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AUTHORIAL IDENTITY IN RESEARCH ARTICLES

Dr. Aida Ariannejad[1*]
[1*]Department of English Language Teaching,
Atatürk Faculty of Education, Near East University, North Cyprus, Mersin 10 Turkey.
Correspondence: aida.ariannejad@neu.edu.tr

Abstract

The present study investigates the employment of self-mentions and their functions in English articles in the field of architecture. To this end, a compiled corpus, composing of the post-method sections of 50 articles, was analyzed both quantitatively and qualitatively. The results shed light on various functions used by English-language writers to express their authorial identity through explicit employment of self-mentions. The findings provide some insights into the rhetorical conventions of the academic discourse community of architects and into employment of these discursive features which are of great importance to EAP teachers and learners.

Keywords: Self-mentions, academic articles, academic genre analysis.

1. Introduction

In the last decades there has been a growing interest in studying the interaction between the readers and the writers in academic written texts (Adel, 2010; Bakhtin, 1981; Cao & Hu, 2014; Hyland, 2017; Thomson & Thetla, 1995). Scholars view academic writing as a process of constructing and sharing knowledge among the members of the same academic discourse community. The fundamental elements in such reader-writer interactions are non-propositional explicit linguistic tools called metadiscourse markers which assist the writers to organize their ideas and to offer a credible representation of their work and themselves (Vande Kopple, 1985). Crismore (1983) considers metadiscourse markers as non-propositional discursive features which enables the audience to understand, interpret, and evaluate the intended meaning of the writer. Hyland (2005) defined them as "the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writers (or the speakers) to express a viewpoint and engage with readers as members of a particular community (Hyland, 2005, p.37).

Drawing on Halliday's metafunctions of language and earlier classifications of metadiscourse, Hyland (2005) proposed an interpersonal model of metadiscourse and divided them into two classification of "interactive" and "interactional". According to his model, interactive metadiscourse are the explicit linguistic devices which assist the writers to organize the text in a coherent way, including transition markers, frame markers, endophoric markers, evidentials, and code glosses. On the other hand, interactional markers are those linguistic elements which enables the writers to display their persona and stance throughout the text. They include hedges, boosters, attitude markers, engagement markers and self-mentions.

Self-Mentions are one of the interactional devices which have recently been the focus of a number of studies in the field (Munoz, 2013; Karahan, 2013; Salas, 2015; Sheldon, 2009).

According to Hyland (2005), self-mentions enable the authors to explicitly present their identity through using first person pronouns (I, me, exclusive we, us), possessive adjectives (mine, ours), and using expressions such as the author, the writer. The employment of these devices in the texts reveals the conscious choice of the writers to emphasize on their authorial identity. Moreover, self-mentions are multi-functional devices which assist the writers to organize the ideas, to reinforce their impression on the readers and at the same time to reveal their positions towards the propositions (Munoz, 2013). It is discussed that the key in successful academic writing is to properly develop the academic identity (Yang, 2015; Wang & Lv, 2017). The use of pronoun "I", for instance, is an indicator of the writers' responsibility to the claims they proposed (Ivanic, 1998). Or exclusive first person plural pronouns 'we' and its objects and possessives are used to show the active involvement of the writer in the research process and emphasizing on his role as an active member of the disciplinary community (Carciu, 2009).

Research has revealed discipline-specific features in the employment of self-mentions in research articles (Ariannejad, et al., 2019; Dong & Qiu, 2018; MurDuenas, 2011; Hyland, 2001). In this regard, some researchers have conducted cross-disciplinary investigation on the employment of these features in academic articles (Munoz, 2013; Salas, 2015), while others have had more in-depth investigations on the use of self-mentions and merely focus on a specific discipline (Yang, 2015). Detailed investigation of these markers at the functional and lexico-grammatical levels provides valuable information about the specific functions and rhetorical features of self-mentions in different academic genres.

In the light of the issues raised, the current study follows a corpus-based approach to explore the lexico-grammatical realizations and the functions of self-mentions used in research articles published in the field of architecture. The study sheds light on the preferred and most frequently used discipline-specific conventions and norms used by native English-speaking writers who published in international leading journals in the field. Results of such studies are believed to have significant influence on increasing our knowledge of the preferred discursive features and their associated functions in internationally published research papers. The findings are of advantage specifically for the writers who are willing to publish in international English-medium high-stakes journals, in this case in the field of architecture, to become aware and meet the demands of the expert members, who are the reviewers and readers of articles, in the target language discourse community. It is also worth noting that this study only focuses on the discipline of architecture due to the fact that, to the best knowledge of the researcher, architecture is one of the fields which have been widely ignored in academic genre analysis studies and little is known about the rhetorical features and their employment in this field. Considering the above mentioned issues, the present study probes into the following questions:

1. What are the most frequently used self-mention markers and their functions in the post-method sections of the architecture articles?

2. Literature Review

Research on the employment have identified various functions of self-mention devices across different academic genres (Afsari & Kuhi, 2016; Millán, 2010; Mur-Dueñas & Šinkūnienė, 2016) Hyland (2001), for instance, investigated the forms and functions of self-mentions used in English research articles published in eight different disciplines. The results revealed significant differences across disciplines in the employment of these features. It was

found that the decision to use self-mentions is closely associated with the desire of the writer to identify oneself with an idea or proposition and to receive acknowledgement for the research decisions or personal viewpoints. Writers were shown to use self-mentions to discuss the procedures they followed to reassure the readers of the professional abilities and to underline their authorial self. The results of the study also illustrated that the singular first person pronoun "I" is the most frequently used self-mention markers in English academic articles.

In another study, MurDuenas (2011) argued that writers use self-mentions to "present themselves as original contributors" (p. 3074) in the field to gain credibility from the expert members of the academic community. MurDuenas further discussed the significance of the issue of "readership" and its effects on the employment of metadiscourse markers, and specifically self-mentions, in articles published in English in high-stake international journals. In other words, writing for the heterogeneous community of international readers might incline the authors to underscore their authorial identity and their specific contributions.

Furthermore, McGrath (2016) investigated the employment of first-person pronoun "I" in English articles across the two disciplines of history and anthropology. It was found that in anthropological articles, writers tend to use I mainly to emphasize on their social selves and observers of the research procedures. In history studies, however, writers prefer to emphasize on their role as an originator of claims through using expressions such as "I think" and "I believe". Yet, in both disciplines, writers avoid using "I" to explicitly express their opinions about the propositions.

Studies on the employment of self-mentions in the academic genres are not limited to research articles. Afsari and Kuhi (2016), for instance, investigated the employment of self-mentions in the discussion sections of master theses published in soft sciences in English. Similar to Hyland's (2001) research, their results illustrated that "I" was the most frequently used self-mention marker in the MA theses. The functional analysis, which was based on Tang and John's (1999) taxonomy of self-mention functions, demonstrated that in soft sciences the English writers tend to use self-mentions to show themselves as the recounters of the research process rather than the originators of the new concepts in the disciplines. It was shown that English writers also tend to use self-mentions to guide the readers and draw their attentions to specific points in the text and to share some opinions associated with some facts with their readers.

Considering the significant role of self-mentions in showing the stance of the writers towards the propositions, and other issues such as diversity of academic genres, and varieties of soft and hard disciplines in the academic contexts, there is a need to conduct more investigations on the functional role of self-mentions and to explore the rhetorical conventions and preferences of English writers in different disciplines to gain a better understanding of the discursive features they use to express their authorial identity in academic texts.

3. Method

This study adopts an exploratory-descriptive paradigm as its primary purpose is to explore the rhetorical features, in this case self-mentions, used in the academic genre of research articles. To do so, a corpus of 113,300-token was compiled, including the post-method sections of 50 architecture articles written by English-language writers in the field of

architecture. The corpus was then analyzed both quantitatively and qualitatively to provide an in-depth description of self-mention features, of their functions, and their linguistic representations in research articles.

Considering the fact that the corpus is required to be edited and annotated manually, the number of articles was limited to fifty. Moreover, the corpus only contained articles which follow Swales' (1990) IMRD – Introduction, Method, Result, Discussion- pattern which led to explicitness in corpus description. However, variations were observed in the patterns compiled articles followed. Some articles coalesced the results and discussion sections, others contained other sections such as applications and conclusions (Lin & Evans, 2012). Focusing on the "post-method" sections of the articles, however, enabled the researcher to offer a comprehensive view of the persuasive and argumentative language used in research articles (Ariannejad, et al., 2019; Cao & Hu, 2014). The next issue which needs to be added is that the compiled articles were all published in the leading international journals of architecture to reassure the high quality of the academic language. To increase the balance between the components of the corpus, the articles were selected from a five-year time period, between 2010 and 2015. Moreover, two criterial of having English name and surname and affiliation to an English-speaking country were met to ensure that the writers of the articles were native speakers of English.

The employment of self-mention markers were investigated using the software of WordSmith (Version 6.0; Scott, 2015) which provided the opportunity to analyze the corpus quantitatively and qualitatively, through illustrating the frequency counts and lexico-grammatical and functional analysis, respectively.

4. Results and Discussion

The statistical analysis revealed that self-mentions constitutes nearly 10% of the total number of interactional metadiscourse markers used in the post-method sections of architecture articles. In other words, from the total number of 3412 interactional metadiscourse markers found in the corpus 313 were found to be self-mentions. Table 1 illustrates the frequency and percentage of the self-mentions found in the corpus. As it is shown, exclusive first-person plural pronouns of we and our, are the most frequent items (53.0% and 39.0%). These pronouns seem to be the main linguistic devices used by the English-language writers to explicitly show their presence in the discussion and presented propositions. The objective pronoun us, however, constitutes only 9.0% of the total number of self-mentions in the English corpus. In fact, exclusive first-person plural pronouns constitute 95% of the total number of self-mentions used in this sub-corpus. It is worth noting that the lexico-grammatical analysis is followed by some examples from the concordance lines to offer a deeper understanding of how these features were used in the English corpus.

Table 1. The Most Frequent Self-mention Markers

Linguistic items	English post-method corpus	
	Frequency	(%) percentage
Pronouns		
We	166	53.0%
Us	9	2.9%
Our	122	39.0%
I/my/mine/me	0	0.0%
Nouns		
The author(s)	14	4.5%
The writer(s)	0	0.0%
Other Observed Nouns		
The researchers	1	0.32%
Total	313	

(1-Eng. /Self-mentions)

We defined an "active core" as a neighborhood that has a 50% higher rate of active transportation (walking or cycling) than the overall average for the CMA.

(2-Eng. /Self-mentions)

Our results do not suggest that streetscape enclosure should be considered a silver bullet for improving safety perceptions.

(3-Eng. /Self-mentions)

The landscape and habitat visualisations helped us to understand the complex dynamics we have described here, and deeply influenced our resulting engagement with policy makers.

Moreover, according to our results presented in Table 1, the English-language writers used the first-person plural pronouns of exclusive we, our, and in some cases us, in their propositions and totally avoid using the pronoun I. The non-appearance of the pronoun I in the English articles in this study contradicts with the findings of the previous studies (Fløttum, Dahl, & Kinn, 2006; Hyland, 2001; Mur-Dueñas & Šinkūnienė, 2016) who found that pronoun I is the most frequently used self-mention marker in English articles. It is more likely that such a preference arises from the norms and conventions of professional-academic culture of architects (Atkinson, 2004). This might stem in the inclination of architects to conduct their research in groups and thus publish articles which usually have more than one authors.

It is also found that English writers used 15 self-mention nouns in their articles. In fact, English-speaking writers used the term author 14 times and do not use its equivalence, writer, in their academic texts (4- and 5-Eng./Self-mentions). Moreover, they used the term 'researcher' only once in their articles (6- Eng. /Self-mentions). In other words, noun self-mentions only constitutes 4.7% of the total number of self-mention features used in the

articles. It seems that the English-language writers prefer to use self-mention pronouns, rather than nouns, to show their authorial stance in their texts.

(4-Eng. /Self-mentions)

In order to assess whether the Loveland impact-fee program resulted in exclusivity, the author conducted an analysis of covariance (ANCOVA).

(5-Eng. /Self-mentions)

The author fitted a different regression model for each city for each response variable.

(6-Eng. /Self-mentions)

The researchers had to probe and prompt to encourage respondents to think about the influence of design, and they were much happier discussing the design of homes other than their own.

4.1. Self-mentions: Functional Analysis

The results of the functional analysis illustrated that the English writers use self-mentions to highlight varieties of rhetorical functions, such as describing the steps they have taken in the data analysis section (7-Eng./ Self-mentions), highlighting their contributions in the field (8-Eng./ Self-mentions), discussing the limitations and delimitations of their study (9-Eng./ Self-mentions), and expressing their stance on the propositions (10-Eng./Self-mentions).

(7-Eng. /Self-mentions)

We tested the built-form definitions proposed by Statistics Canada (Turcotte, 2008a, 2008b, 2009) and our pilot study in 10 CMAs using 2006 data.

(8-Eng. /Self-mentions)

We recommend that planners and policymakers begin to view shrinkage as an opportunity and not as a hindrance.

(9-Eng. /Self-mentions)

Third, our personalized approach to landscape visualization may have disadvantages.

(10-Eng. /Self-mentions)

In our attempts to produce a classification model that would reproduce the results on the ground, we drifted further and further from the slender theoretical bases of the built-form literature.

Multi-functionality of self-mentions in the English articles might be due to the fact that English culture embraces individualistic values of English academic writing style (Abdollahzadeh, 2011) which encourages writers to explicitly show their authorial identity and to express their personal perspectives for varieties of functions and in different sections of the articles (Hyland, 2005). In addition, Mur-Dueñas (2011) considers the context of publication as one of the influential factors which may affect the multi-functionality of self-

mentions in research articles arguing that writing articles for diverse groups of international audience urges the writers to underscore their contributions and authorial identity in an explicit way through using linguistic devices such as self-mentions.

4.2. Self-mention Bundles

The concordancing software of WordSmith also provided a list of the most frequently used self-mention bundles (Table 2). The analysis demonstrated that self-mention bundles are mainly realized by prepositional phrases such as in our sample, from our analysis of (the), and in our study and noun phrases such as our analysis of the, our results suggests that, we found that, we were unable to, and we used the results of to assist the writers to emphasize on their researcher identity and highlight the research procedures and findings of their research.

Table 2. Frequent Self-mention Bundles

3-word	Freq.	Multi-word	Freq.
in our sample	10	from our analysis of	3
We did not	7	our analysis of the	3
our analysis of	5	We have made some	3
our results suggest	4	our results suggest that	3
We found that	4	nonusers in our sample	3
in our study	4	We were unable to	3
from our analysis	3	from our analysis of (the)	2
our method was	3	perceived in our method	2
our approach met	3	only as we stated	2
as we have	3	We used the results of	2

(11-Eng./Self-mention Bundles)

However, only about a third of the houses in our sample were fronted by street trees.

(12- Eng./ Self-mention Bundles)

Therefore, the lessons that we can draw from our analysis of past and prospective urban growth in Cairns can be placed in an international context to provide useful planning guidance to other regions experiencing similar tourism-driven development pressures.

(13- Eng./ Self-mention Bundles)

Our analysis of the semi-variograms suggested the presence of spatial dependence in the price equation up to about 2000 ft (609.6m) (Fig. 2).

(14- Eng./ Self-mention Bundles)

Our results suggest that Port-land planners and park managers could benefit by differentially interpreting what users' and nonusers' behaviors signal with respect to their attitudes about parks.

(15- Eng./ Self-mention Bundles)

We found that the number of street trees fronting the property and crown area within 100 ft (30.5m) of a house positively influence sales price.

(16-Per./ Self-mention Bundles)

Moreover, we were unable to account for complex buildings' geometry such as peaked roofs or setbacks at upper levels.

(17- Eng./ Self-mention Bundles)

In our project, we used the results of research conducted by Millward and Sabir (2010) to adjust our final STRATUM estimates downward using a multiplicative correction of 0.9.

5. Conclusion and Pedagogical Implications

This study investigated the use of self-mentions in the post-method sections of fifty academic articles published in the field of architecture from lexico-grammatical and functional aspects. The results revealed that first-person plural pronoun exclusive "we" was the most frequently used self-mention marker in the English architecture articles. This finding was in contrast with other genre-analysis studies which found that first-person singular pronoun "I" was the most preferred and the commonly used self-mention element in English academic articles published in some other disciplines (Hyland, 2001; Mur-Dueñas & Šinkūnienė, 2016). Such a difference was discussed to be attributed to the professional-academic culture of architectural research and the nature of research in this specific field. Moreover, the results of the functional analysis of self-mentions and their associated bundles revealed that these linguistic devices assist English writers to underscore their personal stance on the propositions, and to emphasize on their researcher identity and contributions in the field. The findings were ascribed to the international context of publication of English articles and the conventions of the genre in such contexts.

Pedagogically speaking, such results are specifically valuable for those native and non-native writers who are willing to publish in high-stakes English-medium international journals. Having a clear perception of the convincing rhetoric of academic English articles enables the writers to construct themselves successfully as the plausible members of the discipline who are aware and committed to the norms and expectations of the expert members of the international academic community. Moreover, our results have significant implications for English language teaching (ELT) and English for Academic Purposes (EAP) teachers and students. Such studies can raise the awareness of second and foreign language teachers and learners to the interactions between readers and writers and the strategies used by writers to show their authorial self in academic texts. Teaching such strategies and including text analysis tasks in teaching writing classes will assist the non-native language learners to better understand the role of these features in increasing the cohernce and stylistic appropriacy of their L2 texts (Hyland, 2005).

Further studies need to be carried out to investigate the forms and functions of other interactional metadiscourse markers, namely hedges, boosters, attitude markers, and engagement markers used in architectural articles written in English. This study only investigated the employment of self-mentions in the post-method sections of architecture articles. Investigations needs to be conducted to study the functions of self-mentions in other sections of articles such as introduction and method. Comparative studies could be conducted to study the similarities and differences between the rhetorical features used in articles written in other languages to offer a deeper insight to the effects of cultural factors in

academic texts and the rhetorical conventions and norms of non-English communities of writers in the field of architecture.

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TEACHERS' PERCEPTIONS ON USING FIRST LANGUAGE IN NORTHERN CYPRUS EFL CLASSROOMS

Gülsen Burat[1], Çise Çavuşoğlu[2*]
[1]Department of English Language Teaching, Faculty of Education, Near East University, Near East Boulevard, ZIP: 99138, Nicosia/TRNC, Mersin 10, Turkey, gulsenburat3@gmail.com
[2]Department of English Language Teaching, Faculty of Education, Near East University, Near East Boulevard, ZIP: 99138, Nicosia/TRNC, Mersin 10, Turkey, cise.cavusoglu@neu.edu.tr
Correspondence: gulsenburat3@gmail.com

Abstract

The use of the first language (L1) in English as a Foreign Language (EFL) classes has been a controversial topic in the field. There are several approaches towards using L1 in EFL classrooms; while some teachers claim that L1 should not be used, others think that it has an important role in facilitating EFL learning. The present study aimed at investigating EFL teachers' perceptions about using L1 and the cases in which they do so in the context of state schools in northern Cyprus. In addition, possible differences in their perceptions and practices based on age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience and grade level taught were analyzed. In total, 170 EFL teachers participated in the study, where a researcher-made questionnaire was employed to collect data about their perceptions. Data were analyzed quantitatively through descriptive statistics and parametric inferential tests were also run to identify possible differences based on the given categories. The results showed that the majority of the teachers had a neutral approach towards using L1 in EFL classrooms; they preferred to use L1 when there was a need. The results also revealed that while there is no difference in their perceptions regarding using L1 in the classroom based on gender, several differences were identified in terms of years of teaching experience, year group taught, level of education, school of graduation and first language.

Keywords: Use of first language, L1, English as a foreign language, teachers' perceptions, mother tongue use in EFL.

1. Introduction

In this first section, detailed information about the problem statement, the purpose of the study, the significance of the study, limitations will be provided.

2. Problem Statement

Throughout decades of language teaching, the use of the first language (L1) has been one of the controversial issues in the field of English Language Teaching (ELT). There have been various opinions of researchers and English as a Foreign Language (EFL) teachers about using L1 in EFL classrooms because of different factors. The primary purpose of the foreign language teachers should be enhancing students' skills in the target language. In this case, teachers should apply the most appropriate methods and approaches while teaching a foreign language. Therefore, different approaches and teaching methods have been used by the teachers according to their perceptions. While some teachers support using L1 in EFL classes

which is called the bilingual approach, others support using the only target language (TL) in EFL classes; i.e. the monolingual approach.

3. Purpose of the Study

The present study aimed to investigate the perceptions of the EFL teachers at state secondary schools in northern Cyprus about using L1 (Turkish) to teach the target language (English). In other words, it aimed to reveal whether the teachers preferred to use the bilingual teaching method which includes either using both L1 and L2 or the monolingual method which supports the "English only" policy. In this respect, the current study aimed to answer the following research questions:

• What are the perceptions of EFL teachers in northern Cyprus about using L1 in English language classes at the secondary level?

• Are there any significant differences between the participants' perceptions based on:

o age?

o gender?

o first language?

o level of education?

o place of education?

o faculty of education?

o years of teaching experience?

o and the grades they teach?

3.1. Significance of the Study

EFL teachers may have different perceptions of using L1 in English language classrooms, which impacts their methodology of foreign language teaching in real life contexts. This study was designed to investigate whether the perceptions of teachers show differences according to several factors such as their age, gender, level of education, faculty of graduation, place of graduation, years of teaching experience and the grades of the students. The need to reevaluate the EFL teachers' perceptions about using L1 emerged from the gaps in the previously conducted studies. There have been several studies (Bensen & Çavuşoğlu, 2013; Debreli, 2016) which have investigated the teachers' and students' attitudes towards code-switching and the role of the L1 in L2 classes in the Turkish Cypriot context but little attention has been paid to teachers' perceptions about using L1 in secondary-level state schools in northern Cyprus. Therefore, the present study was designed to focus on this controversy in the Turkish Cypriot context by investigating EFL teachers' perceptions of using L1 in EFL classes. In this respect, the present study offers valuable contributions with significant data on these aspects. This study will also reveal which approach is commonly used in English Language Teaching (ELT) classrooms in northern Cyprus, which can pave the way for further in-service teacher trainings as well as further research on the issue in the future. Therefore, this study will have contributions for the ELT education programs and teacher training programs to revise the courses to make teachers and teacher candidates be aware of the importance of using the TL in the EFL classroom.

3.2. Limitations of the Study

The participants of the study were targeted as the whole population of the English teachers at secondary-level state schools in northern Cyprus. It was planned to collect the data by going to the relevant schools and distributing the questionnaires to the EFL teachers in pen-and-paper form. However, the researcher could collect only 85 questionnaires out of 130 which were distributed. Many teachers were unwilling to respond to the questionnaire and therefore the collected data in the initial phase of the study was limited to the volunteers only.

On top of the issues faced with the response rate, due to the Severe Acute Respiratory Syndrome-Related Coronavirus (SARS-CoV2) pandemic, which broke out during the time of the data collection, face-to-face data collection process had to be stopped. The researcher could not maintain going to the relevant schools and therefore an electronic version of the questionnaire was prepared and disseminated. In this case, the most important limitation of the study was due to the fact that only those teachers to whom the researcher was able to reach through social media sites were invited to the study. Those who did not have any accounts on these social media sites were automatically out of the reach of the researcher.

Finally, the questionnaire designed to be used in this study focused on issues raised by the previous studies and also issues observed by the researcher in her experience of learning English as a foreign language. However, since this study is designed as a quantitative study, the results do not provide answers to the rationale behind teachers' use of the L1 in EFL settings.

3.3. Literature Review

Utilization of the L1has been one of the main arguments in the field of Teaching English as a Foreign Language (TEFL). There are different perceptions about using L1 in the EFL classes, and several studies have been carried out on this issue until now. According to the previous studies (Çelik & Aydın, 2018; Erkan, 2019; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Mahmutoğlu & Kıcır, 2013; Sali, 2014; Tang, 2002), the majority of the EFL teachers do not reject the use of L1 which is called bilingual approach, especially in lower-level English language classes. They mostly prefer to apply the teaching methods which support using the mother tongue as a facilitator in the EFL classes which is monolingual approach. However, some teachers who reject using L1 support the idea that learners should be exposed to the TL to enhance it effectively (Krashen, 1981; Littlewood, 2011; Nazary, 2008; Philipson, 1992). There are several reasons for teachers for accepting or rejecting the idea of using L1 in the EFL classes, and in this part of the study, these reasons will be discussed in relation to the previous studies. In this section the perceptions about monolingual approach and bilingual approach in EFL classrooms will be investigated and then teachers' perceptions about using L1 will be discussed.

3.4. Perceptions about Using the Bilingual Approach

There have been several studies about using L1 in L2 classes to identify whether it is effective for the teaching and learning process or not. The bilingual approach is one of the approaches that are used by the teachers in EFL classroom settings (Afzal, 2013; Kayaoğlu, 2012; Mahmutoğlu & Kıcır, 2013; Paker & Karaağaç, 2015). Vygotsky (1962), Cook (2001), Freeman (2011), Nation (2003), Atkinson (1987), and Tang (2002) are the main supporters of the bilingual approach. Vygotsky (1962) who is one of the earliest supporters of the bilingual

approach claimed that "success in learning a foreign language is contingent on a certain degree of maturity in the native language" (p. 110). Teachers who support the bilingual approach, believe that using L1 is important to provide scaffolding for the students' learning process. Brown (2000) states that L1 should be used in English classrooms.

There are some cases where teachers prefer to use L1 in their classes. One of these cases is teaching complex grammar points. Comparing English grammar with the grammar of the students' mother tongue can be very effective for students (Kaymakamoğlu & Yıltanlılar, 2019). It can be a more practical and easier way to teach complex grammar items without confusing the students (Arifin, 2015). For example, while teaching the tenses, students can feel confused because in English there are sixteen tenses and in Turkish, they do not exist. Therefore, it is argued that it will be easier for the students if the teacher explains the new tenses in Turkish (L1). Cook (2001) also supports the bilingual approach because he claims that students can learn grammar and vocabulary superior and faster by using L1.

In addition to grammatical and vocabulary issues, the bilingual approach is used for instructional purposes. Using L1 improves the metalinguistic awareness of the students, and in certain cases, it supports students' comprehension abilities and language skills (Kaymakamoğlu & Yıltanlılar, 2019; Sali, 2014; Sarıçoban, 2010; Tang, 2002). Especially the lower-levels who have little or no knowledge of TL can identify the differences between their mother tongue and the TL and they can identify the similar utterances with L1 (Cole, 1998). The bilingual approach provides the gaining of linguistic knowledge and conceptional development that are related to each other. According to Cook (2001), learning a second language has a similar process with enhancing L1. Therefore, it is vital to make students be exposed to TL to acquire it effectively.

According to a recent study, teachers prefer to use L1 for classroom management purposes (Sali, 2014). For example, when the teacher wants to get students' attention to the lesson and to make the students quiet, L1 works better than using L2 (Sali, 2014). Findings indicate that under certain circumstances, using L1 provides autonomy to the teacher to get students' attention and manage the class effectively. It is also very effective for classroom management to get over the managerial problems in the classroom (Sali, 2014).

3.5. Perceptions about Using the Monolingual Approach (English Only Policy)

There is one common criticism against using L1 in L2 classes that are using L1 as input is disadvantageous for the learners' productivity on TL (Turnbull & Arnett, 2002). Kellerman (1995) and Krashen (1981) support the idea that the monolingual approach is the only key to the success of teaching English. The monolingual approach is also called "English only policy". Several English teaching methods and approaches have adopted the monolingual approach, such as the DM, audio-lingual method, task-based, and CLT (Howatt, 1984). According to Howatt (1984), L1 should be abandoned in EFL classrooms. Krashen's (1981) theory indicates that while learning a foreign language, learners follow the same process as they do when they acquire their mother tongue. L1 is like a source of mistakes in learners' L2 performance. Second language acquisition is similar to first language acquisition and it improves over time with listening, it is not necessary to teach grammatical rules (Krashen, 1981). Furthermore, in contrast to Freeman's approach, which is about using L1 is very important, Auerbach (1993) asserts that students will be more successful in developing the skills of TL when they are allowed to be exposed to it more. It can also help students to think in L2, otherwise, they do not have any chance to develop their thinking abilities (Auerbach,

1993; Brown, 2001). In L2, it is important to get the input to be able to produce output as well.

According to Phillipson (1992), the following five principles explain the reasons why it is crucial to use only English in EFL classrooms;

a.   English is taught best monolingually.

b.   The ideal teacher of English is a native speaker.

c.   The earlier English is taught the better result.

d.   The more English is taught, the better the result.

e.   If the other languages are used too much, standards of English will drop (p.185).

Although some research studies support the monolingual approach, they claim that teachers should take into consideration the students' mother tongue, culture, and identity as well. As Cook (2001) mentioned, there is no evidence that the monolingual approach is the best one because in some cases it can demotivate students when they are forced not to use their mother tongue. The excessive use of TL and no permission for using the mother tongue can make students feel uncomfortable and nervous in class. Therefore, teachers should be very careful while managing how to use "English only policy" (Littlewood, 1981; Sipra, 2007). If there is a necessary situation, using L1 can be helpful for both the teacher and the students. Atkinson (1987) supports using the mother tongue in English classes, notably in monolingual classes. The mother tongue can be used as a facilitator when it is necessary to make the task meaningful. Using only English can also cause interaction problems between teachers and students (Mahmutoğlu & Kıcır, 2013).

3.6. EFL Teachers' Perceptions about Using L1

EFL teachers are expected to help students to improve their English language skills and increase their proficiency levels in English. Using the mother tongue of the students is one of the arguments that differ from teacher to teacher. As mentioned earlier, various studies were conducted to investigate EFL teachers' perceptions about using L1 (e.g. Bensen & Çavuşoğlu, 2013; Çelik & Aydın, 2018; Debreli, 2016; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Mahmutoğlu & Kıcır, 2013; Sali, 2014; Şahin & Şahin, 2019; Yenice, 2018). According to these studies, teachers who preferred to use L1 stated several reasons why they preferred to do so in their classes. Teachers have different perceptions about when, for what purposes and to what extent they prefer to use L1. Although there are many teachers support using L1 in their classes, some others believe that it should be used when it is necessary. For example, Mahmutoğlu and Kıcır (2013) conducted a study at the University of Lefke, English Preparatory School with the EFL teachers and intermediate and upper-intermediate students to reveal their perceptions about using L1 (Turkish) in the class. on the EFL. In the study, the teacher participants underlined that L1 should be the last option to use and it should be used when it is necessary (Mahmutoğlu & Kıcır, 2013). Çelik and Aydın's (2018) study also revealed that overusing L1 limits the input that is required for students because they need to have input in TL to enhance it. It is important to use L1 when it is required to prevent misunderstanding. There are three main functions of L1 in EFL classes according to the teachers which are academic, managerial, and social/cultural functions.

First, teachers prefer to use L1 for academic purposes. For example, they use L1 for explaining the aspects of L2, translating words and sentences to make the meaning clear and

checking comprehension (Sali, 2014). The majority of the teachers stated that it is important to use L1 while teaching complex grammar structures and new vocabulary items because it is very practical and time-saving. In this study, the teachers' primary reason for using L1 is to provide better learner comprehension and to help them to be able to complete the given tasks successfully. Bensen and Çavuşoğlu (2013) conducted a study on four English teachers two of whom were bilinguals of English and Cypriot Turkish to reveal their acts about code-switching. The researchers revealed that participants including the native speakers of English code-switched during teaching because it was the shortest and easiest way to teach a topic. They code-switched to move from one topic to another, to clarify the meaning for the students while teaching grammar points, to clarify the meaning by repeating exact words, to clarify students' misunderstanding by using code-switching (Bensen & Çavuşoğlu, 2013). Şahin and Şahin (2019) also conducted a study on thirty-four English teachers from both state and private primary and secondary schools in Malatya. Most of the teachers in this study had positive attitudes towards using L1 in necessary situations. They preferred to use L1 to teach complex grammar points and to help students when they had difficulties. Therefore, comparing English grammar with the mother tongue's grammar can be very effective for the students' learning process. However, they claimed that it was very important to use TL during speaking and listening activities.

Kayaoglu's (2012) study on 44 English teachers in the School of Foreign Languages at Karadeniz Technical University indicates that all of the teachers are strict about using TL in speaking and listening courses because it is important to be exposed to the language. On the other hand, all of them use L1 to teach grammar and to clarify the topics. Sarıcoban (2010) researched on preparatory class students and teachers at Ufuk University about using the first language in EFL classes. He found out that teachers need to use L1 in some situations when it is required. L1 is seen as a good facilitator in learning a foreign language by the teachers in many contexts. Debreli's (2016) study on non-native English teachers at English Preparatory Schools of four universities in northern Cyprus revealed that all of the teachers used L1 in L2 classrooms. They mostly preferred to use L1 to give instructions, to explain difficult topics and to define new vocabulary items for the students to make the meaning clear to them. However, all of them agreed on the minimum use of L1 with higher proficiency level students (Debreli, 2016).

Second, teachers use L1 for managerial issues such as; giving instructions, managing discipline and drawing the students' attention to the lesson. For instance, when there is serious misbehavior in the classroom, the use of L1 by the teacher. L1 is also a tool to get students' attention when they seem out of the task. Another example can be given for drawing attention with Sali's (2014) study on secondary school teachers in the Turkish context, and according to the results of the study, teachers use Turkish which is the familiar linguistic and social code for the students to get their attention easily. Kaymakamoglu and Yıltanlılar (2019) conducted a study on five non-native English preparatory school teachers at Lefke European University to investigate their perceptions about using L1. The results investigated that they did not reject using L1 except one of them, and they mostly preferred to use L1 to make instructions clearer and more understandable. Erkan's (2019) study revealed that teachers use L1 for giving complex instructions and feedback. Yenice (2018) researched on elementary school students and EFL teachers from different public schools and different parts of Turkey. In this study, teachers used Turkish to some extent in their English classes. It was seen that L1 mostly used for instructional reasons to make the meaning clear by doing a translation.

Finally, EFL teachers use L1 for social and cultural functions. For example, teachers use shared cultural expressions such as idioms and jokes for rapport construction and to praise their students (Sali, 2014). The results of Paker and Karaağaç's (2015) study revealed that teachers mostly use L1 for making jokes, showing concern to the students, showing empathy, explaining difficult concepts, and grammar rules. Teachers prefer to use L1 to bring fun to the classroom. For example, in Erkan's (2019) study, it is revealed that teachers use L1 when they want to make jokes because using L1 increases students' self-confidence. Students may enjoy a joke told in their mother tongue more, so this will create a less stressed learning environment. All of the participants but one in Erkan's (2019) study shared the same idea about the indispensability of the use of L1. In Kayaoğlu's (2012) study, 59% of the teacher participants stated that they use L1 to increase students' motivation. Some teachers in this study also claimed that students feel more comfortable and their anxiety levels decrease when the teachers use L1. They believed that it is important to use L1 for creating a more relaxing learning environment for the students. In Sali's (2014) study, it is revealed that teachers use L1 in some situations where they would like to praise their students to create a more motivational and less threatening classroom atmosphere. The common thought of the teacher participants in this study is all of the teachers use L1 when there is a need.

4. Method

4.1. Research Design

The present study was carried out using a quantitative approach; it aimed to observe the perceptions of teachers about using Turkish (L1) in EFL classes. The research was designed as a survey that encompassed the use of a scientific sampling method with a designed questionnaire to measure a given population's perceptions and beliefs about the main argument of the study through the use of statistical methods (Sukamolson, 2007).

4.2. Participants and Setting

The participants in this study were 170 voluntary EFL teachers who were actively working at the secondary schools in the 2019-2020 academic year. The study was conducted at the state secondary schools, including colleges and vocational schools, in northern Cyprus. Only state secondary schools were selected as the setting of the current study because the researchers had observed the EFL teachers at a state secondary school and their preliminary observations revealed several disadvantages of teachers' L1 use in the EFL classes. In addition, although code-switching in adult EFL classrooms have been investigated (Bensen & Çavuşoğlu, 2013) in this context, the secondary school state school setting has not been researched. Table 1 shows the distribution of the participants' demographic information.

Table 1. Demographic Information of the Participants

Demographic Variable		*Frequency*	*Percent*
Age	Younger teachers	24	14.1
	Middle-Aged Teachers	131	77.1
	Older Teachers	15	8.8
Gender	Male	61	35.9
	Female	109	64.1
First language	Turkish	160	94.1
	English	10	5.9

Level of education	BA	109	64.1
	MA	61	35.9
Place of graduation	Cyprus	65	38.2
	Turkey	64	37.6
	Other	41	24.1
Faculty of graduation	Faculty of education	128	75.3
	Faculty of Arts and Sciences	27	15.9
	Other	15	8.8
Years of teaching experience	1-10	28	16.5
	11-15	94	55.3
	16 or more	48	28.2
Grade taught	Younger students	53	31.2
	Older students	76	44.7
	All groups	41	24.1

4.3. Data Collection Instrument

For this study, a researcher-made questionnaire was used as a data collection instrument. The teachers were provided with the questionnaire to evaluate their perceptions about using L1 in English language classes. The first version of the questionnaire included two parts. There were eight demographic questions in Part 1, and the statements were first pooled into 30 items in Part 2. The questionnaire was developed by the researcher. The prepared questionnaire was sent to three instructors from Near East University (NEU) English Language Teaching (ELT) department to get feedback about the content and the construct validity of the questionnaire.

The final version of the questionnaire includes two parts; the first part includes eight demographic questions to get teachers' information about their age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience, and the grades they teach. Each of these variables was thought to be relevant to their perceptions. In the second part, it aims to investigate the perceptions of the teachers on using L1 in EFL classes. This part includes 25 statements, and the teacher participants are asked to indicate their agreement with the given statements on a five-point Likert-scale from 1 to 5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The statements in this part focused on teachers' attitudes towards the use of L1 concerning the purposes for which they preferred to use L1.

4.4. Data Collection Procedures

First of all, the first version of the questionnaire was piloted with a small group of teachers to check if there were any ambiguous and unclear statements and to check the questionnaire in terms of validity and reliability. Comments on the design and length of the questionnaire were also required. All of the participants gave positive feedback on the items and the length of the questionnaire. Therefore, no changes were required in the questionnaire after the pilot study. The reliability of the piloted version was calculated using Cronbach Alpha, which showed that the alpha score was 0.953. Then, ethical clearance was sought through the Ethical Committee of Near East University and the Ministry of Education separately. After the clearance were granted, the questionnaires were distributed to the participants by visiting the schools. A total of 130 copies of the questionnaires were distributed by hand to the EFL

teachers in 14 secondary schools but only 85 were filled and returned. Then, due to the Severe Acute Respiratory Syndrome-Related Coronavirus (SARS-CoV2) pandemic, which broke out during the time of the data collection, the same questionnaire was prepared as an online survey by using Free Online Surveys (FOS) website and this was shared with the EFL teachers via several social media sites. Each participant was also asked to share it with their colleagues from their schools. In total 85 teachers filled the online survey. Therefore, the total number of questionnaires filled in by the participants was 170 at the end of the data collection. Finally, the gathered data were put onto the Statistical Package for Social Sciences (SPSS) to analyze and get the result of the study.

4.5. Reliability and Validity

Table 2. Reliability Statistics for the Questionnaire

Cronbach's Alpha	N of Items
,975	55

4.6. Data Analysis

Results of the data of the current study were analyzed using the Statistical Package of Social Sciences (SPSS) program. The data were analyzed quantitatively using descriptive statistics, including frequencies, percentages, means, and standard deviation of the participants' responses to the statements. Inferential statistics, namely t-tests and ANOVA were also used to compare groups of participants to see if there were significant differences among them (Mishra et al., 2019).

5. Findings

5.1. Perceptions of EFL Teachers in North Cyprus about Using L1

The analysis of the data has shown that most of the EFL teachers in state secondary schools had negative perceptions of using L1 in the classroom. The majority of the teachers disagreed with using L1 more than English in the classroom. There were no mean scores for any of the items above 3.5 which means that the teachers did not agree or strongly agree with the given items, showing that they do not have a positive attitude towards using L1 in the classroom. The highest mean score was 3.47 which means that they were sort of neutral about using L1 in most of the statements (see Table 3). On average, they were not sure whether using L1 is time-saving, practical, and a facilitator for them in the classroom or not. This means that they do not agree using L1 in the classroom but when there is a necessary situation, they may use it. In Sarıçoban's study (2010), most of the teachers did not prefer to use L1 more than L2 in the classroom, and they preferred to use L1 in necessary situations, especially, while teaching a complex grammar structure. This shows that they do not support using a bilingual approach during the whole lesson, but they use it when students do not have enough vocabulary knowledge and high proficiency level in TL to get the meaning.

Table 3. EFL Teachers' Perceptions of Using L1

Statements	N	Mean	Std. Deviation
I think using Turkish is practical while teaching grammar.	170	3.34	.962
I think Turkish provides scaffolding for me to help the students when they have problems.	170	3.34	.793
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	170	3.32	.773
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	170	3.31	.893
I think making jokes in Turkish creates a friendly environment in the class.	170	3.22	.849
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	170	3.20	.928
I think Turkish should be used as a facilitator when teaching English.	170	3.18	.799
I think using Turkish is more practical while teaching new vocabulary.	170	3.17	.956
I think using Turkish is time-saving in the classroom.	170	3.17	.956
I think that using bilingual education is better than using only the target language (English) while teaching.	170	3.13	.903
I think talking about daily life in Turkish makes students relaxed.	170	3.11	.862
Turkish should be used in the classroom so that students can make connections between two languages.	170	3.09	.823
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	170	3.01	1.01
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	170	2.99	.932
I think using Turkish reduces barriers to language learning.	170	2.99	.893
It is important to use Turkish to get the students' attention when they get bored.	170	2.93	.898
I think that using Turkish in English language classrooms can help students to do better in the exams.	170	2.79	.960
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	170	2.77	1.01
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	170	2.64	.987
It is important to use Turkish in order to form closer relationships with the students.	170	2.61	.924
I prefer using Turkish because my students do not listen to me when I use English all the time.	170	2.57	.977
I prefer using Turkish because my students find me strict if I always speak in English.	170	2.53	.955
It is important to translate a reading passage into Turkish to make students understand each detail.	170	2.42	1.01
I support using Turkish more than English in the classroom.	170	2.04	.794
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	170	1.75	.686

5.2. Differences Among Groups Based on Variables

The analysis showed that there are no differences in perceptions of middle-aged teachers and older teachers. However, in the majority of the items younger teachers are found to have more positive views than older teachers towards using Turkish (see Table 4). The results show that the younger teachers tend to use Turkish during the lesson because they believe that students can learn better when they make connections between the two languages (F $(2,167) = 4.95$, p = .008). They think that it is more practical to teach new vocabulary (F $(2,167) = 2.24$, p = .11), it is time-saving to use Turkish in the classroom (F $(2,167) = 2.40$, p = .93). They think that Turkish provides scaffolding for them when students have problems

(F (2,167) = 2.54, p = .082). Younger teachers also prefer to use L1 more than older teachers to make the meaning more comprehensible for the students. They give instructions in Turkish to make the meaning more comprehensible for the students (F (2,167) = 7.07, p = .001), they explain the gist of a listening passage to make it more comprehensible (F (2,167) = 4.09, p = .018), they support using L1 during the lesson more than older teachers to make their students understand each detail of the lesson (F (2,167) = 5.9, p = .003), and they also use L1 to make their students understand their mistakes (F (2,167) = 7.38, p = .001).

Table 4. Differences based on Age (ANOVA)

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Sig.
It is important to translate a reading passage into Turkish to make students understand each detail.	Younger Teachers	Middle-aged Teachers	,751*	,001
	Middle-aged Teachers	Younger Teachers	-,751*	,001
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Younger Teachers	Middle-aged Teachers	,594*	,006
		Older Teachers	,700*	,030
	Middle-aged Teachers	Younger Teachers	-,594*	,006
	Older Teachers	Younger Teachers	-,700*	,030
		Older Teachers	,683*	,030
	Older Teachers	Younger Teachers	-,683*	,030
		Older Teachers	,658*	,037
	Older Teachers	Younger Teachers	-,658*	,037
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Younger Teachers	Middle-aged Teachers	,405*	,049
		Older Teachers	,775*	,011
	Middle-aged Teachers	Younger Teachers	-,405*	,049
	Older Teachers	Younger Teachers	-,775*	,011
It is important to use Turkish to get the students' attention when they get bored.	Younger Teachers	Middle-aged Teachers	,842*	,000
		Older Teachers	,733*	,015
	Middle-aged Teachers	Younger Teachers	-,842*	,000
	Older Teachers	Younger Teachers	-,733*	,015
I think talking about daily life in Turkish makes students relaxed.	Younger Teachers	Middle-aged Teachers	,636*	,001
		Older Teachers	,666*	,017
	Middle-aged Teachers	Younger Teachers	-,636*	,001

	Older Teachers	Younger Teachers	-,666*	,017
		Older Teachers	,608*	,047
	Older Teachers	Younger Teachers	-,608*	,047
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Younger Teachers	Middle-aged Teachers	,744*	,001
		Older Teachers	,750*	,022
	Middle-aged Teachers	Younger Teachers	-,744*	,001
	Older Teachers	Younger Teachers	-,750*	,022
Turkish should be used in the classroom so that students can make connections between two languages.	Younger Teachers	Middle-aged Teachers	,495*	,006
		Older Teachers	,741*	,006
	Middle-aged Teachers	Younger Teachers	-,495*	,006
	Older Teachers	Younger Teachers	-,741*	,006
I support using Turkish more than English in the classroom.	Younger Teachers	Middle-aged Teachers	,553*	,002
	Middle-aged Teachers	Younger Teachers	-,553*	,002
		Older Teachers	,583*	,026
	Older Teachers	Younger Teachers	-,583*	,026
I think that using Turkish in English language classrooms can help students to do better in the exams.	Younger Teachers	Middle-aged Teachers	,558*	,008
		Older Teachers	,758*	,016
	Middle-aged Teachers	Younger Teachers	-,558*	,008
	Older Teachers	Younger Teachers	-,758*	,016
I think making jokes in Turkish creates a friendly environment in the class.	Younger Teachers	Middle-aged Teachers	,665*	,000
		Older Teachers	1,03*	,000
	Middle-aged Teachers	Younger Teachers	-,665*	,000
	Older Teachers	Younger Teachers	-1,03*	,000
I prefer using Turkish because my students find me strict if I always speak in English.	Younger Teachers	Middle-aged Teachers	,489*	,020
	Middle-aged Teachers	Younger Teachers	-,489*	,020
It is important to use Turkish in order to form closer relationships with the students.	Younger Teachers	Middle-aged Teachers	,458*	,026
	Middle-aged Teachers	Younger Teachers	-,458*	,026
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Younger Teachers	Middle-aged Teachers	,555*	,005
	Middle-aged Teachers	Younger Teachers	-,555*	,005

I prefer using Turkish because my students do not listen to me when I use English all the time.	Younger Teachers	Middle-aged Teachers	,571[*]	,008
		Older Teachers	,750[*]	,019
	Middle-aged Teachers	Younger Teachers	-,571[*]	,008
	Older Teachers	Younger Teachers	-,750[*]	,019
I think that using bilingual education is better than using only the target language (English) while teaching.	Younger Teachers	Middle-aged Teachers	,670[*]	,001
		Older Teachers	,641[*]	,028
	Middle-aged Teachers	Younger Teachers	-,670[*]	,001
	Older Teachers	Younger Teachers	-,641[*]	,028
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Younger Teachers	Middle-aged Teachers	,566[*]	,001
		Older Teachers	,833[*]	,001
	Middle-aged Teachers	Younger Teachers	-,566[*]	,001
	Older Teachers	Younger Teachers	-,833[*]	,001
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Younger Teachers	Middle-aged Teachers	,792[*]	,000
		Older Teachers	,908[*]	,005
	Middle-aged Teachers	Younger Teachers	-,792[*]	,000
	Older Teachers	Younger Teachers	-,908[*]	,005

They prefer to use the bilingual approach more than the monolingual approach ($F_{(2,167)}$ = 5.96, p = .003). It can be stated that younger teachers mostly prefer to use the bilingual approach in their classes because it is easier to do translation rather than spending time and trying to make the meaning comprehensible by using TL. Younger teachers prefer to use translation maybe because of not having enough teaching experience. They want to make their students understand each detail, so they support their learning process with their mother tongue. They use L1 to decrease students' anxiety levels and make them motivated for being active in the classroom. Younger teachers prefer to use Turkish to get the students' attention when they get bored ($F_{(2,167)}$ = 10.3, p = .0) and they talk about daily life by using L1 to make students feel relaxed ($F_{(2,167)}$ = 6.01, p = .003). They also support using L1 to makes jokes in their L1 to create a friendly environment ($F_{(2,167)}$ = 9.1, p = .0). They may think that students feel less nervous when they hear a joke and a motivational speech in their L1. Kaymakamoğlu and Yıltanlılar (2019) revealed that older teachers tend to minimize the use of L1 more in their classrooms and this is also consistent with the findings related to the years of teaching experience. In contrast to the middle-aged teachers, younger teachers and older teachers want to form closer relationships with students and they prefer to use L1 to do it ($F_{(2,167)}$ = 2.53, p = .08). Therefore, it is revealed that younger teachers and older teachers have more positive attitudes towards using L1 for motivating students and establishing rapport with the students than middle-aged teachers. This is similar to Erkan's (2019) study

which indicated that both pre-service teachers and older teachers prefer to use L1 to increase students' motivation and create close relationships with the students.

The descriptive statistics based on gender show that there are no statistically significant differences between males and females in terms of their perceptions towards using Turkish (see Table 5). The mean scores of both groups are roughly the same for each item, which means that they have mostly the same perceptions about using L1 in EFL classrooms. This reveals that the perceptions about using L1 do not show differences according to gender. They mostly have a neutral approach to using L1 while teaching grammar and vocabulary. They do not have positive items about using L1 because the highest mean scores of male and female teachers are not above 3.4. The results indicate that gender does not affect the use of L1 because there are not any significantly different perceptions, the results are almost the same. Şahin and Şahin (2019) revealed the same result that there were not significantly different perceptions between male and female teachers in their study. Bensen and Çavuşoğlu's study (2013) revealed that both male and female participants code-switched nearly the same amount of time, and they preferred to use L1 to teach vocabulary, grammar and to clarify the meaning for the students when they feel the need of using it.

Table 5. Mean Scores for Items Based on Gender

	Gender	N	Mean
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Male	61	1.72
	Female	109	1.77
It is important to translate a reading passage into Turkish to make students understand each detail.	Male	61	2.39
	Female	109	2.44
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Male	61	2.54
	Female	109	2.70
I think using Turkish is time-saving in the classroom.	Male	61	3.19
	Female	109	3.16
I think using Turkish is practical while teaching grammar.	Male	61	3.36
	Female	109	3.33
I think using Turkish is more practical while teaching new vocabulary.	Male	61	3.16
	Female	109	3.18
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Male	61	3.06
	Female	109	2.95
It is important to use Turkish to get the students' attention when they get bored.	Male	61	3.13
	Female	109	2.85
I think talking about daily life in Turkish makes students relaxed.	Male	61	3.14
	Female	109	3.10
I think using Turkish reduces barriers to language learning.	Male	61	3.00
	Female	109	2.99
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Male	61	3.14
	Female	109	3.23
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Male	61	2.77
	Female	109	2.77
Turkish should be used in the classroom so that students can make connections between two languages.	Male	61	3.06
	Female	109	3.11
I support using Turkish more than English in the classroom.	Male	61	2.03
	Female	109	2.04
I think Turkish should be used as a facilitator when teaching English.	Male	61	3.26
	Female	109	3.14
I think Turkish provides scaffolding for me to help the students when they have problems.	Male	61	3.27
	Female	109	3.38
I think that using Turkish in English language classrooms can help students to do better	Male	61	2.81

			Female	109	2.77
in the exams.					
I think making jokes in Turkish creates a friendly environment in the class.			Male	61	3.24
			Female	109	3.22
I prefer using Turkish because my students find me strict if I always speak in English.			Male	61	2.44
			Female	109	2.58
It is important to use Turkish in order to form closer relationships with the students.			Male	61	2.55
			Female	109	2.64
I think using Turkish makes students feel comfortable to ask me whenever they have questions.			Male	61	3.21
			Female	109	3.37
I prefer using Turkish because my students do not listen to me when I use English all the time.			Male	61	2.57
			Female	109	2.57
I think that using bilingual education is better than using only the target language (English) while teaching.			Male	61	3.09
			Female	109	3.15
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.			Male	61	3.32
			Female	109	3.32
It is important to give instructions in Turkish to make sure that students are clear about the instructions.			Male	61	3.16
			Female	109	2.93

There are significantly different perceptions about using L1 between the teachers whose L1 is Turkish and the teachers whose L1 is English (see Table 6). Those teachers whose L1 is Turkish are more positive towards using Turkish, and they support using L1 rather than L2 more than other teachers (M = 2.07, SD = .79, t (168) = 2.24, p < .05). They believe that bilingual education is better than using only English (M = 3.19, SD = .87, t (168) = 3.48, p < .05) because L1 reduces barriers to language learning (M = 3.03, SD = .86, t (168) = 2.19, p < .05), and it helps students to make connections between the two languages (M = 2.4, SD = .84, t (168) = 2.8, p < .05). They also think that it is practical for teaching grammar (M = 3.38, SD = .92, t (168) = 2.21, p < .05), teaching vocabulary (M = 3.23, SD = .92, t(168) = 3.05, p < .05), it is time-saving (M = 3.23, SD = .91, t (168) = 3.43, p < .05), and it is a facilitator (M = 3.24, SD = .76, t (168) = 3.76, p < .05). Teachers whose L1 is Turkish also have more positive attitudes than other teachers towards using Turkish to clarify the meaning to make it easier and more comprehensible for the students (see Table 6).

Table 6. Differences Based on First Language

	First language	N	Standard Deviation	Mean
I think using Turkish is time-saving in the classroom.	Turkish	160	.914	3,23
	English	10	1.13	2,20
I think using Turkish is practical while teaching grammar.	Turkish	160	.924	3,38
	English	10	1.33	2,70
I think using Turkish is more practical while teaching new vocabulary.	Turkish	160	.926	3,23
	English	10	1.05	2,30
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Turkish	160	.896	3,03
	English	10	1.25	2,30
It is important to use Turkish to get the students' attention when they get bored.	Turkish	160	.875	2,98
	English	10	.875	2,10
I think talking about daily life in Turkish makes students relaxed.	Turkish	160	.850	3,15
	English	10	.849	2,50
I think using Turkish reduces barriers to language learning.	Turkish	160	.864	3,03
	English	10	1.17	2,40
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Turkish	160	.891	3,25
	English	10	1.17	2,40
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Turkish	160	1.00	2,82
	English	10	.942	2,00

Turkish should be used in the classroom so that students can make connections between two languages.	Turkish	160	.804	3,13
	English	10	.843	2,40
I support using Turkish more than English in the classroom.	Turkish	160	.797	2,07
	English	10	.527	1,50
I think Turkish should be used as a facilitator when teaching English.	Turkish	160	.766	3,24
	English	10	.823	2,30
I think making jokes in Turkish creates a friendly environment in the class.	Turkish	160	.822	3,26
	English	10	1.07	2,60
I prefer using Turkish because my students find me strict if I always speak in English.	Turkish	160	.954	2,58
	English	10	.632	1,80
It is important to use Turkish in order to form closer relationships with the students.	Turkish	160	.912	2,65
	English	10	.942	2,00
I prefer using Turkish because my students do not listen to me when I use English all the time.	Turkish	160	.977	2,61
	English	10	.816	2,00
I think that using bilingual education is better than using only the target language (English) while teaching.	Turkish	160	.872	3,19
	English	10	.918	2,20
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Turkish	160	.749	3,36
	English	10	.843	2,60
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Turkish	160	.997	3,06
	English	10	.918	2,20

Therefore, they use Turkish to summarize the lesson (M = 3.03, SD = .89, t (168) = 2.46, p < .05), to explain the meaning when students do not understand anything (M = 2.82, SD = 1, t (168) = 2.53, p < .05), to make the given instructions clear (M = 3.06, SD = .99, t (168) = 2.68, p < .05), to make students understand their mistakes (M = 3.36, SD = .74, t (168) = 3.12, p < .05). It is also seen that teachers whose L1 is Turkish prefer to use Turkish more than other teachers for humor to form closer relationships with students and to motivate their students. They use Turkish to get students' attention when they get bored (M = 2.98, SD = .87, t (168) = 3.1, p < .05), they use Turkish to talk about daily life because talking about daily life in their mother tongue makes students relaxed (M = 3.15, SD = .85, t (168) = 2.36, p < .05) and they use Turkish to tell jokes to create a friendly environment (M = 3.26, SD = .82, t (168) = 2.45, p < .05). Students' L1 is Turkish and they may understand the jokes in Turkish better than English. The teachers who like joking in the classroom think that students may enjoy a joke told in Turkish. This will create a less-stressed learning environment, and so they help their students learn better. Erkan (2019) stated that the majority of the teachers whose L1 is Turkish like to use Turkish in their classes to make jokes because they believe that the mother tongue increases students' self-confidence. This result is also consistent with Levine (2003) who found that students who can use their L1 were less anxious about learning TL. It can be seen that they use their L1 to build a good rapport with their students (M = 2.65, SD = .91, t (168) = 2.18, p < .05). Students may feel free to talk about their problems by using Turkish. Some students are shy and afraid of speaking in English, so Turkish provides scaffolding for the teachers whose L1 is Turkish to help those students. Therefore, teachers whose L1 is Turkish prefer to use L1 in order not to be a strict teacher according to the students (M = 2.58, SD = .95, t (168) = 2.54, p < .05), and they prefer to use L1 to make students feel relax and listen to the lesson (M = 2,61, SD = .97, t (168) = 1.93, p < .05). They also prefer to use more Turkish than other teachers to warn their students to make students understand and pay more attention to the issue emphasized (M = 3.25, SD = .89, t (168) = 2.88, p < .05).

On the other hand, native English language teachers do not prefer to use L1 as much as others. The reason for not preferring to use L1 maybe they are not native speakers of Turkish

and they are afraid of confusing students by do not use Turkish correctly. This is consistent with the study of Bensen and Çavuşoğlu (2013) which stated that the teacher who was a native-speaker of English had a lower frequency level of code-switching in the class than the others because she had lower proficiency in Turkish.

The teachers who have only BA degree have more positive attitudes towards using L1(see Table 7). Those teachers who have only BA degree like to use Turkish in their classes more than the ones who did their MA degree, and they mostly prefer to use L1 because it is time-saving (M = 3.28, SD = .91, t (168) = 1.98, p < .05), and also they think that it reduces barriers to language learning (M = 3.1, SD = .88, t (168) = 2.10, p < .05). Teachers with only a BA degree also prefer to use L1 more than others to make the meaning clearer and more comprehensible. They use L1; to summarize the lesson to make it more comprehensible (M = 3.14, SD = .85, t (168) = 2.91, p < .05), to make the meaning clear when students do not understand anything in the target language (M = 2.89, SD = 1,02, t (168) = 2.13, p < .05), to translate reading passages (M = 2.57, SD = 1.01, t (168) = 2.70 , p < .05), and to give a listening gist in Turkish to make the meaning comprehensible for the students (M = 2.76, SD = .97 , t (168) = 2.03, p < .05). They believe that it is better for the students to make connections between the two languages (M = 3.19, SD = .79, t (168) = 2.10, p < .05). Teachers who do not have an MA degree also tend to use L1 for humor more than the others with an MA degree to form a closer relationship with the students. Therefore, they use L1; to greet their students (M = 1.84, SD = .70, t (168) = 2.34, p < .05), to create a friendly environment by telling jokes in Turkish (M = 3.3, SD = .74, t (168) = 2.08, p < .05), and to get students' attention when they get bored (M = 3.05, SD = .84, t (168) = 2.35, p < .05). They also use L1 to help students do better in the exams (M = 2.49, SD = .94, t (168) = 3.15, p < .05). On the other hand, teachers with MA degrees are more careful about using L1, and they do not prefer to use L1 more than TL in the class.

Table 7. BA Level Teachers and MA Level Teachers

	Level of education	N	Mean	Std. Deviation
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	BA	109	1,84	,709
	MA	61	1,59	,615
It is important to translate a reading passage into Turkish to make students understand each detail.	BA	109	2,57	1,01
	MA	61	2,14	,963
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	BA	109	2,76	,970
	MA	61	2,44	,992
I think using Turkish is time-saving in the classroom.	BA	109	3,28	,913
	MA	61	2,98	1,00
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	BA	109	3,14	,858
	MA	61	2,72	1,00
It is important to use Turkish to get the students' attention when they get bored.	BA	109	3,05	,848
	MA	61	2,72	,950
I think using Turkish reduces barriers to language learning.	BA	109	3,10	,881
	MA	61	2,80	,891
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	BA	109	2,89	1,02
	MA	61	2,55	,957
Turkish should be used in the classroom so that students can make connections between two languages.	BA	109	3,19	,799
	MA	61	2,91	,842
I support using Turkish more than English in the classroom.	BA	109	2,16	,822
	MA	61	1,81	,695
I think that using Turkish in English language classrooms can help students to do better in the exams.	BA	109	2,96	,932
	MA	61	2,49	,942

I think making jokes in Turkish creates a friendly environment in the class.	BA	109	3,33	,746
	MA	61	3,04	,990
I think that using bilingual education is better than using only the target language (English) while teaching.	BA	109	3,27	,869
	MA	61	2,88	,914

It can be argued that teachers with MA degrees have more awareness regarding research and theory about the use of L1 in the classroom. This is consistent with Mansor (2017) who stated that teachers' level of education has an impact on their perceptions towards L1 use in EFL classrooms. Teachers who use L2 exclusively might be influenced more by the monolingual perspective during their training and education process. Since the recent literature in this regard favors a more monolingual approach in general, they may be influenced by this and may be knowledgeable and aware of the impact of using L1 or not using it in a particular classroom. They want to use TL effectively in the class, so they minimize the use of L1. However, teachers with only BA degree support using Turkish more than English in the classroom (M = 2.16, SD = .82, t (168) = 2.24, p < .05)and they believe that using bilingual approach is better than the monolingual approach (M = 3.27, SD = .86, t (168) = 3.48, p < .05).

In the majority of the items teachers who graduated from Cyprus and Turkey did not have different perceptions from each other about using L1. However, both of them had significantly different perceptions of those who graduated from other countries. Those teachers who graduated from Cyprus and Turkey believe that using L1 is practical for teaching grammar (F (2,167) = 8.8, p = .0) and practical for teaching vocabulary (F (2,167) = 6.4, p = .002). They think that Turkish reduces barriers to language learning (F (2,167) = 9.04, p = .0). They give instructions in Turkish to make the meaning more comprehensible (F (2,167) = 5.25, p = .006), they explain the mistakes of the students in Turkish to make them understand their mistakes (F (2,167) = 2.9, p = .005) and they also summarize the lesson by using L1 to make it more comprehensible (F (2,167) = 12.9, p = .0). They prefer to use L1 in the classroom because they believe that it can help students to be more successful in the exams (F (2,167) = 6.4, p = .002). They support the bilingual approach more than the other teachers (F (2,167) = 9.22, p = .0). They also like to use L1 for humor to make their students relaxed and motivated. For example, they use Turkish to get students attention when they get bored (F (2,167) = 6.38, p = .002), they prefer to talk about daily life by using L1 (F (2,167) = 3.6, p = .028), they make jokes in L1 to create a friendly classroom environment (F (2,167) = 4.84, p = .009) and they use L1 to form closer relationships with the students (F (2,167) = 6.65, p = .002).

The teachers who had graduated from other countries have significantly different views (see Table 8). They support using monolingual approach and minimizing the use of L1 in their classes. This finding is significant because it shows that the place of education is very important in shaping the attitudes and practices of in-service teachers. It also indicates that teacher education programs in Cyprus and Turkey tend to be more positive about allowing L1 use in the classroom while those in other countries have more strict rules and perceptions towards using L1 and they are closer to the monolingual approach while teaching a foreign language.

Table 8. Statistics Based on Place of Graduation

Dependent Variable	(I) Place of graduation	(J) Place of graduation	Mean Difference (I-J)	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Cyprus	Other	,355*	,009
It is important to translate a reading passage into Turkish to make students understand each detail.	Cyprus	Other	,419*	,037
	Turkey	Other	,504*	,012
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Cyprus	Other	,633*	,001
	Turkey	Other	,427*	,028
	Turkey	Other	,552*	,004
I think using Turkish is practical while teaching grammar.	Cyprus	Other	,616*	,001
	Turkey	Other	,748*	,000
I think using Turkish is more practical while teaching new vocabulary.	Cyprus	Other	,529*	,005
	Turkey	Other	,643*	,001
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Cyprus	Other	,809*	,000
	Turkey	Other	,781*	,000
It is important to use Turkish to get the students' attention when they get bored.	Cyprus	Other	,549*	,002
	Turkey	Other	,565*	,001
I think talking about daily life in Turkish makes students relaxed.	Cyprus	Other	,410*	,016
	Turkey	Other	,413*	,016
I think using Turkish reduces barriers to language learning.	Cyprus	Other	,564*	,001
	Turkey	Other	,706*	,000
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Cyprus	Other	,548*	,003
	Turkey	Other	,507*	,006
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Cyprus	Other	,464*	,020
	Turkey	Other	,618*	,002
Turkish should be used in the classroom so that students can make connections between two languages.	Cyprus	Other	,492*	,002
	Turkey	Other	,527*	,001
I support using Turkish more than English in the classroom.	Cyprus	Other	,433*	,005
	Turkey	Other	,575*	,000
	Turkey	Other	,385*	,016
I think Turkish provides scaffolding for me to help the students when they have problems.	Turkey	Other	,426*	,007
	Cyprus	Other	,581*	,002
I think that using Turkish in English language classrooms can help students to do better in the exams.	Turkey	Other	,611*	,001
I think making jokes in Turkish creates a friendly environment in the class.	Turkey	Other	,475*	,005
	Turkey	Other	,450*	,007
	Turkey	Cyprus	-,475*	,005
	Other	Turkey	-,450*	,007
I prefer using Turkish because my students find me strict if I always speak in English.	Turkey	Other	,403*	,035
It is important to use Turkish in order to form closer relationships with the students.	Cyprus	Other	,613*	,001
	Turkey	Other	,548*	,003

	Turkey	Other	,572[*]	,003
	Cyprus	Other	,357[*]	,020
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.				

In the majority of the items teachers who are graduated from the faculty of education have significantly different perceptions than those who graduated from the faculty of arts and sciences and other faculties. Those who are graduated from the faculty of education have more positive perceptions towards using L1 for humor. They think making jokes in Turkish creates a friendly environment $(F_{(22,167)} = 7.7, p = .001)$, they also use L1 to build good relationships with the students $(F_{(2,167)} = 5.5, p = .005)$.

Table 9. Differences based on Faculty of Graduation

Dependent Variable	(I) Faculty of graduation	(J) Faculty of graduation	Mean Difference (I-J)	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.		Other	,381[*]	,042
	Faculty of Arts and Sciences			
It is important to translate a reading passage into Turkish to make students understand each detail.	Faculty of Education	Faculty of Arts and Sciences	,459[*]	,029
		Other	,836[*]	,002
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Faculty of Education	Other	,973[*]	,000
	Faculty of Arts and Sciences	Other	,718[*]	,020
I think using Turkish is time-saving in the classroom. Bb	Faculty of Education	Other	,740[*]	,004
I think using Turkish is practical while teaching grammar.		Other	,943[*]	,000
	Faculty of Arts and Sciences Other	Other	,651[*]	,031
I think using Turkish is more practical while teaching new vocabulary.	Faculty of Education Faculty of Arts and Sciences	Other	,755[*]	,004
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.		Other	,611[*]	,016

	Faculty of Arts and Sciences			
It is important to use Turkish to get the students' attention when they get bored.	Faculty of Education	Faculty of Arts and Sciences Other	,425*	,033
I think talking about daily life in Turkish makes students relaxed.	Faculty of Education	Faculty of Arts and Sciences	,448*	,013
I think using Turkish reduces barriers to language learning.	Faculty of Education	Faculty of Arts and Sciences	,442*	,018
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Faculty of Education	Faculty of Arts and Sciences	,447*	,021
		Other	,669*	,007
I think making jokes in Turkish creates a friendly environment in the class.	Faculty of Education	Faculty of Arts and Sciences	,478*	,006
		Other	,700*	,002
I prefer using Turkish because my students find me strict if I always speak in English.	Faculty of Education	Faculty of Arts and Sciences	,687*	,001
It is important to use Turkish in order to form closer relationships with the students.	Faculty of Education	Faculty of Arts and Sciences	,482*	,012
		Other	,608*	,014
I prefer using Turkish because my students do not listen to me when I use English all the time.	Faculty of Education	Faculty of Arts and Sciences	,480*	,019
I think that using bilingual education is better than using only the target language (English) while teaching.	Faculty of Education	Other	,501*	,041
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Faculty of Education	Other	,516*	,014

They also use Turkish to make students listen to the whole lesson ($F_{(2,167)} = 4.5$, p = .012). Teachers who graduated from faculties of education and arts and sciences both believe that using L1 is time-saving ($F_{(2,167)} = 4.3$, p = .014) and it is practical while teaching grammar ($F_{(2,167)} = 7.4$, p = .001), teaching new vocabulary ($F_{(2,167)} = 1.9$, p = .008). They also use L1 for summarizing the lesson to make the meaning more comprehensible for the students ($F_{(2,167)} = 3.1$, p = .045). As it is seen, teachers who have graduated from other

faculties have negative perceptions towards using L1 more than L2 in the class (see Table 9). They do not support bilingual approach in the class (F (2,167) = 3.35, p = .037). They mostly prefer to use English and minimize Turkish while teaching English. It is possible to state that those who have graduated from other faculties are not aware of the possible ways of using L1 in the classroom effectively. Therefore, it can be said that teachers who are from different faculties have different views toward L1 use.

In the majority of the items, teachers who had 1-10 years of experience had significantly different perceptions than those who had 11-15, and 16 or more years of teaching experience. However, more experienced groups of teachers, namely those who had 11-16 and 16 or more years of experience did not have differences between their perceptions towards using L1 (see Table 10). Teachers with 1-10 years of teaching experience have more positive attitudes towards using Turkish. They feel the need for L1 use to create better relationships with students to make them more motivated (F (2,167) = 4.2, p = .016). They also support using L1 more than others who are more experienced to teach grammar, teach vocabulary and to give instructions to make the meaning clear (F (2,167) = 6.9, p = .001). This reveals that more experienced teachers manage to use English in their classes better than others. Those who have less than 11 years of experience support the bilingual approach more than others (F (2,167) = 8.8, p = .0). They like to use L1 as a facilitator (F (2,167) = 3.5, p = .03), time-saving tool (F (2,167) = 2.4, p = .09). It is also a practical to teach grammar (F (2,167) = 1.5, p = .2) and vocabulary (F (2,167) = 2.5, p = .07). These results are consistent with the significance between the ages of teachers in this study. It can be stated as; the more experienced teachers, the less need of L1. The study of Cudi et al.'s (2014) can be given as a consistent example of this study. It conducted on both EFL teachers and ELT department students to reveal their perceptions towards using L1. The results showed that students stated that TL should be used in EFL classrooms while EFL teachers stated that L1 should be used when it is necessary. Moreover, Kaymakamoğlu and Yıltanlılar's (2019) study revealed that the teachers who had more years of teaching experience than others tried to minimize the use of L1 and maximize the use of L2. They can manage to use TL by trying several techniques rather than using L1 all the time. However, less experienced teachers may have a fear of making students confused, so they may prefer the easiest and the most practical way to teach a foreign language.

Table 10. Differences Based on Years of Teaching Experience

Dependent Variable	(J) Years of teaching experience	Mean Difference (I-J)	Sig.
It is important to translate a reading passage into Turkish to make students understand each detail.	11-16	,602*	,005
	16 or more	,735*	,002
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	11-16	,411*	,050
	16 or more	,696*	,003
I think using Turkish is time-saving in the classroom.	16 or more	,455*	,045
I think using Turkish is more practical while teaching new vocabulary.	16 or more	,505*	,026

I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	16 or more	,726*	,001
	16 or more	,375*	,021
It is important to use Turkish to get the students' attention when they get bored.	11-16	,734*	,000
	16 or more	,940*	,000
I think talking about daily life in Turkish makes students relaxed.	11-16	,557*	,002
	16 or more	,767*	,000
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	16 or more	,547*	,013
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	11-16	,626*	,003
	16 or more	,955*	,000
	11-16	-,328	,058
Turkish should be used in the classroom so that students can make connections between two languages.	11-16	,414*	,017
	16 or more	,625*	,001
	1-10	-,625*	,001
	11-16	-,210	,142
I support using Turkish more than English in the classroom.	11-16	,392*	,021
	16 or more	,476*	,011
	1-10	-,392*	,021
I think Turkish should be used as a facilitator when teaching English.			
	16 or more	,470*	,013
I think Turkish provides scaffolding for me to help the students when they have problems.	16 or more	,425*	,024
I think that using Turkish in English language classrooms can help students to do better in the exams.	11-16	,420*	,037
	16 or more	,791*	,000
	16 or more	,371*	,026
I think making jokes in Turkish creates a friendly environment in the class.	11-16	,629*	,000
	16 or more	,863*	,000
	16 or more	,639*	,004
It is important to use Turkish in order to form closer relationships with the students.	11-16	,450*	,022
	16 or more	,619*	,005
	16 or more	,168	,297
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	11-16	,484*	,011
	16 or more	,583*	,006
I prefer using Turkish because my students do not listen to me when I use English all the time.	11-16	,575*	,006
	16 or more	,752*	,001
I think that using bilingual education is better than using only the target language (English) while teaching.	11-16	,607*	,001
	16 or more	,860*	,000
It is important to make students understand their mistakes, so I use	11-16	,544*	,001

Turkish to explain them their mistakes.				

Teachers who teach younger and older students have differences in their perceptions towards using Turkish, and those who teach younger and all groups have differences as well. In the majority of the items, there was no difference between those who teach older students and those who teach all groups (see Table 11). It can be stated that teachers like to use Turkish for humor in the classroom and this is for teachers with a younger group of students. Those teachers who teach younger groups may feel the need to connect with their students and motivate them by using humor in the class. For example, they greet their students in Turkish to make them feel comfortable before the lesson (F $(2,167)$ = 3.6, p = .02). The young students do not understand jokes in English, so teachers prefer Turkish in that case (F $(2,167)$ = .9, p = .3). They also use Turkish to form closer relationships with the younger students (F $(2,167)$ = 4.03, p = .1). It shows that most of the teachers have positive attitudes towards using L1 while teaching younger students whose proficiency level is lower than others. They support using L1 more than L2 during the lesson (F $(2,167)$ = 8.4, p = .0) and they support using the bilingual approach (F $(2,167)$ = 7.9, p = .001).

Table 11. Differences Based on Grade Level Taught

Dependent Variable	(I) Which grades do you teach?	(J) Which grades do you teach?	Mean Difference (I-J)	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Younger students	Older students	,272[*]	,028
		All groups	,353[*]	,010
It is important to translate a reading passage into Turkish to make students understand each detail.	Younger students	Older students	,482[*]	,008
		All groups	,618[*]	,002
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Younger students	Older students	,657[*]	,000
		All groups	,846[*]	,000
I think using Turkish is time-saving in the classroom.	Younger students	Older students	,425[*]	,011
		All groups	,783[*]	,000
	Older students	All groups	,358[*]	,040
I think using Turkish is practical while teaching grammar.	Younger students	Older students	,571[*]	,001
		All groups	,833[*]	,000
I think using Turkish is more practical while teaching new vocabulary.	Younger students	Older students	,650[*]	,000
		All groups	,644[*]	,001
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Younger students	Older students	,659[*]	,000
		All groups	,816[*]	,000

It is important to use Turkish to get the students' attention when they get bored.	Younger students	All groups	,698*	,000
	Older students	All groups	,406*	,020
I think talking about daily life in Turkish makes students relaxed.	Younger students	All groups	,584*	,001
	Older students	All groups	,522*	,001
I think using Turkish reduces barriers to language learning.	Younger students	Older students	,325*	,041
		All groups	,565*	,002
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Younger students	Older students	,533*	,001
		All groups	,856*	,000
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Younger students	Older students	,371*	,038
		All groups	,740*	,000
	Older students	All groups	,369*	,048
Turkish should be used in the classroom so that students can make connections between two languages.	Younger students	Older students	,419*	,004
		All groups	,607*	,000
I support using Turkish more than English in the classroom.	Younger students	Older students	,363*	,009
		All groups	,681*	,000
	Older students	All groups	,318*	,027
I think Turkish should be used as a facilitator when teaching English.	Younger students	Older students	,368*	,009
		All groups	,618*	,000
I think Turkish provides scaffolding for me to help the students when they have problems.	Younger students	Older students	,340*	,018
I think that using Turkish in English language classrooms can help students to do better in the exams.	Younger students	Older students	,343*	,036
		All groups	,927*	,000
	Older students	All groups	,584*	,001
I prefer using Turkish because my students find me strict if I always speak in English.	Younger students	All groups	,621*	,001
		All groups	,453*	,011
It is important to use Turkish in order to form closer relationships with the students.	Younger students	Older students	,356*	,032
		All groups	,536*	,004
I prefer using Turkish because my students do not listen to me when I use English all the time.	Younger students	All groups	,691*	,000
	Older students	All groups	,395*	,029
		All groups	,395*	,029

I think that using bilingual education is better than using only the target language (English) while teaching.	Younger students	Older students	,486* ,002
		All groups	,702* ,000
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Younger students	Older students	,359* ,010
		All groups	,410* ,008
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Younger students	Older students	,391* ,029
		All groups	,725* ,000

They may not be able to understand given instructions, grammatical structures, and new vocabulary items, so it is better to use the first language to make the meaning clear and more understandable for them. They use L1 to translate a reading passage (F (2,167) = 5.3, p = .005), to explain the gist of a listening passage (F (2,167) = 11.3, p = .0), to summarize the lesson (F (2,167) = 12.3, p = .0), to give instructions to make the meaning clearer and more comprehensible (F (2,167) = 5.2, p = .006). However, less L1 should be used for the higher proficiency-level students. In Kayaoğlu's study (2012), all of the teachers asserted that they use L1 in their grammar courses, especially for beginner levels. Deller and Rinvolucri (2002) indicated that comparing English grammar with the mother tongue's grammar can be very positive for some learners, especially for the younger learners who have lower level of proficiency in L2. Their learning progress may be quicker and more effective when their L1 is allowed. Translation exercises may also be an effective practice for the younger students when there is a complex grammar point. This is also consistent with the study of Kaymakamoğlu and Yıltanlılar (2019) which stated that teachers' perceptions show differences according to the students' level. For example, they prefer to use L1 at beginner level because learners have difficulties in understanding what is going on in the classroom but they prefer to use TL more than L1 while teaching intermediate levels. Similarly, Miles (2004) highlighted the need for L1 use with lower level students to teach grammar to avoid misunderstanding.

5. Discussion, Conclusions and Suggestions

5.1. Summary of the Main Results

The use of L1 in EFL classrooms has been a controversial topic in which there has not been an agreement on whether L1 should be used or not. While some teachers claim that L1 should be used in EFL classrooms to facilitate learning, others reject using it. The present study aimed to investigate EFL teachers' perceptions about using L1, and the purposes why they prefer to use L1 in the context of state secondary schools in northern Cyprus. Besides, the differences in teachers' perceptions based on age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience and grade level taught were analyzed.

The analysis of the data provided answers to the research questions and sub-questions. The data showed that the majority of the teachers had a neutral approach towards using L1 in EFL classrooms. They undecided about whether using L1 is time-saving, practical and a facilitator for them to teach English or not – while some teachers strongly agreed with these, others

strongly disagreed. Therefore, they try to use it only when there is a necessary situation. This is similar to the previous studies (Kayaoğlu, 2012; Mahmutoğlu & Kıcır, 2013) which indicated that teachers sometimes preferred to use L1 to clarify the difficult concepts, to teach grammar and vocabulary and finally to help students comprehend difficult structures easily. They prefer to use L1 to deal with the problems that may occur in the classroom, to clarify the meaning of a word to make it more understandable for the students, especially while giving instructions, complex grammar structures and new vocabulary items. On the other hand, the majority of the teachers did not support using L1 to translate reading passages and the gist of listening passages. This means that most of them believe that students should be exposed to the input of the target language (TL). Therefore, while doing listening and reading exercises, according to the participants, it is important to provide students with TL as much as possible rather than using L1. Although the majority of the teachers supported using L2 more than L1, they did not agree on giving minus to their students as a punishment when they use L1. This can be interpreted that as teachers not wanting to scare their students by applying punishment. This also shows that they care about their students' needs including the psychological needs as well because when there is a comfortable learning environment for the students, their anxiety levels will decrease and language learning will be facilitated. In this respect, they have similar views with Auerbach (1993), who stated that using L1 reduces anxiety level and creates an effective learning environment for the students.

With respect to differences among groups of teachers, the results revealed that while there was no difference in their perceptions and uses of L1 in the classroom based on gender, several differences were identified based on age, first language, level of education, faculty of graduation, place of graduation, years of teaching experience and year group taught. Age factor was found to be affecting the teachers' perceptions of using L1 and this finding was also consistent with the findings regarding years of teaching experience; the younger and less experienced teachers prefer to use the bilingual approach while older and more experienced ones prefer to use the monolingual approach. Another factor affecting teachers' perceptions about using L1 was the first language. It was revealed that teachers whose L1 was Turkish used the bilingual approach more than others. The results based on this category were also consistent with the place of graduation because the teachers who graduated from Cyprus and Turkey had more positive attitudes towards using L1 than those who graduated from other countries. They used L1 to teach grammar and new vocabulary items, to clarify the meaning of a given instruction or when students have comprehension problems, to motivate students, and to create a more comfortable environment for them. However, teachers who graduated from other countries tended to use TL more than Turkish to achieve these aims.

The Level of education and faculty of graduation were also important factors for teachers in shaping their perception about using L1 in EFL classrooms. The findings revealed that there were significant differences in perceptions based on the level of education and faculty of education. While teachers who had an MA, degree tended to use English more than Turkish, teachers who only held a BA degree supported using L1 in the classroom. Teachers who had only a BA degree believed that L1 is time-saving, practical, and a facilitator, especially while teaching grammar and vocabulary, and giving complex structures and instructions. In addition, the findings showed that EFL teachers mostly preferred to use L1 with lower-level students. Therefore, it can be said that the level of the students has an impact on teachers' use of L1.

5.2. Pedagogical Implications for Teachers

The findings related to L1 use in English language education reveals that despite the rejection of L1 use in some contexts by EFL teachers, it can be used in certain cases for helping teachers to make the teaching and learning process more effective. Taking the findings into account, it is suggested that teachers should be aware of the importance of using TL more than L1 in the EFL classrooms. Since younger and less experienced teachers had more positive perceptions of L1 use, it is recommended that there should be in-service trainings and education programs for those teachers who tend to use L1 more than TL in the classroom. These programs can focus on helping teachers reduce the use of L1 in cases where they feel the need to use L1. They should also focus on equipping teachers with techniques and strategies that would allow them to use English

Extensively when teaching different language aspects (e.g. grammar, vocabulary, giving instructions so on). ELT training should raise teachers' awareness of the practical advantages and disadvantages of using L1. Teachers should be aware of how, when, and for what purposes L1 can be used beneficially. The role of L1 should not be overemphasized in teacher training programs. The fact that the results showed MA holders to be more positive about the monolingual approach also suggests that those who are exposed to research-oriented training have the opportunity to raise their awareness in this regard. Therefore, it may be recommended that at the BA level, teacher candidates should be exposed to more research studies regarding this issue to raise their awareness. Another suggestion can be given for the teachers who tend to use L1 to overcome the problems that students face while using English in the classroom. If they choose tasks that are appropriate to the learners' proficiency level, inform students about the importance of using TL classroom, use non-threatening tasks and attitudes, then L1 use may be minimized and TL use will be increased. Teachers should minimize L1 use, especially in lower- level students, by using basic and simple words according to their levels. They can also make the meaning clear by using visuals such as gestures, flashcards, pictures, and slideshows to make the input more comprehensible for the students.

5.3. Recommendations for Further Studies

As this study was conducted quantitatively to reveal the EFL teachers' perceptions about using L1 based on their age, gender, first language, level of education, faculty of graduation, place of graduation, years of teaching experience and grade level taught, further studies can be done qualitatively to reveal specific examples of teachers' practices on using, paying attention to these variables. Similar studies to Bensen and Çavuşoğlu (2013) where classroom recordings made in the state secondary schools can be analyzed to compare the findings of this study to the actual practices of the teachers in this regard. Such a study would also reveal exactly where and how L1 is used in secondary school classrooms. It can also be supported by participant observations. Moreover, interviews with teachers can be conducted to discuss further and to get more detailed answers to the research questions. Another study can also be conducted with students studying in state schools to understand their perceptions of the L1 use in the classroom. Such a study would help us understand how, as receivers of this education, students feel about a monolingual approach to be used in the classroom.

With regard to the findings of teacher training and factors that are relevant, i.e. level of education, place of graduation and faculty of graduation, further studies focusing on the content of teacher education programs and approaches of specific departments and lecturers, especially in the context of Cyprus and Turkey, can be conducted. Their approaches to the

issue appear to be crucial in shaping the attitudes and perceptions of future teachers regarding L1 use in the EFL classroom. In further research, the specific information related to the 'other' option for place of graduation and faculty of graduation can be investigated as this was a significant factor in differences in the perceptions towards the use of L1.

Finally, further research can focus on analyzing the course descriptions and content of "Approaches to ELT" or "Methodology" courses offered as part of the four-year teacher education programs in Turkey and Cyprus. A comparative study between these courses and those offered abroad for similar qualifications may help us understand how graduates of other countries are trained to develop an awareness, as well as the skills, to deal with teaching English without using L1. The findings of such studies can be beneficial for revising the course contents and approaches used to train English language teachers in the Cypriot and Turkish contexts.

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CONTENT ANALYSIS ON SCHOOL MANAGEMENT AND ACADEMIC PERFORMANCE

Roland Ndukong Tangiri[1], Idrissa Adamu[2], Fatma Köprülü[3,*]

[1]Master student, Atatürk Faculty of Education Near East University, North Cyprus, Mersin 10 Turkey. rolandndukongtangiri@gmail.com

[2]Master student, Atatürk Faculty of Education Near East University, North Cyprus, Mersin 10 Turkey, idrissa.adamu486@gmail.com

[3]Atatürk Faculty of Education Near East University, North Cyprus, Mersin 10 Turkey. fatma.koprulu@neu.edu.tr
Correspondence: fatma.koprulu@neu.edu.tr

Abstract

This study sought to analyze 255 articles published in various journals and indexed in Scopus database within the year 2010 to May 2020, limited to only social science discipline, with keywords; school, management and academic performance and 80 articles were reached. The scrutiny was based on the year of publication, the journals in which they were published, number of authors, countries or regions in which the research was conducted, data collection method, number of keywords and the research type. The content analysis method was used in this research and it was noticed that; most articles were published in the year 2019, South Africa being the country with the highest publications, Mediterranean Journal of Social Sciences leading in number of articles published and Quantitative method of research was frequently used compared to the other research methods. Bearing in mind that 2020 has not yet come to an end, it was necessary to be included in the analysis and considered as a year for the sake of current information.

Keywords: School, management, and academic performance.

1. Introduction

When we talk about academic performance, we are referring to the result that is produced by an educational institution or a school. — the extent to which a student, teacher or institution has achieved their educational goals (Bhagat 2013). Education institutions are institutions that provide education as their main purpose. There can be elementary, secondary, high schools, universities or vocational institutions. They can be owned by individuals, religious bodies, communities or governments of countries for profitable as well as non-profitable reasons.

The academic performance of an institution is influenced by so many factors (Tsereteli, Martskvishvili & Aptarashvili 2011) carried out a research related to this which revealed that, there are so many factors that influence the academic performance of schools. Apparently among which the management of the school seems to be the most influential. School management involves the management of the school resources, human and non-human. Educational institutions require management to plan, direct, organize, control and evaluate

day to day activities to accomplish institution goals through coordination of educational and non-educational personals with the allocated budgets.

Generally, the academic performance of a school is measured from the results established during public exams or the quality of services rendered by the students after graduation.

To improve students' performance head teachers are required first to improve the management of the schools (Langher, Caputo, and Ricci 2017).

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela. speech, Madison Park High School, Boston, 23 June 1990

With the inspiration of the words from Late Nelson Mandela, we were interested in how school management can influence academic performance and this pushed us to evaluate the interest of writers in this domain by analyzing the content of articles published in Scopus Database from 2010 to May 2020 related to the Keywords; school, management and academic performance.Content analysis is a research method for the subjective interpretation of the content of text datathrough the systematic classification process of coding and identifying themesor patterns(Brinegar 2015).Content analysis is any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings.(Carlson 1998).

1.1. The Objectives and Significance of the Research

This research aims to analyze the articles published in Scopus database within the time interval of 2010 to May 2020 on 'school, management, and academic performance' and to smoothen the pave for future related research.

During this analysis, the following information was extracted:

• The journal in which the article was published, the year in which it was published, and the country in which the research was conducted.

• The number of keywords and authors of the article.

• The data collection tools and their search type.1.1.1. Level 3 heading indented non-bold sentence case

2. Method

Content analysis is way of analyzing text-based, qualitative data for example newspaper articles, children's books, interview transcripts and advert or film scripts. Content analysis can be quantitative or qualitative. Quantitative researchers may simply search for specific words, phrases or ideas in the data and count them up, qualitative researchers will attempt to extract "meaning" through a search for themes in the data.(Egmir, Erdem, and Kocyigit 2017).

2.1. Research Model

Within the research, 80 studies related to "school, management and academic performance" which have been made available in the Scopus database have been analyzed and these studies have been assessed by means of content analysis. (Neuendorf & Kumar 2015) argues that content analysis is equally valuable and valid in emphasizing a text and also identifying its scope.

2.2. Data Collection and Analysis

The data collection tool of this research was a table that requested for; journals in which the articles were published, the year of publication, the country in which the research was carried out, the number of keywords and authors of the articles, the data collection tools and the research type.

The abstract of articles available in the Scopus database between the year 2010 to May 2020 was examined in line with the key words. Later on, the full text of the various articles selected were reached and scrutinized in line with the table of request.

Most of the articles provided the information requested by the table of request while some full text could not be reached due to some reasons such text present in other languages other than English Language that could not be translated. These articles which were not available in English language were kept out of the analysis.

The data was analyzed using the content analysis method and descriptive analysis method. Content analysis is a research method which allows the qualitative data collected in research to be analyzed systematically and reliably so that generalizations can be made from them in relation to the categories of interest to the researcher (Teaching, 2007).

Descriptive analysis characterizes the world or a phenomenon—answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. No matter how significant a researcher's findings might be, they contribute to knowledge and practice only when others read and understand the conclusions. Part of the researcher's job and expertise is to use appropriate analytical, communication, and data visualization methods to translate raw data into reported findings in a format that is useful for each intended audience (Loeb et al. 2017).

2.3. Study Group

In this research, 255 articles made available on Scopus database between 2010 and 2020 have been screened for "school, management and academic performance" and 80 articles have been selected through sampling method. Scopus has been preferred as it has the largest database in the world and current.

3. Findings

3.1. Distribution according to Journal

The table (1) below shows the distribution of the 80 articles reached according to journals of publications. It was noticed that the Mediterranean Journal had the highest publications with 8 articles published. PloS one and South Africa Journals came up with 4 articles published each. Procedia- Social and Behavioral Science journal, and Education and Science

journal followed with 3 articles each. We have 8 journals with 2 articles each and the remaining 41 journals had 1 article each.

Table 1. Distribution according to Journal

Journal	Frequency(f)	Percentage%
Academic Medicine	1	1,25
ACM International Conference Proceeding Series	1	1,25
Advances in Health Science education	1	1,25
Asian Social Science	2	2,5
BMC Medical Education	1	1,25
CIRIEC-EspanaRevista de Economia Publica, Social y Cooperativa	1	1,25
Educacao e Pesquisa	1	1,25
Educacion Medica	1	1,25
Education and Science	3	3,75
Educational Review	1	1,25
EstudiosPedagogicos	2	2,5
Eurasia Journal of Mathematics, Science and Technology Education	1	1,25
Evidence-based Complementary and Alternative Medicine)	1	1,25
Frontiers in Pediatrics	1	1,25
Frontiers in Psychology	1	1,25
International Journal For Equity In Health	1	1,25
International Journal of Adolescence and youth	1	1,25
International Journal of Emerging Technologies in Learning	1	1,25
International Journal of Health Geographics	1	1,25
International Journal of Higher Education	1	1,25
International Journal of Learning, Teaching and Educational Research	1	1,25
Japanese Journal of Educational Psychology	1	1,25
JASSS	1	1,25
Jornal da SociedadeBrasileira de Fonoaudiogia	1	1,25
Journal of Accounting Education	1	1,25
Journal of Asian Architecture and Building Engineering	1	1,25
Journal of Innovation and Knowledge	1	1,25
Journal of International Studies	1	1,25
Journal of Nutrition	1	1,25
Journal of Physics: Conference Series	1	1,25
Journal Teknologi (Sciences Engineering)	1	1,25
KuramveUygulamadaEgitimBilimleri	1	1,25
Landscape and Urban Planning	1	1,25
Malaysian Online Journal of Educational Management	1	1,25
Management Science Letters	1	1,25
Mediterranean Journal of Social Sciences	8	10
Nurse Education Today	1	1,25
ObrazovanieiNauka	1	1,25

PLoS ONE	4	5
Problems and Perspectives in Management	1	1,25
Procedia- Social and Behavioral Science	3	3,75
Profesoional de la Informacion	1	1,25
Real Estate Management and Valuation	1	1,25
RevistaBrasileira de Educacao	2	2,5
RevistaComplutense de Educacion	2	2,5
Revista de Psicodidactica	1	1,25
Rigakuryoho Kagaku	1	1,25
SAGE Open	2	2,5
South African Journal of Education	4	5
Sustainability (Switzerland)	2	2,5
TydskrifvirGeesteswetenskappe	2	2,5
Universal Journal of Educational Research	2	2,5
VoprosyObrazovaniya	1	1,25
VyssheeObrazovanie v Rossii	1	1,25
Frontier Architectural Research	1	1,25
Total	**80**	**100**

3.2. Distribution according to Countries

The table below (table 2) shows the distribution of articles respecting the countries in which they were conducted. South Africa came up with 10 researches, America 7 researches, Chile 6 researches, China, Malaysia, Spain with 5 researches, Indonesia, Nigeria, Portugal, Turkey 4 researches each, Brazil, Japan, Russia, 3 researches each, Thailand and UK with 2 researches each and the remaining countries with one research each.

Table 2. Distribution according to Journal

Countries	Frequency (f)	Percentage (%)
South Africa	10	
		12,5
America	7	8,75
Chile	6	7,5
China	5	6,25
Malaysia	5	6,25
Spain	5	6,25
Indonesia	4	5
Nigeria	4	5
Portugal	4	5
Turkey	4	5
Brazil	3	3,75
Japan	3	3,75
Russia	3	3,75
Thailand	2	2,5

UK	2	2,5
Afghanistan	1	1,25
Australia	1	1,25
Canadian	1	1,25
Greece	1	1,25
Hungary	1	1,25
India	1	1,25
Iran	1	1,25
Kenya	1	1,25
Netherland	1	1,25
New Zealand	1	1,25
Peru	1	1,25
Philippine	1	1,25
Sweden	1	1,25
Total	**80**	**100**

3.3. Distribution according to data collection tools

During the scrutinizing as shown in the table (table 3), it was noticed 62 articles used Questionnaire as their data collection tool, Interview was used in 14 articles and mixed method of collecting data was used in 4 articles. Questionnaire was the highest data collection tool used and mixed method was the least data collection tool used.

Table 3. *Distribution according to data collection tools*

Data Collection tools	Frequency (f)	Percentage %
Questionnaire	62	77,5
Interview	14	17,5
Mixed	4	5
Total	**80**	**100**

3.4. Distribution According to Year of Publication

During the studies, as seen on the table below (table 4) 2019 had the highest number of publications, 17 publications, 2016 seconded with 13 publications, 2018 with 11 publications, 2017 and 2015 with 7 publications each, 2014 had 6 publications, 2011 and 2010 had 4 publications each and 2013 with 3 publications while, there was no publication reached in 2012. Here it should be noted that even though 2020 has not yet come to an end, the analysis included 2020 from January to May so as to make our analysis recent. Even though the year 2020 has not come to an end, 2020 has 8 articles published.

Table 4. Distribution According to Year of Publication

Publication Year	Frequency (f)	Percentage %
2019	17	21,25
2016	13	16,25
2018	11	13,75
2020	8	10
2017	7	8,75
2015	7	8,75
2014	6	7,5
2011	4	5
2010	4	5
2013	3	3,75
2012	0	0
Total	**80**	**100**

3.5. Distribution According to Research Type

The table below (table 5) shows the distribution of articles according to research type. Quantitative method had 34 articles which is the highest method used, followed by mixed method with 27 articles and Qualitative was the least method used with 19 articles.

Table 5. *Distribution According to Research Type*

Research Type	Frequency	Percentage %
Quantitative	34	42,5
Mixed method	27	33,75
Qualitative	19	23,75
Total	**80**	**100**

3.6. Distribution according to number of Authors

The table below (table 6) shows the distribution of articles according to their number of authors. Articles with 2 authors had the highest number of publications of 29, seconded with articles with one author 15, three authors articles were 12, five authors articles 11, four and six authors articles were 5 each, seven, eight and eleven authors articles were the least with one article each.

Table 6. Distribution According to Number of Authors

No. of Authors	Frequency (f)	Percentage %
two authors	29	
		36,25
one author	15	18,75
three authors	12	15
five authors	11	13,75
four authors	5	6,25
six authors	5	6,25
seven authors	1	1,25
eight authors	1	1,25
eleven authors	1	1,25
Total	**80**	**100**

3.7. Distribution according to number of Authors

The last table below (table 7), shows the distribution according to the number of keywords used. 22 articles were published with five key words which is the highest, 15 articles came second with four keywords ,14 articles came third with six keywords,12 articles with three keywords, seven and nine keywords had 2 articles each, two, eight, ten, eleven, and twenty-two keywords were the last with 1 article each. We noticed here that 8 articles had an unidentified number of keywords.

Table 7. *Distribution According to Number of Keywords*

No. of Keywords	Frequency (f)	Percentage %
five Keywords	22	
		27,5
four Keywords	15	18,75
six Keywords	14	17,5
three Keywords	12	15
unidentified	8	10
seven Keywords	2	2,5
nine Keywords	2	2,5
two Keywords	1	1,25
eight Keywords	1	1,25
ten Keywords	1	1,25
eleven Keywords	1	1,25
twenty-two Keywords	1	1,25
Total	**80**	**100**

4. Discussion and Conclusion

Using the Keywords ``Schools", "management" and "academic performance" in this scrutinizing, it was realized that the Mediterranean Journal had the highest publications of 10% of the total number of articles published doubling PloS one and South Africa Journals that came up with 5% each. Procedia- Social and Behavioral Science journal, and Education and Science journal followed with 3,75% each. We have 8 journals with 2,5% each and the remaining 41 journals had the lowest percentage with 1,25% each.

When the screening was done respecting the countries in which the reaches were conducted, it was noticed that South Africa was the highest 12,5%, America came second 8,75%, Chile third with 7,5%, China, Malaysia, Spain came fourth with 6,25% each, Indonesia, Nigeria, Portugal, Turkey we're occupying the fifth position with 5% each, Brazil, Japan, Russia, had the sixth position 3,75% each, Thailand and UK seventh position with 2,5% each and the remaining countries came last with 1,25% each.

Scrutinizing according to data tools, it was noticed that Questionnaire as their data collection tool came first with a percentage of 77,5 Interview second with 17.5%n and mixed method of collecting data was the third with 5%. Examining the articles according to year of publication, it was noticed that 2019 had the highest percentage of 21,25%, 2016 seconded with 16,25%, 2018 third 13,75%, 2020 forth as for publications from January to May with 10%, 2017 and 2015 fifth with the percentage of 8,75% each, 2014 had the sixth position with 7,5%, 2011 and 2010 seventh position with 5% each and 2013 came at the eighth position with 3,75% while, 2012was the last with 0,0%. Studying the articles according to research type, we had the Quantitative method occupying the first position with 42,5%, mixed method second position 33,75% and the Qualitative method was third with 23,75%. During the screening of the articles according to their number of authors. Articles with 2 authors was the first with 36,25%, seconded with articles with one author having 18,75%, three authors articles came third with 15%, five authors fourth with 13,75%, four and six authors articles fifth position with 6,25% each, seven, eight and eleven authors articles were the sixth and last position with 1,25% each.

Finally, studies regarding to distribution of articles according to the number of keywords used, articles published with five keywords had the highest percentage of 27,5%,seconded with four keywords with the percentage of 18,75% , third with six keywords percentage 17,5%, articles with unidentified keywords had the fourth position with 10%, seven keywords and nine keywords had the fifth position with 2.5% each, two, eight, ten, eleven, and twenty two keywords were the eighth and last position with 1,25% each. From the information presented above, we can conclude by say that the research was successfully conducted with the raison d'etre of the term content analysis and the purpose of the research as mentioned above. The papers read for the survey are (A data mining approach for student referral service of the guidance center 2020), (Huang & Shih, 2017),(Cassano, Costa & Fornasari, 2019).

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CONTENT ANALYSIS OF ARTICLES THAT RELATED TO THE USE OF GOOGLE CLASSROOM AND GAMIFICATION IN EDUCATION FROM 2016 TO 2020

Reem Jawabreh [1], Hüseyin Bicen[2,*]

[1] Ph.D Student, Educational Program and Instruction, Educational Sciences, Near East University, Northern Cyprus, Turkey, reem.jawabreh@stu.najah.edu

[2] Assoc. Prof. Dr. Hüseyin Bicen, Department of Computer Education and Instructional Technology, Near East University, Northern Cyprus, Turkey., huseyin.bicen@neu.edu.tr
Correspondence: huseyin.bicen@neu.edu.tr

Abstract

Today's learning and teaching process differ from the past, as the student becomes the focus of the educational process. Therefore, teachers need to be able to use technology incorrectly, technology integration into education is helpful, meaningful, and necessary. This study purposes to perform a content analysis to define the general framework of studies related to the use of google classroom and gamification in education. The sample of the research consists of articles published on google classroom and gamification in education between 2016 - 2020, the data obtained were analyzed using descriptive statistical methods, namely percentage and frequency. The findings indicated that the number of studies that discuss the use of google classroom and gamification in education should be increased, and this will lead to shedding light on future studies.

Keywords: Google classroom, gamification, education.

1. Introduction

Advances in technology in education open up several opportunities to create creative thinking and innovative learning as well as new relationships between students and their teachers, and the effective learning tool must be appropriate to the needs of learners and be designed to develop minds, improve the activity of learners (Pritasari & Jumadi, 2018).

Integrating technology in the classroom through innovative teaching strategies is significant, as it enables students to achieve the required learning objectives, as well as increase their engagement, it works to enhance the teaching and learning process, helps students to learn modern technology skills that make them more excited to learn, thus improving student's performance (Raja & Nagasubramani, 2018). And well preparation is one of the major factors in the success of teaching and learning that based on technology, to get the best results in the education process (Lestari & Chasanatun, 2018).

Distance education is defined as education in which educational materials are implemented through technology and communication systems, where educators and learners are separated, it has been used by schools and universities around the world, and have had successful experiences and positive trends, and teachers must be fully prepared to work with technology, like using google classroom and gamification into education (Buselic, 2017).

Google classroom is one of the applications that integrate the usage of technology with internet-based development (Pardeshi & Alliwadi, 2015), is a learning management system that offers to teach, creates and delivers content, supervises the participation of students, also

evaluates their achievement (Nair, Patil & Mertova 2011), is a free web-based platform, and it was integrated with education, one of the best advantages is that classroom is completely integrated with all other Google applications, consequently, students and teachers can share information instantaneously (Thanavathi, 2019).

Google classroom is to offer a platform of blended learning, to simplify the assignments, there are many advantages provided by google classroom, make easier for teachers to implement learning activities inside and outside the classroom, provide students with accessibility, increases student's interaction (Sukmawati & Nensia, 2019).

The objective of google classroom is to simplify paperless communication between educators and learners, and facilitate the educational process, allow teachers to be able to conduct classes, organize seminars, post assignments, create the folder and submit activities at a specific time. In addition to saving paper and time, making it easy to conduct classes, distribute assignments, communicate, and stay organized (Azhar & Iqbal, 2018).

Gamification is the application of the elements of the game to learning activities, that is, it is a mix between playing and learning, which encourages students to play an active role in learning, thus enhancing significant skills in education, such as problem-solving, cooperation and communication, and increasing students participation in projects and learning activities. Many teachers that gamification will not only increase students' stimulation to learn but also make involvement in the work of school more efficient and meaningful (de Marcos, 2017).

Cakıroglu, Basıbüyük, Güler, Atabay and Memis (2017) examined the impacts of gamification on student participation, also the relationship between gamification and academic achievement of 37 students in an information and communication course, the findings showed that there improved student attitude, participation, and their achievement.

Based on these findings, it is observed that the use of google classroom and gamification in education supports the learning approaches, and the appropriate use of technology in the classroom helps to motivate students towards learning in all disciplines, and access information easily. The study aims to analyze the studies using google classroom and gamification in education according to specific variables and to shed light on future studies and researchers.

1.1. The aim of the study

The rapid advancements in knowledge and information technologies were led to new tendencies in learning and teaching process, so, the purpose of this study is to accumulate and analyze articles related to using google classroom and gamification in education, and that has been carried out from 2016 to 2020, to identify the similar objectives and topics.

1.2. The aim of the study

The following study questions have been determined:

- How have the studies related to the using of google classroom in education been distributed according to the year of publication?
- How have the studies related to the using of google classroom in education been distributed according to the number of authors?
- Which methodologies were adopted in the studies related to google classroom in education?
- Which disciplines were adopted in the studies related to google classroom in education?

- How have the studies related to the using of gamification in education been distributed according to the year of publication?
- How have the studies related to the using of gamification in education been distributed according to the number of authors?
- Which methodologies were adopted in the studies related to using gamification in education?
- Which disciplines were adopted in the studies related to using gamification in education?

2. Method

This study utilizes the content analysis method, which is a set of procedures for examining trends, patterns in documents for collecting and organizing information in a standardized format (Majhi, Jal & Maharana, 2016). It is considered a reference source includes description and explanation related to the articles that use google classroom and gamification in education, content analysis refers to analyzing articles that contain similar themes about using google classroom and gamification in education from where methodology, disciplines, number of authors, besides, the year of publication.

2.1. Scanning Criteria

The main criteria used to identify which articles were analyzed are: studies that discussed the use of google classroom and gamification in education, and only studies performed from 2016 to 2020, the keywords of studies were google classroom and gamification, to find the relevant articles, there were some articles excluded from the scope of this study, were found 50 articles. The articles were examined in terms of publication years, disciplines, methodologies, and the number of authors.

2.2. Sample

The sample of the study has consisted of published articles that discuss using google classroom and gamification in education, performed between 2016 and 2020, and 50 articles were found. 30 articles related to using google classroom and 20 articles related to gamification in education were evaluated, are appropriate for the determined criteria.

2.2. Data collection and analysis

The data obtained that related to the study were collected, analyzed, interpreted using descriptive statistical methods, in an organized way, the data was calculated by percentages depending on the frequencies.

Tables were prepared to present the themes concerning each research question, where 8 tables were created on 4topics, and these topics are according to the year of publication, number of authors, disciplines, and methodologies.

3. Findings

3.1. The findings of studies related to using google classroom in education

The data presents the results and discussions according to study questions, there were 50 articles about using google classroom and gamification in education from 2016 to 2020.
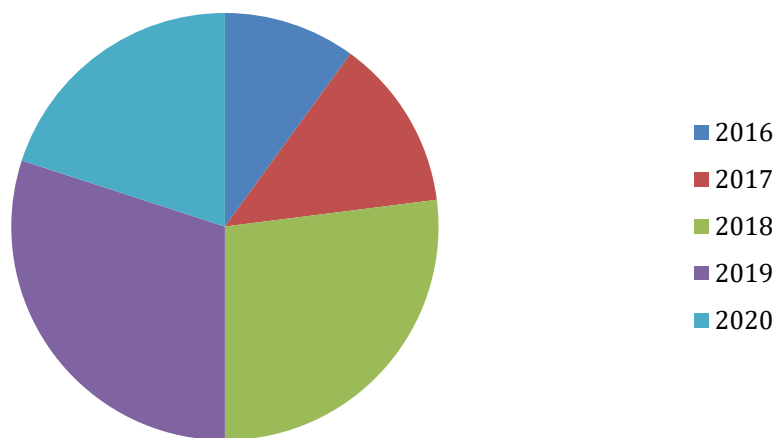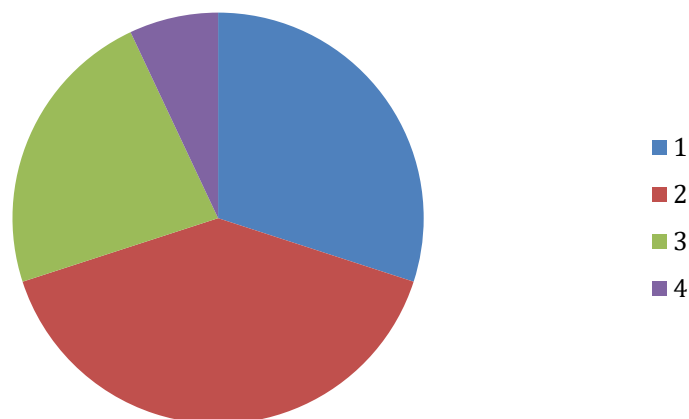
The first study question was answered by showing the frequency and percentage of the studies related to using google classroom in education according to the year of publication by table (1).

Table 1. Studies related to the year of publication

Related to the year of publication	Frequency	Percentage
2016	3	10%
2017	4	13%
2018	8	27%
2019	9	30%
2020	6	20%
Total	30	100%

Concerning analyze the studies according to the year of publication, it can be seen that 30% of them are in 2019, 20% of them are in 2020, 27% in 2018, 13% in 2017, and 10% of them are in 2016. The highest number of publications was in 2019. The number of publications related to using gamification in education appears to have decreased in 2020 due to the Coronavirus which spread during this period. As can be seen in figure (1).
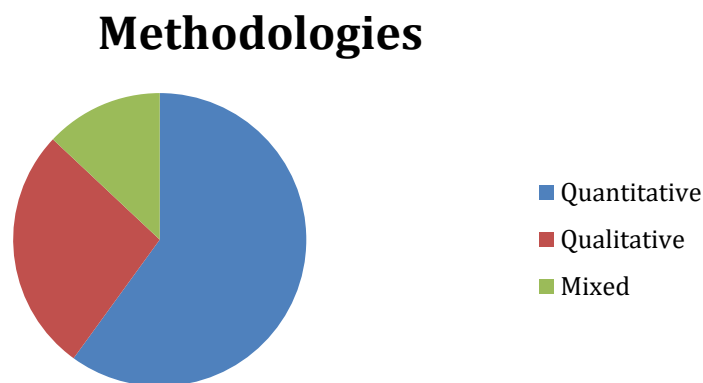
Year of Publication

Figure 1. Year of Publication

The second study question was answered by showing the frequency and percentage of the studies related to using google classroom in education according to the number of authors by table (2).

Table 2. Studies related to the number of authors

Related to the number of authors	Frequency	Percentage
1	9	30%
2	12	40%
3	7	23%
4	2	7%
Total	30	100%

Concerning analyze the studies according to the number of authors, it can be seen that the percentage of articles that have two authors was 40%, it was the highest percentage, followed by articles that have a single author, with 30%. The articles that have three authors, was their percentage 23%, and finally, the articles that have four authors, was their percentage %7, it was the lowest percentage. As can be seen in figure (2).
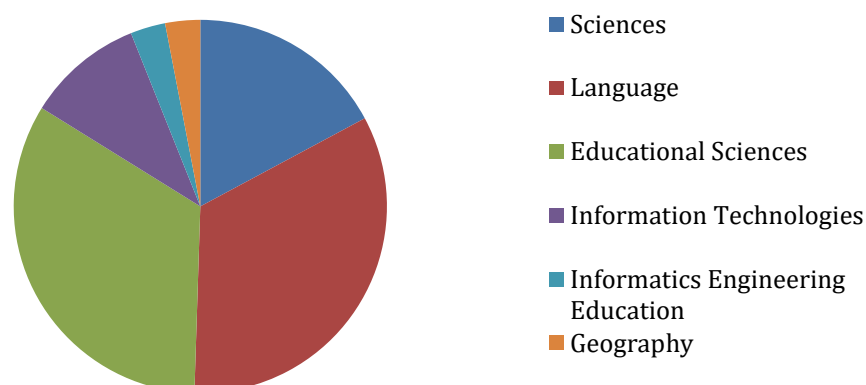

Figure 2. Number of Authors

The third study question was answered by showing the frequency and percentage of the studies related to using google classroom in education according to the methodologies by table (3).

Table 3. Related to the methodologies

Related to the methodologies	Frequency	Percentage
Quantitative	18	60%
Qualitative	8	27%
Mixed	4	13%
Total	30	100%

As can be seen in the table (3), the quantitative research approach was used in the most often in studies, and the mixed research was less used, it was observed that quantitative research design was used more than the qualitative research design, also the mixed, this means that the quantitative and qualitative approach was used together. The research methodologies followed in the studies that related to using google classroom in education, demonstrates that the majority of them are quantitative, was 60%, and the qualitative approach percentage was 27%, while the percentage of them was 13% mixed-method studies. As can be seen in figure (3).

Methodologies

■ Quantitative
■ Qualitative
■ Mixed

Figure 3. Methodologies

The fourth study question was answered by showing the frequency and percentage of the studies related to using google classroom in education according to the disciplines by table (4).

Table 4. Studies related to the disciplines

Related to the disciplines	Frequency	Percentage
Sciences	5	17%
Language	10	33%
Educational Sciences	10	33%
Information Technologies	3	10%
Informatics Engineering Education	1	3%
Geography	1	3%
Total	30	100%

As for using google classroom in education, the studies include 6 different disciplines, the majority of disciplines were in two fields: educational sciences and language, with 33%, followed by science with 17%. As for studies containing the following disciplines: information technology with 10%, and geography, informatics engineering education, the percentage of each discipline was 3%. As can be seen in figure (4).
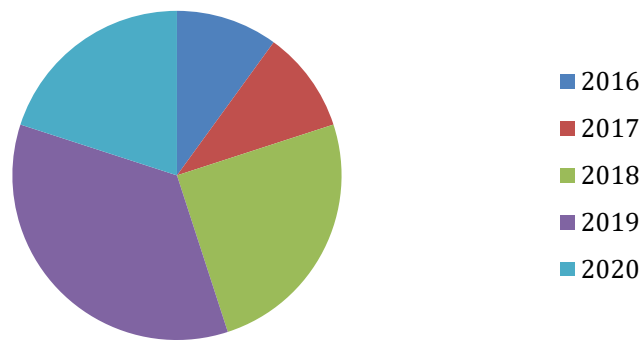
Disciplines

Figure 4. Disciplines

The fifth study question was answered by showing the frequency and percentage of the studies related to using gamification in education according to the year of publication by table (5).

Table 5. Studies related to the year of publication

Related to the year of publication	Frequency	Percentage
2016	2	10%
2017	2	10%
2018	5	25%
2019	7	35%
2020	4	20%
Total	20	100%

About analyzing the studies according to the year of publication, it is obvious that 35% of them are in 2019, 25% of them are in 2018, 20% in 2020, 10% in 2017, and 10% of them are in 2016. The highest number of publications was in 2019, the lowest number of publications was in 2016 and 2017. As can be seen in figure (5).
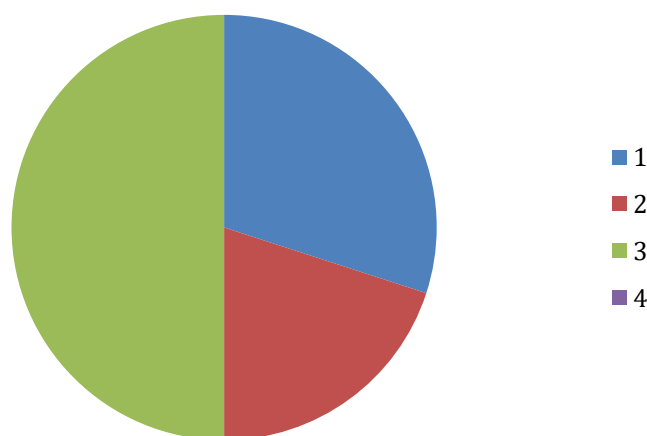
Year of Publication

Figure 5. Year of Publication

The sixth study question was answered by showing the frequency and percentage of the studies related to using gamification in education according to the year of publication by table (6).

Table 6. Studies related to the number of authors

Related to the number of authors	Frequency	Percentage
1	6	30%
2	4	20%
3	10	50%
4	0	0%
Total	20	100%

Concerning analyze the studies according to the number of authors, it is clear that the percentage of articles that have three authors was 50%, it was the highest percentage, followed by articles that have a single author with 30% and two authors with 20%. As can be seen in figure (6).
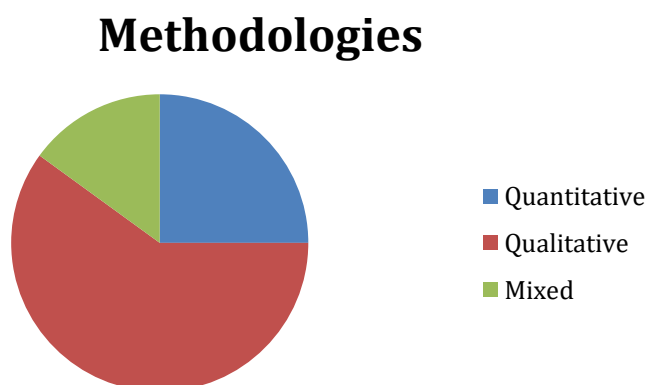
Number of Authors

Figure 6. Number of Authors

The seventh study question was answered by showing the frequency and percentage of the studies related to using gamification in education according to the methodologies by table (7).

Table 7. Studies related to the methodologies

Related to the methodologies	Frequency	Percentage
Quantitative	5	25%
Qualitative	12	60%
Mixed	3	15%
Total	20	100%

As can be seen in the table (7), the qualitative research approach was used in the most often in studies, and the mixed research was less used, it was observed that qualitative research design was used more than the quantitative research design, also the mixed, this means that the quantitative and qualitative approach was used together. The research methodologies followed in the studies that related to using gamification in education, demonstrate that the majority of them are qualitative, was 60%, and the quantitative approach percentage was 25%, while the percentage of them was 15% mixed-method studies. As can be seen in figure (7).

Methodologies

Figure 7. Methodologies

The eighth study question was answered by showing the frequency and percentage of the studies related to using gamification in education according to the disciplines by table (8).

Table 8. Studies related to the disciplines

Related to the disciplines	Frequency	Percentage
Information Technologies	4	20%
Educational Sciences	12	60%
Language	2	10%
Psychology	2	10%
Total	20	100%

As for using gamification in education, the studies include 4 different disciplines, the majority of disciplines were in the field of education science, with 60%, followed by information technologies with 20%, and language, psychology the percentage of each discipline was 10%. As can be seen in figure (8).
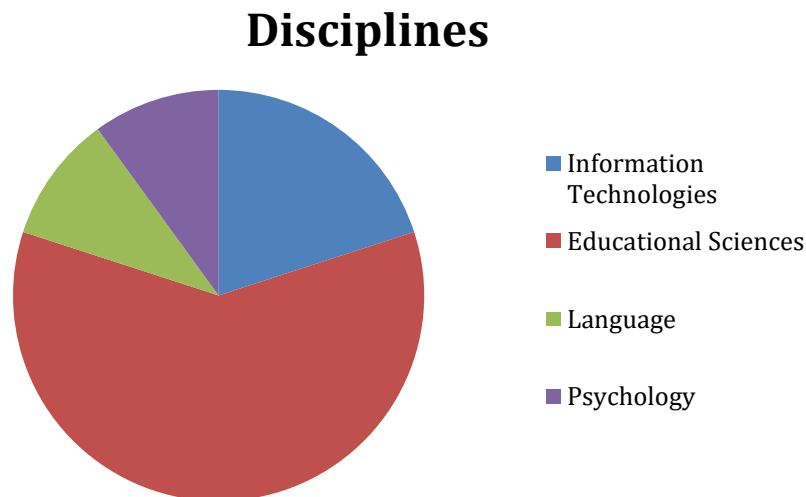
Disciplines

Figure 8. Disciplines

4. Results and Discussion

The integration of technology into education offers an effective educational environment that stimulated the deep discussions, also teachers to rethink their pedagogical strategies (Cloete, 2017).

When the distribution of studies using google classroom in education was analyzed from 2016 to 2020, the highest rate of the study was seen as 30% in 2019. The content analysis was consistent with the results of previous studies, as a study by Azhar and Iqbal (2018) that showed that using google classroom in education will increase over the years. When the distribution of studies using gamification in education was analyzed, it is seen that the highest number of studies was conducted in 2019 with 35%, Bozkurt and Durak (2018) confirms that the use of gamification in education started to increase since 2010 and keep increasing, so the articles related to using gamification in education showed a significant increase. As well as the study of Thiebes, Lins, and Basten (2014) that revealed that 29 articles were published between 2010 and 2013 related to the use of gamification in education, as well as Dicheva, Dichev, Agre and Angelova (2015) that showed that 34 articles were published between 2011 and 2014 related to the use of gamification in education. Besides, the study of Subhash and Cudney (2018) that showed that there is an increase in the use of gamification in learning.

The findings obtained from the articles related to the use of google classroom and gamification in education are different, according to the number of authors, it is clear that the percentage of articles that related to using google classroom in education that has 2 authors was 40% and it was the maximum percentage. When percentage the number of authors was examined in the articles related to using of gamification in education, that have 3 authors,

was 50% and it was the maximum percentage, which is consistent with the study of Subhash and Cudney (2018) that showed that the highest percentage of articles, that have 3 authors.

The quantitative research approach was used in the most often in studies that related to the use of google classroom in education and has been generally preferred, the quantitative approach percentage was 60% and it was the maximum percentage and the qualitative approach with 27%. While in the articles related to the use the gamification in education demonstrates that the majority of them are qualitative approach with 60%, and the quantitative approach with 25%, which is consistent with the study of Surendeleg (2014) that said the most used of methodologies were qualitative and is contrary to study of Hamari, Koivisto, and Sarsa (2014) that mentioned that the most employed methodologies were quantitative, and as well as the study of Schlagenhaufer and Amberg (2015). As for the articles related to the use of google classroom in education, the studies include 6 different disciplines, the majority of disciplines were in two fields: educational sciences and language, with 33%, it was the maximum percentage. While the articles related to the use gamification in education, the studies include 4 different disciplines, the majority of disciplines were in the field of educational Sciences, with 60%, it was the maximum percentage, which is consistent with the study of Darejeh and Salim (2016) that mentioned that most of the studies focused on educational and social software, and is contrary to study of Ortiz, Chiluiza, and Valcke (2016) that said that the studies focused on computer science, while math, chemistry, and science had a minor presence. In addition, the study of Seaborn and Fels (2015) confirmed that gamification is a multidisciplinary field, that is related to many fields such as education, health, sustainability, computer science and engineering, marketing.

5. Conclusion

This study revealed that how the studies related to the use of google classroom and gamification in education were distributed according to the year of publication and number of authors from 2016 to 2020. It is showed the highest number of the publications were in 2019 and 2018, as well as the maximum number of authors, were 2 and 3. The most used methodologies are quantitative in the studies related to the use of google classroom in education and qualitative in the studies related to the use of gamification in education. It is revealed disciplines were adopted in the studies related to using google classroom and gamification in education, where were the most in the field of educational sciences.

Recommendations

According to content analysis, this research recommended the following:

1. The number of studies that discuss the use of google classroom and gamification in education should be increased.

2. The title of the study that was used in the content analysis should be clear, include enough information about the research.

3. The researchers who employ content analysis should be attentive to the reliability and validity of the data collection tools.

4. The methodology that was used in the content analysis should be a mixed-method to produce accurate data.

5. The research question that was used in the content analysis should be researchable, understandable and measurable.

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DETERMINING THE ENGLISH PREPARATORY SCHOOL STUDENTS' READINESS FOR ONLINE LEARNING

Zöhre Serttaş[1], Aslı Kasabalı [2,*]
[1] Department of Distance Education and Cognitive Technologies Center, Near East University, North Cyprus, Mersin 10 Turkey zohre.serttas@neu.edu.tr
[2] Department of Common Courses Coordination, Near East University, North Cyprus, Mersin 10 Turkey asli.kasabali@neu.edu.tr

Correspondence: zohre.serttas@neu.edu.tr

Abstract

The aim of this study is to evaluate students ' readiness for online learning at the Near East University English Preparatory School and to provide suggestions on how they can be further supported to strengthen their online learning. 202 adult students participated in the study were fall semester students of the 2019-2020 Academic year. As the data collection tool, Online Learning Readiness Scale (OLRS) by Hung et al. (2010) was used. The dimensions of the scale are; self-directed learning, motivation, learner control, computer-Internet self-efficacy, and online communication self-efficacy. The data obtained showed that the participants were ready in all dimensions with some variations within the dimensions. In the self-directed learning dimension, the participants were observed to lack the ability to manage time in their studies however they were willing to ask for help when they need help. Although the scores were above the average, Computer / Internet self-efficacy was found to have the lowest scores compared to the other dimensions. Participants stated that they were distracted by other online applications while studying for their online course. Results for computer / internet self-efficacy dimension showed that participants did not have a very high readiness in using basic Microsoft Office Programs, reaching information easily via online search and using online applications. Motivation and Online Communication self-efficacy dimensions were found to be the dimensions where all the items received a high score.

1. Introduction

Unstoppable progress in information and communication technologies has been reflected in education and revolutionary changes in the field of education have taken place. The most obvious one of these changes is the shift towards online or internet -based learning. Traditional or in-class training has become to be perceived as 'incomplete or boring' if they are no longer supported by technology tools or online tools.

With the rapid increase in the possibilities and tools offered to learn through online or internet -based training, traditional education and learning have changed, leading educational institutions to focus on different models of e-learning. E-learning is presented in different modes as blended, flipped, or fully online. As the demand increased, efforts to increase the efficiency of the programs to be offered to participants have been escalated and research towards this end has also gained popularity (2020; Bicen & Demir, Adnan & Boz-Yaman, 2017; Cigdem & Ozturk, 2016; Chinaza et al., 2015; Doe et al., 2017).

Due to its being convenient, flexible and financially more affordable, many universities today are trying to increase the facilities/programs for online education (mixed or fully online)

to meet the growing demand. According to the 2004 report from the Higher Education Accreditation Authority, The British Council (2003) has pointed out that 90% of universities in the UK has designed distance education courses in various fields and levels. According to another report (Allen & Seaman, 2013). 6.7 million students in the United States as of the fall 2012 semester are attending to least one online lesson. When this huge of demand for online learning is considered, the online program that institutions provide or plan to provide must be effective, satisfactory and convenient.

In addition to what the online programs have to offer, tracking retention levels should be an important component of the programs. Croxton in her article (2004), cited from Carr (2000), Chen and Jang (2010), Jun (2005), and Rochester and Pradel (2008), noting that retention in online lessons is much lower than face-to-face lessons. In order to find out why the participants are dropping out of online programs where the demand to join is so high, it is utmost important to explore what factors are interfering. Various variables have been examined in various studies to date such as students' age (Wojciechowski & Palmer, 2005), students' perceptions and expectations (Ilgaz & Gulbahar, 2015) motivation and self-directed learning skills for online learning (Beaten, Kyndt, Struyven & Dochy, 2010), perceptions of skills in using computer and internet (DeTure, 2004; Joo, Bong & Choi, 2000) and students' readiness for online learning levels (Kruger-Ross & Waters, 2013). Among them, the readiness for online learning was given a priority as the variable that directly affects success in online learning (Artino, 2009; Galy, Downey & Johnson, 2011; Kruger-Rose and Waters, 2013).

1.1. Online Learning, Online Learning Readiness and Assessing Online Learning Readiness

Various definitions have been made for online learning so far. Online learning has been described by Caliskan (2002) as 'a learning process in which students engage in learning by reaching a variety of learning sources in a different environment than a traditional learning-teaching environment, and in most cases more an environment that involves more interaction than the traditional classroom environment'. Aoki (2010) described e-learning as 'transforming the teaching and learning process using information and communication technologies and student-centered approaches'.

As mentioned above, online learning has increased accessibility to educational activities and has also provided benefits such as convenience and flexibility. However, being an e-learning literate does not only include being able to reach the ICT (Information and Communication Technology) tools but also being ready to use them, which leads us to readiness for online learning (Yurdugül & Sırakaya,2013). Since 1998, various definitions have been made and many scales have been developed, including different dimensions, to measure readiness for online learning. While Warner, Christie and Choy (1998) define readiness for online learning in 3 steps: 1) students' ability to manage their learning in an online learning environment 2) being preferred to face-to-face learning and 3) student's ability to use computer and internet. A description stated in The Yurdugül and Sırakaya's article belongs to Borotis and Poulymenakou: 'being mentally and physically prepared for some online learning experience and actions'.

The readiness to learn online has been studied in many different dimensions and has been measured with a variety of scales. In 2000 and 2001, McVay designed a scale which included self-directed learning, interpersonal communication skills, academic, control and basic technology skills to measure students' readiness for online learning, and later stated that this scale had a 2-factor structure as "Comfort in an Online Learning Environment".

Watkins (2003) first linked readiness for online learning to having access to technology, the ability to use technology, internet literacy and later in 2004 as a result of a second study (Watkins, Leigh, & Triner) they concluded that the scale should have 6 dimensions as motivation, importance of success, relationships in online learning environments, discussion forums, online groups and videos/sounds in online learning environments. However, the article external stated that external validity could not be analyzed due to technical problems.

Then, *in* 2007, Pillay, Irving and Tones, noted that their scale for measuring "Online Learning Readiness Scale for higher education *students"* was based on 5 different scale studies which were listed as: Osborn (2001) and Muse (2003) – surveys measuring students' absence (name unspecified), Roblyer and Marshall (2002,2003) – The Scale of Predicting Success in Education (ESPI), Smith et al. (2003) and Smith (2005) – Online Learning Readiness Scale and Watkins et et g. (2004) – Readiness for online learning self-Assessment Scale. The finalised version of Pillay, Irving and Tones included 4 dimensions as technical skills, computer self-efficacy, learner preferences and attitudes towards the computer.

This study has used the Turkish version of Hung, Chou, Chen and Own's (2010) 'Online Learning Readiness Scale', which was adapted to Turkish by Yurdugül and Sırakaya in 2013. The scale includes 5 dimensions as self-directed learning (managing your own learning, self-assessing, choosing own learning strategies), motivation for learning (especially intrinsic motivation), learner control (personalizing learning), computer and internet self-efficacy and online communication self-efficacy (Skype, forums, e-mail... etc.).

1.2. Self-directed Learning

A definition that we frequently encounter in studies for self-directed learning was made by Knowles (1975): a process in which the individual evaluates his/her own learning outcomes by choosing and applying appropriate learning strategies, and by choosing human or material resources additionally setting their own learning needs and objectives. As this definition suggests, self-directed learning requires the individual to know his/her needs and strengths, and identifying appropriate methods and strategies to meet his/her needs and/or use them to further support his/her strengths.

1.3. Learner Motivation

Motivation is 'must' element for learning to take place. It is an element that gives the learners the strength to achieve their goals, make more effort. Khan (2009) emphasized that motivation is as important in online learning as it is in in-class learning.

In some studies (Bilgic, Dogan & Seferoğlu, 2011) it has been stated that motivation and success are related and that learning is realized due to interaction between motivational factors and cognitive factors (Pintrich&Schunk,2002; Stefanu & Salisbury-Glennon). Learner motivation supports the performance of the learner in achieving their goals, reinforces learning, makes it easier to recall and store information (Hung, Chou, Chen & Own, 2010).

1.4. Learner Control

In-class environments are the environments that require the student to learn in an orderly fashion. Web-based environments provide the student with flexibility and freedom in terms of following the materials (Hung, Chou, Chen & Own, 2010). This flexibility and freedom gives the learners the opportunity to proceed at their own speed, making their own choices in terms of material selection.

As noted in Merrill (1984), Hung, Chou, Chen and Own's (2010) studies, learners should be given the control of educational materials, so that learners can discover how they learn as a result of their decisions on the selection and use of materials. It is important to examine whether the learners have 'learner control' since the selection of materials might affect the performance

1.5. Computer-Internet Self-Efficacy

As Hung, Chou, Chen and Own (2010) noted, Compeau and Higgins (1995) developed a 10-point scale and mentioning the impact of computer self-efficacy on computer use results, attitudes towards computer use and the ability to use the computer. They also claimed that computer self-efficacy is not being skilled in using computer functions, but the perception of the individual's ability of how well he/she uses a computer to perform any work that needs to be done with the computer. Çelen, Celik and Seferoğlu (2011) concluded the students with a high level of computer self-efficacy is a significant factor in being successful in online learning environments. Relevantly, internet self-efficacy is about the self-belief of how skilled one is in online environments rather than having the skill to complete actions (Yurdugül & Sırakaya, 2013).

1.6. Online Communication Self-efficacy

Because online learning environments do not include continuous face-to-face interaction as traditional learning environments, learners are required to communicate using tools such as chat rooms, email, messaging apps that are integrated into learning platforms. Using these tools helps the learners to maintain communication and ask questions, while ensuring retention and keeping motivation high (Hung, Chou, Chen & Own, 2010).

2. Method and Data Collection Tool

The study was designed as a quantitative study in which the Turkish version (adapted by Yurdugül and Sırakaya, 2013) of *Online Learning Readiness Scale* developed by Hung, Chou, Chen and Own (2010), was administered. The validity and reliability studies were also done by Yurdugül and Sırakaya, 2013. The scale is grouped into a total of 5 factors (Self-directed Learning, Motivation, Learner Control, Computer-Internet Self-efficacy, and Online Communication Self-efficacy) that consists of 18 items. Of the two parts, demographic variables are included in the first part and the scale itself comprises the second part. The scale is a 5-likert scale in which the options range from 'definitely agree' to 'definitely disagree' for each item. The scale was administered by the researchers and it took about 10 minutes for the students to fill-in the scale.

2.1. Purpose and Sub-Goals

The aim of this study is to determine the readiness of English preparatory school students for online learning. Sub-purposes for this purpose;

- What is the distribution of the students' rate of taking courses in an online environment before?
- What is the general statistical distribution of the responses given to the Online Learning Readiness scale to the specific learning dimension?

- How is the overall statistical distribution of the responses given to the Online Learning Readiness scale based on the learning motivation dimension?
- How is the overall statistical distribution of the responses given to the Online Learning Readiness scale based on the learner control dimension?
- What is the general statistical distribution of the responses given to the Online Learning Readiness scale according to the computer-internet adequacy dimension?
- How is the overall statistical distribution of the responses given to the Online Learning Readiness scale based on the online communication self-efficacy dimension?

2.2. Participants

Turkish students, whose face-to-face learning was supported by e-learning tools, at the Near East University English Preparatory School, during the fall semester of the 2019-2020 Academic Year were the participants of this study. Those students who were in their classes at the time of the administration of the scale were included in the study. The group of students who participated in the study consisted of 104 girls and 98 male students who were going to study in various departments of the university.

3. Analysis of Data and Findings

The data was analyzed using the Statistical Package for Social Science (SPSS) 20.0 program. The 5-Likert scale used anchors that ranged from "I strongly disagree"(1) to "I strongly agree"(5). In addition, while interpreting the averages, intervals were determined for each anchor according to Ezin, Bilen Aslan & Altundag's study. Thus each anchor was given these interval values: 'I strongly disagree': 1-1, 80, 'I disagree': 1.81-2.60, 'Not sure': 2.61-3.40, 'I agree': 3, 20.41-4.20, 'I strongly agree': 4, 21-5. As suggested by Aydın and Taşçı (2005) the minimum required average was taken as 3.4.

Table1. Distribution of participants according to gender

	F
Male	98
Woman	104
Total	202

A total of 202 students, including 104 female (51.5), and 98 (48.5) male students, participated in the study, as shown in Table 1.

Table 2. Distribution of participants according to age

	F
18-22	191
22-28	7
28 and above	4
Total	202

When Table 2 is examined, it is observed that the age range of students participating in the study is mostly between 18 and 22 (94.6).

Table 3. Distribution of participants according to their departments

	F
Faculty of Education	19
Faculty of Pharmacy	30
Faculty of Dentistry	2
Faculty of Arts and Sciences	38
Faculty of Economics and Administrative Sciences	33
Faculty of Architecture	8
Faculty of Engineering	37
Faculty of Health Sciences	10
Faculty of Medicine	2
School of Tourism and Hotel Management	2
Faculty of Veterinary Medicine	21
Total	202

When table 3 is examined, it is observed that it is the Faculty of Arts and Sciences (18.8), which makes up the majority of students studying at the preparatory school and participating in the study. Other faculties following this are the Faculty of Economics and Administrative Sciences (16.3) and Faculty of Pharmacy (14.9).

Table 4. Distribution of students who have or have not previously taken any online courses

	N	**Minimum**	**Maximum**	**Mean**
Have you ever taken any online lessons before?	202	1,00	2,00	1.90
Valid N (listwise)	202			

When Table 4 is examined, it appears that most of the participants have never taken any online lessons before (1.90).

Table 5. Distribution of responses given for the 'self-directed learning' dimension

	N	**Minimum**	**Maximum**	**Mean**
I carry out my study plan	202	1,00	5,00	3.52
I seek assistance when facing learning problems	202	1,00	5,00	3.88

I manage time well	202	1,00	5,00	3.36
I set up my learning goals	202	1,00	5,00	3.78
I have higher expectations for my learning performance	202	1,00	5,00	3.73
Valid N (listwise)	202			3.65

Table 5 shows the answers given by participants to questions posed in the self-directed learning dimension of the Online Learning Readiness Scale. When table 5 is examined, it is observed that participants were able to implement their own study plan (3.52), they could ask for support and assistance when faced with problems (3.88), could set their own learning goals (3.78) and had high expectations for their learning (3.73). However, the average of 3, 36 indicates that they had some troubles in managing their time.

Table 6. Distribution of responses given for the 'motivation' dimension

	N	Minimum	Maximum	Mean
I'm open to new ideas	202	1,00	5,00	4.16
I have motivation to learn	202	1,00	5,00	3.67
I improve from my mistakes	202	1,00	5,00	3.66
I like to share my ideas with others	202	1,00	5,00	3.80
Valid N (listwise)	202			3.82

According to the averages obtained, participants are motivated to learn in online learning environment while at the same time willing to share ideas, accept differences in ideas and learn from their mistakes.

Table7. Distribution of responses given for the 'learner control' dimension

	N	Minimum	Maximum	Mean
I can direct my own learning process online	202	1,00	5,00	3.26
I'm not distracted by other online activities (instant messaging, browsing the internet) when learning online	202	1,00	5,00	2.90
I repeated online teaching materials according to my needs	202	1,00	5,00	3.06
Valid N (listwise)	202			3.07

Table 7 shows that participants are not fully sure that they can plan their own learning process online (3.26), they get distracted because of other online activities while following online lessons (2.90), and they are not likely to repeat online teaching materials on their own (3.06).

Table 8. Distribution of responses given for the 'computer and internet self-efficacy' dimension

	N	Minimum	Maximum	Mean
I feel confident with the basic functions of Microsoft Office Programs (Word, Excel, and PowerPoint)	202	1,00	5,00	3.45
I feel confident in my knowledge and skills of how to manage software online	202	1,00	5,00	3.06
I'm confident in using the internet to find or gather information for online learning	202	1,00	5,00	3.58
Valid N (listwise)	202			3.36

When Table 8 is examined, it appears that participants are confident in using Microsoft Office programs (Word, Excel, and PowerPoint) and using the internet to search for information, but are unsure of their knowledge and skills in managing software in online learning environments.

Table 9. Distribution of responses given for the 'online communication self-efficacy' dimension

	N	Minimum	Maximum	Mean
I'm confident in using online tools(e-mail, discussion) to communicate effectively with others	202	1,00	5,00	3.73
I trust myself in expressing myself in written communication (emotions and humor)	202	1,00	5,00	3.85
I'm confident in asking questions in online discussions	202	1,00	5,00	3.75
Valid N (listwise)	202			3.77

When Table 9 is examined, it is observed that students are confident in using online tools to communicate effectively (3.73), that they do not have difficulty expressing themselves in written communication (3.85) and are not low on their confidence in asking questions in online discussion environments (3.75).

Table10. Overview of all dimensions in Online Learning Readiness Scale

Dimensions	Mean
Self-directed Learning	3.65
Learner Motivation	3.82
Learner Control	3.07

Computer-Internet Self-efficacy	3.36
Online Communication Self-efficacy	3.77
Total	3.53

Table10 has an overall average of dimensions for the responses given to the Online Learning Readiness Scale. When these averages are examined, it is observed that the highest average belongs to the learner motivation (3.82). The lowest average belongs to the learner control (3.07).

3. Discussion and Conclusion

The aim of this study is to reveal the level at which students studying at The English Preparatory School during the Fall semester of the 2019-2020 Academic Year at Near East University are prepared to learn online.

The study was designed as a quantitative study which used the "Online Learning Readiness Scale" developed by Hung, Chou, Chen and Own (2010). The scale was adapted to Turkish by Yurdugül and Sırakaya (2013) and reliability and validity of the scale were ensured by the same researchers. The scale consists of a total of 5 dimensions as self-directed learning, learner motivation, learner control, computer-internet self-efficacy, and online communication self-efficacy.

As a result of the question of whether they had taken previous online courses in the demographic part of the study, it is concluded that the students had not taken any online courses before. Their failure to take online courses could significantly affect the student's readiness. Therefore, the fact that students have not taken courses online before eliminated the likelihood that their previous online experience would affect the results of the study.

The study found that participants were unable to provide very confident answers about implementing a study plan, but they were also found to be seeking support when they had learning problems in any way. Participants said they had trouble managing time well, but had high expectations in learning performance as they headed towards their learning goals. Based on the data obtained in this study and the results of Horzum & Kaymak's study (2013) named as "Readiness levels of students learning online, the relationship between the perceived structure and the interaction", it appears that self-directed learning is a factor that affects online learning readiness. Therefore, although there are no very high averages with two of the items within self-directed learning dimension, the fact that the general situation has yielded high results gives hope that the participants' self-directed learning skills can be developed with the correct guidance.

The study revealed that learner motivation had high averages for each item found in this dimension. Saade et al. (2007) noted that intrinsic and extrinsic motivation plays an important role in success in online learning. Likewise, in Hung et al. (2010) study, learner motivation was found to be high, and the researchers concluded that this result is promising since motivation is a key factor in encouraging students to continue learning. High motivation affects learners' attitude no matter what educational environment they are in and becomes a driving force in their progress towards their goals (Vasilevska et al, 2017). Therefore, we can see motivation as the primary factor in online learning readiness.

When the computer-Internet self-efficacy dimension of the Online Learning Readiness scale is examined, although the average for the readiness using Microsoft Office programs (Word, Excel, and PowerPoint)   is very close to the expected average, it cannot be regarded as high.

This leads to a conclusion that is very similar to the conclusion drawn by Tsai and Tsai (2003) that students with low internet self-efficacy might experience difficulties in online learning compared to students with high internet self-efficacy. In addition, participants have low confidence in their knowledge and skills on how to use online learning software. Having the necessary computer and internet use skills and having a corresponding self-confidence in using these is one of the determining factors of success in e-learning, as demonstrated in the work of Çelen, Çelik and Seferoğlu (2011). On the other hand, participants were found to be confident in searching for information using online resources.

Based on the results obtained for online communication self-efficacy of the online learning readiness scale, it is concluded that students are confident in using online tools (e-mail, discussion environments) to communicate effectively, expressing themselves in written communication and in asking questions in online discussion environments. Harris, et al. (2009) emphasized that receiving instant responses, exchanging opinions and involving in discussions are beneficial activities in online learning environments. Hence the results received for this dimension in this study is satisfying.

Lastly, participants' responses have shown that they found managing time for online learning challenging and get distracted by online activities such as instant messaging or browsing the internet. It was also revealed that participants should be guided on managing online learning materials. These results have similarities with the research conducted by Cakir and Horzum (2015) and Demir Kaymak & Horzum (2013). Cakir and Horzum (2015) in their work titled "Examining Teacher Candidates' Readiness to Learn Online in Terms of Various Variables", concluded that the motivation of teacher candidates for learning was significantly higher than the other dimensions and the level of learning control was low. Demir Kaymak & Horzum (2013) stated that learner control is crucial for learners since it leads learners to take responsibility for their own online learning and to manage their own learning process. Wang and Beasley's study (2002) further supports this claim. They found out that students' performance in the tasks given was fundamentally influenced by learner control.

4. Suggestions

When the dimensions are examined based on the data obtained from the study, it can be concluded that students are highly prepared in terms of motivation, online communication self-efficacy and self-directed learning dimensions respectively. Positive results have been achieved in the specific aspect of the study, but it is obvious that students need to receive support in managing time well and implementing a study plan. Additionally, the data obtained in the dimensions of learner control and computer/internet self-efficacy shows that the students' online readiness levels are low. Accordingly, students should be given training on how they can improve them to perform better in online learning activities and platforms. An important point here is these trainings should continue not only once but also throughout the program to keep the retention rates high. As Grow (1991) points out, the ability of a student to manage his learning is directly related to his expertise and familiarity in that field. In addition, Mager (1992) stated that performance improves or decreases depending on self-beliefs. Therefore, the experience and self-confidence to be given to students in the areas where they have weaknesses will lead to a more successful e-learning process.

Research has shown that blended learning yields more effective results than in-class education (Riffley & Sibley, 2004). Similarly, in 2016, Dere and Yalcinalp in their study

named as "Views of Primary Students on Edmodo, an educational online social learning environment" reported that half of the students (50%) said Edmodo (an online learning platform) improved their learning. Learning through a platform already excites and motivates the learners. Therefore, if they receive the necessary support for online learning, the excitement and motivation will result in success as well. Further researches such as this study are needed to reveal in which areas students should be supported to guide not only the student, but also the educators /educational institutions.

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EVALUATION OF DISTANCE EDUCATION PRACTICE IN 2020 COVID 19 PANDEMIC PROCESS

Fatma Miralay[1*]
[1]Department of Teaching Art, Atatürk Education Faculty, Near East University, fatma.miralay@neu.edu.tr
Correspondence: fatma.miralay@neu.edu.tr; Tel.: +90-542-861-47-77

Abstract

As a global pandemic problem, Covid-19 virus has caused huge losses globally and brought about serious change to the human life, especially in the field of education. In order to reduce losses worldwide, several measures have been taken in the fields of health, economy and politics, especially education, in addition to the importance of medicine. The effects of Covid 19, which many experts consider as a global threat, still continue. It is obvious that it will cause a significant change in the following processes. In this time period, it is aimed to stop face-to-face education in the classroom in universities and other educational institutions, thereby maintaining the social distance as much as possible. In this context, education of more than 800 million students was interrupted. This research covers the evaluation of distance education application of universities in TRNC according to student opinions. Qualitative research method was used in the study and the data obtained were explained by the descriptive analysis method.

Keywords: Education, distance education, Covid 19, higher education, TRNC.

1. Introduction

The transition from the 21st century to the information society, and the use of education and technologies in a variety of ways, has been anticipated by experts. Covid 19, which has become a global epidemic since 2020, has been a serious threat in human history. While the Covid 19 epidemic threatened the world at the point of health, it also affected the economies of the country in different directions and brought alternative applications with it (Crawford at al., 2020). For example, almost all international flights have stopped and quarantines have been implemented worldwide. Every country, which has taken security precautions like the foregoing, has ensured the sustainability of the system by making some alternative decisions to maintain its existing management systems.

The proliferation of MOOC and similar systems known as distance education systems continues to be used as a practical training method from past to present. When the literature is analyzed, it is seen that distance education applications started for the first time under the name of Steno Lessons in the United States in 1728. Turkey introduced the application under the name Open University under the auspices of Anatolia University in the '80s (Kilinc, 2017).

Distance education systems, which started to operate with the internet towards the end of the 1990s, later changed towards mobile devices. The implementation of distance education systems is expressed as a practical method for both educational institutions and school administrations (Gunawan, Suranti & Fathoroni, 2020). This system, which is easy to access, has become a fast and interesting media compatible with technology networks. Today, the classical education system is rapidly being replaced by distance education system. Classical

classroom education applications, which have lost their currency with the development of technology, have now become old fashioned. Especially if we consider the concept of lifelong learning, distance education systems will make considerable contributions. Distance education systems, exempt from time and space limits, eliminate the limitations of material and physical conditions.

In this study, it is aimed to evaluate the distance education application applied in two different universities that provide higher education in TRNC after the Covid-19 outbreak, according to student opinions.

1.1. Purpose of the Study

This research aimed to evaluate the effects of the educational environments in the Covid 19 pandemic process in 2020, and accordingly, the application of distance education at the higher education level according to the views of students. Answers for following questions were sought for this purpose:

1. What are the positive aspects of distance education application?

2. What are the negative aspects of distance education application?

3. Would you prefer distance education or classroom education in your future education life? Why?

1.2. Importance of Study

It is possible for students to be academically successful by determining the factors affecting their success. In this sense, the methods chosen in the application of a course play an important role among the factors affecting success. In the research, the effect of distance education method on students, the problems they experienced and how their motivation about the course affected their academic success was found important. This research aims to determine the effect of distance education application on student success, and positive and negative aspects of implementation. It is believed that the results obtained in this context will be decisive in the education and training methods in the future.

2. Method

In this section, information about the model of the research, the universe and sampling, data collection tools, data analysis and interpretation are included.

2.1. Research Model

In this research, which was conducted using qualitative data collection techniques, semi-structured interview technique was used.

2.3. Study Group

Purposeful sampling method was used to determine the study group of the study. Accordingly, a total of 30 students studying at different levels of two different universities in the TRNC constituted the study group of the research.

2.4. Data Collection Tool

In this study, a semi-structured interview form was developed by the researchers in order to evaluate the distance education practice according to the opinions of the students. In order to prepare the interview form for distance education applications, the literature was reviewed firstly and the current situation was tried to be determined.

2.5. Implementation

The application of the study was carried out on 30 students who took courses in distance education (Moodle) at two different universities in the spring term of 2020 academic year. Accordingly, in the implementation of interview questions, interviews were made with the students through the moodle system. Each student answered the questions in the interview form with the voice response method and their opinions were recorded.

2.6. Analysis of Data

Qualitative data analysis was performed on the data obtained at the end of the application. In the interviews conducted with the students through the Moodle system, sound recordings were listened and the interview forums were analyzed in depth. The answers to each of the three questions asked in the interview form were divided into pieces according to the students. Themes were created on the separated answers. These themes were categorized and coded. Opinions of 30 students were compared and evaluated on the themes prepared.

3. Findings

In this section, the findings obtained from the opinions of students at higher education level regarding distance education application in Covid 19 pandemic in 2020 are given. Accordingly, the findings obtained from student views are organized and presented according to the sub-objectives of the research.

3.1 Students' Views on the Positive Aspects of Distance Education Practice

In the research, besides the opinions of students about the positive aspects of the Moodle system within the scope of distance education application, it was aimed to determine the effect of the application on their academic success. While determining the opinions of the students on the subject, the functionality of the application was tried to be identified. The qualitative data obtained from the research was organized by analyzing, and themed and listed in Table 1, ranging from high to low frequency.

Table 1. Students' Views on the Positive Aspects of Moodle System Application

No	Code	f
1	Economic	9
2	Practical	7
3	Allowing repetition	5
4	Timing	4
5	Visual attractiveness	2
6	Homework system	2
8	Positive motivation	1
Total		30

According to the data presented in Table 1, student views are supported by direct quotations and interpreted below.

Almost all of the students participating in the research stated that distance education is economical. Students stated that they found distance education economical in terms of factors such as transportation to school, stationery expenses and personal needs. Secondly, the students stated that the distance education system is practical. They said that there were no problems such as getting up early in the morning, traffic, being late to class, carrying

textbooks, taking notes, and they also argued that it was much easier to connect to the course from their homes instead. Some of the students stated that the opportunity to listen to the lesson repeatedly is very important which had a positive effect on their academic success. They stated that the subject explained could be forgotten after the class ended in the classroom environment, but they underlined the importance of listening to the subject whenever they wish through the Moodle system. Another group of students, who said that the timing issue was also important, mentioned the possibilities of listening to the lesson at any time if they miss the lesson from their normal time. On the other hand, a group of students stated that the richness of the visuality with the opportunity created by the technology tools makes the distance education attractive. Another group of students stated that it is easier and more permanent to upload the given assignment to the system and that they are not exposed to situations such as loss or tear. Some students stated that the use of technology positively affects the course topics. They said that it was especially exciting for them to be able to attend the class outside the home environment, as well as to connect to the class over the phone.

"*I think distance education is very economical because I don't spend money on school. For example, I go to school every day from "Güzelyurt" area, I used to give a lot of gas money, now I don't spend money like this*". (S.23)

"*In the past, when I was listening to the class in the classroom, I could miss some topics, but now the lesson is being recorded and I can enter it and listen to it again and again whenever I want*". (S.15)

"*I used to print my homework on paper before the pandemic, sometimes it would wear out or get lost, but now I write on the computer and upload it to the system immediately. Less possibility to get lost or make mistakes than before*". (S.7)

"*I love to use computers and electronics, now all our lessons have been through the computer and I think it's fun to be this way, and it motivates me more than classroom environment*". (S.29)

Table 2. Students' Views on the Negative Aspects of Moodle System Application

No	Code	f
1	Internet Connection	10
2	Virtual communication	6
3	Socializing	4
4	Negative motivation	3
5	Application	3
6	Difficulty of control	1
7	Learning difficulty	1
8	Feedback	1
9	Timing	1
Total		30

According to the data presented in Table 2, student views are supported by direct quotations and interpreted below.

The vast majority of students participating in the study stated that they had internet connection problem. All of the students complained that they experienced connection problems from time to time, that they could not catch the lesson on time and failed to participate in the activities within the lesson. Emphasizing that another important issue is not being able to be face-to-face with the teacher, the students stated that the absence of situations such as art, communication, facial mimics or expressions affects them negatively. The students stated that it is much more impressive to see the presence and hear the voice of the teacher in the classroom. A group of students, on the other hand, said that there was no socialization they had caught in the school environment, and attending classes in the home environment made them lonely over time. It was also stated that occasional connection problems and inability to see the teacher live affect the students negatively who experience a motivation disorder. Some students criticized the delivery of the classes over the Moodle system and not in the workshop setting. The students underlined that it is ideal to perform one-to-one practical lessons by observing, hearing and feeling, and that this opportunity is extremely weak through the distance education system. In the answers to be given about the course over the internet, students who experienced difficulty in control and learning difficulties stated that these two conditions follow each other and they have difficulties especially in crowded courses. Some students said that the question-answer method was difficult and that the teacher was not able to give feedback until it was too late due to problems such as connection or voice. Two students, on the other hand, stated that the possibility of doing different things in the timing of class participation disappeared and they entered an environment of obligations.

"The biggest problem I have while connecting to the course is the internet disconnection or similar issues. From time to time, I had problems in hearing the voice of the teacher or the connection was lost". (S.19)

"I think distance learning is boring because I couldn't see my friends at all. We used to sit in the cafeteria and chat or talk after school. Now I think looking at the screen alone at home is very bad". (S.9)

"The worst part of distance education is not being able to communicate with the instructor as in the classroom. Because the teacher constantly lectures on the record and I cannot ask the question I want due to the internet connection or crowded environment and get answers "(S.2)

"We used to do drawing lessons in the workshop, now it is very difficult to do drawing lessons from a distance. Drawing lessons should be in the studio workshop, when the teacher draws we have to see him and we have to draw accordingly". (S.25)

Table 3. Students' Opinions Regarding Their Choices Between Moodle System and Classroom Environment

No	Code	f
1	Face-to-face education	13
2	Distance education	7

3	Both	5
4	Mostly face-to-face	3
5	Mostly distance	2
Total		30

According to the data presented in Table 3, student opinions are supported by direct quotations and interpreted below.

In this part of the study, all participants stated that they preferred face-to-face education to distance education. Based on the negative aspects of distance education, students said that face-to-face education was more efficient. They highlighted that the face-to-face conversation and the interactive classroom environment facilitate learning, especially with the responsible lecturer. Some students said that they preferred distance education to the classroom environment and the lesson became more attractive with the use of technology. Accordingly, students also added that their practical lessons, visual diversity and economic status facilitate education. On the other hand, a group of students stated that some of their courses could be distant in the four-year education period, and that they preferred the practice and similar courses to be delivered in the classroom environment. When the opinions of a small group of students were examined, it was observed that they wanted to blend the classroom environment with distance education. On the contrary, another group of students said that they wanted the classroom environment to be heavily implemented and distance education should be a limited alternative in the education system.

"I would definitely prefer face-to-face education, because I would understand the lesson better in the classroom environment, and seeing the instructor and being in contact with him would motivate me better for learning". (S.3)

"I prefer the distance education application to the classroom environment. Because this application is more comfortable, I can connect to the lesson from home or anywhere I want. I think it's very nice". (S.17)

"I think both applications should continue. For example, workshop lessons can still be in the classroom, and some of the other theoretical lessons can be taught through distance learning". (S.30).

4. Discussion and Conclusion

In the research, in the Covid 19 pandemic process, which was experienced in all over the world in 2020, the distance education (Moodle) application implemented by educational institutions as an alternative in order to avoid loss of learning was evaluated. In addition to the pandemic process experienced in the world, with the development of technology, adaptation has been possible to distance lesson applications, which have become widespread in education in this process. This system, which is evaluated according to the opinions of the students within the scope of the research, has been determined to be both advantageous and disadvantageous in close proportions (Kurtuncu & Kurt, 2020).

This study, which examines the positive and negative aspects of distance education applications and how it should be in future education experiences, handles a current topic in the field of study. When considering the 21st century living conditions, it is obvious that education on the internet is a more advantageous system compared to the traditional education approach.

When the results of distance education application are examined in the research, it can be said that students are not yet clear about the distinction between distance education and traditional approach. Some students found this application, which they experienced for the first time, economical, less costly, providing opportunity to repeat courses, practical, current, and interesting. The fact that the problems experienced in situations such as transportation to school, being late for class and taking notes while listening to the lesson were not experienced in the internet environment motivated them positively. Considering routine living conditions in daily life, distance education is considered to be more advantageous in terms of traffic, transportation, cost of life and the like (Umek, et al., 2015). A different view is stated that distance education disconnects students from their social environment and reflects not only academically but also as a negative effect on personality development (Karael & Klema, 2006).

When the opinions about the negative aspects of the application of distance education were examined in the research, it was determined that this focused on the problem of internet connection. Access becomes difficult due to internet infrastructure problems in the country. In this case, it can be said that providing internet packages for students by school administrations will facilitate the situation (Carsewell et al., 2000). In another finding, it has been determined that students who are disconnected from their social environments suffer from serious motivation disorders. Students who broke off in the school environment stated that they experienced feelings of loneliness and burnout (Miltiadou & Savenye, 2003). Interaction in the social environment, which is considered as a motivation and driving force in education, gives serious impetus to academic success. In addition, it was determined that there were serious problems in receiving instant feedback, control, asking for the floor, and performing applied workshop lessons, and it has been found out that it complicates student motivation and learning. Some of the students remained reluctant to the subject who stated that they think that the future education model should be equally distant and traditional. This suggests that they are not ready for this new system that has just been implemented and that they have difficulty in adaptation. However, considering today's living conditions, the integration of technology into our lives is inevitable. As a result, it is obvious that education systems will develop rapidly in this direction and that the adaptation of new generation youth will become an obligation.

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REFLECTION ON 21ST CENTURY COMPETENCES, SMART LEARNING ENVIRONMENTS, AND DIGITALIZATION IN EDUCATION

Ebba Ossiannilsson[1*]

[1]Swedish Association for Distance Education, International Council for Open and Distance Education
(ICDE) OER Advocacy Committee ebba.Ossiannilsson@gmail.com
[*] Correspondence: ebba.Ossiannilsson@gmail.com ; Tel.: +46-709-954-448

Abstract

We are facing unprecedented social, economic, and environmental challenges due to accelerating globalization and the rapid pace of technological development. Nonetheless, these forces offer us countless new opportunities for human progress. The future is uncertain, and we cannot predict it, but we must be open and ready for it. After Covid-19, the "new normal" will be characterized by change, reorientation, and sustainability. Both studying and working have quickly changed in form, requiring digitalization and digital competence in both individuals and organizations. It has become evident that the digital revolution concerns people and their habits, behaviors, and attitudes in using the new technology. Moreover, there is a need for innovative pedagogy, and a move to curricula 4.0, which are aligned with the 4th Industrial revolution, which change the way we live, work, communicate, perform, relate, and also the way we learn, and new perspectives on quality and its effects. Online innovative education will be a strategic priority at every institution. This conceptual article is based on the current discourse on the reflection and rethinking of 21st century competences, smart learning environments, and digitalization in education. The author has provided examples of the ongoing debate. The article's focus on the future of education is based on her own research and perspectives. The discussion is centered on the OECD report on the future of education and skills, Education 2030, and the UNESCO initiatives in the OER Recommendation and the Futures of Education - Learning to Become.

Keywords: Covid-19, ecosystem, futures of education, OER Recommendation, new normal.

1. Introduction

We are facing unprecedented social, economic, and environmental challenges due to accelerating globalization and the rapid pace of technological development. Nonetheless, these forces offer us countless new opportunities for human progress. The future is uncertain, and we cannot predict it; but we must be open and ready for it. The children who go to school in 2018 will be young adults in 2030. Schools must prepare them for jobs that have not yet been created, for technologies that have not yet been invented to solve problems that have not yet been foreseen. It will be a shared responsibility Seizing opportunities and finding solutions will require sharing responsibility. To cope with this uncertainty, pupils will need to develop curiosity, imagination, resilience, and self-regulation; they will need to respect and appreciate the ideas, perspectives, and values of others; and they will need to cope with failure and rejection but move forward in the face of adversity. Their motivation will be more than lucrative employment. They will also have to care for the well-being of their friends and

families, their communities, and the planet. The role of education will be to equip learners with the interest, determination, and skills they need to shape their own lives and contribute to the lives of others.

The crippling effects of Covid-19 on education systems around the world have been staggering. At the peak of the disruption in April 2020, more than 1.6 billion students were affected, which was 91% of all students in the world. The scale of this disruption exceeded anything experienced in the pandemic period. Because millions of students were affected, the demand for online learning skyrocketed (UNESCO, n.d.). The consequences are being debated and discussed worldwide. Different scenarios have been predicted. Because the aftermath of this crisis is unpredictable, higher education institutions need a response framework that will be applicable both now and in the future. They need to prepare for an intermediate transition phase and to make their institutions sustainable in the long term by rethinking learning and reducing risks (DeVaney, Shimshon, Rascoff, & Maggioncalda, 2020; Ossiannilsson, 2020). In the emergency phase, there were no excuses for halting continuous learning. During this phase, the need to reflect on and rethink 21st century competences, smart learning environments, and digitalization in education became increasingly obvious. It has become clear that it is not possible to return to what was previously considered normal. The new normality after Covid-19 will be about change, reorientation, and sustainability (Ossiannilsson, 2020). It has been shown that the digital revolution is about people and their habits, behavior, and attitudes in relation to not only the use of new technology but also the need for innovative pedagogy and curriculum 4.0 in facing global challenges. Online education will be a strategic priority in every institution. A sustainable society requires access to digital platforms and the promotion of flexibility in learning to help our students grow and develop. The decisions taken today within the framework of Covid-19 will have long-term consequences for the future of education. These decisions must be based on a humanist vision of education and development within the framework of human rights. Such decisions will enable us to prepare for the OECD (2020) Learning Compass and the UNESCO (2019) initiative, which goes beyond the Sustainability Goals (SDG) agenda for 2030 and targets the Futures of Education - Learning to Become, which are the focus of this conceptual article.

2. Method

This conceptual article is based on the current discourse on reflecting on and rethinking 21st century competences, smart learning environments, and digitalization in education. The content of this article is based on a presentation by the author at the ICIER2020 conference on the same topic. The article's focus on the futures of education and is based on her own research and perspectives. The author has provided examples of the ongoing debate, which, however, do not always represent official perspectives. Moreover, the article does not provide a comprehensive review of developments in the field or events across the globe.

3. Results

3.1. Futures of Education and Skills 2030

OECD (2018) has been working on a learning framework for 2030, which offers a vision and guiding principles for the future of education systems, which, however, are not prescriptive. The learning framework for the OECD project Education 2030 was co-designed by government representatives and a growing community of partners, including innovative leaders, experts, school networks, school leaders, teachers, students, youth groups, parents, universities, local organizations, and social partners. Two questions were considered:

- What knowledge, skills, attitudes, and values do the students of today need to thrive and shape their world?
- How can educational systems effectively develop knowledge, skills, attitudes, and values?

The OECD (2020) framework was built on a common vision for Education 2030, which is aimed to help each learner develop as a whole person, to realize his or her potential, and to contribute to building a common future based on the well-being of individuals, communities, and the planet. Children entering schools today must be responsible and empowered. They must place collaboration over division and sustainability over short-term gain. In an increasingly volatile, uncertain, complex, and ambiguous world, education can make the difference between people successfully facing challenges and being defeated by them. In an era marked by a new explosion of scientific knowledge and a growing number of complex social problems, it is appropriate that curricula evolve—perhaps in radical ways. Their attitudes toward others, including those who are differently abled, will be crucial in building a sustainable global society. The core dimensions are as follows:

- New solutions in a rapidly changing world
- Broader education goals: Individual and collective well-being
- Learner agency: Navigating a complex and uncertain world
- Broad set of knowledge, skills, attitudes, and values in action
- Competencies that transform our society and shape our future
- Design principles for moving toward an eco-systemic change

These dimensions reflect the UNESCO (2019) initiative, Learning to Become, which is aimed at rethinking education and shaping the future. The initiative has catalyzed a global debate on how knowledge, education, and learning need to be reimagined in an increasingly complex, uncertain, and precarious world. The initiative is also aimed at developing everyone's potential to become the best they can be.

Furthermore, the OECD Learning Compass 2030 is an evolving learning framework based on an ambitious vision of the future of education. It provides points of reference for the future regarding individual and collective well-being. The metaphor of a learning compass was adopted to emphasize the need for students to learn to navigate independently in unfamiliar contexts (Figure 1).
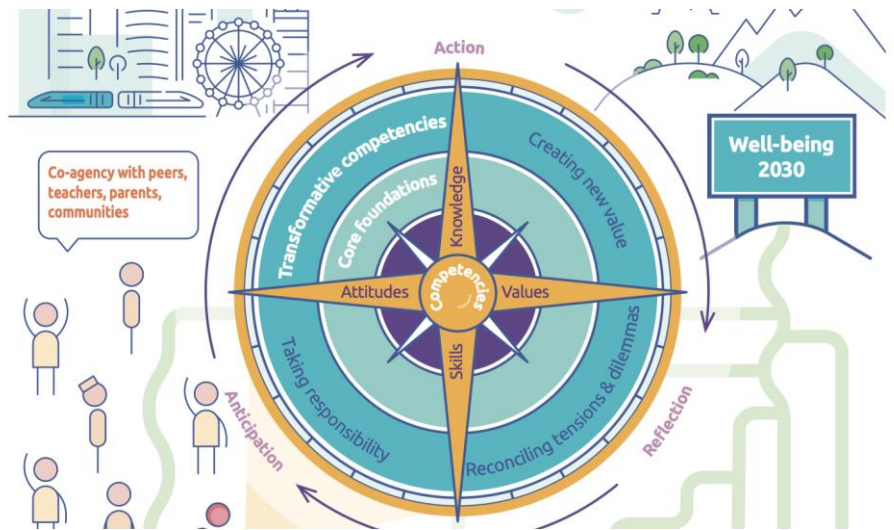
Figure 1. OECD Learning Compass

The framework provides a comprehensive vision of the types of competences that students will need in 2030 and beyond. It also aimed at developing a common language and understanding that are globally relevant and informed, while providing space to adapt the framework to local contexts. The components of the Learning Compass include core principles, knowledge, skills, attitudes, values, and transformative competences as well as a cycle of anticipation, action, and reflection. The concept of student representation is central, as the Compass is a tool that enables students to orient themselves while enacting their sense of purpose and responsibility while they learn to positively influence the people, events, and circumstances around them. The Learning Compass 2030 is neither an assessment framework nor a curriculum framework. It recognizes the intrinsic value of learning by elaborating a wide range of learning within a broad structure. It recognizes that learning does not only take place in school. The concept of social well-being has changed over the years to encompass much more than economic and material well-being. Although there may be many visions of the future, the well-being of society is a common goal.

3.2. OER Recommendation

In the autumn of 2019, a milestone was reached when almost 200 countries worldwide adopted the UNESCO OER Recommendation, which was preceded by a series of declarations and initiatives on open education in the 20 years since the concept of OER open education was first presented in 2002 (Ossiannilsson et al., in press; UNESCO, 2019). The Recommendation will contribute to the development of open and inclusive knowledge societies and to the realization of the United Nation Sustainable Development Goals, particularly SDG4, which are aimed at high-quality inclusive and equitable education and lifelong learning opportunities for all.

The OER Recommendation also addresses other SDGs, including SDG 5 (gender equality), SDG 9 (industry, innovation, and infrastructure), SDG 10 (reducing inequalities within and between countries), SDG 16 (peace, justice, and strong institutions), and SDG 17 (partnerships

in achieving the goals). The most recent definition of OER is included in the UNESCO OER Recommendation, as follows:

OER is learning, teaching and research material in any format and medium […] in the public domain or subject to copyright and published under an open license, allowing free access, reuse, re-use, adaptation and redistribution by others.

The Recommendation goes beyond mere resources and materials. It covers five areas in particular: (i) building the capacity of stakeholders to find, reuse, create and share OER resources, (ii) developing supportive policies, (iii) ensuring full and equitable access to quality OER, (iv) promoting the creation of sustainable business models for, OER and (v) facilitating international cooperation (Figure 2).

Build	Build the capacity of stakeholders to find, re-use, create and share OER
Develop	Develop supportive policy
Ensure	Ensure inclusive and equitable access to quality OER
Nurture	Nurture the creation of sustainability models for OER
Facilitate	Facilitate international co-operation

Figure 2. The five areas in the UNESCO OER Recommendation

4. Conclusion and Recommendations

Today we are at a crucial moment in history. The crisis of the Covid-19 has led to a paradigm shift in how learners of all ages access learning worldwide. It is therefore more crucial than ever that the global community comes together to promote universal access to information and knowledge through OER. The global education community continues to face the great challenge of providing interactive and motivating educational experiences during school and university closures. OER have never been needed as urgently and comprehensively as they are today.

Through open education, appropriate and meaningful educational opportunities can be offered to every individual at every stage of life and career, including access to content, courses, support, assessment, and certification in ways that are flexible and take into account different needs. Barriers, such as those of access and cost, are reduced or eliminated. However, open education is complex, and the ecosystem in which it takes place must be considered (Cape Town Open Education Declaration, 2007, 2017). Huang et al. (2020) conducted a comprehensive review of the definitions of Open Educational Practice (OEP) in the literature.

Based on these definitions, the authors identified the following five conditions that be present in OEP practices: OER Open Teaching; Open Collaboration; Open Assessment; and Enabling Technology. Huang et al. (2020) emphasized that in OEP, students are encouraged to learn in a flexible way. OEP includes scientific practices that are participatory, cooperative, and innovative, going far beyond OER. Its adoption requires a radical change in mindset, attitudes, and values, requiring a culture of openness, which is crucial in achieving the UNESCO UN Agenda and Education for all 2030 (Ossiannilsson, 2018, 2019, 2020). Both initiatives by OECD and UNESCO promote all aspects of human rights, social justice, and diversity. It is time for the international community to recognize the fundamental importance of education in achieving all 17 SDGs and for educational institutions to support achieving them worldwide. In the renewal of education, human interaction and well-being must be priorities. It is also time to embrace the ecosystem of learning. Therefore, education, learning, and competences must be reconsidered and shaped to meet the global challenges ahead in 2030 and beyond.

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EVALUATION OF THE EFFECT OF DISTANCE EDUCATION ON CHILDREN IN PRE-SCHOOL PERIOD: PARENTAL VIEWS

Kezban Ozgem[1], Sebnem G. Kan[2,*] Sermin Kuset[3], Emine Şaşmacıoğlu[4]

[1]PhD Student, Atatürk Faculty of Education, Near East University, North Cyprus, Mersin
10 Turkey. kezbanozgem@gmail.com
[2]Department of Preschool Teaching, Atatürk Faculty of Education, Near East University, North
Cyprus, Mersin
10 Turkey. sebnem.guldal@neu.edu.tr
[3]PhD Student, Atatürk Faculty of Education, Near East University, North Cyprus, Mersin
10 Turkey, serminkuset@gmail.com
[4]Master Student, Atatürk Faculty of Education, Near East University, North Cyprus, Mersin
10 Turkey emine.sasmaci@gmail.com

Correspondence: sebnem.guldal@neu.edu.tr

Abstract

This research is aimed to investigate the effects of distance education on preschool children. In this study, in order to investigate the effect of distance education on children by the parents of children going to the preschool institution, a case study based on qualitative data made with semi-structured interview technique was analyzed by content analysis method. The work carried out during the epidemic of COVID-19 experienced in 2019-2020 was discussed remotely with the parents of children in preschool education, which went to public and private schools. The participants are made up of 34 parents, but the majority are women. The majority of the children whose parents were evaluated in the study were found to be boys between the ages of 4-7, and went to private school. Other results obtained in the study were found that distance education is not sufficient in terms of supporting the development of children, it does not provide an advantage for children to learn, and the biggest disadvantage is that there is no interaction between the child and the teacher. It has been determined that the dimension of distance education that can be considered as an advantage in the pandemic process is that it provides access to the lessons taught and gives the opportunity again.

Keywords: Child, parent, preschool period, preschool education, distance education, Covid-19.

1. Introduction

Child is defined as a continuous development entity (Altınköprü, 2013). In the United Nations Convention on the Rights of the Child, the concept of children defines every person who has not completed the age of eighteen as a child (Şirin, 2011). Yörükoğlu defines the child as being able to show rapid changes in addition to his own characteristics (Yörükoğlu, 2011). Considering all definitions, it is reported that the child is quite different from adults, so the behavior towards the child should be different from adults (Connected, 2003).

Although parents have a very important place in children's lives, the family, which is the beginning of their first learning, is a prerequisite for social skills and behaviors to be acquired in school (Tavıl & Karasu, 2013). Parent-child relationship consists not only of biological

closeness, but also psychological and social relationships between each other, and it is a combination of parent-specific behaviors, emotions and expectations of the parent (Sharma, 2012). Establishing healthy communication between the parent and child provides the child's positive personality development, but it is the basis for the child to establish positive relationships with others (Kandır & Alpan, 2008; Sener & Karacan, 1999). In this context, the relationships between parents and children are very important (Cıftcı & Bal, 2015; Dam, 2008; Engin, Özen Bayoglu; 2009; Keceli-Kaysılı, 2008; Kutluca & Aydın, 2010).

The preschool period, which is described as the beginning of the educational life of the child, develops rapidly in various developmental areas such as cognitive, mental and language in order to realize children's learning in the most permanent way (Oktay, 2002; Secure & Ak Akyol, 2014; Sever, 2013). It is the most important place that aims to systematically social, emotional and cognitive development of children after In this context, distance education is defined as "realized in environments where teachers and students are separated from each other in terms of time and space" (İsman, 2008). Distance education is stated as the support of traditional education by offering a wide variety of learning environments with technological developments and the opportunity to provide sufficient and high quality virtual classroom environments with higher efficiency than the traditional education system (Usun, 2006). Covid 19 defines it as "Serious Acute Respiratory Syndrome-Coronavirus-2" by the World Health Organization (WHO). In this context, covid-19 epidemic also preserved the social distance, as well as all the regulation aimed at preventing infectiousness, as well as the transition to distance education in education (Yamamoto and Altun, 2020). When the literatures are examined, it is observed that there is no study related to distance education in preschool education and there are studies related to the use of technology in preschool education their families (Bronfenbrenner & Morris, 2006).

In preschool period, children are interested in researching and exploring, and they mostly meet their curiosity through the game, and as their access to technology that offers visual richness and rapidly developing technology becomes easier, they have started to meet their game needs with technological tools (Kabakcı & Ozdengul, 2011). Technological tools, which are very interesting for children, have been moved to educational institutions and provided a rich stimulus in education and training environments (Arı & Bayhan, 1999). In many studies conducted in preschool education, the use of technology has positive effects on children's learning and increases motivation (Cakıroglu & Taskın, 2016; Huffstetter, King, Onwuegbuzie, Schneider & Powell-Smith, 2010; Kocaman-Karoglu, 2016; Şahin, 2006; Wolgemuth et al., 2011). With the development of technology, education and training also change in the concepts of time and space.

In this context, distance education is defined as "realized in environments where teachers and students are separated from each other in terms of time and space" (Isman, 2008). Distance education is stated as the support of traditional education by offering a wide variety of learning environments with technological developments and the opportunity to provide sufficient and high quality virtual classroom environments with higher efficiency than the traditional education system (Usun, 2006). Covid 19 defines it as "Serious Acute Respiratory Syndrome-Coronavirus-2" by the World Health Organization (WHO). In this context, covid-19 epidemic also preserved the social distance, as well as all the regulation aimed at preventing infectiousness, as well as the transition to distance education in education (Yamamoto &Altun, 2020). When the literatures are examined, it is observed that there is no study related to distance education in preschool education and there are studies related to the use of technology in preschool education.

For this purpose, descriptive content analysis will be carried out in the qualitative research method to examine the Effects of Distance Education on Preschool Children with Parental Views. For this purpose, answers to the following questions were sought:

1. What is the Social-Demographic distribution of the parents?

2. What are the parents' thoughts on distance education?

3. What are the advantages of distance education?

4. What are the disadvantages of distance education?

2. Method

This study was designed as a qualitative study to determine the effect of distance education on children with parents' opinions and to present them in detail, and case study method was used. In this research, a holistic single case pattern, one of the case study patterns, was used. The holistic single state pattern is used by Yıldırım & Şimşek (2015) in three ways when there is a single unit of analysis (an individual, an institution, a program, a method). Firstly, if there is a well-formulated theory or method in the environment, it can be used to confirm or refute it. Secondly, a holistic single state pattern can be used to study extreme, contradictory or unique situations that do not comply with general standards. Finally, a holistic single state pattern can be used where no one has ever worked or reached before. The study of such situations is defined in terms of the emergence of a certain subject previously unknown to future researchers and as a basis for or guiding future research "(p. 326). The case study aims to take into account the in-depth, natural environment and complexity of the event (Puch, 2005) and provides the opportunity to examine, understand, and provide information about the relationship on the participant or society without interfering with an event (Akar, 2016).

2.1 Data Collection

This study has followed a path to bring the purposeful sampling situation to a faster and easier accessibility. 34 parents participated in the study, whose children went to the institutions of preschool education. Female parents constitute the overall study. Demographic information about parents is given in Table 1.

2.2 Data Collection

This study was carried out by obtaining the necessary permissions from the Ministry of National Education and Culture for the implementation of the semi-structured interview form prepared by the researchers, and a semi-structured questionnaire developed by the researchers was created. Semi-structured interview questions do not allow the researcher to ask the other party to the questions he / she has previously determined and to shift to other branches with the answers received (Karasar, 2005; Yıldırım & Simsek, 2004). By examining the writings of the semi-structured interview form, care was taken not to be multi-dimensional so as not to create a clear and aimless question burden on individuals, which can be understood as easily as possible. The interview form prepared by the researchers was shown to 3 field experts and their opinions were subjected to the experts. The statements in the interview form consist of 8 questions prepared for distance education in pre-school education. Due to the situation on the curfew that we were in during the research pandemic, questions were prepared in Google

form, and Google drive prevented the loss of data by writing down the qualitative data obtained by the responses uploaded and analyzed by content analysis method. During the interviews, the data recorded in Google Drive was analyzed and numbered interviews were created by giving numbers, and the records and transcripts were given to an expert in the field and the control of the wrong or missing sections was provided. After the interview transcripts of this study were made, the data obtained from the participants were analyzed in detail and divided into sections, sections were named and coded by creating meaningful integrations. After all the data was coded, the researchers created a code list, which provided quite a lot of convenience in the study and editing of this data and served as a key list for the researchers. Later, the necessary adjustments were made by the researchers by reading the coding keys and interview transcripts separately, discussing the issues of consensus and disagreement. The security calculation for the themes created was calculated using the reliability formula of Miles and Huberman (1994). As a result of this calculation, the reliability of the study was calculated as 92% for the first question and 100% for the second question and 96% for the second. Over 70% of the reliability calculations are considered reliable for research (Miles & Huberman, 1994). As a result of the data obtained here, it has been accepted as reliable for the study, and the codes coded by the researchers are based on the arrangement of the data according to the codes and themes in reaching themes.

2.3 Data Analysis

Descriptive analysis technique was used to analyze the data. In the technique of descriptive analysis, the data are evaluated according to the previously determined themes and the results obtained are edited and interpreted. The data obtained in the descriptive analysis are summarized and summarized under the pre-determined titles (Yıldırım & Şimşek, 2018).

3. Result

The themes obtained from the opinions of the participants were tabulated together with their frequency distributions and interpreted.

In this study, it was aimed to evaluate the effect of distance education on preschool children. For this purpose, the findings obtained from the parents are given in Table 1.

Table 1. Socio-Demographic Characteristics of Parents

	N	%
Gender		
Women	31	91,2
Man	3	8,8
Parent's Age		
29 and under	1	2,9
30-34	19	55,8
35-39	11	32,3
40-44	3	8,8
Education Status		
High School	3	8,8
Undergraduate	24	76,6

Graduate	6	17,6
Doctorate	1	2,9
Occupation		
Military personal	1	2,9
Banker	2	5,8
House wife	1	2,9
Public relations and advertising	2	5,8
Graphic artist	1	2,9
Operator	2	5,8
Officer	3	8,8
Clinical psychologist	1	2,9
Architect	2	5,8
Accounting	1	2,9
Engineer	1	2,9
Musician	1	2,9
Teacher	11	32,4
Instructor	1	2,9
Sales manager	1	2,9
Assistant	1	2,9
Doctor	1	2,9
Lawyer	1	2,9
Occupation in Pandemic (Epidemic) Period		
Active	11	32,4
Passive	23	67,6
Number of Children		
1	22	64,7
2	11	32,4
3	1	2,9
Marital Status		
The married	33	97,1
Single	1	2,9
Child Age		
0-3 years	8	23,5
4-7 years	26	76,5
Gender of the Child		
G	16	47,1
B	18	52,9
Pre-School Institution		
Private	29	85,2
State	5	14,7

As seen in Table 1, the socio-demographic characteristics of the parents who participated in the study were examined, it was found that 91.1% of the parents were women, the majority of the participants were between 30-39 years old, and 66.6% of the parents were at the level of undergraduate education. When the professions of the parents are examined, it is determined that while there are many occupational groups, 32.4% of the teachers are teachers. It is remarkable that 64.7% of the professions in the profession during the pandemic

period participated in the study. According to the information received from the parents, 64.7% of them were found to have a single child, while 97% of the participants were among the findings of the study in which they were married. As a result of the research about the child, 55.8% of the children are between the ages of 4-7, and the gender of the child is among the findings that 52.9% are boys and 85.2% are going to private school.

Table 2. Thoughts on Distance Education

Themes	N	%	
Useful, Efficient	4	11	
Enough	10	29	
Compelling	7	20	
Not Enough	12	35	
No	1		3

In the study, it was found that distance education is not sufficient for children in terms of what the thoughts about distance education are, and it is sufficient for directing children and families in the participants who are close to the majority. Findings obtained from parental opinions are given in Table 2.

P2: "I think it is not enough, all the responsibility is left to the family, and since it is not in the same environment with its teachers and friends, a full efficiency cannot be obtained both socially and academically."

P15: "I think that distance education is not sufficient due to the children not seeing the teacher while not contributing to the education, and not being in the school environment, there is a low motivation after a while."

P4: "Having difficulty adapting in a challenging home environment."
P6: "It is sufficient according to our current situation, but it cannot be compared with the classroom environment."

P 27: "I have no idea about distance education."

P 30: "I find it very useful.

Table 3. Advantages of Distance Education

Themes	N	%
Responsibility Awareness	3	9
Quality time with the parent	4	12
To give the opportunity again	8	24
Being active in education	6	18
Course related equipment	1	3
No advantage	12	35

In the study, the advantages of the distance education process were evaluated. While it is determined that 35% of parents have the idea that distance education is not an advantage, an important finding that comes to the fore is that it gives an opportunity to give the opportunity again in terms of being traceable at a rate of 24%. Findings obtained from parental opinions are given in Table 3.

P2: "I think it has no advantage, I am of the opinion that it can only facilitate the exchange of information when the school is open."
P12: "I don't think it has an advantage in younger age groups."
P21: "Even though he couldn't go to school, he learned that he had responsibilities to do."
P9: "Spending quality time with the child can be said as an advantage."
P25: "It exists, the child does not stay away from the lessons and repeats."
P11: "We have seen the training materials used by teachers."

Table 4. Disadvantages of Distance Education

Themes	N	%
Focus problem	8	24
The problem of socializing	3	9
Effects of the home environment	8	24
Interaction trouble	13	38
Technological troubles	1	3
Yok	1	3

In this study, the disadvantages of the distance education process were evaluated. According to 38% of the participants, the finding of low interaction between teacher and student was found. With the rate of 24%, the problem of focusing children during the lesson, loss of motivation and the effects of the home environment according to 24% of the parents are the important results of the research. Findings obtained from parental opinions are given in Table 4.

P30: "It is learned more focused in the school environment." E 22: "We cannot convince himself that he should be educated."

P8: "The fact that it does not have real contact and social communication, of course, affects education and the ability of the child to be willing and active in every activity."

P 1O: "It is a disadvantage that it is difficult to achieve the discipline of the school environment under the influence of many stimuli in the home."

P17: "Classroom environment is a big factor in learning. Sharing, it is very important for the teacher to recognize, motivate and learn with the missing members, and the absence of them is a major disadvantage.

P 12: "Parents are given excessive responsibility. (Families complete the continuation of the subject which is entered every day."

4. Conclusion, Discussion and Suggestions

An important education model in the constantly evolving and changing world has been "Distance Education". Today, during the epidemic of the world, distance education has become very widespread both in the world and in our country. Although the prevalence and usage of distance education varies depending on the development, hardware status and usage skills of the countries, this process continues in different ways depending on the infrastructure of developing countries. At this point, by conducting various researches and examinations, each country will prepare its own infrastructure according to its own needs and will guide the education policies for a more efficient education process. In this context, all kinds of data will contribute to the literature by conducting various researches to ensure that education and training, which is an important subject in the world, is sustainable. Increasing and expanding the effectiveness of distance education will be provided by each country having its own theories (Moore & Kearsley, 1996; Garrison & Anderson, 2003).

In this study, it is aimed to get the opinions regarding the assessment of the parental views of the effect of distance education on preschool children. For this purpose, answers were sought for the socio-demographic characteristics of parents, their thoughts on distance education, their advantages and disadvantages to children's education. Accordingly, the majority of the participants who participated in the study with their socio-demographic characteristics are female. Women constitute the majority of the group concerned with distance education. The limited time, place, resource and socio-economic disabilities of women increase the tendencies towards distance education (Kwapong, 2007). This point also shows that women are in the majority both in their education and in contributing to the education of children. The age range of the participants was 30-34, they completed their language education level, the majority of them were teachers, they were passive in the profession during the pandemic period, they had only one child, the majority of the children of the majority participants were between 4-7 years old, the majority were boys and they were educated in private school results have been reached.

The participants expressed their thoughts on distance education. They also expressed their thoughts on the advantages and disadvantages of distance education for the child. According to these three sub-problem results; It was determined that the contribution of distance education to the education of children is not sufficient. Participants stated that the effect of distance education is lower than face-to-face education. As can be seen in the study conducted by Ulug and Kaya (1997), it was concluded that face-to-face teaching relationships are not easy, they do not allow one-on-one interaction in the classroom environment, and that they cannot provide sufficient help to students who do not have the ability to learn alone.

While most of the participants stated that distance education does not provide any advantage in the education of the child, the majority of the participants expressed the opinion that distance education provides advantages in repeating the lessons of the children. In his study, Dincer (2006) touched on the point that distance education is a patient educator. He emphasized that it allows students to repeat the topics they do not understand as much as they want. Most of the participants who participated in the study stated that disadvantages of distance education for children are the low interaction between teacher and student. According to researchers, Dincer (2006), the biggest limitation of distance education is the result of the lack of student-educator relationship. It has been accepted by all researchers that the greatest limitation of the students' contribution, love and interest in the lesson is that the teacher-student eye contact cannot be established as the educator. Another important disadvantage obtained from the research is the effects of the home environment on the child and the problem of focusing children during the lesson is the loss of motivation. According to Odabas (2004); distance education emphasized passivity and lack of communication, this situation would have negative consequences such as cooling down from the lesson, not being able to gather attention and experiencing a focus problem.

Based on the results obtained from this study, the following suggestions can be made;

1. The study is a qualitative study and the data of the study is limited to 34 parents. The study group can be expanded by developing a semi-structured questionnaire based on the data obtained in this study.
2. Opinions of students studying at all educational levels (Primary Education, Secondary Education, Higher Education) can be obtained from their parents about distance education.
3. Considering the study settlements (Village, City, etc.), parents' opinions about distance education can be taken.
4. A quantitative study can also be conducted on this study.
5. In-service training may be recommended to parents regarding distance education.

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EXAMINATION OF ATTITUDES OF UNIVERSITY STUDENTS IN DISTANCE EDUCATION ACCORDING TO SOME VARIABLES

Gizem Öneri Uzun[1*], Ayhan Çakıcı Eş[2,] , Gözde Evram[3]

[1]Assistant Professor Dr. in Near East University Ataturk Education Faculty of Guidance and Psychological Counselling Department., gizem.oneri.uzun@neu.edu.tr
[2]Assistant Professor Dr. in Near East University Ataturk Education Faculty of Guidance and Psychological Counselling Department., ayhan.cakicies@neu.edu.tr
[3]PhD student in Near East University Ataturk Education Faculty of Guidance and Psychological Counselling Department., gozde.evram@neu.edu.tr
Correspondence: gizem.oneri.uzun@neu.edu.tr

Abstract

We are conducting distance education due to the pandemic process that we are experiencing. This study has been performed with the purpose of determining what kind of attitudes students who experience this process are displaying and the factors affecting these attitudes. The attitudes of university students studying at a private university in the Turkish Republic of Northern Cyprus according to age, gender, grade level, internet connection problem, ability to use technology, suitability of distance education environment, and whether it is efficient or not were examined. Random sampling method was used in this research, which was conducted using the relational survey model, one of the quantitative survey models. The sample of the study is 128 university students, 64 men and 64 women studying at a private university. The data of the research were collected online using the personal information form and the Distance Education Attitude Scale prepared by the researchers. SPSS 25.0 software was used for statistical analysis of research data. The scores received by university students who have high level of internet connection problems from the Distance Education Attitude Scale were lower than other university students. It is believed that this study will make contribution to future research. Since this research will provide a positive attitude and broad view of university students towards computer environments, it contributes greatly to the field.

Keywords: Distance education, attitude, university student, internet and technology usage.

1. Introduction

Everyone living in the Turkish Republic of Northern Cyprus is going through an uncertain and troubled period like all over the world. In this period when we are in the pandemic process, our work life, home life and school life have changed under certain conditions.

Coronavirus Pandemic started in December 2019 in Wuhan region, the capital city of China. It quickly turned into an epidemic in Europe, North America, Asia-Pacific countries. The epidemic was declared as "pandemic" on March 11, 2020. Within the scope of security measures due to pandemic, countries closed border gates, social and cultural events were stopped, shopkeepers closed their shops, and a partial curfew was imposed. Education at all

levels, including higher education, was suspended on Monday, March 16, and distance education was put into implementation (Aslan, 2020).

Within the scope of coronavirus pandemic measures, due to the interruption of education and training activities all over the world, countries have rapidly implemented distance education both in order to prevent students from lagging behind their education life and to prevent students from experiencing difficulties such as not being able to graduate or losing semesters (Kurtuncu & Kurt, 2020).

When the researches carried out abroad are examined, it can be seen that Brinkerhoff and Koroghlanian (2005) displayed that the attitudes of the learners towards distance education were almost unstable. In some studies, it can be seen that attitudes towards distance education led to both positive and negative results (Belcheir & Cucek, 2002; Drennan, Kennedy & Pisarski, 2005). Similarly, when studies conducted in Turkey are examined, it has been found out that individuals who participated in distance learning programs indicated both positive and negative effects (Agır, Gur & Okcu, 2008).

In the research conducted by Ates and Altun (2008) on the 3rd and 4th grade students of the Department of Computer and Instructional Technologies (BÖTE), it was found out that there was no significant difference between their attitudes towards distance education by gender, grade and learning styles. However, it was determined that there was a significant difference between the attitudes towards distance education according to receiving distance education previously, experience of using computers, and perceived computer usage skills.

Technology includes dimensions such as product, production, information, purpose and meaning. Technology can be considered only as a machine, machine-producing machine, or technique in terms of production. All kinds of technology aims to protect life and to bring practical solutions to problems, and have a certain meaning in terms of trying to get to know our environment, our media and the universe. Therefore, technology has its own internal functioning (Usur, 2001).

Scientific knowledge and technology contribute mutually to each other's development (Habermas, 2001). Apart from its interaction with technology, science also develops as part of social relations.

Distance education is an application in which students and teachers are provided with the means of communication for the course materials and interaction for the integrity of education without being subject to time and space barriers (Sakar, 2017).

When relevant literature is analyzed, Yılmaz (2005) determined the positive effect of the use of technology in education on student achievement and attitude. Yavuz and Coskun (2008) evaluated their attitudes and thoughts regarding the use of technology in education in their research with elementary pre-service teaches. In the interviews, it has been revealed that students 'use of technological tools in teaching positively affects their attitudes and that students have positive ideas about technology usage.

1.1. Importance of the Study

Distance education, which we practiced from our homes as teaching staff due to the pandemic process we are experiencing, has shed light on the variables that we want to study in this research.

1.2. Objective of the Study

It is the study of attitudes of university students according to some variables in distance education.

1.2.1. Sub-objectives of the study

1.   Do the scores obtained by the university students from the Distance Education Attitude Scale differ significantly by age group?

2.   Do the scores obtained by university students from the Distance Education Attitude Scale differ significantly according to their gender?

3.   Do the scores obtained by the university students from the Distance Education Attitude Scale differ significantly according to the grade level?

4.   Are the scores obtained by university students from the Distance Education Attitude Scale differ significantly according to their ability to use technology?

5.   Do the scores obtained by the university students from the Distance Education Attitude Scale differ significantly according to their internet connection problems?

6.   Do the scores obtained by university students from Distance Education Attitude Scale differ significantly according to the suitability of the environment in which distance education is provided?

7.   Do the scores obtained by university students from the Distance Education Attitude Scale differ significantly according to the efficiency of distance education?

2. Method

2.1. Research Model

Survey model was used in the research. The survey model is used in research that attempts to describe and explain "what" events, objects, assets, institutions, groups and various fields "are". Questions about the information to be learned can be directed directly to the sample and can determine the attitudes of several people in a short time (Erden, 2007).

2.2. Sample Group

Purposeful sampling was used in the research. Purposeful sampling is preferred when it is desired to work in one or more specific cases that allow for in-depth research by selecting information-rich cases depending on the purpose of the research, meeting certain criteria, or having certain features. In the context of selected cases, the researcher tries to understand nature and social events or any phenomena and to discover and explain the relationships between them (Buyukozturk, 2012).

It consists of 128 university students, of 64 men and 64 women, studying at a private university in the Turkish Republic of Northern Cyprus.

2.3. Data Collection Tools

The data of the research were collected by applying an online questionnaire. Before starting the research, the necessary permission was obtained from the scientific research ethics committee and data was collected on a voluntary basis. In order to reach the demographic characteristics of the researchers, the personal information form prepared by the researchers and the Distance Education Attitude Scale developed by Agır, Gur and Okcu in 2007 were used to determine the attitudes of the participants to distance education. The scale contains 21 items, 14 positive and 7 negative, and is in the form of Five Likert. An increase in the scale scores means that there is a positive attitude towards distance education.

2.4. Statistical Analysis of Data

SPSS 25.0 software was used for statistical analysis of research data.

Cronbach's Alpha reliability coefficient of the answers given by university students to the Distance Education Attitude Scale was found to be 0.890.

The distribution of university students according to their socio-demographic characteristics, experience of internet connection problem, competence levels of using technology, distance education environment and their opinions on efficiency are determined by frequency analysis.

Descriptive statistics about the items in the Distance Education Attitude Scale of university students and their total scores were shown.

Nonparametric hypothesis tests were used in the comparison of the scores of university students according to their socio-demographic characteristics, internet connection problem, competence levels of using technology, their opinions about distance education environment and efficiency, and it was seen that the Distance Education Attitude Scale does not fit the normal distribution. Accordingly, while the scores of Distance Education Attitude Scale according to the gender of university students were compared with Mann-Whitney U test, Kruskal-Wallis H test was used in other comparisons.

3. Findings

In this section, the findings obtained as a result of the statistical analysis of the collected data are included.

Table 1. Socio-demographic characteristics of university students

	Number (n)	Percent (%)
Age group		
20 age and younger	15	11,72
21-22 age	35	27,34
23-24 age	40	31,25
25 age and older	38	29,69
Gender		
Female	64	50,00

Male	64	50,00
Grade		
Freshmen	7	5,47
Sophomore	15	11,72
Junior	22	17,19
Senior	68	53,13
Graduate	16	12,50

Table 1 shows the distribution of university students participating in the research according to some socio-demographic characteristics.

When Table 1 is examined, it can be seen that among the university students who participated in the study, 11.72% were 20 years of age and younger, 27.34% were 21-22 years of age, 31.25% were 23-24 years of age, 29.69% wee 25 years of age and older, 50% were females and 50% were males, 5.47% were freshmen, 11.72% were sophomore, 17.19% were junior, 53.13% were senior, and 12.50% were graduate students.

Table 2. The distribution of the opinions of university students regarding the level of problems with internet connection, the level of competence to use technology, the suitability of the distance education environment and the efficiency of distance education

	Number (n)	Percent (%)
The level of problems with internet connection		
Low	25	19,53
Medium	73	57,03
High	30	23,44
The level of competence to use technology		
Insufficient	9	7,03
Partially sufficient	71	55,47
Sufficient	48	37,50
Suitability of distance education environment		
Appropriate	31	24,22
Partially appropriate	71	55,47
Inappropriate	26	20,31
Efficiency of distance education		
Efficient	15	11,72
Partially efficient	50	39,06
Not efficient	63	49,22

Table 2 shows the distribution of university students' competence levels of using technology, and the suitability of distance education environment and efficiency of distance education.

When Table 2 is examined, it is determined that 19.53% of university students have low level problems, 57.03% have medium level problems and 23.44% have high problems regarding internet connection during distance education. In terms of using technology, 7.03% of university students consider themselves insufficient, 55.47% partially sufficient, and 37.50% sufficient. 24.22% of university students think that the environment where distance education is conducted is appropriate, 55.47% think that it is partially appropriate, and 20.31% think that it is inappropriate. 11,72% of university students think that the distance education is an efficient, 39,06% think that it is partially efficient, and 49,22% think that is not efficient.

Table 3. The scores university students received from the Distance Education Attitude Scale

	N	$\bar{x}$	SD	Below	Above
Distance Education Attitude Scale	128	55,47	16,31	21	104

Descriptive statistics regarding the scores obtained by university students included in the study from Distance Education the Attitude Scale are given in Table 3. It was determined that the university students received an average score of 55.47 ± 16.31 from the scale. The lowest and the highest scores obtained by university students from the Distance Education Attitude Scale was 21 and 104, respectively.

Table 4. Comparison of the scores university students received from the Distance Education Attitude Scale by some socio-demographic characteristics

	N	$\bar{x}$	SD	M	SO	χ^2 / Z	p	Difference
Age group								
20 age and younger	15	51,80	17,96	48,00	52,90	13,210	0,004*	1-4
21-22 age	35	49,11	14,31	47,00	50,60			2-4
23-24 age	40	56,18	15,63	53,50	66,18			3-4
25 age and older	38	62,03	16,05	62,00	80,12			
Gender								
Female	64	54,02	16,88	51,00	59,46	-1,537	0,124	
Male	64	56,92	15,73	57,00	69,54			
Grade								
Freshmen	7	55,86	10,30	62,00	67,00	3,021	0,554	
Sophomore	15	51,60	13,65	53,00	56,43			
Junior	22	52,18	19,65	49,50	55,57			

	N	$\overline{x}$	SD	M	SO		
Senior	68	57,00	13,72	55,50	69,00		
Graduate	16	56,94	24,75	51,00	64,13		

p<0,05

Table 4 shows the results of the Kruskal-Wallis H test and Mann-Whitney U test performed as regards comparing the scores of university students included in the research from the Distance Education Attitude Scale according to some socio-demographic characteristics.

According to the age groups of the university students participating in the study, the difference between the Distance Education Attitude Scale by age groups was determined to be statistically significant (p <0.05). University students aged 25 and over received a higher score on Distance Education Attitude Scale than students in other age groups.

It was determined that there was no statistically significant difference between the scores of university students included in the research according to their genders and their grade levels (P> 0.05).

Table 5. Comparison of the scores obtained by university students from the Distance Education Attitude Scale according to their level of problems with internet connection, the level of competence to use technology, the suitability of distance education environment and the efficiency of distance education

	N	$\overline{x}$	SD	M	SO	χ^2	p	Difference
The level of problems with internet connection								
Low	25	58,52	10,57	58,00	74,22	12,661	0,002*	1-3
Medium	73	58,22	16,91	56,00	69,74			2-3
High	30	46,23	15,75	43,00	43,65			
The level of competence to use technology								
Insufficient	9	47,33	10,59	52,00	47,50	2,201	0,333	
Partially sufficient	71	55,45	16,35	56,00	64,65			
Sufficient	48	57,02	16,94	55,50	67,47			
Suitability of distance education environment								
Appropriate	31	63,16	20,40	63,00	78,48	10,946	0,004*	1-2
Partially appropriate	71	55,27	13,64	53,00	65,19			1-3
Inappropriate	26	46,85	13,43	48,50	45,94			2-3
Efficiency of distance education								

Efficient	15	81,53	12,93	77,00	116,37	54,791	0,000*	1-2
Partially efficient	50	59,10	12,16	62,00	75,79			1-3
Not efficient	63	46,38	11,47	47,00	43,19			2-3

*p<0,05

Table 5 shows the results of the Kruskal-Wallis H test conducted to compare the scores of university students from the Distance Education Attitude Scale according to their opinions regarding the internet connection problem, technological competence levels, the suitability of distance education environment and efficiency of distance education.

When Table 5 is analyzed, it was determined that the difference between the scores received by university students included in the study from the Distance Education Attitude Scale according to their level of experiencing internet connection problems was statistically significant (p <0.05). The scores received from the Attitude towards Distance Education Scale by university students who have a high level of internet connection problem were lower than other students.

It was determined that there was no statistically significant difference between the scores obtained by university students from the Distance Education Attitude Scale according to their level of seeing themselves adequate in terms of using technology (p> 0.05).

There was a statistically significant difference between the scores received by university students included in the study from the Distance Education Attitude Scale according to the suitability of the distance education environment (p <0.05). The scale scores of university students who stated that the distance learning environment is appropriate are higher than other students. In addition, university students who stated that the environment where distance education is partly appropriate was higher than university students who stated that the environment of distance education was not appropriate.

According to the opinions of university students about the efficiency of distance education, it was determined that there were statistically significant differences between the scores they received from the Distance Education Attitude Scale (p <0.05). The scores of university students who think that distance education is efficient are higher than other students. In addition, university students, who stated that distance education is partially efficient, received higher scores from Distance Education Attitude Scale compared to university students who stated that it was not efficient.

4. Discussion

When we look at the comparison of the scores of university students from the Distance Education Attitude Scale according to their socio-demographic characteristics, university students aged 25 and over received higher scores from the Distance Education Attitude Scale than other students.

There was no significant difference between the scores of university students on the Distance Education Attitude Scale according to their gender and the level of their education. Consistent with the research results, Kırali and Alcı (2016) revealed that there was no significant difference between their gender variables and their views on distance education perceptions in their research with university students. When analyzed in terms of gender, the research findings reached by Fidan (2016) and Ateş and Altun (2008) show difference. It was

found that attitudes of male students towards distance education were higher than female students. In terms of gender, another study that does not show parallelism is the study conducted by Aydın (2012). Although it was determined in this study that male students are more satisfied with the teacher than female students, it was also found out that the female students achieved higher scores in terms of the task and social attraction factors of the conducted education.

When the research findings are analyzed in terms of grade level of university students, it is consistent with another research findings by Kısla (2005). Students' attitudes towards distance education do not differ significantly according to their grade levels.

In comparison of the scores obtained by university students from the Distance Education Attitude Scale according to their ability to experience internet connection and usage of technology, the scores of university students who experience high level of internet connection problems were found lower than other students from the Distance Education Attitude Scale.

According to the competence to use technology, there was no significant difference between the scores they received from the Distance Education Attitude Scale. As a similar result, in terms of internet connection, it was stated in the study conducted by Kışla, Sarsar, Arıkan, Meşhur, Şahin & Kokoç (2010) that some problems arising from both internet infrastructure and lack of technical staff in the distance education systems of institutions can negatively affect the education and training activities. As a similar result, Çandarlı and Yüksel (2012) stated that a number of technical problems experienced in the form of sound, image, bandwidth, and camera use may function as an obstacle to the active participation of students and teachers in the course.

In another study, which does not show parallelism with the research in terms of technology use adequacy, Drennan et al. (2005) stated that students with advanced computer skills easily adapt to the courses given by distance education and have positive opinions regarding distance education.

In terms of comparing the scores obtained by the university students from the Distance Education Attitude Scale according to the suitability of the distance education environment and the efficiency of the distance education, the scores obtained by the university students who stated that the environment where the distance education is appropriate is higher than other students.

The scores obtained by university students who stated that distance education is efficient are higher than other students. In the study conducted by Ural (2007), which is a research that does not show parallelism in terms of efficiency of distance education, it was concluded that students do not have a positive attitude towards distance education systems and technologies. On the other hand, in the study conducted by Ojo and Olakuluhin (2006), which is a research that is parallel in terms of the efficiency of education, it was stated that the attitudes and views of university students in Nigeria towards open distance education are generally positive.

5. Conclusion and Recommendations

According to the results of the research findings, there was no significant difference between the scores obtained by the university students from Distance Education Attitude Scale according to their gender, their grade level, and their ability to use technology. Attitudes of university students aged 25 years and over are more positive towards distance education.

University students who have a high level of internet connection problems have more negative attitudes towards distance education. Moreover, the attitudes of university students who think that the distance education environment is appropriate and distance education is efficient towards distance education are more positive.

On the other hand, attitudes of students who stated that distance education is partly efficient is more positive than students who state that distance education is not efficient.

This research was conducted on university students. It is believed that the researches on study groups with different characteristics will make a different contribution to the literature.

In addition to the quantitative research method, by using qualitative research methods, more in-depth findings can be reached regarding attitudes, of students and their views on the environment and efficiency of distance education.

Researches can be conducted to determine the benefits of the virtual classroom environments used by students for the teaching process, how sufficient the teaching is, and to what extent it has reached the teaching objectives.

In-service trainings may be offered to faculty members who deliver distance education. Studies on determining and developing the distance education application competencies of faculty members who will take part in distance education can be conducted. In addition, researches can be performed to determine the distance education attitudes of faculty members.

They can make contribution to the realization of effective teaching in terms of increasing the student satisfaction of institutions delivering distance education.

This research is limited to university students studying at a private university in the Turkish Republic of Northern Cyprus. The collection of data in this study was limited by the Distance Education Attitude Scale.

6. Conflict of interests

The authors declare that there is no conflict of interest.

7. Ethics committee approval

The authors received the ethical approval of the study from the Near East University Educational Sciences Ethics Committee.

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EXAMINATION OF STUDIES STRUCTURED WITH PRE-SCHOOL MUSIC TEACHING USING CONTENT ANALYSIS METHOD

Emine Kıvanç Öztuğ[1*], Olcan Saldun[2]

[1] Music Education, Atatürk Education Faculty, Near East University, Nicosia, Turkey 99138,
emine.kivancoztug@neu.edu.tr
[2] Music Education, Atatürk Education Faculty, Near East University, Nicosia, Turkey 99138,
olcan_saldun@hotmail.com
Correspondence: emine.kivancoztug@neu.edu.tr ; Tel.: :+905338609640, 05338622184

Abstract

In this study, the aim is to analyze the content of the studies in the field of Preschool Music Education. Content analysis method was used together with the source surveying method in the research. The sample of the study consists of 86 articles archived between 1997 and 2017. Detailed investigations were made in the research and the data were grouped. In the surveyed studies, the articles were examined according to their types, database, country where the study was conducted, the date of publication, the number of sources used, the sample and data collection method used, and the results.

Keywords: Preschool, music education, Preschool music education, content analysis.

1. Introduction

1.1. Problem

The relation between human beings and music, which starts to be established indirectly in the prenatal period of the individual, turns into a direct relationship form after birth. This relationship diversifies, becomes richer, stronger, and develops over time, and it continues throughout the person's life (Dagdeviren, 2017). Pre-school education is the education a child receives from birth to primary education, which is accepted as basic education. Musical education received during this period affects the mental development, social and emotional development and motor development of the child. Pre-school music education includes activities such as researching, recognizing and distinguishing surrounding sounds, rhythm studies, singing and listening, creative movement and dance, and musical stories. The preschool period, which is thought to be the basis of music education, constitutes the data source of this study. It is based on the proposition that researches in the preschool field constitute the basis of music education. The question "what are the studies on preschool music education?" constitutes the problem of this research.

1.2. Objective of the Study

The general purpose of this study is to classify the articles and researches published in the field of preschool music education between 1997-2017 according to their purposes and to the

distribution of subjects in order to examine the subject contents and to reach reliable results with the resulting data. In addition, the research is thought to be important in terms of helping to ensure originality in the selection of the subject of the studies that are being or will be conducted in the field of music education in the preschool period. In addition, it is considered to be important in terms of providing time convenience and economy for researchers who will conduct research in this field.

Answers to the following questions were sought to solve the problem within the scope of the research. With regard to the articles written between 1997-2017 in the field of music education,

- What are the titles?

- What are the databases?

- In which country the study was conducted?

- What is the date of publication?

- What is the number of authors?

- What is the number of references used?

- What is the sample used and the data collection method?

2. Method

2.1. Model of the Study

This study was conducted using content analysis, which is a qualitative analysis method. The main purpose in content analysis is to reach the concepts and relationships that can explain the collected data. Compared to descriptive analysis, the data are subjected to a deeper process in content analysis and with a descriptive approach, with which unnoticed concepts and fundamental analysis results can be discovered. For this purpose, the data collected must first be conceptualized, then organized according to these concepts, and the themes explaining the data must be determined based on the foregoing (Yıldırım & Simsek, 2006). This research is a qualitative study conducted with the purpose of determining the subject contents of the researches in the field of Preschool Music Education with the source surveying method.

In addition, the study is limited to articles found by browsing with the keywords "Preschool Music" and "Preschool Music Education" without giving date ranking. In addition, the research was limited to ULAKBİM, Google Scholar, EBSCO, and Web of Science databases.

2.2. Population and Sample

In this study, only Ulakbim, Google Scholar, Ebsco, Web of Science databases were used. A total of 86 articles were reached by searching the keywords "Preschool Music Education" and "Preschool Music Education".

Table 1. Index Name

Database	Population		Sample	
	f	%	f	%
Ulakbim	28	6,35	15	17,44
EBSCO	41	9,30	13	15,12
Web Of Science	104	23,58	21	24,42
Google Scholar	268	60,77	37	43,02
Total	441	100,00	86	100,00

2.3. Data Collection Tools

Data in the research was created by reviewing 86 articles published in Ulakbim, Google Scholar, Ebsco, and Web of Science databases in the field of Preschool Music Education between 1997-2017. The articles were analyzed according to the titles, database, country where the study was conducted, date of publication, number of sources used, and sampling and data collection method used, and tables were created.

2.4. Analysis of Data

The distribution of articles on Preschool Music Education between 1997-2017 is provided. In the distributions, the subject titles of the study, the database, the country where the study was conducted, the date of publication, the number of authors, the number of references, the sample, and the data collection method were used in all tables created in accordance with the sub-objectives by using content analysis, and integrity was provided by giving in the same order in each sub-dimension.

3. Findings and Interpretation

3.1. Findings

Table 2. Countries where the articles were written

Country	f	%
Turkey	49	56,98
Denmark	1	1,16
USA	10	11,63
China	7	8,14
Finland	1	1,16
Sweden	4	4,65
Israel	1	1,16
Australia	1	1,16
Spain	3	3,49
Malaysia	1	1,16
Estonia	2	2,33
Greece	1	1,16

Russia	1	1,16
Slovenia	1	1,16
Netherlands	1	1,16
Belgrade	1	1,16
Kenya	1	1,16
Total	86	100

As can be seen in Table 1, 86 studies were conducted in 18 different countries in total. The highest number of studies were conducted in Turkey with 49 articles, which was followed by 10 studies in USA, 7 studies in China, 4 studies in Sweden, 3 studies in Spain, 2 studies in Estonia, and 1 study each in Denmark, Finland, Israel, Australia, Malaysia, Estonia, Greece, Russia, Slovenia, Netherlands, Belgrade and Kenya.

The articles subject to the study were published in 15 different years. Table 2 gives the distribution of the articles according to the publication years.

Table 3. Publication Dates of Articles

Publication year	f	%
1997	1	1,16
2002	2	2,33
2004	1	1,16
2005	2	2,33
2006	2	2,33
2008	6	6,98
2009	2	2,33
2010	8	9,30
2011	5	5,81
2012	9	10,47
2013	9	10,47
2014	7	8,14
2015	6	6,98
2013	17	19,77
2017	9	10,47
Total	86	100

The articles within the scope of the study were published in 15 different years. It was concluded that the year with the highest number of publications was 2016 with 17 publications, and the years with the least number of publications were 1997 and 2004 with 1 publication.

The distribution of articles according to the number of authors varies from 1 to 5. Table 4 shows the distribution of the articles according to the number of authors.

Table 4. Number of Authors of Articles

Number of authors	f	%
1	47	54,65
2	27	31,40
3	9	10,47
4	2	2,33
5	1	1,16
Total	86	100

The distribution of articles according to the number of authors varies from 1 to 5. It was concluded that the number of articles with 1 author was 46, and the number of articles with 5 authors was 1.

Table 5. Number of References for Articles

Number of references	f	%
4	2	2,33
6	1	1,16
7	4	4,65
8	5	5,81
9	1	1,16
10	3	3,49
11	3	3,49
12	2	2,33
13	2	2,33
14	3	3,49
15	3	3,49
16	6	6,98
17	3	3,49
18	4	4,65
19	1	1,16
20	2	2,33
21	4	4,65
22	2	2,33
23	3	3,49
24	6	6,98
26	2	2,33
27	2	2,33
28	1	1,16
29	1	1,16
30	1	1,16
31	1	1,16

33	1	1,16
34	1	1,16
36	2	2,33
37	1	1,16
39	2	2,33
40	1	1,16
43	2	2,33
44	1	1,16
50	1	1,16
55	1	1,16
58	1	1,16
61	1	1,16
62	1	1,16
65	1	1,16
94	1	1,16
Total	**86**	**100,00**

In Table 4, when looking at the distribution of the articles according to the number of references, it is seen that the highest and lowest number of references used by the researchers was 94 and 4, relatively. In addition, it was concluded that the articles mostly used 24 sources.

The most frequently used data collection tools in selected articles are Literature Review, Pretest-Posttest, Observation, Mixed and Scale, respectively. Table 6 shows the distribution of the articles according to the data collection tools.

Table 6. Data Collection Methods in Articles

Data collection method	f	%
Scale (attitude, questionnaire, etc.)	**16**	**18,60**
Pretest-Posttest, Observation	**18**	**20,93**
Literature Review	**34**	**39,53**
Mixed	**18**	**20,93**
Total	**86**	**100**

As seen in Table 5, the most preferred method for collecting data in articles is the Literature surveying method. Literature surveying method is found as 39.53 percent in 34 articles in total. The least preferred data collection method is the scale (attitude, questionnaire, etc.) data collection method, which is used 16 times and has a total share of 18.60 percent.

The number of articles that make up the study sample is 86. Below are the questions used for the analysis of the study and the findings compiled from the Content Analysis Table.

- While creating the Content Analysis Table prepared in the study, 4 databases were used. In this context, it has been concluded that there are 15 studies from ULAKBİM database, 13 studies from EBSCO database, 21 studies from Web of

Science database and 37 studies from Google Academic database directly related to preschool music education. With 37 articles and 43.02 ratio, the most used database is Google Scholar. We have benefited from Web of Science with 21 articles and a rate of 24.42, and ULAKBİM with a rate of 15 articles and 17.44. EBSCO database was the least utilized one with 13 articles and a rate of 15.12.

- Studies were conducted in 18 different countries in total. The highest number of studies were conducted in Turkey with 49 articles, which was followed by 10 studies in USA, 7 studies in China, 4 studies in Sweden, 3 studies in Spain, 2 studies in Estonia, and 1 study each in Denmark, Finland, Israel, Australia, Malaysia, Estonia, Greece, Russia, Slovenia, Netherlands, Belgrade and Kenya.

- The articles within the scope of the study were published in 15 different years. It was concluded that the year with the highest number of publications was 2016 with 17 publications, and the years with the least number of publications were 1997 and 2004 with 1 publication.

- The distribution of articles according to the number of authors varies from 1 to 5. It was concluded that the number of articles with 1 author was 46, and the number of articles with 5 authors was 1.

- Number of references in the articles show variance from minimum 4 references to maximum 94 references.
- The most frequently used data collection tools in the selected articles are literature survey, pretest-posttest, observation, mixed, and scale, respectively.

4. Discussion

- The most frequently used data collection tools in the articles selected within the scope of the study were determined as Literature Review, Pretest-Posttest, Observation, Mixed and Scale, respectively. In the articles included in the study, 34 literature reviews, 18 Pretest-Posttest, Observation, 18 Mixed and 16 Scale data collection methods were found. According to the article "Investigation of Studies on Music Education in Preschool Period" by Researcher Oğuz and Kaya (2017), quantitative research method was used in 15 of the research-based articles, 10 of which were designed in the scanning model and 5 in the experimental model. Among the articles examined, it was observed that the number of articles conducted using qualitative method was 2, and the models of these articles were specified as surveying and document analysis, which is similar to the study conducted.

- All 86 studies obtained within the scope of the research consisted of articles. 83.3% of the data analysis of the research titled "Examination of Post-School Theses in the Field of Preschool Music Education in Syria" by researcher Dağdeviren (2017) consists of master theses. This may indicate that the theses are given importance to the preschool field.

- In the research conducted by Ahi and Kıldan (2013) titled "Examination of Graduate Theses on Preschool Education in Turkey (2002-2011)", it was observed that studies on preschool music education increased in 2006. In the research we conducted on preschool music education, it has been revealed that the articles were widely researched in 2013. From this, we can interpret that the theses are widely conducted about preschool music education, but that they have not been turned into scientific articles.

5. Recommendations

- It is believed that if the studies to be conducted are not limited to only articles, it may be more effective in terms of reaching the entire field and revealing all the studies.
- Conducting content analysis of the keyword used in "preschool music education" with reference to other sub-dimensions may provide more information.
- It is believed that reaching more articles by differentiating and reproducing the databases in which content analysis has been made will increase the validity of the research.
- In the study, it was observed that the number of article authors is generally 1. The higher number of authors in the researched articles may be important in terms of adding different perspectives to the researched subject.
- Since increasing research in the field will provide more resources for people who will conduct research in this field, it is thought that studies should be increased.
- It is believed that using different research methods and data collection tools in this area will improve preschool music education.

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COMPARISON OF PRESCHOOL EDUCATION SYSTEMS IN SOUTH KOREA AND TURKISH REPUBLIC OF NORTHERN CYPRUS

Seral Özturan [1], Didem İşlek [2*]
[1] The Department of Division and Curriculum, Near East University, Nicosia, Turkey 99138.
seralozturan2@gmail.com
[2] Classroom Teaching, Atatürk Education Faculty, Near East University, Nicosia, Turkey 99138.
didem.islek@neu.edu.tr
Correspondence: didem.islek@neu.edu.tr

Abstract

In this study; it is aimed to compare the pre-school education systems in South Korea and Turkish Republic of Northern Cyprus comparatively. The horizontal and descriptive approach used in comparative education studies for this purpose were used together. Using document analysis in the research; Pre-school education objectives, similarities in education system and similarities in the education system, from the Ministry of Education of South Korea and Turkish Republic of Northern Cyprus from the Ministry of Education, the laws of countries, official pre-school education reports, education systems, articles and online databases, data on differences, skills desired to be acquired in the curriculum and educational status of teachers working in preschool institutions were obtained.

Keywords: Preschool education, comparison, South Korea, Turkish Republic of Northern Cyprus.

1. Introduction

Today, countries can progress as much as the importance they attach to education. The aim of education is to raise a healthy society with a high level of knowledge, both individual and universal culture (Çakmak, 2008). The most general goal of education is to create a behavioral change in individuals in a desired way through life (Ertürk, 1972). Starting an educational life is seen as one of the turning points in a child's life. In this context, pre-school education covering the 0-6 age period from the day the child was born to the day she started basic education and constitutes the basis of life; it is stated that the child has an important role in shaping personality development by getting basic habits and preparing the child for primary education (Yaşar & Aral, 2010). It is emphasized in the studies that this period is one of the fastest periods of children's development and learning. Therefore; it is mentioned that the educational opportunities offered to children at this age greatly affect their future life (Oktay, 2007). According to the studies carried out; education in pre-school period contributes positively to the child's developmental areas, self-confidence and academic achievements (Adagideli & Ader, 2014; Göğebakan, 2011). With the international student assessment exams such as PISA, TIMMS and PIRLS in recent years, the importance that countries give to

education and their applications in education have contributed greatly to the shaping of the education system of countries (Oktay, 2007). At this point, the value given to education by Singapore, which is considered to be at the forefront of the education system, is stated in the studies that started with the preschool period. (Hatipoğlu & Ordu, 2019). It is stated in the researches that preschool education is not compulsory education in Singapore and that all parents pay attention to the education of their children in this period (Göğebakan, 2011).

In Korea, preschool education is given in kindergartens affiliated to the Ministry of Education and day care centers affiliated to the Ministry of Health and Welfare. Different preschool education programs are implemented in kindergartens and day nurseries. The vast majority of kindergartens are private institutions. Kindergarten teachers must be graduates of a four-year university, a two-year college or a national open university. The seniority of teachers who will work in kindergartens and day nurseries is divided into different levels and stages. There are in-service training certificates to be obtained for each stage (İpek, 2018; Haktanır, 2005).

Childcare is carried out by private organizations. Every child is at least free of charge. It is stated that he has the right to attend kindergarten for one year (Tezcan, Ada, Baysal, 2016). In the Turkish Republic of Northern Cyprus, pre-school education covers the education of children who have not reached primary age. They can be opened as kindergartens in primary schools in public schools under the Ministry of Education or as practice classes affiliated to other relevant educational institutions, or they can be established as separate kindergartens. The enrollment rate in preschool education in the Turkish Republic of Northern Cyprus is 100% in 2008 (Erden, 2018) Countries; As a result of comparative education systems studies, they find the opportunity to make changes by revealing the deficiencies of the education systems implemented in their own countries. At this point, comparative education studies are seen as an important field of study to recognize the education systems of different countries (Aytekin & Tertemiz, 2018). At this point, it is thought that the comparison of pre-school education systems among countries will fill the gap in the literature. In this context, it is believed that the existing pre-school education systems in South Korea and the Turkish Republic of Northern Cyprus will be compared and will contribute to the literature in identifying the similarities and differences in the education systems.

1.1. Purpose of the Research

The purpose of this research; It is a comparative study of existing pre-school education systems in South Korea and the Turkish Republic of Northern Cyprus. For the purpose of the research, answers to the following questions were sought.

1. What are the findings regarding the similarities and differences of preschool education system of South Korea and TRNC preschool education system?

2. What are the findings regarding the aims of preschool education in South Korea and TRNC?

3. What is the educational status of teachers working in preschool education institutions in South Korea and TRNC?

2. Method

In the study, firstly, it was aimed to examine South Korea and Turkish Republic of Northern Cyprus Education Systems in terms of the variables comparatively. A comparative education approach was used for this purpose. When we look at the literature, comparative education is considered as a methodology and it has different approaches such as horizontal, vertical,

problem solving, case study, descriptive, explanatory, and evaluative (Ültanır, 2000; Çubukçu, Yılmaz & İnci, 2016). Horizontal and diagnostic approach were used together in the study. While the horizontal approach is defined as an approach where the dimensions in the education systems are addressed one by one and all the variables belonging to that period are tried to be identified (Demirel, 2000), in the descriptive approach, the related literature is analyzed and the similarities and differences are compared in relation to the subject to be studied (Ültanır, 2000). In this study, the similarities and differences. The document review technique involves the analysis of written materials that contain information about the phenomenon or cases intended to be investigated (Yıldırım & Şimşek, 2005). In qualitative research, in cases where direct observation and interview are not possible, written and visual materials and materials related to the problem of the research are included in the research. Therefore, document review can be a research method alone or it can be used as a source of additional information in cases where other qualitative methods (interview or observation) are used (Yıldırım & Şimşek, 2005).

2.1. Data Collection and Analysis

Document analysis method was first used in the research. Document analysis involves the analysis of written materials that contain information about the cases targeted for research (Yıldırım & Şimşek, 2016). Using document analysis; Pre-school education objectives, similarities in education system and similarities in the education system, from the Ministry of Education of South Korea and Turkish Republic of Northern Cyprus from the Ministry of Education, the laws of countries, official pre-school education reports, education systems, articles and online databases data on differences, skills desired to be acquired in the curriculum and educational status of teachers working in preschool institutions were obtained. Variables such as compulsory primary school starting age, success criteria, schooling rate in pre-school education are examined. The data obtained were categorized within the framework of the determined variables, and tables about the countries compared were created and the findings obtained were written.

3. Findings

In this section, the findings of the countries in the study group related to the compared topics in the analysis of the documents for the research are shown in tables and interpreted.

1 Findings Related to Similarities and Differences of Preschool Education Systems of South Korea and TRNC.

In the first sub-purpose of the research, "What are the findings regarding the similarities and differences of the preschool education system of South Korea and TRNC?" The answer to the question was sought.

Findings regarding the purpose and similarities of preschool education systems of South Korea and TRNC are given in table 1.

Table 1.

COUNTRIES	COMPULSORY EDUCATION PROCESS	PRE-SCHOOL EDUCATION PROCESS	PRE-SCHOOL EDUCATIONAL INSTITUTION TYPE	COUNTRIES PRESCHOOL EDUCATION FINANCE SOURCE
SOUTH KOREA	It is not included in the compulsory education process.	Preschool education is provided for children covering the age range of 3-6.	It can be opened in public or private institutions	Ministry of Education
TRNC	Not included in the compulsory education process	It covers the education given to children who have not reached the age of primary education.	It can be opened in public or private institutions	Ministry of Education and Culture

When Table 1 is examined, it is seen that pre-school education process is not included in compulsory education, only 6 years old groups in TRNC. South Korea, one year before starting primary education after Early Childhood and Care services. In addition, it is observed that pre-school education while in TRNC, pre-school education covers children who have not reached the age of primary education. It has been determined that there are similarities in South Korea and TRNC as pre-school institutions. In all two countries, it is seen that there are public and private schools as pre-school institutions. In addition, in South Korea and TRNC, where pre-school funding sources are similar.

As a result; Preschool education is not included in compulsory education in all of the countries included in the sample of the research; When it is examined as the process of pre-school education, it is seen that it covers the education of children who have not reached the age of primary education in TRNC, the education given in the age range of 3-6 in South Korea. It is observed that preschool education in South Korea and TRNC is provided in both public and private institutions. In South Korea and the TRNC, the institutions working as pre-school financing sources are the Ministry of Education.

Findings on the Aims of Preschool Education in South Korea and TRNC In the second sub-aim of the research, "What are the findings regarding the aims of pre-school education in South Korea and TRNC?" The answer to the question was sought.

Findings regarding the aims of preschool education in South Korea and TRNC are given in Table 2.

Table 2.

COUNTRY	OBJECTIVES OF PRESCHOOL EDUCATION
SOUTH KOREA	• To give children the habits that will be necessary in daily life, • To ensure the physical development of children, • To give children the habit of living and working together, • To ensure that children socialize and gain the ability to speak properly, • To teach children about folk tales and reveal their painting skills.
TRNC	• To ensure that children develop in terms of body, mind and emotions, and gain good habits and useful skills, • To prepare children for primary education in all aspects, • Creating a suitable habitat for children from unfavorable environments and conditions, • To ensure that Turkish is spoken correctly and beautifully.

As seen in Table 2; Preschool education objectives of South Korea and TRNC countries are included. When Table 2 is analyzed, it is determined that the common goals of the South Korea and TRNC education program are to ensure the mental and physical development of children, to use the mother tongue correctly and beautifully. It has been determined that South Korea has aims such as gaining necessary habits in daily life, improving the ability of speaking properly and painting. TRNC is to prepare the children for primary education and to provide equal opportunities in education. Unlike South Korea and TRNC, children South Korea; Unlike TRNC, it aims to give children information about folk tales and reveal their detailed painting skills.

Findings on the Educational Status of Teachers Working in Preschool Education Institutions in South Korea and TRNC

In the fourth sub-aim of the research, "What are the findings regarding the educational status of teachers working in preschool education institutions in South Korea and TRNC?" The answer to the question was sought.

Findings regarding the educational status of teachers working in preschool education institutions in South Korea and TRNC are given in table 3.

Table 3.

COUNTRIES	Educational Status of Teachers Working in Preschool Education Institutions
SOUTH KOREA	2-4 Years University
TRNC	4 Years Teacher College- 4 Years Undergraduate

When Table 3 is examined; 4-year undergraduate education of teachers working in preschool education institutions in TRNC, as well as teachers working in public institutions in TRNC to receive education in teacher college for 4 years, teachers in South Korea receive university education between 2 and 4 years of university education.

As a result; when countries are compared according to the educational status of teachers working in South Korea and TRNC preschool education institutions, it is seen that teacher education is generally 4 years in all two countries. In the TRNC, it was found that the education institutions where teachers working in public and private institutions are different.

4. Discussion, Conclusion and Suggestions

In this study, preschool education systems of South Korea which are members of OECD, and TRNC preschool it is aimed to evaluate the education system comparatively. South Korea and TRNC preschool education process is not included in compulsory education, but; In the TRNC 6 age groups are included in the scope of compulsory education. South Korea, 2 years before the compulsory education period and for children who have not reached the primary age in TRNC. It is observed that the education provided includes pre-school education and there are differences in the education period of each country (Erden, 2018; İpek, 2018). In the studies conducted, although the preschool education process varies in every country and is not compulsory, it is observed that the enrollment rate in pre-school education is quite high in the countries in the sample of the study. Aktan and Akkutay (2014); enrollment rate in pre-school education is 86% in South Korea and 96% . The education that preschool children will receive during this period will enable the child to develop their social and academic skills, be prepared for the next education periods and be more successful during the education periods. For this reason, preschool education is a critical period in the life of the individual, and it is emphasized in the studies conducted that the education received in this period has an important place in terms of affecting the whole life of the individual (Aktan & Akkutay, 2014; Kazu & Yılmaz, 2018).

It is observed that there are public and private schools as pre-school institutions in South Korea and TRNC (Erden, 2018; İpek, 2018). According to İpek (2018); In South Korea, 4/5 of preschool students study in private kindergartens. The reason for this is that while public schools in South Korea provide education for the 3-6 age group, private nurseries cover younger age groups so that their working parents have to give their children a special kindergarten.

While pre-school funding sources are similar in South Korea and TRNC. According to researches; in some countries, central resources are focused on financing, while in some countries regional or local resources are emphasized. Local resources have an important place in South Korea. In the TRNC, the Ministry of National Education is responsible as the central source for education financing (Güngör & Göksu, 2013). While pre-school funding sources are similar in South Korea and TRNC. According to researches; in some countries, central

resources are focused on financing, while in some countries regional or local resources are emphasized. Local resources have an important place in South Korea. In the TRNC, the Ministry of National Education is responsible as the central source for education financing (Güngör & Göksu, 2013). The amount of financial resources devoted to education and how they are used is important for success. It is stated that there is a positive correlation between the average scores of OECD countries and the amount of expenditure per student (). In the OECD training reports, he states that the successful relationship between increasing spending in countries where education expenditure from 6 to 15 years old per student is below $ 55,000. It appears as a remarkable threshold of $ 55,000. As the money rate increases until it reaches the 55.000 dollar limit, both the allocated resources and the socio-cultural variables accessed by the societies that can produce such resources develop success in a proportional manner. It can be said that as the spending in educational institutions increases, the average scores of the countries will increase (Taş, Arıcı, Ozarkan & Özgür, 2016).

While the education period they received from teachers working in preschool education institutions in South Korea and TRNC is generally 4 years; it is observed that universities that train teachers for private and public pre-primary education institutions in the TRNC are different institutions (Erden, 2018).

When countries are compared according to the educational status of teachers working in South Korea and TRNC preschool education institutions, it is seen that teacher education is generally 4 years in all two countries. In the TRNC, it is seen that the education institutions where teachers working in public and private institutions are different. Although the teacher training process is sufficient but this period is sufficient, it is also important to design the teaching process efficiently. However, although the education process devoted to have the skills required by the teaching profession is sufficient, it is also important how efficient and quality this process is presented (Güngör & Göksu, 2013). The new approach, developed to evaluate the quality of teacher education, requires that the qualities of "output" be taken as the basis of "education" rather than "input" as it was in the past. According to the new understanding, the most important quality of the new graduate teacher, who is the "output" of teacher education programs, is "what he knows" and "what he can do". Preservice teachers should demonstrate their knowledge and skills related to the profession by applying and displaying them. Prospective teachers should gain knowledge, skills and behaviors determined according to the vision and goals of the institution and the standards of the profession, and should be evaluated based on their performance in real environments. In South Korea, it is a profession with high teaching status, respected in the society and popular among young people. The main reason for this is high status, respectability, job guarantee and high salary (Arabacı & Aksoy, 2005; Kim, 2007).

As mentioned in the studies conducted, the fact that children of preschool education age undergo this process efficiently will bring with them the quality of the skills they will gain throughout life, their readiness for the next semester, and their success in social and school life (Arabacı & Aksoy 2005). In order to obtain more general and detailed results in the research, more comprehensive results and suggestions can be found in mixed studies in which qualitative and quantitative studies are handled together. In the mixed studies to be carried out quantitatively, the rate of enrollment in pre-school pre-school education, the number of students per teacher, per capita expenditure, sources of funding, it can also be supported by data such as the ratio of education within the budget. While South Korea which are included in the sample of the study, are members of OECD, it is seen that TRNC is not included in the PISA ranking. The main aim of PISA is to measure the competence of students to use the knowledge and skills they learned in school in daily life (Döş & Atalmış 2016). At this point,

the importance of pre-school education becomes clear. In this context, the following suggestions can be included in order for preschool education to reach a more efficient level;

- Improving the financing budget allocated for preschool education,
- Before opening the in-service training courses for teachers, the Ministry of National Education should conduct a needs analysis and courses to meet the needs of teachers should be opened.
- To allocate financing resources for education to local administrations, not in a single center,
- Recognizing the child's own personality and continuing the activities,
- There are institutions in the state that provide education for ages younger than 3 years old,
- In the process of teacher training; it is important to design more efficiently by adding more practice lessons to the teaching process to have the skills required by the teaching profession.
- In addition, in comparative education studies to be carried out from now on, it can be prepared by using quantitative methods, and mixed studies can be prepared, or teachers' opinions can be included and richer studies can be made in terms of data.

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