INTERNATIONAL JOURNAL of CURRENT APPROACHES in LANGUAGE, EDUCATION and SOCIAL SCIENCES
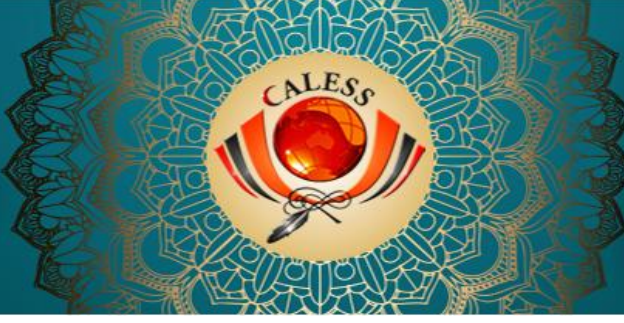
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PECULIARITIES OF TEACHING CHINESE UNDERGRADUTE AND POSTGRADUATE STUDENTS IN A NON-LINGUISTIC UNIVERSITY

Alla NIKISHOVA¹   **Elena KRYVONOSOVA²**

Keywords	Abstract
	This article examines the trends and conditions for the effective teaching English to undergraduates and postgraduates from China in the system of higher technical education in the republic of Belarus. Teaching English to Chinese students is a unique experience that requires an understanding of both cultural differences and language issues. Chinese culture highly values group harmony and unity of views. One of the goals of the lesson is to create a supportive environment in which individual contributions are encouraged while maintaining group harmony. Traditional Chinese education places a strong emphasis on rote memorization and repetition. While this approach can be effective for certain types of learning, it is not always suitable for foreign language learning, where methods rely on critical thinking, problem-based and project-based learning. The Chinese language has significant differences from English, which creates a number of challenges when learning English. To address these issues, teachers should adopt customized teaching technologies and methods that are tailored to the needs of Chinese learners. Using visual aids such as pictures, videos, and diagrams can help bridge the gap between the two languages. Encouraging interactive activities such as role-playing, debates, and group work can promote active participation and overcome the tendency to be passive.

1. Introduction

The internationalization of higher education has become an increasingly important phenomenon in the globalized world. China, as one of the largest sources of international students, plays a significant role in this process. This paper aims to provide a comprehensive analysis of the internalization of education among Chinese students, focusing on key factors such as motivations, challenges, and outcomes.

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Expansion of the paradigm of academic mobility leads to the improvement of national educational systems and an increase in their contribution to the social, economic, and cultural development of the world community as a whole. The initial stage of education in a foreign language educational environment is the most difficult for Chinese students to adapt to the new regulations of life and study in Belarus. Chinese students experience some difficulties in adapting to the conditions of the Belarusian social and cultural environment. Students face problems of a universal nature related to education in a foreign language and changed living area, as well as specific problems caused by the ethnopsychological characteristics of representatives of the Chinese and Belarusian ethnocultures and the significant difference in the educational systems of the two countries (Bulygina, 2016).

Chinese students experience not only natural discomfort associated with a change in their usual environment and way of life, but also a change in the psychophysiological processes of the individual, such as perception, reproduction, thinking, emotions and will. The change in these processes occurs under the influence of numerous difficulties that arise in the process of initial adaptation of foreign students. Among the most significant factors causing difficulties, Antonova, Bulygina, & Guzarova highlight the influence of climate, caused by a change in climatic zones, a change in temperature and air humidity, fluctuations in atmospheric pressure, etc. The consequence of the listed changes, as well as a change in time zones and daylight time characteristics, may be a failure of biorhythms, which, in our opinion, may entail regular lateness of students to classes, passivity, inactivity in classes, decreased concentration, irritability, as well as chronic fatigue and decreased motivation for learning; change in the range of food products, diet, taste of food; educational and cognitive difficulties caused, first of all, by language and didactic barriers, that is, the lack of communication practice in both Russian and English (Antonova, 2017, Bulygina, 2019 & Guzarova, 2019).

Moreover, there are differences in the education systems of Belarus and China, primarily, this concerns a striking discrepancy in the methodology of teaching a foreign language (Maksimov,2017). Foreign students need to adapt in a short time to the new requirements and system of knowledge control; organization of the educational process, technologies, methods and techniques of teaching foreign languages at the university. In the process of adaptation, new skills of autonomous work are also formed; communication predicaments in the process of interpersonal activities in various situations; information oversaturation at various levels of the new socio-cultural and educational environment (Sawir, 2013); everyday difficulties

associated with the lack of skills of independence, decision-making and problem solving in budget allocation, self-sufficiency, self-service (Sawir, 2011).

A positive effect can be achieved by developing the direction of internal internationalization, which also implies the creation of favorable academic, social, and cultural conditions for incoming students. Therefore, more and more experts note that at present "the concept of internationalization is being revised and the concept of internal internationalization is being brought to the forefront" (Clifford & Montgomery, 2014). Such an approach includes the development of intercultural competence of students and teachers, qualitative changes in the educational process, compliance with international standards in the implementation of academic programs and projects, etc. A well-structured implementation of the internal internationalization processes of education results in a long-term effect from attracting foreigners to universities. A foreigner who goes to study in the other country is not just a consumer of educational services abroad. Upon returning home, he shares the experience he has gained with his circle of friends and becomes an active subject of internationalization, promoting or counteracting the growth of the flow of students to the country of his study. In an effort to ensure a positive experience for foreigners, "internationalization is thus transformed from a concept into a strategy for improving the quality of higher education" (Zhang, 2010). One of the ways to assess the implementation of the internationalization of education is to analyze the experience of foreign students studying at universities in the country, in particular, its academic, social, and cultural aspects.

Previous studies have explored various aspects of the internationalization of education among Chinese students. For instance, Henze & Zhu, (2012) examined the push and pull factors that influence Chinese students' decisions to study abroad. They found that academic quality, career prospects, and cultural experiences are major drivers for overseas education. Additionally, Zhu, et al. (2021) investigated the challenges faced by Chinese students during their international educational journeys, highlighting language barriers, cultural adaptation, and financial constraints as significant obstacles.

2. Methodology

This study employed a mixed-methods approach, combining quantitative surveys with qualitative interviews. A total of 120 Chinese students studying at the Belarusian State Technological University in the Republic of Belarus were surveyed using an

online questionnaire. In addition, semi-structured interviews were conducted with 50 participants from China to gain deeper insights into their experiences.

Research objectives were to identify the motivations behind Chinese students' decisions to study abroad, to examine the challenges faced by Chinese students in foreign educational environments, to analyze the academic and social integration experiences of Chinese students in host countries, to provide recommendations for enhancing support services and teaching tecniques for Chinese international students.

The survey results revealed that the primary motivations for Chinese students to pursue international education include:

1. Academic Quality: 72% of responndents cited better academic standards and reputable institutions as their main reason for studying abroad.

2. Career Prospects: 67% believed that an international degree would enhance their job opportunities both domestically and internationally.

3. Cultural Experience: 51% valued the opportunity to experience different cultures and broaden their horizons.

4. Language Proficiency: 48% saw studying abroad as a way to improve their English or other foreign language skills.

Qualitative interviews highlighted several challenges faced by Chinese students:

1. Language Barriers: Many students struggled with understanding lectures and participating in class discussions due to limited proficiency in English as well as in the local language.

2. Cultural Adaptation: Adjusting to new social norms, food, and living conditions was identified as a significant challenge, especially during the initial stages of their stay.

3. Financial Constraints: The cost of tuition fees and living expenses posed a considerable burden for some students, leading them to seek part-time jobs or scholarships.

4. Homesickness: Long periods away from family and friends often resulted in feelings of loneliness and isolation.

Despite these challenges, most students reported positive outcomes from their international education experiences:

1. Enhanced Career Opportunities: 83% of respondents felt that their international degrees had significantly improved their employability, both in China and globally.

2. Personal Growth: 91% noted substantial personal development, including increased independence, cross-cultural competence, and broader perspectives.

3. Network Expansion: Many students developed extensive professional networks through internships, exchange programs, and alumni associations.

3. Findings

The findings suggest that while there are numerous benefits associated with international education, there are also significant challenges that need to be addressed. Universities and governments can play an essencial role in supporting Chinese students by providing language assistance, cultural orientation programs, and financial aid. Moreover, further research is needed to explore long-term impacts on career trajectories and societal contributions upon the students.

Furthermore, the discussion should emphasize the implications of these findings for policy makers, educators, and students themselves. It is crucial to recognize that the internationalization of education not only affects individual students but also has broader social and economic consequences for both sending and receiving countries. For example, the return of highly skilled graduates to China can contribute significantly to the country's economic development and innovation capacity. Conversely, the braindrain resulting from prolonged stays abroad may pose challenges for China's labor market and economy.

Additionally, the impact of cultural differences on academic performance and integration deserves further exploration. Some studies indicate that cultural background influences learning styles and expectations, which could affect how well Chinese students adapt to Europeean pedagogical approaches. Understanding these nuances can help universities design more effective support systems tailored to the specific needs of international students.

Finally, future research directions should focus on longitudinal studies to track the long-term effects of international education on career paths, income levels, and overall life satisfaction. Such studies will provide valuable insights into whether the initial investment in overseas education pays off over time and inform policy decisions aimed at optimizing the benefits of internationalization for all stakeholders involved.

4. Discussion and Suggestions

Teaching English to Chinese students is a unique experience that requires an understanding of both cultural differences and language issues. Let us look at some key aspects that distinguish teaching English to Chinese students.

Cultural differences. One of the most important factors in teaching Chinese students is their cultural background. The Confucian tradition emphasizes respect for authority figures, including teachers. Therefore, Chinese students often show great deference to their teachers and may be less inclined to openly challenge them or question them. This can sometimes lead to passive learning styles, where students wait for clear instructions rather than actively participate in class discussions.

Chinese culture highly values group harmony and unity of views. Therefore, students may hesitate to speak up if they feel that it will disrupt the dynamics of the lesson and the interaction between students and the teacher. One of the goals of the lesson is to create an assisting environment in which individual contributions are encouraged while maintaining group harmony (Widdowson, 2015).

Face-Saving Culture. The concept of "face" (mianzi) is central to Chinese culture. Losing face means embarrassment or loss of dignity, which the Chinese try to avoid at all costs. To save face, students may refuse to admit mistakes or ask questions in front of other students for fear that it will reflect badly on them. Teachers need to produce a safe and supportive atmosphere in which students feel comfortable making mistakes and asking for help without fear of losing face.

Learning Styles. Traditional Chinese education places a strong emphasis on rote memorization and repetition. While this approach can be effective for certain types of learning, it is not always suitable for foreign language learning, where methods rely on critical thinking, problem-based and project-based learning. Adapting to new learning styles can be challenging for Chinese students, especially when it comes to tasks that require independent thinking and analysis (Antonova, 2016).

Linguistic Features. English is a Germanic language of the Indo-European family and is characterized by the presence of a large number of vowels, diphthongs, and consonant fricatives. Chinese, on the other hand, forms the Sinitic branch of a Sino-Tibetan language and has a tonal system, where the pitch of a word determines the meaning of a word. For example, the word "ma" can have four different meanings depending on the pitch of the tone it is spoken. The word "ma" can mean "mother," "horse," "hemp," or "swear" with different tones. This can make pronunciation difficult for Chinese students when learning English, since English does not rely on tone to convey meaning. English grammar is significantly different from Chinese grammar. The Chinese one lacks articles ("a," "an," "the"), plurals, and verb tenses. This means that Chinese students must learn these concepts from scratch, which can be challenging. In terms of vocabulary, many English words do not have direct equivalents in the Chinese language, making vocabulary acquisition complicated. In

addition, homophones and homographs in English may be confusing for Chinese learners who are accustomed to characters representing specific meanings. To address these issues, teachers should adopt customized teaching technologies and methods that are tailored to the needs of Chinese learners (Hua, & Li, 2016).

English has a fixed word order (Subject-Predicate-Object), meaning that the subject precedes the verb and is followed by the object. In addition, English uses articles ("a", "an", "the"), prepositions, and auxiliaries to express tense and aspect of an action. Chinese also has a fixed word order (Subject-Predicate-Object), but does not use articles or auxiliaries. Instead, it relies on context and particles to convey tense and aspect (Liu, & Gong, 2020).

English has an extensive vocabulary that includes loanwords from many other languages, such as Latin, French, and German. The Chinese language, although it has a large number of hieroglyphs, often uses combinations of hieroglyphs to create new words. In addition, many Chinese words have multiple meanings, which requires careful consideration of the context when translating.

In English, there is a clear distinction between formal and informal communication styles, which is expressed through the choice of words and grammatical constructions. In Chinese, etiquette plays an even greater role, especially in relation to elders and respected persons. The use of correct titles and addresses is an important aspect of communication.

Engliish culture tends to perceive time linearly, where the past, present and future are clearly delineated. This is reflected in the grammatical system of tenses in English. Chinese culture, on the contrary, perceives time cyclically, which is reflected in the philosophy of Taoism and Confucianism. In Chinese speech, temporal relations are expressed less strictly than in English.

A comparison of English and Chinese reveals significant differences in their structure, vocabulary and cultural foundations. These differences are due to the historical development of each language and the cultural characteristics of the peoples who speak them. Understanding these differences is important for effective intercultural communication and translation of texts from one language to another (Wang, 2007).

Using visual aids such as pictures, videos, and diagrams can help bridge the gap between the two languages. Since Chinese relies heavily on context and visual cues, incorporating these elements into lessons can enhance comprehension. Encouraging interactive methods such as role-playing, debates, and group work can promote active

participation and overcome the tendency to be passive. These activities also help develop critical thinking skills, which are essential for effective communication in English.

It is important to set aside time in class for regular pronunciation practice. Exercises, recordings and feedback sessions can be used to help students improve their pronunciation and spontaneity in speaking English. Focusing on stress patterns, intonation and rhythm can greatly improve fluency. In contextual learning, providing real-life examples and scenarios helps students understand how business English can be used in everyday and work situations. This approach makes learning more relevant and interesting, encouraging students to apply what they have learned outside the classroom (Gorina, 2014).

5. Conclusion

Education is highly valued in Chinese society, and academic success is seen as a path to social mobility and respect. Students are under intense pressure to perform well, which often results in long class hours and heavy workloads. This competitive atmosphere can sometimes lead to stress and burnout among students, affecting their overall well-being and motivation.

Teaching English to Chinese students requires a differentiated approach that takes into account both cultural and linguistic factors. By understanding these differences and adapting teaching methods accordingly, teachers can create a positive learning environment that promotes confidence, active participation, and successful language acquisition. Studying in a foreign country means navigating unfamiliar customs, social norms, and expectations. Chinese students may have difficulty adapting to different learning methods and social interactions. Building intercultural awareness and supporting cultural adaptation can help ease this transition. With patience, creativity, and sensitivity to cultural norms, teachers can effectively guide Chinese students on their path to English proficiency.

This research paper aims to provide a comprehensive understanding of the internationalization of Chinese students in foreign countries through a mixed-methods approach. By identifying motivations, challenges, and integration experiences, the study seeks to contribute valuable insights for educational institutions and policymakers to enhance support for international students.

To summarize, the internalization of education among Chinese students is a multifaceted phenomenon driven by diverse motivations and characterized by grave and consequential challenges and rewards. While the pursuit of academic excellence,

career advancement, and cultural enrichment remain strong incentives, addressing linguistic, cultural, and financial barriers is critical to ensuring successful outcomes. By fostering supportive environments and conducting ongoing research, we can maximize the potential benefits of international education for Chinese students and society at large.

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OKUL ÖNCESİ DÖNEMDE ÖZ DÜZENLEME VE OLUMLU SOSYAL DAVRANIŞLAR

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Makale Bilgisi	Özet
Anahtar Kelimeler Öz Düzenleme Olumlu Sosyal Davranışlar Bağımsız Öğrenme Okul Öncesi	Araştırmanın amacı, okul öncesi dönem çocuklarının öz düzenleme becerilerinin olumlu sosyal davranışları üzerindeki etkisinin ele alınmasıdır. Araştırmanın çalışma grubunda okul öncesi eğitime devam eden 55-72 ay grubundan 217 çocuk yer almıştır. Araştırmada kişisel bilgi formu, Bağımsız Öğrenme Davranışları Ölçeği (3-5 yaş) ile Çocuk Davranış Ölçeği'nin Başkalarına Yardımı Amaçlayan Sosyal Davranış alt ölçeği kullanılmıştır. Veriler normal dağıldığı için parametrik testlerden Pearson Momentler Çarpımı Korelasyon Katsayısı ve Basit Doğrusal Regresyon Analiz tekniğinden yararlanılmıştır. Araştırma sonucunda, çocukların olumlu sosyal davranışları ile öz düzenlemeleri arasında ilişki olduğu bulunmuştur. Çocukların öz düzenleme düzeyleri arttıkça olumlu sosyal davranışlarının arttığı, öz düzenlemeleri azaldıkça olumlu sosyal davranışların azaldığı görülmüştür. Bu noktada, iki değişken arasında olumlu yönde ilişki söz konusudur. Ek olarak öz düzenleme, olumlu sosyal davranışlar üzerinde anlamlı düzeyde yordayıcı etkiye sahiptir. Bulgular doğrultusunda okul öncesi dönemde öz düzenlemenin olumlu sosyal davranışın gelişimini etkileyebildiği söylenebilir. Öz düzenleme, bireyin kendi düşüncelerini, duygularını ve davranışlarını kontrol etme, planlama yapma ve hedeflerine ulaşmak için çaba gösterme becerisidir. Bu noktada, duygularını, davranışlarını yönetebilmenin çocukların diğer kişilerle ilişkilerinde paylaşmaya, iş birliği yapmaya, empati kurmaya yönelik bir bakış açısı geliştirmesine katkı sağlayabileceği ifade edilebilir. Öz düzenleme becerileri, çocukların sosyal çevreleriyle daha sağlıklı ilişkiler kurmalarına ve olumlu sosyal davranışlar sergilemelerine katkı sağlayabilir. Birbiriyle örtüşen bulgular gelişim alanları arasındaki etkileşimi de sergilemektedir.
Gönderim Tarihi: 29.01.2025 **Kabul Tarihi:** 03.07.2025 **Yayın Tarihi:** 03.07.2025	

SELF-REGULATION AND PROSOCIAL BEHAVIORS IN PRESCHOOL

Article Info	Abstract
Keywords Self-Regulation Prosocial Behaviors Independent Learning Preschool	The aim of the study is to examine the effects of preschool children's self-regulation skills on their prosocial behaviors. The study group consisted of 217 children 55-72 months who were attending preschool education. In the study, a personal information form, the Independent Learning Behaviors Scale (for ages 3-5), and the Helping Others subscale of the Child Behavior Scale were used as measurement tools. Since the data followed a normal distribution, parametric tests, specifically the Pearson Product-Moment Correlation Coefficient and Simple Linear Regression Analysis, were employed for statistical analysis. As a result of the research, it was found that there is a relationship between children's prosocial behaviors and their self-regulation. It was observed that as children's levels of self-regulation increased, their prosocial behaviors also increased, whereas a decrease in self-regulation was associated with a decrease in prosocial behaviors. Thus, a positive relationship exists between these variables. Additionally, self-regulation was found to be a significant predictor of prosocial behaviors. Based on the findings, it can be concluded that self-regulation plays a crucial role in the development of prosocial behaviors during the preschool period. Self-regulation refers to an individual's ability to control their thoughts, emotions, and behaviors, engage in planning, and make efforts to achieve their goals. In this context, the ability to manage emotions and behaviors may contribute to children's development of a perspective that promotes sharing, cooperation, and empathy in their relationships with others. Self-regulation skills help children establish healthier social relationships and engage in more prosocial behaviors. These overlapping findings also highlight the interaction between different developmental domains.
Received: 29.01.2025 **Accepted:** 03.07.2025 **Published:** 03.07.2025	

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Extended Abstract

Introduction

Prosocial behavior refers to voluntary actions that benefit others (Crider, 2024). Voluntariness implies that individuals engage in these behaviors without any expectation of personal gain or benefit. These behaviors range from simple acts such as sharing, helping, and cooperating to more complex actions like lying to protect someone (Drummond et al., 2015). Paulus (2018) identified three dimensions of prosocial behavior: sharing, helping, and empathic assistance (e.g., comforting).

Self-regulation encompasses the ability to focus attention, manage emotions, and control behaviors in response to environmental demands (Calkins & Williford, 2009). During early childhood, children exhibit significant development in these skills, enhancing their capacity to sustain attention, regulate emotions, follow adult directives, delay gratification, and engage in goal-directed behaviors (Callan, 2018).

A review of the literature on the two variables examined in this study suggests that self-regulation can influence the development of prosocial behaviors (Davidov et al., 2016; Ritgens et al., 2024). Indeed, research conducted by Blake et al. (2015) indicates that inhibitory control and attention components can impact children's ability to engage in prosocial behaviors, such as sharing. In this context, the aim of the study is to examine the effects of preschool children's self-regulation skills on their prosocial behaviors.

Method

The study group consisted of 217 children 55-72 months who were attending preschool education. Among them, 114 (52.5%) were boys, and 103 (47.5%) were girls. In the study, a personal information form, the Independent Learning Behaviors Scale (for ages 3-5), and the Helping Others subscale of the Child Behavior Scale were used as measurement tools. These instruments were completed by teachers for each child. Since the data followed a normal distribution, parametric tests, specifically the Pearson Product-Moment Correlation Coefficient and Simple Linear Regression Analysis, were employed for statistical analysis.

Findings

A significant positive relationship was found between young children's prosocial behaviors and their self-regulation skills. As children's self-regulation skills increase or decrease, their prosocial behaviors also tend to increase or decrease accordingly. Furthermore, self-regulation skills were found to be a significant predictor of prosocial behaviors. Based on this finding, it can be concluded that 54% of young children's prosocial behaviors can be explained by their level of self-regulation skills.

Results and Discussion

This study, which examines preschool children's prosocial behaviors in terms of self-regulation, first identified a significant relationship between the two variables. As children's self-regulation levels increase, their prosocial behaviors also tend to increase, whereas a decrease in self-regulation is associated with a decline in prosocial behaviors. Thus, a positive relationship exists between these variables.

Additionally, self-regulation was found to be a significant predictor of prosocial behaviors. Based on the findings, it can be concluded that self-regulation plays a crucial role in the development of prosocial behaviors during the preschool period.

Self-regulation refers to an individual's ability to control their thoughts, emotions, and behaviors, engage in planning, and make efforts to achieve their goals. In this context, the ability to manage emotions and behaviors may contribute to children's development of a perspective that promotes sharing, cooperation, and empathy in their relationships with others. Self-regulation skills help children establish healthier social relationships and engage in more prosocial behaviors. These overlapping findings also highlight the interaction between different developmental domains.

Based on the limitations and findings of this study, several recommendations can be made. Regarding limitations, this study relied on two teacher-reported measurement tools. Future research could incorporate perspectives from children and parents or use observational methods to enhance the validity of findings. This would allow for comparisons across different data sources. Conducting longitudinal, experimental, qualitative, or mixed-method studies could further diversify the findings. Additionally, instead of analyzing overall prosocial behavior scores, future studies could examine specific types of prosocial behaviors to gain more nuanced insights. Mediation studies could also provide a deeper understanding of the relationships between variables.

The findings suggest that supporting self-regulation in preschool settings not only enhances self-regulation skills but also plays a crucial role in fostering prosocial behaviors. Chiou and Ho (2024) found that increasing self-regulation in preschool settings promoted prosocial behaviors among 97 children, highlighting the importance of early childhood education in fostering social and emotional development. Given this, supporting self-regulation should be emphasized both at school and at home. To achieve this goal, teacher education programs could include courses, training, or practical applications focused on self-regulation. Additionally, parental involvement programs could incorporate activities aimed at fostering self-regulation skills. Classroom management strategies that support children's self-regulation development should also be integrated into early childhood education environments.

1. Giriş

Olumlu sosyal davranış, başkasının yararına olan gönüllü davranışlardır (Crider, 2024). Gönüllülükte kişilerin herhangi bir çıkar ya da beklenti içinde olmadan davranışı gerçekleştirme söz konusudur. Bu davranışları içerisinde paylaşma, yardımlaşma, iş birliği gibi basit ve birini korumak için yalan söylemek gibi karmaşık davranışlar da yer almaktadır (Drummond vd. 2015). Paulus (2018), olumlu sosyal davranışın paylaşma, yardımlaşma ve empatik yardım (teselli etme gibi) şeklinde üç boyutunun olduğunu ifade etmiştir. Olumlu sosyal davranışlar bebeklikten itibaren gelişmeye başlar. On iki-yirmi dört ay arasında yardımlaşma, paylaşma, iş birliği, teselli etme gibi olumlu sosyal davranışların görülmeye başlanıldığı ifade edilmektedir (Brownell, 2013). Dunfield ve Kuhlmeier (2013) olumlu sosyal davranışlarda üç aşamalı bir süreç olduğunu ifade etmiştir: (1) Başka bir bireyin olumsuz bir durum içinde bulunduğunu gösteren işaretlerin (davranışsal veya

durumsal) farkına varmak. (2) Diğer bireyin olumsuz durumunu hafifletmesine yardımcı olacak uygun müdahaleyi belirlemek. (3) Kendi lehine olumlu sosyal davranışlarda bulunma yönünde motivasyon sahibi olmak. Olumlu sosyal davranış, okul öncesi dönemdeki gelişim görevlerinden biridir. Nitekim Paulus (2018), iki yaş civarında olumlu sosyal davranışların ortaya çıktığını belirtmiştir. Paz vd. (2023)'nin 18 aylık çocukları 36 aya kadar izledikleri çalışmalarında, olumlu sosyal davranışların süreklilik göstererek kazanılmaya devam ettiği belirlenmiştir. Bu durum, okul öncesi dönemin olumlu sosyal davranışların gelişimi açısından önemli olduğunu ifade etmektedir. Bununla birlikte gelişimdeki bireysel farklılıklar, olumlu sosyal davranış için de geçerlidir. Çocukların bu davranışları gerçekleştirme sıklıkları bireysel farklılıkları doğrultusunda farklılaşabilir (Schachner vd., 2018). Bireysel farklılıkların yanı sıra gelişimsel süreç içerisinde olumlu sosyal davranışlar açısından yaşamın ilk yıllarının önemli olduğu görülmektedir. Olumlu sosyal davranışlar, olumlu akran ilişkileri, kişisel iyi oluş, sosyal olmayan dürtülerin bastırılması, okul başarısı ve iletişim becerileriyle ilişkili bulunmuştur (Bouchard vd., 2020; Dirks vd., 2018; Spinrad ve Eisenberg, 2017). Ek olarak çocukluktaki yüksek düzeydeki olumlu sosyal davranışın, sonraki yıllardaki saldırganlık, sosyal dışlanma, suça karışma ve madde kullanımı ile olumsuz yönde ilişkili olduğu belirlenmiştir (Padilla-Walker vd., 2018; Tintori vd., 2021). Flook vd. (2019), bebeklikteki olumlu sosyal davranışların ergenliğe kadar uzanan etkilerinin olabildiğini ifade etmiştir.

Okul öncesi dönemde olumlu sosyal davranışlarına yönelik araştırmalar özellikle uluslararası alan yazında çeşitlilik göstermektedir. Gerek küçük yaş grubu gerekse boylamsal gibi çeşitli desenlerde planlanmış araştırmalar sonucunda yaşamın ilk yıllarındaki olumlu sosyal davranışlarla ilgili bulgular da çeşitlilik göstermektedir. Örnek olarak Brazzelli vd. (2021) tarafından ortalama 29 aylık olan 142 çocukla yapılan araştırmada, üç deney grubu oluşturularak hepsine bazı hikayeler okunmuştur. İlk deney grubundaki çocuklarla hikayelerin ardından kahramanların ruh hali ve olumlu sosyal davranışlar, ikinci grupla genel davranışlar ve fiziksel durumlar hakkında sohbetler yapılırken son gruba da serbest oyun etkinlikleri yaptırılmıştır. Araştırmanın bulguları, ruh hali ve olumlu sosyal davranışlarla ilgili müdahalenin diğer gruptaki çocuklara göre olumlu sosyal davranışları arttırabildiğini ortaya koymuştur. Halliday vd. (2024) 48 aylık çocuklarla yaptıkları çalışmanın sonucunda çocukların ev, okul ve laboratuvar ortamında olumlu sosyal davranışlarının farklılaşabildiğini, bu davranışlarda cinsiyetin etkili olabildiğini belirtip, çocukların davranışlarına yönelik çalışmalarda farklı bağlamlarda ölçüm yapılmasının önemine değinmişlerdir. Bir diğer çalışmada (Armstrong Carter vd.,

2021) okul öncesi dönemdeki olumlu sosyal davranışların akademik başarı için bir koruyucu faktör olabildiği ifade edilmiştir. Türkiye'deki okul öncesi dönemdeki çocuklarla gerçekleştirilen olumlu sosyal davranış çalışmalarına bakıldığında son yıllarda artış olduğu görülmektedir (Gülay Ogelman vd., 2024). Bu araştırmalar doğrultusunda, okul öncesi dönem çocuklarının olumlu sosyal davranışları ile değer düzeyleri (Yılmaz, 2023), ahlaki yargı düzeyleri (Saygılı, 2021), rekabet stilleri (Doğan, 2022), zihin kuramı ve kendini düzenleme becerileri (Aydın, 2015); medya kullanımı (İnanlı, 2015), anne-baba tutumları (Arslan ve Yanık, 2024; Çubukcu, 2019), annelerin çalışma durumu (Öztürker, 2014), yaşlara göre gelişim (Aydın, 2021), baba öğrenim durumu (Varol, 2022), annelerin bireysel değerleri (Türen, 2022), anne babaların olumlu sosyal davranışları (Genç, 2021; Yazıcı ve Salıkutluk, 2018), ölçek geliştirme (Çelik Kahraman, 2019), sınıfta kaynaştırma çocuğunun bulunup bulunmaması (Önal, 2018), tez incelemesi (Gülay Ogelman vd., 2024; Özcan, 2016), kitap incelemesi (Somer, 2015) şeklinde farklı kapsamlarda çalışmaların yapıldığı görülmektedir.

Bu çalışmada ele alınan değişkenlerden bir diğeri öz düzenlemedir. Öz düzenleme, bireylerin düşüncelerini, duygularını ve davranışlarını hem içsel faktörlere (ör. motivasyonlar, duygusal durumlar, fizyolojik ipuçları) hem de dışsal faktörlere (ör. sosyal ve çevresel koşullar) yanıt olarak yönetmelerine olanak tanıyan çok boyutlu bir beceridir (Calkins ve Williford, 2009; Kanayama vd. 2024). Bu beceri, değişen koşullara uyum sağlamayı, kısa vadeli arzuları uzun vadeli hedeflerle uyumlu hale getirilmesini sağlar (Callan, 2018). Çocuklar öz düzenleme becerileri açısından farklı seviyelerde yetkinliklere sahip olarak okul öncesine başlarlar (McClelland ve Morrison, 2003). Erken yaşta öz düzenleme becerisinin gelişimi, çocukların uzun vadeli başarısında belirleyici bir faktördür. Erken dönemde kazanılan öz düzenleme becerisi, ilerleyen yaşlarda hem zihinsel hem de fiziksel sağlık ile yakından ilişkilidir. Çocukların öz düzenleme becerilerini ne ölçüde geliştirdikleri, onların zorluklara uyum sağlama kapasitelerini, olumlu ilişkiler kurmalarını ve uzun vadeli kişisel ve mesleki başarılarını şekillendirebilir (Robson vd., 2020).

Olumlu sosyal davranış değişkeninde olduğu gibi okul öncesi dönemde öz düzenleme konusunda da Türkiye'deki çalışmalarda son yıllarda artış olmuştur. Alan yazın incelendiğinde erken okuryazarlık becerileri (Kısaoğlu ve Çetin, 2023); ego sağlamlık düzeyi (Liman, 2024), içsel motivasyon (Köyceğiz Gözeler ve Özbey, 2023); eğitim programının etkisi (Arslan ve Pekdoğan, 2021; Canol, 2021); anne baba ilgisi (Eren, 2022), anne baba tutumları (Dağgül, 2016; Öztabak, 2017), okul ilişkileri, ilkokula hazırlık (Adagideli, 2018), 21 yüzyıl becerileri (Güngör, 2021) gibi çeşitli

değişkenler doğrultusunda okul öncesi dönem çocuklarının öz düzenleme becerilerinin ele alındığı belirlenmiştir.

Bu çalışmada ele alınan iki değişken açısından alan yazın taraması yapıldığında, öz düzenlemenin olumlu sosyal davranışın gelişimini etkileyebildiği ifade edilmektedir (Davidov vd., 2016; Ritgens vd., 2024). Nitekim Blake vd. (2015) tarafından yapılan araştırmada engelleyici ket vurma ile dikkat bileşenlerinin çocukların paylaşma becerisini etkileyebildiği belirtilmiştir. Alan yazın bilgileri doğrultusunda bu çalışmada, okul öncesi dönem çocuklarının öz düzenleme becerilerinin olumlu sosyal davranışları üzerindeki etkisi ele alınmıştır.

2. Yöntem

2.1. Araştırmanın Modeli

Küçük çocukların öz düzenleme becerilerinin olumlu sosyal davranışlar üzerindeki etkisini ortaya koymayı amaçlayan bu çalışmada nicel araştırma yöntemlerinden ilişkisel tarama modelinden yararlanılmıştır.

2.2. Çalışma Grubu

Araştırmanın çalışma grubunda okul öncesi eğitime devam eden 55-72 ay arasındaki 217 çocuk yer almıştır. Çocukların 114'ü (%52.5) erkek, 103'ü (47.5) kızdır.

2.3. Veri Toplama Araçları

Araştırmada kişisel bilgi formu, Bağımsız Öğrenme Davranışları Ölçeği (3-5 yaş) ile Çocuk Davranış Ölçeğinin Başkalarına Yardımı Amaçlayan Sosyal Davranış alt ölçeği kullanılmıştır.

Kişisel Bilgi Formu: Form, araştırmacılar tarafından oluşturulmuş olup, çocuklara ilişkin yaş, cinsiyet, anne-baba eğitim düzeyi, anne-baba mesleği ile ilgili soruları içermektedir.

Bağımsız Öğrenme Davranışları Ölçeği (3-5 yaş): Ölçek, Whitebread vd. (2009) tarafından geliştirilmiştir. Türkçeye uyarlama çalışması, Saraç, Karakelle ve Whitebread (2019) tarafından gerçekleştirilmiştir. Ölçeğin Türkçe formunda 16 madde bulunmaktadır. Tek boyutlu olan ölçekte, toplam puan üzerinden değerlendirme yapılmaktadır. Maddelerin her biri, öğrenmede öz düzenlemenin belirteci olan davranışları ifade etmektedir. Okul öncesi öğretmeni, sınıfındaki çocukları her bir madde için 4'lü likert üzerinden, ilgili davranışı gösterme sıklığına göre değerlendirmektedir. (1= Hiçbir zaman; 4= Her zaman). Yüksek puanlar, çocuğun öğrenmede öz düzenleme becerisinin yüksek olduğunu, düşük puanlar çocuğun öğrenmede öz düzenleme becerisinin düşük olduğunu belirtmektedir.

Uyarlama çalışmasında ölçeğin iç tutarlık katsayısı .97 olarak belirlenmiştir (Saraç vd., 2019). Bu çalışma kapsamında bulgulanan iç tutarlık katsayısı da .97' dir.

Çocuk Davranış Ölçeği (Başkalarına Yardımı Amaçlayan Sosyal Davranış alt ölçeği): 5-6 yaş grubu çocuklar için geliştirilmiş ölçek, 1996' da öğretmenlerin bilgileri doğrultusunda, okul öncesi dönem çocuklarının okulda akranlarıyla olan ilişkilerini değerlendirmek amacıyla, Gary W. ve Suzan M. Profilet tarafından geliştirilmiş, öğretmenler tarafından doldurulan üçlü likert türünde bir ölçme aracıdır. Ölçek, saldırgan davranış, başkalarına yardımı amaçlayan sosyal davranış ve üç tip çekingen davranış (asosyal davranış, dışlanma, korkulu-kaygılı olma) ve aşırı hareketlilik olmak üzere 6 tip davranış yapısını içermektedir. Ölçek, 6 alt ölçekten ve toplam 44 maddeden oluşmaktadır (Ladd ve Profilet, 1996 Akt. Gülay ve Önder, 2009). Çocuk Davranış Ölçeği Gülay (2008) tarafından Türkçe'ye uyarlanmıştır (Akt. Gülay ve Önder, 2009). Bu araştırmada on maddeli Başkalarına Karşı Yardımı Amaçlayan Sosyal Davranışlar Göstermek alt ölçeği, olumlu sosyal davranışları belirlemek adına kullanılmıştır. Alt ölçeğin iç tutarlılık katsayısı bu çalışma kapsamında .94 olarak belirlenmiştir.

2.4. Uygulama

Araştırma ile ilgili etik kurul izni, Sinop Üniversitesi İnsan Araştırmaları Etik Kurulundan 08.09.2023 tarihinde 2023/137-193 sayılı karar ile alınmıştır. Ayrıca Milli Eğitim Bakanlığı'ndan ve ailelerden uygulamaya yönelik izinler alınmıştır. Ölçme araçları öğretmenler tarafından her çocuk için doldurulmuştur. Öğretmenler, araştırmanın amacı ve veri toplama ile ilgili bilgilendirilmişlerdir. Veri toplama süreci yaklaşık dört hafta sürmüştür. Öğretmenler yaklaşık 5 aylık gözlemleri sonucunda formları doldurmuşlardır.

2.5. Veri Analizi

Araştırmanın verileri, SPSS 26.0 istatistik paket programında analiz edilmiştir. Öz düzenleme (basıklık değeri -.705, çarpıklık değeri -.210) ile olumlu sosyal davranış (basıklık değeri -.347, çarpıklık değeri -.791),değişkenleri normal dağılmamaktadır. Normal dağılan veriler için parametrik testlerden Pearson Momentler Çarpımı Korelasyon Katsayısı ve Basit Doğrusal Regresyon Analiz tekniğinden yararlanılmıştır.

3. Bulgular

Tablo 1'de okul öncesi dönem çocuklarının öz düzenleme becerileri ile olumlu sosyal davranışlarına ilişkin betimsel bulgular yer almaktadır.

Tablo 1. *Okul öncesi dönem çocuklarının öz düzenleme becerileri ile olumlu sosyal davranışlarına ilişkin betimsel istatistikler*

Değişkenler	N	Min.	Max.	$\bar{X}$	SS
Öz Düzenleme Becerileri	217	16.00	64.00	44.01	3.63
Olumlu Sosyal Davranışlar	217	0.00	20.00	14.65	2.84

Tablo 1' de görüldüğü üzere okul öncesi dönem çocuklarının öz düzenleme becerileri toplam puan ortalamalarının 44 olduğu görülmektedir. Okul öncesi dönem çocuklarının öz düzenleme becerileri düzeyleri en yüksek 64, en düşük 16'dır. Okul öncesi dönem çocuklarının olumlu sosyal davranışlarının düzeyi ortalamalarının 14 (en yüksek 20, en düşük 0) olduğu ortaya konulmuştur.

Tablo 2'de okul öncesi dönem çocuklarının öz düzenleme becerileri ile olumlu sosyal davranışları arasındaki ilişkiye yönelik bulgular yer almaktadır.

Tablo 2. *Okul öncesi dönem çocuklarının öz düzenleme becerileri ile olumlu sosyal davranışları arasındaki ilişkiye yönelik Pearson momentler çarpımı korelasyon katsayısı analizi sonucu*

Değişkenler	$\bar{X}$	SS	r
Öz Düzenleme Becerileri	44.01	11.77	-
Olumlu Sosyal Davranışlar	14.65	5.46	.736*

*p<.001

Tablo 2 incelendiğinde okul öncesi dönem çocuklarının öz düzenleme becerileri ile olumlu sosyal davranışları arasında olumlu yönde, yüksek düzeyde anlamlı bir ilişki olduğu belirlenmiştir (r=.736; p < .001). Bu sonuca okul öncesi dönem çocuklarının öz düzenleme becerileri arttıkça olumlu sosyal davranışları gösterme düzeyleri artmakta, öz düzenleme becerileri azaldıkça olumlu sosyal davranışları gösterme düzeyleri azalmaktadır.

Tablo 3'te okul öncesi dönem çocuklarının çocuklarının öz düzenleme becerileri, olumlu sosyal davranışlarını anlamlı düzeyde yordamasına ilişkin bulgular yer almaktadır.

Tablo 3. *Okul öncesi dönem çocuklarının öz düzenleme becerileri, olumlu sosyal davranışlarını anlamlı düzeyde yordamasına ilişkin basit doğrusal regresyon analizi sonuçları*

Değişkenler	R	R²	F	Std. Er.	β	t	p
Öz Düzenleme Becerileri Olumlu Sosyal Davranışlar	.736	.541	253.478	7.992	.736	15.921	<.001*

*p<.001

Tablo 3 incelendiğinde okul öncesi dönem çocuklarının öz düzenleme becerileri, olumlu sosyal davranışlarını anlamlı düzeyde yordadığı görülmektedir. Bu sonuca göre olumlu sosyal davranışların %54'ünün öz düzenleme becerileri düzeyiyle açıklanabileceği söylenebilir.

4. Sonuç, Tartışma ve Öneriler

Okul öncesi eğitime devam eden çocukların olumlu sosyal davranışlarının öz düzenleme açısından incelendiği bu çalışmada öncelikle iki değişken arasında ilişki bulunmuştur. Çocukların öz düzenleme düzeyleri arttıkça olumlu sosyal davranışları artabilmekte, öz düzenlemeleri azaldıkça olumlu sosyal davranışları da azalabilmektedir. Bu noktada, iki değişken arasında olumlu yönde ilişki söz konusudur. Ek olarak öz düzenleme, olumlu sosyal davranışlar üzerinde anlamlı düzeyde yordayıcı etkiye sahiptir. Bulgular doğrultusunda okul öncesi dönemde öz düzenlemenin olumlu sosyal davranışın gelişimini etkileyebildiği söylenebilir. Bu bulgu alan yazındaki bilgilerle örtüşmektedir. Örnek olarak Williams ve Berthelsen (2017), Avustralya'da yürüttüğü boylamsal çalışmada, çocuğu 2-3 yaşında olan anne-babaların ebeveyn davranışlarının 6-7 yaşlarındaki öz düzenleme becerilerini etkileyebildiğini, öz düzenlemenin de olumlu sosyal davranışlara katkı sağladığı belirlenmiştir. Almanya'da yapılan bir diğer boylamsal çalışmada (Ritgens vd., 2024) okul öncesi dönemdeki duygu düzenleme, esneklik, çalışma belleği, duygusal tepki gibi öz düzenlemeye yönelik unsurların uzun süreli olarak olumlu sosyal davranışı etkileyebildiği ifade edilmiştir. Aynı çalışmada, öz düzenleme becerilerinin olumlu sosyal davranış açısından risk altında bulunan çocukların belirlenmesinde rol oynayabileceği ifade edilmiştir (Ritgens vd., 2024). Bağcı Çetin (2023) tarafından 5-6 yaş grubu çocuklarla yapılan çalışmada, olumlu sosyal davranışlarla öz düzenleme arasında olumlu düzeyde anlamlı ve zayıf bir ilişki saptanmıştır. Bu çalışmada iki değişken arasında yüksek düzeyde ilişki bulunmuş olup bu açıdan iki çalışma bulgusunda farklılık olsa da genel olarak paralellik olduğu ifade edilebilir. Steinbeis (2016) de öz düzenleme becerilerinin azalmasının olumlu sosyal davranışı da

azaltabileceğini ifade etmektedir. Attari vd. (2018), araştırmalarında duygu düzenlemenin, çaba gerektiren kontrol ile olumlu sosyal davranış arasındaki ilişkiye arabuluculuk ettiğini belirlemişlerdir. Yurdakul, İlhan ve Bütün Ayhan (2022) tarafından yapılan araştırmada da çocukların öz düzenleme becerilerinin olumlu sosyal davranışları ile olumlu yönde anlamlı olarak ilişkili olduğu, çocuklarının öz düzenleme becerileri arttıkça olumlu sosyal davranışlarının da arttığı belirlenmiştir

Bu araştırmanın bulgularıyla paralellik gösteren alan yazın bilgileri doğrultusunda, öz düzenleme becerisinin olumlu sosyal davranışlarını etkileyebildiği söylenebilir. Öz düzenleme, bireyin kendi düşüncelerini, duygularını ve davranışlarını kontrol etme, planlama yapma ve hedeflerine ulaşmak için çaba gösterme yeteneğidir. Bu noktada, duygularını, davranışlarını yönetebilmenin çocukların diğer kişilerle ilişkilerinde paylaşmaya, iş birliği yapmaya, empati kurmaya yönelik bir bakış açısı geliştirmesine katkı sağlayabileceği ifade edilebilir. Öz düzenleme becerileri, çocukların sosyal çevreleriyle daha sağlıklı ilişkiler kurmalarına ve olumlu sosyal davranışlar sergilemelerine katkı sağlayabilir. Birbiriyle örtüşen bu bulgular gelişim alanları arasında etkileşim olduğunu da göstermektedir. Bilişsel temelli bir kavram olan öz düzenlemenin sosyal yaşamla doğrudan ilişkili olumlu sosyal davranışları etkileyebilmesi gelişim dinamiği açısından önem taşıyan bir bulgudur. Bu noktada çocukların gelişim alanlarının eş zamanlı desteklenmesinin birçok beceriyi doğrudan ve dolaylı olarak destekleyebileceği söylenebilir.

Bu çalışma başta olmak üzere alan yazındaki birçok çalışma ile farklı bulguya sahip bir araştırmada (Barragan Jason ve Hopfensitz, 2022) 4-6 yaş grubundaki Fransız çocuklarında öz düzenleme ile olumlu sosyal davranış arasında olumsuz yönde ilişki olduğunu belirlenmiş olup öz düzenlemenin olumlu sosyal davranışların her zaman belirleyicisi olamayacağını ifade etmişlerdir. İnsana dayalı araştırmalarda bulgular farklılık gösterebilmektedir. Bu nedenle de insan davranışını içeren konularla ilgili araştırmalar süregelmektedir. Nitekim kültür, toplum, bireysel farklılıklar gibi birçok unsur nedeniyle aynı konu ile ilgili çalışmalar farklılık gösterebilmektedir.

Bu araştırmadaki sınırlılıklar ve bulgular doğrultusunda çeşitli öneriler sunulabilir. Sınırlılıklar açısından bu çalışmada öğretmen görüşüne dayalı iki ölçme aracı yer almış olup sonraki çalışmalarda çocuk, anne/baba görüşlerine, gözleme dayalı planlamalar yapılabilir. Böylece farklı veri kaynaklardan elde edilecek bulgular arasında da karşılaştırmalar elde edilebilir. Boylamsal, deneysel, nitel ya da karma desende çalışmaların planlanması bulgular açısından çeşitlilik sağlayabilir. Olumlu sosyal davranışla ilgili toplam puan yerine davranış türüne göre incelemelerin yapıldığı çalışmalar bulguları çeşitlendirebilecektir. Aracılık etkisi çalışmaları ile

değişkenler arasındaki ilişkiler derinlemesine ele alınabilir. Bulgular doğrultusunda da okul öncesi eğitim kurumlarında öz düzenlemenin desteklenmesinin sadece öz düzenlemeyi geliştirmeyeceğini olumlu sosyal davranışlar açısından da önem taşıdığı söylenebilir. Chiou ve Ho (2024), 97 okul öncesi dönem çocuğu ile yaptıkları çalışmada anaokulu ortamında öz düzenlemenin arttırılmasının olumlu sosyal davranışı arttırabildiğini ve bulgular doğrultusunda erken çocukluk eğitiminin sosyal ve duygusal gelişimi teşvik etmedeki önemi vurgulanmıştır. Bu noktada gerek okul gerekse ev ortamında öz düzenlemenin desteklenmesi gereklidir. Bu hedefe ulaşabilmek adına öğretmen yetiştirmede öz düzenlemeye yönelik derslere ya da çalışmalara/uygulamalara yer verilebilir. Anne baba katılımında da öz düzenlemenin geliştirilmesine yer veren çalışmalar yürütülebilir. Sınıf ortamında çocukların öz düzenleme becerilerini destekleyebilecek sınıf yönetimi anlayışına yer verilebilir.

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A PRESCHOOL BILINGUAL PROGRAM EVALUATION BY ENGLISH LANGUAGE TEACHERS

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İNGİLİZCE ÖĞRETMENLERİ TARAFINDAN BİR ANAOKULU ÇİFT DİLLİ PROGRAM DEĞERLENDİRMESİ

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1. Introduction

Bilingualism and bilingual programs designed for teaching and learning English are relatively new concepts in Türkiye, and their implementation, particularly at the preschool level, remains limited. While state preschools do not offer any bilingual programs, a small number of private schools have introduced them as innovative initiatives. These programs generally focus on Turkish and English as the target languages. Unlike other countries that offer bilingual education, Türkiye has a unique setting for bilingual education. For, English is not an official language of the country or it is not used as a second language in state institutions and in daily life in the community. In Türkiye context, English language is generally regarded as a foreign language. The initiative offers of Turkish-English bilingual education has come from the private sector starting from the preschool level so bilingual education in early childhood can enable students to acquire and use English language easily, competently and in an immersed way.

In Türkiye, some private schools have introduced Turkish-English bilingual programs; however, there is a lack of information on how English is taught within these emerging bilingual programs or how the program implementers, especially English teachers, evaluate the key aspects such as the program's objectives, content, teaching and learning methods, and assessment strategies. Due to a need for a deeper understanding, the current study aimed to explore and shed light on an English-Turkish bilingual program at the preschool level in Türkiye through an evaluative approach by analyzing the evaluations and perspectives of English teachers regarding English language teaching within the program. As a program evaluation model and framework, Parlett & Hamilton's (1977) Illumination Evaluation Model (IEM) was employed. The significance of the study is that as the initial study, it leads and paves the way for the bilingual program evaluations in Türkiye.

2. Literature Review

There are many program evaluation approaches and program evaluation models but the current study's design fits more into the theoretical framework of the Parlett & Hamilton's (1977) Illumination Evaluation Model (IEM). Parlett and Hamilton's illumination evaluation model is considered an innovative and human-centered approach designed to provide stakeholders with a comprehensive understanding of a new program's strengths and weaknesses in terms of its content, objectives, and implementation. The researcher begins with a broad perspective before narrowing the focus to specific aspects of the program. This model consists of three key stages:

observation, questioning, and explanation. It adopts a mixed-method design (Lynch, 1996).

Fitzpatrick, Sanders, and Worthen (2004) classified the illumination model under the participatory evaluation approach, whereas Gredler (1996) placed it within the pluralist evaluation approach. The primary objectives of illumination evaluation are to explore an innovative program, analyze its implementation, and assess both its strengths and weaknesses. Additionally, it seeks to uncover and document key characteristics, content, and critical processes of the program. In essence, it aims to provide insights into specific aspects of the program and enhance understanding by examining its goals, overall structure, and content (Parlett & Hamilton, 1976, as cited in Lynch, 1996). Unlike traditional evaluation methods focused on assessment and judgement, the illumination model prioritizes description and explanation. Rather than making decisions, it concentrates on collecting data to understand the experiences of students and teachers within the program (Parlett & Hamilton, 1977).

The model consists of three phases: the observation phase, which involves gaining a comprehensive understanding of the program; the questioning phase, which identifies key issues, themes, and events; and the explanation phase, which describes and interprets the program's characteristics.

2.1. Research with Illumination Evaluation Model (IEM) in Türkiye

Palabıyık (2021) examined a second-grade English teaching program at the primary level from the perspective of teachers using the IEM framework. A total of 138 English teachers from 87 primary schools in Kilis provided feedback on the program through a 38-item scale. The quantitative data collected were analyzed and statistically compared. The findings revealed no significant differences in teacher perceptions of the program based on factors such as age, education level, weekly course hours, graduation level, or residential area. While no major differences were found in subcategories like content, learning objectives, and assessment, significant variations were observed in the dimensions of learning, environment and teaching processes, favoring schools in higher socioeconomic areas. Additionally, no significant gender-based differences were detected in the learning process, teaching process and environment categories. However, male teachers significantly rated content, learning objectives, assessment, and the overall program more favorably than their female counterparts. Regarding teaching experience, no major differences emerged in the perceptions of the learning process and environment, but the teachers with 0-5 years of experience had significantly different views on content, learning objectives, and assessment. The study concluded that the program effectively

incorporated technology, but the teachers lacked essential materials. It also highlighted that students' psychomotor skills were not included in the learning objectives and that assessment tools did not adequately measure the program's intended outcomes.

Balım (2020) applied illuminative evaluation to assess the 5th-grade English teaching program in two state schools in western Turkiye. Using a mixed-method approach, the study involved 12 fifth-grade students, 2 teachers, and 2 school administrators. Data collection methods included observations, attitude scales, and semi-structured interviews. Results indicated that the pupils had a positive perception about the program. However, while the program's learning objectives were attainable, they were too numerous to be fully realized. The content was engaging and appropriate for students' language levels but overly dense. Active learning methods and techniques were found to be more effective, and there was a need for more tangible teaching materials alongside online resources. In terms of assessment, the study found a lack of comprehensive evaluation for listening and speaking skills, with assessments focusing primarily on reading and writing. Observations also indicated that school infrastructure was insufficient for effective English language teaching. Stakeholder feedback led to recommendations such as increasing English lesson hours, providing more teaching materials, and reducing the program's content density.

Gültekin and Demirci (2020) evaluated a program of English teaching with a mixed-method at a Turkish state university using the IEM model. The study explored whether the program met the expectations of low-level learners in terms of general English, departmental English, and vocational English. Data were collected from students and instructors through observations, interviews, and a questionnaire. The evaluation report concluded that while the program effectively addressed students' expectations for general English, it did not align with their needs for departmental or vocational English. Additionally, the study examined the overall strengths and weaknesses of the program, providing insights into areas for improvement.

Özüdoğru (2016) conducted a study to assess a second-grade English teaching program at the primary level using the illumination model, incorporating both qualitative and quantitative methods. The study involved 768 English teachers from 14 cities in Türkiye, who completed a scale to share their opinions on the program, while 48 second-grade students took achievement tests to determine whether the program's objectives were met. Additionally, data were collected through document analysis, observations, and interviews. Quantitative data were analyzed using

descriptive and inferential statistics, while qualitative data were examined through content analysis. The results showed that the program aligned with the Common European Framework of Reference for Languages (CEFR) regarding its objectives, teaching-learning processes, and assessment strategies. However, discrepancies were found in terms of content, targeted language skills, cognitive goals, and self-evaluation criteria. The study also revealed a gap between the program's intended design and its actual implementation. Listening and speaking skills, which were supposed to be the primary focus, received insufficient attention. English was rarely uttered in the class, while Turkish remained dominant. Observations showed that the students performed similarly in the listening tasks, but those who received greater emphasis on speaking achieved higher scores. Additional challenges in implementation were identified, leading to recommendations for improvement. Despite these issues, interviews revealed that the teachers had an overall positive perception of the program, primarily because it provided young learners with an early introduction to English, benefiting their cognitive and emotional development.

In another study, Özüdoğru and Adıgüzel (2016) conducted a qualitative evaluation of the second-grade English teaching program using the illumination evaluation model (IEM). They examined the perspectives of 21 English teachers working with second graders in Uşak, Türkiye, during the 2012-2013 academic year. Data were collected via semi-structured interviews and analyzed using descriptive and content analysis. The teachers highlighted the program's strengths, including its suitability for second graders, the effective use of audiovisual materials, and its emphasis on listening and speaking skills. However, they also identified several weaknesses, such as a lack of familiarity and training in teaching very young learners, classroom management difficulties, insufficient in-service training, and a limited understanding of young children's developmental traits, such as short attention spans. Other challenges included difficulties in teaching reading and writing, students' constant desire to play games, technological limitations, large class sizes, and some parents' negative attitudes toward early English education. Despite these concerns, teachers generally viewed the program positively, recognizing its value in exposing children to English at an early age. The study concluded that the program required revisions and ongoing evaluations based on the findings to enhance its effectiveness.

Tekin (2015) employed the Illumination Evaluation Model (IEM) to assess a preparatory program by gathering both qualitative and quantitative data from 106 students enrolled in English departmental programs at a state university, along with input from two lecturers. The results revealed that while most students were content

with the program, they encountered challenges related to its physical conditions. Conversely, the lecturers emphasized the need for a revised curriculum that placed greater emphasis on enhancing students' communicative abilities. Overall, the study concluded that the program was found satisfactory by the students while educators believed it required modifications or a complete revision.

2.2. Research with Illumination Evaluation Model (IEM) in the World

Floris (2011) conducted an evaluation of an English for General Academic Purposes course at an Indonesian university using Parlett and Hamilton's Illumination Evaluation Model. Data was gathered through questionnaires, interviews, classroom observations, and students' exam scores, involving 124 university students and 6 teachers. The findings indicated that students in the English for Academic Purposes (EAP) course had a positive attitude toward learning English. They considered the course well-structured, engaging, and beneficial in improving their English proficiency. Additionally, the teaching and learning processes were reported to be functioning smoothly, with no significant issues mentioned.

Chang (2010) investigated the Central City New English Program using the IEM to identify the program's strengths and weaknesses while highlighting specific aspects through a mixed-method approach, incorporating questionnaires, interviews, observations, and document analysis. 182 students were surveyed and 28 English teachers were observed. Additionally, interviews were done with 7 English teachers and 3 administrators. The results showed that students were generally content with the program, the teachers, and the school, stating that the program enhanced their English skills. Interviews with the teachers and administrators highlighted both the advantages and drawbacks of the program. It was noted that an educational approach tailored to students' learning styles positively influenced their motivation and English communication desire.

Deligianni-Georgakas (2005) did a qualitative study to evaluate an English as a Foreign Language (EFL) program in Greece using the IEM. Data was collected from 16 students and 2 teachers across two schools through observations, interviews, and a questionnaire. The study identified the program's strengths and weaknesses, highlighted existing challenges, and suggested areas for improvement.

Kayser (2003) examined a computer-assisted English language teaching program using the Illumination Evaluation Model (IEM). The study aimed to evaluate the program's strengths and weaknesses while offering recommendations for enhancement. The findings revealed that the students had a positive attitude toward

the program, appreciating its interactive and authentic activities that allowed them to use English in various contexts. They reported improvements in their academic and technological skills, as well as increased self-confidence. However, they faced difficulties adapting to the learner-centered nature of the program due to their limited learner autonomy. Additionally, they found learning with computers and collaborating with peers online challenging, as it sometimes led to miscommunication and feeling of shyness.

Gunio (n.d.) applied the Illumination Evaluation Model (IEM) to assess the curriculum influence on character development of the preschoolers. The study employed document analysis, observations, interviews, and focus group discussions for data collection. The results indicated that the curriculum affected the school's values and principles, the implementation of character development strategies, students' school-readiness skills, the physical learning environment, and policy-related aspects beyond classroom instruction.

Clifford (1991) pursued an investigation on an adult English as a Second Language (ESL) program to explore the role of students and teachers in curriculum development. Over a 16-month period, syllabus documents were analyzed using the Illumination Evaluation Model. The findings pointed out that the teachers had a predominant influence on curriculum development, contradicting the initial assumption that both teachers and students contributed equally to shaping the program. Thus, a new hybrid approach was proposed.

Memon (1989) conducted a research via IEM to explore teachers' and students' perspectives on Pakistan's English language teaching program and the changes within it. The research utilized questionnaires, interviews, and observations. It was found that teachers faced challenges in balancing the program's intended goals with the constraints of the Pakistani exam system. They lacked familiarity with the program details and did not receive adequate guidance on its classroom implementation. Additional issues were identified, including the teachers' personal, instructional, and social difficulties. Furthermore, there was a mismatch between the teachers' instructional methods and the students' learning styles. The evaluation report recommended program-wide innovations in areas such as content, materials, professional development support, and teaching methodologies, including reflective teaching.

Oukrime (1986) examined an English language teaching program at a Moroccan university employing both eclectic and illuminative evaluation approaches. This

descriptive, primarily qualitative study resulted in an evaluation report that analyzed the program's objectives, activities, and overall impact.

All in all, this review of illumination evaluation studies on English teaching programs in both Türkiye and worldwide revealed that the IEM was applied across all educational levels, from preschool to university. The model's integration of both qualitative and quantitative methods contributed to research diversity. Rather than focusing on assessment or judgment, these studies primarily aimed to describe and explain the programs. The findings provided insight into the programs by analyzing their implementation, strengths, weaknesses, and overall effectiveness. Instead of offering definitive assessments, the evaluation reports served as general conclusions, reflecting a holistic and practical research approach. Rooted in a participatory program evaluation framework, IEM incorporates participants' perspectives, allowing for an emic viewpoint alongside an etic perspective when the researcher is external to the study context.

3. Methodology

A mixed-method case study design was used. As a theoretical framework in the program evaluation, Parlett & Hamilton's (1977) Illumination Evaluation Model (IEM), which had observation, questioning and explanation phases, was followed. However, observation phase was skipped due to the permission issues of the school administration.

3.1. Research Questions

1. How is a bilingual program described at a private bilingual preschool in Türkiye?

2. Based on their views, how do the English teachers evaluate the preschool bilingual program in terms of English language teaching?

    a) What are the English teachers' views on the general characteristics of the program?

    b) What are the English teachers' views on the objectives of the program?

    c) What are the English teachers' views on the content of the program?

    d) What are the English teachers' views on the learning/teaching process of the program?

    e) What are the English teachers' views on the assessment of the program?

3. What are the English teachers' other concerns and opinions about the program?

3.2. Setting and Participants

The study was conducted in a private college established in Istanbul, Türkiye, which implemented an emergent English-Turkish bilingual preschool program and operated chain schools across 63 cities in the country. In Istanbul alone, there were 30 college campuses, including 22 preschools. This private chain preschool, which adopted the English-Turkish bilingual program and had campuses nationwide, was selected as the case study.

The participants included volunteer English teachers at the preschool level, working with children aged 4 and 5, as well as primary-level English teachers from grades 1 to 4 who had either taught at the preschool level or were well-acquainted with the bilingual program in these chain schools across Türkiye. Since Turkish is the only official language of the country, Türkiye is officially a monolingual context rather than a bilingual one.

3.3. Instruments

The data collection tools included the Program Evaluation Scale (PES) (Köksal & Çankaya, 2019) and semi-structured interview questions. The PES was a questionnaire designed to assess an English language teaching program for young learners based on English teachers' perspectives. It evaluated the program across five dimensions: general characteristics, objectives, content, learning and teaching processes, and assessment, which were identified through factor analysis. The internal consistency reliability and Cronbach's alpha coefficients for these dimensions were $\alpha = .841$, $\alpha = .921$, $\alpha = .840$, $\alpha = .843$, and $\alpha = .920$, respectively. The overall Cronbach's alpha reliability of the piloted and validated questionnaire was .966, indicating high reliability. The questionnaire was in English, specifically designed for English teachers. It was initially tested and developed with 115 primary school English teachers in Türkiye. The scale had 33 items which were rated on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." Since very young learners lack reading and writing skills, the evaluation focused solely on listening and speaking skills among the four language skills.

The semi-structured interviews included open-ended questions and they were derived from existing literature to gather qualitative data. The evaluation-related questions were adapted from the English teaching program evaluation study by Köksal & Çankaya (2019). The interview questions about the advantages and the disadvantages of the preschool bilingual program, their experienced problems

during practice, their suggestions for improving the preschool bilingual program were asked to the teachers.

3.4. Pilot Study

The questionnaire had previously been developed and validated within the same context, Türkiye, for primary school English teachers. Therefore, its validity and reliability needed to be assessed for preschool English teachers. Thus, for the current study, the questionnaire was piloted with 81 preschool English teachers who implemented a similar emergent bilingual program in various preschool settings across Türkiye. Data were collected from independent bilingual preschools in Istanbul, as well as from a chain college headquartered in Ankara, with additional campuses in Gaziantep and Antalya.

Expert opinions were obtained to assess face validity and content validity. To evaluate internal consistency reliability, the Cronbach's Alpha reliability coefficient was calculated using data from the pilot study sample. The results showed a Cronbach's Alpha coefficient of $\alpha = .948$ for the overall 33-item PES scale, indicating a high level of reliability. Similarly, the reliability coefficients for the sub-dimensions were $\alpha = .696$ for 'Overall Characteristics,' $\alpha = .898$ for 'Objectives,' $\alpha = .829$ for 'Content,' $\alpha = .836$ for 'Teaching & Learning Process,' and $\alpha = .853$ for 'Assessment.' These statistical findings confirmed that the PES scale was a highly reliable instrument for collecting data from preschool English teachers.

In conclusion, the PES scale was determined to be both valid and highly reliable for collecting data from English teachers at both primary and preschool levels, with Cronbach's Alpha coefficients of $\alpha = .966$ and $\alpha = .948$, respectively.

3.5. Data Collection Procedures

Once institutional approval from the case school and ethical approval from the university's Research Ethics Committee were obtained, the data collection process commenced.

Semi-structured interviews were conducted remotely via telephone with 12 volunteer English teachers from two campuses in Istanbul. The schools were selected, and the general directorate provided the researcher with the teachers' contact information. Each interview, conducted in English, lasted 23 minutes on average. All interviews were audio-recorded and transcribed. To ensure confidentiality, the teachers' real names were replaced with pseudonyms in the analysis.

The questionnaires were distributed through an online Google document link to the English teachers at the preschool and primary levels across 52 campuses offering bilingual preschool programs. The general directorate facilitated the distribution process. Once responses were collected, the data was reviewed for clarity and prepared for analysis.

3.6. Data Analysis

The quantitative data obtained from the questionnaire was analyzed using descriptive statistics with IBM SPSS (Statistical Package for the Social Sciences) Version 20. The results were presented in item means and standard deviations. For the qualitative data from the interviews, content analysis was applied. For the trustworthiness of the qualitative data, triangulation, member-checking, peer-debriefing, thick description and inter-rater reliability were utilized in this study. Specifically, data and method triangulation were employed. The inter-rater reliability of the qualitative data was determined to be 96%, indicating a high level of inter-coder agreement and reliable interpretation.

For the validity and reliability of the quantitative data, triangulation, content validity, face validity were ensured and Cronbach Alpha reliability coefficient for internal-consistency reliability of the scale was calculated. The main study commenced after confirming that the scale was both valid and highly reliable for producing accurate and dependable research results.

In sum, quantitative analysis was performed using SPSS with descriptive statistics, while qualitative analysis involved content analysis through identifying codes, categories, and themes. The MAXQDA software was used as a tool for qualitative data analysis.

4. Results

The first research question was addressed by analyzing documents provided by the general directorate of the private preschool, including program content, lesson plans, and information from the school's website. The second research question was explored using data from the Program Evaluation Scale (PES) collected from 83 English teachers. The third research question was examined through semi-structured interviews conducted with 12 English teachers.

4.1. Research Question 1

How is a bilingual program described at a private bilingual preschool in Türkiye?

Through content analysis of the school's bilingual program documents, including the curriculum, lesson plans, materials, and website, the emergent bilingual program was categorized into several key themes. These themes included *program aims, curriculum, language teaching approaches and methods, implementation, materials,* and *assessment,* which were presented as section titles below.

Program Aims

The English-Turkish bilingual preschool program aims to equip children with the foundational skills needed to become proficient bilingual individuals. It focuses on fostering cognitive, academic, and linguistic abilities, preparing them for primary education in both English and Turkish curricula.

More specifically, the English teaching program seeks to enhance young learners' awareness and interest in English, develop their listening and speaking skills, encourage confident communication and enjoyment of the language acquisition process, support real-world language use, promoting their development as future global citizens.

Curriculum

In the bilingual programs for both groups of age 4 and 5, the content topics of the English and Turkish teaching programs are designed in alignment and delivered simultaneously throughout the academic year. The curriculum follows a theme-based approach, where topics across all subject areas align with a central theme. Each theme lasts approximately nine weeks, covering two themes per term and four in total over a school year. Referred to as 'theme wheels', these themes are same for both English and Turkish programs. Around each theme, various activities—including mathematics, science, games, language development, arts, literacy, and phonics—are planned and conducted in both languages within parallel programs.

Language Teaching Approaches and Methods

In addition to Content and Language Integrated Learning (CLIL), project and task-based learning, various other approaches and methods are incorporated. These include Socio-Emotional Learning (SEL), Inquiry-Based Learning, Total Physical Response (TPR), Communicative Language Teaching (CLT), the Direct Method, Differentiated Instruction, Exploratory Learning, and Personalized Learning. The program emphasizes diverse teaching and learning engagements tailored to different learning styles and preferences, catering to visual, auditory, and kinesthetic learners.

The preschool bilingual program adopts a mixed-method approach, integrating structured classroom activities—such as storytime, arts and crafts, and written exercises—with more exploratory, unstructured activities like outdoor free play. Performance-based learning is also a key component, particularly through music, art, and drama. This combination of methodologies allows flexibility in instruction, aligning with lesson objectives and learner variability. Consequently, an eclectic approach is embraced, integrating multiple methods and techniques to optimize learning outcomes.

Implementation

In the preschool bilingual program, both a Turkish homeroom teacher and an English language teacher are present in the classroom throughout the school week. Each lesson lasts for 40 minutes, with separate sessions allocated for Turkish and English lessons in the weekly schedule. Four-year-old students have 12 English lessons per week, whereas five-year-old students have 11. During English lessons, the English teacher leads the instruction while the Turkish homeroom teacher takes a passive role, and the reverse applies during Turkish lessons. While the themes and content remain the same in both language classes, the activities differ. Students and teachers are required to use only the designated language of instruction—English in English lessons and Turkish in Turkish lessons.

Beyond textbook exercises, English lessons incorporate science, math, and art activities using a combination of printed materials and digital resources provided by the school. Teachers adhere to weekly unit plans assigned by the school administration. While English and Turkish teachers do not share specific lesson plans, they follow the same guiding theme wheels to structure their individual lesson plans. Although both teachers are present in the classroom, they conduct their respective lessons separately, ensuring thematic alignment across both languages.

Materials

The preschool bilingual program incorporates a diverse range of learning materials for English instruction, including traditional coursebooks, workbooks, phonics books, portfolio notebooks, flashcards, worksheets, and storybooks. Additionally, digital resources of the school provide an e-library, videos, interactive exercises, and gamified learning activities. Students can access these digital materials via tablet computers, the computer lab, or their personal devices at home.

Over the course of a year, students work through four English coursebooks, each accompanied by an integrated workbook. These books align with the program's

thematic structure. Four-year-old students use one phonics book, while five-year-olds use two. Both age groups also utilize project packs that offer additional task-based activities.

For the Turkish program, instructional materials primarily consist of booklets and worksheets, which are developed by the main office team in alignment with the program's themes and topics.

Assessment

Ongoing informal assessment is an integral part of the program, with partner teachers continuously exchanging observations and insights. Formal assessment occurs throughout the academic year, using formative evaluation tools such as rubrics and checklists. Additionally, a summative assessment is employed at the end of the year in the form of a portfolio project, which is graded holistically and included in a final rubric that is shared with parents.

In conclusion, a private bilingual preschool program in Türkiye is described around six key themes: *program aims, curriculum, language teaching approaches and methods, implementation, materials, and assessment*.

4.2. Research Question 2

Based on their views, how do the English teachers evaluate the preschool bilingual program in terms of English language teaching?

a) What are the English teachers' views on the general characteristics of the program?

b) What are the English teachers' views on the objectives of the program?

c) What are the English teachers' views on the content of the program?

d) What are the English teachers' views on the learning/teaching process of the program?

e) What are the English teachers' views on the assessment of the program?

To understand how English teachers evaluate the preschool emergent bilingual program in terms of English language instruction, sub-research questions 2a, 2b, 2c, 2d, and 2e were formulated based on the dimensions of the program evaluation scale. Collectively, the findings from these sub-research questions provided a comprehensive answer to the overall program evaluation.

77 female, 6 male English teachers from İstanbul, Yalova, İzmir, Ankara, Eskişehir, Hatay, Antalya, Muğla campuses of the case school implementing the same preschool bilingual program responded the scale.

4.2.1. Research question 2a

What are the English teachers' views on the general characteristics of the program?

Descriptive statistics were utilized to analyze the English teachers' perspectives on the overall characteristics of the program. The mean values of the items highlighted both the most and least favorable opinions.

Table 1. *The mean scores of the teachers' views about the program's general characteristics*

Item	General Characteristics	X	SD
3	It is possible to make learners develop positive attitudes to English by implementing the program.	4.24	.617
2	It is possible to make learners enjoy English by implementing the program.	4.19	.671
5	In-service training is essential to understand and implement the program.	4.12	.739
1	The program is student-centered.	3.95	.747
4	The program guides teachers well.	3.90	.821

Overall, the English teachers expressed highly positive views regarding the general properties of the program, as reflected in the combined analysis of five related items (M = 4.08). Specifically, the most strongly endorsed statements were item 3, "It is possible to make learners develop positive attitudes to English by implementing the program" (M = 4.24, SD = .617), and item 2, " It is possible to make learners enjoy English by implementing the program" (M = 4.19, SD = .671). This indicates that the teachers largely agreed on the program's effectiveness in fostering both positive attitudes and enjoyment in learning English. Additionally, there was a strong agreement on item 5, "In-service training is essential to understand and implement the program" (M = 4.12, SD = .739).

Conversely, the least favorable responses, in comparison to other items, were found for item 1, "The program is student-centered" (M = 3.95, SD = .747), and item 4, " The program guides teachers well" (M = 3.90, SD = .821).

4.2.2. Research question 2b

What are the English teachers' views on the objectives of the program?

To examine the teachers' perceptions of the program's objectives, the mean values for each item were calculated.

Table 2. *The mean scores of the teachers' views about the program objectives*

Item	Program Objectives	X̄	SD
7	The goals support and complete each other.	4.05	.697
12	The goals of the program are in accordance with the content.	4.02	.604
6	The goals are clearly and explicitly stated.	4.02	.715
11	The goals of the program are attainable by learners.	3.90	.743
9	The goals are suitable for learners' cognitive development.	3.87	.729
8	The goals are suitable for learners' age.	3.82	.814
10	The goals are suitable for learners' emotional development.	3.80	.694

Overall, the average score for all program objectives revealed that the English teachers held highly positive views about the program's goals (M=3.92). When analyzed individually, the most favorable responses were associated with items 7, 12, and 6. Specifically, the teachers rated the statement "The goals support and complement each other (Item 7)" most highly (M=4.05, SD=.697), followed by "The goals of the program are in accordance with the content (Item 12)" (M=4.02, SD=.604), and "The goals are clearly and explicitly stated (Item 6)" (M=4.02, SD=.715).

In contrast, the least favorable opinions were expressed regarding item 10, "The goals are suitable for learners' emotional development" (M=3.80, SD=.694), item 8, "The goals are suitable for learners' age" (M=3.82, SD=.814), and item 9, "The goals are suitable for learners' cognitive development" (M=3.87, SD=.729). Therefore, it was found that the English teachers were less positive about the program's alignment with the learners' emotional, cognitive, and age-related development.

4.2.3. Research question 2c

What are the English teachers' views on the content of the program?

The teachers' views on the program's content were analyzed by calculating the mean values for each item.

Table 3. *The mean scores of the teachers' views about the program content*

Item	Program Content	X̄	SD
15	The topics in units support each other.	4.00	.716
17	Listening skill is adequately covered in the content.	3.99	.724
16	Speaking skill is adequately covered in the content.	3.96	.723
14	The content attracts the students' attention and curiosity.	3.94	.705
20	The content of the program allows to use different methods and techniques.	3.88	.688
13	The content provides learners with an enjoyable, stress-free learning environment.	3.82	.814
19	The content is suitable for learners' readiness level.	3.72	.786
18	The number of words suggested to be taught in each unit is inadequate.	3.37	1.02

When considering all the items related to the content, the overall perception of the English teachers was moderately positive (M=3.83). Specifically, the most favorable views were associated with items 15, 17, and 16. The highest-rated opinion was "The topics in units support each other (Item 15)" (M=4.00, SD=.716). The next two most favorable responses were "Listening skill is adequately covered in the content (Item 17)" (M=3.99, SD=.724), and "Speaking skill is adequately covered in the content (Item 16)" (M=3.96, SD=.723). In other words, the English teachers generally believed that the topics in the units were well-integrated, and that speaking and listening skills were adequately addressed in the program content.

However, the least favorable opinions came from items 18 and 19. The item with the lowest rating was "The number of words suggested to be taught in each unit is inadequate (Item 18)" (M=3.37, SD=1.02), indicating that teachers did not find the vocabulary in each unit to be insufficient. The other less favorable response was related to item 19, "The content is suitable for learners' readiness level" (M=3.72, SD=.786).

4.2.4. Research question 2d

What are the English teachers' views on the learning/teaching process of the program?

To evaluate the English teachers' opinions on the program's learning and teaching processes, mean values were calculated.

Table 4. *The mean scores of the teachers' views about the program's learning and teaching process*

Item	Program's Learning & Teaching Process	X̄	SD
21	The teaching and learning process is suitable for using an eclectic mix of instructional techniques simultaneously in classroom.	3.93	.600
22	The teaching techniques suggested in the program are suitable for the level of classroom.	3.87	.712
24	The classroom activities are suitable to learners' physical development.	3.80	.838
23	The classroom activities are designed by taking learner differences into account.	3.66	.859

Overall, the English teachers expressed a moderately positive view of the program's learning and teaching processes, with an average score of (M=3.81).

When considering individual items, the most favorable views were found in item 21, "The teaching and learning process is suitable for using an eclectic mix of instructional techniques simultaneously in the classroom" (M=3.93, SD=.600), and item 22, "The teaching techniques suggested in the program are suitable for the level of the classroom" (M=3.87, SD=.712).

The less favorable opinions were expressed in item 24, "The classroom activities are suitable for learners' physical development" (M=3.80, SD=.838), and item 23, "The classroom activities are designed by taking learner differences into account" (M=3.66, SD=.859).

4.2.5. Research question 2e

What are the English teachers' views on the assessment of the program?

To examine English teachers' evaluations on the program's assessment, the mean values for the assessment items were calculated.

Table 5. *The mean scores of the teachers' views about the program's assessment*

Item	Program's Assessment	X̄	SD
29	Assessment is in accordance with the content.	3.94	.687
33	It is possible to evaluate speaking skills in the program.	3.93	.600
32	It is possible to evaluate listening skills in the program.	3.88	.651
27	Evaluation and assessment is explained in detail in the program	3.87	.729
28	Evaluation is able to show whether the goals are achieved by learners.	3.83	.659
30	Assessment types are in accordance with the goals of the program.	3.80	.694
26	Evaluation fosters kearners to self-evaluate themselves	3.77	.801
31	Portfolio evaluation is useful.	3.76	.759
25	Not only in-class but also out-of-class assessment types are used.	3.75	.713

Overall, the English teachers expressed moderately positive views about the program's assessment (M=3.83).

When analyzing individual items, the teachers most strongly agreed with items 29, 33, 32, and 27. Specifically, they showed a strong agreement with the statements "Assessment is in accordance with the content (Item 29)" (M=3.94, SD=.687), "It is possible to evaluate speaking skills in the program (Item 33)" (M=3.93, SD=.600), and "It is possible to evaluate listening skills in the program (Item 32)" (M=3.88, SD=.651).

On the other hand, the least favorable views were expressed in items 26, 31, and 25. The teachers were less positive about the statements "Evaluation fosters learners to self-evaluate themselves (Item 26)" (M=3.77, SD=.801), "Portfolio evaluation is useful (Item 31)" (M=3.76, SD=.759), and "Not only in-class but also out-of-class assessment types are used (Item 25)" (M=3.75, SD=.713).

4.3. Research Question 3

What are the English teachers' other concerns and opinions about the program?

The third research question was answered by the responses of the interview questions that asked about the advantages, disadvantages of the program, experienced problems of teachers and their suggestions for program improvement. 11 female, 1 male English teachers participated in the interviews. The participants included seven preschool English teachers and five primary-level English teachers, all of whom had either taught at the preschool level or were well-acquainted with the

bilingual program. Their teaching experience varied, with three teachers having 1–5 years of experience and nine having 6–10 years. The majority of preschool English teachers were from Russia, Iran, and Nigeria (N=8), whereas the primary-level English teachers were primarily Turkish (N=3) and Iranian (N=1).

The advantages of the preschool bilingual program

Upon the content analysis of the interview responses, as the advantages of the preschool bilingual program, 9 themes emerged as linguistic, academic, emotional, social, cultural, psychological, cognitive, economic, and identity-development advantages.

The problems of the preschool bilingual program

When the disadvantages and challenges of the preschool bilingual program were analyzed collectively under the category of problems, 4 key themes emerged from the English teachers' evaluations. These themes were content and materials; challenges in teaching and learning processes; difficulties in language development; and concerns regarding teacher efficacy and recruitment.

More specifically, the disadvantages related to the program's content and materials included the use of course books with a language level that was too advanced, topics that were overly complex and detailed for 4- and 5-year-old children, and an excessive number of books and academic workload for both students and teachers.

About challenges in teaching and learning processes, intense lesson planning and teaching was mainly mentioned. Also, there were challenges in aligning the English instruction with the Turkish program. In addition, there were adaptation and communication challenges in class due to the children's language barriers at the onset. Moreover, the teachers' only-English-use restriction could create classroom management issues.

Some English teachers had concerns and evaluated the preschool bilingual program as the possible cause of difficulties in language development in terms of language confusion and language delay.

Under the theme of concerns regarding teacher efficacy and recruitment, it was stated that some teachers faced challenges in implementing the bilingual program, particularly with daily vocabulary and usage. These difficulties were linked to teacher qualifications and their English proficiency.

The suggestions for the preschool bilingual program

In terms of suggestions for the program improvement, 5 themes emerged: revising instructional materials, enhancing teaching and learning processes, using age-appropriate and simplified language and content, improving teacher qualifications, and making the program more affordable.

Specifically, the English teachers suggested higher quality course books, more kinesthetic games, creativity, music, stories, videos and more indoor, outdoor activities for motor skills. Moreover, they suggested including some co-teaching sessions in the program having both teachers and using both English, Turkish in the same lesson.

Specific recommendations for the preschool bilingual program's language and content included incorporating more daily English into lesson plans and the curriculum, restructuring the intensive program with fewer book-based activities, simplifying or replacing complex topics and vocabulary, and ensuring the content aligns with children's interests.

Improving teacher qualifications was also suggested. It was recommended that teachers possess higher educational competencies, including knowledge of child development, as well as personal qualities such as patience and high energy when working with children.

For further enhancement of the preschool bilingual program, it was stated that the preschool bilingual program should be made accessible to a larger number of children, along with a re-evaluation of the high program costs to ensure affordability for preschoolers.

5. Discussion

The teachers' evaluations of the program's general characteristics, objectives, content, learning and teaching processes, and assessment were analyzed using descriptive statistics. Overall, the English teachers had highly positive views regarding the program's general characteristics (M= 4.08) and objectives (M= 3.92), while their perspectives on the program's content (M= 3.83), assessment (M= 3.83), and learning and teaching processes (M= 3.81) were moderately positive. This overall satisfaction with the bilingual program aligns with the findings from previous studies in the literature (Francis, Lesaux & August, 2006; Genesee et al., 2006; Greene, 1998; Rolstad, Mahoney & Glass, 2005; Reljic et al., 2015; Slavin & Cheung, 2005; Willig, 1985; Vela et al., 2017). Meta-analyses of these studies have reached a conclusion that bilingual programs mostly provide more positive contributions to learners, teachers,

and schools compared to other educational models. Therefore, the observed positivity and overall satisfaction with the bilingual program are consistent with the existing research.

In the preschool's learning and teaching processes, an English-Turkish bilingual approach was implemented by incorporating both languages in teaching specific content subjects. For instance, Mathematics and Science themes were used as the medium for teaching both English and Turkish. Similar bilingual education practices are observed in other non-native English-speaking countries, such as Korean-English bilingual programs in Korea and Indonesian-English bilingual programs in Indonesia at the primary and secondary levels of state schools. Likewise, in Spain, Spanish-English bilingual programs are implemented in state schools at the preschool, primary, and secondary levels (Bax, 2010).

Research on bilingual programs and evaluation studies in non-native English-speaking countries is relatively scarce, with most existing studies focusing on primary, secondary, and university levels (Bax, 2010; Dobson, Pérez Murillo, & Johnstone, 2010; Keyuravong, 2008; Liberali & Megale, 2016; Maher, 2013). At the preschool level, an English-Spanish bilingual program was examined as part of the Bilingual Education Project (BEP) in 43 state schools in Spain, extending beyond primary and secondary education (Femenia Gomez, 2018; Reilly, 2009). The evaluation of the Spanish bilingual preschool program was based solely on descriptive classroom observations, which indicated that lessons were delivered through hands-on activities, songs, games, and visual aids. English was introduced gradually, with sounds being taught individually through playful activities. The program was found to have linguistic benefits, as children developed strong pronunciation skills and quickly understood teacher commands. Cognitively, their comprehension of both languages improved significantly, fostering positive attitudes toward English and aiding their language development into primary school and beyond (Dobson, Pérez Murillo, & Johnstone, 2010; Reilly, 2009). These findings align with the current study's results, which highlight the cognitive and linguistic benefits of bilingual education.

Similarly, in the literature, evaluations of English teaching programs using the illumination evaluation model have primarily been conducted at the primary, secondary, and university levels (Balım, 2020; Chang, 2010; Clifford, 1991; Deligianni-Georgakas, 2005; Ekuş & Babayiğit, 2013; Floris, 2011; Gültekin & Demirci, 2020; Kayser, 2003; Memon, 1989; Özüdoğru, 2016; Oukrime, 1986; Özüdoğru & Adıgüzel, 2016; Palabıyık, 2021; Tekin, 2015). Studies on preschool-level

English programs remain limited and narrow in scope. For instance, Gunio (n.d.) examined the influence of the curriculum on preschoolers' character development by employing qualitative methods. The study found that the English teaching program positively impacted character development strategies, contributing to the children's identity formation.

Moreover, there has been no research in Türkiye evaluating an English-Turkish bilingual program in the existing literature. However, studies have assessed primary-level English teaching programs in state schools, highlighting both strengths and weaknesses. These studies examined program implementation, teacher perspectives on objectives, content, and assessment. When compared to the findings of the current study, they similarly reported overall satisfaction with the characteristics and objectives of English teaching programs, as seen in the research by Aybek (2015), Ekuş & Babayiğit (2013), Erarslan & Topkaya (2019), İyitoğlu & Alcı (2015), Özüdoğru (2016), Özüdoğru & Adıgüzel (2016), Palabıyık (2021) for second grade, Çankaya (2015) for third grade, and Balım (2020), Cihan & Gürlen (2009) for fifth-grade English teaching programs.

Contrary to the findings of this study, previous research on primary-level English programs in state schools identified problems such as material shortage, few English lesson hours, and overcrowded classrooms (Aybek, 2015; Ekuş & Babayiğit, 2013; Erarslan & Topkaya, 2019; İnam-Çelik, 2009; İyitoğlu & Alcı, 2015; Özüdoğru & Adıgüzel, 2016). In contrast, the present study found issues related to an excessive use of materials, detailed content, and an intensive teaching approach. This difference may not necessarily stem from grade levels but rather from distinctions between private and state schools, differences in available resources and facilities, or variations in program types, such as bilingual versus English-only instruction.

In terms of limitations, firstly, the Turkish teaching program that was implemented in parallel was not explored in detail. Turkish home-room teachers' opinions could be taken into account as an evaluation of the both teaching programs as a further investigation. Secondly, the parents, the administration and the children could be added into sample of the study. Lastly, the evaluation dimensions could be expanded in addition to the general characteristics, objectives, content, teaching, learning processes and assessment of the preschool bilingual program. These all could gather more data and deeper understanding of this new preschool bilingual education concept in private schools in Türkiye.

6. Conclusion

Bilingualism and bilingual programs aimed at teaching and learning English are relatively new concepts in Türkiye, with limited implementation, particularly at the preschool level. Therefore, this study made a significant contribution to the existing literature by examining an English-Turkish bilingual preschool program in Türkiye through an evaluative approach, analyzing the English teachers' perspectives on English language teaching.

The current study used a mixed-method case study design, incorporating a program evaluation scale (PES) (Köksal& Çankaya, 2019) and interviews with the English teachers. Guided by three key research questions, the study aimed to describe a private Turkish-English preschool bilingual program, investigate how the English teachers evaluated the program in terms of English language teaching/ learning, and explore their concerns, challenges, and suggestions.

Finally, this study provided insights into preschool bilingual education in Türkiye by evaluating a private chain school's bilingual preschool program, contributing to its improvement. Additionally, it helped raise awareness about bilingualism in Türkiye and fostered interdisciplinary connections between Early Childhood Education field and English Language Teaching field. Notably, this research stands as one of the pioneering studies evaluating a bilingual program in Türkiye.

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