the hearts of their learners because what they needed most was teachers' social support so that they could feel as members of the school community. It was further established that the social climate built by COBET teachers made learners to believe in themselves and motivated them to learn. Participants, particularly those in administrative position claimed that the initial orientation and socialization of the COBET learners was an essential aspect that determined COBET learners' staying in the school as they were viewed by other students as strangers. However, following the COBET teachers' socialization, those learners stayed focused. One of the head teachers claimed that since COBET learners were matured than their peers in the school, they empowered and assigned them school leadership roles after they were integrated into the normal classes. The head teacher remarked:

> *For me, age is an advantage for the COBET learners. Being older than other peers means that they are able to self-adjust themselves faster. They are able to lead younger peers and to make the class calm all the time. We always assign them leadership roles which draws them closer to the teachers and increases their self-confidence. They are also cooperative with other students, play with them and make friends well (BRD, 15th September, 2022).*

It was also revealed that COBET learners' experience of life before joining school was a factor for their hard work in school as they had a greater understanding of what schooling could do for them. Both administrative and teaching participants claimed that COBET learners had higher levels of perseverance and would not settle up until they understood the lessons taught by teachers. Participants, particularly teachers, stated that to avoid apprehension with the COBET learners, they had to adopt interactive teaching strategies not simply because they learned them during training, but because the COBET learners were so inquisitive that a teacher needed to be well prepared. Hence, cooperative learning strategy was a common feature of the COBET classes, which suggests that the social development was valued in the class. Besides, it was revealed that the COBET classes were relatively smaller than those of the mainstream classes, which made it easier to manage and engage during teaching. This suggests that within the teaching and learning processes, the chances for nurturing social development were also availed.

Results of the study further revealed that the social aspect in the COBET classes were emphasized as participants played the role of parent figures as a means to offset the family inadequacies that COBET learners faced. Both categories of participants perceived COBET learners as having lacked adequate parental care and believed that through them, they built their trust. One female discipline teacher defined teachers' role as the guardians, noting that:

> *According to the guidelines for the teaching profession in Tanzania, the first and foremost role of a teacher is towards the children placed under their care. A teacher is not expected to simply provide the academic content to students and think that is all; they have to nurture students' intellectual, physical and more so, students' social development. There is no way teachers can deny this as their role (MSW, 8th September, 2022).*

The aforesaid views were echoed by those of a female teacher who narrated the social-relational aspect, saying:

> *I always draw those children nearer such that they have turned me into their quasi parent. They come to my office often, whether in the morning or after classes to greet me and to share a few issues or to present their concerns to me. They are friendly, loving and caring. It is important to understand them and be on their side when they face learning or any social difficulties (BRD, 22nd September, 2022).*

The use of IRA strategy in nurturing COBET children's social development

In seeking the study participants' experience of IRA in relation to disadvantaged children's social development, researchers obtained data from the language teachers who interacted with the disadvantaged children. Teachers provided evidence of the potential of the IRA strategy in language teaching and in nurturing social development altogether. They posited that although they taught Kiswahili as the second language and English as foreign language, they only used IRA in teaching the second language (Kiswahili) to which there was greater learner familiarity than the English language. Essentially, IRA requires learners to be able to make sense of the text read by teachers so that they are able to participate freely and cooperatively in discussions. This was the case considering that in Tanzania, English language is taught as a foreign language in primary schools and as medium of instruction in post primary school (URT, 2014). Hence, it would not have been possible to teach English as foreign language through IRA strategy as COBET learners were ignorant of it to be able to participate in conversations. Teachers provided startling revelations on IRA in nurturing social values of the COBET learners. One teacher remarked that:

> *This (IRA) is an innovation in education which is meant to engage learners from the beginning to the end of the lesson. COBET students like and enjoy stories that I read, and I am so selective of the stories that I draw their attention well. In the course of reading, I ask what messages arise and they are able to respond correctly. After reading, the important and interesting part comes when I ask what lessons we can draw from the story. It is from here that I always see the social development of the COBET learners emerging (KND, 21st June, 2022).*

It was further revealed that the IRA strategy was useful in advancing the listening skills among COBET learners. The interviewed teachers revealed that IRA, by its very nature, requires learners to pay attention to what is read, without which they might fail to make connections and thus failing to participate in the discussions. They further claimed that the teacher's voice and intonation as well as verbal language are important for students to make meaning of the message a teacher reads. It was further established that the strategy requires the use of clear vocabulary because the purpose is to enhance discussion, which necessitates a teacher to pause from time to time to warrant that students are not stuck. Hence, participants underscored the need for motivational aspect of the reading aloud sessions as a means for effective learner participation.

One of the aspects that participants experienced when using IRA in second language teaching and learning was the use of pronunciation in relation to vernacular language. Participants, particularly teachers noticed that some local languages misused some letters thus causing confusion in conversations by distracting the intended meaning. One female teacher clarified:

> *Some of the local tongues tend to confuse words as they misplace letters such as 'R' for 'L' and vice-versa. In Kiswahili, a word such as 'mahari' (bride price) is pronounced as 'mahali' (place). This may confuse the intended meaning in the read aloud sessions (BRD, 22nd September, 2022).*

The study participants' experience of COBET learners' social development through IRA strategy showed that the strategy had the possibility of promoting both language competences and social development. Nonetheless, it was revealed that the social aspect was not as

emphasized as the knowledge or academic part because teacher's accountability was determined by the examination results, which is a common feature in Tanzania and widely. Hence, teachers' use of IRA relied on their personal ingenuity, which suggests that not every teacher used it. Since the COBET teachers had long working experience and committed to the caring role, they claimed to have emphasized the use of IRA with the view to foster social development during interactions with the COBET learners. It was stated that whether one liked or not, the IRA strategy essentially obliges the use of cooperative learning strategy, which fostered social development. One male teacher claimed that:

> *Once you teach language through IRA, then it is natural you will nurture social development. You may or may not claim in the self-reflection part of the lesson plan about this achievement but actually, the way you adjust the class environment to suit to the needs of IRA; the way you organize learners into groups; and the way you organize the conversations – all those have the social dimension of cooperative learning. The cooperative strategies are naturally what IRA is all about (MSW, 8th September, 2022).*

Overall, participating teachers' experience of teaching the disadvantaged children through IRA established that during teaching of a language, there is a potential of transmitting the social values. This suggests that IRA forms one of the most appropriate strategies that language teachers can adopt in the efforts to achieve broader goals of education.

The review of documents indicated that the COBET programme was not only introduced to rescue at risk children from the life insecurity facing them but was also a means to help them with education for a better future. The government guidelines on procedures for initiating those institutions provided conditions necessary to be met to enable the disadvantaged children feel valued as other children. The syllabi for communication skills was introduced specifically to enable COBET children to develop both communication and life skills to enable them cope with the realities of the school and society generally. The other literature established the application of IRA in the teaching and learning for disadvantaged children's social development.

DISCUSSION AND CONCLUSION

Overall, the results showed that COBET learners' social characteristics had positive relationship with the social goals of education in the curriculum documents. Regarding social development, the final draft of the adult and non-formal education development plan for 2012-2017, for instance, claims that the acquired life skills in the COBET programme helped to rehabilitate children with deviant behaviours (URT, 2012). As for language learning, the Kiswahili language subject syllabus emphasizes competence-based teaching of basic language skills: listening, reading, speaking and writing (URT, 2019a). Moreover, the primary education curriculum, among other things, underscores the development of literacy and social skills (URT, 2019b).

Results of this study provided some important insights on the social issues of language learning among the disadvantaged children in the COBET programme. Participants' understanding of COBET learners as children at risk formed a basis for social interactions with them. Teachers are claimed to be central force in the social development of the marginalized and at-risk children under their care (McGovern & Nichol, 2022; Persdotter et al. 2023). For learning of vulnerable children to be meaningful, teachers have to ensure there is positive learning climate, positive relationships with them and teacher self-determination towards the lives of those children (Cooke et al. 2021; Feeney et al. 2019; Heib, 2020; Herndon, 2021; Roffey & Quinlan, 2021). With such considerations, the possibility of teachers' nurturing disadvantaged children's social development in schools is enlarged. However, it is unfortunate that teachers in schools tend to focus more on academics without integrating the social aspects (Alzahran et al. 2019; OECD, 2021).

Participants, particularly head teachers and discipline teachers linked the social development of the COBET learners with the guidelines for teachers' professional conduct. The code of professional conduct for teachers in Tanzania, for instance, directs teachers to foster the children's social, intellectual, physical and spiritual development (URT, 2023). This suggests that the teaching processes have to take on board both the intellectual and social development of the learners. Likewise, COBET teachers' experience of teaching language matched with the aforementioned code. It was also stated that the bridging of the social bond between the teachers and the COBET learners was instrumental in enabling them to stay in schools and learning before transiting to the ordinary classes. Teachers have the role of engaging learners in the elements of positive education, such as well-being, happiness, flourishing, strengths and capabilities (Kern & Wehmeyer, 2021).

The aforesaid participant's revelations suggest that there is symbiotic relationship between the IRA strategy and the nurturing of the students' social development. These findings suggest that there are several social learning outcomes that emerge in the course of read-aloud sessions which teachers committed to fostering learners' social development may capitalize on. As such, the competence-based education paradigm can be organized in a manner where learners can acquire knowledge, skills and virtues as opposed to the traditional content-based curricula that give an upper hand to cognitive processes. Participants understanding of the IRA strategy resonated those in the literature. Teachers' voices, for example, echoed findings of Munawaroh et al, (2022) on cooperative learning strategy; Spies (2023) on the importance of listening skills; Ceyhan and Yildiz, (2021) on promotion of reading comprehension; Kim and Hachey (2021) on storytelling, etc. Moreover, scholars (Atalato & Westlunds; 2021; Hulme et. al. 2020; Panhwar & Ansari 2016, Tjäru, 2023), associate language learning with social development of learners.

Participants claimed that IRA was suitable in teaching Kiswahili as a second language but not English language. This follows that Tanzania is a multilingual country with at least 150 local languages spoken all over, such that Kiswahili serves as the second language while English is taught as foreign language (Amaka, 2021; Roemer, 2023; Tibategeza & Plessis, 2018). Furthermore, the application of IRA in teaching and learning processes in the COBET programme aligns with the tenets of the competence-based curriculum. The curriculum documents such as the National Curriculum Framework for Basic and Teacher Education (URT, 2019c), and curriculum for primary education (URT, 2019b) underscore the need for learner engagement in teaching and learning processes. The Kiswahili subject syllabus (URT, 2019a) stresses learners' acquisition of listening, speaking, reading and writing skills. Hence, IRA strategy tends to be suitable in teachig language in competence-based teaching and learning environment as it is interactive and activity-based.

Generally, results of the study noted that the COBET programme caters for the marginalized children who are at risk, hence requiring some form of education to salvage them from life full of uncertainties. The experience of Bowlby's (1947) attachment theory indicates that children who missed their primary caregivers, particularly mothers, ended up in delinquent behaviours. Research (Hopkins, 2021; James, 2023) enlighten that children's lack of proper attachment figures has close link with the adult social relationships deficiencies such as drug use and failed relationships. In fact, Mkombozi Centre (2005), an institution serving the COBET learners and the Education Sector Development Committee (URT, 2012) demonstrate the potential of COBET programme in responding to the social development and learning needs of the COBET learners.

The findings of this study have revealed that teaching of the second language for disadvantaged children through IRA can serve multiple goals such as fostering language skills as well as social development. This, however, depends on the frequency of IRA application and purposes of the teachers towards social alongside cognitive processes. Since most of the educational processes are geared towards the academic excellence, the social aspects tend to be

sidelined. Overall, the findings have made some implications for intended and implemented curriculum stakeholders to ensure the integration of the cognitive and social roles in education.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The study used a small sample as a characteristic of qualitative case study, but opens an avenue for quantitative-based studies that involve large samples in researching the same topic. This might help providing a broader portray of the COBET programme. It is also recommended that more studies could be undertaken in various regions countrywide to establish the realities of the disadvantaged children with a view to engage more stakeholders in addressing those children's educational needs. More importantly, this study recommends that other studies be conducted to trace the COBET programme graduates to be able to determine how the programme has transformed lives of the marginalized children. It is also suggested that another study be conducted to assess the gender aspect of the COBET programme with the view to establish variations in the level of educational success attained by both female and male COBE graduates. This could serve as a point of departure in addressing the gender equity issues in the COBET programme.

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