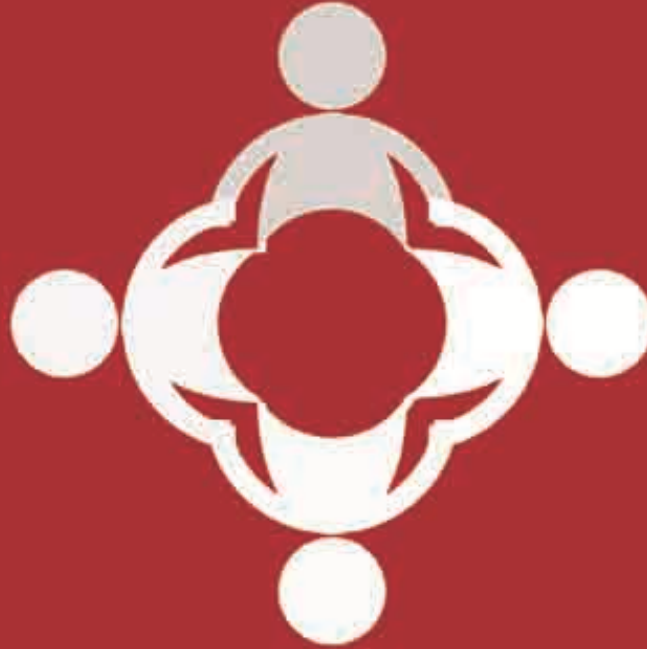


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Doç. Dr. Hakan Sarı,  
Prof. Dr. Ömer Üre  
**Editors**

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## **Message from the Editor**

I am very pleased to publish second issue in 2013. As an editor of Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG) this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG), For any suggestions and comments on TIJSEG, please do not hesitate to send mail.

Assoc. Prof. Dr. Ayşegül Ataman

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## 12 YIL ZORUNLU EĞİTİME İLİŞKİN 1. SINIF ÖĞRETMENLERİ VE VELİLERİNİN GÖRÜŞLERİ\*

### THE OPINIONS OF 1<sup>ST</sup> GRADE TEACHERS AND PARENTS AS TO 12-YEAR COMPULSORY EDUCATION

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#### ÖZET

Bu araştırmanın amacı, ilkokul 1. Sınıf öğretmenleri ve velilerin yeni sistem hakkında görüşlerini, uygulama sırasında yaşadıkları sorunları ve çözüm önerilerini açığa çıkarmaktır. Araştırma nitel araştırma yöntemlerinden betimsel araştırma yöntemiyle gerçekleştirilmiştir. 2012-2013 eğitim öğretim yılında İzmir ili merkez ilçelerde görev yapan 1. sınıf öğretmenleri ve 1. sınıf velileri ile yürütülen araştırma belli bir duruma ilişkin sonuçlar ortaya koymayı amaçladığından durum çalışması deseniyle örülmüştür. Araştırmanın örneklemini ise amaçlı örnekleme yönteminden, kolay ulaşılabilir durum örnekleme yoluyla seçilen 44 ilkokul 1. Sınıf öğretmeni ve 77 veliden oluşmuştur. Araştırmada veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler betimsel olarak analiz edilmiştir. Araştırma soruları araştırmanın kategorilerini oluşturmuştur. Araştırmanın sonucu olarak öğretmen ve velilerin büyük çoğunluğunun sistem hakkında olumsuz görüşte olduğu ortaya çıkmıştır. Veliler ve öğretmenlerin sistemin uygulaması sırasında çok fazla sorunla karşılaştıkları görülmüştür. 4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitim sistemine ilişkin veliler ve öğretmenlerin büyük çoğunluğunun olumsuz görüş bildirdiği görülmüştür.

**Anahtar sözcükler:** Eğitim Sistemi, 12 Yıl Zorunlu Eğitim, 4+4+4 Uygulaması

#### ABSTRACT

Purpose of the research is to find out the opinions of first grade teachers at primary school, the parents about new education system, the problems they faced and solutions during the implementation. The research is descriptive study using qualitative research techniques. Since the research is intended to show the results concerning a specified situation, it comprises case study patterns. Sampling of research consists of 44 teachers of first grade and 77 parents that have been chosen through convenient case sampling from criterion sampling method. In the research, semi-structured interview questionnaire has been used as data collection. The data have been analyzed descriptively. Research questions consisted of categories of the study. As a result of the research, the great majority of teachers and parents have been found to be negative about the system. It revealed that teachers and parents encountered lots of problems during the implementation of the system. The parents and most of the teachers have been observed to express negative opinions regarding 12 year compulsory education system which was arranged as 4+4+4.

**Keywords :** Education System, 12 Years Compulsory Education, 4+4+4 Regulation

\* Antalya'da düzenlenen I. Uluslararası "World Conference on Educational and Instructional Studies (2012)"te sözlü bildiri olarak sunulmuştur.



## GİRİŞ

Günümüzde nitelikli insanlara duyulan ihtiyaç giderek artmaktadır ve toplumların nitelikli insan güçleri de ancak nitelikli bir eğitim ile sağlanabilir. Türkiye'nin çağdaş bir toplum olmak için gösterdiği çabalar incelendiğinde, bütün bu çabaların temelini eğitimin oluşturduğu görülür. Çünkü bir ülkenin çağdaş devletler arasında sağlam bir yer edinip, bu yerini korumasında rol oynayan önemli öğelerden birisi eğitimidir. Bilgi çağı olarak nitelendirdiğimiz 21. Yüzyılda, bilim ve teknolojinin hızla ilerlemesi toplumların yapısını değiştirmekte, böylece eğitim sisteminde de diğer alanlarda olduğu gibi yenileşme zorunlu bir hale gelmektedir. Bundan dolayı da toplumların geleceği açısından, büyük bir önem taşıyan eğitim konusunda ilgisiz kalmayı düşünmek mümkün değildir (Aybek, 2007).

Küreselleşme, yaşam boyu eğitime artan gereksinim, iletişim teknolojilerindeki hızlı ve yoğun gelişmeler, diğer bütün kurumlar gibi eğitim kurumlarını da büyük ölçüde etkilemiştir. Bu gelişmeler, kuşkusuz eğitim kurumlarını, ortaya çıkan bilgi toplumu yapısına uygun, evrensel değerlere açık, bilgi üretimine katkıda bulunan, bilgiyi yaratıcı biçimde kullanabilen, daha nitelikli insan yetiştirme zorunluluğu çerçevesinde etkilemektedir (Karaca, 2008).

Dünyada yürütülen uygulamalar gösteriyor ki, artık 21. yüzyılı yaşamaya başladığımız çağımızda eğitimin amaçları, ders uygulamaları ve öğretmen-öğrenci ilişkileri daha farklı bir bakış açısından biçimlenmektedir. Bilginin olduğu gibi aktarılması, alıcı tarafından ezberlenmesi ve “bilgili insan her şeyi bilen insandır” anlayışının tersine günümüz eğitimi araştıran, karşılaştığı toplumsal veya bireysel problemlerini çözebilen ve çözümünde alternatif yolları kullanan bireyleri yetiştirmeyi amaçlamaktadır (Büyükkantarcıoğlu, 2006).

Bu değişiklikler ve uygulamalara bağlı olarak toplumların sosyal, kültürel ve ekonomik bakımlardan ilerlemesi, teknolojiye ve endüstrideki hızlı gelişmeler insan unsurunun en iyi şekilde eğitilmesini gerektirmekte, buna paralel olarak zorunlu eğitim süre yönünden uzamakta ve farklı ülkelerde farklı sürelerde devam etmektedir (Gültekin, 1998).

Zorunlu eğitim, örgün eğitimin en fazla önem verilen bölümünü ifade eder. İnsanın belli bir çağda belli bir sürede eğitim almasını öngörür. Temel eğitim ise, hangi yaşta olursa olsun insanın örgün ve yaygın eğitim sistemi içinde belli bir düzeyde ve nitelikte eğitim görmesini anlatan bir kavramdır (Mert, 1999).

Temel eğitim ya da İlköğretimin amacı bireye yaşadığı çağın gereklerine ve toplumun beklentilerine uygun bilgi, beceri ve davranışları kazandırmaktır. Bu yönüyle temel eğitimden bir toplumun bütün kültürel birikim ve değerlerini geliştirmesini, gelecek kuşaklara aktarması beklenir. Bir diğer beklenti ise bireylerin niteliklerini geliştirerek gelecekteki mesleklere hazırlamasıdır. Dünyadaki birçok ülkede temel eğitim bu özelliklerinden dolayı zorunlu hale getirilmiştir. Zorunlu eğitimin ne kadar süre verileceği ise, ülkelerin eğitime katılımı, gelişmişlik düzeyi ve nüfus artışı gibi etkenlere bağlıdır. Zorunlu eğitimin kesintisiz ya da ne kadar süre verileceği ülkeden ülkeye farklılık gösterir (Güven, 2012).

Günümüzde dünya ülkeleri, zorunlu eğitim süresinin artırılmasını hedeflemekte ve bu yönde çaba sarf etmektedir. Birçok ülke, zorunlu eğitim süresini 12 yılın üstüne çıkarabilme olanaklarını yaratmaya çalışmaktadır. Öte yandan ülkelerin kalkınmışlık ve gelişmişlik seviyeleri ile zorunlu eğitim süreleri arasında pozitif bir ilişki bulunmaktadır. Bu ülkelerde zorunlu eğitim en az sekiz yıldır (Gültekin, 1998). Eğitimde yapılan tüm çağdaşlaşma çalışmaları ve yapılan değişiklikler sonucunda bazı Avrupa ülkelerindeki okula başlama yaşı ve zorunlu eğitim süresi aşağıdaki gibidir ( Erginer, 2006; Gültekin, 1998; Güven, 2012).





**Tablo 1. Avrupa Birliğine Üye Ülkelerde Zorunlu Eğitim ile İlgili Bazı Bilgiler**

Ülke	Yaş Grubu	Süresi
Danimarka	7-16	9
Finlandiya	7-16	9
Fransa	6-16	10
Hollanda	5-17	12
Almanya	6-16	10
İngiltere	5-16	11
İtalya	6-16	10
Polonya	6-16	10
Romanya	6-16	10
Bulgaristan	6 veya 7-16	8
Belçika	6-15	9
Portekiz	6-18	12
Yunanistan	5-15	10

Yukarıda belirtilen bu ülkelerden Almanya’da okul öncesi eğitim 3-6 yaş arasındaki çocukları kapsamaktadır ve zorunlu değildir. Tam zamanlı genel eğitimin ise 4 yılı ilköğretim, 6 yılı da birinci kademe ortaöğretim seviyesinde verilmektedir. İngiltere’de 3-5 yaş arası çocuklar zorunlu olmayan okul öncesi eğitimi almakla beraber, zorunlu eğitim ise 5-16 yaş arası çocukların devam ettiği 11 yıllık süreyi kapsamaktadır. Yunanistan’da ise zorunlu olmayan bölüm çocukların 4-6 yaş arasında gidebildikleri okul öncesinden oluşup, zorunlu eğitim süresi 5-15 yaş arasındaki çocukları içeren 10 yıllık süreyi kapsamaktadır.

Ülkemizde ise; 1996-1997 öğretim yılına kadar ilkokul ve ortaokul ayrı ayrı eğitim-öğretim verirken, TBMM’de 16 Ağustos 1997 tarihinde onaylanarak yürürlüğe giren 4306 sayılı “8 yıllık kesintisiz zorunlu ilköğretim yasası 15 Eylül 1997 de uygulamaya konulmuştur (Mert, 1999).

Günümüzde ise; okula başlama yaşı önceden 6-14 ve zorunlu süre 8 yıl iken, 11.04.2012 tarihli ve 28261 sayılı Resmî Gazetede yayımlanarak yürürlüğe giren 30.03.2012 tarihli ve 6287 sayılı İlköğretim ve Eğitim Kanunuyla bazı kanunlarda değişiklik yapılmasına dair kanun ile zorunlu eğitim süresi 8 yıldan 12 yıla çıkarılmış ve bazı yeni uygulamalar gündeme gelmiştir. Zorunlu eğitim 4 yıl süreli ilkokul, 4 yıl süreli ortaokul ve 4 yıl süreli lise eğitimini kapsamaktadır. Öğrencilerin öğrenim gördüğü birinci 4 yıl (1, 2, 3, 4. sınıflar) ilkokul, ikinci 4 yıl (5, 6, 7, 8. sınıflar) ortaokul ve üçüncü 4 yıl (9, 10, 11, 12. sınıflar) ise lise şeklinde isimlendirilmiştir. 1. sınıfa başlama yaşı 66 ay olup, 60-66 ay arasındaki çocukların ise velisinin yazılı isteği ile gelişim yönünden hazır olduğu anlaşılanların ilkokula devamları sağlanacaktır. Diğer öğrenciler okul öncesi eğitime yönlendirilecektir (MEB, 2012).

Yapılan bazı araştırmalar Türkiye’deki eğitim sistemi ve yapılan değişikliklerle ilgili eleştirileri de ortaya koymaktadır. Yeterince etüt edilmeden, değerlendirilmesi tamamlanmadan yapılan reformların, eğitimin kalitesine artı bir değer getirmediği ve tarafları (öğrenci, öğretmen, veli, işgücü piyasası vb.) memnun etmediği şimdiye kadar yeterince tecrübe edilmiştir. Eğitim reformu gerçekleştirenlerin, reformun eğitim sisteminde ne tür bir değişime neden olacağını hesaba katmadıkları gibi, ülke ve toplumun geleceğini nasıl etkileyeceğini de yeterince öngörmedikleri anlaşılmaktadır (Gür ve Çelik, 2009).

Yasa tasarısının bilimsel gerçeklere dayanmadığının bir göstergesi de daha ilk günden zorunlu öğretim başlamayı 5 yaşa indiren maddesinde değişiklik yapılmasıdır. Bu konu baştan itibaren sorundur. Okul olgunluğu kavramı düşünülmeden oluşturulmuş olan bir düzenlemedir. Pek çok araştırma



bilişsel, duygusal, fiziksel ve toplumsal olarak okula hazır olan çocukların okul yaşamlarında daha başarılı olduklarını hazır olmadan okula başlayan çocukların ise, okul yaşamlarında daha başarısız olduklarını ve okulu bırakma eğilimlerinin daha yüksek olduğunu ortaya koymuştur (Güven, 2012).

Keskin (2012) zorunlu eğitimin 12 yıla çıkararak kanun teklifine ilişkin, “Mevcut eğitim konsepti ezber ile eşleştirilmiştir. Oysa bu durum çocuk beyninin gelişmesini geciktirmektedir. Bir sonraki yaşta çocuktan yapması beklenen bir aktivitenin bir önceki yaşta provasının yapılmasının söz konusu olamayacağını belirterek, unutulmamalıdır ki henüz gelişmemiş bir sisteme uyaran vermek çocuk beynini zedeler.” demiştir. Ayrıca Keskin’e göre (2012), “Anlık işlevsel hafızanın kısa süre için depolayıp hatırdaki tutabileceği veriler, sistemin hacmi ile sınırlıdır ve yaşa bağlı bir gelişme gösterir. Bu nedenle, 7. yaştan önce pasif anlık kayıtlar halinde olan anlık hafıza yeteneği, bu yaştan sonra gelişmeye başlayan tekrarlamaya yeteneğinin devreye girmesi ile birlikte aktifleşir.”

Ayrıca yeni uygulanmaya başlayan sistemle ilgili birçok çalışmada sistemin alt yapı hazırlanmadan uygulanmaya başladığı, okulların fiziksel şartlarının uygun olmadığı, çocukların dönem özelliklerinin gerekli yeterlilikleri göstermediği gibi görüşler bildirilmiştir (Seçkin, 2013).

Bu araştırma ile Türkiye’de 4+4+4 şeklinde düzenlenen 12 yıllık kesintisiz eğitim uygulamasının İzmir ilindeki uygulamada yeterlik ve sınırlılıkları incelenmiştir. Tüm bu bilgiler doğrultusunda araştırmanın amacı, 2012-2013 eğitim-öğretim yılında uygulamaya başlayan 4+4+4 eğitim sisteminin uygulayıcılar ve veliler tarafından nasıl yorumlandığı, yaşanan sorunlar ve çözüm önerilerini tespit etmektir.

Eğitim sistemimizde çok yeni olan bu değişimin, özellikle değişimden en fazla etkilenen 1. sınıf öğretmenleri ve velilerinin görüşlerinin alana katkısı olacağı ve sistemin uygulama basamağı olan okullarda yapılan çalışmaların, sistemin değerlendirilmesine ışık tutacağı düşüncesiyle yürütülen bu araştırmanın konuyla ilgili tüm eğitim paydaşlarına yol gösterici nitelikte olacağı düşünülmektedir.

### 1.1. Problem Cümlesi

Bu çalışmanın problemi “12 yıllık zorunlu eğitim uygulamasının ilköğretim 1.sınıfta uygulanmasına ilişkin öğretmen ve veli görüşleri nelerdir?” şeklinde belirlenmiştir. Bu probleme cevap bulmak amacıyla aşağıda verilen sorulara cevap aranmıştır.

### 1.2. Alt Problemler

1. 4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitim hakkında veli ve öğretmen görüşleri nelerdir?
2. Yeni eğitim sistemini uygulama aşamasında yaşanan sorunlar nelerdir?
3. Yaşanılan sorunlara çözüm önerileri nelerdir?

### 1.3. Araştırmanın Sınırlılığı

Araştırma 2012-2013 eğitim-öğretim yılında İzmir ili merkez ilçelerinde görev yapan 1. Sınıf öğretmenleri ve bu ilçelerdeki söz konusu okullarda öğrenim gören öğrencilerin velileriyle sınırlandırılmıştır.

## 2. YÖNTEM

### 2.1. Araştırmanın Modeli

Araştırma nitel araştırma yöntemlerinden betimsel araştırma yöntemiyle gerçekleştirilmiştir. Araştırma belli bir duruma ilişkin sonuçlar ortaya koymayı amaçladığından durum çalışması deseniyle örülmüştür. Var olan bir durumun tek başına analiz edilip bütüncül şekilde betimlenmesi yapılacağından tek durum çalışması biçiminde araştırma desenlenmiştir (Yıldırım ve Şimşek, 2008).



## 2.2. Evren ve Örneklem

Araştırmanın evrenini İzmir merkez ilçelerde çalışan öğretmenler oluşturmaktadır. Araştırmanın örneklemini ise amaçlı örnekleme yönteminden, kolay ulaşılabilir durum örnekleme yoluyla seçilen ilkököl 1. Sınıf öğretmenleri ve velilerinden oluşmaktadır. Katılımcılar görüşmeye gönüllü olarak katılan 77 veli ve 44 1. sınıf öğretmenin oluşturduğu 121 kişidir. Araştırmaya 61 (% 79) kadın, 16 (% 20) erkek toplam 77 veli katılmıştır. Yine araştırmanın bir diğer örneklemini 33 (% 75) kadın, 11 (% 25) erkek toplam 44 öğretmenden oluşmuştur. Araştırmaya katılan velilere ait diğer demografik bilgiler Tablo 2’de verilmiştir.

**Tablo 2. Araştırmaya Katılan Velilere Ait Demografik Özellikler**

	Katılımcı Özellikleri	F	%
Yaş	31-35 yaş	34	44,1
	26-30 yaş	22	28,5
	36-40 yaş	12	15,5
	20-25 yaş	5	6,5
	41-45 yaş	4	5,1
	<b>Toplam</b>	<b>77</b>	<b>100</b>
Meslek	Ev Hanımı	56	72,7
	Diğer	10	12,9
	Serbest	4	5,1
	Mobilyacı	3	3,8
	Tekstilci	2	2,5
	Öğrenci	2	2,5
	<b>Toplam</b>	<b>77</b>	<b>100</b>
Çocuklarının Yaş Aralıkları	70 ay ve üzeri	43	55,8
	67-69 ay	17	22
	60-66 ay	17	22
	<b>Toplam</b>	<b>77</b>	<b>100</b>

Tablo 2’de görüldüğü gibi katılımcılar yaş, meslek ve 1. sınıfta öğrenim gören çocuklarının yaş aralıkları bakımından değerlendirilip, daha ayrıntılı bilgi edinilmeye çalışılmıştır. Tabloya göre araştırmaya katılan veliler daha çok % 44 oranında 31-35 yaş arası, % 29 oranında 26-30 yaş arası, % 16 oranında 36-40 yaş arasında bulunmaktadır. Velilerin meslekleri incelendiğinde katılımcıların çoğunun (% 73) ev hanımı olduğu, daha sonra serbest meslek, mobilyacı, tekstilci ve öğrencinin geldiği belirlenmiştir. Ayrıca diğer meslekler başlığı altında velilerin birer kez söylediği mesleklerin sıklığı verilmiştir. Bu mesleklerin içinde temizlikçi, muhasebeci, terzi, fırıncı, şoför gibi çeşitli meslek daları yer almaktadır. Tabloda da görüldüğü gibi araştırmaya katılan velilerin 1. sınıfta giden çocuklarının yaş aralıkları dikkate alındığında öğrencilerin % 56’sının 70 ay ve üzeri, % 22’sinin 67-69 ay ve yine % 22’sinin 60-66 ay arasında yer aldığı belirlenmiştir. Elde edilen bu bilgilere göre araştırmaya 26-40 yaş arası, kadın velilerin daha çok katıldığı belirlenmiştir. Bu velilerin 1. sınıfta öğrenim gören çocuklarına bakıldığında her yaş grubundan öğrencinin olduğu ortaya çıkmıştır. Araştırmaya katılan öğretmenlere ait demografik özellikler ise Tablo 3’te verilmiştir.

**Tablo 3. Araştırmaya Katılan Öğretmenlere Ait Demografik Özellikler**

	Katılımcı Özellikleri	F	%
Mezun Olunan Bölüm	Sınıf Öğretmenliği	21	47,7
	Diğer	5	11,3
	Biyoloji Bölümü	4	9
	Eğitim Enstitüsü	2	4,5



	Fransızca Öğretmenliği	2	4,5
	Almanca Öğretmenliği	2	4,5
	Kimya Öğretmenliği	2	4,5
	Sanat Tarihi	2	4,5
	Tarih Bölümü	2	4,5
	İktisat Fakültesi	2	4,5
	<b>Toplam</b>	<b>44</b>	<b>100</b>
Birinci Sınıf Okutma Sıklığı	3 kez	15	34
	4 kez	10	22,7
	5 kez	8	18,1
	2 kez	6	13,6
	Diğer (8,14,15 kez)	3	6,8
	7 kez	2	4,5
	<b>Toplam</b>	<b>44</b>	<b>100</b>
Öğrencilerinin Yaş Aralıkları	70 ay ve üzeri	9	20,4
	67-69 ay	6	13,6
	(67-69)-(70 ay ve üzeri)	5	11,3
	60-66 ay	5	11,3
	(60-66 ay)-(67-69 ay)	2	4,5

Tablo 3 incelendiğinde araştırmaya katılan öğretmenlerin % 48'inin Sınıf Öğretmenliği, % 11'inin diğer (Su Ürünleri, Fizik-Türkçe-Resim Bölümü, Ziraat Fakültesi), % 9'unun Biyoloji Bölümü ve % 5'inin Eğitim Enstitüsü, Fransızca-Almanca-Kimya Öğretmenliği, Sanat Tarihi, Tarih Bölümü, İktisat Fakültesi mezunu oldukları belirlenmiştir. Öğretmenlerin 1. sınıf okutma sıklıkları incelendiğinde % 34 oranında 3 kez, % 23 oranında 4 kez, % 18 oranında 5 kez, % 14 oranında 2 kez, % 7 oranında diğer (8, 14, 15 kez) % 5 oranında 7 kez okuttukları ortaya çıkmıştır. Öğretmenlerin araştırma esnasında okuttukları öğrencilerin yaş aralıkları tabloda da görüldüğü gibi % 20 oranında 70 ay ve üzeri, % 14 oranında 67-69 ay, % 11 oranında (67-69)-(70 ay ve üzeri), % 11 oranında 60-66 ay ve % 5 oranında (60-66 ay)-(67-69 ay) arasında yer almıştır.

Tablo 3 bir bütün olarak incelendiğinde; öğretmenlerin yarısından çoğunun sınıf öğretmenliği mezunu olmadığı, şu ana kadar daha çok 3, 4 ve 5 kez 1. sınıf okuttukları ve sınıflarında genellikle her yaş grubu öğrencinin olduğu ortaya çıkmıştır.

### 2.3. Veri Toplama Araçları

Araştırmada veri toplama aracı olarak nitel araştırmada kullanılan veri toplama araçlarından olan görüşme yöntemi kullanılmıştır. Görüşmeler, yarı yapılandırılmış görüşme formu ile yapılmıştır. Yapılan görüşme önceden hazırlanan konu ve alanlara sadık kalarak, önceden hazırlanmış soruları sorma ve bu sorular konusunda daha ayrıntılı ek soru sorma esnekliğiyle yapılmıştır. Araştırmanın problemlerini açığa kavuşturmak için 3 sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır.

### Geçerlik ve Güvenirlik

Görüşülen birey sayısı artırılmıştır. Görüşmeye katılan kişilerin görüşleri görüşme sonunda teyit ettirilmiştir. Araştırma bulguları başka araştırmacılar tarafından okutulmuştur. Ulaşılan sonuçlar diğer araştırmacının sonuçlarına başvurularak desteklenmiştir. Güvenirliği sağlamak için izlenen süreçler açık açık tanımlanmış, ilgili dokümanlarla desteklenmiş, araştırma belli bir sistem içinde aşama aşama geliştirilmiştir.



## 2.4. Verilerin Çözümlemesi

Yapılan görüşme sonrasında elde edilen veriler yazıya geçirilmiştir. Yazıya geçirme işlemi sırasında veriler tekrar tekrar dinlenerek kulak aşinalığı yaratılmıştır. Ayrıca yazıya geçirilen veri seti 3 kez aralıksız, 4 kez de farklı zamanlarda okunmuştur. Okuma işlemi sırasında verilerin benzer ve farklı yerleri not alınmış, veri analizini kolaylaştırmak için kodlama işlemine gidilmiştir. Kodlanan veriler daha sonra benzer cevaplar aynı renklerle gölgelendirilerek verilerin analizi kolaylaştırılmıştır. Katılımcıların isimlerinin deşifre edilmemesi isteğine uyulmuş katılımcı isimleri öğretmenler için ‘Ö.’ veliler için ‘V.’ şeklinde sıra numarası verilerek şifrelenmiştir. Veriler kodlama aşamasından sonra araştırma soruları araştırmanın kategorilerini oluşturmuştur. Bu kategoriler altında veriler betimsel olarak analiz edilmiştir. Zaman zaman doğrudan alıntılara yer verilmiştir. Bu alıntıların seçiminde katılımcıların görüşlerini hem destekleyen hem desteklemeyen alıntılar seçilmiştir. Kanıt niteliğinde alıntılara yer verilmiştir.

## 3. BULGULAR VE YORUMLAR

Araştırmanın bulguları görüşme soruları sırasına göre ve her görüşme sorusu bir başlık olacak şekilde verilmiştir. Öğretmen ve veli görüşleri ortak tablolarda açıklanmaya çalışılmıştır.

### Birinci Alt Probleme İlişkin Bulgular ve Yorumlar

Araştırmanın birinci alt problemi “4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitim hakkındaki düşünceleriniz nelerdir?” şeklinde ifade edilmiştir. Elde edilen verilere ilişkin bulgular Tablo 4’te verilmiştir.

Tablo 4. Öğretmen ve Velilerin 12 Yıllık Zorunlu Eğitime İlişkin Görüşleri

Temalar ve Kodlar	Öğretmen		Veli	
	f	%	f	%
<b>Okulların Fiziksel Şartları ile İlgili Düşünceler</b>				
Alt yapının hazırlıksız oluşu	12	27	14	18
Sınıfların kalabalık olması	4	9	-	-
<b>Program ile İlgili Düşünceler</b>				
Programın hazırlıksız olması	8	18	6	8
Mesleki yönelme açısından olumsuz bir durum olması	6	14	2	3
Mesleki yönelme açısından olumlu bir durum olması	4	9	4	5
İkinci dört devresinde sorunların olması	4	9	-	-
Programın adil olmadığı düşüncesi	1	2	-	-
Oyun ağırlıklı müfredat	-	-	15	19
<b>Öğrencinin Gelişim Özellikleri ile İlgili Düşünceler</b>				
Gelişim özelliklerine uygun olmama	8	18	10	13
Çocuklarda özgüven eksikliği ve başarısızlığa yol açması	2	5	-	-
Sistemin zorunlu olması ve öğrencileri özgür bırakmaması	2	5	7	9
Öğrencilerin öz bakım becerilerine sahip olmaması	2	5	-	-
Yaşını dolduran çocuklar için sorun olması	1	2	-	-
Yaş farkı	19	43	16	21
Çocuklar deneme tahtası haline getirilmemeli	-	-	5	7
<b>Öğretmenler ile İlgili Düşünceler</b>				
Öğretmeni zorlayıcı olması	3	7	11	14
Öğretmenlerin yer değiştirme sorunlarının olması	2	5	-	-
Öğretmenlerin açıkta kalması	2	5	-	-
Öğretmenlerin rekabet halinde olması	1	2	-	-
Öğretmenlerle idarecilerin karşı karşıya gelmesi	1	2	-	-
Öğretmenlerin kaygılı olması	1	2	-	-



<b>Eğitim Sistemi ile İlgili Düşünceler</b>				
Sisteme geçişte eğitim uzmanlarına danışılmaması	3	7	-	-
Geçmişte daha önce denenip olumsuz sonuçlanması	2	5	2	3
Kayıp zaman olduğu düşüncesi	1	2	-	-
Fırsat eşitliğini sağladığı görüşü	1	2	1	1
Fırsat eşitliğini sağlamadığı görüşü	-	-	2	3
İdeolojik yaklaşım olması	6	14	1	1
Ana sınıfının zorunlu olmaması	8	18	-	-
Ders süresinin uzun olması	1	2	4	5
Okula geliş gidiş saatlerinin sorun olması	1	2	-	-
Kitapların eksik olması ve zamanında gelmemesi	2	5	-	-
<b>Veliler ile İlgili Düşünceler</b>				
Velilerin bilinçsiz olması	1	2	-	-

Tablo 4'te de görülebileceği gibi elde edilen bulgular **“okulların fiziksel şartları ile ilgili düşünceler, program ile ilgili düşünceler, öğrencinin gelişim özellikleri ile ilgili düşünceler, öğretmenler ile ilgili düşünceler, eğitim sistemi ile ilgili düşünceler, veliler ile ilgili düşünceler”** temaları altında toplanmıştır.

Görüşme yapılan öğretmenlerin % 81'i genel anlamda 4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitim hakkında olumsuz görüş bildirmişlerdir. Bununla beraber öğretmenlerin % 9'u olumlu yönde görüş bildirirken, % 7'si de sistemin olumlu ya da olumsuz olduğu yönünde kararsız olduklarını bildirmişlerdir. Öğretmenlerin % 27'si fiziksel şartlarla ilgili alt yapının hazırlıksız olduğu görüşündeyken, % 9'u sınıflarının kalabalık olduğu yönünde görüş bildirmiştir. Programla ilgili görüşlerini bildiren öğretmenlerin % 18'i programın hazırlıksız olduğunu, % 14'ü mesleki yönelme açısından olumsuz olduğunu, % 9'u mesleki yönelme açısından olumlu olduğunu, %9'u ikinci dört devresinde sorunların olduğunu, % 22'si programın adil olmadığına dair düşüncelerini dile getirmişlerdir. Öğretmenlerin, öğrencilerin gelişim özellikleri ile ilgili düşüncelerine baktığımızda; % 45'i yaş farkı olduğunu, % 18'i on iki yıllık zorunlu eğitimin öğrencilerin gelişim özelliklerine uygun olmadığını, %5'i zorunlu eğitimin çocuklarda özgüven eksikliği ve başarısızlığa yol açtığını, sistemin zorunlu olması nedeniyle öğrencileri özgür bırakmadığını, öğrencilerin öz bakım becerilerine sahip olmadıklarını, % 2'si yaşını dolduran çocuklar için sorun olduğunu dile getirmişlerdir. Öğretmenlerle ilgili düşüncelere baktığımızda öğretmenlerin % 7'si öğretmeni zorlayıcı olduğu, % 5'i öğretmenlerin yer değiştirme sorunlarının olduğunu, öğretmenlerin açıkta kaldığını, % 2'si öğretmenlerin rekabet halinde olduklarını, öğretmenlerle idarecilerin karşı karşıya geldiklerini, öğretmenlerin kaygılı olduklarını dile getirmişlerdir.

Öğretmenlerin eğitim sistemiyle ilgili düşünceleri incelendiğinde öğretmenlerin % 18'i anasının zorunlu olmadığını, % 14'ü ideolojik yaklaşım olduğunu, % 7'si sisteme geçişte eğitim uzmanlarına danışılmadığını, % 5'i geçmişte daha önce denenip olumsuz sonuçlandığını, kitapların eksik olduğunu ve zamanında gelmediğini, % 2'si kayıp zaman olduğunu, fırsat eşitliğini sağladığını, fırsat eşitliğini sağlamadığını, ders süresinin uzun olduğunu, okula geliş-geliş saatlerinin sorun olduğunu ifade etmişlerdir. Yine öğretmenlerin % 2'si velilerin bilinçsiz olduğunu belirtmişlerdir.

Tablo 4'teki veli görüşleri dikkate alındığında veliler % 18 oranında okulların fiziksel şartları ile ilgili alt yapının hazır olmadığını belirtmişlerdir. Programla ilgili görüşlere göre velilerin % 19'u oyun ağırlıklı bir müfredat olduğunu, % 8'i programın hazır olmadığını, % 5'i mesleki yönelme açısından olumlu bir durum olduğunu, % 3'ü mesleki yönelme açısından olumsuz bir durum olduğunu ifade etmişlerdir. Velilerin “öğrencilerin gelişim özellikleri ile ilgili görüşleri incelendiğinde velilerin % 21'i yaş farkının olduğunu, % 13'ü öğrencilerin gelişim özelliklerine uygun olmadığını, % 9'u sistemin zorunlu olduğunu ve öğrencileri özgür bırakmadığını, % 7'si ise çocukların deneme tahtası haline getirilmemesi gerektiğini ifade etmiştir. Velilerin öğretmenlerle ilgili görüşlerine göre velilerin % 14'ü yeni sistemin öğretmeni zorlayıcı olduğunu dile getirmiştir.



Eğitim sistemi ile ilgili veli görüşleri incelendiğinde velilerin % 5'i ders süresinin uzun olduğunu, % 3'ü geçmişte daha önce denenip olumsuz sonuçlandığını, fırsat eşitliğini sağlamadığını, % 1'i fırsat eşitliğini sağladığını ve ideolojik yaklaşım olduğunu belirtmişlerdir.

Görüşme yapılan velilerin %55'i 4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitim hakkında olumsuz görüş bildirmişlerdir. Görüşme yapılan öğretmenlerin % 35'i sistemin zamanla düzeleceğini eksiklerinin giderilmesiyle daha iyi olacağı düşüncesiyle olumlu görüş bildirmişlerdir. Katılımcıların % 10'u ise sistem hakkında genel yorum yapmakla beraber kararsız olduklarını bildirmişlerdir. Olumlu görüş bildiren öğretmenlerin ifadeleri şu yöndedir:

'...Hiç ana sınıfına gidemeyen çocuklar için faydalı olduğunun düşünüyorum.' [Ö:1]

'...Büyük çocuklarla küçük çocukların ayrı binalarda ders görmesi oldukça olumlu. Bundan sonraki süreçte sistemin daha da iyi oturacağına inanıyorum. Sistem doğru ancak uygulama aşaması acele oldu.

'...Eğitimin 12 yıl zorunlu olması doğru bir karar. Daha önceden yapılmalıydı. Yararlı olduğunu düşünüyorum.

'...Bu sistem doğru. Bundan sonraki süreçte sistemin oturacağını düşünüyorum.' [Ö:27]

Olumsuz görüş bildiren öğretmenlerin ifadeleri şu yöndedir:

'...Şaşkınlık içindeyim, neler olacağını merakla bekliyorum. Özellikle 5. Sınıfların ikinci kademeye verilmesi çok ilginç. Branş öğretmenlerinin bu sınıfları nasıl yönetemeyeceklerini görmek isterdim doğrusu.' [Ö:34]

'...Ülkemiz için olumsuz bir gelişme. Alt yapısı hazırlanmadan uygulamaya sokuldu. İşler iyice arapsaçına döndü.' [Ö:44]

'...Bu sistem Türk eğitim sistemi için tam bir geriye gidişin başlangıcıdır.' [Ö:35]

12 yıllık zorunlu eğitime ilişkin olumlu görüş bildiren veli ifadeleri şu yöndedir:

'...Bence 12 yıllık zorunlu eğitim okula gidemeyen ya da gönderilmeyen çocuklar için çok iyi oldu.' [V:56]

'...Onaylıyorum, çünkü küçük yaşta olması benim için uygun. Daha çok daha çabuk bilgi edinileceğine inanıyorum. 'Ağaç yaşken eğilir' derler ya, onun gibi.' [V:5]

'...Bu yeni sistemle çocuğunu kreşe gönderemeyen aileler de çocuğunun eğitimini sağlamış oluyor.' [V:11]

Olumsuz görüş bildiren velilerin ifadeleri şu yöndedir:

'... 4+4+4 sistemine başından beri karşıyım ama mecbur olduğum için ve tek başıma bir şey yapamadığım için çocuğumu okula göndermek zorunda kaldım.' [V:68]

'... Gelişim dönemi açısından henüz oyun çağındaki bulunan 66 aylık çocuğun okul öncesi eğitim almadan ilkököl disiplinine girmesi, onun ruhsal, duygusal ve bilişsel gelişimini sekteye uğratarak yıllarca sürecek olan akademik hayatı açısından olumsuz sonuçlar doğuracaktır.' [V:65]

## İkinci Alt Probleme İlişkin Bulgular ve Yorumlar

Araştırmanın ikinci alt problemi "Yeni eğitim sistemini uygulama aşamasında yaşadığınız sorunlar oluyor mu? Yaşadığınız sorunlar varsa bunlar nelerdir?" şeklinde ifade edilmiştir. Elde edilen verilere ilişkin bulgular Tablo 5'te verilmiştir.

**Tablo 5. Öğretmen ve Velilerin 12 Yıllık Zorunlu Eğitime İlişkin Yaşadığı Sorunlar**

Temalar ve Kodlar	Öğretmen		Veli	
	f	%	f	%
<b>Okulların Fiziksel Şartları ile İlgili Sorunlar</b>				
Okulların ve sınıfların fiziki yapıları uygun değil	16	36	29	38
Sınıflar kalabalık	10	23	-	-
Güvenlik sorunu	-	-	4	5
<b>Program ile İlgili Sorunlar</b>				
Sıkıştırılmış okuma yazma programı	5	11	-	-
Okuma yazmanın pekiştirilmemesi, unutulması	5	11	-	-
<b>Öğrencinin Gelişim Özellikleri ile İlgili Sorunlar</b>				
Öğrencinin gelişim özelliklerine (kas yapısı, algılama, duyuşsal özellikler) uygun olmaması	23	52	20	26
Uyum problemi (Sıkılma, ezilme, korku)	20	45	19	25
Yaş farkı	19	43	21	27
Yaşını doldurmuş çocuklar için sorun	10	23	15	19
Öğrencide özgüven eksikliği ve başarısızlığa yol açması	8	18	12	16
Öz bakım becerilerine sahip değil	7	16	16	21
Çocukların küçük olması dolayısıyla oyun oynama isteği	-	-	17	22
<b>Öğretmenler ile İlgili Sorunlar</b>				
Öğretmen yetersizliği	12	27	-	-
Öğretmenler arası rekabet	3	7	-	-
Öğretmeni zorlayıcı olması	-	-	17	22
<b>Eğitim Sistemi ile İlgili Sorunlar</b>				
Teneffüsler kısa, ders saatleri fazla	10	23	10	13
Kitapların eksik olması, zamanında gelmemesi ve seviyeye uygun olmaması	10	23	8	10
Ana sınıfına gitmeyen öğrencilerin uyum sorunu yaşamaması	6	14	-	-
Kız çocukların okula gönderilmemesi	1	2	-	-
Eğitim seviyesinin düşüşü	1	2	-	-
Genç anne oranlarının artacağı düşüncesi	1	2	-	-
<b>Veliler ile İlgili Sorunlar</b>				
Veliler bilinçsiz	3	7	-	-

Öğretmen ve velilerin 12 yıllık zorunlu eğitim sistemine ilişkin yaşadığı sorunlar Tablo 5'te verilmiştir. Veriler 'okulların fiziksel şartları ile ilgili sorunlar, program ile ilgili sorunlar, öğrencinin gelişim özellikleri ile ilgili sorunlar, öğretmenler ile ilgili sorunlar, eğitim sistemi ile ilgili sorunlar, veliler ile ilgili sorunlar' başlıkları altında düzenlenmiştir.

Öğretmenlerin % 90'ı sorun olduğunu dile getirirken, %7'si sorun olmadığını, % 2'si yeni eğitim sisteminin birinci sınıf öğrencileri için sorun teşkil etmediğini dile getirmişlerdir. Ancak sınıflarında sorun yaşamayan öğretmenlerin öğrencilerinin 70 ay ve üzeri çocuklar olduğu dikkat çekmektedir.

Görüşme yapılan öğretmenlerin tamamı öğrencilerin gelişim özellikleriyle ilgili yaşanan sorunlar kategorisinde görüş bildirmiştir. Öğretmenlerin % 52'si küçük öğrencilerin eğitim öğretim sürecinde kas yapısı, algılama, duyuşsal özelliklerinden kaynaklı sorunlar yaşadığını belirtmiştir. Öğretmenlerin %45'i küçük öğrencilerin sıkıldığı, korktuğu ve büyük öğrenciler tarafından ezildiğini, % 43'ü yaş farkının büyük sorun olduğunu, % 23 yaşını doldurmuş 72 ay ve üzeri çocukların hazırlık becerilerine sahip olduğu için dersi dinlemek istemedikleri ve sorun yaşadığı, % 18'i yeni uygulamanın 60 ay ve 72 ay arasındaki sisteme bu sene dâhil olan küçük öğrencilerde özgüven eksikliği ve başarısızlığa yol açtığı, % 16'sı öğrencilerin tuvalete gitme, el yıkama gibi öz bakım becerilerine sahip olmadığını ifade etmiştir. Öğretmenlerin % 36'sı okulların ve sınıfların fiziki yapıları uygun olmadığını, % 23'ü sınıfların kalabalık olduğunu belirtmiştir.





Öğretmenler velilerden farklı olarak programla ilgili de sorunlar yaşadığını belirtmiştir. Öğretmenlerin % 11'i ilk aylar hazırlık programı uygulandıktan okuma yazma sürecine geç geçildiği ve okuma yazma programının sıkıştırılmış olduğunu belirtmiştir. Öğretmenlerin % 11'i de okuma yazma programının okulun sonlarına doğru bitirildiği ve araya yaz tatilinin girmesiyle okuma yazmanın pekiştirilmeden unutulacağını sorun olacağı görüşündedir.

Öğretmenler eğitim sistemi ile ilgili yaşadığı genel sorunları de şu şekilde ifade etmiştir: % 23 öğretmen teneffüsler kısa, ders saatleri fazla, kitaplar eksik, zamanında gelmedi ve seviyeye uygun değil, % 14'ü ana sınıfına gitmeyen öğrenciler uyum sorunu yaşadı, % 2' si eğitim seviyesi düşecek, genç anneler artacak görüşüne hâkimdir.

Yeni düzenlenen sistemde 60-66 ay öğrencilerin de sisteme dâhil edilmesiyle sınıf öğretmenlerinin bu yaş gurubu öğrencileri hakkında yeterli bilgiye sahip olmadığı öğrencilerin ihtiyaçlarına cevap veremediği görüşüne sahip % 27 öğretmen bulunmaktadır. Öğretmenlerin % 7'si ise okuma yazma programını her öğretmenin farklı uygulayacağı öğretmenler arası rekabetten kaynaklı sorunlar yaşanacağı görüşündedir.

Öğretmenlerin % 7'si velilerin bilinçsiz olduğu, öğretmene yardımının olmadığı görüşündedir. Öğretmenlerin yaşadığı sorunlara ilişkin örnek ifadeler şu yöndedir:

*'...Aynı yaş grubu öğrencileri ile çalışırken dahi öğrenme hızları farklılığından sorunlar yaşanırken bu grup ile çalışmak oldukça zor oluyor.'* [Ö:24]

*'...Yaşlıtlarına göre küçük yaşta okula başlayan çocuk başarısızlığı yaşayacak, kendinden büyük arkadaşlar tarafından okul yaşantılarında ezilecek ve gelecekteki işe yaramaz, kendini yetersiz gören, çekingen, ezik bir birey olarak büyüyecek.'* [Ö:6]

*'...Yaşını doldurmuş öğrenciler aralık ayına kadar küçük yaş grubunu beklemek zorunda.'* [Ö:3]

*'...Çocukların çizlerini yaptırmaktan ders yapamıyoruz.'* [Ö:7]

*'...Okuma yazma etkinliklerine aralık ayında geçilmesi ve nisan sonuna kadar sürmesi nedeniyle çocuklar okuma yazmayı kavramadan üç ay tatil yapacaklar ve ikinci sınıfa geldiğinde okuma yazmayı unutacaklar.'* [Ö:4]

Velilerin büyük çoğunluğu yeni eğitim sisteminin uygulama aşamasında sorun yaşadığını belirtmiştir (% 79). Velilerin % 18 'i sistemin uygulanmasında sorun yaşamadığını belirtirken, velilerin % 3'ü net bir açıklama yapmayarak kararsız görüş bildirmişlerdir.

Velilerin çoğunluğu okulların ve sınıfların fiziki yapısının yeni sisteme uygun olmadığını bildirirken (% 38'i), % 5'i yeni düzenlenen eğitim sistemi hakkında görüşlerini değil kendi sıkıntılarını ifade ederek okulların güvenlik sorunun olduğunu belirtmiştir.

Velilerin yaşadığı sorunlar içerisinde en çok görüş bildirilen kategori öğrencilerin gelişim özellikleri ile ilgili sorunlar olmuştur. Sorun yaşayan velilerin tamamı öğrencilerinin gelişim özelliklerinin yeni düzenlenen sistemde sorun teşkil ettiğini bildirmişlerdir. Velilerin %27'si yaş farkının büyük sorun olduğunu ifade ederken, % 26'sı öğrencilerin kas yapısı, algılama ve duyuşsal özelliklerinin dikkate alınmadığını, % 25'i ezilme, sıkılma ve korku duygularını yaşadığını, % 22'si küçük çocukların oyun oynama istediği olduğunu, % 21'i öğrencilerin tualete gitme, el yıkama gibi öz bakım becerilerine sahip olmadığını, % 19'u yaşını doldurmuş 72 ay ve üzeri çocukların hazırlık becerilerine sahip olduğu için dersi dinlemek istemedikleri ve sorun yaşadığı, % 16'sı yeni uygulamanın 60 ay ve 72 ay arasındaki sisteme bu sene dâhil olan küçük öğrencilerde özgüven eksikliği ve başarısızlığa yol açtığı gibi sorunları ifade etmiştir.

Velilerin % 17'si ise yeni düzenlenen sistemin öğretmenleri zorlayıcı olduğu görüşündedir. Veliler eğitim sistemi ile ilgili yaşadığı genel sorunları de şu şekilde ifade etmiştir: % 13'ü teneffüsler kısa,



ders saatleri fazla; % 10'u kitaplar eksik, zamanında gelmedi ve seviyeye uygun değil görüşüne hâkimdir.

Velilerin yaşadığı sorunlara ilişkin ifadelerinin bazıları şu yöndedir:

'... Anasınıfına giden ve gitmeyen çocuklar aynı muameleyi görüyor. Bence bu büyük bir sorun.' [V:50]

'... Küçükleri okula alıştıralım derken 72 ay ve üzeri çocukları harcıyorsunuz.' [V:53]

'... Bence sorun 66 aylıklarla 70 aylıklar bir arada. 1 aylık bebekle 6 aylık bebek aynı olabilir mi sizce?' [V:57]

'... Evde üstünü giyemeyen, yemeğini yiyemeyen tuvaletini yapamayan, oyun ve uyku ihtiyacı olan çocuklar nasıl başarılı olur ki.' [V:33]

### Üçüncü Alt Probleme İlişkin Bulgular ve Yorumlar

Araştırmanın üçüncü alt problemi "Sizin bu sorunların çözümü için önerileriniz nelerdir?" şeklinde ifade edilmiştir. Elde edilen verilere ilişkin bulgular Tablo 6'da açıklanmıştır.

**Tablo 6. Öğretmenler ve Velilerin Yaşanan Sorunlara İlişkin Çözüm Önerileri**

Temalar ve Kodlar	Öğretmen		Veli	
	f	%	f	%
<b>Okulların Fiziksel Şartları ile İlgili Çözüm Önerileri</b>				
Sınıfların fiziki koşulları düzenlenmeli	7	16	9	12
Okul sayıları ve dersliklerin sayısı artırılmalı	3	7	4	5
Açık ve kapalı oyun alanları olmalı	2	5	-	-
Sınıf mevcutları azaltılmalı	1	2	9	12
Okullarda güvenlik sağlanmalı	-	-	6	8
<b>Program ile İlgili Çözüm Önerileri</b>				
Ek etkinlikler ve ek materyaller olmalı	2	5	-	-
Programda okuma yazmaya hazırlık süresi daha kısa olmalı	1	2	-	-
<b>Öğrencinin Gelişim Özellikleri ile İlgili Çözüm Önerileri</b>				
Ay farkına göre sınıflar düzenlenmeli	7	16	18	23
<b>Öğretmenler ile İlgili Çözüm Önerileri</b>				
Sınıf öğretmenlerine hizmet içi eğitim verilmeli	9	20	1	1
Sınıflara yardımcı öğretmen gelmeli	2	5	1	1
Öğretmen daha fazla çabalamalı	1	2	6	8
Çözüm tek başına öğretmene bırakılmamalı	1	2	-	-
Öğretmenler yaş grubuna göre eğitim almalı	-	-	2	3
<b>Eğitim Sistemi ile İlgili Çözüm Önerileri</b>				
Ana sınıf zorunlu olmalı	11	25	7	9
Eski sisteme geri dönmeli	11	25	12	16
Ders süresi azaltılmalı, teneffüs süresi uzamalı	10	23	-	-
Kitaplar düzenlenmeli	3	7	-	-
Pilot uygulama yapılmalı	3	7	6	8
Akademisyenlerin fikirleri alınmalı	2	5	1	1
Sistem gözden geçirilmeli	1	2	-	-
Çözüm önerisinde bulunmak gereksiz	1	2	6	8
Sistem iptal edilmeli	1	2	8	10
Okullar denetlenmeli	-	-	3	4
Özel alt sınıf açılmalı	-	-	1	1
<b>Veliler ile İlgili Çözüm Önerileri</b>				
Velilerden para alınmamalı	-	-	4	5
Veliler bilinçlendirilmeli	-	-	6	8

Tablo 6'da görüldüğü gibi 4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitime ilişkin yaşanan sorunlara veliler ve öğretmenlerin çözüm önerileri şu şekilde kategorilere ayrılmıştır:



Okulların fiziksel şartları ile ilgili çözüm önerileri, program ile ilgili çözüm önerileri, öğrencinin gelişim özellikleri ile ilgili çözüm önerileri, öğretmenler ile ilgili çözüm önerileri, eğitim sistemi ile ilgili çözüm önerileri, veliler ile ilgili çözüm önerileri.

Okulların fiziksel şartları ile ilgili çözüm önerileri teması incelendiğinde öğretmenler % 16 oranında sınıfların fiziki koşullarının düzenlenmesi gerektiğini, % 7 oranında okul sayıları ve dersliklerinin artırılması gerektiğini, % 5 oranında açık ve kapalı oyun alanlarının olması gerektiğini, % 2'si ise sınıf mevcutlarının azaltılması gerektiğini ifade etmişlerdir.

Öğretmenlerin programla ilgili çözüm önerilerine göre öğretmenlerin % 5'i ek etkinlikler ve materyallerin olması gerektiğini, % 2'si okuma-yazmaya hazırlık süresinin daha kısa olması gerektiğini belirtmişlerdir. Öğretmenlerin yine % 16'sı öğrencinin gelişim özellikleri ile ilgili çözüm önerilerini ay farkına göre sınıflar düzenlenmeli şeklinde belirtmişlerdir.

Öğretmenler ile ilgili çözüm önerileri incelendiğinde öğretmenlerin % 20'si sınıf öğretmenlerine hizmet içi eğitim verilmesi gerektiğini, % 5'i sınıflara yardımcı öğretmen gelmesi gerektiğini, % 2'si öğretmenlerin daha fazla çaba harcaması gerektiğini, yine % 2'si öğretmenlerin yaş gruplarına göre eğitim alması gerektiğini dile getirmişlerdir.

Eğitim sistemi ile ilgili çözüm önerileri incelendiğinde; öğretmenlerin % 25'i ana sınıfının zorunlu olması gerektiği, eski sisteme geri dönülmesi gerektiği, % 23'ünün ders süresinin azaltılması gerektiğini, teneffüs sürelerinin uzaması gerektiğinin, % 7'si kitapların düzenlenmesi gerektiğini, pilot uygulama yapılması gerektiğini, % 5'i akademisyenlerin fikirlerinin alınması gerektiğini, % 2'si sistemin gözden geçirilmesi gerektiğini, çözüm önerisinde bulunmanın gereksiz olduğunu, sistemin iptal edilmesi gerektiğini dile getirmişlerdir.

Öğretmenlerin yaşadığı sorunlara ilişkin ifadelerinin bazıları şu yöndedir:

*"... Bu sorunların nispeten azaltılabilmesi için öğrencilerin gruplandırılmasının ( 60-66 aylıklar bir sınıfta, 67-69 aylıklar diğer sınıfta gibi) gerektiğini; bu durumun hem öğretmenin hem de öğrencinin işini kolaylaştıracağını düşünüyorum." [Ö:9]*

*"...Öneri olarak ana sınıfına gitmesi gereken bir öğrencinin direk 1. sınıfa başlamaması için anasının zorunlu olması gerektiğini düşünüyorum. Okul ve sınıf sayılarının artırılması şart. Sınıf öğretmenlerine okul öncesi kursları verilmeli." [Ö:16]*

*"...Okulun fiziki yapısı bu yaştaki çocuklara göre düzenlenmeli." [Ö:28]*

*"...Değişiklik yapılamadan önce mutlaka pilot uygulamanın yapılması ve eksiklerin bu uygulama sonucuna göre giderilmesi." [Ö:29]*

Velilerin okulların fiziksel şartları ile ilgili çözüm önerileri incelendiğinde % 12 oranında sınıfların fiziki koşullarının düzenlenmesi gerektiğini, % 5 oranında okul sayıları ve dersliklerinin artırılması gerektiğini, % 12'si ise sınıf mevcutlarının azaltılması gerektiğini ifade etmiştir. Velilerin % 8'i ise yeni düzenlenen sistem hakkında yaşadığı sorunlara çözüm önerisinde bulunmaktansa kendi sorunu olan güvenlik sorununun çözülmesi önerisinde bulunmuştur.

Veliler programla ilgili sorun yaşamadığı için programla ilgili çözüm önerisinde de bulunmamıştır.

Öğretmenler ile ilgili çözüm önerileri incelendiğinde velilerin % 8'si öğretmenlerin daha fazla çaba harcaması gerektiğini, % 3'ü öğretmenlerin yaş gruplarına göre eğitim alması gerektiğini, % 1'i sınıf öğretmenlerine hizmet içi eğitim verilmesi gerektiğini ve sınıflara yardımcı öğretmen gelmesi gerektiğini dile getirmişlerdir.

Eğitim sistemi ile ilgili çözüm önerileri incelendiğinde; % 16'sı eski sisteme geri dönülmesi gerektiği, % 10'u sistemin iptal edilmesi gerektiğini, velilerin % 9'u ana sınıfının zorunlu olması gerektiğini, %



8' i pilot uygulama yapılması gerektiğini, %1'i akademisyenlerin fikirlerinin alınması gerektiğini, % 4'ü okulların denetlenmesi gerektiğini, % 1'i özel alt sınıf açılması gerektiğini dile getirmişlerdir.

Velilerle yapılan görüşmelerde velilerin % 5'i yeni düzenlenen eğitim sistemi hakkında çözüm önerisinde bulunmak yerine kendileri için önemli olan 'para sorunu' hakkında görüş bildirmiştir. Velilerden ne için olursa olsun para alınmaması gerektiğini ifade etmişlerdir. Ayrıca velilerin bazıları öz eleştirilerini yaparak yeni sistem hakkında bilgilendirilmesi gerektiğini belirtmiştir. Velilerin % 8'i bilinçlendirilmelerine yönelik öneride bulunmuştur.

Velilerin yaşadığı sorunlara ilişkin ifadelerinin bazıları şu yöndedir:

“...Önlemler önce alınıp sistem sonra değiştirilmeliydi.” [V:4]

“...Eski sisteme geri dönlün.” [V:51]

“...Devletin ve eğitimcilerin çözemediği bu kargaşaya biz veliler ne diyebiliriz ki?” [V:57]

“...Devletin verdiği karara karşı ne gibi çözüm düşünülebilir? Resmen mecbur bırakılıyor.” [V:71]

## SONUÇ, TARTIŞMA VE ÖNERİLER

### Sonuç ve Tartışma

4+4+4 şeklinde düzenlenen 12 yıllık zorunlu eğitim sistemine ilişkin veliler ve öğretmenlerin büyük çoğunluğunun olumsuz görüş bildirdiği görülmüştür.

Sisteme ilişkin olumsuz görüşlerin kaynağı: Alt yapının hazırlıksız oluşu, kalabalık sınıfların olması, programın hazırlıksız olması, gelişim özelliklerine uygun olmaması, çocuklarda özgüven eksikliği ve başarısızlığa yol açması, öğrencilerin öz bakım becerilerine sahip olmaması, yaş farkı, yaşını dolduran çocuklar için sorun olması, öğretmeni zorlayıcı olması, sisteme geçişte eğitim uzmanlarına danışılmaması, ana sınıfının zorunlu olmaması, ders süresinin uzun olması, kitapların eksik olması ve zamanında gelmemesi, ideolojik yaklaşımın bir ürünü olması şeklindedir. Veliler ve öğretmenler sistemi detaylı bir şekilde yorumlamışlar ve neden olumsuz görüş bildirdiklerini açıkça ifade etmişlerdir. Sistemin olumsuz özellikleri konusunda veliler ve öğretmenler çoğu zaman ortak paydada buluşmuşlardır.

Sınıf öğretmenleri ve velilerinin yaşadığı sorunlar ise şunlardır: Okulların ve sınıfların fiziki yapıları uygun olmaması, sıkıştırılmış okuma yazma programı, okuma yazmanın pekiştirilmemesi, unutulması, uyum problemi (sıkılma, ezilme, korku), yaş farkı, öğrencide özgüven eksikliği ve başarısızlığa yol açması, çocukların küçük olması dolayısıyla oyun oynama isteği, öğretmen yetersizliği, öğretmenler arası rekabet, tenffüsler kısa, ders saatleri fazla olması, kitapların eksik olması, zamanında gelmemesi ve seviyeye uygun olmaması, ana sınıfına gitmeyen öğrencilerin uyum sorunu yaşaması, genç anne oranlarının artacağı düşüncesi, velilerin bilinçsiz olması. Sistemin aksayan yönleri ve barındırdığı sorunlar veliler ve öğretmenler tarafından açıklığa kavuşturulmuştur. Öğretmenler ve veliler sistemin sorunları konusunda benzer ifadelerde bulunmuşlardır. 1. Sınıf öğretmeni ve velisi olmanın zorluklarını tüm içtenlikleriyle ifade etmişlerdir.

Sınıf öğretmenleri ve velilerinin yaşadığı sorunlara ilişkin çözüm önerileri şu şekildedir: Sınıfların fiziki koşulları düzenlenmeli, okul sayıları ve dersliklerin sayısı artırılmalı, sınıf mevcutları azaltılmalı, okullarda güvenlik sağlanmalı, ek etkinlikler ve ek materyaller olmalı, programda okuma yazmaya hazırlık süresi daha kısa olmalı, ay farkına göre sınıflar düzenlenmeli, sınıf öğretmenlerine hizmet içi eğitim verilmeli, sınıflara yardımcı öğretmen gelmeli, çözüm tek başına öğretmene bırakılmamalı, ana sınıf zorunlu olmalı, eski sisteme geri dönlmeli, ders süresi azaltılmalı, tenffüs süresi uzamalı, kitaplar düzenlenmeli, pilot uygulama yapılmalı, akademisyenlerin fikirleri alınmalı, sistem gözden geçirilmeli, sistem iptal edilmeli, veliler bilinçlendirilmeli. Bu çözüm önerilerinin dışında bazı veli ve öğretmenler sistemin sorunlarının çözümünde veli ve öğretmen önerilerinin işe yaramayacağı, öneri de bulunmanın gereksiz olacağı görüşündedirler. Veliler ve öğretmenler bu



çalışmayla umutlanmış sorunların çözümü için detaylı çözüm önerilerinde bulunmuş, öğrencilerinin daha verimli bir ortamda daha kaliteli bir eğitim almaları için sorunların bir an önce çözülmesini istediklerini belirtmişlerdir.

Bu araştırmadan elde edilen sonuçlar bazı araştırmaların sonuçlarıyla paralellik göstermektedir. Baykan, Çiftçi ve Arıkan'ın (2013) çalışmasında birleştirilmiş sınıfların birinci sınıflarına kaydedilen 60 veya 66 aylık çocukların 4+4+4 sisteminin birleştirilmiş sınıflara olumsuz olarak yansıyan en önemli tarafı olduğu sonucuna ulaşılmıştır. Ekiz, Altun ve Siyambaş (2013) araştırmalarında yeni sistemle ilgili öğretmen görüşü almış ve araştırma sonucunda öğretmenlerin büyük bir bölümünün yeni sisteme ilişkin memnuniyet düzeylerinin düşük olduğu sonucunu elde etmişlerdir. Konuyla ilgili Turan ve diğerlerinin (2013) gerçekleştirdiği bir diğer araştırmada sınıf öğretmeni adaylarının çeşitli kaygılar nedeniyle yeni sistem ile ilgili olumsuz görüş bildirdikleri saptanmıştır. Araştırmanın sonuçları doğrultusunda geliştirilen öneriler aşağıda verilmiştir.

## Öneriler

Çalışmanın önerileri sisteme ilişkin öneriler ve araştırmaya ilişkin öneriler şeklinde belirtilmiştir.

### Sisteme ilişkin öneriler:

- Sistemin uygulamasına ara verilir; altyapı, kitap, öğretmenlerin eğitimi, ders ve teneffüs süreleri gibi sorun yaşatan durumlara hazırlık yapılması önerilebilir.
- Eğitim sisteminin 1. kademesinin öğrencilerin gelişim özellikleri dikkate alınarak ve başarılı ülkelerin eğitim sistemlerindeki temel eğitim süreleri dikkate alınarak yeniden düzenlenmesi önerilebilir.
- Eğitim sisteminin düzenlenmesinde alana hâkim uzman kişilerin, akademisyenlerin, öğretmenlerin görüşleri alınabilir.
- Üniversiteler ve Milli Eğitim Bakanlığı araştırma sonuçları ışığında ortak çalışmalar yapılabilir.

### Çalışmaya ilişkin öneriler:

- Bu çalışmanın daha sağlıklı yorumlanabilmesi için daha çok çalışma yapılması gerekir.
- Türkiye'nin farklı bölgelerinde örneklem sayısını artırarak çalışma yapılabilir.
- Çalışmanın güçlendirilmesi için gözlem yöntemi ile çeşitlilik sağlanabilir.

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### Extended Abstract

Compulsory education represents the most important part of formal education. It requires that a person should receive education for a certain period of time at a certain age. Primary education is, on the other hand, a concept which explains that a person, whatever his/her age is, should receive education at a certain level and quality within formal and common education system (Mert, 1999).

Today, world countries aim at increasing the period of time of compulsory education and make efforts for this purpose. Many countries are trying to generate facilities to increase the course of compulsory education over 12 years. On the other hand, there is positive relationship between countries' level of development and improvement and their courses of compulsory education. The compulsory education in these countries is at least for 8 years (Gültekin, 1998).

Although schooling age was 6-14 and compulsory period was 8 years formerly in our country, the compulsory education period was increased from 8 to 12 years and some new implementations became an agenda with the law of primary education numbered 6287 and dated 30.03.2012 and with the law of making changes within some laws which were put into force by being published in the official gazette numbered 2861 and dated 11.04.2012. Compulsory education covers 4 years of primary, 4 years of middle and 4 years of high school education. The first 4 years, in which students are educated, are named primary school; the second 4 years are named secondary (middle) school, and the third 4 years are named high school. The age to begin the 1<sup>st</sup> grade is 66 months old, and the children between 60-66 months old are enabled to attend the primary school if it is understood that they are ready in terms of development, through the written request of their parents. Other students will be directed to pre-school education.

This study was carried out with first grade teachers working in central districts of İzmir and with the parents of the students in 2012-2013. Purpose of the research is to find out the opinions of first grade teachers at primary school, the parents about new education system, the problems they faced and solutions during the implementation. The research is descriptive study using qualitative research techniques. Since the research is intended to show the results concerning a specified situation, it comprises case study patterns. Sampling of research consists of 44 teachers of first grade and 77 parents that have been chosen through convenient case sampling from criterion sampling method. In the research, semi-structured interview questionnaire has been used as data collection. The data have been analyzed descriptively. Research questions consisted of categories of the study. As a result of the research, the great majority of teachers and parents have been found to be negative about the new system. It revealed that teachers and parents encountered lots of problems during the implementation of the system.

The parents and most of the teachers have been observed to express negative opinions regarding 12 year compulsory education system which was arranged as 4+4+4. The source of the negative opinions about the system is that sub-structure is not ready; the classes are crowded, the program is not prepared, it is not appropriate for developmental properties, it causes lack of self-confidence and



failure and failure, the students do not have the capabilities of self-care, there are differences in their ages, there are problems for children who is at the proper age, it is compelling for the teacher, educational consultants were not conferred in passing the passage. Pre-school education is not compulsory, lesson time is long, books are not enough and does not arrive on time, and it is a product ideological approach. Parents and teachers interpreted the system in a detailed way and clearly stated why they reported negative opinions. Parents and teachers often came to a common area about the negative properties of the system.

The problems the primary school teachers and parents had are the fact that the physical conditions of schools and classes and are not suitable, there is a compact reading-writing programmes, reading and writing is not consolidated and is forgotten, there are adoption problems (shyness, fear), age difference problems, lack of self-confidence problems and failure problems, students want to play games because they are young, teachers are insufficient, there is rivalry among teachers, breaks are short, lesson hours are long, books are deficient and does not arrive on time, and are not proper for the level, students who did not attend pre-school education have adaptation problems. There is a thought that the rate of younger mothers will rise, and parents are unconscious.

The failing aspects of the system and the problems have been enlightened by the parents and students. They reported similar expressions about the problem of the system. They expressed clearly the hardship of being 1<sup>st</sup> grade teachers and parents. The solution offers for the problems of class teachers and parents are as follows; the physical conditions of classes should be arranged, the number of schools and classes should be increased. The number of students in a class should be lowered, security should be provided at schools, there should be additional activities and materials, the preparation period for reading-writing should be shorter in the programme, classes should be organized according to the differences in months, in-service training should be given to class teachers, assistant teachers should come into the classes. Solution should not be left to only the teachers, pre-school education should be compulsory, old system should be returned, period of lessons should be decreased, breaks should be extended, books should be organized, pilot implementations should be performed, the opinions of academicians should be taken. System should be revised, system should be cancelled, parents should be made conscious. Apart from these offers for solution, some parents and teachers are of the opinion that teachers' and parents' offers in the solution of the system will not be of use and it is useless to make offers. Parents and teachers get hope with this study and made more detailed offers for the solution of problems, and stated that they wish for the problems to be solved as soon as possible for the students to receive a higher quality education in a more productive environment.



## CHANGE AND INNOVATION: A STUDY TO DEVELOP A SCALE FOR TEACHERS' ATTITUDES TOWARDS CHANGE

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### ABSTRACT

As constructivist approach adopted and enacted by Turkish Ministry of National Education in primary schools in 2006 is considered “to be an innovation”, aim of this study is developing a scale to determine teachers’ attitudes towards innovations. The study of developing an original scale to determine the focal points of teachers’ perceptions during the process of adopting constructivist approach as an innovation began by asking open ended questions to 100 primary school teachers and collecting their responses in a pool of items. Pool of items was analysed by a jury of nine members, opinions of jurors were analysed for correlation, and the items taking averages over 2.50 out of 5 were applied on a trial group of 60 primary school teachers. The scale of measurement obtained after factor analyses and necessary corrections was applied on a group of primary teachers consisting of 248 female, 159 male teachers. To maintain construct validity of the scale, factor analyses was done and a three factor, “focusing”, “lack of information related to practice”, “professional concerns”, a 44 item scale was obtained with factor loadings between .71 and .77. Cronbach alpha internal consistency value as .84. As a result of validity and reliability analyses, a highly valid and reliable scale to determine teachers’ attitudes towards change was developed.

**Keywords:** innovation, curriculum, curriculum changing, perceptions of primary schools teachers’.

### INTRODUCTION

Certo (2000), puts innovation as “use of new methods in service provision and developing new methods on working conditions”. According to Westerman, McFarlan and Iansiti (2006), innovation is related to future, its dominant feature is achieving high effectiveness by focusing on diversity and research. Hurst (2000), explains this situation as the relation of the continuity in the change with the self repeating patterns in the change and rhythms of life. Past, while progressing in its path, helps us remember the patterns and past events. Thus, the need to go back in order to renew and progress ahead emerges. So, renewal becomes something rhythmic. Drucker (1994), when taken from this point of view, emphasizes that innovation refers to both a process and a result. Because, as innovation, improvement, or development requires change, product or service produced by this process is new, developed or changed.

Organizational change may be achieved by operational work or short-term attempts. When reasons inside or outside the organization (Drucker, 1994), competition, increasing speed of information, changing expectations combine with the effect of power sources classified as new regulations (Hussey, 1997) and technology, the interval between successive changes tend to be disappear. Daft (1983), considering organization surrounded by challenging sources of power, mentions two types of planned





change for successful organizations. First of these is incremental change. Incremental change is a process of progress plan in various sections of the organization, which aims to proceed slowly. Transformal change, on the other side, is redesigning and reanimation of the whole organization. Especially transformal change is not an easy task at this point.

In organizational structure, change may indicate any risk or danger originating from from the internal or external interactions (Inancoğlu 2002), in parallel with this; Daft (1983) puts that problem may be hidden and difficult to feel in most cases. Daft (1983) explains that; in managers' feeling the need for innovation, *performance gap*- the distance between the level of targeted performance and the performance achieved- is an important method. Such a determination requires a sensitive monitoring system. Starting point in organizations resembles a situation that Senge (2000) describes as *creative tension*. When organizations see the gap between the vision they want to achieve and the reality, organizations experience a tension originating form this gap. The tension generating actions to close this gap is thought as creative tension. Nevertheless, it shouldn't be forgotten that innovation and change is accompanied by resistance. Several classifications were made in the researches related to the reasons why employees resists to change (E.g; Trott, 2002; Erturgut 2000; Daft 1983; Koçel, 2001; Sadler, 1993; Ozkalp and Kırıl, 1996). Knowing these sources of resistance helps to determine important new strategies related to innovation process management.

Constructivist approach can be seen as an innovative act in education. Constructivist learning approach was first adopted in England in 1989. Cockroft Report developed in 1982 was the basis behind the practice. Same year in USA, constructivist learning based “Program for School Math and Evaluation Standards“ was developed by NCTM (National Council of Teachers of Mathematics). Programs based on constructivist learning are still prepared in the USA, Germany, Taiwan, Spain, Australia, Canada, Israel, and New Zeland (Güzel-Alkan, 2005).

On the decision of Board of Education and Discipline, date:12.07.2004 and number: 114, and on the approval of Ministry of National Education, date: 18.11.2003 and number: 12438, Math Program For Primary Schools (grades 1-5) developed by a Specialized Board formed by The Board of Education and Discipline was adopted for the firs time to experiment in 2005-2006 academic year as a pilot study in some pre determined primary schools in some provinces in Turkey. The program change -adopted after the pilot study-, which covers 1-5 years in primary education, is not an ordinary program change but a holistic, reformist transformation to change educational practices fundamentally.

Results of the Piloted study were analyzed by an Assessment Commission consisting of academics, in the coverage of Sabancı University Educational Reform Attempt. The aim of this study was to evaluate and analyze the teaching programs of: Turkish, Mathematics, Life Sciences, Social Studies, Science and Technology lessons developed for primary school 1-5 grades on the decisions 114, 115, 116, 117 and 118 dated 12.07.2007 by Ministry of National Education, the Board of Education and Discipline, in regards to content, input, process and product. Basic criteria for assessment were expressed as internal and external criteria. For external criteria, former education programs in act and overseas programs were taken for reference. Consistency, student centeredness, continuity, flexibility, transparency, and approach, values/skills the program takes bases were determined as internal criteria. In addition, characteristics of the programs were also considered from different points of view and submitting suggestions for administering the programs, after a yearlong study, the report was delivered to Educational Reform Attempt in 2005.

When the practices analyzed, it is seen that the suggestions related to teachers dimension were not taken into consideration; teachers' opinions and suggestions in the progress of the program were not researched periodically through scientific methods. At this point, the model C. Jacobs (2000, reporting from Johansen and Murphy 1999) presents for the evaluation of educational innovation in a context of



transformation is remarkable. Jacob's model incorporates formative, summative and illuminative evaluation goals and stresses the need to locate the innovation which is being evaluated within the context and policy framework of its operation. Besides transformative educational context, Evaluation framework considers all variables affecting the innovative educational practices presented by the model. In Jacob's study (2000) the term educational innovation refers to any form or type of educational practice which is new to or only marginally implemented in a particular academic context, and which is designed to develop, improve, make more relevant, or be more responsive to the needs of: (1) the academic curriculum, (2) the teaching process; and (3) the learning process.

In the context of transformation, it consists of the following stages of evaluation to evaluate educational innovation (Jacobs, 2000): (1) Identifying the principle stake holders from all the relevant constituencies, and the most influential stake holders for the innovation. For example for a higher education institution the principal stakeholders would fall into the four broad categories of students, academic staff, institutional support services and policy makers. (2) Different aspects of the innovation to be evaluated should be identified. These aspects should be determined collaboratively, involving input from as many stakeholders as possible as this process affords stakeholders a measure of control over the nature of the evaluation activity (Guba and Lincoln, 1989 in Jacobs, 2000). (3) Criteria to evaluate the various aspects of the innovation should be determined. (4) Using the criteria described in the previous stage, the evaluators should decide on the best sources of information to evaluate different aspects of the innovation. (5) Evaluators should decide on which methods of evaluation to be used. (6) For the healthy process, the data are gathered from previously determined sources. (7) Processing and interpreting the data collected (qualitative, quantitative methods, discourse analyses etc). (8) Evaluator shares the findings.

The piloted program inspected by various institutions it has been researched several times so far. For example, Güzel and Alkan's research (2005) carried out in pilot study schools with a sample group of 750 4<sup>th</sup> and 5<sup>th</sup> grade students aiming to reflect students' evaluations related to the program is one of those researches. The most important of the findings was students' positive attitude towards constructivist learning approach. According to the findings of the research, students adapt themselves to the constructivist learning environments better than their teachers. Another remarkable study is Baki and Gökçek's (2005) Comparison of Primary School (grades 1-5) Program Development Activities in Turkey and the USA. According to the findings of this study, the new educational program developed by Board of Education and Discipline covers %100 of EM, IN, MT program development projects learning areas developed with the administration of NCTM (National Council of Teachers of Mathematics). This means that new math program is directly influenced by the NCTM standards and program development activities based on these standards.

It is indicated that the results of curriculum changes at reform level are analyzed regularly by The Ministry of National Education. Independent researchers also research the subject. But, as Demirel puts (1992), in some European countries such as Denmark, Sweden and Norway activities related to program development were started in 1940s and adopted education programs were revised through experimental researches. For example, only in Swedish universities, we see that two thirds of researches carried out between 1973-1974 are about programs. So, diversity and number of the overseas studies related to program changes and the results of these program changes attract attention.

In recent years, education is under the effect of large-scale innovations designed according to the reproduced teaching and learning theories. The complex and multi-dimensional characteristic of the innovations causes changes in teachers' traditional expectations and troubles. Thus, for the success of a large scale change, teachers' concerns and conflicts, their dilemmas, resistance points and their sources, and feelings must be analyzed in detail. Researchers explain that as well as objective conditions and characteristics of the innovation, for the success of an innovation, participants of the



innovation and the importance those participants attribute to the innovation is also important. Geijsel et al. (2001) conclude that the positive impact of professional development activities on teachers' implementation of large-scale innovations is small. Because, impact of education carried out according to qualification structure principles is more influential. For example, for the teachers working in primary schools the degree to which the teachers undertook professional activities did not affect the degree to which they agreed with the qualification structure principles but did affect the degree to which they taught according to the qualification structure principles. Feelings of uncertainty also negatively influenced the implementation of both the basic education curriculum and the qualification structure.

Sharma (2005), highlights the mechanisms that foster, sustain and help initiate innovations in schools and the critical importance for considerations related to those mechanisms. Analyzing the innovative activities carried out in 4 schools, Sharma (2005) puts the systems, processes and procedures fostering innovations. Sharma points out that the 4 schools in different parts of the country implemented innovative practices in the area of pedagogy, curriculum, evaluation, management, resource mobilization and according to the findings leadership plays a critical role in promoting innovations in schools. Sharma also emphasizes transparency in vertical horizontal communication, establishment of a communication network between the school and the people and institutions being served. Researcher indicates that innovative schools are equipped with well defined, registered system of social support and monitoring. Researcher also indicates that teacher training, developing procedures for sustaining growth, forming decentralized participant management systems play an important role for the achievement of these schools. The reflections of these findings related to the innovation management in schools are still matters of discussion.

Geijsel and others (2001), studied teachers' perceptions on the implementation of two large-scale innovation programs by teachers from two sectors of Dutch agricultural education. Results of the research carried out in 4 sub dimensions of transformational leadership, participation in decision making, teachers' feelings of uncertainty, and the extent to which professional development activities affect teachers show that teachers have an important role in innovation process. Because innovation and change become successful the extent to which teachers are involved in the decision making processes.

The main purpose of the study, an adaptation of the Stages of Concern Questionnaire (SoCQ) based on the Concerns-Based Adoption Model (CBAM) by Christou et al. was to identify and examine the concerns of primary school teachers in Cyprus in relation to the recent implementation of a new mathematics curriculum and the use of new mathematics textbooks (Christou et al. 2004). An adaptation of the Stages of Concern Questionnaire (SoCQ) based on the Concerns-Based Adoption Model (CBAM) was administered to a representative sample of teachers in Northern Cyprus. Concerns-Based Adoption Model (CBAM) model is an instrument which educational administrators use to evaluate innovations. This model shows how the worst influenced individuals react against the practices of these changes. According to the findings, teachers' concerns focus on the task sub dimension on CBAM model. Furthermore, while teachers' concerns vary according to their degree of experience, teachers' concerns do not vary according to their level of familiarity with the program. In short, it is perceived that there is difference among teachers' level of concern as to their level of experience (for relations between extreme adaptors-extreme innovators and team balanced ones in teachers' personality dimension, see Bobic et al., 1999; for designing constructivist learning environments, see Jonassen and Murphy, 1999).



## **Purpose**

The purpose of the study is to develop a scale to analyze of teachers' attitudes towards change.

## **METHOD**

A survey design was employed in this study (Karasar, 2011; Cohen and others, 2005).

### **Population and sampling**

In the present study, a survey method was used to investigate the attitudes of primary school teachers about change. Sample group of the research consists of the primary school teachers working in the schools in the province of Istanbul-Turkey. As choice of sampling, Facilitating Sampling Approach was adapted. For validity and reliability of the scale, considering the number of items on the scale, researchers reached 408 primary school teachers working in Istanbul.

### **Developing the Instrument**

Scale development study for A Scale for Teachers' Attitudes Towards Change is composed of several steps. These are: 1) literature review, 2) pooling survey questions (100 primary teachers actively teaching according to new program were asked about their opinions and evaluations related to the new program) 3) teachers' compositions about the new program and innovation process were analyzed and a pool of 243 questionnaire items were formed. 4) The items in the pool of questions were compared to those items on the similar scales used for similar purposes in literature. 5) 3 items existing in the literature of such researches but not covered by the 243 item pool of items were detected and those 3 items were included in the list to finalize it. Final version of the list of 246 items was given to 9 experts (jury) of educational sciences. The group of experts (jury) analyzed the items in regards to; length, understandability, adequacy and representing the coverage of the subject. The groups of experts were asked to indicate their grading for each of 246 items as "necessary", "useful but not necessary", "unnecessary". According to the statistical analysis of the jurors' evaluations, items the average points of which are over 2.50 were determined. The items requiring changes for clarity or briefness were corrected, improved for each item, depending on the number of experts, Standard deviation value was significant at .75 significance levels (Veneziano and Hooper, 1997).

After the final evaluations, 192 items excluded from the list and the draft version of the scale consisted of 54 items. At this stage, pilot form was applied to a trial group of 60 primary school teachers who previously used the new curriculum and who are teaching in the primary schools in Istanbul. The form applied to sample group asks teachers to indicate the choice that best expresses his/her opinion, items are in the form of five option Likert type, grading 5 (I agree completely) to 1 (I don't agree at all). According to the results of this pre research practice applied to the group of 60 teachers, considering the suggestions made by the teachers, the scale was analyzed again and made some corrections (spelling corrections, corrections to clarify the meaning, design of the scale form). At this development stage of the scale, a factor analysis of the collected data was performed. In this perspective, principal components analysis, verimax rotation was used.

The Scale for Teachers' Attitudes Towards Change form, developed after pilot studies and expert group evaluations were given to 600 primary school teachers by the researchers in person. The returned forms (questionnaire forms) were analyzed by the researchers and the data on 408 of them were processed for scale development purposes. Sample group of 408 teachers consist of 248 female teachers (% 60.8) and 159 male teachers (%39). Variables about the 408 teachers are as follows:

**Table 1: Distribution the Subjects of Participants**

Lessons	F	%
Primary school teacher	240	58.8
Mathematics	23	5.6
Science	25	6.1
Foreign language	46	11.3
Arts	8	2.0
Physical education	8	2.0
Music	6	1.5
Social studies	29	7.1
Turkish	23	5.6
Total	408	100

First six subjects taught by the participant teachers ( 386 teachers = %94.5) from the highest to the lowest, are classroom teacher (teaching classes 1-5 grade) %58.8, Foreign Language (English, German, French) %11.3, Social studies (%7.1), Science (%6.1), Mathematics (%5.6), Turkish (%5.6).

### Reliability analysis

Using Likert type grading system on the scale, requires calculating Cronbach alpha ( $\alpha$ ) of reliability coefficient for the scale and sub dimensions of the scale. Cronbach alpha ( $\alpha$ ) value will show the internal consistency of the items out of 1. Besides Cronbach alpha ( $\alpha$ ), internal reliability quotient of the scale was also calculated using Guttman split half method. Dividing the items on the scale into two, this method helps to see the relation between total values of the items in the two halves. In addition, using correlation techniques of item total, and item remainder, internal consistency of the scale was analyzed. Item total technique shows the relation of the value for each item with calculated total points, and item remainder technique shows the relation between the value for each item and the residual value of the total points when this value is subtracted from the total points. These results should be significant at  $p < .05$  level. In item discrimination analysis, results of Independent-Samples  $t$  test (unpaired group  $t$  test) show whether replies for each item vary in the top and bottom half groups, thus it shows the capacity of item discrimination.

### Validity analysis

For factorial validity of the scale, factor analysis was done, and factor analysis significance rate was examined with Barlett's Method and KMO test results. Results of the analysis are shown at Table 2 below.

**Table 2: KMO and Bartlett's Test Values**

Kaiser-Meyer-Olkin Sampling Sufficiency		,869
Bartlett's Test of Sphericity	Chi square degree	6499,456
	S. degree	946
	P	,000

Table 2 shows that KMO result is ,869. This result shows that sampling group is suitable for factor analysis. In addition, Chi square degree is calculated as 6499,456 for Barlett's Test Results. This result is statistically significant at  $p < 0.01$  level. This result shows that the distribution of the data is normal. In factor analysis Eigen value was taken 1 at first and total 14 factors were produced. Factor loadings for the items were analyzed and 4 that no factors were extracted after first four factors was determined. When Eigen value was 2, three factors were extracted. When Eigen value was 2, 2 items with loadings less than .30 were determined. In third factor analysis, excluding two items with loadings below .30, all items except two had factor loadings over .30. After those two more items



with no loadings were excluded, remaining items had factor weights over .30 in fourth factor analysis. During the analysis of item total and item remainder, six items reducing Alpha value were detected. The total variance table after the exclusion of those six items from the scale is as follows.

**Table 3: A Scale for Teachers Attitudes Towards Change Total Variance**

Factor	Initial Eigen values			Total Factor Weights Loadings		
	Total	Disclosed Variance %	Cumulative %	Total	Disclosed Variance %	Cumulative %
1	7,712	17,527	17,527	6,968	15,878	15,878
2	6,276	14,264	31,791	6,212	14,117	29,995
3	2,144	4,873	40,306	2,934	6,668	36,664
4	1,603	3,642	43,627			
5	1,461	3,321	46,688			
6	1,347	3,061	49,506			
7	1,240	2,818	52,240			
8	1,203	2,734	54,812			
9	1,132	2,572	57,265			
10	1,079	2,453				

After factor analysis of 44 items Eigen values of which are over .30 and supporting Alpha value in Item total and Item remainder analysis, 3 factors were obtained. Total variance values of Varimax Rotated Factor Analysis are given in Table 4.

**Table 4: Eigen Values and Disclosed Total Variance Values Obtained After Varimax Rotated Factor Analysis**

	Eigen value	Variance per cent	Total Percent
I. Factor	6,986	15,878	15,878
II. Factor	6,212	14,117	29,995
III. Factor	2,934	8,668	36,664

As a result of the factor analysis of The Scale for Teachers’ Attitudes Towards Change, 3 sub factors with Eigen values over 2 disclosed % 36,664 of total variance. Variance values disclosed by the factors in order, %15,878 for the first factor and %29,995 for the second factor and %36,664 for the third factor. After the analysis first factor had 26 items. According to the item analysis of each factor, items falling into factors are as follows.

**Table 5: Items Attracting Weights of Subscales**

Factors	Number of item	Item numbers
1	26 items	22, 12, 9, 2, 16, 15, 48, 1, 35, 43, 37, 38, 34, 21, 47, 45, 6, 51, 5, 36, 29, 28, 30, 4, 27, 40
2	14 items	24, 39, 49, 25, 42, 20, 32, 19, 41, 44, 10, 3, 13, 18
3	4 items	53, 54, 50, 52

As can be seen at table 5, first factor consists of 26, second factor consists of 14, and third factor consists of 4 items. According to these dimensions, after omission of items 11, 14, 26, 46 with no weight, and omission of items 7,8,17,23,31,33 with no correlation with total points, with no discriminative value and reducing Alpha value, final version of the scale consists of 44 items. Analyzing items composing each factor group sub groups were named. Considering factorial weights obtained in the research, items composing each group, and literature about the research, first factor group was named “focusing”, second factor group was named as “lack of knowledge related to

practice”, and third factor group was named “professional concerns”. For reliability analysis of the factors obtained, Cronbach alpha, Guttman and Spearman Brown techniques were used for the items each factor contains. The results are as indicated on Table 6.

**Table 6: Subscales Reliability Values of The Scale for Teachers’ Attitudes Towards Change**

Factor	Cronbach $\alpha$	Guttman	Spearman Brown
General test total	.84	.75	.75
Focusing	.77	.79	.79
Lack of Knowledge related to practice	.73	.61	.61
Professional Concerns	.71	.59	.59

In order to calculate internal consistency values of the values obtained after factor analysis, number of the items on the related subject should be more than 20 ( $k > 20$ ) and number of participants should be more than 50 ( $n > 50$ ). Reliability quotient should also be over 0.60 (Ural-Kılıc, 2005). As seen on the table, reliability values related to subscales were determined according to the following procedure: Cronbach’s Alpha value was .84, Spearman- Brown Value .75 and Guttman split half value was .75. Findings showed that the 3 subscales had internal consistency reliabilities ranging from .71 to .77.

**Table 8: Item-Total Correlations (N=408) and Discrimination Analysis Results (N=408)**

Items	Item Total Correlations		Item Discrimination Analysis		
	<i>r</i>	<i>p</i>	<i>Sd</i>	<i>t</i>	<i>p</i>
1. New program aims students to learn by acting and living.	0,353	$p < .001$	406	-29,001	$p < .001$
2. New program helps to produce students with critical thinking skills.	0,340	$p < .001$	406	-32,426	$p < .001$
3. Course books and activity books harmonize with each other.	0,251	$p < .001$	406	-33,536	$p < .001$
4. It is difficult to apply performance tasks in low income areas.	0,320	$p < .001$	406	-25,708	$p < .001$
5. It is impossible to adopt new program in crowded classes.	0,310	$p < .001$	406	-25,218	$p < .001$
6. New activity books support learning.	0,273	$p < .001$	406	-23,733	$p < .001$
9. New program can not be applied as the basic requirements are not met.	0,168	$p < .001$	406	-36,521	$p < .001$
10. Forms and evaluations consume most of teacher’s time.	0,302	$p < .001$	406	-20,281	$p < .001$
12. New program is quite effective for students’ social development.	0,298	$p < .001$	406	-29,148	$p < .001$
13. Parents’ interference in student tasks makes a healthy assessment and evaluation difficult.	0,259	$p < .001$	406	-28,055	$p < .001$
15. New program encourages students to become entrepreneurs.	0,337	$p < .001$	406	-26,634	$p < .001$
16. Program allows students to evaluate themselves.	0,341	$p < .001$	406	-30,764	$p < .001$
18. In new program, in place of <u>subject/topic</u> unity, text unity is more important.	0,285	$p < .001$	406	-26,649	$p < .001$
19. How students learn is more important than what students learn in new program.	0,311	$p < .001$	406	-28,849	$p < .001$



Items	Item Total Correlations		Item Discrimination Analysis		
	<i>r</i>	<i>p</i>	<i>Sd</i>	<i>t</i>	<i>p</i>
20. The carrot and stick approach is replaced by research and learning in the new program.	0,332	p<.001	406	-32,777	p<.001
21. It is difficult to evaluate every activity in a healthy way.	0,372	p<.001	406	-24,246	p<.001
22. Problems originating from practices are abundant.	0,387	p<.001	406	-30,499	p<.001
24. For the program, Classrooms must be consisting of 20 students.	0,433	p<.001	406	-19,001	p<.001
25. Practices related to new program vary in every school.	0,343	p<.001	406	-28,713	p<.001
27. Inspectors supervising the teachers are not equipped/empowered enough about the new program.	0,341	p<.001	406	-40,359	p<.001
28. Performance or project tasks are considered as a burden by the parents and students.	0,036	p<.001	406	-31,740	p<.001
29. While the new program was formulated, teachers opinions were considered.	0,317	p<.001	406	-34,670	p<.001
30. In new programme, the teacher is a guide.	0,331	p<.001	406	-30,715	p<.001
32. Program covers different areas of intelligence.	0,198	p<.001	406	-27,425	p<.001
34. We can not imply the innovations that system change introduced.	0,280	p<.001	406	-31,526	p<.001
35. Differences in students' skills affect classroom activities in a negative way.	0,389	p<.001	406	-39,478	p<.001
36. Parents are unaware of the new practices.	0,343	p<.001	406	-23,703	p<.001
37. We have insufficient number of activity areas.	0,245	p<.001	406	-34,470	p<.001
38. I believe that new program will be more effective than the old one.	0,440	p<.001	406	-26,794	p<.001
39. Due to the new program teachers paperwork has increased.	0,022	p<.001	406	-21,885	p<.001
36. Parents are unaware of the new practices.	0,343	p<.001	406	-23,703	p<.001
40. New program takes students' limited research opportunities into consideration.	0,330	p<.001	406	-37,133	p<.001
41. Program change was made before its basic requirements were met.	0,362	p<.001	406	-37,225	p<.001
40. New program takes students' limited research opportunities into consideration.	0,330	p<.001	406	-37,133	p<.001
41. Program change was made before its basic requirements were met.	0,362	p<.001	406	-37,225	p<.001
42. That course books and activity books are separate is a positive point.	0,376	p<.001	406	-50,000	p<.001
43. Activities improve students' self confidence.	0,311	p<.001	406	-26,617	p<.001
44. Testing system hinders new program and activities from being convincing.	0,330	p<.001	406	-38,925	p<.001
45. In new program, testing and evaluation work focuses on both process and result.	0,313	p<.001	406	-26,040	p<.001





Items	Item Total Correlations		Item Discrimination Analysis		
	r	p	Sd	t	p
47. Teacher- student relations have changed positively.	0,378	p<.001	406	-33,588	p<.001
48. New program develops students skills related to daily life	0,445	p<.001	406	-29,777	p<.001
49. It will take teachers some time to change their former way of instructing.	0,336	p<.001	406	-26,782	p<.001
50. Teachers are not fully informed about the system.	0,376	p<.001	406	-34,118	p<.001
51. That program was put into operation in a short time caused confusion.	0,314	p<.001	406	-29,736	p<.001
52. New program increases teachers' stress related to instruction.	0,122	p<.001	406	-35,306	p<.001
53. Related to some issues brought by the new program I feel myself inadequate.	0,189	p<.001	406	-43,608	p<.001
54. New program requires the use of some methods I am not familiar with.	0,186	p<.001	406	-42,792	p<.001

Pearson correlation coefficient analysis shows that item total correlation is positive and statistically significant ( $p<.001$ ). However, it was thought as an important finding that linear relation was sometimes high, sometimes average and sometimes low. This result indicates that items discriminate the features they are written for, and it also shows that all items take place in the same structure.

**Table 9: Correlations Between Subscales of STATC (The Scale For Teachers' Attitudes Towards Change)**

STATC subscales	Focusing	Lack of knowledge related to practice	Professional concerns
Focusing		.726*	.214*
Lack of knowledge related to practice			.268*

\* $p<.001$

According to the results of Pearson correlation coefficient analysis performed to see whether there is significant correlation between subscales of STATC (The Scale For Teachers' Attitudes Towards Change), correlation between all dimensions is positive and statistically significant ( $p<.01$ ).

**Table 10: Correlations Between Total Points of STATC Subscales**

STATC subscales	Focusing	Lack of knowledge related to practice	Professional concerns
Total	.922*	.873*	.447*
Focusing		.726*	.214*
Lack of knowledge related to practice			.268*

\* $p<.001$

According to the results of Pearson correlation coefficient analysis performed to see whether there is significant correlation between subscales of STATC (The Scale For Teachers' Attitudes Towards



Change), correlation between total points of the factors is positive and statistically significant ( $p < .01$ ), and The Scale for Teachers' Attitudes Towards Change is - in the subscales it defines-a highly valid and reliable scale to measure teachers' attitudes and opinions towards program changes.

## DISCUSSION

Results of the study show that teachers have concerns about the constructivist approach recently enacted in Turkey. When the direction of these concerns is analyzed, concerns are observed to intensify on three factors; (a) focusing, (b) Lack of knowledge related to practice, (c) professional concerns.

*Findings related to focusing:* Teachers have frequently expressed their concerns about the goals and aims on which newly enacted constructivist approach focuses on. From this stand point, this research has showed that teachers concerns are more influence than their personal or professional concerns. Students can not perform the tasks the new approach requires them to perform and their parents involve in this self study exercise. So, parents blame teachers for not giving enough explanation related to the tasks. Primary school teachers repeatedly call parents to school to exchange information on the issue. Teachers are worried about the focus of this paradigm shift and they conveyed their worry through their glosses. Results of this research match with the results of the research carried out by Christou at all (2004) in Southern Cyprus to determine "teachers concerns on adopting a new math curriculum. Similarly in Southern Cyprus, after the change of math curriculum, it was observed that teachers had concerns about the new approach originating from professional, personal, informational reasons and basis. According to the findings of the research carried out by Christou at all (2004) in Southern Cyprus, teachers concerns focus on the task subgroup of CBAM model. Results of this research also show that; teachers have concerns; related to the new procedure, the focal point and aims of the new program, teachers have concerns related to their own professional knowledge and lack of professional training.

*Findings related to lack of knowledge related to practice:* Concerns originating from teachers' lack of professional training or information-14 items- about the new program comes after teachers' problem of focusing (*concerns about the focus and future of the program*) related to new program. Teachers' second most important concern is that they can't do their job properly as the basic requirements for the new program have not been met and preparations for the new program have not been made yet.

*Findings related to professional concerns:* Third finding of the research is the professional concerns the teachers have as they feel themselves not empowered for the new program. During the curriculum change process; taking teachers' opinions into consideration, having these sections of practitioners perceive and tolerate the outcomes of the change process constitute the prerequisite for the success of the curriculum change in question. Teachers, however, state that their opinions have never been asked during any phase of this period of transition, moreover they consider government's not taking their opinions and suggestions related to the implication of the new program through a large scale survey as a negative attitude. In fact, this shows implications that teachers have high professional responsibility towards innovations. On the other hand, this situation draws attention to the problems faced during the planning and implication stages of the innovation. This is because teachers indicated that they used the opinions and suggestions part of the data collecting instrument for this research in order to convey their opinions, observations to the authorities and they indicated that they considered this research as a channel to warn the administrators and authorities about the misprogressing process and the shortages they met, and they either wrote their solutions for the problems in the spaces provided or attached to the questionnaire they were given. Geijsel and others (2001) found that professional development activities have little positive effect on large scale innovation projects. The same research, on the other hand, shows that involving teachers into decision-making processes motivates teachers more. These



findings support the findings or ironic expressions teachers forming the sample group of this research enclosed or attached to this research. In these expressions; teachers complain sometimes about the parents who are not well informed about the new system and doing their children's homework, some other times they complain about that the conditions available in the crowded classrooms and larger cities which are not suitable for the application of the new system. One of the issues mentioned is as follows (Questionnaire 26:Bağcılar/İstanbul): *“However positive the system is, basic conditions (the word was underlined by the participant) are not suitable for the system. It is especially not suitable in larger cities and crowded classrooms. Solution for this problem is taking service to the people in order to prevent excessive (the word was underlined by the participant) class sizes. Though it is rather a late attempt, asking about the opinions of the educators through such a questionnaire is a positive step forward. I hope that the results and findings of this questionnaire become effective in the future regulations.”* Findings of this research overlap with the findings of the research carried out by Geijsel and others (2001) that state “teachers’ level of undertaking professional activities effect their participation in qualification policies and their level of teaching according to qualification structure policies”. Considering teachers’ opinions related to the changes and including them in the decision-making processes enables teachers to teach in accordance with the change. According to Jonassen and Murphy (1999) -carrying out researches on designing constructivist learning environments- activity theory as a frame considers as a basis that the epistemic assumptions of constructive learning are different from those of traditional instruction in designing learning environments. So, classical methods of needs and task analysis are inappropriate for designing constructivist learning environments (CLEs). Thus, Jonassen and Murphy (1999) argue that activity theory provides an appropriate framework for analyzing needs, tasks, and outcomes for designing CLEs. Most of 408 teachers indicate that; (1) they were not informed about the new system, (2) they are concerned that they can not inform children and parents as they think they are not well equipped and informed about the system, (3) they have concerns whether the program will be successful or the goals of the program will be achieved or not. The important point here is that; teachers indicate their concerns related to the new program in the margins of the questionnaire (right, left and bottom margins of the pages) although they were not asked to give such extra information through –in a way- mini compositions.

## CONCLUSION

As for suggestions for the further research; for the future practices of National Education Ministry, teachers ask for in service training programs related to new curriculum. In this context, the plans made related to constructivist approach and teacher training during and for the in-service training programs designed by National Education Ministry can be researched, and whether these practices cause differences in teachers’ attitudes towards new program can be depicted. The data to be collected through qualitative and quantitative researches about crowded classes, low income areas and interviews with the teachers working in problematic areas are considered as valuable for the rehabilitation process.

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## A MODEL OF PSYCHO-EDUCATIONAL INTERVENTION FOR THE ROMANIAN ADOLESCENTS IN THE SITUATION OF INCOMPLETE PARENTING

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### ABSTRACT

The present study is based on the studies conducted by Bonchis, Birle, Stan (2010) and Secui, Dindelegan, Roman (2010) which state that there are significant differences between the children with and incomplete parenting scenario due to their parents leaving to work and the children with both parents. The authors mention the necessity of an intervention program focusing on the social – emotional dimension, dimension on which the incomplete parenting situation has had an impact. The ten proposed activities carried on for three months included the following areas: self knowledge, social and emotional development. Two groups of adolescents were included in the intervention program. Significant results were found compared to control group. Implications of the study results are discussed.

**Keywords:** incomplete parenting, Romanian adolescents, psycho-educational intervention, social and emotional development

### INTRODUCTION

According to the paper on psycho-social development proposed by Erikson (1968), adolescence is a stage characterized by the dominance of the couple “identity versus role confusion” expressed by the clear conscience of their individuality. This will lead to confidence reinforcement, autonomy and initiative or to confusion of roles, identification with negative roles and the inclination towards delinquency.

Many psychologists continue to describe adolescence as a period of psychological turmoil (Conger, 1977 as cited in Birch, 2000). Erikson’s ideas are extended and deepened by Marcia (1966) who identifies four types of identity status among adolescents:

- Diffusion of identity, shown by the absence of commitment and by indecision on the important issues of life (professional choices, religion etc);
- Foreclose of identity, expressed in hesitant acceptance of the values of others;
- Moratorium, when individuals reassess their values and goals, but they find it difficult to complete them;



- Acquisition of identity, expressed in the resolution of crises, employment and career or religious option.

In the latter process, parents play a significant part (Rutter, 1985). A number of studies indicate that democratic, but severe parents have independent, self-confident adolescents with high self-esteem, compared with more authoritarian parents, who generate obedience, addiction, lack of confidence, etc.

In terms of social-emotional development of an adolescent, negative effects are produced when a parent shows indifference or, for one reason or another, they are missing (Verza & Verza, 2000). Another similar case is the incomplete parenting situation generated by the parent's leaving in order to work abroad. Observations made on these children reveal that a long absence of the father leads to effeminate conduct for boys and uncertainty in the way of conduct for girls. When the mother is not involved in control and cooperation, different forms appear such as: insecurity, increased aggressiveness, delinquent tendencies, irritability, anxiety, etc.

Self-control lies in one's ability to control emotions, desires, behaviour, to manage all these components. Maccoby (1980, apud Sroufe, 1992) emphasizes that self-control and self-management depend on a number of general skills including:

- The ability to inhibit actions that develop gradually, beginning at two years of age and stabilizing during adolescence;
- Delayed rewards in the presence of an attractive action;
- Tolerance to frustration, which involves developing coping strategies, from the simplest ones such as distraction, to the most complex ones;
- Self-control adjustment to the situation.

E. Maccoby (1980; apud Sroufe, 1992) notices that all the above mentioned issues would not be enough to gain self-control if children did not have the ability to adjust to a given situation.

The author places this skill in relation to ego-resiliency, which implies a certain flexibility of the ego. The most important part of self-control concerns inhibition and subtle differentiation of emotions in a socially acceptable manner.

A series of studies done by Calkins (1994) relate the following:

- success in relationships with others is provided in part by developing a more constructive way to manage one's emotional experiences;
- the group popularity increases only if the person is capable to establish clear signals about others' emotional states;
- positive expressiveness provides a better relating behavior than the negative one;
- social status, acceptance, approval of the group increase in the situations in which the child or young person more accurately interpret others' emotional messages;
- non-aggressive manner to adapt to anger makes someone more pleasant and successful as a leader.

When the self-control is present? Most authors put self-control activation in relation to pressures on the child or adolescent (Logue, 1995). In this way, in cases of "good pressure" that is competition, care for the environment and for their own judgments, the child or the adolescent is motivated,



inspired, which ensures the development of self-control. When, however, a "bad pressure" of non-competition, of damage of the very thoughts is exerted on these there is risk of loss of self-control. But there are also situations when the child or young person is free, is not competing with anybody, not even with himself, and then they may be poorly motivated, or better motivated.

Most research in this field reveals that self-control is more adaptive than impulsiveness, although more recent studies indicate that in certain situations, impulsivity is more adaptive, putting it in connection with the activation of fore-median areas of the cortex (Logue, 1995). Psychologists point out the opportunities that children/adolescents must have in order to discuss and explain their actions to their parents. These in turn must develop a sense of responsibility for their behavioral manifestations. But all of these are missing in situation of "incomplete parenting".

Self-control, like other aspects of behavior is influenced by a number of factors, which Petermann & Petermann (2006) grouped into the following categories:

- Biological factors (sex differences, prenatal risks, neurological functional disorders) mostly active during childhood;
- Psychological factors (difficult temperament, distorted processing of social-cognitive information /insufficient empathy);
- Social factors (poor supervision by parents, insufficient emotional support, negative practices of education, physical abuse and social rejection).

In other words as the child grows, the importance of the psycho-social factors is more obvious. It is true that a child's ability to cope with distress depends on innate temperamental qualities, but they are affected by the type of child support he receives from parents. Where this support is missing, such as the case of abused children, children living in broken families or when parents are missing, it is very likely that they develop emotional disturbances that may affect their self-control (Cicchetti, Ganiban, & Barnett, 1991).

Schaffer (2005) emphasizes that the wide environment in which the child is raised can be responsible for variations in self-control and emotional competence. These environmental influences, such as poverty can lead to anxiety states, agitation, impulsivity etc.

The purpose of this study is to highlight the effects of a psycho-educational intervention program on the level of self-esteem, the level of social anxiety and the level of irrationality of the adolescents in the situation of incomplete parenting, as a result of the departure of one or both parents to work abroad, compared with those of participants in the control group (teenagers with both parents at home).

## METHOD

### Research hypothesis

Hypothesis 1: The rational–emotional and behavioral educational program brings changes towards the increase of the adolescents' self-esteem and self-appreciation, adolescents that are in the situation of incomplete parenting.

Hypothesis 2: The rational–emotional and behavioral educational program brings changes towards the optimisation of the adolescents' social relations.



Hypothesis 3: The rational–emotional and behavioral educational program brings changes towards the reduction of the level of irrationality of the involved participants.

**Design:** repeated measures – with control group

### Participants

46 adolescents, aged 14-16, having one or both parents left to work abroad, were randomly split in two groups, 23 in the intervention group and the others 23 in the control group. The gender distribution was equal.

### Instruments

The following instruments will be used:

- A measure of self-esteem, in relation with peers (alpha Cronbach =.75), with family (alpha Cronbach =.86) and with school (alpha Cronbach =.84), consisting in 28 items, having the items from *Hare self-esteem scale* (Bruce R. Hare, 1985, apud Fischer, J. & Corcoran, K., 1994) as a base line in constructing the items;
- Child and Adolescent Scale of Irrationality, (CASI - Bernard and Laws, 1988, apud Trip, 2007). Trip (2007) presented the results of the validity study for this scale on Romanian population;
- Self- statement scale for the social interaction with others, is a measure of social anxiety, consisting in 23 items and two factors – positive and negative cognitions during social interactions. The items were generated on the same structure as the items from Social Interaction Self-Statement Test (Glass, Merluzzi, Biever și Larsen, 1982, apud Fischer, J. & Corcoran, K., 1994). Alpha Cronbach was calculated for the two subscales: .74 for positive cognitions and .86 for negative cognitions associated with social interactions;

### Procedure

The pretesting for both groups took place at the beginning of March of the current school year. The intervention for the experimental group took place throughout 10 weeks, once a week for one hour. The topics covered throughout the program are part of the program proposed by Roman (2010, in Bonchis, 2010).

## RESULTS

Data were collected and analyzed, using descriptive and inferential statistics. Data distributions were normal in population (conclusions after calculated Kolmogorov-Smirnov test) for the variables implied in the study.

*The impact of psycho-educational intervention on adolescents' level of self-esteem*

**Table 1. Means and standard deviations for the global score on the self-esteem in the pretest, post-test and follow-up.**

General self-esteem				
Moment	Group	m	s.d.	N
Pretest	Intervention	87,95	6,08	23





	Control	89,91	8,49	23
	Total	88,93	7,37	46
Posttest	Intervention	95,78	7,06	23
	Control	90,69	10,98	23
	Total	93,23	9,48	46
Follow-up	Intervention	95,43	9,38	23
	Control	91,60	11,49	23
	Total	93,52	10,55	46

F value for intervention is situated under the critical threshold [ $F(1,427;62,805)=5,949$ ,  $p<.05$ ]. Therefore, for the global self-esteem, the training program brings significant statistical differences between the moments of evaluation.

*The impact of psycho-educational intervention on adolescents' level social anxiety*

**Table 2. Means and standard deviations for the *social relations* dimension in pretest, post-test and follow up.**

Social relations with peers				
Moment	Group	m	s.d.	N
Pretest	Intervention	28,52	7,97	23
	Control	28,56	7,89	23
	Total	28,54	7,84	46
Posttest	Intervention	26,82	7,65	23
	Control	32,52	8,19	23
	Total	29,67	8,35	46
Follow-up	Intervention	28,52	9,08	23
	Control	35,91	10,71	23
	Total	32,21	10,50	46

Significant differences were found between the three moments of testing as a result of the training program [ $F(1,674; 73,667)= 3,857$ ,  $p<.05$ ]. The training program brings significant statistical modifications between the two groups [ $F(1,44)=4,721$   $p<.05$ ], but also in the interaction between the training and the group [ $F=4,031$ ,  $p<.05$ ].

*The impact of psycho-educational intervention on adolescents' level of irrationality*

**Table 3. Means and standard deviations for the *LFT rules* in the pretest, post-test and follow-up.**

LFT rules				
Moment	Group	m	s.d.	N
Pretest	Intervention	21,65	4,33	23
	Control	20,26	7,70	23
	Total	20,95	6,21	46



Posttest	Intervention	14,91	2,37	23
	Control	20,82	7,14	23
	Total	17,86	6,05	46
Follow-up	Intervention	16,13	4,42	23
	Control	20,60	7,21	23
	Total	18,36	6,33	46

F value for intervention is statistically significant. Regarding the differences between the two groups  $F(1,44)=5.379$  with  $p<.05$ , and for the interaction between the moment of evaluation and the group an  $F=7.575$ ,  $p<.01$  was obtained.

**Table 4 Means and standard deviations for the global evaluation of the self in the pretest, post-test and follow-up.**

global evaluation of the self				
Moment	Group	m	s.d.	N
Pretest	Intervention	22,08	3,07	23
	Control	20,08	3,30	23
	Total	21,08	3,31	46
Posttest	Intervention	12,73	2,26	23
	Control	18,04	4,96	23
	Total	15,39	4,66	46
Follow-up	Intervention	14,30	3,22	23
	Control	20,73	6,03	23
	Total	17,52	5,78	46

Significant differences were found between the three moments of testing as a result of the training program [ $F(1,680; 73,898)= 36,468$ ,  $p<.01$ ]. For the differences between the two groups an  $F(1,44)=13,188$ ,  $p<.01$  was obtained.

**Table 5. Means and standard deviations for absolute demands for justice in the pretest, post-test and follow-up.**

Absolute demands for justice				
Moment	Group	m	s.d.	N
Pretest	Intervention	20,82	3,05	23
	Control	20,52	4,64	23
	Total	20,67	3,88	46
Posttest	Intervention	11,91	2,29	23
	Control	21,13	3,40	23
	Total	16,52	5,47	46
Follow-up	Intervention	13,21	2,62	23
	Control	22,65	3,57	23
	Total	17,93	5,68	46



Significant differences were found between the three moments of testing as a result of the training program [ $F(1,633; 71,858) = 25,080, p < .01$ ], but also in the case of interaction between the intervention and the group with  $F = 43,510$  with a significant threshold value lower than the critical  $p = 0.05$

**Table 6. Means and standard deviations for LFT related to work in the pretest, post-test and follow-up.**

LFT work				
Moment	Group	m	s.d.	N
Pretest	Intervention	15,65	2,65	23
	Control	16,13	4,18	23
	Total	15,89	3,47	46
Posttest	Intervention	8,52	1,53	23
	Control	17,04	3,15	23
	Total	12,78	4,95	46
Follow-up	Intervention	10,08	2,84	23
	Control	16,60	3,75	23
	Total	13,34	4,65	46

We obtained the  $F(1,360; 59,846) = 17,298, p < .01$  for the intervention, a value situated below the critical threshold. Analyzing the data for the effect of the group and for the interaction between the training and the group for the LFT work we obtained  $F(1,44) = 61,934, p < .01$  for the group's effect, and  $F = 27,656, p < .01$  value for the interaction between the training and group.

## CONCLUSION

The hypothesis were sustained and the main objective was met in its entirety. Therefore, the educational rational-emotional behavioral program proved to be efficient for assuring the growth of self-esteem and self-appreciation, the optimisation of social relations and for reducing the level of irrationality.

An important part in self-control development during childhood and adolescence is played by the environment. To adapt to its requirements and to cope with distress, one needs support from others. Where this misses, as is the case of “incomplete parenting“, the exposure to the risk of not developing self-control mechanism appears. Even if we accept the idea of multi-determination of behavior, we need to be aware that it is highly influenced by the relationships in which the child/adolescent is involved (Calkins, 1994).

Children and adolescents, who have behavioral and self-control problems manifest impulsivity, restlessness, anxiety, talk a lot, deliberately bully others etc.

Self-control can be developed only in an atmosphere of calm and mutual support from parents, of promoting desirable behavior, of formulating realistic expectations and use of a certain language which allows the understanding of the rules and social norms.



The results of this study indicate the necessity of the support at a social and emotional level that teenagers need from specialists. It is necessary to include them in psycho-educational counseling activities, which cover the issue of emotional control, of unconditional acceptance of self and others, of appropriate social and behavioral skills.

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## INCREASING THE READING COMPREHENSION OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES BY USING GRAPHIC ORGANIZERS/STORY MAPS

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### ABSTRACT

Learning disability which includes reading disorder, mathematic disorder and writing disorder, is described as the biggest category under IDEA (the Individuals with Disabilities Education Act). In this study, reading disorder is introduced and graphic organizers are suggested to improve the academic achievement of students with learning disabilities, specifically to improve reading comprehension skills.

**Keywords:** Specific Learning Disabilities, Graphic Organizers/Story Maps

### INTRODUCTION

All human beings have unique characteristics. Some of them wear big shoes, and others have curly hair, but some characters of them are so important. What are these characteristics? The characteristics that set them apart are intelligence and the skills of reading, writing, and communication. In terms of these important features, people want to be described as normal, even though many of them are not. Who is qualified to describe them as a person with or without a disability? Some of the professionals who can identify or label people as having or not having a disability are clinical psychologists, school psychologists, child psychiatrists, neuropsychologists, and psychometrics (HELPGUIDE, 2012).

The individual with Disabilities Education Act of 2004 identifies people with disabilities in thirteen categories in terms of their characteristics (IDEA, 2004). These categories are: autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairments including deafness, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments including blindness (IDEA, 2004). However, according to statistical facts, the most prevalent disability category is Specific Learning Disability, and 2,537,000 out of 6,593,000 students between the ages of 3-21 were provided special education services, in the fall 2008 (Boulineau et al., 2004; Education Week, 2012). Furthermore, it was claimed that one out of five people who live in America have a learning disability (NICHCY, 2012).

What is a specific learning disability? It was said that “a learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfection ability to listen, speak, read, write, spell, or to do mathematical calculation, including calculations such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia” (IDEA, 2004). In the description of specific learning disability, Speece and Shekitka (2002) underlined three important things; appropriate instruction for students with a disability, discrepancy model, and exclusion of some disabilities from learning disabilities, such as mental retardation and sensory impairment. NICHCY (2012) also stated that there are important things emphasized in the description of specific learning disability. These are the discrepancy models which show differences between a student’s actual ability and predicted ability, the provision of appropriate education in terms of scientifically validated intervention, and the exclusion of sensory impairment, mental retardation, and the emotional problems (NICHCY, 2012).

Even though the reasons for specific learning disability are exactly unknown, there are many reasons which contribute to the specific learning disability, such as acquired trauma, genetic factor, biochemical abnormalities and environmental possibilities (ACLD, 2012). It is also claimed that almost 50 % of the factors that contribute to the specific learning disability is genetic (ACLD, 2012). Some of the signs of the specific learning disabilities are difficulties with pronunciation, word choices, rhyming, following directions, controlling education materials such as pencils, telling time, comprehension, and math (HELPGUIDE, 2012).

To be successful in academics, one should be able to read, write, use language effectively, and do mathematical calculations. These are the few, but important skills. However, people with specific learning disability may have difficulty with one or many of them. The most prevalent disorder among students with specific learning disability is reading disorder, and according to some researchers, the rate is almost 90% (Mothus&Lapadat, 2006). Reading failure is a critical problem that leads to lowered self-esteem, school drop-out, and inappropriate social behavior. Mothus and Lapadat (2006) claimed that reading and writing are the nucleus of any academic success or failure. Therefore, it can be said that reading has a critical importance, especially when students are in high school or a higher institution because they are then required to read and comprehend more information from written text. In addition, Garjia et al. (2007) stated that in the early grades the goal is for students to learn to read, but soon the main purpose of reading is to gain knowledge from written sources.

Much research has shown the criticality of reading for academic success. For example, in the report of the National Assessment of Education Progress (NAEP), it was claimed that approximately half of the students who are provided education in the U.S.A do not have basic reading skills, and this lack of basic reading skills leads professionals to label and identify students as needing special education services (NAEP, 2004; NCES, 2004). In addition, there is an interesting research which was conducted by Boyle who claimed (1996) that many students identified as learning disabled had reading problems, with many high school students reading at only a fourth grade level.

There may be factors which can contribute to the reading disorder, such as phonemic awareness, fluency, and reading comprehension. Many different studies were conducted with the aim of improving the reading skills of students with specific learning disability, but most considered foundational reading skills without focusing on reading comprehension (Boulineau et al., 2004; Hagaman& Reid, 2008). Hagaman and Reid (2008) claimed that studying foundational skills might not be enough, because although students with specific learning disability had high decoding skills and other foundational skills, they might not comprehend well enough to understand and extract knowledge from written text materials. It was also stated that to overcome their difficulties, students with reading disorder should be exposed to explicit instruction through comprehension strategies such as a graphic organizers, to improve comprehension skills (Hagaman& Reid, 2008). Therefore, teachers and other professionals should consider the vital importance of reading comprehension for academic success.

Trends and Issues: Response to Intervention (RTI)

Currently, the trend in special education is Response to Intervention (RTI), especially in the category of specific learning disability. RTI is one of the approaches used to identify students with specific learning disability (IRIS RESOURCE LOCATOR, 2012). It was stated that if students were provided appropriate instruction, they were usually successful and they kept their placement; therefore, the appropriateness of the instructions and materials can be determined by using RTI (IRIS RESOURCE LOCATOR, 2012). RTI emphasized that all students should have received teacher support, and effective and appropriate

instruction. In addition, data showing student progress should have been gathered frequently before assigning placement. With RTI, many things are taken into consideration, such as research-based intervention, universal screening, and progress monitoring. RTI claims that inadequate academic performance may be the result of poor instruction or curriculum rather than merely student deficiency. By using the RTI model, a team can apply early, intensive, and effective interventions. It consists of four components;

- a. Universal Screening: Class wide assessment for all students.
- b. Tier 1: Effective and appropriate instruction is provided in general education setting, and the progress of students is monitored on a weekly basis.
- c. Tier 2: Small-group instruction is provided in addition to Tier 1 instruction by a reading specialist, paraprofessional, general education teacher, or other trained personnel. Student development is continually monitored.
- d. Tier 3: If students are still unresponsive to Tier 2 instruction, more intensive individualized instruction is used at this point. Few students are included in this tier, and some formal assessment can be used for special education services.

#### Interventions

There are many interventions to improve the reading comprehension of students with specific learning disability, such as paraphrasing, computer assisted instruction, and graphic organizers (Hagaman& Reid, 2010; Sorrell, 1990; Stetter& Hughes, 2010).

The paraphrasing strategy is mainly conducted in three steps, the first is reading, the second is self-questioning and the third is paraphrasing. Paraphrasing strategy can be used for elementary, secondary and high school students, and second language learners as well. During the implementation of this intervention, students' active participation is critical since the intervention requires high level thinking to facilitate the knowledge which was learnt from the given text.

Presently, computers are very common and have become an essential tool in every stage of our life, especially in schools. By using computers, students can access information, and utilize this information by combining it in innovative ways with previously acquired knowledge (Pacific for Education and Learning, 2012). Computer assisted instruction is also used to increase the comprehension of students with specific learning disability. Much research supports the previous claim. Kim and his colleagues (2006) stated that computer assisted instruction could be used as a tool to increase the comprehension of students with specific learning disability by teachers because it gave opportunity of learning and teaching for them. They also said that by using computer assisted instruction, teachers provided stimulating and interactive social learning environments to keep students' interests on topic (Kim et al., 2006). During the implementation of computer assisted instruction, students can talk with their peers about the given text, and by doing so students are also directed to think while they read (Gersten et al., 2001). Thinking about a given text, while reading, increases and facilitates the students' meta-cognitive activities (Gersten et al., 2001).

The third intervention is graphic organizers such as semantic maps, story maps, concept maps, and cognitive maps. A story map is a very effective intervention for improving the reading skills of students with specific learning disability since it supplies visual displays for critical information about given text by focusing the students' attention on relevant text materials (Boulineau et al., 2004). According to Boulineau et al. (2004), story maps can be used before reading, during reading, and after reading. Before reading it may be used for the retrieval of prior knowledge, for organizing discussion, and discussing the



given topic. They stated that story maps might be used during the reading period as a guide for writing critical information and it might also be used for a kind of review after all processing is finished. Furthermore, Boulineau et al. (2004) claimed that the story mapping intervention could be used for different age and grade groups to evaluate different abilities. Students with specific learning disability have problem with organization, self-monitoring and recalling previous storage knowledge; using graphic organizers provides this kind opportunity to the students (Horton, Lovitt, & Bergerud, 1990).

Throughout this paper, the use of graphic organizer intervention to improve the reading comprehension ability of students will be discussed.

#### Literature review of Graphic Organizer/Story Mapping

The first research article of this section was written by Boulineau et al., in 2004. The aim of the study was to provide replication of previous studies which stated that graphic organizers improved the reading comprehension of students with specific learning disability. In their study, they used six students as participants, and all of them had been labeled as having specific learning disability. Their IQ scores were from 90 to 98, and four of them were third grade and two of them were fourth grade students, Georgia. After the implementation of the intervention, it was proven that the results supported previous studies since students improved story elements identification by using story maps.

Boyle (1996) stated that by using graphic organizers, story mapping, cognitive maps, students might make the connection between the main idea and supporting ideas because these kinds of interventions provided a wide picture of the given topic. Moreover, graphic organizers also increased recall or retrieval of stored knowledge (Boyle, 1996; Darch & Eaves, 1986). In Boyle's study, there were thirty students, but twenty of them had specific learning disability, and they had difficulty specifically with reading. The aim of this study was to determine whether students with specific learning disability used the strategy without a teacher's help and to determine the efficacy of the strategy on students' comprehension. While implementing the intervention, how to draw and organize a cognitive map was taught to students without looking at the textbooks. The result of his study showed that the evidence supported the previous studies and the intervention was very beneficial for students with or without a disability.

Sinatra, Stahl-Gemake, and Berg (1984) stated that visual materials were very effective in increasing the comprehensions of story elements for students with specific learning disability. Graphic organizers can be used as assessment tools because they provide a wide picture of what students read and help to demonstrate how much they understand the given text. To determine difference between two approaches which were mapping approach, and verbally oriented readiness was the goal of their study. Even though twenty one students of all participants were from second to eighth grade level, their approximate reading comprehension levels were 2.5. The other six students were ungraded. After conducting the research, they realized that students who had been provided with the intervention known as semantic maps performed better than other students who had been provided more verbal readiness instruction, and they stated that there were significant differences between their mean scores. Furthermore, they stated that visuals had improved the comprehension of students with specific learning disability.

Horton, Lovitt, and Bergerud (1990) stated the same results, and they claimed that students with specific learning disability that had used graphic organizers performed better than students with specific learning disability that had not used graphic organizers or any other kind of cognitive mapping intervention. They conducted a study in three different classifications, students with specific learning disability, students in a remedial class setting, and students without specific learning disability. The finding of the study is very





interesting. It showed that graphic organizers were very effective, and students performed better when they were provided by the teacher to students with text reference or cues. Furthermore, it was demonstrated that the lowest score achieved by using graphic organizers was better than the highest score achieved by self-study.

The goal of the study conducted by Gardill and Jitendra (1999) was to determine whether or not the effect of advanced story maps increases the comprehension skills of students with specific learning disability. The participants were six middle school students with specific learning disability. All of the students had IEPs. These students were determined by using the following criteria: type of learning disability, level of difficulty in reading, and the results of Woodcock master test. Intervention was provided in a resource classroom during 40-50 minute period. Additionally, multiple baseline design was used during the implementation of the intervention. After conducting the study, these results were apparent: there was substantial improvement in comprehension and in story grammar for all six students with specific learning disability. Moreover, more story elements were recalled by five students when using the intervention.

Another study was conducted by DiCecco and Gleason (2002) to determine the efficacy of the graphic organizers to recognize important information from given text. They stated that graphic organizers facilitated the relationship between the main ideas and other details by lines and arrows. While using graphic organizers, details may be eliminated and which allows students to focus their attention on the key concepts. Even though in their study there were twenty six students, the data from two of the students was not used because of their excessive absences. These students were equally distributed by using several tests. Intervention was provided to students during 20 school days in a resource room. Test results showed that by using graphic organizers students improved their recall, and by using this recalled knowledge, they could perform better in essay writing. The results also supported the concept that graphic organizers were effective for gaining the relational knowledge from given text materials.

Vallecorsa and DeBettencourt conducted a study to learn how story elements were taught, in 1997. This study included thirteen years old students who had difficulty with reading and writing, and these students met the criteria of the state in which they live. Story maps were taught to these students as a tool to identify story elements, to improve knowledge recall, and indirectly help to improve writing performance. They emphasized comprehension and written expression, because they were interrelated and were important for understanding a person. During the implementation of the intervention, ABC design was used, and data was collected based on their performance. In class, activities were distributed, for example, for the first 25-30 minutes students were required to read and for 15-20 minutes students were required to do writing activities. After conducting the study, they found that the students' improvements differed. One student, David, showed an upward trend in reading. Jason improved his comprehension slightly, but the other student, Nick, performed much better and his improvement in comprehension was striking.

In the study of Taylor, Alber, and Walker (2002), the goal was to compare results of different interventions to improve the comprehension of students with specific learning disability in elementary school and to learn the efficacy of them. Five students between the ages of 9 – 12 were participants in the study. Three of them were instructed in a resource room, and the others attended inclusive general education classrooms with special education teachers. The study was conducted in a resource room, and SPE teachers taught the students to use the strategies. Alternative treatments were also used during the implementation to handle more data about the efficacy of the interventions. The results showed that the students' accurate responses to questions improved after using interventions ( $M = 85.8\%$ ;  $SD = 4.3$ ). The



results also showed that there was no significant difference between self-questioning and story maps, but there were significant differences between self-questioning and no intervention, and between story maps to without intervention. Furthermore, the story maps and self-questioning strategy improved the comprehension of students.

Idol and Croll (1987) conducted a research to improve the comprehension skills of students with specific learning disability by using a schema-building technique. In this study, the participants five students were chosen from three different elementary schools based on criteria, such as teachers' opinions. ABA design was used to observe the improvements of students. Comprehension questions were used as dependent variables. On the first day of intervention, teacher familiarized students with the intervention, and directed them to read a story. During the practice of the intervention, the teacher gave more feedback for students' responses. The findings showed a noticeable improvement in comprehension, but only one student' reading increased slightly. After the intervention, students continued to use the strategy during the story retelling activities. The improvement in comprehension was also seen with more difficult materials.

The tenth article in this section was written by Stagliano, and Boon in 2009. In this study, there were three fourth grade students with specific learning disability. All of them were males, and their IQ scores were 92, 93, and 96. Their eligibility was determined by the discrepancy model of IDEA. Intervention was provided in a resource room. The aim of this study was to determine the efficacy of story map strategy on the comprehension of students with specific learning disability. After implementing the intervention, it was found that the number of correct question responses increased. It was also shown that the students continued to use the intervention. In addition, the same results were stated by Fore, Scheiwe, Burke, and Boon (2007) in their study.

Wade, Boon and Spencer (2010) conducted research to determine the effectiveness of integrated story maps with Kidspiration software. Three students were chosen for this study based on the following criteria: IEP, grade level performance, and regular attendance. ABC design was used during the implementation of the intervention. The results showed that marked improvement was seen, and it appeared clearly on the ABC design graph.

Implementation of the intervention

Intervention preparation: Graphic organizers will be used as an intervention to improve the reading comprehension skills of students with specific learning disability. Graphic organizers help students and give a wide picture of the given text to comprehend the given textbooks by connecting main ideas with supporting details, and supplying visual presentation.

a. Lesson objective: By using graphic organizers, its aim will be to increase the comprehension of students with specific learning disability, and to have them respond correctly to four out of five questions.

b. Materials needed: Ten reading passages and questions are in the Appendix section will be used during the implementation of the intervention. Furthermore, students will be required to draw their own graphic organizers; therefore, paper, pencil, and etc. will be needed.

c. Time allotted for implementation: Intervention will be provided during one class session in one day for two consecutive weeks.

d. A description of participants: Four fourth grade students with specific learning disability will be in the implementation of the intervention. These students will be determined based on the criterion, such as having IEP.

Intervention implementation Procedures:

a. To implement the graphic organizers, a literature art class session will be used each day for two



consecutive weeks. In the first week of the implementation, students will be required to read five passages, and they will be required to answer the given five questions related to a passage each day. During the first week, the teacher should not help students. On Monday, the second week of the implementation, students are taught to use the graphic organizers during the reading session. Additionally, students are required to draw their own graphic organizers. The aim is to encourage students to think about what they are doing.

b. Data will be collected in terms of the AB design. AB design will be used to determine the functional relationship between variables. AB design graphs will show whether there are differences. Furthermore, the AB design graph will be analyzed based on the outcome criterion.

## Conclusion

As was previously stated, specific learning disability is the most relevant category of those described by IDEA. Moreover, reading disorder is also the most common disorder among students with specific learning disability. However, there are many interventions to help students deal with their problems, such as paraphrasing, computer assisted instruction, and graphic organizers. As was previously stated, graphic organizers and their effects have been discussed. There has been much research conducted to determine the effectiveness of the graphic organizers/story maps to increase the reading comprehension of students with specific learning disability. Boulineau et al., (2004); Boyle (1996); Sinatra, Stahl-Gemake, and Berg (1984) ; Horton, Lovitt, and Bergerud (1990); Gardill and Jitendra (1999); DiCecco and Gleason (2002); Vallecorsa and DeBettencourt (1997); Taylor, Alber, and Walker (2002); Idol and Croll (1987) stated that graphic organizers/semantic maps were very beneficial for students with specific learning disability to help their comprehension skills when used with intervention features such as; connecting the main ideas and supporting details, eliminating details, and supplying visual prompts.

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## **EFFECTS OF PEER (GROUP) DISCUSSIONS ON L2 WRITING OF STUDENTS WITH AND WITHOUT LEARNING DIFFICULTIES (LD): IMPLICATIONS FOR TEACHING OF WRITING IN PAKISTAN**

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### **ABSTRACT**

Although a limited number of studies have been undertaken to support the argument that peer(Group) discussion facilitates L2 writing of students with and without learning difficulties(LD), few studies have provided statistical proof for this. The present study was designed to compare the written work of two groups of Pakistani students, in order to identify the differences in writing outcomes achieved with different teaching methods: conducting peer(Group) discussions with the Experimental Group (EG) and teacher-dominance with the Control Group (CG). By comparing the two groups written products and analyzing the sample writings and questionnaire results, the study suggests that peer (Group) discussion facilitates students writing better than traditional classes, in terms of content, readership and thinking patterns.

**Keywords:** teaching of writing; peer (Group) discussion; English writing ability

### **1. The Major Problems in L2 Students Writing**

Teaching of writing in English is a difficult assignment in the Pakistani L2 classroom. The present situation of the teaching of writing is unsatisfactory. Conventional product oriented approaches of teaching of writing have failed to motivate students. Most of the students think that they write only for teachers' approval and getting through the exam. A review of students' written work has revealed widespread and serious deficits in writing skills. Many student compositions are lacking in ideas and coherence, and also show lapses in clarity and organization. Most papers adhere to writer-based prose, without due consideration of the reader, and most students adopt Pakistani thinking pattern when writing in English (Hassan 2000).

As a remedy to this undesirable situation in L2 writing of students with and without learning difficulties (LD), this paper proposes expanded use of peer (Group) discussion in the writing classroom. Peer (Group) discussion, as a form of collaborative learning is an old and well-received method in language learning and has proved effective in various kinds of skill learning.

### **2. The Benefits of Peer (Group) discussion in L2 writing of students with and without learning difficulties (LD)**

#### **2.1 Correct reflection of the nature of writing**

Just as speaking, writing is a social artifact and a tool for communication. Peer (Group) discussion can facilitate students writing by correctly focusing and reflecting the nature and purpose of writing.

Based on a comparison of oral speech, inner speech and writing, Vygotsky (1962) claims that writing is the more abstract and demanding activity. He thinks that we first experience and learn 'the skill and partnership of conversation' in the external arena of direct social exchange



with other people and develop “oral speech”. Then we learn to displace that “skill and partnership” by playing silently, in imagination, the parts of all the participants in the conversation with ourselves, and thus develop “inner speech”. Writing (or “written speech” as he calls it) follows on and presupposes the existence of inner speech (the act of writing implying a translation from inner speech). In other words, Vygotsky thinks that writing is a process one learns through social interactions that subsequently become internalized.

Bruffee (1984), drawing on the work of Vygotsky, theorizes that collaborative learning is particularly effective in writing instruction because talking gives students an opportunity to internalize language that can later be re-externalized in writing. He stresses that the teacher's assignment must include engaging students in conversation among themselves at as many points as possible in both the writing and the reading process, and that teachers should contrive to ensure that students converse about what they read and write in a manner similar to the way we would like them to eventually read and write. Bruffee believes that the way students talk with each other on a subject determines how they will later think and write on the same subject. He thinks that organizing group work around a carefully designed assignment makes students aware that writing is a social artifact, like the thought that produces it

Lefevre (1987:33) argues strongly for the communicative purpose of writing. He writes, “Invention is, I think, best understood as occurring when individuals interact dialectically with socio culture in a distinctive way to generate something.” The act of writing is not successful until it communicates, until it becomes a part of a specific communal activity.

Because writing lacks an interlocutor, being addressed to an absent or an imaginary person or to no one in particular, written communication is more difficult and requires more conscious work than does speaking. Peer (Group) discussion makes this kind of communication more smooth and effective because it brings readers in front of the writer. ‘In conversation, every sentence is prompted by a motive. Desire or need leads to request, question to answer, bewilderment to explanation (Vygotsky 1962). Thus, the writer can make his or her message easier to understand, successfully meeting the primary goal of communication.

## 2.2 Contribution of ideas to the enrichment of content

Student writers face two major intellectual assignments: the need (1) to generate idea sin language and then (2) to construct those ideas into a written structure adapted to the needs of a reader and the goals of the writers peer (Group) discussion is beneficial to the whole process of writing in that it helps students enrich ideas and organize them in an order convenient for readers to understand.

First, peer (Group) discussion is helpful in the “prewriting” stage, when students are exploring subjects they may write about later. As students talk, they discover things: they need to justify a certain point; there are weak spots in the argument; the problem is more interesting than they anticipated at first. They ask each other questions, suggest objections or alternative approaches, or maybe look puzzled, which is enough for the speaker/writer to realize that he or he has major work to do.

Second, at the stage of “writing”, students may continue to discover additional resources and content; they engage in peer teaching. Through peer (Group) discussion, students can increase their experience in thinking out the content of a composition. They gain exposure to various points of view that they might not have considered before the discussion. Most students will cherish these differing opinions and perspectives, and many will address them in their subsequent writings.



In addition, in cases where papers are to be graded, peer (Group) discussion allows the teacher and students to handle problems of content before the paper is graded. More than explicit instruction about writing students need the opportunity to explore their subjects before and after they are developed into essays and peer (Group) discussion can meet this requirement.

As Hairston (1992) argues, in a collaborative classroom, students work together to develop their ideas and test them out on each other. In this low risk environment, students can discuss and examine their experiences, their assumptions, their values and their questions, make choices, and then discover more about others and themselves through those choices.

### **2.3 Benefiting students in strengthening readership**

Peer (Group) discussion helps students develop a sense of audience and realize a transition from writer-based to reader—based prose. Since writing is a social act, the existence of a readership is an essential precondition, and readers should be part of the writing process. The presence of the reader can become the greatest stimulus for the writer to communicate willfully and with a clear direction. As a teaching tool, peer(Group) discussion provides an opportunity for the writer to reify their audience, not only as readers but as listeners as well, and to engage in a creative dialogue.

Flower and Hayes (1981) argue that inexperienced writers are less able to conceptualize a rhetorical problem than experienced writers, mainly because experienced writers spend more time thinking about how to accommodate potential readers and how to represent themselves in a text. That means that experienced writers unconsciously consider readers, while inexperienced writers find this difficult, and consequently their papers are often writer—based

McCrimmon (1970) argues that young writers especially need the corrective influence of audience feedback, whether from a teacher or peer group. But the criticism is most helpful when it is constructive and best of all, when both the writer and his critics can engage in a free discussion of the consequences of making one choice over another in relation to the whole context of the paper. Through peer (Group) discussions inexperienced writers can realize their readers, that is, the implied readers become concrete and real. By alternately taking the roles of reader and writer, students begin to see the complementary relationship of these roles a piece of “writing” is really a piece of “reading” —that is, we write “reading”. Through this kind of experience, students will internalize the perspective of the reader and bring it to bear when writing. Therefore, with a reader s perspective in their mind, students can produce reader-based instead of writer-based prose.

After studying an open class of writing, Kelly (1984) claimed that every writer and speaker needs an audience beyond the teacher, that every writer and speaker will benefit from receiving multiple responses. Everybody needs to be seen and heard by the group of which they are members, needs to feel that they are identifiable and worthwhile members of that group.

### **2.4 Helping Pakistani students in shifting to an acceptable thinking pattern**

Researchers for example (Zhao 1995; Gao 2000; Wang &Liu, 2001; Ma 2002; Hinkel 1999 and Kaplan 2001) have stressed the differences between western and Asian thinking patterns, and the impact of these differences on writing. Western thinking patterns are often linear, and so native English speakers will often first establish the theme and then develop their argument in a logical way: preview first and details second, or abstraction first and concreteness second or generalization first and analysis second.



Unlike this common English pattern, which (especially in scientific literature) requires a clear theme at the beginning, Pakistani writers may choose any place in their articles they think of as suitable? There are four common Pakistani thinking patterns. The first is similar to the most common English pattern with the thesis pointed out at the beginning. In the second type, the thesis is pointed out in the body: the author first addresses a certain problem, comes to a conclusion after analyzing the problem, and finally expands the conclusion further. In the third compositional pattern the thesis is pointed out at the end providing readers with the impression of reaching the conclusion naturally after a series of arguments. And the fourth is the implied type, which contains no explicit opinion in the article; the readers are expected to be able to identify the thesis from the context on their own

Pakistani writers who adhere to the last three types of compositional pattern in their English writing will often fail to produce a successful scientific paper or traditional essay. Consequently, their writings may not seem acceptable in some native speakers' eyes. Peer (Group) discussion can help Pakistani writers shift from the indirect, circular pattern to a more direct pattern featuring a clearly stated opinion. When students read their papers featuring Pakistani writing patterns to other group members, they may be challenged by the listeners and forced to make their theme and organization as clear as possible.

### 3. Review of the Related Studies

Some studies of the effects of talking on writing have focused on peer review groups. Researchers have claimed that beginning students use peer review to enlarge their capacities to understand about writing as well as learning how to write. Through peer review, students exercised their meta- cognitive capacities (Gere & Abbott 1985).

Some researchers have conducted studies of peer review and peer(Group) discussion in the L2 classroom and observed that L2 students developed a sense of confidence and self—worth, generated more related content, developed a sense of audience, and organized their essays more logically (Edelsky 1982; Zamel 1983; Ammon 1985; Hildenbrand 1985).

In Pakistani teachers strongly advocate the use of peer (Group) discussion in the writing classroom. The researcher knows his colleagues who use communicative methods in writing classroom, and specifically use of discussion to motivate students and to encourage them to practice more. The researcher claims on the basis of his personal knowledge that using peer(Group) discussions in prewriting and revision stages is the best way to test the coherence of a piece of writing with a process method in the teaching of writing. The researcher supports the findings of Shis (1998) who developed an analytic framework of a recursive discourse to account for the effects of spoken discourse in the students written texts. She observed that peer (Group) discussion provided a social context for students to probe one another's opinions and cooperate closely with one another.

### 4. The Present Research

#### 4.1 Research questions

The studies reviewed above have all examined various effects of talking on writing. However, these studies all either studied the relationship at the stage of revision (albeit under experimental conditions) or simply provided a descriptive analysis of the writing process without concrete statistical proof supporting the use of the method in an L2 classroom and none of the studies has ever accounted statistically for the differences of thinking patterns in L2 students writing.





Therefore, it is necessary to study the effect of peer(Group) discussion on students writing through analysis of their written products at each stage of the writing process.

1. whether peer(Group) discussion is beneficial for L2 students, and if so, to what extent and which aspects it helps, and
2. to what extent peer(Group) discussion is superior to the traditional way of teaching and whether this is demonstrated in the students written products.

#### 4.2 Study design

The study participants included two intact classes of intermediate students at a Higher Secondary School in Lahore, Pakistan, randomly chosen from six classes at the same level. One of these was randomly designated the experimental group (EG) and the other the control group (CG). The experimental class had 22 students, of which two were male. The control class had 23 students, of which two were also male.

The study lasted for three successive weeks, with two periods of 50 minutes (one session) each weeks For the first two periods (the first session), both classes were asked to write spontaneously on the same topic; for the third and fourth periods (the second session), students were asked to rewrite their original papers; and for the last two periods (the third session), students re—wrote the papers for the second time - The key difference was that, in the third and the fifth periods, the EG was taught using peer(Group) discussion but the CG was taught how to write according to traditional methods. The activity that I used in the experimental class met the criteria that Omiaggio (1986) suggests in designing composition assignments at advanced level (see Appendix).

The topic given to the two groups was “What is your opinion about corporal punishment in classroom?” This topic was chosen from a list of possible topics that interested students, and which had been suggested by a foreign teacher who had conducted a related survey.

#### 4.3 The experimental group

In the first session, students were asked to individually write a first draft on the set topic within 50 minutes (one period). In the second session, they talked about their drafts in the first period. To inspire students about how to start a discussion, what to discuss, and the purposes of each discussion activity each group was provided with a list of specific discussion questions on content, organization and audiences Once students were engaged in the discussion, the researcher circulated the class and joined each group for some time, listening, observing and giving some suggestions, and in some cases asking questions related to their discussions or essays to help them think in greater depth and more reasonably. When the group members had decided that their discussions were finished (about 30-40 minutes), they began to individually write their second drafts.

At the beginning of the third session, the researcher directed the students to focus on sentences diction and mistakes in gram mar, tense, and so forth. But it was also stressed that changes in content were welcome during this sessions. The students’ papers also showed this freedom —some students wrote final drafts featuring entirely different arguments from the first twos. After a discussion of about 40 minutes, the students wrote their final drafts

#### 4.4 The control group

For the control class, the researcher adopted the traditional way of teaching, that is, a series of teacher—dominated lectures on specific points to be illustrated by two students’ papers



as samples. Students in this class were required to write an essay on the same topic as that of the experimental group.

After the first class, the researcher evaluated students' essays and identified some major problems in their writing. Then a typical essay was used as a sample to illustrate common weak points for the next session. At the beginning of the second session, the researcher first distributed copies of the sample without any corrections and a piece of paper on which were listed the same questions as those given to the experimental class. Then the researcher explained the questions and, an analysis of the sample, outlined the major problems in the students writing. During the second session, the content, organization and audience of the sample essay were analyzed in the first period. After analyzing the sample, the researcher asked the students to examine their own essays for similar flaws. For the next period, the researcher asked students to write their second drafts with special attention to these three aspects (content organization and audience)

For the third session, the researcher selected another student essay for illustration, this time a second draft that had typical problems in sentence structure, diction and grammar. After analyzing the sample essay, students were asked to rewrite their papers again and hand in their final drafts.

## 5. Findings and Discussion

### 5.1 Data collection

The total number of effective papers collected for this study was 105, which consisted of three drafts each from 17 students in the EG and three drafts each from 18 students in the CG. Of the 18 students from the control class, two students papers were randomly chosen as sample writings and discussed by the teacher in class; these were excluded from the sample and therefore, a total of 16 papers from the control group were assessed.

Two groups of data were collected during this study: (1) the mean scores of the first and final drafts of both groups; (2) the number of the first and third drafts of both groups related to specific aspects. For the first group of data, three experienced teachers of English writing were asked to individually grade the first and third drafts using the departmental grading standards for English 101, by assigning a number grade ranging from 1 (low) to 6 (high) to each paper. The mean of the grades given by the three teachers was then collected. For the second group of data, the researcher compared and contrasted the papers of the EG and CG in terms of the improvement in the aspects of sense of readership, shift of thinking pattern, and content.

Students in the EG also completed a questionnaire and a close examination of the papers of the EG was carried out at the end of the last session, both in order to gain some qualitative insights into the teaching method.

### 5.2 Mean analysis

For the first group of data, mean analysis was used to analyze the raw scores (see Table 1).

**Table 1. Mean of Draft 1 &3 of EG &CG**

	EG	CG
Draft 1	3.44	3.34
Draft 3	4.65	4.25

In the light of Table 1, we may draw the conclusion that both kinds of instruction had an effect on student achievement. The first set of data (3.44-4.65) shows that the experimental group improved by 1.21. This number is significant as the whole scale of grading is 6. The second set of data (3.34-4.25) shows that the traditional group also improved significantly —0.91. From



the third set of data (4. 65— 4.25), it may be concluded that peer(Group) discussions were more effective than the traditional teaching methodology, because the students papers show a higher net increase of 0.4 in the experimental group than the control group.

### 5.3 Specific differences between the EG and the CG

The researcher compiled a chart to show the differences between the EG and CG in three aspects — readership, thinking pattern and contents.

As to readership, the researcher decided on two criteria: (1) whether the writer mentioned or commented on the different opinions that readers might have, and (2) whether the tone of the essay was friendly. If the writer gave consideration to different viewpoints and the article sounded friendly, the article would be rated as reader-eased; otherwise, it would be rated as after—eased. As to the thinking pattern adopted by the students in writing, the criterion was to assess whether the development of the argument was linear, that is to say, whether the theme was put forward at the beginning, followed by analysis of detail or concrete expansion. Essays containing linear argument were regarded as following the most common English thinking pattern; otherwise, articles were assumed to be retaining Pakistani thinking patterns. As to the content aspect, the researcher set three sub-categories as criteria (1) purpose whether or not the writer showed a strong sense of persuasion; (2) numbers of reasons (calculated repetitively, but not in type) in Drafts 1 and 3; and (3) clarity of reasons given. Besides noting the number of reasons, the researcher also probed the quality of the reasons, that is, whether or not the writer presented the reasons in a logical manners. If the reasons were put forward logically, they were regarded as clearly presented. To test the effect of different teaching methods, it was presupposed that no students had developed reasons before each treatment (peer(Group) discussions, traditional illustrated lecture) in order to find out how many students made improvement in reasoning in Draft 3.

Table 2. Comparison of specific aspects in Draft 1 & 3 of EG and CG

Aspects		EG		CG	
		Draft 1	Draft 3	Draft 1	Draft 3
Readership	Writer based	13/17	5/17	13/16	8/16
	Reader based	4/17	12/17	3/16	8/16
Thinking pattern	Pakistani	12/17	1/17	12/16	3/16
	Western	5/17	16/17	4/16	13/16
Content	Purpose	10/17	14/17	9/16	14/16
	Reasons No.	22/17	38/17	18/16	39/16
	Reason clarity	0/17	17/17	0/16	12/16

In Draft 1, the two groups showed no significant differences in readership (Writer based: EG s 13 vs. CG s13), thinking pattern (Chinese: EG s 12 vs. CG s 12),and content (purpose: EG S 10 vs. CG s 9; number of reasons: EG s 22 vs. CG s 18;reason clarity:0 vs. 0) These pairs of figures confirmed the claim that the mean analysis reached: there was no significant difference between the EG and CG before the treatment.

From the numbers derived from both group s Draft 3, an increase could be seen in the gap of difference between the two groups in every assessed aspect. In the EG, 8 (12-4) students improved on readership in Draft 3, while 5 (8) students in the CG did the same. Thus the EG showed better improvement in realizing audience than did the CG. As for the thinking pattern adopted, in the EG all but one student adopted the common western thinking pattern in Draft 3,in contrast to only 13 of the 16 students in the CG. In terms of content, 5 more students in the EG (15-10) had a sense of purpose in their Draft 3;5 students in the CG (14-9) did the same. As to the



number of reasons given in the essays, 16 more reasons (38-22) appeared in third drafts of the EG and 11 more (39-18) in those of the CG which means that after treatment, 5 more reasons appeared in the EG than in the CG. All the students of the EG further explained their reasons in Draft 3 while only 12 of the 16 students of the CG did so, which means that 4 students in the CG did nothing to improve the quality of their reasoning in their third drafts

The numbers listed in the chart serve to complement the results of the mean analysis: the students of the EG did a better job of writing their essays in terms readership, suitability of thinking pattern, and improved content than the CG. The CG made changes, too, but these changes (whether global or local) were not as significant or positive as those made by the EG.

#### 5.4 Examination of three sample papers from the EG

Since this study's interest was in the recognizable changes in the EG before and after the treatment the researcher decided to examine the EG students essays from Draft 1 and Draft 3. Three papers each from the EG's Draft 1 and Draft 3 were selected randomly, to examine the three aspects: content readership, and thinking pattern. The three student writers are designated S1, S2, and S3 for the convenience of discussion

All three students made improvements in content Draft 3 in comparison to their Draft 1. In Draft 1, S1 did not provide a definite opinion on the issue, and had no theme at all. In Draft 3, he provided three reasons to support his opinion, using with a clear organization: "Firstly, physical punishment makes the students dull and drab" / "Secondly, physical punishment creates a gulf between student and teacher" / "Thirdly, physical punishment hurts the self-respect of the student." He also elaborated the three points and gave full consideration to potential disagreement in his readership. S2 did not give more reasons in his Draft 3, but he did further develop and rearrange the original reasons given in Draft 1. He also changed his narrative Draft 1 into a persuasive Draft 3 by identifying different opinions, such as "students may start hating their teachers in their future lives, but there are also chances that the situation may change in mature, future life" (errors uncorrected). S3's final draft also showed significant revision, in that he shifted from narrating his own experience to argument from a more objective angle.

On aspect of readership, all three students also made progress. In Draft 1, the three writers all adopted a strong, or even unfriendly, tone, which could alienate some readers. For instance, Ali used many words such as "absurd", "lost their mind", "irrational" to express his strong disagreement with those who might have different opinions. He also used words and sentences that closed the door to negotiation with others, such as "absolutely", "always", "Then why do they waste their time and lives 'and "How foolish they are! "Nevertheless, in Draft 3, this strong attitude became milder and there were not so many coarse expressions. The tone of S3's Draft 1 was also quite strong, which could be seen obviously in the second arguing paragraph of the three—paragraph essay. The paragraph consisted of nine complete sentences of which "should" appeared in five and a "can't" in another, which made her essay sound more commanding than persuasive. The writer did significantly improve her draft 3 by extending one argument into three argumentative paragraphs; it was interesting that he did not use such words as "should" and "can't" at all this time. While peer(Group) discussion may not solely explain the progress this writer made, it cannot be denied that the writer paid more attention to tone and readership and did not use strong words in her third draft.

All the three writers adopted Pakistani thinking patterns in Draft 1, that is, none of them related to the theme directly; instead, they mentioned various points of views on the issue without giving their own. Ali's introductory paragraph was as follows,



**S1:** *I am asked about, what is your opinion about physical punishment in classroom? The topic is of my interest because it is related to our current issue in Pakistan. But in my opinion, not all questions need definite answers. As to this one, Ill say to you — teachers are not mad, students do not respect their teachers if they have no fear (errors uncorrected)*

The first paragraph of S2s Draft 1 read:

**S2:** *Writing about physical punishment, it is a good topic. I think rests of my class fellows have different views on it. I am neutral about this idea. I think it not only has advantages but has disadvantages. (Errors uncorrected)*

S3s Draft 1 began this way:

**S3:** *Nowadays in many schools this is a popular subject. There is discussion on whether the students be given physical punishment or not. Different peoples have different points. (Errors uncorrected)*

It was good to see that each of the three improved his first paragraph in Draft 3 by stating his own ideas on the issues Ali's new first paragraph read: *What is your opinion about corporal punishment in classroom? I think it depends upon the situation but the teachers must not use physical punishment for students.*

S2 began his essay in Draft 3 this way: *keeping in view my topic I think teachers should not give physical punishment to students. I strongly support my opinion that I have said here. The teachers have so many ways to teach the students besides giving them physical punishment.*

Although the paragraph contained a sentence redundant in meaning (“*I strongly support my opinion that I have said here*”), and an unclear meaning, it had one advantage over that in Draft 1, —at least it contained the writer's viewpoint on the issue to be discussed. S3 made a more evident improvement:

*What is your opinion about corporal punishment in classrooms? I think it is not good, because we already have abilities to deal with things by ourselves, punishment can deviate us.*

The writer invited the reader directly into the essay by addressing the reader as “you” and by answering his own question he provided her own idea on the issues.

## 5.5 Questionnaire

Both comparison of the papers from the EG and CG and close examination of the samples from the EG show that the EG achieved better results than the CG. However, this reflects only the evaluators opinion; how did the students who participated in the experiment respond to peer(Group) discussion? Taking student responses to the method into account can only make the study's conclusion more convincing. At the end of the experiment, 19 responses to the questionnaire were received from the EG.

An overwhelming majority of students held a positive attitude towards peer(Group) discussion. When asked whether they preferred a writing class with or without peer(Group) discussion, 13 students preferred peer(Group) discussion; three liked a combination of the two methods, and the remaining three preferred a traditional teaching method. The three students who held negative attitudes toward peer(Group) discussion seemed to share the same notion about writing. They thought that a good piece of writing should be devoid of grammatical mistakes, and the main assignment of both teachers and students in a writing class is to correct those mistakes and present a completely mistake-free draft. Yet, they also admitted the improvement they had made in their third drafts. Moreover, all three reported that they were curious and eager to share their ideas with other group members



The other three students who preferred a combined teaching methodology all claimed that they had benefited greatly from peer(Group) discussions. They also admitted that their writing had improved in content organization, and so on

The questionnaire shows that students felt motivated and interested in engaging in the process of oral communication (17 of 19), which in turn helped their written communication. (All of the 19 students admitted that peer(Group) discussion helped improve several aspects of their writing.)

## 6. Implications for Teaching

The findings of this study suggest that the students benefited from peer(Group) discussion: they were more aware of their readers and focused more on the holistic content of their papers rather than the specific grammatical mistakes on the sentence or word level. Besides, peer(Group) discussion was of special significance for Pakistani students in helping them shift to a thinking pattern more commonly acceptable to English speakers.

This study proves that peer(Group) discussion can be used as a productive method in the L2 writing of students with and without learning difficulties(LD) classroom, as it can help students solve many problems they encounter in the process of writing. The results of the study effectively dispel the misgivings of teachers who stick to traditional teaching methods and regard themselves as the sole authorities able to evaluate students papers, as well as those who think that students do not have the ability to help one another improve their writing products, whether on the general effect of the essay or on specific, sentence and word level problems such as grammar and syntax.

All in all, peer(Group) discussion can improve the writers processing of writing — prewriting, writing and revision —and help the student at each stage, by changing what is unconscious to what is conscious and what is intangible to what is tangible. Through peer(Group) discussion, writing becomes teachable and learnable and students come to understand their own writing processes. Therefore, peer(Group) discussion can be effectively incorporated into any program of writing instruction.

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## Appendix

### Criteria Used in Designing Composition Assignments at the Advanced Level

1. Is the assignment realistic? Will the composition assignment ask students to do something similar to what they would have to do in the real world outside of the classroom? Is the writing assignment a "natural" use of writing? Does it pertain some consideration of mode (description, narration, exposition, argumentation), aim (expressive, persuasive, literary), and function (transactional, expressive, poetic)?
  2. Is the assignment appropriate? Is the composition topic geared to the students' interests, ages, educational and cultural backgrounds, and other student factors?
  3. Is the assignment understandable? For students at the Advanced Level, the assignment should not involve too much listening or reading prior to writing, especially if done in class, unless the integration of several skills is the purpose of the activity. The assignment should not be so complicated that students have difficulty understanding what they are to do before they begin to write.
  4. Is the assignment personal? Jacobs et al. do not suggest that all writing assignments include personal data, but they do say that the topic should be familiar to students and that students should be invited to give their own perception of it. The assignment should be motivating, since "an unmotivated communicator is a poor source of information".
  5. Is the assignment feasible? The amount of time the assignment will take and the level of complication of the writing assignment should be congruent with the characteristics of student writers with and without learning difficulties at the Advanced Level.
- Is the assignment reliable? The composition assignment and/or test should elicit a representative sample of student writing. Different compositions should tap different modes of expression, so that student writers are not limited to simple narration or description, but are also practicing Superior-level skills (hypothesizing, supporting opinion, writing expressively, and the like) in preparation for moving to that level as their skills develop.