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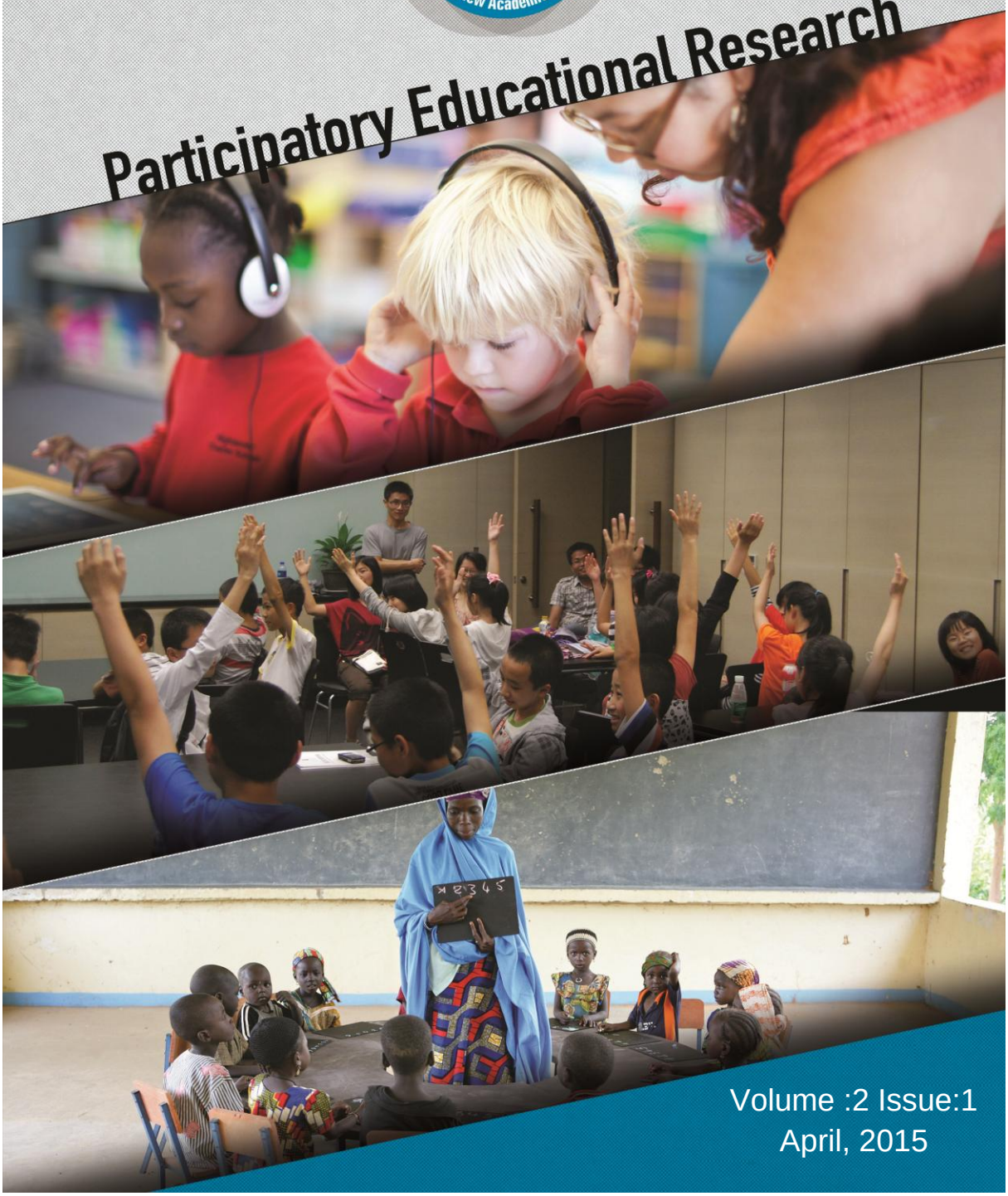

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# New Trends on Mobile Learning in The Light of Recent Studies

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Since the beginning of the century, with the introduction of mobile devices, use of the concept of mobile learning, became frequent, along with e-learning, m-learning, concept began to come on the agenda. It can be said that determining in what proportion and in which axis m-learning concept discussed in the literature would be important for revealing the issues that are not discussed enough. Starting from this basic premise, the purpose of this research is examining the researches in the literature within the last three years, and identifying new approaches. Literature review was limited with ScienceDirect (one of international databases) and Ulakbim (a database from Turkey). In the scope of the research, 45 studies, 37 from Science Direct, 8 from Ulakbim Social Sciences Database were selected. In the study, each article was investigated with document analysis method. Articles were classified and examined. According to five different criteria the results obtained by this research are summarized as follows: Selected works from Turkey are mostly descriptive studies which try to determine students or faculty members' views. In almost all of these studies the opinions of the students were determined but the information about their past mobile learning experiences is not included in the researches. The studies selected from ScienceDirect have highly diversed subjects, they based on from different disciplines, different learning approaches and mostly try to find out the effectiveness of a developed original environment. In addition, in different subject areas in mobile learning, issues like students' academic achievements, attitudes and perceptions of influence, teacher/teaching staff attitudes or perceptions, adaptable mobile environments, cooperative mobile environments, mobile environments self-regulated learning, mobile environments of information presented in different ways the effects of game-based mobile learning, note-taking with mobile tools, mobile applications in formal education, and mobile augmented reality environments become prominent.

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## 1. Introduction

In accordance with the technology-based developments, the idea of open learning is rapidly changing its shape and meaning, it has become mentioning with the concept of distance education. Conceptual change also accompanied with a semantic change, the idea, known as informal educational tool, has become an important part of formal education. In particular, the widespread of the blended teaching model, this trend has totally increased. Especially with the development and strengthening of internet infrastructure in the last 10 years, the concept of internet-assisted education or e-enabled education has been used frequently instead of the concept of distance education and it has caused that its applications has become common in formal education. However, in recent years with the introduction of mobile devices to daily life, rather than the concept of internet-assisted education or e-enabled education, the use of the concept of mobile learning has increased and e-learning has started to transform into m-learning. Especially nowadays, we can say that mobile devices are among the new technologies because of giving the user more freedom in time and space and their cost, mobile devices are very advantageous when compared with desktop computers (Oran and Karadeniz, 2007). In recent years, the studies in the literature have shown that a significant portion of the student population have smart phones and and tablets and they are able to run and use mobile applications.

Sharpless et al. (2005) and Cochrane (2010) have been stated that mobile learning's most important difference separated from all other types of learning is that learners can be in constant motion. As a matter of fact, the descriptions are on this axis. Quinn (2000) has expressed mobile learning as the use of handheld devices for learning. The first definition which revealed by Quinn (2000) was being discussed and it was adopted with some changes in essence. Çakır (2011) has been stated that mobile learning contain the situations that an important part of learning takes place out of school and form people activities to make educational processes and results possible . With easy accessibility and portability of mobile technology, learning activities such as drill and practice especially in the field of education can be carried out of the classroom (Saran, Seferoğlu and Çağıltay, 2009). Palmtop computers (PDAs), mobile phones and the tablet computers, which have become increasingly widespread can be used for educational purposes and it is possible to take advantage in the teaching-learning process with the support of educational institutions (Corlett et al, 2005). In the literature, it is possible to come across many studies confirming this idea (Thornton, Houser, 2005; Chinnery, 2006; Chang et al., 2011; Hsu and Ho, 2012; Ozan,2013; Reychav and Wu , 2014). Gay et al (2001) have been stated that mobile learning has many advantages such as engaging students with learning related activities in different physical environments, supporting group work in projects and improving communication and cooperative learning in the classroom.

Certainly, it is unthinkable that this potential is not be used for educational purposes. Besides the advantages of mobile learning, there are also many issues and constraints to discuss about mobile learning such as what should be design principles in mobile learning environments, what needs to be done and what kind of differences exist in instructional design for mobile environments, what kind of features required in a mobile learning management system and which platform or platforms will be selected for developing applications. It can be said that it is important to determine in what level and which axis these issues discussed in in the literature, in terms of enlightening the issues not discussed enough. Starting from this basic assumption, by examining within the last three years of research in the literature, the objective of this research identifies new approaches and reveals the situation in Turkey Especially in the last three years, there have been many important developments in IOS and Android platforms,

smart phone technology, and also in the 3G mobile internet connection technology. These developments have also differentiated mobile learning oriented studies naturally. For this reason, the subject articles has been selected from the articles published in the last three years.

## 2. Method

In the study, each article has been examined to use the method of document analysis. Document analysis is a research technique for identification a content through objective, systematic and quantitative classification (Bauer, 2003). Document analysis method is an examination and review process of collected data related to the work, by encoding according to a particular system (Çepni, 2007). In addition to this, with regard to show how research subject evolve in time, document analysis method is useful in the longitudinal analysis (Cohen, Manion & Morrison, 2007). In this study, content analysis has been made with the data collected by this method. Content analysis is based on the numerical representation of the certain characteristics of the studied data (Karasar, 2002).

Electronic sources have been used to access the selected studies for the research. The literature review is limited with articles published in the last three years in ScienceDirect from the international databases and in Ulakbim Social Sciences Database from Turkey. ScienceDirect database includes such journals as Computers & Education, Computers in Human Behavior, Nurse Education, Safety Science and Higher Education. Ulakbim Social Sciences Database includes journals broadcasting from Turkey and in Turkish and majority of them are composed of education faculty journals. While searching, keywords such as "m-learning, mobile learning, mobile phones in learning, tablets, sms, mms" have been used together or separately in different compositions and it has been accessed 87 studies in total. From these accessed studies, 42 of them have been eliminated for the reasons of double results, being out of the field or not being a journal article. To decide whether an article is out of the field or not, it has been examined that mobile learning subject whether the first subject of the article and whether mobile devices were directly used for learning purposes. Thus, 37 studies from ScienceDirect and 8 studies from Ulakbim Social Sciences Database, a total of 45 studies, were selected in the scope of the research. In this context, this study is limited by the studies indexed these databases in the last 3 years.

The articles recruited for the study have been examined by classifying them according to five different criteria within the framework of the research methodology. These Criteria are (a) the purpose of the study, (b) characteristics of the study group (for example; primary school, secondary school, high school, higher education adult etc. ), (c) method (such as; survey, experimental, meta-analysis, qualitative, quantitative etc.), (d) courses or field of the study and (e) learning outcomes (such as; positive, negative and neutral). Similar criteria have been used previously by Wu et al (2012) and Küçük et al (2013) for the same purposes. However, these studies also have been included different criteria apart from these criteria. Within the scope of this research, the six identified criteria has been considered enough.

## 3. Findings

The selected mobile learning-related articles for the research have been analyzed separately for the 5 criteria as described above and the findings have been summarized as follows.

### *3.1. Studies By Distribution of Research Purpose*

Primarily, study subjects of the selected articles have been examined one by one. During the review process similar topics haven't been written separately, they have been combined and summarized. In this framework, the studied subjects have been summarized below:

The journals indexed in Ulakbim;

- Views of m-learning-oriented instructors
- Effectiveness of learning through SMS
- Development of a mobile software intended to memorize English words
- Students' opinions about the use of mobile technology
- Introducing Mobile cloud technology
- Forming learning materials for mobile devices with Moodle
- Students' opinions regarding mobile software designed for Fundamentals of Information Technology course
- Examination of academics opinions about the use of mobile technologies for educational purposes in the context of Technology Acceptance Model (TAM)

The Journals indexed in ScienceDirect;

- Effects of m-learning on students and teachers
- Examination of deductive scientific inquiry method with using mobile devices in class
- Effectiveness of applying different instructional strategies with Mobile learning WebQuests
- Students' perceptions towards m-learning in higher education
- Use of mobile learning for improvement of skills in thoracic surgery
- Supporting mobile learning for students who need special training
- Development and effectiveness of adaptive mobile learning environments
- Discussion of basic design principles for Mobile learning environments
- Perceptions of students towards learning through cell phones, smart phones and social media
- The game of mobile archeology's influence on learning.
- Design and implementation of a Competition-based mobile intelligent training system
- Personalized recommendations based mobile learning approach's impact on reading English performance
- Mobile learning approach's influence on attitude and academic achievement
- Comparison of two different mobile learning situation in Formal and semi-formal learning environments in terms of student control
- EcoMobile: augmented reality and integration of probeware to mobile environments
- A comparative analysis on game-based mobile learning model
- Unnecessary effects and distractions of mobile learning in physical environments
- Learning effects of presenting information in different formats in mobile environments
- A curriculum proposal for a course in accordance with 5E Learning Cycle Model for mobile lerning
- Mobile applications in non-formal education
- Development and evaluation of a 3d mobile application for manual therapy training in Psychiatry laboratory

- Teachers' perceptions towards use of mobile phones in classroom
- Use of mobile tablets in traffic education
- Collaborative mobile learning environments
- Acceptance level of university students' taking mobile notes dissemination
- Self-regulated learning in mobile learning environments
- Use of mobile technology in order to form nested learning interactions
- Mobile learning activities for clinical nursing education
- The effectiveness of the automatic text summarization in mobile learning contents

When study subjects of Turkey addressed studies in the above-mentioned are examined, it is seen that they are mostly descriptive studies for determining opinions of students or faculty members. However, in determining these opinions, almost all of the studies don't include whether the students have experienced a mobile learning experience before or if they have experienced it before how was the experience. When ScienceDirect addressed studies are examined, it is seen that study issues are highly diversified, different learning approaches for different disciplines are taken and studies are mostly in the axis of the effectiveness of the developed original environment.

To determine the structural tendency of these study issues, a classification according to the purposes of the studies was performed. In the classification period, the criteria which is used by Wu et al (2012) was used. In this context, four purpose criteria were used. These are; (1) evaluation of the effectiveness of mobile learning, (2) mobile environment design for learning, (3) cognitive variables in the process of mobile learning and (4) effects of learners' characteristics in mobile learning process. However, the last one of these criteria was discarded because there is no study according to the criteria. Distribution of the studies by these categories are summarized in table 1.

**Table 1.** Distribution of the studies by purpose

| Purposes | ScienceDirect (f) | Ulakbim (f) |
|---|---|---|
| A1. Evaluation of the effectiveness of mobile learning | 23 | 2 |
| A2. Mobile environment design for learning | 3 | 2 |
| A3. Cognitive variables in the process of mobile learning | 11 | 4 |

When Table 1 is analyzed, it is seen that a very important part of the studies about mobile learning aims to evaluate the effectiveness of the developed mobile environment and examine cognitive variables. On the other hand, few studies issue mobile environment design. Therefore, it is seen that mostly cognitive processes are entreated in Turkey addressed studies.

### *3.2. Studies By Distribution of Research Method*

When classifying methods of the studies according to their purposes, the studies have been classified for each purpose indicated in Table 1 separately. As in the study conducted by Küçük et al (2013), research methods have been divided into three categories as qualitative, quantitative and mixed at first, then they have been divided again into sub-categories as descriptive survey method, experimental research method, relational method and meta-analysis. However, the categories which any study classified in have been deleted subsequently The distribution of the studies within those categories are summarized in Table 2.

**Table 2.** Studies by distribution of research method

| Research Methodology | Research Method | ScienceDirect (f) | | | Ulakbim (f) | | |
|---|---|---|---|---|---|---|---|
| | | A1 | A2 | A3 | A1 | A2 | A3 |
| Qualitative | Descriptive Survey | | 1 | 3 | 1 | | 3 |
| | Experimental | 2 | | | | | |
| | Relational/Case Study | | | 2 | | | |
| Quantitative | Descriptive Survey | 3 | 1 | 4 | | | 1 |
| | Experimental | 17 | | | | | |
| | Relational/Case Study | | | 2 | | | |
| Mixed | Descriptive Survey | 1 | | | | | |
| | Experimental | | | | 1 | | |
| | Relational/Case Study | | | | | | |
| Development of M-Learning environment | | | 1 | | | 2 | |

When Table 2 is analyzed, it is seen that a significant portion of the studies have been carried out with quantitative research methodology and there are very few studies have been carried out with mixed research methodology. In terms of purposes of the studies, it is obvious that a significant portion of the effect studies have been performed using the experimental patterns and descriptive survey research methods or case studies have been conducted in studies on cognitive variables. Besides, it is seen that mostly descriptive survey method has been performed in Turkey addressed studies.

### *3.3. Studies By Distribution of Participants' Characteristics*

The studies have been classified and categorized for each purpose separately according to study groups. The distribution of the studies within those categories are summarized in Table 3.

**Table 3.** Studies by distribution of participants' characteristics

| Learning Level | ScienceDirect (f) | | | Ulakbim (f) | | |
|---|---|---|---|---|---|---|
| | A1 | A2 | A3 | A1 | A2 | A3 |
| Primary School | 5 | | | | | |
| Secondary School | 4 | 1 | | | | |
| High School | 1 | 1 | 1 | | | |
| Higher Education | 9 | | 4 | 1 | 1 | 2 |
| Instructor/Teacher | | | 2 | | | 2 |
| Informal Education | 4 | | 3 | | | |

When Table 3 is analyzed, it is seen that study groups of the studies are concentrated in higher education, but also there are significant amount of studies at the level of primary and secondary schools. The number of studies is relatively small at high school level. When we look at Turkey addressed studies, it is obvious that studies have been conducted only in higher education, there are no studies in primary and secondary schools.

### *3.4. Application Course of Research/Field of Study*

The studies have been classified and categorized for each purpose separately according to application courses of the studies and their fields. The distribution of the studies within those categories are summarized in Table 4.

**Table 4.** Distribution of the studies by application course of research/field of study

| Course/ Field of Study | ScienceDirect (f) | | | Ulakbim (f) | | |
|---|---|---|---|---|---|---|
| | A1 | A2 | A3 | A1 | A2 | A3 |
| Educational Technology | 2 | | | | | 1 |
| English Education | 1 | | 1 | 1 | 1 | 1 |
| Computer Education | 1 | | | | | 1 |
| Science Education | 5 | 2 | | | | |
| Special Education | 1 | | | | | |
| Archaeology | 1 | | | | | |
| Environmental Education | 1 | | | | | |
| Safety Education | 4 | | | | | |
| Traffic Education | 1 | | | | | |
| Mathematics Education | 1 | | | | | |
| Social Sciences | 1 | | 1 | | | |
| Medical/Nursing Education | 3 | | 1 | | | |

When Table 4 is analyzed, it is seen that, especially in the studies out of Turkey, effectiveness research oriented to different courses like science education, safety education an medical/nursing education have been made. But in Turkey, these studies have been concentrated on English education.

### *3.5. Distribution by Learning Outcomes*

The studies have been classified and categorized for each purpose separately according to positive, negative and neutral learning outcomes. The distribution of the studies within those categories are summarized in Table 5.

**Table 5.** Distribution by Learning Outcomes

| Course/ Field of Study | Scientificdirect (f) | | | | Ulakbim (f) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | A1 | A2 | A3 | A4 | A1 | A2 | A3 | A4 | A5 |
| Positive | 25 | 1 | 4 | | 1 | | 4 | | |
| Negative | | | | | | | | | |
| Neutral | 1 | | | | | | | | |

In terms of learning outcomes within the scope of the research, the studies are analyzed and it is revealed that, all studies have positive outcomes except one.

## 4. Results and Discussion

Studies that addressed Turkey are mostly descriptive studies oriented to determine opinions of tudents or faculty members. In determining these opinions, almost all of these studies doesn't include whether participant students have experienced A mobile learning experience before and if they had, what kind of experience it is. On the other hand, in ScienceDirect addressed studies, issues are varied considerably, oriented to different disciplines, based on different learning approaches and mostly in the axis of development and effectiveness of an original environment. In addition, different subject areas in mobile learning, issues such as students' academic achievements and its impact on the attitudes and perceptions, attitudes or perceptions of teachers/faculty members, adaptive mobile environments, cooperative mobile environments, self-regulated learning in the mobile environments the effects of the information presentation with different ways in the mobile environments, game-based mobile learning, using mobile devices to take notes, mobile applications in non-formal education and augmented reality in mobile environments become prominent. Besides, a purpose classification has been subjected to determine structural orientation of the study issues. According to this classification, it has been reached that a very

important part of the studies about mobile learning aim to evaluate of the effectiveness of the designed mobile environment and examine cognitive variables. A small number of the studies issue only environment design. In a meta-analysis study about mobile learning which is covering the years from 2003-2010 and conducted by Wu et al (2013), it has been reached similar findings, it has been stated that 58% of the 164 studies in the research are oriented for effectiveness. Likewise, in a meta-analysis study on game-based learning by Vogel (2006), it has been expressed the intensity of effectiveness studies. When we look Turkey addressed studies, it has been seen that research is done mostly for cognitive processes and there is no studies looking into the effectiveness of a designed environment. In a study conducted by Wu et al (2012), it has been said that environment design studies follow effectiveness studies, but in this study it has been standed out that the studies for this purpose are at least. However, it has been tested the effectiveness of the designed environment in a significant portion of effectiveness studies. Fort his reason, although media design elements have been included in these studies, these studies have been classified as effectiveness studies. This may have been caused environment studies to appear in a small number.

When methods of the studies included in this research are examined; it has been seen that quantitative research methodology has been used in majority of the studies and qualitative research methodology has been used in a minority. Although Göktaş et al (2012) and Kelly & Lesh (2000) state that qualitative research methodology, started to be more preferred than quantitative methodology in recent years, it's reached reached an opposite conclusion in this study. The reason for this may have been the experimental research methods preference about mobile learning recently. In addition, it's obvious that the number of mixed research methodology studies are very small. In terms of purposes, experimental research methods have been used in a significant portion of effectiveness studies, descriptive survey and case study methods have been performed in the studies on cognitive variables. Moreover, studies addressed Turkey have been carried out mostly with the model of descriptive survey. In a study conducted by Wu et al (2012), it has been stated that the most preferred method is the survey method and it's followed by experimental methods. Also according to the same research, it has been stated that quantitative approaches are more prefered than qualitative approaches. In a distance education oriented study conducted by Zawacki-Richter et al (2009) covering distance education studies between 2000-2008, it's possible to reach similar findings. In a study conducted by Küçük et al (2013), 1151 studies in the field of educational technology, which carried out in Turkey between the years of 1990-2011 have been examined and it has been expressed that quantitative methods are more prefered than qualitative methods. In the study of Küçük et al (2013), in contrast to this study, it has been stated the models that are not experimental are more preferred. In contrast to the literature, the adoption of the experimental methods in the research on mobile learning may have been resulted from these following reasons; this is a very new field, wherefore it is not yet widespread, and for descriptive research appropriate working groups who have experience in mobile learning are very few.

Working groups of the studies are focused in higher education. However, there are a significant number of work at the level of primary and secondary schools. In the meantime, the number of studies is relatively small at high school level. On the other hand, when Turkey-based publications are examined, it can be said that studies have been conducted only in higher education, there are no studies conducted in primary and secondary schools. Similar results have been achieved in the studies conducted by Küçük et al (2013), Göktaş et al (2012) and Şimşek et al (2009). This stiuation may be caused by the following reasons; the age range which may own this technology is generally in the higher education, necessity of

students who have high self-regulatory learning skills to take advantage of this type of technology and similarly, students who have this capability are mostly at the university level and because of researchers are already working in this education level, they access these students to be more easily.

In particular in the studies from abroad, research has been done oriented on the effectiveness of different courses especially science education, safety education, medical/nursing education. Outside of these featured fields, research has been carried out oriented to the use of mobile learning in the fields of Educational Technology, English Education, Computer Education, Special Education, Archaeology, Environmental Education, Traffic Education, Mathematics Education and Social Sciences. As for Turkey, it's seen that these studies are focused on English education.

When the research studies are examined in terms of learning outcomes within the scope of the research, positive outcomes have been demonstrated in all studies except one study. Similar findings have been found in the studies conducted by Wu et al (2012) and Ke (2009). This circumstance has been showed that supporing the levels of student learning by mobile devices can provide an important contribution, there is a significant potential in this technology in terms of education and investing in this field may be important for the future.

Consequently, it can not be said that mobile learning issues have been discussed sufficiently in the literature. Besides, it can be said that these following issues haven't been discussed enough yet in the literature; mobile learning's impact on different courses, with different learning and design approaches, with different interaction approaches and its impact on different cognitive variables, when designing a mobile environment which design principles should be taken into account, when developing a mobile environment for educational purposes which instructional design approach should be preferred, how to integrate these technologies into the curriculum, the examination of mobile learning environments in terms of individual differences. In this context and in parallel with the international literature, as a suggestion for further studies, it can be said that each of these issues can be addressed as a research subject, these studies can be expanded and carried out in other education levels except higher education in order to contribute the integration of mobile learning technologies in the Turkish education system.

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# Effects of Emotional Intelligence and Creativity Thinking Training on Improving the Emotional Intelligence of Recidivists in Lagos State, Nigeria

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The study was designed to explore the effects of emotional intelligence and creativity thinking on improving the emotional intelligence of recidivists in Lagos State, Nigeria. The researchers adopted the quantitative research method using the quasi experimental, pre -test, post- test and control group design. The sample consisted of eighty five male recidivists who have been convicted more than once. The multi stage sampling technique was employed to obtain the sample for the study. Two instruments namely Akinboye emotional intelligence test and the Male Recidivist Personal Data Questionnaire were used to obtain data from the participants. Data obtained was analysed statistically with the SPSS version 22 employing the One-Way Analysis of Variance and Bonferroni Multiple Comparisons. The result reveals that the two techniques; emotional intelligence and six thinking hats were effective in improving the emotional intelligence of male recidivists. Based on the findings of the study it is recommended that emotional intelligence and creativity thinking techniques be included in a prison's rehabilitation programme to improve the emotional intelligence of it's inmates. It is also suggested that counseling clinics managed by professional counselors be established in prisons to attend to the emotional, psychological and mental needs of the prison inmates. These recommendations will ensure effective rehabilitation of prison inmates and in the long run reduce the rate of recidivism.

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## Introduction

Recidivism is the relapse of criminal activity and is generally measured by a former prisoner return to prison for a new offence. There has been and there is still continuous search by researchers, psychologists and other stakeholders for effective intervention measures that could reduce recidivism. This is because the rate of recidivism is not only high but also increasing. This increase according to Warren (2007) is due to the fact that efforts to control crime through well intentioned offender treatment programmes appeared to be patently ineffective. The rate of recidivism reflect the degree to which released inmates have been rehabilitated and the role that correctional programmes play in reintegrating prisoners into the society (McKean & Ransford, 2004).

Studies have highlighted various factors that could predispose offenders to reoffend having been punished with imprisonment earlier. Dooley et al. (2014) in a study reports that prison gang membership results in a 6% increase in recidivism among offenders released from prison operated by Illinois Department of corrections during the month of November 2000. Greco (2012) submits that marital status, age, education, ability to acquire and maintain employment, housing, and familial support as vital to re-entry success. Researchers have also identified inability to meet criminogenic needs of offenders as a major impediment to and a great factor that predispose offenders to reoffend (Andrews & Bonta, 2010). Criminogenic needs are dynamic factors that are strongly correlated with failure in traditional forms of rehabilitation.

According to the America Community Correction Institute (2014) offenders cycle through the current justice/probation system at the rate of 70%-90%.Criminogenic needs which contribute to an individual's risk of recidivating are (i) anti-social attitudes (ii) anti-social beliefs (iii) anti-social friends and peers (iv) anti-social personality patterns (v) high conflict family and intimate relationships (vi) substance abuse (vii) low levels of achievement in school or at work (viii)unstructured and anti-social leisure time. There have also been studies that examined factors that predispose offenders to reoffending in Nigeria. The findings are not different from that of the other countries of the world. Adelola (1998) highlighted the factors to include overcrowding of the prisons, prison systems do not prepare inmates for obtaining jobs to facilitate reintegration after release and prison inmates subculture that gives status to recidivists and tends to foster acceptance based on criminality. The society also contributes to the rate of recidivism as citizens are hostile to ex – convicts and stigmatise them.Tennibiaje (2013) reported from a study conducted among recidivists in prisons in Ekiti State, South West, Nigeria that educational attainment and peer group influence were predictors of an increase in the rate of recidivism among male prisoners.

Furthermore, offenders have been found to have low level of emotional intelligence (Quatler et al. 2010; Seward, 2012; Hayes & O'Reily in press; Mereya, 2013). Other researchers have also indicated that offenders are deficient in some subcomponents of emotional intelligence such as social problem solving (Mc Murran & McGuire, 2005) and empathy (Warren, 2007). Emotional intelligence is a social intelligence that enables people to recognise their own, and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate emotions, and to make appropriate choices for thinking and action (Cooper & Sawaf, 1997; Mayer & Salovey, 1993). It is an intelligence that may be learned, developed and improved (Perkins or Perkings, 1994; Sternberg, 1996). According to Salovey and Mayer (1990), emotional intelligence includes an

"ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

In Nigeria, only a few studies have been conducted on emotional intelligence and offenders. These include Stephens & Badejo (2010a) who evaluated the patterns of emotional intelligence of female offenders. Stephens, Badejo and Gandonu (2010b) considered the emotional intelligence training as an intervention strategy to remediate anti- social behavior of prison inmates from dysfunctional families. In another study Animasahun (2005) examined the effectiveness of emotional intelligence training in fostering positive life skills of Nigeria prison inmates. To the best of the researcher's knowledge there has not been any study to find out the effects of emotional intelligence training on improving the emotional intelligence of recidivists among prisoners Lagos State and Nigeria as a whole. This affords a unique opportunity to explore this.

Emotional intelligence has been found to account for overall success in life, good physical health, mental well-being, developing healthy relationships, conflict resolution skills and effective leadership(Sculderi,2013).Investigators also found that emotional intelligence is an important component of general intelligence, both in terms of behaviour and in the brain (Grohol, 2013). It is also a trait necessary for successfully processing emotional information. Emotional intelligence also promotes pro social behaviour (Cote, DeCelles, McCarthy, Van Kleef & Hideg, 2011); plays a significant role in peer relations and socioemotional competence (Frederickson, Petrides & Simmonds, 2011).

In view of the importance of emotional intelligence to human behaviour and the fact that emotional intelligence skills can be learnt (Nelis, Quaidbach, Mikolajczak & Hansenne, 2009), it has therefore become imperative to explore the effects of emotional intelligence training on the emotional intelligence of recidivists in Lagos State.

On the other hand Mayer et al. (2008) asserts that there is a relationship between emotional intelligence and criminal thinking which needs to be considered and explored as it may counteract efforts of EQ training of recidivists. Criminal thinking is the root of criminal behavior (Clark-Patterson, 2009). Criminal thinking is described by Barbour (2013) as thinking that says it is right to violate the rights of others. Criminal thinking is as a result of a pattern of erroneous thoughts and attitudes that support a criminal lifestyle, denigrates the rights and feelings of others, justifies selfish dangerous and illegal actions (rationalization and denial of responsibility). In addition, criminal thinking allows the offender to continue engaging in criminal activity (Zapf, 2010).The characteristics of criminal thinking are closed channel thinking, victim stance, view self as a good person and lack of interest in responsible performance (Barbour, 2013). Other criminal thinking patterns identified by Zapf (2010) include "meet needs are all that matter", "my behavior are the fault of others", "I have no control over my thoughts or feelings" and "my end justify the means"

Research studies have established that emotions drive our behavior(Goleman,2011)and that there is a relationship between human thought processes and emotion (Akinboye,2006). In addition, Kouhdast, Mahdian & Naeini(2013) found in their study that emotional intelligence can influence thinking and vice versa . Based on the established relationship between emotion and thinking. With this in mind, the researchers were propelled to employ two treatment packages namely emotional intelligence and Six Thinking Hats training in an effort to ascertain the effectiveness of

the two strategies in improving the emotional intelligence of male recidivists and to contribute to the quest to find solutions to the increasing rate of recidivism.

The two treatment packages namely emotional intelligence and creativity thinking technique (Six Thinking Hats) were used as intervention strategies to improve the emotional intelligence of male recidivists. The study is designed to explore the effects of these two treatment strategies on improving the emotional intelligence of male recidivists. Emotional intelligence training equips an individual to identify, recognize his emotions and that of others to take appropriate decisions and live a productive life. The second treatment package used in the study is a creativity thinking technique-Six Thinking Hats. Six Thinking Hats is a creativity thinking technique designed by Edward de Bono. It is an important and powerful technique that is used to look at decision from a number of perspectives. This compels an individual to move out of habitual thinking (in this case criminal thinking) and helps an individual get a wider view of situations.

Also as regards the Six Thinking Hats Animasahun (2002) conducted a study that examined the effectiveness of Six Thinking Hats and practical creativity at work in the reduction of psychopathological behavior among adolescents in Nigeria Prison. In another paper Animasahun (2003) investigated the effects of Six Thinking Hats in enhancing the decision making behavior of Nigeria prisoners. Stephens (2012) examined the effectiveness of six thinking hats in reducing recidivism among prisoners in Lagos State. There has not been any study designed to explore the effects of Six Thinking Hats on improving the emotional intelligence of recidivists especially in Nigeria. This is the gap in research that this study intends to fill by exploring the effects of six thinking hats on improving the emotional intelligence of recidivists. The findings of this study would also provide an effective intervention strategy to reduce recidivism.

### *Statement of the Problem*

There has been continued search for answers to the question "what factors predispose an individual to commit crime" (Ceriaco, 2007). Also there has been a growing concern on why will someone reoffend having been punished with imprisonment. Considering the huge amount of money spent on prison inmates, the threat to personal safety of individuals and increasing insecurity of lives and property, queries are been raised to probe the effectiveness of the rehabilitation programme of the Nigeria Prison Service. Recidivism or reoffending defeats the primary responsibility of the penal system which is to rehabilitate and reintegrate offenders. Since most prison inmates will one day be released from jail, it becomes imperative for research to be conducted to find intervention strategies that could meet the needs of the offenders and deter them from re offending after serving a prison term. Studies have established a link between level of emotional intelligence and an individual's likelihood to reoffend (Seward, 2012).Therefore exploring the effects of emotional intelligence and creativity thinking training on improving the emotional intelligence of male recidivists could help provide an answer to resolve the issue of reoffending This is what this study was set out to do.

### *Aims Of the Study*

The study was designed to explore the effects of emotional intelligence and creativity thinking training in improving the emotional intelligence of recidivists in Lagos State. Another aim

of the study was to investigate which of the two intervention strategies will be most effective. The study also was to find out if emotional intelligence of male recidivism could be improved on through training.

### *Research Hypotheses*

To guide the study two Null hypotheses were formulated and statistically analysed at 0.05 level of significance:

(1) There is no significant difference in the emotional level of participants in the two experimental groups (emotional intelligence and creativity thinking) and their counterparts in the control group.
(2) There is no significant difference in the emotional intelligence level of participants exposed to emotional intelligence and their counterparts exposed to creativity thinking training.

### *Significance of the Study*

The finding of this study will be of use to remedial and reformatory psychologists as they could employ the two treatment packages (emotional intelligence and creativity thinking) to design intervention strategies that could serve as a preventative and remediative measure to address the issue of recidivism. Counsellors could also adopt the recommendations of this paper as a working tool for intervention programmes to treat anti-social behavior of their clients especially adolescents before they graduate into criminal activities. It could form the basis for designing and introducing emotional intelligence and creativity thinking training into the curriculum of early childhood education as this will help the learners develop pro social behavior which will prevent them from engaging in criminal activities. The study will also open a new vista in research concerning emotional intelligence and creativity training in Nigeria as most studies conducted with these two intervention strategies have been on education aspect and not crime and management of crime.

## Methods

### *Research Design*

The study adopted the quantitative approach using the quasi experimental research design with a 3 X 2 factorial design. The pre- test post- test control group was employed for the design. The main feature of this design is that a comparison group was selected to compare the treatment group. The data were collected from the pre- test and the post- test both with a treatment package(Six Thinking Hats and emotional intelligence training) and the comparable group that is the control group (Creswell, 2003:116; Schuett, 2006: 210-212). There were two treatment groups (emotional intelligence and creativity thinking technique) and the control group.

### *Population*

The population consisted of all male prison inmates in Lagos State who have been convicted by a court of law, had served a jail term and are now remanded in prison for committing another offence.

***Sample and sampling technique***

The sample is made up of 85 male recidivists from the three prisons; 25 from Maximum Security Prisons; 30 each from Medium and Ikoyi Security Prisons. Their age range is between 18 and 70 years with a mean age of 36.5.

The multi stage sampling technique was employed to select the participants. The services of the record officers in the three prisons were employed to get the list containing the names of all prison inmates. The record officers in Nigeria Prisons are charged with the responsibility of keeping all information relating to all prison inmates in their respective prison yard. From the master list, prison inmates were categorized as recidivists and non -recidivists.

At this stage the welfare officer was given the list to assist in assembling recidivists in the prison hall. The researcher addressed the recidivists about the purpose of the study and solicited the cooperation of the recidivists. However, it was clearly stated that participation is voluntary and that no one will be penalized for not participating in the study. Consequently, those who were not interested in the study took their leave. A random table list was made and anyone whose name appeared on the odd number was selected for the study.

***Study Research Area***

The study was conducted in Lagos State, Nigeria. The choice of Lagos is predicated on the fact that Lagos is the commercial capital of Nigeria. Lagos State also has the highest number of prisons (5) in Nigeria and the highest prison population (approx. 4000). The research was conducted in three prisons, namely Maximum Security Prisons, Medium Security Prisons and Ikoyi Security Prisons. The three prisons, all male prisons were purposively selected. The criteria for choosing the prisons include being wholly male prisons and accommodate prison inmates who will be able to provide the researcher with valuable, relevant and rich information. The Maximum Security Prisons, Kirikiri, Apapa, Lagos is the most secured in terms of building with high walls and tight security and can house prisoners whose jail term ranges from three (3) years to those sentenced to death.

The Medium Security Prisons, Kirikiri, Apapa, Lagos is of the Ikeja Judicial Division and accommodates prison inmates who have committed minor offences such as petty stealing, wandering as well as prison inmates who are standing trial for heinous crime such as armed robbery and murder but have not been convicted. The Ikoyi Security Prison, Ikoyi, Lagos is in the Lagos Judicial Division of Lagos State. This prison on the other hand is a receiving station, it can only accommodate offenders whose jail term ranges between one (1) day and a maximum of three (3) years.

***Instrumentation***

Two instruments were used namely; Akinboye emotional intelligence tests and Male Recidivists Personal Data Questionnaire (MRPQ). Akinboye EQ Tests is a standardized test that is designed to assess various components of emotional intelligence. The emotional intelligence test is also a set of validated tests designed for the use in various areas of human endeavor such as research, consultancy, counseling and education among others (Akinboye, 2006). The test has ten

(10) different sections, 1-10, it also seeks to gather background information from users. For this study EQ Test Seven was used. The test is a standardized 40- item self –report instrument designed on a 5- point scale to measure respondents' level of emotional intelligence (Akinboye, 2006). It is constructed in the form of statements to which the participants is expected to respond in a continuum. The Face validity of the test was ensured, it also has an internal consistency reliability indicated by a co-efficient alpha (α ) of 0.92 There is also an index of construct validity. Convergent construct validity with Emotional Entrepreneurship Test r=+0.55. Discriminant construct validity with the Emotional Stress test r=-0.87 and Factor Analysis-Most of the items loaded on Factor one and accounted for about 24% of the variance. To administer the EQ test, the participants were instructed to read each of the statements carefully and rate the following items by circling the number that reflected their feelings, for example,

- when I see something that I like or want I can't get it out of my head until I get it 1 2 3 4 5
- some people make me feel bad about myself no matter what I do 1 2 3 4 5

The options given were 5 = Very true of me; 4= Mostly true of me; 3 = Somewhat true of me; 2 = Not true of me; 1 = Not true of me at all

***Male Recidivists Personal Data Questionnaire (MRPQ)***

This is a 21-item questionnaire designed by the researcher and was used to obtain personal data of the participants such as age, gender, state of origin, educational background, marital status, family background, occupational status and the criminal history of participants.

***Procedure for data collection***

A letter seeking for approval to conduct the study in the prisons was submitted to the Controller of Prisons, Lagos State Command; Zone A, Alagbon, Ikoyi, Lagos. An approval was given by the Controller of Prisons for the researcher to conduct the study at the Maximum Security Prisons, Medium Security Prisons and Ikoyi Security Prisons all in Lagos.

Subsequent on securing the approval, the researcher visited the three prisons with the approval letter and held a meeting with each officer in charge of the three prisons, intimating each of them of the purpose of the study and how the study will be carried out. The officers in charge expressed the hope that the findings of the study will be implemented. The researcher was introduced to the officers in charge of the Welfare and Records department of each prison. The welfare officers in the prisons are in charge of education and other related matters including research while the record officers are charged with the responsibility of admitting, recording and keeping records of all prison inmates in each of the prisons.

The researcher explained the purpose of the study to the record and welfare officers and solicited for their cooperation so as to ensure the success of the research exercise. In each of the three prisons the record officers in each of the prisons provided the researcher with the list of all prison inmates. From the list, the researcher categorized the prison inmates into recidivists and non – recidivists. A list of the recidivists was compiled. The compiled list of the recidivists was handed to the welfare officers who called out the recidivists to assemble in the school premises of each of the three prisons.

In each of the three prisons, the researcher addressed the recidivists, intimating them of the purpose of the study as well as the nature of the study. They were informed that participation in the study is voluntary and that no one will be penalized for not participating. Also, that there will not be any cash reward given for participating in the study. At this point those that are not interested in the study left the hall.

At this stage, the participants were informed by the researcher that the study will be for a period of eight weeks, that there will be three sessions and that each session will last for one and half hours. The participants were assured of the confidentiality of all information they provide in the course of the study. Also, that they could withdraw at any stage of the study and that there will be no financial reward for participating in the study. The researcher promised to provide note books and ball point pens for participants to take down notes in the course of the study. The participants re affirmed their consent by show of hands. The researcher assigned the participants into the two experimental groups and the control group through the dip hat method.

***Recruitment of research assistants***

In order to ensure an effective data collection process, two research assistants were employed in each of the three prisons. The research assistants were officials in the three prisons and they are university graduates. The services they provide include assisting in distributing the instruments, helping the participants with filling in and retrieving the questionnaires. They also ensured that the venue is ready before each of the sessions. Before the commencement of the research/data collection, a training programme to explain the rudiments of the study and what their roles will be, was conducted. The training programme in each prison lasted for 1 hour for a period of two days.

***Duration of the study***

The study lasted for a period of eight weeks and was in three phases namely, pretest phase, treatment phase and post test phase. The pretreatment phase was conducted during the first week. During this phase participants were assigned to the two treatment groups and the control group through the dip hat method. In addition to this, the pretest scores (emotional intelligence scores) of all the participants were obtained through the administration of the Akinboye emotional intelligence test. The MRPDQ was also administered to obtain the biographic data of participants. The instruments were administered and retrieved in collaboration with the research assistants.

The treatment phase lasted for a period of six weeks, from the second week to the seventh week. The participants in the first treatment group were exposed to emotional intelligence training, the second treatment group to six thinking hats and the control group to teachings on HIV/AIDS awareness.

At the post treatment phase which is the eighth week, the Akinboye emotional intelligence test was administered to all the participants in the three groups. This was to obtain the post test score (emotional intelligence) of participants. The researcher acknowledged the steadfastness of the participants and enjoined them to apply what they had learnt in the course of the study to their daily activities.

### *Data Analysis*

The pre-test and post-test emotional intelligence score of all the participants were analyzed statistically at the 0.05 level of significance using the SPSS 22 version. The first hypothesis was analyzed using the Analysis of variance (ANOVA) while the student t-test was used to analyse the second hypothesis.

## Results

Hypothesis 1 which states that there is no significant difference in the emotional level of participants in the two experimental groups (emotional intelligence and creativity thinking) and their counterparts in the control group) was statistically analysed at 0.05 level of significance.

**Table 1:** Descriptive statistics of the means and standard deviation of the emotional intelligence pretest post score of male recidivists

| Groups | Pre test | | | Post test | | |
|---|---|---|---|---|---|---|
| | X Mean | N | sd | Y mean | N | sd |
| Emotional intelligence | 82.96 | 29 | 9.24 | 99.10 | 29 | 10.02 |
| Six Thinking Hats | 78.44 | 29 | 8.23 | 89.00 | 29 | 10.17 |
| Control | 78.92 | 28 | 7.18 | 77.10 | 27 | 7.69 |

The result in the table shows the emotional intelligence pre-test scores of participants in the emotional intelligence group (82.96); the Six Thinking Hats group (78.44) and control group (78.92).The post test score of the emotional intelligence group (99.10); six thinking hats (89.00) and the control group (77.10).This indicates that there is an improvement in the emotional intelligence of participants in the emotional intelligence group and six thinking hats group, however there was no improvement in the emotional intelligence of the control group. The next step in the analysis strategy was to investigate performance improvement further (differences): which group/s differ/s from each other. Since three groups were included in the research, the first option would be to do an analysis of variance to investigate whether some of the groups differ from the other. Analysis of variance on the performance improvement variable (the difference variable) can be considered an analysis option because difference is a continuous or scale variable. However, to be able to do a valid and reliable analysis, the pre-requisite of such an analysis – that the three group-variances are homogeneous – has to be investigated (otherwise a non-parametric analysis for the comparison of means have to be used) Levene's test for homogeneity of variances of the three groups are reported below (Table 2),to test whether group-variances for the three groups condition, can then compare differences gom; where/ which look

**Table 2:** Levene's test for the homogeneity of group variances $H_{:}\ \sigma_1^2 = \sigma_1^2 = \sigma_1^2$

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 1.023 | 2 | 82 | .364 |

Since the probability of the test statistic associated with Levene's test (1.023) is greater than 0.05, the test cannot be rejected, therefore it can be assumed that group variances are homogeneous and that the homogeneity assumption of analysis of variance is satisfied and that results of an analysis of variance will be reliable and valid

Table 3 below reports on the results of the analysis of variance: Since the probability associated with the F statistic for the effect of groups ("between groups") are less than 0.001, the assumption can be made that the null hypothesis of no difference between the performance-improvement means (the difference means) of the three groups can be rejec

**Table 3:** One-way analysis of variance on the performance-improvement measure (difference measure) to test the significance of groups (control, EI, and CT)

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 4441.859 | 2 | 2220.930 | 21.499 | .000 |
| Within Groups | 8470.917 | 82 | 103.304 | | |
| Total | 12912.776 | 84 | | | |

The analysis of variance test only indicate that group-effect is statistically significant: it does not indicate which group/s differs from which group/s. The Bonferroni multiple comparisons of means test reported in Table 5 below was therefore also conducted to test which group's mean (for improvement) differ statistically significantly from which. The differences (between group means) indicated in the second column are evaluated against a measure, the 'least significant difference" or lsd value and indicated that the improvement-mean of the control group (group 3) differs statistically significantly from that of the EI and CT groups (groups 1 and 2). The test also indicate that the improvement means of EI and CT differ statistically significantly from one another. Therefore the three groups differed significantly from one another: the EI group improved the best (mean = 16.1379); then group CT (mean = 10.5517)) and then the control group indicate no improvement (mean = -1.3704) – which actually signifies regress in performance.

**Table 4:** Bonferroni multiple comparisons of means test for three improvement means

| (I) participants in 3 groups | (J) participants in 3 groups | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| 1 | 2 | 5.58621 | 2.66916 | .118 | -.9374 | 12.1099 |
| | 3 | 17.50830* | 2.71814 | .000 | 10.8649 | 24.1517 |
| 2 | 1 | -5.58621 | 2.66916 | .118 | -12.1099 | .9374 |
| | 3 | 11.92209* | 2.71814 | .000 | 5.2787 | 18.5654 |
| 3 | 1 | -17.50830* | 2.71814 | .000 | -24.1517 | -10.8649 |
| | 2 | -11.92209* | 2.71814 | .000 | -18.5654 | -5.2787 |

*. The mean difference is significant at the 0.05 level

The second hypothesis which states that there is no significant difference in the emotional intelligence level of participants exposed to emotional intelligence and their counterparts exposed to Six thinking hats training was statistically analyzed at 0.05 level of significance using the independent t-test.

**Table 5:** Difference in the emotional intelligence post test score of male recidivists

| Group | N | X | sd | Df | sig | t- cal. | t-tab |
|---|---|---|---|---|---|---|---|
| Emotional intelligence | 29 | 99.10 | 10.02 | | | | |
| Six thinking hats | 29 | 89.00 | 10.17 | 56 | .715 | 3.810 | 1.96 |

The result in table 5 shows that the t calculated value of 3.810 was greater than t.cal. The hypothesis is not accepted. This implies that there is a significant difference in the emotional intelligence post score of male recidivists. Furthermore, participants in the emotional intelligence group has a higher mean score (99.10) compared to that of the Six Thinking Hats group (89.00).This means that the emotional intelligence training was more effective in improving the emotional intelligence of recidivists than the Six thinking hats.

## Discussion

The first hypothesis which states that there is no significant difference in the emotional level of participants in the two experimental groups (emotional intelligence and Six thinking hats) and their counterparts in the control group) was statistically analysed at 0.05 level of significance. This hypothesis was not accepted based on the result of the analysed data. The participants who were exposed to emotional intelligence training recorded highest improvement followed by those who were exposed to Six Thinking Hats group. The control group regressed did not make any improvement. The finding confirms that emotional intelligence could be learnt (Davies,2010) and that this could be done through training, practice and reinforcement. Nelis et al. (2009) also confirms that emotional intelligence can be learnt. This finding is also in agreement with Animasahun (2005); Stephens (2006); Stephens & Badejo (2010) who in their different studies employed emotional intelligence training to improve the emotional intelligence of prisoners and correct some of their maladaptive behavior. The result of this study also reiterated the position of Goleman (2006) who suggest that emotional intelligence should be taught in the prison. Dixit (2008) also recommended that various governments should create prisons that teach self-awareness, self-control, empathy, emotional regulation and thinking before action. Also that the emotional intelligence of participants exposed to Six Thinking Hats training improved confirms the finding of Akinboye (2003, 2006) who established a relationship between creativity training and emotional intelligence.

The second hypothesis which states that there is no significant difference in the emotional intelligence level of participants exposed to emotional intelligence and their counterparts exposed to six thinking hats training was not accepted. There is a significant difference this could be because emotional intelligence training directly focused on the emotions of the participants while the six thinking hats as a technique addresses the changing of the thinking pattern of participants. This study established a relationship between emotions and cognition. It also confirms the findings of Akinboye (2003, 2006) who reports a link between emotional intelligence and creativity thinking.

## Recommendations

The following recommendations are made on the basis of the findings of this study: Firstly, it is recommended that psychologists should design programmes to identify the risk assessment needs of offenders that could predispose them to reoffending. These needs may include deficiency in their emotional intelligence level and criminal thinking, among others. Based on the risk assessment needs, specific intervention programmes should be designed to meet the identified needs. Secondly, since the emotional intelligence and creativity thinking training improved the emotional intelligence of participants, it is suggested that emotional intelligence and creativity thinking training be conducted for all offenders both first timers and reoffenders in the

prisons.Other positive life skills such as anger management, problem solving skills among others should be included in the rehabilitation programme. Substance abuse treatment programmes should also be included in the rehabilitation programme. It is also suggested that further studies be done on using other positive life skills to reduce the rate of recidivism.

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# Youth Empowerment: A strategy to Mitigate Vulnerability to Human Trafficking in Ghana

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Due to paucity of industries work opportunities in the rural areas in Ghana are very limited. Many youths complete high school and cannot get employed because they are not skilled and on the account of limited job opportunities. As a native and a frequent visitor to the area of study (Bono Ahafo) the researcher became aware of the situation where unemployed youth have virtually fall prey to overseas work scam. The so-called connection men/women take advantage of the unemployed youth who dream of better life in the cities and overseas destinations. They charge them huge sums of money with promise of work and manage to smuggle the unsuspected youth overseas. The plight of some victims of human trafficking informed the choice of this exploratory participatory study. This participatory study which took place in four rural municipalities involved some victims of the scam, their parents and relatives in face to face interviews.

## Introduction

The issue of the youth which touches on political, social and economic life of every country has become an important topic of discussion globally since the beginning of the new millennium. The term, *youth,* is not easy to define because different countries and cultures do not have a common demarcation. In some countries or cultures adulthood is conferred on individuals at 18 but in some others it is attained at the age of 21. For the sake of this paper the term, *Youth*, may be confined to individuals, both males and females, who are between the ages of 15 and 30 years; the stage of wild dreams. In Ghana and other developing countries *youth* is generally characterised by wild dreams, ambitions, adventure, sometimes stubbornness, lawlessness or deviance and unemployment due to lack of relevant knowledge, skills and job opportunities. In pursuing their wild dreams the youth in the countryside often migrate to the cities with the hope of better life. Most often when they get into the cities they realise that the '*grass is not greener'* that side because of paucity of work and lack of relevant knowledge and skill to compete with others for the few job vacancies. They become frustrated and sometimes destitute refuse to go back home with the hope that they can make it in the cities sooner or later. Out of frustration and the desperation for work to live their dreams the youths are usually lured by human traffickers (commonly referred to as '*connection men and women)* to believe that work is waiting for them in overseas countries. Lack of life experience and the desire to lead a better life make the youth believe in the scam and fall into trouble in foreign countries. As the Greek Philosopher, Aristotle

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(384- 322BC) once remarked, 'young people are in condition like permanent intoxication because youth is sweet and they are growing'.

### *The Context And Background To The Study*

Techiman, Nkoranza, Kintampo and Wenchi are large predominantly rural municipalities in the Brong Ahafo region of Ghana. There is serious lack of job opportunities for most school graduates in the area because successive governments have not taken advantage of the agricultural products from the area to create agro- based industries. The municipalities mainly serve as food producing and marketing areas for the entire country and beyond. The absence of job opportunities coupled with lack of relevant knowledge and skills for employment among the youth serve as a major 'pushing' factor for thousands of school graduates in the area to migrate to big cities in search of jobs. The paucity of job opportunities in the formal sector of the economy in the area therefore makes the youth vulnerable and target for human trafficking.

Again the four municipalities have informal market centres where traders from all parts of Ghana and the countries in the West Africa sub-region converge from Tuesdays to Fridays (every week) to buy and sell their wares. Traders from as far as Togo, Benin, the Ivory Coast, Bourkina Faso, Liberia, Chad and Niger gather at the markets to buy, sell and transport food stuffs, hard wares, clothes, cola nuts, fruits, vegetables, wood and other forest products across borders. This free movement of people in a region with porous border controls could be exploited by human traffickers who might deceive the young people into believing that work is up there for them. Some of the connection men take the adventurous youth by road to as far as Libya and put them on boats to go to Europe. Youth is easily deceived because it is quick to hope (Aristotle, 384-322BC). As a result of this deception this researcher lost his nephew in a road accident in 2009 when he and others were on their way to Libya.

### *Problem Statement*

As originally a native of Ghana the researcher has heard of incidents where youths were suspected to have been trafficked outside the country on regular basis mainly due to unemployment. With the promise of work some parents provide their young children with money to pay for the adventurous trips with all the uncertainties associated with them. On arrival at destinations many of them become stranded, destitute and illegal immigrants who often serve jail terms in foreign countries. The plight of these adventurous youth in foreign countries informed the choice of this exploratory study. This study was based on the assumption that unemployment makes Ghanaian youth vulnerable to human traffickers. The study therefore aimed at exploring how the training of the youth in relevant knowledge and skills can reduce unemployment and thus mitigate their vulnerability to the problem of human trafficking. The study sought to investigate the possible value of job creation in making the rural youth in Ghana shun human traffickers informed the choice of this exploratory investigation.

## Objective of The Study

The objective of this study was to explore the possibility of equipping the youth of rural Ghana with relevant knowledge and skills as a strategy to mitigate their vulnerability to human trafficking.

### *Theoretical Framework: The Empowerment Theory*

This paper advocates for the equipment of the rural youth of Ghana with relevant knowledge and skills for employment and for this reason it is grounded in the *Empowerment Theory*. To empower is simply to make *able* or provide an individual with strength and energy. The concept *empowerment* cuts across social, economic and political efforts of individuals, communities and organisations. The main proponents of the theory include Perkins and Zimmerman(1995) who describe the concept empowerment as 'an intentional ongoing process centred in the local community, involving natural respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources'. In a more succinct exposition empowerment is a process by which people gain control over their lives, democratic participation in the life of their organization or community (Cornell Empowerment Group,1989) and a critical understanding of their environment (Zimmerman, Isreal, Schulz and Checkoway, 1992). Empowerment is thus a construct that links individual strengths and competencies, natural helping systems and proactive behaviours to social policy and social change (Rappaport, 1984). It relates to the dynamic process of interaction between the follower and the leader. Empowerment is more than merely giving consent to an individual to exercise control over tasks; it relates to the use of a person's potential and competencies, the discovery of new expertise and creation of new opportunities to apply such competencies (Jooste, 2009). In reality actions, activities and structures may be empowering and the outcome of such processes result in a level of being empowered (Swift and Levin, 1987).

The theory is based on the principle that individual and group participation which is facilitated by an expert in specific skills can lead to building of capacities for the individual, groups and members of a community or an organization. Empowerment is thus both individual and group endeavour to bring about transformation. Every organization is rich in talent and the value of the gold we mine is in the team of people we lead (Scarnati & Scarnati, 2002). Thus the talent of each member of a community should be identified, strengthened and harnessed for individual and community advancement. In an environment that empowers authority is discreetly delegated to promote independent decision-making and the followers experience empowerment through responsibility for solving problems (Jooste, 2009).

By implication the empowerment theory could mean that in the rural communities some individuals, particularly, the youth might lack relevant skills and knowledge and this situation can impede their access to employment. Indeed without relevant knowledge and skills the youth cannot live their dreams and might remain vulnerable to human traffickers with empty promises of work overseas. The theory therefore has some implications for youth development. The rural youth in Ghana need to be strengthened by equipping them with job skills which will enable them seek employment or become self-employed. Once they are gainfully employed they can shun human traffickers because as the saying goes, 'the devil finds work for the idle'. As Bill Clinton, the

former U S President (2002) once remarked ---'particularly in the developing world young people are in desperate need of productive employment. They want and deserve opportunities to contribute to their communities and develop their skills. I do not believe we can repair the basic fabric of society until people who are willing to work have work. Work organises life. It gives structure and discipline to life' (Clinton, 2002).

The theory sees empowerment as a process that enables individuals, through participation with others to achieve their primary personal goals (Perkins & Zimmerman, 2005). In the context of this paper the focus is on the acquisition of relevant skills by the rural youth of Ghana through skills development (education and training). This process of empowerment involves collective action in mobilisation of resources to equip individuals or group of people with competencies needed for survival and advancement. Perkins and Zimmerman (1995) affirm that at the community level empowerment refers to collective action to improve the quality of life and therefore organisations in a community. Empowerment is therefore an important construct for understanding the development of individuals, communities and organizations. It raises everyone's dignity by having a say in where the enterprise is going. Empowerment is really about involvement and it starts with truly believing that everyone counts (Jack Welch, cited by Jooste, 2009).

## Research Design and Methodology

This ethnographic and phenomenological study aimed at exploring the efficacy of skills training on job creation and access to employment among the youth of rural Ghana.

### *Research Design*

The study used qualitative explorative (Creswell, 2007; Meadows, 2003) method to explore how relevant knowledge and skills that can assist the rural youth of Ghana to create their own jobs and thus reduce the vulnerability to human trafficking. In order to address the problem being investigated adequately the researcher employed both ethnographic and phenomenological methods because they helped to describe the phenomenon as it is and also enabled the researcher to understand the participants' personal meanings they might construct from their daily or 'lived experience' (Johnson & Christenson, 2000) as people who have either been affected or experienced human trafficking. Welman, Kruger & Mitchel (2007: 192-193) appropriately affirm that the primary task of ethnographic study is to uncover and explicate the ways a group of people understand their settings and take action to manage their situations, problems and difficulties for better improvement. Phenomenological research on the other hand focuses on the understanding of social and psychological phenomenon from the perspectives of the people involved. It is more concerned with how participants in the study experience a particular phenomenon (Welman et al, 2007). For this reason the researcher combined the two approaches in order to get the relevant information for the study.

### *Population And Sample*

The entire population for the study comprised 500 participants made up of 100 parents and guardians (male and females) and 400 unemployed youths from the four municipalities of Techiman, Nkoranza, Kintampo and Wenchi. The researcher used the purposive sampling technique to select 400 unemployed youths and 100 parents and guardians in the four

predominantly rural municipalities to participate in the study. The participants included parents and guardians whose children have become victims to the scam (human trafficking), some of the victims themselves, their friends and relatives. In deed the participants in the informal interview were market women and men who might not necessarily come from one particular town or village.

### *Data Collection*

A semi-structured 6 item interview schedule was administered on purposively selected individuals who were deemed information rich. Using the snowball technique the researcher and his two research assistants were able to track down some of the victims' parents, some unemployed youths, some of the deported victims of the human trafficking, their friends and relatives. Most of the parent participants were interviewed in their market stalls or their work places. The informal interviews had the duration of two months (December 2013- January 2014) and took place on market days- Wednesday to Fridays every week. The interviews covered issues like youth unemployment, causes, consequence, participants' views on the problem of migration of the youth and what could be done to improve the situation. One hundred (100) youths and 25 parents/guardians were interviewed in each of the four municipalities bringing the total participants to 500 (e.g. 400 youth and 100 parents).

### *Trustworthiness*

In qualitative research trustworthiness is an important issue. Trustworthiness relates to the level of dependability or reliability of the data gathering instruments, the process that was carried out when gathering the data, the quality of data gathered and their validity. For the study to adhere to trustworthiness all responses provided by the participants were recorded or transcribed verbatim. Throughout the interviews the researcher carried a journal in which he wrote down whatever he heard, saw or observed. Again during the interviews the researcher often made respondents to clarify their responses to ensure that only the correct information was captured. Also to achieve triangulation the responses from the various municipalities were compared to see where the information differed or corroborated. These strategies were employed to ensure the dependability and credibility of the findings of the investigation.

### *Ethical Consideration*

Ethical issues are equally important in any study that involves human lives. To this end the researcher adhered to basic ethical principles. For example before each session started he informed participants about the purpose of the interviews and sought their consent. Again he made it clear to all the participants that their participation in the study was voluntary and those who did not want to participate were free to leave. In one or two cases those who did not have time to participate in the interviews were excused and replaced with others who were willing to be part of the investigation. As a measure to ensure confidentiality and anonymity the researcher did not record names and voices of all the participants in the investigation.

### *Data Analysis*

The researcher used the interpretative approach in analysing the data. That is, the interview texts were arranged under various themes in order to understand and report the meaning carried by

the data. This strategy of data analysis made the various constitutive elements in the data clearer through an inspection of relationships between concepts, constructs and variables and to see whether there were any patterns or trends (Mouton, 2004).

## Results and Discussion

The purpose of the study was to explore the possibility of equipping the youth of rural Ghana with relevant knowledge and skills for employment as a strategy to mitigate their vulnerability to human trafficking. To obtain the views of people on the subject, face to face interviews were conducted on purposively selected youths and parents in four municipalities in Ghana. The responses of the participants were arranged under themes, analysed and interpreted.

### *Theme 1: Migration of youth to urban areas*

On the question of what motivates the youth most to migrate to the urban areas the respondents expressed various views. For example 90% (N= 360) of the youth and 85%(N=85) of the parents and guardians referred to lack of job opportunities as the major factor that pushes the youth out of the rural areas. The responses below from a youth and a parent epitomise the raison d'etre or the justification for youth migration.

**Youth:**

*There is no life here in the village. No matter how well your school results you cannot get any job here. If your parents are unable to assist you to further your education you end up as a peasant farmer. When my seniors and friends who migrated to the urban areas visit home I see the difference.*

**Parent:**

*I did not spend so much money on my son's education for him to stay in the village doing nothing. I expect him to look for work to be able to take care of himself and assist me look after his brother and sisters*.

Ten percent (10%) and 15% of the youth and parents respectively added that there are no modern amenities such as clean water, electricity, good roads, proper health and entertainment facilities in the rural communities hence the educated youth leave in droves for towns and cities to enjoy such facilities. It can be inferred from the above responses that both parents and youth in the rural communities do not seem to have any apology for youth migration because of lack of job opportunities and apparent neglect of rural areas by most of the successive governments of Ghana since political independence in 1957.

### *Theme 2: Perception of parents/youth about adventure [travelling]*

Regarding the perception of respondents on adventure [i.e. travelling to look for work] various views were expressed. For example while some of the participants in the study perceived it in a positive light few others saw travelling out of home as a necessary evil. Eighty six percent (N=344) of the youth and 70% (N=70) of parents respectively perceived travelling in a positive light. A parent and youth summed it up in the following sentences; reproduced verbatim;

**Parent:**

*Travelling from home can improve life. In my village*
*the only modern houses and cars belong to young men*
*and women who are working in the cities or overseas.*
*My uncle's daughter in Spain remits his parents regularly*.

**Youth:**

*The young people from my village, Dome, who work*
*in the cities and Spain are rich. They lead better life*
*and are respected. That makes me think of moving out*
*of this village too.*

In spite of the above support for travelling to the cities or overseas there were some of the respondents 30% (N=30) parents and 14 % (N=56) youths who perceived travelling far from home as adventurous or dangerous.

The following verbatim responses attest to their fears and misgivings:

**Parent** (woman)

*Youth is full of adventure. My son left home in 2005.*
*He never contacted home. Just last year a lady,*
*his girl friend he met in the Ivory Coast, came with*
*their daughter of 4 to inform me that 'K' was killed*
*in what appears to be xenophobia attack*
*during the political upheaval in that country.*
*I was devastated!*

**Youth:**

*My senior brother died in Niger in 2009 when the bus*
*on he was travelling to Libya passed on land mine*
*He and ten others were torn into pieces. Our family*
*heard of it when one of the survivors from my village*
*sent a message to my father after three months.*

It can be inferred from the above responses that although majority of the respondents agree that travelling outside home to look for work has become a global phenomenon that can make the youth achieve their dreams some of them expressed some misgivings about such adventures because of the uncertainties associated with them.

### *Theme 3: Experiences in the cities/towns and vulnerability to human trafficking*

The participants were requested to report on their experiences or those of their children, relatives and friends who have migrated to the urban areas of the country or overseas. To this item all the respondents (100%) agreed in their responses that many of the youths who migrate to towns and cities or abroad encounter social and economic problems. The parent component of the participants corroborated in their answers that they worry about sleeping accommodation and food. As one woman participant affirmed,

*As a parent whenever I finish cooking and sit at table*
*I ask myself whether my son has eaten today*
*wherever he might be.*

The 400 youth who participated in the study corroborated in their responses that apart from sleeping accommodation it is not easy to secure jobs in the towns and cities because of lack of work experience, relevant knowledge and skills which prospective employers require. In addition to the above 84% (N=336) of the unemployed youth affirmed that out of frustration and the desire to live their dreams they could unknowingly become vulnerable to human traffickers. As one young lady participant said,

> *When attempts to get work locally failed I was tempted to look for money to pay the connection men who say they could get work as a maid for me anywhere in the world.*

As regards what experiences they have in travelling abroad for work 4 young men who were deportees recounted the trauma they had gone through in foreign countries. The bitter experiences of two of the participants are reported here.

**Youth 1:**

*In June 2010 the connection man charged me USD 3500 for visa, sleeping accommodation, air ticket and work permit to take me to Johannesburg. The plan was that I go as a soccer fan and by the end of the world cup his friends would have arranged with a security firm to employ me. The man's friend came to pick me from the airport but three days later he told me to leave his house because his wife and children were coming. The little pocket money got finished. I met some student at a university who accommodated me for a week. I was later arrested, detained under very inhuman condition at a repatriation camp outside Krugersdorp near Johannesburg for two months before being deported*.

**Youth 2:**

*The 'connection man' promised to take me and two friends to Italy if we could meet him in Bangazi, Libya. He arranged for a boat to take us to Spain but on the second day we were arrested on the Mediterirean sea and detained by Spanish sea patrol. We were detained for more than a week before deporting us back to Bengazi. A family friend gave me a loan of USD 450 to travel back home by road. My mother paid the money to the man's wife.*

### *Theme 4: Actions to mitigate vulnerability to human trafficking*

The researcher asked for the views of participants on what should be done to stop or mitigate the vulnerability of the to human trafficking. The two groups of interviewees corroborated in their responses that:

- The current school curriculum should be urgently reformed to include more practical job oriented skills which may enable school graduates to either find work or create their own work.
- The government should establish agro-based industries in the rural areas to provide job opportunities for the youth when they complete Junior and High schools.
- The government should set up practical and job oriented training centres for school graduates (e.g. carpentry, panel beating, fitting, painting, building, basic accounting and entrepreneurship) to enable them create own jobs.

## Conclusions

The study was set up to explore the ways and means of empowering the youth in rural Ghana as a strategy to minimise their vulnerability to human trafficking. The findings from the exploratory study indicated that there is a general frustration among the youth due to lack of job opportunities and skills for employment. This could make them vulnerable to human traffickers with empty promises of jobs overseas. The study concluded that for the government of Ghana to mitigate human trafficking among the unemployed youth it has to rethink skills training as part of the school curriculum and for post school youth.

## Recommendations

Based on the findings from the empirical investigation the study recommended that:

- The government of Ghana should establish youth training centres in the rural communities to equip the youth who have already completed school with relevant
- skills for employment.
- The Ministry of education should involve all education stakeholders- parents, learners, the industry and prospective employers to revise the school curriculum to include courses that can equip learners with more practical skills (alongside with academic offerings) to enable school leavers create own jobs.
- The government should set up agro-based industries in the rural areas where there is abundant supply of raw materials to create job opportunities for the youth.
- People caught in trafficking of persons should be prosecuted and given heavy fines and long jail sentences as a deterrent to crime against humanity.

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# Clout goes to College: Admissions scandal at The University of Illinois at Urbana-Champaign

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There is no doubt that most people in the world want to continue their education either undergraduate level or graduate level in the United States. To do that, application is the first and most important request. After applying for getting acceptance, the applicants must be patient and wait till hearing from university. This process takes some considered time and is named "admission process". However, a scandal happened at the University of Illinois at Urbana-Champaign a few years ago. This event has caused some serious debates regarding universities' admission policy and admission processes. In order to touch this undesired event, the researchers have conducted this current study. Therefore, the purpose of this study is to bring up the admissions scandal at the university of Illinois at Urbana-Champaign. In order to reach the aim of this study, the researchers have tried to reach the answer of following research questions: 1. What is the scandal at the university of Illinois at Urbana-Champaign? and 2. What did people think and/or say about this scandal? In order to collect data, the researchers have employed a qualitative research design in this study with document analysis technique. Based on analyzing the collected data, the researchers have come to the conclusion that nobody approves this event and some people had resigned from their assignment after this event.

## 1. Introduction

In this chapter, the researchers will introduce the university of Illinois at Urbana-Champaign. After that, the researchers will provide some information about the case that dramatically happened at the University of Illinois at Urbana-Champaign.

### *1.1 The University of Illinois at Urbana-Champaign (UIUC)*

The University of Illinois at Urbana-Champaign (UIUC) was founded as one of the 37 land grant institutions in 1867, after President A Lincoln signed the Morrill Act of 1862. It opened in 1868 as Illinois Industrial University and was renamed the University of Illinois in 1885.

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It is located in the twin cities, Urbana and Champaign, in east central Illinois, approximately 140 miles south of Chicago and 180 miles north east of St Louis. There are currently 17 colleges and instructional units at the current campus. In 2012, 32,000 students applied, 16, 211 interviews were conducted on the campus, and 6,914 freshman enrolled. There are 32,281 undergraduate from 50 states (4,447 International students) and 12,239 graduate students on the campus, for a total of 44,520 students of which 55% are male, 45% female, 14% are Asian-American, 7% Latino/a, 5% African American, 2% Multiracial, and 14% are International (Facts-UIUC, 2013).

### *1.2. The Case*

Imagine with us that you are a hard working high school senior with a competitive academic record, the child of middle income parents who make too much for scholarships, but not enough for the private or out of state college or university tuition, and you want to continue your education at your state's public university which is within your budget (Chicago Tribune, May 31, 2009). As an Illinois resident you complete the process of application of applying to UIUC. Unfortunately, you are declined admission. What would you do?

On May 29, 2009, the Chicago Tribune began a series of articles "Clout goes to college". The four part series made the front pages on May 29, 2009 through June 1, 2009 in which the admissions scandal at the University of Illinois at Urbana-Champaign was brought public. The Chicago Tribune secured, through the freedom of information act (TFIA), over 1800 pages of documents from university officials detailing admission favoritism for over 800 students during the admission season 2005-2009. The applicants with clout are known as Category 1 applicants. For example, in the 2008-2009 admission year approximately 77% of the applicants on the clout list were admitted, compared with 69% of the general pool of applicants for the entering freshman class. In this admission year there were 26,000 applicants of which 160 were on the 'Clout List'. Continued investigation noted that a) university officials knew that certain applicants were under qualified and admitted them anyway, b) admission officials complained but their objections were over-ruled, c) university trustees lobbied for "preferred students" who were friends, neighbors, and relatives, d) politicians sent admission requests to university lobbyists whose job depended on pleasing the lawmakers, and e) university officials often delayed admission notifications to 'weak' candidates until the end of the school year to minimize the fallout from top feeder high schools.

In one case, a relative of Tony Rezko was admitted against the decision of the admission committee. But, after the president (B. Joseph White at that time) sent an email to the campus chancellor (Richard Herman), who then forwarded the e-mail to the admissions officers, the decision for rejection was reversed. The e-mail explained that the governor (former Governor R Blagojevich) expressed his support for this applicant. The decision to reject this Rezko relative was based on the admission policy at the time. The admissions officer stated, "He's actually pretty low" after reviewing his ACT scores and other credentials (Chicago Tribune, May 29, 2009).

President B. Joseph White stated that it was not unusual for selective universities to review information about applicants from interested parties and the Category 1 list allows the university officers to track the application requests. While President White declined to address a specific case, he said "I would never support admission of a student over better qualified students simply because of connections and pressure". Documents also noted that the officer of enrollment

management (Keith Marshall) was concerned about taking a big hit for putting a less qualified Category 1 applicant ahead of a more qualified applicants (Chicago Tribune May 31, 2009).

The governor of Illinois, Pat Quinn, called for an independent review and formed the Admissions Review Commission. This commission looked at 9,000 pages of documents, interviewed over 40 individuals, and conducted 12 public hearings during June and July of 2009. The report was submitted to the governor August 6, 2009. In the 45 page document, the commission concluded that much went astray in the admissions process at the UIUC campus and also noted that there was cause for optimism that the University can implement necessary and meaningful changes to restore the public's confidence in the integrity of the admissions process.

## 2. The purpose and research questions of this study

The purpose of this study is to bring up the admissions scandal at the university of Illinois at Urbana-Champaign. In order to do that the researchers have addressed the following research questions:

(1) What is the scandal at the university of Illinois at Urbana-Champaign?
(2) What did people think and/or say about this scandal?

This paper looks closely at the admissions scandal at the university. Therefore, the results of this study have special importance to policy makers interested in making policy for admissions at university level, faculty, researchers, and educators interested in teaching at university, and students interested in applying for getting acceptance for undergraduate or graduate level education in the United States. Moreover, this paper is informative for the readers of the journal to teach more about one of the most discussed events that affecting people' confidence to the universities and their admissions policy.

## 3. Literature Review - Institution Types

Various models have been used to describe institutions of higher education. Birnbaum (1988) defines five models for describing organizational functioning: a) Collegial, b) Bureaucratic, c) Political, d) Anarchical, and e) Cybernetic.

The collegial model, as applied to an institution of higher education, assumes and generally expects that the community of scholars operate with respect for each other and spends time to deliberate to reach consensus for problem solving. Problem solving is based on professional knowledge and competence rather than rules and politics. This is manifested through lack of or minimal hierarchy, elected (not appointed) leadership, and the norms of the culture are valued aspects of the relationships among the faculty and administration. The common backgrounds, values, norms, and traditions among the individuals provide a catalyst for building and maintaining the valued relationships between the individuals in the collegial environment (Birnbaum, 1988; Tierney, 2004).

The bureaucratic model, as applied to an institution of higher education, assumes and generally expects that the community of scholars and administrators operate through the chain of command

(hierarchy) using rules and regulations with coordinated divisions of labor. There may be general collegiality, especially in the subunits or division comprising the working units within the institution, but there appears to be a lack of system-wide culture that unites faculty and administration. The organizational chart (few or many levels of hierarchy) is often related to the institutional values and processes. Success and rewards are generally linked with compliance with rules and regulations (Birnbaum, 1988; Tierney, 2004).

The political model, as applied to an institution of higher education, assumes and generally expects that the community of scholars and administrators operate through give-and-take, bargaining, and conflict resolution. From the political lens, institutions generally seek to acquire, develop, and use power to secure the desired outcomes. The use of power is often necessary for managing internal affairs as well as dealing with external stakeholders and system-wide problem solving. Resolving conflict and solving problems often produce tension between administrative/legal authority and the professional authority. Then the answer is often achieved through the formation of coalitions as generally no one individual or group has all the power (Birnbaum, 1988; Tierney, 2004). Birnbaum (1988) indicates that a key characteristic is that most of the time, most individuals or groups are not concerned (or are indifferent) to most of the issues in the organization.

The anarchical model, as applied to an institution of higher education, assumes and generally expects that the community of scholars and administrators deal with "issues and rationality" (Birnbaum, 1988, p 153) as they give their attention to a limited number of concerns within their environment. Their rationality is limited or bounded by their ability to make sense of or give meaning to the elements within their part of the organization. Poorly understood or problematic goals coupled with unclear technology and fluid participation by the stakeholders leads to decision making processes that are unclear. This often leads to conflict and strife for which the available people must decide available solutions at the time the decision/solution is needed. Consensus is not sought, rules and regulations are often ignored or reshaped, but the 'work of the day' is to link/connect the current problem with the available solutions as decided by those who are present at the time.

The cybernetic model, as applied to an institution of higher education, assumes and generally expects that the community of scholars and administrators deal with issues through self-correcting mechanisms the monitor various functions and use negative feedback to the individuals or groups when things are unstable or not going well. Birnbaum (1989) termed this as 'cybernetic controls'. There are organizational thermostats that use feedback loops to make minor and major adjusts as needed by involving the necessary individuals and groups for the subsystem that is out of alignment. Thus, coalitions are temporal and context driven. Loyalties are to the mission and vision of the institution or the subunit within the institution. In this model, the problem is addressed implementing a solution and monitoring the change or lack or change. Solutions are tried until one is found that provides the desired result. Each subunit, however, understands or realizes that it is acting, not alone, in concert with other subunits within the organization to maintain organizational balance and stability. The leadership, in this model, pays attention to what is going wrong by developing effective and efficient communication tools to inform them, after which they can act for the good of the organization (Birnbaum, 1988; Birnbaum, 1989). Perhaps Dr Melvin Konner (1987, p 21) is correct by providing the following instructions for all types of leaders and managers: a) "if it's working - let it be", b) "if it's not working - stop doing it", and c)

"if you don't know what to do – don't do anything."

## 4. Methodology

The researchers have employed a qualitative research design in this study. To this end, the researchers have made document analysis technique throughout this study. For this aim, the researchers first collected the newspapers regarding the admissions scandal. Second, the researchers have carefully read all news about scandal. Third and lastly, the researchers have cited and/or quoted different people' thoughts concerning the scandal from the collected newspapers.

In order to see almost all related people' sound about this scandal, the researchers have more likely included the following stakeholders: 1.The students, 2. The parents and residents, 3. The alumni, 4. The faculty, 5. Admission's officers, 6. Chancellor Richard Herman, 7. President B. Joseph White, 8. Board of Trustees. 9. The lobbyists and politicians, and 10. The governor.

## 5. Findings and Discussion

Based on analyzing the collected data with respect of each stakeholder, the researchers have reached some findings from newspapers.

The stakeholders involved the students applying to the institution, the parents of the students as citizens of the State of Illinois, the alumni, the faculty at the institution, the various levels of administrators charged with the management of the day to day operations of the institution, the chancellor at the UIUC campus, the president of the university system, the members of the board of trustees, the lobbyists in the UIUC governmental affairs office, the senators and representatives involved in the clout scandal, the former governor (R Blagojevich), the current governor (Pat Quinn), and all the people of the State of Illinois who through their taxes supported, among other causes as deemed appropriate by the state legislature, the University of Illinois at all four campuses.

### *5.1. The students*

Paul Schmitt, student trustee for the UIUC campus, stated in a news release (Maternowski, 2009) that the university officials should act quickly to remove the Blagojevich taint by removing all the trustees appointed by the former governor. By starting this action the 'culture of corruption' could be reversed. It is interesting to consider this because the appointment of the trustees is from the governor and not the university officials. Other students participated in Facebook and Twitter exchanges, replied to Blogs, or just considered their luck to have been admitted to the UIUC campus as freshman. Many, though, had the prevailing idea that it is business as usual to regard entry into the University of Illinois at Urbana-Champaign as 'who you know' and not 'what you know' (Chicago Tribune, August 24, 2009).

### *5.2. The parents and residents*

Residents of the State of Illinois responded to the scandal by indicting the board of trustees along with the politicians who interfered with the admissions process (News Gazette, July 17, 2009). The Chicago Tribune (Sept 5, 2009) polled 700 residents of the state and noted that 35%

blamed the trustees, 26% blamed legislators and other elected officials, and 17% blamed university officials for the scandal. Another poll, with a 4% margin for error, conducted by Market Shares Corp. of Arlington Heights, from August 27-31, 2009 noted that 80% of respondents thought it was a common practice for universities to give preferential treatment to 'well-connected' applicants.

### *5.3. The alumni*

In an open letter (News Gazette, July 12, 2009), to Governor Quinn, alumni David Olien urged the governor to step in and create change for new leadership prior to the start of the new academic year. He reviewed the history and culture of the campus and the impact that the state's culture of political corruption had on the flagship of the University of Illinois system. He specifically outlined seven steps to correct the corruption.

### *5. 4. The faculty*

Sixteen faculty from the law school sent an open letter to the Chicago Tribune that was published July 6, 2009. In this document the 16 signatories outlined the various elements of the scandal 'overlooked' by the Chicago Tribune. They asserted that the University of Illinois is often held hostage to the public purse controlled by the politicians. In other words, those with financial power use it. Next, the line between proper and improper influence on admission decisions is often difficult and vague and easily over-stepped by well-intentioned administrators. They noted that there are various levels of influence at all levels of the admissions process and in their opinion a "rational and moral admissions policy is one that minimizes the influence of these merit-unrelated factors without hoping to eliminate such influences entirely" (Chicago Tribune, July 6, 2009). However, on September 14, 2009, the Faculty Senate of the Urbana-Champaign campus approved a resolution calling for the removal of the university system president, B. Joseph White, and the campus chancellor, Richard Herman (The Chronicle of Higher Education, September 2009).

### *5.5. Admission's officers*

It is the job of the admissions officers to apply the university admission policy to all applicants in a fair and equitable manner. Sometimes however, such as in this case, the admissions officers are 'instructed' to reverse the decisions for denial for some applicants. Keith Marshall, officer of enrollment management, was concerned about taking a big hit for putting a less qualified Category 1 applicant ahead of a more qualified applicants (Chicago Tribune May 31, 2009). Interestingly, Illinois State University President – Al Bowman, located in Bloomington-Normal, states that ISU does not have any type of clout or category 1 list of applicants (Pantagraph, June 2, 2009).

### *5.6. Chancellor Richard Herman*

The chancellor, in testimony before the state investigative panel, accepted responsibility for the 'shadow' admission system that favored some applicants (Chicago Tribune, Aug 12, 2009). While sorry for his role in the admissions scandal, Chancellor Herman initially vowed to work toward creating a new admissions process. It wasn't until August 31, 2009, after the Admission

Review Commission had issued its findings (August 6, 2009) that Chancellor Herman apologized to the Faculty Senate. On October 20, 2009 he resigned (The New York Times, October 21 2009).

### *5.7. President B. Joseph White*

At first, he denied there was a problem: "What outside pressure? There is no outside pressure." Then, he minimized the problem: "Only an infinitesimal percentage of our admissions are tainted by special treatment. Besides, this goes on everywhere". Finally, he blamed the subordinates: "We'll straighten out those renegades in the admissions office." Later after the facts were brought to light, he finally admitted that there was a problem and promptly vowed to fix it. The clout list was suspended which by many was regarded as good news to the residents of the State of Illinois and by others as the opportunity to clean up the admissions process (News Gazette, June 5, 2009).

Less than a week after the Admissions Review Commission issued its findings, President B. Joseph White pledged to impose an eight-week deadline to implement the Commission's recommended reforms including the recommendation to build a 'fire-wall' around the admissions professionals and the admission's process to protect them from influential outsiders. September 23, 2009, President White announced his resignation effective December 31, 2009. The Board of Trustee chairman, Christopher Kennedy, appointed by the governor in early September 2009, stated that President White was not asked to resign nor did the Commission's report recommend that he president resign (News Gazette, Sept 24, 2009).

The University of Illinois Urbana-Champaign board of trustees chairman, Christopher Kennedy announced that the board had chosen a trusted leader from its past to serve as interim president of the university. Stanley Ikenberry led the university system from 1979 to 1995 and was the president of the American Council on Education from 1996 to 2001 (The Chronicle of Higher Education, October 4, 2009).

### *5.8. Board of trustees*

As a result of the Admissions Review Commission report, trustee L Eppley was the first to resign. In a letter to the governor, he explained that the governor should be able to appoint a new team to rebuild the credibility of the university. Shortly thereafter, board chairman, Niranjan Shah admitted he exerted undue influence in the admissions process and resigned. In total, seven of the nine members of the board resigned following additional evidence of their influence in the admissions process (Business Insights, July 29, 2009; Chicago Tribune, August 4, 2009; The Chronicle of Higher Education, August 18, 2009). In response to the Commission's report the university officials and trustees issued a joint statement that the "admissions process must be fair to all applicants, the process must be transparent, and the process must offer equality of access" (Inside Higher Education, August 7, 2009).

### *5.9. The lobbyists and politicians*

Several politicians and lobbyists were noted to have 'assisted' subpar applicants gain admission into the University of Illinois at Urbana-Champaign. The Commission noted that 114 elected officials logged 480 admission requests of the 800 applicants on the Category 1 list from

2005-2009. It is not known exactly how many of these 'admission requests' resulted in actual acceptances (Chicago Tribune, June 11, 2009). Many of the politicians argue that the practice of assisting applicants is part of the "constituent services" provided by politicians in their district (Chicago Tribune June 21, 2009). After additional investigation the Chicago Tribune (May 5, 2010) identified that House Speaker Mike Madigan swayed university officials to admit 28 applicants whose relatives and political allies contributed $115,200 to campaign funds he controls.

### *5.10. The governor*

Governor Pat Quinn launched an investigation by appointing Abner Mikva, a retired federal judge, to lead the Admissions Review Commission. The governor charged the commission with examining the manner in which lawmakers, trustees, and university officials have used political persuasion to assist subpar applicants gain admission into the University of Illinois at Urbana-Champaign. The State of Illinois Admissions Review Commission (August 6, 2009) report called for all nine trustees to resign and in total seven resigned. Additional recommendations included shielding the admissions process and individuals from outside influences, developing a code of conduct for trustees and university officials, and suggested procedures for appointing trustees. The report did not call for the resignations of President White or Chancellor Herman.

## 6. Conclusion

This case points of the dangers inherent in organizations that rely on various stakeholders for their success in continuing to carry out the mission and vision of the organization, especially when there are competing interests. The leadership of all the stakeholders must align themselves with regard to the culture, mission, and values of the organization to protect the integrity of the organization.

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# The Effect of Instructional Technology and Material Design Course to Teacher Candidates' Gaining of Technological Pedagogical Content Knowledge Competencies

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The aim of this study is to determine Technological Pedagogical Content Knowledge (TPACK) Competencies of teacher candidates in Turkish Teaching department of Mevlana (Rumi) University and the effect of Instructional Technology and Material Design (ITMD) Course on TPACK. The study is a study of quantitative type and single-group pretest-posttest experimental design has been used. The study has been conducted in the spring semester of 2013/2014 academic year, candidates who are studying in 2nd class of Turkish teaching department in Education Faculty of Mevlana (Rumi) University. In this study, Sahin (2011)'s Technological Pedagogical Content Knowledge (TPACK) Survey has been used. The survey is a 5 point likert type survey and it has 47 items in total. This survey has been applied as pre-test in the classroom to the students who participated in the study. After a period of 10 weeks, the same survey has been applied again to the same students as post-test and thus, pre-test/post-test data has been obtained for the study. According to the findings of the study, TPACK levels of Turkish teacher candidates who participated in the study have been differentiated significantly in terms of all the subscales of the survey. In the light of this study, it can be said that TPACK model plays a leading role on the subject of teachers' needs about technology, pedagogy and content in order to ensure professional development of teachers.

## 1 Introduction

There have been the subjects of many studies in the literature that teachers should have what kind of teacher knowledge, skills and abilities in their professional life. Knowledge that a teacher should have can be categorized as content knowledge, pedagogical field knowledge and

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curriculum knowledge (Shulman, 1986). This definition by Shulman (1986) has become a generally accepted definition both in the literature and in the field of teacher education (Segall, 2004). Content knowledge is teacher's knowledge that will be learned or taught and it has vital importance for the teaching profession (Koehler and Mishra, 2009). In view of Baxter and Lederman (1999), Pedagogical field knowledge is the concept related to teachers' knowledge, performs and why they make.

In studies conducted at primary school level, it's reached that if teacher knows how to use Information and Communication Technologies (ICT) in the process of students' thinking, expression and knowledge creation, a positive effect arises as a result (Loveless and Dore 2002; Angeli and Valanides, 2005). In literature, awareness rising of teachers in the subject of using of technology for educational purposes is emphasized and also it has vital role in all the studies for enabling the teaching process (Becker, 2001; Brand, 1998; Davis and Falba, 2002; Angeli and Valanides, 2009; Dawson, Pringle and Adams, 2003; Pringle, Dawson and Adams, 2003; Thompson, Schmidt and Davis, 2003; Mumtaz, 2000). In addition to this, the Turkish Education Association (2009) has emphasized in their teacher qualifications report that teachers should have knowledge about recent developments in the field of teachers, the basic concepts, tools and structures of their fields, integration of content that they will teach with technology.

The development of technology and entering into every area of our lives, and also has affected the education process. Technological innovation, the creation of technological infrastructure, ensuring integration of technology are the factors affecting the use of technology in education (Yurdakul and Odabaşı, 2013). There are many integration models in order to ensure the integration of technology in education (Mazman and Usluel, 2011). In this integration models seems a trend that from technology oriented to pedagogy oriented approaches (Yurdakul and Odabaşı, 2013). Technological Pedagogical Content Knowledge is an integration current model developed for the integration of technology in education (Koehler and Mishra, 2005; Mishra and Koehler, 2006; Angeli and Valanides, 2005). TPACK model has been built on the Shulman(1986, 1987) study of pedagogical content knowledge for using technological elements effectively in the educational process (Koehler and Mishra, 2009). TPACK is recognized as an efficient model for helping solutions of issue which integration of ICT to classroom teaching and learning activities (Hewitt, 2008). TPACK is based on 3 different sources, which are technological content knowledge, technological pedagogical knowledge; and pedagogical content knowledge, and their interaction (Chai, Ling Koh, Tsai, and Lee Wee Tan, 2011; Mishra and Koehler, 2006; Koehler and Mishra, 2009). TPACK model has been adopted as a theoretical basis for structuring the curriculum of teacher education programs for the integration of ICT (Angeli and Valanides, 2009). These concepts in literature can be summarized as follows (Archambault and Barnett, 2010; Graham, 2011; Cox and Graham, 2009; Gess-Newsome, 1999; Mishra and Koehler, 2009; Cochran, 1991; Shulman, 1986; Chai, Ling Koh, Tsai, and Lee Wee Tan, 2011; Koehler and Mishra, 2006; Cox, 2008).

- Technological Knowledge : Knowledge on how to run a computer or related software.
- Pedagogical Knowledge : Knowledge on how to plan teaching, how to teach, how to manage students, how to behave according to individual differences.
- Content Knowledge : Subject knowledge, such as language teaching, mathematics, social sciences, etc.

- Technological Content Knowledge : Knowledge on how a content can be investigated or teach with the help of technology. For example; giving information about earthquakes with the help of internet and the use of technological devices to study.
- Pedagogical Content Knowledge : Knowledge on the ways of presentation and formulation in order to make the subject understandable to others or students
- Technological Pedagogical Knowledge : Knowledge on how technology can facilitate the pedagogical approaches.
- Technological Pedagogical Content Knowledge (TPACK): Knowledge on how to make student learning easier on a specific content with the appropriate pedagogy and technology

In the light of these, it can be said that TPACK model consists both components of Technology Information, Content Knowledge, Pedagogical Knowledge and intersection of this knowledge field types (Technological Content Knowledge, Technological Pedagogical Knowledge, Pedagogical Content Knowledge) (Yurdakul and Odabaşı, 2013, p.43, Timur and Yaşar, 2011, p.842). In their study, Timur and Yaşar (2011) take Technological Pedagogical Content Knowledge as Technological Pedagogical Content Knowledge. Model is defined as teachers, using technology for making an effective teaching, practice effectively Pedagogical Content Knowledge with educational technologies in their classrooms. In their study, "Technological Pedagogical Content Knowledge Self-Confidence Scale" developed by Graham, Burgoyne, Cantrell, Smith and Harris (2009) was adapted into Turkish. As a result of their application, the factor structure of the original scale is the same Turkey conditions and also is emphasized that this scale can be used for determining teachers' technological pedagogical content knowledge self-confidence.

One of first the studies on the concept of Technological Pedagogical Content have been studied by Keating and Evans (Yurdakul and Odabaşı, 2013, p. 49). In the literature, there are different concepts, have close meaning with TPACK, used by researchers (Niess, 2005; Beaudin and Hadden, 2004; Margerum-Leys and Marx, 2002). However, at the present time it can be said that the concept accepted and emphasized by the researchers is TPACK. On the other hand, there have been found many measuring tools that their reliability and validity studies have been conducted to measure TPACK skills. Margerum-Leys and Marx (2002) have been studied the elements of technology education knowledge under content knowledge, pedagogical knowledge and pedagogical content. Educational technology content knowledge is taken as using technological devices and Information and Communication Technology knowledge. In other respects, Pamuk (2011), has been used TPACK framework in his study to examine teacher candidates' technology use. Erdoğan and Şahin (2010) have conducted a study which analyses mathematics teachers' TPACK according to some variables and analyses whether TPACK predicts student achievement or not. In addition to this, male math teacher candidates differentiate positively to women math" teacher candidates in terms of Technological Pedagogical Content Knowledge and there is a significant difference between elementary mathematics teacher candidates and secondary mathematics teacher candidates in terms of TPACK and also TPACK predicts mathematics teachers' achievement levels. Furthermore, in their study, Yurdakul, Odabasi, Kilicer, Coklar, Birinci and Kurt (2012) have been developed a scale based on TPACK model with 995 participants and they have been demonstrated the reliability and the validity of their scale, also they have been performed the scale's exploratory and confirmatory factor analyses. Consequently, they have been stated that the scale they have developed is a valid and reliable tool in measuring

TPACK of teacher candidates. Moreover, they have been remarked that experimental studies should be done to observe the TPACK development of teacher candidates. Similarly, Burgoyne, Graham and Sudweeks (2010) have been developed a scale in order to measure student's level of self-efficacy about the concepts that form the TPACK model and they have been examined the reliability and validity of the scale and they have been carried out a confirmatory factor analysis. In addition, there are other researchers who have been conducted a scale development study on TPACK (Archambault and Crippen, 2009; Archambault and Oh-Young, 2009). Koh, Chai and Tsai (2010) in their study on teachers in Singapore, they have been adapted a scale by the items of the study of Schmidt, Baran, Thompson, Mishra, Koehler and Shin (2009 ) according to the conditions of Singapore and they have been examined the validity of the scale they have developed and made a factor analysis. In the study by Archambault and Barnett (2010), they have been studied the validity of the TPACK model with 596 teacher participants and they have been conducted a factor analysis and they have been concluded that there are three factors in the scale they have developed including technology, pedagogy and content factors, additively, they have been stated that only the technology concept can be separated from the rest of these factors, however, thereby the concepts of pedagogy and content concepts are intertwined and complicated concepts, it is difficult to measure them.

Since before now, it's known that there are many researches about integration of technology to educational process in general and the learning and teaching process in particular. With the technological devices, it has become possible to use new methods and techniques in the learning process, in addition to this, many innovations and arrangements have been made in the regulation of learning environments. Many researchers emphasize that effective use of instructional technology has the potential to improve education system (Jonassen and Reeves, 1996; Çağıltay, Çakıroğlu, Çağıltay and Çakıroğlu, 2001; Usta and Korkmaz, 2010). Despite the widespread use of technology in the educational process and substantial changes in education programs of education faculties, it can be said that Instructional Technology and Material Design (ITMD) course is the only course that enable teacher candidates to use instructional technology correctly and include applications to integrate instructional technology in any subject field or course. Unfortunately, it's known in academia in Turkey that instructors of this course are people who are not experts in the field of instructional technology, expertise is not taken into account in the distribution of courses in faculties of education and ITMD course is seen as just an ordinary training course. In this case, it can not be possible to upskill teacher candidates in using skills of relevant technologies related to subjects accurately and effectively, and an understanding of how to use technology and where by teacher candidates can not be generated sufficiently. Therefore, the experience teacher candidates gain or not in the process of training affects their beliefs and attitudes towards the teaching profession (Çağıltay et al. 2001). From the moment they stepped into the teaching profession, teacher candidates' integration of technology to lessons correctly in their professional lives undoubtedly depends on many variables. One of these variables can be such as devices provided by computers and internet and can be used for educational purposes and social media, Another one can be level of ability to use the different methods and techniques in the classroom effectively in the presentation of a lesson. Starting from these basic assumptions, in this study, it's aimed to determine the Competencies of teacher candidates' TPACK and it's intended to describe the effects of ITMD course on these competencies.

### *Aim of the study*

The aim of this study is to determine TPACK Competencies of teacher candidates in Turkish Teaching department of Mevlana (Rumi) University Faculty of Education and is to determine whether ITMD course has a significant effect on these competencies.

For this purpose, the following questions have been sought;

(1) What areTurkish teacher candidates the pre-test and post-test scores according all sub-factors related to TPACK?
(2) Does ITMD Course lead to a significant differentiation onTurkish teacher candidates' TPACK skills?

## Methodology

The study is a study of quantitative type and single-group pretest-posttest experimental design has been used. This type of design can be defined as the repeated measures design. It can be said that the design has single factor (time dependent two measurements) structure (Büyüköztürk, 2007; Karasar, 2006).

### *Participants*

The study has been conducted in the spring semester of 2013/2014 academic year, with 17 male, 20 female, a total of 37 teacher candidates who are studying in 2nd class of Turkish teaching department in Education Faculty of Mevlana (Rumi) University.

**Table 1.** Participants

| **Department** | **Gender (f), %** | | | | | |
|---|---|---|---|---|---|---|
| | Man (f), % | | Woman (f), % | | Total (f), % | |
| Turkish Teaching Department | 17 | %45.95 | 20 | %54.05 | 37 | %100 |

### *Instruments*

In this study, Sahin (2011)'s TPACK Survey was used. The survey consists of 7(Technology Knowledge, Pedagogy Knowledge, Content Knowledge, Technological Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Content Knowledge) subscales and 47 items in total. The survey is a 5 point likert type survey ("1=not at all", "2=little", "3=moderate", "4=quite", and "5=complete").

### *The Course and Data Collection Process*

TPACK survey has been applied as pre-test in the classroom to the students who participated in the study. After a period of 10 weeks, the same survey has been applied again to the same students as post-test and thus, pre-test/post-test data has been obtained for the study. In the 10-weeks experimental period, the subjects in the context of TPACK such as digital storytelling, educational short films, web site design, e-book design, web 2.0 tools and educational use of social media has been pointed in classroom to the Turkish teacher candidates and assignments for each of

the skills acquired about the related tools have been given that enable students to practice them in a subject from primary school Turkish course program.

### *Analysis of Data*

SPSS program has been used in order to analyze the data and the data obtained from pre-test/post-test has been entered to the program. For each subscale, pre-test and post-test data were collected and the scores have been found. These scores have been compared with T-test.

## Findings

In this section, it has been examined separately that whether Turkish teacher candidates' TPACK survey scores differentiate or not according to the pre-test and the post-test scores of each subscale(Technology Knowledge, Pedagogy Knowledge, Content Knowledge, Technological Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Content Knowledge) of the survey. In addition, it has been examined that whether there is a significant relation or not between male and female teacher candidates TPACK survey scores of the pre-test and the post-test.

After collecting Turkish teacher candidates scores they got from the survey's Technology Knowledge subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 2 below.

**Table 2.** T-test results of Technology Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | sd | t | p |
|---|---|---|---|---|---|---|
| Technology Knowledge (Pre-Test) | 37 | 47.05 | 8.75 | 36 | 3.30 | .002 |
| Technology Knowledge (Post-Test) | 37 | 53.95 | 8.00 | | | |

When Table 2 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for Technology Knowledge subscale of the TPACK Survey and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores ($t=3.30$, $p=.002<.05$).

After collecting Turkish teacher candidates scores they got from the survey's Pedagogical Knowledge subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 3 below.

**Table 3.** T-test results of Pedagogical Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | Sd | t | p |
|---|---|---|---|---|---|---|
| Pedagogical Knowledge (Pre-Test) | 37 | 18.60 | 5.16 | 36 | 3.05 | .004 |
| Pedagogical Knowledge (Post-Test) | 37 | 21.87 | 3.52 | | | |

When Table 3 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for Pedagogical Knowledge subscale of the TPACK Survey and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores (t=3.05, p=.004<.05).

After collecting Turkish teacher candidates scores they got from the survey's Content Knowledge subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 4.

**Table 4.** T-test results of Content Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | Sd | t | p |
|---|---|---|---|---|---|---|
| Content Knowledge (Pre-Test) | 37 | 19.03 | 4.49 | 36 | 2.18 | .036 |
| Content Knowledge (Post-Test) | 37 | 21.38 | 3.77 | | | |

When Table 4 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for Content Knowledge subscale of the TPACK Survey and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores (t=2.18, p=.036<.05).

After collecting Turkish teacher candidates scores they got from the survey's Technological Pedagogical Knowledge subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 5.

**Table 5.** T-test results of Technological Pedagogical Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | Sd | t | p |
|---|---|---|---|---|---|---|
| Technological Pedagogical Knowledge (Pre-Test) | 37 | 12.14 | 4.46 | 36 | 3.29 | .002 |
| Technological Pedagogical Knowledge (Post-Test) | 37 | 14.77 | 2.55 | | | |

When Table 5 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for Technological Pedagogical Knowledge subscale of the TPACK Survey and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores (t=3.29, p=.002<.05).

After collecting Turkish teacher candidates scores they got from the survey's Pedagogical Content Knowledge subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 6.

**Table 6.** T-test results of Pedagogical Content Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | Sd | t | p |
|---|---|---|---|---|---|---|
| Pedagogical Content Knowledge (Pre-Test) | 37 | 21.22 | 7.32 | 36 | 3.47 | .001 |
| Pedagogical Content Knowledge (Post-Test) | 37 | 25.87 | 5.05 | | | |

When Table 6 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for Pedagogical Content Knowledge subscale of the TPACK Survey and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores (t=3.47, p=.001<.05).

After collecting Turkish teacher candidates scores they got from the survey's Technological Content Knowledge subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 7.

**Table 7.** T-test results of Technological Content Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | Sd | t | p |
|---|---|---|---|---|---|---|
| Technological Content Knowledge (Pre-Test) | 37 | 11.41 | 4.49 | 36 | 3.73 | .001 |
| Technological Content Knowledge (Post-Test) | 37 | 14.81 | 3.02 | | | |

When Table 7 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for Technological Content Knowledge subscale of the TPACK Survey and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores (t=3.73, p=.001<.05).

After collecting Turkish teacher candidates scores they got from the survey's TPACK subscale in the pre-test and the post-test, T-test has been conducted. The test results are listed in the Table 8.

**Table 8.** T-test results of Technological Pedagogical Content Knowledge Subscale of the TPACK Survey

| Subscale | N | $\bar{X}$ | S | Sd | t | p |
|---|---|---|---|---|---|---|
| TPACK (Pre-Test) | 37 | 13.92 | 5.32 | 36 | 4.18 | .000 |
| TPACK (Post-Test) | 37 | 18.32 | 4.14 | | | |

When Table 8 is analyzed, it can be said that the pre-test and the post-test scores of teacher candidates participated in the study have been differentiated significantly for TPACK subscale and it is obvious that the post-test scores of the teacher candidates have been made a differentiation when compared to the pre-test scores (t=4.18, p=.000<.05).

## Discussion and Conclusion

When interpreted the findings of two applications of the TPACK Survey, TPACK levels of Turkish teacher candidates who participated in the study have been differentiated significantly in terms of all the subscales of the survey (Technology Knowledge, Pedagogy Knowledge, Content Knowledge, Technological Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Content Knowledge) according to the pre-test and the post-test results. For all the subscales of the survey, Turkish teacher candidates' post-test scores have been shown an improvement than the pre-test scores.

As shown in this study, TPACK pre-test scores of teacher candidates are low when each sub-factor is examined one by one and each sub-factor varies positively as seen in post-test scores emerged after the ITMD course. The lowlines of teacher candidates TPACK pre-test scores in the beginning, can be considered normal when it is beared in mind that they are studying in second grade. Because these students have taken very limited number of courses related to the fields of both technology and education due to their terms. However, when the course structure of the ITMD, the implementation process and the term of the course taken are considered, either the contribution of ITMD to the development of the knowledge or technological and pedagogical practices, tools and materials used, methods, techniques and approaches. Undoubtedly, the course instructor's effect on the process very important. Unfortunately it's not possible to create a positive difference on students with faculty members lacking this skills. At this point, it is not an acceptance that the accuracy of the elements forming Technological Pedagogical Content Knowledge is confirmed. However, it is pointed out that these are useful and helpful knowledge (Koehler and Mishra, 2008). On the other hand, for the integration of ICT to the schools, the integration of ICT to the process of teacher education is crucial (Göktaş, Yıldırım and Yıldırım, 2009).

Harris, Mishra and Koehler (2009) have been stated that TPACK model plays a leading role on the subject of teachers' needs about technology, pedagogy and content in order to ensure professional development of teachers. In conclusion, as stated by Harris, Mishra and Koehler (2009), in order to provide professional development of teachers, in the emergence of the result of TPACK leads a guiding role about teachers' needs respecting technology, pedagogy and content in the teacher candidate education, ITMD course is notably important for TPACK model as well as the general approach and skills set forth in the process of this course, the use of TPACK model and taking into account the expertise factor in the lessons domain-specific methods and approaches are taught, are important for satsifying the need of teachers comply with the requirements of our era.

### *Recommendations for Further Research*

Mixed methods studies, which is a combination of methods both quantitative and qualitative techniques used together, can be carried out to observe teacher candidates' TPACK development in detail.

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# Examination of Auditory Reasoning and Processing Skills in terms of Gender, Type of School and Pre-school Education Period

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This research is conducted as a causal comparative research with the purpose of examining the effect of gender, preschool attendance duration and type of preschool education institution on auditory reasoning and processing skills of six-year old children who are attending to preschool. Participants are composed of children who are between 60 and 72 months old and attending to private and public kindergartens in Konya and include 314 children. Test of Auditory Reasoning and Processing Skills were used to collect the data in the study. Data were analyzed within dependent samples t test and one-way ANOVA. Findings of study revealed that auditory reasoning and processing skills of children did not differ according to gender. However, auditory reasoning and processing skills of children having 3 year- preschool education was statistically significantly higher than those having 2 and 1 year- preschool education and of children having 2- year preschool education was statistically significantly higher than those having 1 year of preschool education. Auditory reasoning and processing skills of children attending to independent kindergartens were also found statistically significantly higher than those attending to nursery classes. As specified in research results, preschool education support children's auditory reasoning and processing skills. Therefore, preschool education must be started in earlier ages instead of one year before elementary education.

## 1. Introduction

Requirements of the current age make it necessary for individuals to recognize themselves and their surroundings well, to be able to analyze and interpret cause and effect relationships between events and situations they face, be a kind of persons that can offer their own solution to different problems. At the same time, there is a need in the society for the people that are willing to learn, not satisfied by the existing information, who explore, question, test the knowledge, make inference in order to reach level of social knowledge, in other words for the people with developed reasoning skills (Tepeli, 2011).

Auditory reasoning and processing skills are defined as children's auditory perceptions,

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their ability to think about their perceptions, to make comments out of their perceptions within the frame of reason and results and find solutions to problems by diagnosing similarities and differences and organizing these relations (Gardner, 1993). All these skills enable children to solve problems easily by creating a reason-result relationship and discovering new solutions. Additionally, they reinforce creativity and provide children with the necessary knowledge and experience and they act as a guide to transfer their knowledge and experience to real life practices (Erbay, 2009).

Studies related to cognitive development and reasoning skills in literature examined elements influencing these skills and revealed that preschool education and also different educational programs were effective on these skills. Common results of these studies are that having preschool education supports different skills related to cognitive development in children (Çapri & Çelikkaleli, 2005; Demir, 2010; Ekinci, 2001; Erbay, 2009; Kandır & Orçan, 2009; Kidd et al. 2008; Kuday, 2007; İnal, 2010). Again in different studies related to reasoning skills in children, effects of gender variable was searched and different results were obtained. In some of these studies, it is included that there are differences in female and male children's reasoning skills in numerical, verbal and in more different fields (Strand et al., 2006; Adeyinka et al., 2008); while, in some of them, it is stated that there was no difference between the scores of reasoning skills of female and male children in different fields (Tian an Huang 2009; Tepeli, 2011; Lohman & Laki, 2008; Wang, 2004, Caropreso & White, 2001).

As it is seen, having preschool education positively affects cognitive and reasoning skills of children. There are more findings of study about this subject matter, and this subject was scientifically proved for many times. However, there are limited number of studies which reveals effect of starting preschool education in early ages and period of preschool education. These studies are not those especially focused on reasoning and processing skills. Therefore, in these studies, beyond having preschool education, effect of period of preschool education on auditory reasoning and processing skills are also wanted to be studied. Study differs both in respect of revealing the differences between these skills of children who started preschool education in early ages than those started in late ages, and in respect of studying auditory reasoning and processing skills which is a different reasoning skills. Finding to be obtained from this study is considered to reveal importance and meaning of starting preschool education in early ages.

In this study, it is required to study effect of type of educational institution of children on auditory reasoning and processing skills of children, because there might be difference in educational environment when the type of institution differs. In literature, it is stated that educational environment of children effects their perception, learning, cooperation behaviors, language, social –emotional, psychomotor developments and literacy skills (Read et al., 1999; Mushburn, 2008; Moore et al., 2003). In their study, Çapri and Çelikkaleli (2005) emphasize that period of education and, depending on that, classroom atmosphere effects cognitive development and that the period of education and stimulating environment offered to individual in the process of education are extremely important in respect of cognitive development. It is a subject studied for the

first time in literature that whether or not auditory reasoning and processing skills of children taking education in different environments differ. Therefore, it is thought that results of study will fill the gap about this subject in literature and, from this aspect, they will contribute to literature.

From all these point of views, the purpose of this study examining the effect of gender, preschool attendance duration and type of preschool education institution on auditory reasoning and processing skills of six-year old children who are attending to preschool.

Answer of following questions were sought in the direction of this general purpose.

(1) Do mean scores of auditory reasoning and processing skills of children statistically significantly differ according to gender?
(2) Do mean scores of auditory reasoning and processing skills of children statistically significantly differ according to period of preschool education)
(3) Do mean scores of auditory reasoning and processing skills of children statistically significantly differ according to the type of preschool educational institution where they are attending?

## 2. Method

Dependent variable of this study is auditory reasoning and processing skills and independent variables of this study are gender, period of preschool education and type of preschool educational institution. In order to reveal effects of independent variables on dependent variable, a causal comparative research is conducted.

The participants of the study are ranging in month from 60-72 (Mean: 66.1, Sd: 4.2) children who are the students of both private and state pre-schools affiliated to Ministry of Education in central districts of Konya in Turkey. The kindergartens and nursery class included in the study were selected based on random sampling strategies namely by cluster sampling. The participants includes 314 children; 156 female children, 158 male children. 177 of participants consisted of children having 1 year preschool education, 91 of them consisted of children having 2 year preschool education and 46 of them of those having 3 year preschool education. Also 117 of children were attending nursery classes of elementary schools and 197 were attending independent kindergartens

*Test of Auditory Reasoning and Processing Skills:* (TARPS) was used as the data collection tool in the study. Test of Auditory Reasoning and Processing Skills (TARPS), which was developed by Gardner (1993), provides information about issues such as how children think, comprehend, generate ideas, draw inferences, solve problems obtain information, about how they list, comprehend, interpret and relate what they have perceived aurally. TARPS measures the quality and amount of a subject's auditory thinking and reasoning and children's skills to draw inferences and implement and use the ideas developed from what they have perceived auditory. The test assesses auditory reasoning and processing skills of children aged 5 to 14.

The adaptation of the test to Turkish for 60-72 month children was conducted by Erbay (2009). The test involves 31 open ended items. For example, following questions are involved in the scale: "In what kind of water does saltwater fish live?"; "What are the similar features of orange juice, water and milk?"; "Why do people attend university?" Test measures skills of general information, comprehension, similarities, analogical completion, finding reasons, arithmetical reasoning and verbal absurdities but as it is done in the original test, they are evaluated on a single dimension as auditory reasoning and processing skills. When scoring the test each correct answer is given 1 point and false answers and "do not know" answers are given 0 point. For all of the test minimum score is 0 and maximum score is 31. Nine field experts were received for content validity of the test. Internal consistency coefficient, KR-20 value and the split half-test correlation value for Auditory Reasoning and Processing Skills Test were calculated to be 0.86, 0.87, and 0.83, respectively (Erbay, 2009).

First of all, required permission was obtained from Konya Province Ministry of National Education. Instruments were applied to all children in kindergartens which give permission for the research. In this study, 'Test of Auditory Reasoning and Processing Skills TARPS' was applied by the researcher. Researcher firstly introduced themselves to children with help of their teachers and by having conversation with children, children's concerns about the application were tried to be eliminated. In order to help children pay attention and concentrate on the test, test application was conducted in a separate quiet place; and in face to face manner while child and the researcher were sitting in child-sized chairs around a table. For TARPS, children were demanded to answer the open-ended questions asked by researcher. Scale was applied to children individually by researcher. Children's answers were recorded to scale answer form arranged for each child's responses. Application of test took about 15-20 minutes.

Dependent variable of this study is auditory reasoning and processing skills and independent variables of this study are gender, period of preschool education and type of preschool educational institution. Period of preschool education is discussed into three dimensions. Auditory reasoning and processing skills of children having 1 year, 2 year and 3 year preschool education were examined. Type of the preschool educational institution was discussed as nursery class and kindergarten. It was assessed with t test (independent sample t-Test) in independent scales whether or not scores of auditory reasoning and processing skills and type of the preschool educational institution differ, and with one-way ANOVA whether or not it differs according to the period of preschool education. In the analyses of data, SPSS 15 program was used.

## 3. Results

In this part, independent sample t-Test, one-way Anova analyses are given. Table 1 presents independent sample t-Test results of auditory reasoning and processing skills scores according to the gender.

**Table 1.** T-Test results of auditory Reasoning and Processing Skills Scores according to the gender.

| Gender | N | X | S | df | t | p |
|---|---|---|---|---|---|---|
| Girl | 156 | 15,54 | 6,67 | 312 | 0,77 | 0,44 |
| Boy | 158 | 16,11 | 6,41 | | | |

When Table 1 is examined, children's mean scores of auditory reasoning and processing skills did not differ according to the gender. There is not any statistically significant differentiation between mean scores of girls and boys (t=0,77, p>0.01). Girls' mean scores of auditory reasoning and processing skills was 15,54, while the mean scores of boys was 16,11. This result shows that gender variable does no have any affect on auditory reasoning and processing skills.

Table 2 presents One-way ANOVA results of auditory reasoning and processing skills scores according pre-school education period.

**Table 2.** One-way ANOVA results of Auditory Reasoning and Processing Skills Scores according to pre-school education period.

| Source of Variance | Sum of squares | df | Mean Square | f | p | Significant different |
|---|---|---|---|---|---|---|
| Between groups | 7345,818 | 2 | 3672,909 | 189,111 | ,000 | 1-2, 2-3,1-3 |
| Within Groups | 6040,236 | 311 | 19,422 | | | |
| Total | 13386,054 | 313 | | | | |

When Table 2 is examined, it is seen that there was a statistically significant difference between children's auditory reasoning and processing skills in terms of pre-school education period ($F_{(2-311)}$=189,111, $p < 0,01$). In other words, children's auditory reasoning and processing skills significantly differs according to the pre-school education. According to the LSD test results which was performed in order to learn differences between groups, auditory reasoning and processing skills of those having 3 years (X=24,48) preschool education was found significantly higher than those having 2 years and one year preschool education; and scores of those having 2 years (X=19,25) preschool education was found significantly higher than those having 1 year (X=11,82) preschool education. Period of preschool education supports auditory reasoning and processing skills of children.

Table 3 presents independent sample t-Test results of auditory reasoning and processing skills scores according to the type of school.

**Table 3.** T-Test results of Auditory Reasoning and Processing Skills Scores according to the type of school

| Type of school | N | X | S | df | t | p |
|---|---|---|---|---|---|---|
| Nursery class | 197 | 12,91 | 5,78 | 312 | 12,60 | 0,000 |
| Independent kindergarten | 117 | 20,75 | 4,47 | | | |

As given in Table 3, children's mean scores of auditory reasoning and processing skills significantly differ according to the type of school (t=12,60 p<0.01). Mean scores of

children attending an independent kindergarten is 20,75 and mean scores of children attending a nursery class is 12,91. Mean scores of children attending an independent kindergarten for auditory reasoning and processing skills were found significantly higher than the mean scores of children attending a nursery class.

## 4. Discussion and Suggestions

This study was made in order to compare auditory reasoning and processing skills of 6 year of female and male children who attend to nursery class and independent kindergartens and who received 1, 2 and 3- year preschool education. Findings of study showed that these skills did not differ in children according to gender. In different studies, gender is discussed as a determining variable of cognitive skills and different results were reached. When results of these studies in literature are considered, it is seen that results supporting the results of this study took place.

Tepeli (2011), in her study, stated that gender was a significant predictor of children's auditory reasoning and processing skills, but it was not a significant predictor in the sub-dimensions of general information, arithmetic reasoning, analogical completion, causal reasoning and analogies. Lohman and Laki (2008) and Wang (2004) emphasized that there was not a significant difference between verbal, numerical and non-verbal reasoning skills of gifted children and normal development children and their gender. Caropreso and White (2001), in their research, specified that analogical reasoning skills of four, five and six year-old children with gifted children were not affected by gender variable. Tian and Huang (2009) stated that there was no statistically significant difference between spatial and numerical reasoning skills of female and male children.

Another result include in the findings of this study is that scores of Auditory Reasoning and Processing Skills of children having longer period of preschool education were higher than those having shorter period of preschool education. This is an expected result, because there is also support of cognitive development of children such as their social, emotional-psychomotor development among the purpose of preschool education (Biber, 2010; Güven and Efe Azkeskin, 2010). As children start this education in early ages, so their cognitive development and skills will support and develop. Theory of Vygotsky defines development as a social process and advocates that cognitive development realizes as a result of interaction of children with adults and more skilled peers. According to Vygotsky, beyond their abilities, by joining in several activities together, children first develop and practice cognitive skills which fall into their field of development (Erdiller, 2010). As Vygotsky stated in his theory, preschool education give children an opportunity to interact with their peers and also to go around with specialists and pedagogue adults out of their families and inner circles. For these reasons, auditory reasoning and processing skills that is a cognitive skill of children is supported and developed during the preschool education.

In a similar study, Kandır and Orçan (2009) determined that if age to start preschool

education by children of families in low and high socio-economic status who attend nursery class decreases, Total Score of Early Learning Abilities (TSELA), subtotal scores of Thinking, Language and Number Skills increase. In his study, Demir (2010) revealed that preschool education and 2006 Preschool Education Program positively effect cognitive developments of both 36-48 months old and 49-60 months old children.

Lipman (1988) stated that it is not easy and rapid process to develop reasoning skills and emphasized that education programs must be used to develop reasoning skills (Akt. Criner, 1992). There are researches in literature which state that education programs develop reasoning skills of children.

Kidd et. al., (2008) stated that mathematic education program develops reasoning skills of children. Erbay (2009) indicated that drama education supports auditory reasoning and process skills of children, while İnal (2010) emphasized that the education she provided developed verbal, numeric and non-verbal reasoning abilities of children. All these results have the quality to support the result of findings.

Another result emerged in the light of the findings of study is that the mean average of auditory reasoning and processing skills of children attending kindergarten were significantly higher than mean average of those attending nursery class. Nursery classes are institutions which are within the structure of elementary school and generally included in the same building with elementary school classes and which usually consist of only one class. And independent kindergartens are only designed for the process of preschool education and it can be said that they are better than nursery classes in respect of indoor and outdoor, and in respect of physical equipment. Studies revealed that intelligence of children attending a good quality preschool educational institution were high (Demiriz, Kardağ, Ulutaş, 2003). Findings obtained from this study have parallels with this result.

Also another reason that will affect results in this manner is, as discussed in previous result, is considered to be related to period of school attendance. Most of the children who are sample and attend nursery classes receive the preschool education for the first time. Especially children attending nursery classes of state schools began preschool education at 6 year-old. And most of the children attending independent kindergartens are those attending preschool education at least for two years. As given in above-mentioned finding, if the children begin preschool education at earlier ages, their auditory reasoning and process skills will be so higher. High mean scores of children attending an independent kindergarten can be explained with these reasons.

As specified in research results, preschool education support children's auditory reasoning and processing skills. The longer the children took this education, the higher their auditory reasoning and processing skills. Therefore, preschool education period of children must be extended. Preschool education must be started in earlier ages instead of one year before elementary education. Thus, preschool education must be made mandatory for earlier ages by the Ministry of National Education. Parents must be explained that they should their children to preschool education at earlier ages, and the

importance of preschool education through seminars, books, newspapers, TV programs etc.

Different studies can be planned to test effects of preschool education on reasoning skills of children. In these studies, auditory reasoning and processing skills of children having or not having preschool education can be compared.

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# Intra Lingual and Extra Lingual Variables in Teaching Turkish as a Foreign Language

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The aim of the research is to identify the level of intra and extra lingual variables impact to the motivation of students in teaching Turkish as a foreign language and to contribute the reconstruction of the variables that are thought to affect student motivation negatively in language teaching program. As intra lingual variables; syntax, the presence of words, special utterance forms of people speaking that language throughout the history and having life experiences are highlighted and as extra lingual variables, the domain of language in international relations, the characteristics of teacher and learner and the aim of language learning are emphasized. The research is a descriptive study. As a method it was used error analysis. A hundred seventy six students who came to Turkey from various countries in the world to learn Turkish participated in the present research, and 17 faculty members took charge in data collection. Interviews with students were conducted by 3 faculty members, and students were asked to write their opinions about two different subjects. Data obtained from interviews were classified by faculty members and they were also classified according to syntax, accuracy, and use of derivational and inflexional suffixes. Data were interpreted and reported by the researcher.

## Introduction

Two important factors should be taken into consideration for the teaching of a language as a foreign language. First of these is the internal dynamics of the language. These are syntax, vocabulary, special utterance forms developed by the experiences of people speaking that language throughout the history, pronunciation, and the alphabet. The other is the outlook on the language to be taught. These are the impact area of the language in international affairs, the features of the learners, and the learning purpose. Besides these, teachers' experience in language teaching, their proficiencies in both internal and external dynamics of the language are also of critical importance. Planning of the teaching content, creating language learning environment, and presentation of the content in an efficient way should also be evaluated among external dynamics.

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The most important points to be taken into consideration in teaching Turkish as a foreign language are the features of the target audience and the learners; in other words the age groups, socio-cultural structure and the learning purpose of the learners.

The most important point for selection of language teaching method and material is the age group of the learners. Foreign language teaching to children and adults require different methods and different materials. In teaching language skills to children, it needs to be begun from simple objects and concepts. However, in teaching language skills to adults, abstract and concrete concepts should be taught together. Children learn intuitively, while adults learn using cognitive strategies, making comparisons with mother tongue and with mental transformations (first from target language to mother tongue; then from mother tongue to target language or vice versa). Additionally, classroom management is important for teaching language skills. Practical strategies including teacher deportment, presence, using voice effectively, giving instruction clearly; addressing the balance between student and teacher talk; and addressing the issue of when to use and not to use. In very strict classroom settings, handling the latter can be traumatic for teacher and students if the teacher insists that the students use language even if classroom conditions have not been properly set (Vilches, 2008). Furthermore, the other important methods to teach language are task-based language teaching and an implementation of the communicative approach. It is based on the assumptions that language is primarily a means of communication and is best learnt though the exposure and negotiation that occurs during the course of performing communicative tasks (Ur, 2013).

In selection and presentation of content, concrete concepts and situations are preferred for children; while both concrete and abstract concepts are used with adults. In language teaching, games and songs should be used with children to make learning more fun, while with adults current issues, learners' purposes of learning, interests and tendencies are of importance.

Socio-cultural structure of the learners is another important factor that effects teaching. The features of the mother tongue of the learners, social environment that the learners live in, and their way of communication with this environment, their beliefs, philosophy of life; in short; differences between learners' cultural acquisitions, teachers' awareness of these differences, and considering these in in-class attitudes and behaviours are important. In this case, individuals to take part in teaching of Turkish as a foreign language should have knowledge of all details of Turkish language, besides being a speaker of more than one language and experienced in multi-cultural education.

Teachers' being able to speak more than one language is an advantage in reaching students (McDough, 2002). In addition, this makes teaching of a foreign language easier by providing an opportunity to compare between languages, and clearing the concepts and subjects that are not clear for students. Ideally, every teacher should be competent in both the target language and the mother language and culture of the learners. However, considering that Turkish may be taught to learners from many countries of the world, this doesn't seem to be likely. None the less, if people who are

competent at least one of the commonly spoken languages take charge in this field, this commonly spoken language may act as the common communication language (Eichinger, 2008). In addition, teachers can do pre-research about the countries and cultures of students who are in their classes to learn Turkish. This can also facilitate the communication between the teacher and the students. Since it is not possible for the language teachers to know the language and culture of every student in their classes, a general classification of students can be done. For example; students who come from European countries, or Arabic countries, or Asian and Turkic Republics can be assigned to one teacher who got education on their culture

### *Purpose of the Research*

The purpose of the present research is identifying the impact levels of intra and extra lingual variables to the motivation of students in teaching Turkish as a foreign language and contributing the reconstruction of the variables that are thought to affect student motivation negatively in language teaching program.

The questions that this research is seeking to answer

1-How is the impact level of extra lingual variables to the motivation of student learning Turkish as a foreign language?

Those are:

-The domain of Turkish in international relations
-The characteristics of teacher and learner
-The aim of language learning
-The Language Teaching Environment

2-How effect the intra lingual variables on the students' learning language?

Those are:

-Syntax
-Presence of the words
Special utterance form of people speaking.

## Method

### *Data Collection Tool*

The present research is a descriptive research. In order to obtain data, semi-structured interview and document analysis techniques were used. A hundred seventy six students who came to Turkey from various countries in the world to learn Turkish participated in the present research, and 17 faculty members took charge in data collection. Interviews with students were conducted by 3 faculty members, and students were asked to write their opinions about two different subjects. All the students learning Turkish at the level B1 are chosen for this research.

### *Data Analysis*

As a method it was used error analysis. In this study were analysed the view of the students in terms of extra lingual variables and choosing of the words, building sentence and grammatical accuracy of the students in terms of intra lingual variables.

Data obtained from interviews were classified by faculty members, interesting elements in written documents were detected, and they were also classified according to syntax, accuracy, and use of derivational and inflexional suffixes. Data were interpreted and reported by the researcher.

## Findings and Interpretation

### *Extra-Lingual Variables:*

*a- Impact Area of Turkish in International Affairs*

Of the students who participated in the present research, 98.4% (176/17) of them stated that Turkey was an important country in international area, and Turkish was an important language in international affairs, and its efficiency would increase in the future.

*b- Teacher-Learner Features, and the Purpose of Learning the Language*

**Table 1**: The profile of the student

| Country | Number of the student | Gender | | Mother language | Aim of language learning | |
|---|---|---|---|---|---|---|
| | | Man | Women | | Education | Other |
| Afghanistan | 24 | 17 | 7 | Pushto -Daric | x | ---------- |
| Germany | 2 | ---- | 2 | German | ------- | X (2) |
| Greek | 1 | --- | 1 | Greek | ------ | X(1) |
| Albania | 2 | 1 | 1 | Albanian | x | -------- |
| Azerbaijan | 8 | 6 | 2 | Turkish | x | -------- |
| Bangladesh | 1 | 1 | -- | Bengal | x | ------- |
| Bosnia | 2 | 1 | 1 | Bosnian | x | ------- |
| Bulgaria | 28 | 13 | 15 | Bulgarian and Pomak | x | ---- |
| Cape Verde | 1 | 1 | --- | Portuguese | x | ------- |
| Algerian | 1 | 1 | --- | Arabic | x | ------ |
| China | 2 | 1 | 1 | Chinese | x | ------ |
| Democratic Republic of the Congo | 1 | 1 | ---- | French | x | ------ |
| Philippines | 1 | --- | 1 | Filipino | x | ------ |
| Palestinian | 6 | 4 | 2 | Arabic | X (5) | X (1) |
| Guinea | 1 | 1 | -- | French | x | ----- |
| Georgia | 3 | 2 | 1 | Georgian/Russian | x | ------ |
| Cameroon | 2 | 1 | 1 | French | x | ----- |
| Iran | 1 | -- | 1 | Persian | -- | X (1) |
| Iraq | 4 | 3 | 1 | Arabic and Kurdish | X (1) | X (3) |
| Kazakhstan | 6 | 1 | 5 | Kazakh | x | ----- |
| Kirghizstan | 3 | 1 | 2 | Kirghiz | x | ---- |
| KKTC | 1 | 1 | --- | Turkish | x | ----- |
| Kosovo | 1 | 1 | --- | Albanian | x | ----- |
| Lebanese | 2 | -- | 2 | Arabic | x | ----- |
| Macedonian | 1 | --- | 1 | Macedonian | x | ---- |
| Maldives | 1 | 1 | -- | Dhivehi | x | ---- |
| Mali | 2 | 2 | -- | French | x | --- |
| Egyptian | 1 | -- | 1 | Arabic | x | -- |
| Mongolian | 1 | 1 | -- | Mongolic | x | --- |
| Niger | 1 | -- | 1 | English | x | --- |
| Central African | 1 | 1 | -- | French | x | -- |

| | | | | | | |
|---|---|---|---|---|---|---|
| Republic | | | | | | |
| Pakistan | 1 | -- | 1 | Urdu | x | --- |
| Rumanian | 5 | 2 | 3 | Romany | X (4) | X (1) |
| Rwanda | 2 | 2 | -- | French | x | --- |
| Russia | 4 | 2 | 2 | Russian | X (3) | X (1) |
| Senegal | 1 | -- | 1 | French | x | --- |
| Somali | 17 | 13 | 4 | Somali and Arabic | x | --- |
| Syrian | 18 | 11 | 7 | Arabic | X (5) | X (11) |
| Tajikistan | 1 | -- | 1 | Tajik | x | -- |
| Tanzania | 1 | 1 | -- | English and Swahili | x | -- |
| Thailand | 2 | 2 | -- | Tai | x | - |
| Turkmenistan | 1 | -- | 1 | Turkoman | x | -- |
| Ukrainian | 2 | 2 | -- | Ukrainian | x | -- |
| Jordan | 2 | 2 | -- | Arabic | x | -- |
| Zambia | 1 | 1 | -- | English | x | -- |
| **Total** | **170** | **101** | **69** | **31** | **149** | **21** |

Mother tongues and the alphabets of the students who participated in the research differ. This creates a multi-lingual and multi-cultural (heterogeneous) classroom environment. It is important to start the teaching of Turkish as a foreign language by drawing attention to alphabetical and pronunciation differences. Some sounds in Turkish (ı, ü, ğ, ş, ç) don't exist in some other languages, some are represented with other symbols in the alphabet (J= y, c; ş=sch, ch, ç=tsch; k=c, ch; g=c; e=ä;), some letters are not pronounced (beginning:knife, middle: wohnen, end: Descartes), similarly there are some sounds in some other languages that don't exist in standard Turkish and these sounds are not represented in the alphabet.

ذ ز ي و ۋ ا آ ت ش ش ث س ر پ ۆ و ك غ ن م ل ل ق ى ك إ إ خ ح ه غ ۼ گ ف ڈ د ژ چ ج ب أ ء ع ع

**А Ă Ә Є Е Б Ж Ч Ж Д З Ф Г Ғ Ґ Һ Х Х Ы И К Қ Ҡ Л Љ М Н Н Њ О Ө П Р С Ç Ш Щ Т У Ү В Ў Й З Ҙ**

***Gender***

Of the students who participated in the research, 69 are female, and 101 of them are male. No distinctive effect of gender is observed on language learning. None the less, in mixed-sex education, even at low levels at the beginning, some adaptation problems are observed in educational environment, because of the socio-cultural structure of some countries. Some students may behave timid in sitting arrangement (sharing the same desk), participating in the lessons, responding questions, and participating in activities. Such a situation effects the active language learning and teaching environment negatively. Creativity of teachers in providing an appropriate learning environment is important.

***Age and the aim of learning Turkish***

**Table 2:** Age distribution of participants and the aim of learning Turkish

| Age Range | Number | Reasons for learning Turkish |
|---|---|---|
| 7-15 years old | 17 | To maintain a life in Turkey, to adapt to society, and to get education |
| 16-30 years old | 133 | To maintain a life in Turkey, to adapt to society, and to get education (undergraduate and postgraduate education) |
| 31 years old and over | 26 | To maintain a life in Turkey, to adapt to society, and to get education (postgraduate education) |

The reasons for learning Turkish stated by the learners are:

-I need Turkish to get education in Turkey,

-I need Turkish for my commercial affairs (export-import) (15)

-I need Turkish for my business (The quantity of Turkish citizens in the country

-I have to live in Turkey (marriage) (2)

***Teachers' features:***

**Table 3**: The Qualifications of the teachers

| Number | Gender | | Education | | Languages | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Women | Man | B.A | M.A | Turkish | German | English | Arabic | Russian | Chinese |
| 1 | | x | | x | x | | x | | | |
| 2 | | x | | x | x | | x | | x | |
| 3 | | x | | x | x | x | x | | | |
| 4 | | x | | x | x | | x | x | | |
| 5 | | x | | x | x | | x | | | |
| 6 | x | | | x | x | | x | | | |
| 7 | x | | | x | x | x | | | | |
| 8 | x | | | x | x | | x | | | |
| 9 | x | | | x | x | | x | | | |
| 10 | x | | | x | x | | x | | | |
| 11 | x | | x | | x | | x | | | |
| 12 | x | | x | | x | | x | | | |
| 13 | x | | x | | x | | x | | | |
| 14 | | x | | x | x | | x | | | |
| 15 | | x | x | | x | | x | | | |
| 16 | x | | x | | x | | x | | | x |
| 17 | x | | x | | x | | x | | | x |

Teachers of Turkish as a foreign language are individuals who can speak at least one foreign language, experienced in teaching Turkish as a foreign language, and got applied training. The program includes Maths, Liberal Education, and Effective Communication courses after A2 level, and these courses are taught by faculty members of Erciyes University. In addition, some faculty members and field experts participate in non-class social activities (sports, folklore, hand crafts etc.) voluntarily. Moreover, each week, a number of students are invited to dinner by Turkish families so that they can get to know Turkish family structure and life. Each teacher is voluntarily assigned as responsible for a number of learners' linguistic development, and they meet their students periodically to spend some quality time with them, which increase the efficiency of the program.

### *Language Teaching Environment*

Language teaching environment: International learners' satisfaction levels from Erciyes University ERSEM, where the research was conducted, according to the satisfaction survey about the teaching environment:

**Table 4:**Language teaching environment

| Areas | Satisfaction Levels | | | |
|---|---|---|---|---|
| | Very good | Good | Medium | Weak |
| Teachers' knowledge and didactic quality | 122 | 31 | 23 | - |
| Methods and techniques applied in courses | 123 | 41 | 12 | - |
| *Approach to other languages and cultures | 157 | 17 | 2 | - |
| Use of materials and technology | 111 | 48 | 17 | - |
| Organizing and participating in non-class activities | 167 | 9 | - | - |
| Dealing with student problems | 162 | 14 | - | - |
| Communicative skills | 98 | 59 | 19 | - |
| Motivating students | 168 | 8 | - | - |
| Classroom equipment | 137 | 30 | 9 | - |
| Attitudes of Turks towards foreign students | 108 | 20 | 15 | 33 |
| Accommodation | 80 | 73 | 14 | 9 |
| Food | 132 | 34 | 10 | |

The opinions of participants related to teaching environment generally are "very good", and "good". In addition, 33 of the participants (18.7%) expressed negative opinions about the "attitudes of Turks towards foreign students". When they were asked about the reasons for this opinion, they stated that this is not about all of the Turks, but they were accused of having more advantages than Turkish students because of misinformation by some of the students who live in the state dormitories. In order to overcome this problem, related institutions, especially dormitory managers can organize information and orientation programs about the foreign students.

### *Intra-lingual Variables:*

**a- Syntax:**

Some of the syntax mistakes done by the participants are as follows:

En önemli şey bilmek istedim: ( Bilmek istediğim en önemli şey) (The most important thing that I want to know)

Türkiye'nin ekonomiği nasıl artırılmış. Cevap vermek için Türkçe öğrenmek karar verdim.

Türkiye'nin ekonomisi nasıl artırılmış (geliştirilmiş) sorusuna cevap verebilmek için Türkçe öğrenmeye karar verdim. (I decided to learn Turkish in order to understand how Turkish economy developed)

Suudi Arabistan'da kadın olarak yaşama bir çok fırsatlar bulamam. (I cannot find many opportunities as a woman in Saudi Arabia)

There are syntax, word choice, and suffix use mistakes in these sentences.

Hayatımdaenistediğimyapmayaşeylerbundandahaiyigelecekzamandabelkibulamayacağım. (I may not find the opportunity to realize what I want in the future)

Türkçe öğrenirken onun başlangıçları en sorunluluğu geçti. (I encountered many problems in learning Turkish at the beginning)

Evde kalarken hiç bir şey yapmadım. (I didn't do anything as I stayed at home)

B1-3 (Malawi) Türkçe öğrenmek başlamadan önce kendime bir sordum. (I asked myself before starting to learn Turkish)

Okurken tek tek kelime anlaması biliyorum fakat tüm cümleler anlaması çekirmek kolay bir şey değil. (As I read, I can understand each word, but it is not easy to understand whole sentences)

Farklı problemler karşılaştım. (I encountered various problems)

***Subject-predicate inconsistency:***

-Çünkü ben bir evde kalıyoruz, o konu beni kızgın yapar. (Because I live in a house that makes me angry)

Türk ne konuşurlar ben dinlerim, çok kelimeler anlayamam neticesinde moralim bozar. (I listen to people speaking Turkish, and I cannot understand many words, which demoralizes me)

Bazı insanları dikiş makineye kadar hızlı konuşuyordur. Bunun dışında, yazmak ısminde bazı ekileri nasıl kullanmayı zor olur. (Some people speak as fast as a sewing machine. Besides, in writing, using suffixes is really hard)

Türkçe öğrenmem için nedenleri o kadar çok değildir. İlk olarak Türkçe öğreniyorum çünkü Türk insanlarla soysallaşması ve konuşması benim için kolaylaştırır. (There are not many reasons for me to learn Turkish. I learn Turkish, because speaking Turkish enables socializing and speaking with Turks)

Eğitimim başladığımdan beri, yabancı dillerden derslerim aldım. (From the beginning of my education, I took foreign language courses)

**a-Vocabulary:**

Biz çocukluk dönemizde (dönemimizde) daha mutluyduk çünkü çok manual (sade-doğal) bir hayat yaşardık. (We were happier in childhood period, because we had a manual (natural) life) [When the learners cannot remember the word that they want to use, they choose a word from the language in which they are competent. Code switching: Dinçtopal, 2009]. Dönemizde çok manual olduğu için her şeyi birlikte yapardık. O yüzden sosyal (toplumsal-kişilerarası ilişkilerimizde daha başarılıyız) başarımız daha iyidir. (Because we were manual in that time, we did everything together. That's why we are good at social relationships.)

Türkçe öğrenmek (meye) karar verince (karar vermek için) pek çok sebep vardı.(There are many reasons for me to decide to learn Turkish)

Pronunciation: Especially some students from Afghanistan, Pakistan, Arabic speaking countries, and some African countries make changes between ı-i sounds, and students from Indonesia, Malaysia, and Thailand make changes between s-ş ; c-ç; d-t sounds during speaking.

**b-Use of affixes, not using or misusing of some sounds and letters:**

Biz çocukluk dönemizde (in our childhood)

Gençliyini (youth)

Deyişikliler, deyiştirmişdirler (changes, they had changed)

Hayatda da (in life)

Kalırmışlar (they had stayed)

Toplımında (in total)

Masaya yattirdik (we discussed)

Gelenlikle (generally)

Türkçe öğreniğim zaman (when I learn Turkish)

Üniversite öğrenciler0 hepsiTürk (All university students are Turkish)

O benim problem0 ama öğreneceğim (This is my problem, but I will learn)

Okumak isteyordum (Nepal) (I want to study)

Türkçe öğrenmeyi benim için çok gerekli (I need to learn Turkish)

Herkes0 çok dil bilmek0 lazım (Everybody needs to speak foreign languages)

Ç,ğ,ı,ö,ş,ve ü İngilizcede değiller. (yoktur) (Ç,ğ,ı,ö,ş, and ü don'texist in English)

Q,w,xTürkçede değiller. (Q,w,xdon'texist in Turkish)

Türkçedeki ğ,ı,ş,ö,ç,ü vardığın kelimeler bence zor gidiyor. (Words including ğ,ı,ş,ö,ç,ü in Turkish are hard for me)

Ben ona çok seviyorum. (I love that very much)

Türkçe öğrenerek (-iken) çok çok problemler0 karşılaşıyorum. (I encounter many problems during learning Turkish)

Türkiyeve halkı0 çok teşekkür ederim. (I want to thank Turkey and Turkish people)

Eğitim gördim. (Pakistan) (I got education)

İngilizcede bazen 4 keleme Türkçede onlar bir keleme olur. (Four words in English can be just one word in Turkish)

## Discussion and Suggestions

### *Extra-lingual Variables:*

Of the students who participated in the present research, 90.4% stated that they learn Turkish for educational purposes; because Turkish was an important language in international affairs; and they believe that Turkey and Turkish would be much more important in the future; 9.6% of them learn Turkish because of marriage, immigration, and business. Positive attitudes of learners towards the target language, is an important factor that increases motivation (Acat, 2002; Amon, 2008).

Among the learner features, language learning purpose of the learner is an important issue that needs to be studied carefully. Teaching of basic communication skills is the common issue for all language learners. However, in the next step; in teaching the foreign language for specific purposes, content should be organized in a way specific to

the purpose of the learners; and the purpose of all the students in the class should be the same. In one class, academic language skills may be required; while in another other language skills may be needed.

No distinctive effect of gender is observed on learning Turkish as a foreign language. None the less, in mixed-sex education, even at low levels at the beginning, some adaptation problems are observed among female students in educational environment, because of the socio-cultural structure of some countries. Some students may behave timid in sitting arrangement (sharing the same desk), participating in the lessons, responding questions, and participating in activities. This should be considered natural not as a problem. Adaptation of this kind of students to classroom environment depends on the knowledge and skills of teachers in teaching multi-cultural classrooms (Coşkun, 1996). Teachers should get training on this issue.

Age differences should be taken into consideration while forming foreign language classes. Different life experiences of two different age groups may be effective in foreign language learning process. Teaching foreign languages to young learners and to adults require different methods, techniques and materials. Students from both groups may break the class dynamics.

Students who participated in the present research speak different languages with different alphabets as their mother tongues. This indicates that, all students in the class don't start Turkish education at the same level. Some students are familiar with the Latin alphabet, while some other may need to get used a new writing format. Additionally, the differences between alphabets in terms of letter-sound relations is a situation that learners need to learn. Crowded groups, and students who will learn Turkish simultaneously, may be classified according to their mother tongues, their alphabets, and their cultural structures at beginner level (A1). In order to provide simultaneity between classes, some classes may get extra hours. In the next level (A2), classes may be re-arranged to maintain the multi-cultural learning environment.

Teachers who teach Turkish as a foreign language should value different races, religions, and cultures, which is an important factor that increases the trust and positive attitudes towards Turkey and Turkish people (Acat, 2012). This provides students with an environment that enables more communication. More communication in language learning means more achievement. If a learner senses a non-peaceful environment in language learning, that student doesn't feel safe, and focuses on surviving rather than achievement from that moment on (Eichinger, 2008, Şahin, 2013).

On the contrary, if a student senses respect to his personality, race, belief, language and culture in language learning environment, that students focuses on achievement.

***Intra-lingual variables:***

Syntax is defined as "the disciple that studies the facts related to sentences, the whole of connections between linguistic units at sentence level, and the sentence" (Vardar, 1998: 190191). There are syntactic differences between Turkish, which is an

agglutinative language; and inflecting languages, and radical languages. The word order of a regular sentence in Turkish is S+O+V, while inflecting languages (German, French, English etc.) require the S+V+O order. As inflecting languages, word order in radical languages is as S+V+O. There are elliptical expressions in Turkish, while inflecting languages necessitate the stating of the subject and the object (Aydın, 2008; Atabay, 1981; Banguoğlu, 1998; Karimoğlu, 2006).

Turkish: söyledim( ben onu söyledim )

German: Ich habe es gesagt.

English: I said it/that …

The relation between the verb and the object in Turkish is expressed with a suffix to the noun in Turkish; and this relation is expressed with a preposition before the noun in German and English.

Turkish : benimle, arabayla

German : mit mir, mit dem Wagen

English : with me, by car

In Turkish, sub-clauses are formed with various nominalisation affixes, while in inflecting languages sub-clauses are formed using conjunctions and subject-verb relation of the sub-clause in maintained (Aydın,2008).

Turkish : Senin onunla barışmana sevindim.

German : Ich habe mich gefreut, dass du dich mit ihm/ihr versöhnt hast.

English : I am glad that you made peace with him/her.

In Turkish, “o” that indicates third-person doesn’t express gender, while many languages the gender of “O” is stated.

German: er, sie, es

English: he, she, it

The methods and approaches used at beginner level in the teaching of Turkish as a foreign language is of importance for the success of the teaching. An inappropriate method or approach causes weariness and intimidation among students. After simple level introduction patterns, vocal harmony and regular sentence structure should be taught. Spelling activities and simple tongue twisters can be used, in order not to encounter pronunciation and spelling problems in advanced levels. There are some structures formed with participles or relative pronouns in some languages such as German and English. In these languages, gerunds are expressed with conjunctions. In Turkish, there are not always independent units that equal to these conjunctions. Meanings of some expressions in Turkish, can only be understood in other languages by thinking in meaning dimension.

Example: Canı sıkkın oldu mu kimseyle konuşmaz (He doesn’t speak to anybody when he is depressed) (Demir, 2004).

There is an unsaid condition in this sentence, and this condition meaning is expressed

with “mu” suffix which makes the question sentences in Turkish.

German: Conjunctions such as “Wenn, falls” that form sub-clauses, or sub-clauses starting with verbs can be matched with a main clause starting with “so or dann”.

Wenn er/sie sich langweilt, spricht er mir niemandem.

Langweilt er/sie sich, so spricht er mit niemandem.

The use of participles and gerunds in Turkish is one of the most problematic issues in teaching of Turkish as a foreign language (Vardar, 1998). For effective teaching of these subjects, teachers should be competent in Semantics and Comparative Discourse Analysis.

In order to increase the efficiency of the program:

Organizing non-class reading hours; supporting the program with stress, and intonation studies, oral reading, and reading comprehension activities under the supervision of the teacher,

After a certain level, asking students to write an essay titled “What have I learnt today?” every day, reading of these, providing feedback by the teacher,

Having at least three national newspapers at the language school, and organizing speaking hours themed “important news of the day”, may contribute to creating an active language learning environment.

Qualified teachers are necessary for a successful Turkish education. Being able to speak only Turkish or a being able to speak a foreign language is not enough for the teaching of Turkish as a foreign language (Tosun, 2005; Vandewelle, 1999). Teacher to be assigned in this area should have the following qualifications:

Admitting that all races, languages, religions, and cultures in the world are of equivalent value,

Being able to speak at least one foreign language, besides Turkish,

Having a full command of Turkish and Turkish culture,

Having the knowledge and skills required to teach a foreign language (Er, 2012),

Being patient.

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# Development and Validation of Information Technology Mentor Teacher Attitude Scale: A Pilot Study

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The aim of this study development and validation of a teacher attitude scale toward Information Technology Mentor Teachers (ITMT). ITMTs give technological support to other teachers for integration of technology in their lessons. In the literature, many instruments have been developed to measure teachers' attitudes towards the technological tools and instructional technology but almost none proposed to collect information about their attitudes towards ICT coordinators. Perception of teachers is very important because ICT support can play a crucial role in developing positive teacher attitudes toward technology and also successful implementation of technology in curricula. Most of the schools have expensive technological equipment but many teachers have been frustrated by lack of support in integrating these technologies into their classroom. In this regard, in order to evaluate teachers' attitudes toward information technology mentor teachers, an attitude scale with 21 items was prepared by considering related literature, expert opinions and interview results. The scale was administered to 40 teachers form a public elementary school. Based upon the factor and reliability analysis, teacher attitude scale toward ITMT has been developed with 17 items and three factors. Coefficient alpha values belong to each subscales, confidence, willingness and efficacy were .88, .80 and .87 respectively.

## 1. Introduction

Rapid development of technology made a considerable revision on instructional tools. Computer rooms, presentation rooms and intelligent white boards become very common in schools. It is expected teachers to integrate these technologies in their classroom. However, one of the most frequent issues raised by many studies is that teachers mostly used ICT in administrative tasks including preparation of unit plans, organizing scores and reporting (Usluel, Mumcu & Demiraslan, 2007; Askar & Usluel, 2003). Many scales have been developed to determine the teacher attitudes towards the technological tools that are used in education and over all instructional technology (Zhang, 2007; Christensen & Knezek, 1998; Yavuz, 2005; Knezek & Christensen, 1998; Tsai, Lin and Tsai, 2001). Many studies were conducted using such instruments. One of them is conducted by Pollard and Popiel (1994) in order to understand perception of preservice teachers toward technology and its use in the

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classroom. 101 preservice teacher participated in this study and generally, respondents are positive toward their experiences with computer technology .They enjoy using computer and they want to learn more about it. Perception of preservice teachers is very important because preservice training can play a crucial role in developing positive teacher attitudes toward technology and also successful implementation of technology in education highly dependent upon the positive attitudes of teachers and administrators (Pina & Harris, 1993; Woodrow, 1992). Unfortunately, faculty in teacher education programs often do not use technology themselves so the lack of effective technology training at the preservice level is considered a major impediment to the use of technology when new teachers enter the public school setting (Pollard & Popiel, 1994). According to Hooker (2006), teachers are given expensive equipment, but they are often frustrated by lack of support in integrating it into their curriculum. Pina and Harris suggest that "*the anxiety or confidence that teachers display towards computers and other new technologies is a subject which should be of prime importance to teacher educators and educational technologists*" (1993). Another research on teachers' attitude towards computer was conducted by Cristenses (2002) with sixty teachers. Teachers were separated two groups and the treatment group takes computer instruction. After that data was gathered from both groups with the Teachers' Attitude toward Computers (TAC) questionnaire. The study showed that teachers in treatment groups changed to a great extent in direction of positive attitudes than other teachers. Besides, the study indicates that students' attitude are affected by teacher attitudes toward information technology. The recent study of the Albirini (2006) conducted with 326 Foreign Language teachers showed that the majority of teachers have the intention to learn about computers and to use them in the near future. As previous studies showed that, the result of the Albirini's study pointed to teachers' lack of computer competence as a main barrier to their acceptance and adoption of information and communication technology in developing countries (Albirini, 2006).

Since 1984 ICT was first introduced to schools, the Ministry of National Education (MONE) has allocated considerable funding for the use of instructional technologies in schools. The attempts have been made include in teacher training, courseware and educational material development and training of computer coordinators (Demiraslan& Usluel, 2008). Especially after 2000, in order to effectively integration of instructional technology in education, MONE has started vocational programs to train ICT coordinator for schools. In these training programs, National Ministry of Education gives some teachers certification as an "Information Technology Resource Teacher" (ITRT). Now it is called "Information Technology Mentor Teacher" (ITMT). It was planned to provide ITMTs to use their time throughout the school year in order to give teachers technological support and change teachers' attitudes toward technology for integration of technology into the education.

Through the years, different roles have been assigned to the ICT coordinators. On the one hand, they defined as innovator or change agent who has an important role in educational policies of the countries ( Vanderlinde, van Braak, & Hermans, 2009). On the other hand, the ICT coordinators defined as those who work and teach in schools based on the local needs and resources (Strudler & Hearrington, 2008). Watson(2006) define ICT coordinator as "someone who can guide and support the school during the process of implementing ICT into education". Hancock (1990) looks from a different perspective and defines the ICT coordinator as a mentor for students who give support including hardware or software problems. British Educational Communications and Technology Agency (2002) emphasize that in recent practice the most common roles assumed by the ICT coordinator are technical support and supporting children during the learning process. The results of the one of the

recent study which conduct quantitative and qualitative analysis showed that in practice the ICT coordinator functions dominantly in the role of technician (Devolder, Vanderlinde, van Braak, & Tondeur, 2010).
In this regard, information technology resource teacher program is very recent in Turkey and there is not enough systematic research conducted to understand teachers' attitudes toward this innovative program. Moreover, many instruments have been developed to measure teachers' attitudes towards the technological tools and instructional technology but proposed to collect information about their attitudes towards ICT coordinators. Therefore, the study aims to develop a valid and reliable instrument to measure teachers' attitude towards ITMTs.

***State of the literature***

In the literature, many instruments have been developed to measure teachers' attitudes towards the technological tools and instructional technology but almost none proposed to collect information about their attitudes towards ICT coordinators.

Perception of teachers is very important because ICT support can play a crucial role in developing positive teacher attitudes toward technology and also successful implementation of technology in curricula.

Most of the schools have expensive technological equipment; similarly, many teachers are often frustrated by lack of support in integrating these technologies into their classroom.

***Contribution of this paper to the literature***

This study provides a literature review on instruments developed to measure teachers' attitudes towards the technological tools. The study also provides a valid instrument which was consisted of three subscales, confidence, willingness and efficacy. These are main subscales which affects teachers' attitudes towards ITMTs.

This certification program is very recent in Turkey and there is not enough systematic research to understand teachers' attitudes toward this innovation. This questionnaire may enable such researches.

## 2. Method

### *2.1. Population and Sample*

Population of the pilot study is all primary school teachers which get support from Instructional technology resource teachers. The number of information technology resource teachers is very few in Turkey. All over the country about six hundred schools employed an instructional technology resource teacher. In this study convenient sampling method was utilized. The sample consisted of forty teachers from a primary school in Ankara. There were 27 female teachers and 13 male teachers. According to their branch, 2 Mathematic, 3 Turkish Language, 2 Science, 2 Social science, 4 English language, 3 Technology and design, 2 Religious and morality, 1 Computer, 1 Art, and 20 classroom teachers.

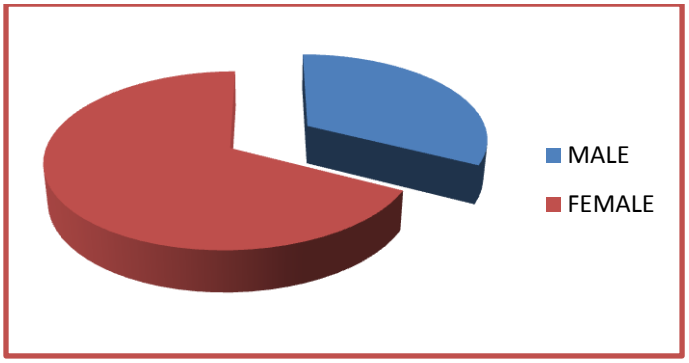


**Figure1.** Teachers' distribution according to gender

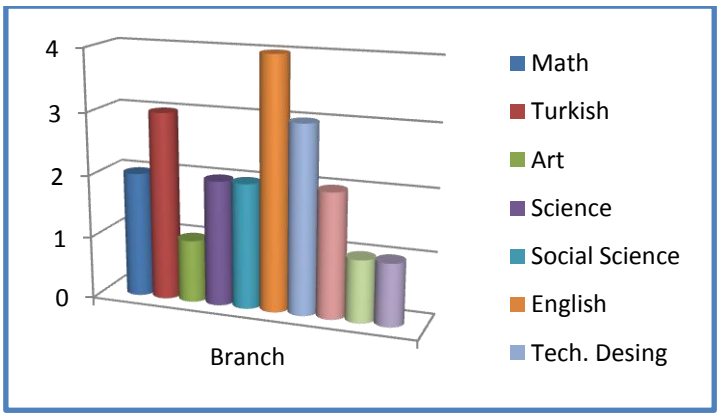


**Figure2.** Teachers' distribution according to branch

### *2.2. Procedure*

During the study five main stages were followed. These steps are

(1) Developing conceptual framework for the instrument
   a. Analysis of mission and function of the ITMTs
   b. Analysis of the existing literature in the world
   c. Interview with ITMT
(2) Developing item pool and constructing the instrument
(3) Taking expert opinion
(4) Cognitive interview
(5) Conducting survey

*2.2.1. Developing conceptual framework for the instrument*

In the first stage, firstly the mission and responsibilities of the information technology resource teachers in schools were examined. National Ministry of Education declares the terms of reference and job description of the ITRTs from its website (www.bitefo.meb.gov.tr). Four main dimensions were emerged from the analysis of this resource. The dimensions were entitled as integration of the technology into the lesson, technical support, material development and training. After that, in order to guide the development of the instrument, existing literature related to teachers' attitude toward instructional technology was examined. Under this frame, teachers' attitude toward computer, attitudes toward internet, attitudes toward instructional technology and attitudes toward

information and communication technology were analyzed. Below, some basic questionnaires were summarized in terms of the items number and observed factors. In order to developed item pool in the next stage, the items which may be adapted for ICT coordinators were chosen here.

*Teachers' attitude toward Instructional Technology (TAC)*

Teachers' Attitudes toward Computers Questionnaire (TAC) is a 99-199 item Likert/Semantic Differential Instrument for measuring teachers' attitudes toward computers on 7-20 subscales (Christensen & Knezek, 1998). It was seen in Table1.

*Teachers' Attitudes toward Information Technology (TAT)*

Teachers' Attitudes toward Information Technology (TAT) complements Teachers' Attitudes toward Computers Questionnaire to provide assessment in new information technologies. TAT also includes 2 subscales replicated from the Teachers' Attitudes toward Computers Questionnaire (Christensen & Knezek, 1998). Table2 represented the subscales and alpha values.

**Table 1** Internal Consistency Reliability for 7-Factor Structure of the TAC

| Subscales | Alpha | No. of Variables |
|---|---|---|
| F1 (Enthusiasm/Enjoyment) | .98 | 30 |
| F2 (Anxiety) | .98 | 30 |
| F3 (Avoidance/Acceptance) | .90 | 13 |
| F4 (E-mail for Classroom Learning) | .95 | 11 |
| F5 (Negative Impact on Society) | .85 | 11 |
| F6 (Productivity) | .96 | 30 |
| F7 (Kay's Semantic) | .94 | 10 |

**Table 2** TAT Internl Consistency Reliability

| Subscales | Alpha | No. of Variables |
|---|---|---|
| Kay's Semantic (CAM) | .91 | 10 |
| Email (teacher) | .93 | 10 |
| Email (student) | .95 | 10 |
| WWW (teacher) | .95 | 10 |
| WWW (student) | .96 | 10 |
| Multimedia (teacher) | .96 | 10 |
| Multimedia (student) | .98 | 10 |
| Productivity (teacher) | .96 | 10 |
| Productivity (teacher) | .96 | 10 |
| D'Souza's Email | .95 | 11 |

*Internet Attitude Scale (IAS)*

In the Zhang study (2007), the final instrument consisted of 40 items, with 10 items describing each of the four Internet attributes which are enjoyment, usefulness, anxiety, and self-efficacy.

Lastly an interview was made with an information technology resource teacher. Analysis of the interview showed similarity with literature and mission and faction definition of the Ministry of Education. Seven main dimensions were emerged from the analysis of the

interview record. These were entitled as integration of the technology into the lesson, technical support, material development, training, maintaining computer rooms and keeping communication with technology department of the Ministry of Education.

In brief, result from all analysis and interview; four common teachers' attributes and four ITMT functions were observed. The teachers' attributes were Willingness/enjoyment, usefulness/efficacy, anxiety, and confidence. And ITMT factions were titled as integration of the technology into the lesson, technical support, material development and technical training.

*2.2.2. Developing item pool and constructing the instrument*

In the second stage, items pool was developed by considering the result of the first stage. The initial draft consisted of 56 items representing integration of the technology into the lesson, technical support, material development and technical training under the enjoyment, usefulness, anxiety, and confidence subscales.

*2.2.3. Taking expert opinion*

The draft was examined by 5 people, 3 of whom were working instructional technology area, one of whom was an expert on measurement and one of whom was a computer teacher. Some ambiguous or unclear items were reworded, and several items were removed according to the feedbacks. The final instrument consists of 21 items using 5-point Likert-type scale, where strongly disagree (1) to strongly agree (5). Among them, 6 items for willingness, 6 items for usefulness, 4 items for anxiety, and 5 items were constructed for confidence subscale.

*2.2.4. Cognitive interview*

In the fourth stage, a cognitive interview was made with a teacher which takes support from an ITMT. During this process think aloud protocol was followed. The think aloud method is a verbal protocol, which is accessible to anyone, as data thus creating an objective method (Someren, Barnard & Sandberg, 1994). The final instrument was given the teacher and it was wanted him to think aloud while answering the items. Result of the cognitive interview showed that all items were clear and comprehensible.

### *2.3 Data collection and analysis*

Data were collected from forty teachers from a public school in Ankara and analyzed in SPSS 11.5 statistical package program. Maximum likelihood with varimax rotation, a factor analysis, was utilized in order to explore the factor(s) structures. First of all, the basic assumptions that are examination of correlation matrix, Bartlett test of sphericity, and KMO value for factor analyses were tested. After that, a reliability analysis was conducted.

## 3. Result

In order to proceed with factor analysis, the value of Kaiser's Measure of Sampling Adequacy overall should be .60 or higher. In the study KMO's value indicated that there was a high correlation between all variables (.73). Also the assumption of sphericity was not violated ($p<0.05$). These results are summarized in Table 3.

**Table 3** Test of Kaiser

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .73 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 494.15 |
| | Df | 210 |
| | Sig. | .00 |

Before starting factor analysis, the correlation among 21 items was inspected to have a first look factorial structure. As seen in Appendix A high level of intercorrelation existed among half of the variables (p>.30). In order to decide factor number(s) eigenvalue and scree plot was used. Based on eigenvalue greater than 1 criteria, there were 6 factors. The eigenvalues and percentages of common variance explained by the factors were as follows: Factor 1, eigenvalue = 8.72 (percentage variance = 41.50%); Factor 2, eigenvalue = 2.05 (percentage variance = 9.74%); Factor 3, eigenvalue = 1.64 (percentage variance = 7.82%); Factor 4, eigenvalue = 1.48 percentage variance = 7.05%); Factor 5, eigenvalue = 1.16 (percentage variance = 5.51%) and Factor 6, eigenvalue = 1.03 (percentage variance = 4.89%). These finding are summarized in Table 4.

**Table 4** The eigenvalues and percentages of common variance explained by the factors

| Factor | Eigenvalue | % of Variance | Cumulative % |
|---|---|---|---|
| 1 | 8,718 | 41,512 | 41,512 |
| 2 | 2,046 | 9,741 | 51,254 |
| 3 | 1,642 | 7,818 | 59,072 |
| 4 | 1,481 | 7,052 | 66,124 |
| 5 | 1,156 | 5,507 | 71,631 |
| 6 | 1,027 | 4,892 | 76,523 |

However, the range of the result of factor analysis indicated that items could not be distinctly loaded into six subscales. Also the literature indicated three to nine subscales. Therefore, the factor analysis again ran restricting the number of factor to three. According to the result; $15^{th}$, $16^{th}$, $17^{th}$, $18^{th}$, and $8^{th}$ items were found to be in the first; $1^{st}$, $2^{st}$, $3^{rd}$, $7^{th}$, and $13^{th}$ in the second; $5^{th}$, $10^{th}$, $11^{th}$, $12^{th}$, $19^{th}$, $20^{th}$ and $21^{th}$ in the third factor. $4^{th}$, $6^{th}$, $9^{th}$ and $14^{th}$ items were loaded any of the three factors. Table 5 shows the factor loading values in detail. Factors were named according to contend of the items and the literature. The items in the first factor were called "Confidence", the ones in the second factor were called "Willingness"; the ones in the third factor were called "Usefulness".

After factor analysis, reliability was checked. The widely-accepted social science cut-off is that Coefficient alpha should be .70 or higher for a set of items to be considered a scale. In the study Coefficient alpha values belong to each subscale, Confidence, Willingness and Usefulness were .88, .80 and .87 respectively. Also when we examine the Deleted-item Cronbach's alpha values it was seen to drop any items from any of factors did not increase Cronbach's alpha value.

**Table 5** Factor Loading

| Item | Factor Loadings |
|---|---|
| **Factor1: Confidence (α=.88)** | |
| 15. I can use learning materials in my class successfully with the help of ITMT. | .63 |
| 16. I can improve my computer abilities getting support from ITMT. | .52 |
| 17. I can use new instructional technologies in my class successfully with the help of ITMT. | .54 |
| 18. I can prepare the lessons on my own previously taking the help of ITMT. | .96 |
| 8. I want to get support from ITMT about technical issues. | .85 |
| **Factor2: Willingness (α=.80)** | |
| 1. I want to get support from ITMT to use technologies more effectively in my classes. | .39 |
| 2.Getting support from ITMT make my work easir. | 1.00 |
| 3. I feel disturbed getting support from ITMT while preparing my class. | .75 |
| 7. I feel disturbed getting support from ITMT while developing learning materials. | .65 |
| 13. I don't want to get support from ITMT while preparing my class. | .39 |
| **Factor2: Usefulness/Efficacy (α=.87)** | |
| 5. I want to improve my materials by getting support from ITMT. | .58 |
| 10. I want to improve my computer abilities getting support from ITMT. | .48 |
| 11- The materials prepared by getting support from ITMT are more effective for learning of students. | .56 |
| 12- ITMT encouraging teachers to develop their own skills. | .41 |
| 19. Taking support from ITMT useful in the development of my computer skills. | .33 |
| 20. Developing learning materials by taking support from ITMT improve the effectiveness of my classes. | 1.06 |
| 21. Preparing classes by taking support from ITMT improve efficiency. | .59 |

## 4. Discussion and Conclusions

Results of the literature review and interview analysis four common teachers' attributes were indicated which are *willingness/enjoyment, usefulness/ efficacy, anxiety, and confidence*, and four main missions of ITMTs which were *integration of the technology into the lesson, technical support, material development and technical training*. Regarding these, an item pool was generated with 51 items. After taking experts' opinions, item number was decreased up to 21; six for enjoyment, four for anxiety, five for confidence and six for usefulness / efficacy. In order to support content validity, beside the review of relevant literature and taking expert opinion the instrument was checked by an ICT teacher, graduated from an educational technology program, in terms of the content relevance and wording. The instrument was applied to 40 teachers in a public school. Maximum likelihood with varimax rotation, a factor analysis, was utilized in order to explore the factor(s) and check the reliability of the instrument. Instead of four, six factors were observed. However, items could not be distinctly loaded into six subscales. On the other hand the literature indicated three to nine subscales. Restricting the number of factor to three, the factor analysis ran one more times and the result showed that three-factor construct was more meaningful for this study. The items in the first factor were called *confidence*, the ones in the second were called *usefulness* and the ones in the third were called *willingness*. Two *anxiety* items were gathered in the third factor. It can be reason that anxiety items could not be clearly understood or the number of anxiety items could not sufficient. In further studies, the number of anxiety items should be revised and increased. On the other hand, 4$^{th}$, 6$^{th}$, 9$^{th}$ and 14$^{th}$ items did not load any

of the three factors. Therefore it was decided to omit these items from the scale. The Coefficient alpha values belong to each subscale, *confidence*, *willingness* and *efficacy* were .88, .80 and .87 respectively. These values supported reliability of the scale. This scale can be very helpful because ITMT certification is a hot topic in agenda of the National Ministry of Education. In the near future, there would be an ITMT in every school but there were not sufficient studies about teachers' perception toward ITMTs. Current study provided a reliable scale to collect data in this regard. As Strudler, Falba and Hearrington (2001) highlighted that educational change regarding ICT is a continuous progress and demands ongoing coordination and support. Educational technologist need to gather reliable information in all stages of technology integration. Surely, this survey could be helpful to understand what teachers think about ITMT. On the other hand, because the sample size was limited in this study a further study should be conducted before the instrument was applied extensively. In light of this pilot study, ITMT attitude scale might be revised and a new study should be conducted with larger sample. It may be needed to validate such a instrument in various schools which have different ICT facilities including interactive white boards, tablets and computer labs.

## Appendix A -Correlation Matrix

| S | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | S12 | S13 | S14 | S15 | S16 | S17 | S18 | S19 | S20 | S21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S1 | 1,000 | ,429 | ,592 | ,515 | ,255 | ,158 | ,527 | ,485 | ,341 | ,496 | ,463 | ,409 | ,173 | ,344 | ,527 | ,455 | ,580 | ,537 | ,442 | ,411 | ,432 |
| S2 | ,429 | 1,000 | ,758 | ,307 | ,367 | ,256 | ,325 | ,267 | ,365 | ,398 | ,265 | ,236 | ,455 | ,331 | ,308 | ,263 | ,512 | ,235 | ,380 | ,282 | ,624 |
| S3 | ,592 | ,758 | 1,000 | ,195 | ,175 | ,154 | ,675 | ,242 | ,403 | ,379 | ,407 | ,196 | ,338 | ,268 | ,350 | ,350 | ,607 | ,278 | ,356 | ,191 | ,566 |
| S4 | ,515 | ,307 | ,195 | 1,000 | ,520 | ,330 | ,214 | ,403 | ,096 | ,337 | ,371 | ,381 | -,063 | ,230 | ,291 | ,249 | ,457 | ,437 | ,371 | ,709 | ,335 |
| S5 | ,255 | ,367 | ,175 | ,520 | 1,000 | ,245 | ,008 | ,209 | ,066 | ,345 | ,360 | ,541 | ,112 | ,218 | ,124 | ,223 | ,303 | ,259 | ,184 | ,549 | ,415 |
| S6 | ,158 | ,256 | ,154 | ,330 | ,245 | 1,000 | ,096 | ,091 | ,200 | ,152 | ,070 | ,276 | ,279 | ,031 | ,277 | ,341 | ,190 | ,112 | ,101 | ,244 | ,073 |
| S7 | ,527 | ,325 | ,675 | ,214 | ,008 | ,096 | 1,000 | ,212 | ,460 | ,354 | ,462 | ,179 | ,238 | ,256 | ,297 | ,303 | ,495 | ,287 | ,411 | ,130 | ,288 |
| S8 | ,485 | ,267 | ,242 | ,403 | ,209 | ,091 | ,212 | 1,000 | ,175 | ,504 | ,311 | ,271 | ,140 | ,490 | ,587 | ,370 | ,589 | ,752 | ,561 | ,335 | ,351 |
| S9 | ,341 | ,365 | ,403 | ,096 | ,066 | ,200 | ,460 | ,175 | 1,000 | ,640 | ,519 | ,143 | ,243 | ,393 | ,565 | ,276 | ,388 | ,316 | ,519 | ,319 | ,539 |
| S10 | ,496 | ,398 | ,379 | ,337 | ,345 | ,152 | ,354 | ,504 | ,640 | 1,000 | ,727 | ,396 | ,181 | ,464 | ,537 | ,350 | ,483 | ,538 | ,647 | ,634 | ,695 |
| S11 | ,463 | ,265 | ,407 | ,371 | ,360 | ,070 | ,462 | ,311 | ,519 | ,727 | 1,000 | ,582 | ,079 | ,433 | ,372 | ,267 | ,589 | ,422 | ,512 | ,642 | ,705 |
| S12 | ,409 | ,236 | ,196 | ,381 | ,541 | ,276 | ,179 | ,271 | ,143 | ,396 | ,582 | 1,000 | ,013 | ,234 | ,297 | ,329 | ,396 | ,335 | ,225 | ,481 | ,452 |
| S13 | ,173 | ,455 | ,338 | -,063 | ,112 | ,279 | ,238 | ,140 | ,243 | ,181 | ,079 | ,013 | 1,000 | ,191 | ,144 | ,171 | ,181 | ,149 | ,243 | -,063 | ,202 |
| S14 | ,344 | ,331 | ,268 | ,230 | ,218 | ,031 | ,256 | ,490 | ,393 | ,464 | ,433 | ,234 | ,191 | 1,000 | ,504 | ,238 | ,341 | ,232 | ,539 | ,349 | ,377 |
| S15 | ,527 | ,308 | ,350 | ,291 | ,124 | ,277 | ,297 | ,587 | ,565 | ,537 | ,372 | ,297 | ,144 | ,504 | 1,000 | ,677 | ,674 | ,612 | ,627 | ,480 | ,530 |
| S16 | ,455 | ,263 | ,350 | ,249 | ,223 | ,341 | ,303 | ,370 | ,276 | ,350 | ,267 | ,329 | ,171 | ,238 | ,677 | 1,000 | ,541 | ,541 | ,383 | ,297 | ,322 |
| S17 | ,580 | ,512 | ,607 | ,457 | ,303 | ,190 | ,495 | ,589 | ,388 | ,483 | ,589 | ,396 | ,181 | ,341 | ,674 | ,541 | 1,000 | ,711 | ,647 | ,473 | ,695 |
| S18 | ,537 | ,235 | ,278 | ,437 | ,259 | ,112 | ,287 | ,752 | ,316 | ,538 | ,422 | ,335 | ,149 | ,232 | ,612 | ,541 | ,711 | 1,000 | ,605 | ,352 | ,443 |
| S19 | ,442 | ,380 | ,356 | ,371 | ,184 | ,101 | ,411 | ,561 | ,519 | ,647 | ,512 | ,225 | ,243 | ,539 | ,627 | ,383 | ,647 | ,605 | 1,000 | ,561 | ,607 |
| S20 | ,411 | ,282 | ,191 | ,709 | ,549 | ,244 | ,130 | ,335 | ,319 | ,634 | ,642 | ,481 | -,063 | ,349 | ,480 | ,297 | ,473 | ,352 | ,561 | 1,000 | ,678 |
| S21 | ,432 | ,624 | ,566 | ,335 | ,415 | ,073 | ,288 | ,351 | ,539 | ,695 | ,705 | ,452 | ,202 | ,377 | ,530 | ,322 | ,695 | ,443 | ,607 | ,678 | 1,000 |

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# Examining the values in life science curriculum in terms of "consistency"

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We gain the values that guide human being's lifelong behaviors during our social life from our family, peer groups, educational institutions, media, and so on. Those values also form our evaluation criteria. Considering that skills learned during childhood become permanent, values that are taught to students must be in integrity, consistency and be in a form that does not make any conflict for student. Handling the issue in this context, the values included in Life Science Course Curriculum (LSCC) have to be examined in terms of consistency. This study aims to find out consistency in values included in LSCC distributed according to the classes and themes, whether there are conflicting values, and also comparing values according to the individuality and sociality. In this study, document analyses method has been used. Primarily, the values included in LSCC have been determined. Distributions of values according to the classes and themes, presence of attribute of individuality or sociality, and consistency of values have been examined. Based on analyzing the collected data, the researcher has come to the conclusion that "patriotism" is the most emphasized value and it is available in each class and theme. Additionally, love, tolerance, respect and justice are the most repeated values. Truthfulness, honesty and peace are the least repeated values in all classes.

## Introduction

The definition of the values, the importance of the values in personality development, and the approaches to the education of values should be briefly mentioned primarily in order to evaluate the values in Life Studies in terms of consistency.

When the definition of value is reviewed, it is seen that the social scientists define it in a different manner. However, in the light of the characteristics and definitions given by the researchers and scientists such as Allport, Feather, Inglehart, Kohn, Kluckhon, Morris, and Rokeach, it can be defined value as "the criteria or belief(s) going beyond a certain situation or action; sorted in order of priority by associating with each other; ensuring a motivation towards the objects desired; and providing guidance in preferences or evaluations" (Shwartz, 2012).

Also, personality that is in a close relation with value refers to the total of characteristics

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which distinguish individuals from each other and possessed from the birth or gained afterwards. Our values and characteristic properties are also one of the elements forming our personality (Senemoğlu, 2004). The personality characteristics must be consistent with each other (Cüceloğlu, 1999). Comparing the personality and value, Bilsky and Schwartz (1994) suggest that there is a difference on these three points: (1) While the characteristics of personality are generally seen as the explanations of the observed behavior patterns, the value is considered as the judgments of the individuals on whether the situations, people or behaviors are desired or not. (2) While the differentiation in the characteristics of personality is also an indication of the characters displayed by the individuals, the values show difference in terms of the importance attributed to certain targets by the individuals. (3) While the characteristics of personality explain what kind of characteristics of personality the behavior is originated regardless of the intention, the values refer to the intentional targets of the individuals which show their consciousness.

In order to evaluate the values available in the program in terms of the collectivism and individualism, the approaches for the education of values should be observed. The education of values is moreover referred with different titles including moral education, character education, and education of ethics (Lovat, Toomey, & Clement, 2010). The traditional character education accepts students as passive receiver of the social values. On the other hand, in the modern approach of the character education, it is argued that critical thinking should be included in the process of education of values rather than only shaping the students in accordance with certain values. Values clarification is based upon the principle of values relativity. The focus point of the values clarification is the development of the individual's autonomy. The excessive responsibility loaded on the individual for establishing their own values is one of the leading reasons making this approach individualistic (Altıntaş, 2012). While certain value approaches centralize the individualism, some of them centralize the collectivism. Accordingly, it can be analyzed that which viewpoint is adopted in the Life Science Course Curriculum (LSCC).

According to Tozlu (2003), the values not only are developed in an individual but also developed the individual itself by rendering human as a part of a community or a whole. The societies where the values are experienced can be defined as healthy societies. Then, it can be stated that this expression highlighted further emphasis on the social aspect of the values.

On the other hand, it can be seen two major opinions about educational policy in Turkish Educational System. Prens Sabahattin, Satı Bey, and Abdullah Cevdet described education as an individual process. According to this aspect persons must be considered and put forward in education. On the contrast Ziya Gökalp, İ. Hakkı Baltacıoğlu, and Ethem Nejat accepted education as an agent for transition of cultural heritage (Tezcan, 1997). Prens Sebahattin can be seen as individualist and Ziya Gökalp as socialist in terms of values.

In the literature review, there are certain studies on how the values are included in various curriculums. For instance, Candan and Ergen (2014) studied on how humanist values considered in Life Science course books. In another research, Yaşaroğlu (2014) examined on the importance of values in Life Science Curriculum. Yılmaz (2013) investigated pre-school teachers' opinions about Social Science curriculum in context of values. Çekin (2012) examined acquisitions of the course of Religion Culture and Knowledge of Ethics in according to the values. Merey, Kuş and Karatekin (2012) compared Social Science curriculum in Turkey and USA.

## Method

In this recent study, document analysis method has been used. This method includes "the analysis of written materials including information about the case or cases required to be researched" (Yıldırım and Şimşek, 2011, p.187). In this study, the objectives and personal qualities in "Life Science Course Curriculum Program and Instructions for the 1st, 2nd, and 3rd Classes in Primary School" (Ministry of National Education, 2009) have been analyzed. The values associated with the objectives have been analyzed in terms of the distributions as per classes and themes and the consistency in the personality characteristics to be gained. When analyzing the consistency of the characteristics to be provided for the individuals, the values are primarily divided in two groups as personal and social values. In this separation, the benefit to be provided by the values has been taken into consideration. If the personal benefits dominate, it is referred as "personal value", and if the social benefits dominate, the values are defined as "social values". From this point, the value of "openness to innovation" is classified as personal value and "tolerance, love, respect, peace, helpfulness, truthfulness, honesty, justice, patriotism, and cultural values protection" are categorized as social values.

## Results

The Life Science course has been taught on the first three years of the primary school. It is composed of three themes as "My School Excitement", "My Unique Home", and "Yesterday, Today, Tomorrow". The distribution of the values according to the classes and themes are shown in Table-1.

**Table 1.** Distribution of Values to Themes and Classes

| Value | My School Excitement | | | My Unique Home | | | Yesterday, Today, Tomorrow | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1th class | 2nd class | 3th class | 1th class | 2nd class | 3th class | 1th class | 2nd class | 3th class | |
| tolerance | 7 | 2 | 4 | 3 | | 4 | | | | 20 |
| love | 3 | 3 | 4 | 4 | 2 | 5 | | | | 21 |
| respect | 6 | 1 | 3 | 2 | 2 | 4 | | | | 18 |
| peace | 1 | 2 | 3 | 1 | | 1 | | | | 8 |
| helpfulness | 2 | 3 | 2 | 1 | 1 | | | 1 | | 10 |
| truthfulness | 1 | 2 | 2 | | 1 | 1 | | | | 7 |
| honesty | 1 | 2 | 2 | 1 | 1 | 1 | | | | 8 |
| justice | 4 | 2 | 3 | 2 | 2 | 1 | | | | 14 |
| openness to change | 1 | 2 | | 1 | 3 | 3 | 1 | 3 | 1 | 15 |
| patriotism | 4 | 4 | 2 | 1 | 2 | 2 | 1 | 1 | 6 | 23 |
| cultural values protection | 2 | 3 | | | 1 | 2 | 1 | 1 | 4 | 12 |
| Total | 32 | 26 | 25 | 16 | 15 | 24 | 3 | 6 | 11 | 156 |

In Table 1, it is seen that the most emphasized value is patriotism (23 attainments) when the frequencies of the values in three classes are sorted. Love (21 attainments), tolerance (20 attainments), and respect (18 attainments) values follow it respectively. It is also seen that the least emphasized last three values are truthfulness (7 attainments), peace (8 attainments), and honesty (8 attainments) values respectively.

When the available values in the program analyzed, it is observed that all values are consistent with each other and can give positive personality characteristics.

It is additionally understood that the social values have much more density when the distributions of the values qualified as social and personal values.

When the distributions of the values according to the classes are analyzed, it is observed that the most values are seen in 3rd class objectives (60 objectives) and the least values are seen in 2nd class objectives (48 objectives). In the 1st class, 51 objectives are observed as related with the values. It can be said that the objectives according to the classes in a consistent and balanced distribution.

While there are 83 objectives associated with the values available in "My School Excitement" theme, the number of attainments in "My Unique Home" theme, and in "Yesterday, Today, Tomorrow" theme is 55 and 22 respectively. Thus, the order is as follows: "My School Excitement", "My Unique Home", and "Yesterday, Today, Tomorrow".

## Conclusion and Discussion

Meanwhile, "patriotism" with 23 objectives is the most emphasized. It is available in each class and theme. "Truthfulness" is the least emphasized value. Being available in all themes of all classes, the value of "patriotism" principally shows the priority of the values desired to be given to the students via the curriculum prepared by the center (Ministiry of National Education). With regard to this finding, it can be stated that one of the most fundamental personality characteristics desired to be given to the students by The National Education System is patriotism. In the study done by Yaşaroğlu (2014) on the importance of values available in LSCC in accordance with the opinions of the class teachers, it is revealed that the value which is seen as the least important in comparison with the other values by the teachers is patriotism. Consequently, it cannot be suggested that the values which are paid importance and repeated frequently by the program are seen on the same level of importance by the teachers. It can be said that the regional differences can be available in the possible reasons of that result. The perception of the students can be studied as a separate research subject. Yılmaz (2013) has a result in his study suggesting that the value of "patriotism" is seen as the most important value within the ranks for the importance of the values in the Social Studies course.

Love, tolerance, respect, and justice are the most repeated values in LSCC. Çekin (2012) reaches a result stating that the value of love is also one of the most emphasized values in lesson of Religious Culture and Ethics. According to Merey, Kuş and Karatekin (2012), these values are seen as the least emphasized in Social Studies Lesson in the primary schools in USA. It is observed that while the value of love is one of the most frequently emphasized value in the curriculum programs in Turkey, it has a much less emphasis in Social Studies in the primary schools in USA. Candan and Ergen (2014) suggest that "love" is the most mentioned value in Life Science textbooks.

Truthfulness, honesty, and peace are the least repeated throughout all three years in the program. In the Social Studies Lesson in primary schools in USA, the value of honesty is one of the least emphasized values. On that point, it can be said that the value of honesty is emphasized in the same way in similar lessons of both countries (Merey, Kuş and Karatekin, 2012). In the research conducted by Candan and Ergen (2014) for analyzing whether the textbooks of Life Studies include basic universal values, it is seen that the value of peace is one of the least mentioned values in comparison with the other related values.

The social values are much more in the program. The personal values constitute 10% of the total objectives. It can be interpreted as that the education system aims social people;

traditional character education method is adopted; Ziya Gökalp's view is dominant in The Ministry of National Educational System. The value of openness to innovation, which is categorized as personal value, takes place in all themes except for "My School Excitement" theme in the 3rd class and is emphasized mostly in the 2nd class objectives. It can be thought that the openness to innovation which is a personal value and the social values such as love, respect, tolerance and etc. are on the same direction and aim to give positive personality characteristics. Thus, it can be said that the values do not contradict with each other and they have a consistency.

The distribution of the objectives according to the themes; however, is not balanced. 83 objectives in "My School Excitement" theme, 55 objectives in "My Unique Home" theme, and 22 objectives in "Yesterday, Today and Tomorrow" theme are associated with the values. The most emphasized value is in the "My School Excitement" theme and minimum rate is seen in "Yesterday, Today and Tomorrow" theme. When this finding is regarded, it can be said that the values are emphasized much more in the early terms of the school year and much less in the later terms. Accordingly, it can also be stated that this distribution is not consistent in accordance with the terms.

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# Reinterpreting *The Wén-Zhì Debate* in the Education of Translation History with special reference to Sutra Translator Xuan Zang in Tang Dynasty

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The present-day widespread adoption of the interpretation of the Wén 文(refined or elegant style)-Zhì 质 (unhewn or plain style) Debate in Chinese sutra translation has meant that such an interpretation is only one of methods of or approaches to sutra translation both in sutra translation studies and in the education of Chinese translation history. This paper argues that it is necessary for researchers in general and teachers in particular to have a clear understanding of the traditional Chinese poetics behind and the implication of this debate. The analysis identifies a number of issues of the Wén-Zhì Debate such as its origin, source and implication from a historical perspective and clarifies the strong influence of functional poectics upon sutra translation as well as sutra translators. With special reference to Xuan Zang as a good example who well actualized the concept of "To be a good sutra translator means to be a good man" in sutra translation in Tang Dynasty, the paper concludes with suggestions for reinterpreting the Wén-Zhì Debate both in sutra translation studies and in the education of Chinese translation history by taking into account the influence of the Chinese traditional poetics as well as the ethical aspect of the translator.

## 1.Introduction

In the traditional Chinese poetics, *Wén* [wén 文] means the form (writing style) which is **ornamental**, **refined** or **elegant** whereas *Zhì*[zhì 质] refers to the **really good**[zhēnshí 真实] and **trustworthy**(xìn 信) content conveyed by the form or style.Only when these two elements are duly blended, can we say what is written is a good piece of writing because it is up to the standard of the traditional poetics. After this poetics extended its influence to sutra translation, both *Wén* and *Zhì* came to be employed as approaches to translation. *Wén* [wén 文] refers to a sutra translation done in a manner **ornamental** or **refined**, whose near synonyms are **embellished**(shì 饰), **beautiful**（měi 美）and **elegant**(yǎ 雅). And *Zhì*[zhì 质]

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refers to a sutra translation done in a way **unhewn**[zhì 质] or **plain[**pŭshí 朴实**]**, whose near synonyms are **straightforward**(zhí 直), **trustworthy**(xìn 信)and **unvarnished**（pŭ 朴）(Hua & Hua, 2014:138-142). Over the past decades, studies on and the teaching of the traditional Chinese translation thought in the one-thousand-year sutra translation in China has been mainly focused on the interpretation of the debate on *Wén* and *Zhì* as different approaches to or methods of sutra translation and little attention has been paid to what is behind this debate or the implication of such a debate（Ma, 1998:24; Chen,1992:14-17; Wang & Wang,2009:8-9）. And there has also been an interpretation of the debate on *Wén* and *Zhì* as equal to liberal translation and literal translation within the framework of the contemporary discourse on translation(Liang, 2010:154-158). This kind of studies, it is argued in this paper, is incomplete as it lacks theoretical depth—the significant and interesting insight into what is behind this dispute; namely, the influence of the then dominant literary poetics. As translation, no matter what kind it is, is a social activity regulated and governed by its poetics which cannot be irrelevant to the then dominant literary poetics, a good analysis of its leading mode of translation thought, therefore, cannot be done without taking into account such poetics. Sutra translation practice is no exception. And it is also argued in the paper that the then dominant traditional Chinese poetics influencing the Chinese sutra translation is not simply a theory of literary criticism, but also a theory about ethics; namely, about a good writer who should prove to be a good man through his writing. This influence upon sutra translation generates a translation poetics which not only deals with an approach to sutra translation that duly blends *Wén* and *Zhì* but also implies that a qualified sutra translator is one who should prove to be a good man through his sutra translation. Given this factor, this paper, taking Xuan Zang(600-664 CE, an eminent sutra translator in Tang Dynasty in Chinese history) as an example, will firstly discuss the start of the dispute over *Wén* and *Zhì*, secondly address the issue of the origin, implication and evolution of the doctrine of *Wén* and *Zhì* and its influence upon sutra translation practice, and finally comment on how Xuan Zang actualized in his sutra translation practice the concept of Harmony Between *Wén* and *Zhì*, namely doing sutra translation in a manner that duly blends *Wén* and *Zhì* and at the same time "To Be a Good Translator Means to Be a Good Man". It is hoped that such a claim can help correct the inexact interpretation of the *Wén-Zhì* Debate not only in the sutra translation research but also in the education of the history of Chinese sutra translation.

## *2. The start of the debate on Wén and Zhì in sutra translation*

The debate on Wén and Zhì occurred in the process of translating the Dharmapāda when the translation team formed by the Indian monk Vighna, the Presiding Translator, Zhu Jiangyan the Interpreter and Zhi Qian（fl.233-253 CE）the Recorder was working at its Chinese translation.Vighna and Zhu Jiangyan preferred a sutra translation done in a *Zhì* manner which was not refined but unhewn as they were very cautious about departing from the source language because of their minimal command of Chinese. To Zhi Qian whose command of Chinese was good, sutra translation should be done in a *Wén* manner which, elegant and refined, was conformable to the norms of the then Chinese poetics. Each of the both sides failed to convince the other in accepting its view on the approach to sutra translation. Details about this dispute were clearly recorded in *Preface to the Translation of the Dharmapāda* written by Zhi Qian 支谦 (Ren, 2010:176; Lv ,2013:22; Chen,2000:15):

> …Then in the third year of the Huangwu reign [224 CE] the Indian monk Vighna 维祇难[fl.222-228 CE] came to settle in Wuchang. Under him I studied a version of this sutra consisting of five hundred

> gathas, and I requested his co-worker Zhu Jiangyan 竺将炎[fl.222-228 CE], also from the Indian subcontinent, to translate it. This learned monk was well versed in the Tiānzhú language[Sanskrit], but did not know the Chinese language very well. When he translated, he adopted sometimes transliteration and sometimes paraphrse. And the result was of a metaphrase kind that was **unhewn** [zhì 质] and too **straightforward**[zhí 直]. At first I found it lacking in **elegance** [yǎ 雅], but Vighna said, "The Buddha himself said that one should follow the sense in all its plainness, dispense with **embellishment [**shì 饰], and transmit the truth without being too **strict** [yán 严] with the means and method. If a sutra translation is easy to understand and no meaning is lost, then it is a good translation." The people present all agreed to this and said, "Laozi cautioned that '**beautiful** [měi 美] words are not **trustworthy** [xìn 信] and **trustworthy** [xìn 信] words are not beautiful[měi 美], and Kongzi（Confucius） made a similar remark, 'Writing cannot fully express what is conveyed by speech; speech cannot fully express ideas'. This shows how fathomless and limitless the thoughts of the saintly sages are. Today when we translate the sutras, we should **directly convey** the meaning [jìngdá 径达]." That is why I now write down only the words spoken by the Presiding Translator and I follow the original theme of the sutra without **refining** [wén 文] it with **embellishment**[shì 饰]. Anything the translator does not understand will be left blank and not transmitted. There are many omissions in this text, and there are places that have been left untranslated… . (Seng, 2013:272-274; Cheung, 22010:58-59)①

As recorded in this preface, Zhi Qian was opposed to translating sutras in an **unhewn** (zhì 质) and **straightforward** (zhí 直) manner which Zhu Jiangyan and Vighna favored instead of translating in an elegant and refined way. This is what people called the debate on or dispute over the issue of *Wén* and *Zhì*—two different approaches to translating sutras. Lasting a long time, such a dispute found reflections in many famous sutra translators' work as Kumarajiva(c.350-c.410), an Indian Buddhist monk, who preferred translating sutras in a readable and elegant manner in his sutra rendition practice, and Dao An, a native Buddhist monk, adhered to the manner of *Zhì* 质(unhewn), namely, translating in an **plain[**pǔshí 朴实**]** and **straightforward** (zhí 直) way. This dispute came to an end at last in the Sui and Tang Dynasties as more and more Buddhist monks came to realize that either *Wén* or *Zhì* had its own merits as well as demerits and the two cannot be separated from each other in sutra translation. And only when the two are duly and harmoniously blended in sutra translation can their strengths be brought into full play and can high quality sutra translations be produced. To some people, translating sutras from Sanskrit into Chinese in two different ways or in a way that harmoniously blends the two shows different attitudes held by sutra translators toward translating sutras, but in the eye of the authors of this paper, there is something more important behind this dispute that needs clarification, namely a doctrine of harmony between *Wén* and *Zhì* which originated from Confucius' Theory.

## 3. The origin, implication and evolution of the *Wén* and *Zhì* Theory

The doctrine of harmony between *Wén* and *Zhì* can be traced back to Confucius' *The Analects*. In Book Six of this Chinese bible, Confucius said,

> When natural substance[Zhì 质] prevails over ornamentation[Wén 文], you get the boorishness of the rustic. When ornamentation prevails over natural substance, you get the pedantry of the scribe. Only when ornament and substance are duly blended do you get the true gentleman. (Confucius, 1998:73)

Here, *Zhì* 质 (substance) originally means "texture", extended as denoting the "content", while *Wén* 文(ornamentation) signifies "grain" or "vein", extended as referring to "form". If a man has both *Zhì* and *Wén* duly and harmoniously blended in himself, he can be a real gentleman of the highest integrity, an ideal noble man in the eye of Confucius. To him, a society will be an orderly and ideal one when people in it behave like this model. Obviously, Confucius utilized and discussed *Wén* and *Zhì* from an ethical perspective, aiming to express his moral and ethical principles in establishing an ideal society . This *Wén-Zhì* theory of Confucius was adopted first by later generations as the standard of personality evaluation,

then by politicians and statesmen as the principle of assessment of a society (which was made up of *Yīn*[equal to *Zhì*] and *Yáng*[equal to *Wén*] and finally by scholars and literary critics as the principle for criticizing literary writings. According to such ancient Chinese scholars as Dong Zhongshu 董仲舒(1975:230), Sima Qian 司马迁(1982:1442), Yang Xiong 杨雄 (1998:97), Wang Chong 王充 (2010:280) and Liu Xie 刘勰(1958:537), the *Wén-Zhì* Theory proposed by Confucius thereafter began to penetrate and prevail the later Chinese society in general and the Chinese literary forum in particular in the following hundreds of years. Scholars and literary writers all showed strong interest in the employment of the *Wén-Zhì* Theory in literary criticism. To them, *Wén* referred to the beautiful form and elegant style of the literary writing whereas *Zhì* stands for the good content of the writing. If both the form and the content are harmoniously mixed with each other, then the literary writing will be of an ideal kind. Hence, the *Wén-Zhì* Theory became a literary theory, a kind of functional poetics blended with expressive poetics. In the case of the former, literature should perform the function of social education and cognition in agreement of the dominant social ethics and morality, enhancing the social pecking order, and in the case of the latter, literature should be esthetic-oriented, synchronically and diachronically interactive with the then society in terms of writing style and the social system. Given these factors, the *Wén-Zhì* Theory should be understood not only as a theory of literary criticism but also as an ethical principle for demonstrating a good man through his work. In other words, the *Wén-Zhì* Theory requests a writer not only produce great literature but also show his good personality or highest integrity.

When China entered the periods of the Three Kingdoms(220－280 CE), then the Western Jin Dynasty(265—316 CE) and the Southern and Northern Dynasties(317—420 CE), the *Wén-Zhì* Theory became a dominant sort of poetics, exerting great impact on the then Chinese literature of all kinds, not to mention sutra translation which is of course a type of literary writing. After China was unified under the name of the Sui and then the Tang Dynasties, the *Wén-Zhì* Theory became a nationally-accepted kind of poetics, serving as a yardstick for all sorts of literary writing and criticism. During the long process of social change (ranging from the Eastern Han Dynasty to the Tang Dynasty), there were many books published and articles presented, centering around the topic of how a harmonious combination of *Wén* and *Zhì* could do good to the production of fine literature which could perform good social functions in education. And there have also been literary books and readers which were compiled in the light of this dominant poetics whose extension began to cover issues of sutra translation. Behind the debate on the two approaches(*Wén* and *Zhì*) in sutra translation, the influence of the *Wén-Zhì* Theory cannot be underestimated.

As influenced by the *Wén-Zhì* poetics, the Buddhist monks engaged in sutra translation gradually began to notice the strengths and weaknesses of the two approaches (*Wén* and *Zhì*) and how the two could be duly blended in sutra translation so as to produce more satisfactory Chinese versions of sutras. Most monk translators agreed that the most important thing for a sutra translator to do is how to make the Chinese version faithful to the source text in content. To achieve this goal, the sutra translators should appropriately choose their translation method. Some sutra translators like Seng Rui 僧睿(Seng,2013:308;298), Hui Yuan 慧远 (Seng,2013:380) and Seng You 僧祐(Seng,2013:14-15) came to realize that each of the approaches had its weaknesses and strengths in translaton practice under certain circumstances and only in a way of blending the two could faithful and satisfactory sutra translations be produced. To support such an argument, some eminent sutra translators like

Dao an 道安(313/314-385 CE), Yan Cong 彦琮(557-610 CE) and Xuan Zang 玄奘(600-664 CE) shifted their attention to such specific issues as how cultural obstacles could be overcome and what prerequisites there should be for a good sutra translator so as to help make the. *Wén-Zhì* Theory perfect and applicable in sutra rendition practice. After the *Preface to the Translation of the Dharmapāde,* Dao An, a revered and highly influential monk in the Eastern Jin Dynasty (317-420 CE), specified some instances of the impossibility of preserving all of the source text in the target language and Yan Cong, another eminent monk translator in the Sui Dynasty, proposed eight prerequisites for sutra translators In an essay (Preface to *A Collation of* [the Translation of] *Extracts from the Mahāprajñāpāramitā Sūtra*[Perfection of Great Wisdom Sutra]), Dao An drew sutra translators' attention to the five instances of losing the source and the three difficulties that the sutra translator would encounter in translating sutras from Sanskrit into Chinese:

> In translating Hu-language into Chinese, there are five instances of losing the **source**[shīběn 失本]. The first is when the Hu-language word order is reversed to conform to that of Chinese. The second is when Hu-language sutras, **unhewn**[zhì 质] in style, are converted into **refined**[wén 文] Chinese—as only **refined**[wén 文] texts can please the Chinese,who like **refined** [wén 文] writing. The third is when the Hu-language sutras, elaborate and detailed, are tailored and the repetitive chants, considered **wordy**[fán 烦] are shortened or excised in the Chinese translation. The fourth is when the Chinese translation completely erases the repetitions and the gathas [ranging from five hundred to a thousand words], which recapitulate in verse the meaning of a prose section. The fifth is when the narrative, having completed a theme, makes a digression and then goes back to it, but the digression is removed in the Chinese translation.
>
> Let us look at the *prajñāpāramitā* [Preface of Wisdom] sutras. The Buddha's wisdom is expounded in the sutras, and its true revelation always goes along with the times. As times and fashions change, the antiquated **elegant** [yǎ 雅] features have to be removed and adjusted to the present time. This is the first difficulty. The enlightened and the unenlightened are separated by an immense gap, and yet [the translator] must seek to make the subtle and profound words from a millennium ago understandable to the common people. This is the second difficulty. When Ānanda 阿难[d.463 BCE] put the sutras together for the first time shortly after the death of Buddha, Mahākāsyapa 大迦叶[dates unknown] asked the five hundred arhats to check the texts rigorously; but now, after a millennium, present-day notions are adopted unthinkingly when the texts are edited. How cautious the arhats were, and how reckless we ordinary mortals are! Could it be that those who know little about the sublime law are braver? This the third difficulty. … ( Seng, 2010:290; Cheung, 2010:80)

What Dao An says here is not simply a warning (of the need to guard against reckless excision and less than respectful treatment of the source②) but also the first piece of writing in Chinese to address the problems of translation. It clearly mapped out and thematized (with unprecedented lucidity) what was involved in translating (Qian Mu,1980). It became a kind of nodal point around which many ideas revolved, or upon which they were predicated. In other words, the five instances of losing the source and the three difficulties are a warning to the sutra translators who hope to achieve faithfulness in sutra translation no matter in what way they did their rendition.

To produce good sutra translations that were faithful to the source text and conformable to the then Chinese poectics of writing, far-sighted and sensitive sutra translators like Yan Cong begin to think about the qualifications that a sutra translator needs as the *Wén-Zhì* Theory is in fact centered around the man who does the work. Yan Cong's focus, different from that of Dao An, is shifted to the right way of sutra translation, namely, the right way of following the Buddha, the right way of studying Buddhism, the right way of preparing oneself to be a Buddhist sutra translator and the right way of translating. Of all these conditions, he emphasized most the right way of preparing oneself to be a Buddhist sutra translator—the pre-requisites for sutra translators:

> Taking everything into consideration, there are Eight Prerequisites for Translators. First, a translator must love the truth sincerely and be devoted to spreading the Buddhist faith and wisdom to others. Second, to prepare himself for enlightenment, he should hold fast to the rules of abstinence and not arouse scorn or laughter in others. Third, he must be well read in the Buddhist canon and must understand both Mahayana and Hinayana Buddhism, and he should not be deterred by the difficulties he encounters. Fourth, he must also study the Chinese classics and Chinese history and make himself well versed in letters so that his translations will not be clumsy and awkward. Fifth, he must be compassionate, open-minded and keen to learn, and must not be biased or stubborn. Sixth, he must devote himself to practicing the truth; he must think lightly of fame and riches and harbor no desire to show off. Seventh, he must also acquaint himself with the lexicons in ancient Chinese writings and with the development of the Chinese script so that he will not misuse words in his translations. Only when he has prepared himself in all these eight aspects will he be regarded as a worthy translator; only then will he be able to gain merit in the karmic trio of thought, word and deed and project his influence. (Dao,2014:56-57 ; Cheung,2010: 142)

It is clear from this passage that the eight pre-requisites proposed by Yan Cong for the sutra translator include high linguistic competence, high moral and spiritual accomplishments. These additional conditions should be taken into account when the *Wén-Zhì* Theory is intended to be successfully actualized in sutra translation practice.When the whole China was unified under the name of Tang Dynasty, the *Wén-Zhì* Theory became a dominent poetics guiding literary writing. In accordance with this theory, sutra translation was done by taking into consideration two things—one is the harmonous blending of *Wén* and *Zhì* approaches and the other the actualization of the concept of "Being a good sutra translator means being a good man of highest integrity". Of the four famous sutra translators(Kumārajīva 鸠摩罗什, Paramārtha 真谛, Xuan Zang 玄奘 and Bu Kong 不空) in Chinese history of sutra translation, there were two (Xuan Zang and Bu Kong) in the Tang Dynasty. And among them, Xuan Zang is the best example who is worth mentioning with regard to the actualization of that concept in sutra translation.

## 4. Xuan Zang as an Example for actualizing the concept of harmony between Wén and Zhì in sutra translation

According to both Dao Xuan(2014:95-131) and Hui Li and Yan Cong(2003), Xuan Zang(600-664 EC) is an eminent monk and a prolific sutra translator in the Tang Dynasty (618-907 CE), who is known as "the Tripitaka-master" (*Sanzang Fashi*) or simply "the Tang Monk" in folklore. His original name was Chen Yi 陈祎 and he came from a family in what is now Yanshi County, Henan Province. He became a monk at the age of thirteen and took his final vows at the age of twenty-one. When young, he made an exhaustive study of the different schools of Buddhist doctrine, and found that sutras and treatises showed discrepancies in what they said about the underlying principles of Buddhism and the processes and methods for pursuing Buddhist enlightenment. In order to resolve the differences, and dispel his doubts, he decided to take the risk of a long and arduous journey to India where Buddhism originated. For 17 years, he learned Sanskrit in India and studied the most important Buddhist sutras under the guidance of renowned monks. Through his hard work, he became expert in the doctrines and philosophies of both Hinayana and Mahayana Schools of Buddhism. Returning to Chang'an, the capital of the Tang Dynasty, he stayed in the Hongfu Monastery, translating the sutras and treatises he had collected from India. During his remaining 20 years of life devoted to sutra rendition, he had translations totalling over 1300 volumes which are of high quality. In addition, he designed the working system of sutra translation in organization and work procedures, verifying the interpretations and doctrinal issues, polishing the translations, standardizing terminology and checking the Sanskrit meanings. Studying, summarizing and commenting on Xuan Zang both as a eminent monk scholar and as a prolific sutra translator, are such contemporary critics and scholars as

Liang Qichao(2011:166), Ji Xianlin(Xuan Zang and Bian Ji: 1985: 1040-1047), Yang Tingfu(1980:17) and P. Pradhan④. they offer views on him from different perspectives. These views, as far as the features of Xuan Zang's sutra translation are concerned, are of four kinds: (1) Attaching great importance to team work in sutra translation and the proper plan of the whole rendition work; (2)Taking a very serious attitude towards his sutra translation by carefully choosing source texts and comparing and proofreading different Chinese versions of the source texts; (3)Doing his sutra translation in a way that duly blended *Wén* and *Zhì* so as to ensure fidelity and readability of the target text; (4)Paying enough attention to re-translation after he scrupulously checked those poor versions for accuracy. But based on all kinds of historical records (Hui Li & Yan Cong, 2003; Xuan Zang and Bian Ji, 1985) and our evaluation of his Chinese versions, our argument is that Xuan Zang's example as a sutra translator in terms of duly blending *Wén* and *Zhì* finds reflection mainly in two aspects: one is his attitude toward Buddhism and the other his attitude toward his translating work. In the case of the former, he showed an unwavering fidelity to Buddhism which is manifest in his trek to India on a pilgrimage in search of sacred texts and his exact interpretation of every piece of Buddhist scriptures as well as his expressive representation of the source text in Chinese as supported by the five guidelines he set down for not-translating a term [and using a transliteration instead] (Luo,2009:93; Cheung, 2010:157-158), and in the case of the latter, he, indifferent to fame and profit, worked so hard and attached great importance to every detail of his sutra translation which wins him a good reputation in the world of sutra translation as well as in Buddhism studies.

## 5. Conclusion

In conclusion, it it worth considering the possible future directions for teaching the *Wén-Zhì* Debate in the Chinese history of sutra translaton. The main requirement is the new consideration of an expanded range of aspects of teaching which involves a historical perspective on this debate. To put it briefly, we should help our students understand that both *Wén* and *Zhì* originated from Confucius as an ethic blending both, developed into a theory adopted to evaluate a society, evolved into a literary poetics and finally found their way into sutra translation as a kind of translation poetics. A reinterpretation of this translation poetics should not only go deeper into the then dominant poetics behind this debate but also make clear the implication of this translation poetics which emphasizes the demonstration of the noble character of the sutra translator through his sutra translation. A good example is Xuan Zang, an eminent sutra translator in Tang Dynasty, who put it into practice perfectly. More importantly, this re-interpretation of the *Wén-Zhì* Debate can not be done within the framework of the contempoarary discourse on translation!

## Acknowledgement

(1) The English translation is selected from Martha P. Y. Cheung's book *An Anthology of Chinese Discourse on Transaltion*, but improved a little bit by the authors.
(2) See Martha P.Y. Cheung's *An Anthology of Discourse on Translation*, Vol. 1, p.81.

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# Current Challenges in English Language Learning in Turkish EFL Context

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The purpose of this study was to investigate the current challenges in English language learning and teaching in Turkey from high and low achievers' perspective. The study was qualitative in nature and the participants of the study were twenty-two students attending at various departments of a state university in Turkey. In this study, the question of "what were the challenges that you had while learning English?" was asked to each participant and their responses were classified in terms of overall ideas, language skills, method, approach, practice, linguistic differences in two languages, personal differences, teacher, material, family and environment. The results of the study suggest that the objectives of English course should be realistic and be considered as a whole from primary education to higher education. Teaching and improving four language skills are supposed to be the focus of attention rather than grammar-centred language teaching. English courses should be designed as practice-based rather than theory-based. In addition, foreign language teachers should take into consideration the individual differences, learner characteristics and plan the activities in this regard. Foreign language teachers should take in-service training and update their professionalism from time to time. Finally, the materials such as course books, videos, and internet web sites should be chosen carefully according to the students' interest, level and needs.

## Introduction

The teaching of foreign languages has become an important part of Turkish education system since the westernization efforts of 19th century. In todays' globalized world, knowing a language is seen as an indispensable part of almost every sector in Turkey. The advances in technologies in many fields have emerged a need for a common communication tool. English is seen as a lingua franca of the world languages and this case has emphasized the importance of teaching and learning of English language both in Turkey and all over the world. So far, lots of decisions have been made, new methods and approaches have been implemented, many course books and curriculum revised through trial and error in teaching

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and learning English language in Turkey, but it has not been possible to reach the desired objectives in this field.

Therefore, the purpose of this study was to investigate the current challenges in English language learning and teaching in Turkey from high and low achievers perspective and propose some suggestions in the light of the data collected.

## Historical Perspective

In Ottoman Empire, foreign language teaching was meant to teach Arabic and Persian languages due to religious purposes and the teaching of structural characteristics of those languages were the focus of attention because the purpose was to understand a written text. Within the westernization efforts, The Rescript of Gulhane contributed to the teaching of foreign languages, because this topic found its way in the new curriculum of modernized schools. In 1868, Galatasaray Sultanisi was established to teach French language at an advanced level and to meet the needs of civil servants of the Emperor (Demirel, 2003). Darussafaka Private School, which was famous for well-qualified mathematics, science and French lessons, was opened in 1873 (Demircan, 1988). Within the Proclamation of the Republic, Turkish became the primary language as the medium of instruction. The Table 1 below shows the chorological change in the priority given to foreign languages throughout recent Turkish history (Demircan, 1988).

Table 1. The chorological change of foreign languages in recent Turkish history

| Order | Pre 1773 | 1773-1923 | 1923-1950 | 1950-1980 | After 1980s |
|---|---|---|---|---|---|
| 1 | Arabic | Arabic | French | English | English |
| 2 | Persian | Persian | English | French | German |
| 3 | Turkish | French | German | German | French |
| 4 | | English | Arabic | Arabic | Arabic |
| 5 | | German | | Persian | Persian |

In 1928, Turkish Education Foundation was established to prevent Turkish children from attending foreign schools to learn a foreign language. Between the years 1928-1934 TED College was structured and the medium of instruction at this school has been English since 1952.

Because of the advantages of knowing a foreign language in Turkey, teaching of foreign languages have been given priority by both public and private schools and Turkish education system has undergone some changes by means of trial and error through time. Anatolian high schools and super high schools have been some of the implementations on the state side. In private sector, there have been many private schools opened and the most important characteristics of these private schools have been to emphasize English language teaching. To provide the sustainability of foreign language teaching in all echelons of Turkish education system, in 1956 Middle East Technical University and in 1957 Bogazici University which was an extension of Robert College were opened and the most remarkable characteristics of these institutions was that the medium of instruction was in English. Following these universities, Bilkent University (founded in 1983), Koç University (since 1993) and Sabancı University (since 1997) have been some of the private universities of which the medium instruction has been in English.

## Literature Review

The current literature about the problems in language teaching and learning in Turkey found various reasons for the failure. In 2005, Gedikoğlu investigated the problems in Turkish education system in the process of entering European Union. Besides the evaluation of Turkish education system in general, problems in foreign language teaching were mentioned as well. This study revealed that the most noticeable problems in foreign language teaching were the lack of well-trained teachers and the limitation of technological utilities. In addition, this study also emphasized the role of mother tongue in learning a foreign language. Çelebi (2006) focused on foreign language education policies of Turkey and he suggested that the problems in foreign language teaching in Turkey resulted from the troubles in the teaching of the mother tongue. He also stressed that the materials and course books used in foreign language teaching did not comply with the Turkish culture, way of thought and learning styles. Altun (2006) analyzed the issue in terms of using computer technologies in Turkish education system. In this study, participants were computer coordinators, school principals, and supervisors. According to the findings of the research, the main troubles mentioned were as follows: too few computers, insufficient software, and lack of peripheral equipment at schools and insufficient number of in-service training courses for teachers. He suggested that handling with the problems in teaching English, it would be beneficial to examine the problem from the perspective of learners. Akalın and Zengin (2007) conducted a research about the perceptions of people on foreign language learning in Turkey. They revealed that there were two main problems in foreign language teaching in Turkey. The first one was the lack of realistic objectives and the second one was to spend much time on grammar teaching rather than other language skills. From the teachers' perspective, a study with regard to teaching English in multigraded classrooms was conducted by Karcı and Vural (2011). Results of the study showed that elementary school teachers had negative views about teaching English although students' attitudes towards English were found positive. They did not consider themselves qualified enough at teaching English.

Aydın and Zengin (2008) concentrated on the role of anxiety in foreign language learning and considered the anxiety as one of the main reasons for learning a foreign language. The study found that the reasons for anxiety were the exams and negative assessment. In addition, this study also proved that other reasons for the anxiety in foreign language learning were teacher behaviors, different learning styles and cultural diversities. Büyükyavuz and İnal (2008) conducted a research on 132 in-service teachers to identify the problems in foreign language teaching and they found that there were lots of crowded classes at state schools filled with students with different language levels, learners were not guided to take responsibility of their own learning outside the classroom, language exams were typically designed either in multiple-choice format or in other traditional ways instead of projects and portfolios, for the majority of teachers professional development was nothing more than studying grammar and preparing for the Language Proficiency Examination for State Employees(KPDS) and the traditional classroom seating plan prevented effective teaching in classes.

Kızıldağ (2009) focused on the problems that primary public school teachers faced in teaching English. Semi-structured interview was implemented to 20 primary school teachers and as a result, it was stated that English language teachers experienced three main challenges while working at public primary schools in Turkey. These were ranked as (a) Institutional, (b) Instructional and (c) socio-economic. Institutional problems were due to the poor planning resulting in malfunctioning curriculum; instructional problems were the lack of

appropriate materials and infrastructure. Next, socio-economic levels of the parents affected the awareness of the importance of learning a foreign language. Moreover, she maintained that ELT teachers were negatively affected by crowded classrooms and the heavy workload and the schools lacked supporting materials such as videos/CDs, projectors and computers. Gökdemir (2010) conducted a research analyzing the problems in foreign language teaching at the university level. Participants of the study were 460 English preparatory class students from various universities in Turkey. He found that the main challenges were: English lessons were mostly theory-based rather than practice-based, English lessons were generally teacher-centered rather than learner-centered, there was no convenient environment for learning a foreign language, the students attending preparatory classrooms and schools at the universities did not have enough supplementary materials in English.

According to Çetintaş (2010), the most important problem in foreign language teaching in Turkey was the lack of sustainability from the primary school to secondary education. She revealed that there was no sustainability in terms of course books and curriculum throughout the education. Furthermore, insufficient number of teachers who graduated from English language teaching departments and their lack of in-service training were the other reasons for the failure. Aydın (2013) analyzed teachers' perception about the use of computers in teaching English and participants of the study were 157 Turkish EFL teachers working at the elementary and secondary schools. The results of the study showed that participants had problems concerning with the integration of technology into the curriculum. He also stressed that teacher training programs did not give enough education about the computer software programs and there were deficiencies in the technical equipment of schools to integrate computers into the teaching curriculum of English lessons. Finally, Öz, Demirezen and Pourfeiz (2015) investigated the willingness to communicate of English as a foreign language (EFL) learners. They found that more opportunities should be given to EFL learners to communicate in a stress free classroom environments.

## Method

This study was qualitative in nature, because it was designed to investigate the language learners' perceptions towards the current challenges that they faced in learning English from the high achievers and low achievers' perspective. The participants of the study were twenty-two students attending at various departments of a state university in Turkey. There were two groups of participants. Twelve of them attended English Language Teaching department as junior students and they studied English at secondary and high schools, too. They also passed language proficiency exam and achieved a high level in English proficiency. Other twelve participants were from the departments such as nursery, psychological counseling, math, science education and they had a low proficiency in English Language. They studied English language throughout their academic life, but they couldn't reach the desired proficiency in comparison with the first group. In this study, the question of "what were the challenges that they had while learning English?" was asked to each participant and their responses were classified in terms of language skills, method, approach, practicality, linguistic differences in two languages, individual differences, curriculum, teacher, materials, family and entourage.

## Findings and Discussion

The data collected was presented under the following themes and remarkable responses of the participants were given in text-format below.

**1.** *Overall idea:* Some participant students talked about their overall idea on English learning. For instance, one of the participants stated:

> *It is very upset to admit that when I came to the university, I recognized that I did not know how to speak English. This clearly shows that we do not reach the aim of language education. It is unfortunate for me and my future career (Participant 3, personal communication).*

The perspective of another participant student was very similar to that of the above student. She said that:

> *As you know, we are in the journey of language acquisition from 4$^{th}$ grade till now, in other words, for 15 years. However, when I examine myself, my English level is very low like 3$^{rd}$. grade student. I am very upset to say that I just know whatever I have learned during my personal experience (Participant 11, personal communication).*

This result was consistent with the findings of Akalin and Zengin (2007) who found that foreign language teaching in Turkey had lack of realistic objectives.

**2.** *Four skills:* Some participant students reported that even though English education should be based on four skills at the same time, teaching grammar has been mostly focused in their English education classes. For example, one of the participant students stated:

> *To tell the truth, we did not get any learning activities about speaking, listening, and writing with the exception of grammar. Yes, we know English at some level in terms of grammar; but, unfortunately, we do not know how to live in English" (Participant 3, personal communication).*

The perspective of another participant student was very similar to that of the above student. He said that:

> *While learning English, we just care about how much we know grammar. On the other hand, it is not important how much we can speak in English in real life situations (Participant 10, personal communication).*

This result was coherent with the findings of Akalin and Zengin (2007) and Büyükyavuz and İnal (2008) who stated that grammar teaching was the focus of attention rather than other language skills.

*3. Method***:** The researchers came to know that some participant students criticized the method of English teaching. For instance, one of the participant students stated:

> *Even though all countries around the world have focused on communication skills and student centered education in English, we are still trying to teach and learn through*

*traditional method. In this context, we are mostly focusing on just grammar but ignoring speaking and writing skills (Participant 4, personal communication).*

In a similar vein, another participant student said that:

*Our homework was just learning new vocabularies by writing 5 times. That was it. Otherwise, I did not remember that our English teachers did speak English in the classroom when I was a student at elementary and secondary school. Grammar translation method was the only one used at that time (Participant 7, personal communication).*

This result was consistent with the findings of Kızıldağ (2009) who found that instructional issue in English teaching was very important in order to reach the aim of English teaching in Turkey. Similarly, the result was coherent with the findings of Gökdemir (2010) who reached the conclusion that the main challenges in English teaching was focusing on mostly theory-based rather than practice-based and generally teacher-centered rather than learner-centered.

*4. Approach:* Some participant students mentioned that there were negative attitudes towards English learning when they were students at secondary school and high school. For example, one of the participant students affirmed that:

*As you know, we have to take University Entrance Examination for Higher Education by the final year of high school. That is why; English lesson, unfortunately, was considered trivial lesson such as music, art, and so on when we were students at high school (Participant 3, personal communication).*

The perspective of another participant student was very similar to that of the above student. He uttered that:

*When I was a student at elementary school or middle school, English lesson was not as important as other lessons like Mathematics, Geometry and etc. Therefore, school administration and our teachers did not care about what we learned in English lessons (Participant 7, personal communication).*

This result was coherent with the idea of Aydın and Zengin (2008) who stated approach, in other words, attitudes towards English lesson was important for English teaching and learning.

*5. Practice:* Besides, some participant student uttered that they did not get the chance of practice while learning English. For example, one of the participant students stated that:

*In point of fact, one of the difficulties of learning a language was the lack of exposure and input. I had less opportunity to read and to speak to a native speaker to improve my English and speak fluently (Participant 15, personal communication).*

The perspective of another participant student was very similar to that of the above student. She said that:

> *I have never been to the United Kingdom and/or the United States of America. Therefore, I could not find any chance to practice my speaking skills in English in real life situations. We just learned in English lessons. Even worse, we did not read any journal or newspaper in English for a long time when we were learning English (Participant 6, personal communication).*

This result was consistent with the findings of Akalın and Zengin (2007) and Büyükyavuz and İnal (2008) who found that lack of practice was one of the most important aspects in English teaching.

*6. Structure of languages:* The researchers also recognized the importance of structure of language in English teaching and learning process. For example, one of the participant students avowed:

> *Actually, one of the biggest problems in English learning is the differences between writing and pronunciation of most vocabulary items in English. In addition to that, even though we do not have some tenses in Turkish, there exist some unusual tenses in English. This was another handicap for me when I was learning English (Participant 9, personal communication).*

In a similar vein, another participant student expressed that:

> *When I was learning English, I had difficulties on learning of phrasal verbs. Actually, I still do not know what the meaning of many phrasal verbs is and am not sure which phrasal verb is the best to explain my idea when I am writing (Participant 11, personal communication).*

This result was coherent with the idea of Gedikoğlu (2005) and Çelebi (2006) who emphasized the importance of the role of mother tongue in learning a foreign language.

*7. Personal differences:* Some participant students talked about the reality and effects of personal differences in English teaching and learning. For example, one of the participant students confirmed that:

> *Students are so much afraid of failure and being insulted or made fun of, therefore they are unwilling to participate in the lesson. When it comes to motivation, in my opinion it plays the most important role in the learning process. Even if you have all the other features you cannot learn a language unless you don't have enough motivation, self confidence etc. Your learning process will definitely result in failure if you don't trust yourself and a forcing effect no matter how hard you try (Participant 15, personal communication).*

The perspective of another participant student was very similar to that of the above student. She said that:

> *Lack of motivation is one of the most important problems in English learning. If a person has less self-confidence to try talking English in front of people, he or she never begins speaking or improves his or her speaking skills (Participant 4, personal communication).*

This result was consistent with the findings of Aydın and Zengin (2008) who found the importance of different learning styles in English teaching and learning.

*8. Teacher:* The need of highly qualified teachers in any education system has been accepted by many researchers in the world. In this regards, some participant students stressed the importance of teacher in English education. For example, one of the participant students uttered that:

> *It is very hard to accept that our English teacher was so weak on educational science and classroom management. He did not use different methods when we were taking English lesson. We were mostly passive and just sit and listened although our English teacher was active. (Participant 4, personal communication).*

The perspective of another participant student was very similar to that of the above student. He said that:

> *Unfortunately, I could not meet any highly qualified English teacher when I was a student in middle school and high school. Especially, some of them tried to teach us English by Turkish. It means that they are not well prepared in English teaching (Participant 2, personal communication).*

This result was coherent with the findings of Aydın (2013), Çetintaş (2010), Gedikoğlu (2005) and Karcı and Vural (2011) who found that one of the most significant problems in foreign language teaching was the lack of well-trained teachers.

*9. Material***:** The researchers have also come to know that some participant students have faced difficulties because of lack of material on English lessons. For instance, one of the participant students avowed:

> *Unfortunately, we could not use teaching materials effectively. In addition to that, materials are not appropriate for English education. For example, our English books have been written by Turkish authors who do not know exactly the culture of English (Participant 4, personal communication).*

This result was consistent with the findings of Çelebi (2006), Çetintaş (2010), Gedikoğlu (2005), Gökdemir (2010), and Kızıldağ (2009) who found that one of the most significant problems in foreign language teaching was the lack and/or limitation of materials and technological utilities.

*10. Family, friends and social environment:* Some participant students declared that their family, friends, and social environment either negatively or positively affected their English learning. For example, one of the participant students stated that:

> *I had less motivation for English lesson, because, my family had negative attitudes towards English learning. According to them, English was not necessary for University Entrance Examination; therefore, studying English was just waste of time (Participant 4, personal communication).*

The perspective of another participant student was very similar to that of the above student. She said that:

> *Unfortunately, most of my friends did not care about what's going on in English lessons when I was a student at high school. This social environment affected my desire to learn English. Over time, I had lost my motivation on learning English and finally I became like my classmates (Participant 1, personal communication).*

This result was coherent with the findings of Büyükyavuz and İnal (2008), Kızıldağ (2009), and Öz, Demirezen and Pourfeiz (2015) who emphasized the importance of family, friends, and social environment on English education.

## Conclusion

In conclusion, Although Turkish education system has undergone some renewal activities including foreign language education from time to time; this study shows that there are still recurring challenges for language learners in Turkish context. This study suggests that the objectives of English course should be realistic and be considered as a whole from primary education to higher education. In other words, new topics should be introduced at each level and language level should be upgraded at each level instead of repeating the same topics again and again. Next, teaching and improving four language skills are supposed to be the focus of attention rather than grammar-centered language teaching. Because foreign language learners mostly complain that they are unable to express their ideas in English language though they have taken many English courses throughout their academic background. In addition, English courses should be designed as practice-based rather than theory-based and this learning environment can be created in a learner-centered atmosphere.

As in many other educational fields, the role of the language teacher is primarily important in motivating the learners to reach the objectives. Therefore, the methods, approaches and techniques used by the teacher affect learners' attitude towards English course positively or negatively. Foreign language teachers should take into consideration the individual differences, learner characteristics and plan the activities in this regard. Foreign language teachers should take in-service training and update their professionalism from time to time.

Finally, the materials such as course books, videos, internet web sites should be chosen carefully according to the students' interest and level. The course books which are prepared in this direction can be an effective tool in reaching educational objectives. Especially the course books designed according to the learners' needs can motivate learners in a large extent.

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