

NEW VISIONS IN EDUCATION SCIENCES:

CONCEPTS - THEORIES - APPLICATIONS



Editor: Prof. Rasim Erol DEMİRBATIR



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New Visions In Education Sciences: Concepts - Theories - Applications
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Chapter 1

A Cognitive-Motivational-Relational Emotion Theory Perspective on School Principal's Anger

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Introduction

In this book chapter, my aim is to introduce Richard Lazarus' Cognitive-Motivational-Relational Emotion Theory and to evaluate the potential of addressing the emotion of anger from the perspective of this theory to provide teachers and school administrators with the knowledge base they need to manage their emotions of anger. The reason I chose to write this in the form of a book chapter rather than an article based on a literature review is that I wanted to express my own thoughts on the emotion of anger by going beyond the traditional patterns of scholarly research reports. Throughout this chapter, I will also provide the English equivalents of the terms used in Lazarus' works. In doing so, I hope to make it easier for researchers studying this theory for the first time to move forward in this process.

We can clearly see the details of Richard Lazarus' Cognitive-Motivational-Relational theory in two different works. The first one is the book titled "Emotion and Adaptation" written by Lazarus (1991), and the other one is the book chapter titled "Relational Meaning and Discrete Emotions" written by Lazarus in the book titled "Appraisal processes in emotion: Theory, methods, research" edited by Scherer and colleagues (2001). Although Lazarus initially started to shape his theory with his studies on stress experiences, he soon expanded it to include emotions, and this theory forms the basis of all modern appraisal theories (Schorr, 2001).

Roseman and Smith (2001) define appraisal theories as theories based on the notion that emotions arise through appraisal and explain that with this understanding, appraisal theories, including Lazarus' theory, differ from theories that view emotions as physiological processes such as stimulus-response events or neural activity in the brain. In the same study, these authors describe the general characteristics of appraisal theories as follows: According to these theories, (1) appraisals lead to the appearance of different emotions. (2) emotions are caused by interpretations of the event rather than by the event itself. Therefore, different people confronted with the same event may experience different emotions. Even the same person can experience different emotions in the face of the same event because they may make different interpretations at different times. (3) On the other hand, the same emotion is felt in the face of any event for which the same appraisal is made. In other words, all events that evoke the same emotion are the result of the same appraisal. (4) Since appraisals are the basis of emotions, they are experienced before emotions. While some appraisals are made without any effort, other appraisals are made with effort, as in the example of a person trying to see the positive side of an event. (5) The appraisal system, which is the source of emotions, has evolved to ensure that the individual feels the emotions that elicit the most appropriate coping responses under specific conditions. (6) However, inconsistent, involuntary or inappropriate appraisals can also lead to irrational emotions. People may experience a sense of fear based on their

conscious appraisal when they are informed of a danger, or they may experience a sense of fear based on previous traumatic experiences, for example, a particular stimulus such as a gunshot. The fact that a person feels fear when faced with the roar of a lion in a cage, even if they know that the lion cannot attack them, shows that automatic, unconscious evaluations can cause irrational emotions because of the conflict between different evaluations on a conscious and unconscious level. The aggressive person's evaluation of the non-aggressive behavior of the people around him as behavior with aggressive intentions can be cited as an example of erroneous appraisals that cause irrational emotions and lead to inappropriate reactions. Finally, (7) changes in an individual's appraisals for reasons such as development or therapy lead to changes in the emotions they will feel about the same event.

Cognitive-Motivational-Relational Theory of Emotion

Following this general description of appraisal theories, if we come to Lazarus' Cognitive-Motivational-Relational theory, the word cognitive in the name of this theory indicates the action of a cognitive process in the form of an appraisal in the emergence of emotions. In fact, Lazarus (1982) emphasized the importance of cognition in his definition of emotion as follows: "If, as I do, one regards emotion as a result of an anticipated, experienced, or imagined outcome of an adaptationally relevant transaction between organism and environment, cognitive processes are always crucial in the elicitation of an emotion." (p. 1023). Lazarus' (2001) concept of appraisal is based on the idea that humans and animals constantly evaluate their relationships with the environment in terms of its impact on their well-being. The word relational in the name of the theory refers to the individual's relationship to the environment, i.e., the impact of relational meaning that arises as a result of the individual's appraisal of the encountered situation on the development of each emotion. This word emphasizes the impact of the individual's subjective evaluation of the event on the emotions. The word motivational in the name of the theory reflects the effect of motivating factors (such as the need to be respected in the emotion of anger) on the emotions.

According to Lazarus (1991), the main emotions resulting from goal incongruence are "anger, fright-anxiety, guilt-shame, sadness, envy-jealousy, and disgust" (p. 217). By opening a parenthesis here, I would like to clarify the term "goal," which will be mentioned frequently in this book chapter. Lazarus (2001) uses this concept as "what the person wants" (p. 56) when defining goal incongruence, and as "self- and social esteem" (p. 58) when explaining the ego's involvement in feelings of anger and pride. That is, when we consider it in the context of the emotion anger, the goal (desire) can be to receive the respect one believes one deserves. Lazarus (1991) stated that he preferred to deal more with

the emotion anger more than other emotions because this emotion is of great social importance. According to Lazarus (1991), anger in adults (he explains that anger in infants and young children may have other causes) differs from other maladaptive emotions in that the person can blame another person or object other than themselves for the harm or loss suffered. If the person blames themselves — as if it were an external object— they will be angry with themselves again.

Primary and Secondary Appraisal Processes

In Cognitive-Motivational-Relational theory, any emotion is formed as the result of two appraisal processes, which are defined as primary and secondary. As can be seen in Lazarus's works dated 1991 and 2001, the process of primary appraisals consists of the individual's appraisals of whether the situation they are faced with is related to their goal commitments, values, beliefs about themselves and the world, and situational intentions, and if so, in what respect. Values and beliefs are less influential than goal commitments. Within the process of primary appraisals there are three appraisals: Goal Relevance, Goal Congruence or Incongruence, and Type of Ego Involvement. Let us now take a closer look at the content of these appraisals.

Goal relevance is a person's appraisal of whether the situation they are facing is related to the issues they care about (also recall the concept of goal in the previous paragraph). You cannot develop feelings about something that is not related to your goal. If we have no environmental awareness, we will not feel emotions when we hear about the extinction of a fish species in the Pacific on the evening news.

Goal congruence or incongruence is the individual appraisal of the positive or negative effects of the situation on one's own goals. If the situation is congruent with the person's goals, positive emotions are experienced, and if it is incongruent (and the secondary evaluations are in that direction), negative emotions such as anger are experienced.

The type of ego-involvement is the individual's evaluation of the situation in the context of their ego. As for the emotion of anger, another necessary component for developing this emotion is the inhibition of the goal of protecting or strengthening the ego identity. If the individual evaluates the situation as an act against their self-esteem and ego identity (and if the secondary evaluations are in this direction), it is possible to develop anger. If the ego is not involved, other negative emotions such as anxiety, shame or sadness may arise.

Here I must take a short break from explaining Lazarus' theory and focus on the concept of ego. Leary and colleagues (2009) noted that the concept of ego threat has been explored in academic studies in three different meanings: (a) a

threat to the individual's self-image or sense of self-esteem, (b) a threat to the individual's public image, and (c) a threat that the individual perceives as diminished control over negative events, making the concept of ego threat contextually ambiguous. If we look at the work of Lazarus (1991, 2001), I conclude that the term ego is used in the sense of the individual's self-image and self-esteem and does not encompass the other two meanings.

Continuing from where we left off, Lazarus (1991) lists a core relational theme that defines the sources of emotions. Considering the importance he places on ego identity, he states that the core relational theme that adult humans consider appropriate for the emotion anger is "a demeaning offense against me and mine" (p. 222). According to Lazarus (1991), the individual feels humiliated, less important, and less respectable than they would like in the face of this attack, which they perceive as arbitrary, thoughtless, or malicious.

The examples given by Lazarus (1991) of the importance of ego identity in the process of anger development are also quite revealing. In one of these examples, if the damaging behavior of the person causing the anger is a behavior that he or she involuntarily engages in because he or she is a disabled person, or in another example if the employees of a store involuntarily make customers wait a long time because they are overworked, they are unlikely to receive an aggressive response.

The examples Lazarus (1991) gives when writing about the difference between the behaviorists' view of anger and his view are also useful in understanding Lazarus' (1991) idea about the effects of goal frustration on ego identity in anger. This is illustrated by two very different examples: if a person has to wait a long time in a queue, they perceive this as an insult to themselves (because they know that rich or famous people do not have to suffer this), or if they miss the hole when playing golf, they perceive their own incompetence and become angry with themselves as if they were angry with someone else.

Lazarus (1991) explains why we can feel anger when we see harm being done to another person, e.g. a helpless child, although the salient component of adult anger is ego involvement: sometimes it is because we feel an attack on values which we hold and which we perceive as part of our ego identity (justice, etc.).

To summarize, in the primary evaluation process, the individual evaluates the situation according to its relevance to themselves, according to anger, according to its relevance to their ego, in other words, according to whether it is worthy of attention or not. Having explained primary evaluations in this way, I would like to explain this process using a hypothetical example from the field of school administration:

Our hypothetical protagonist, Ms. Dream, who is twenty-nine years old and has been working as a school principal for a year and a half, is on her way to school in her car in the morning. She stands uphill at the exit of an underpass and waits for the traffic light to turn green. When the light turns green, the driver of the car in front is unable to lift his car for a moment, skids backwards and hits Ms. Dream's car with full force. Mr. Dream applies the handbrake and gets out of the car. The driver of the car in front, Mr. Meek, is a nineteen-year-old inexperienced driver who only got his license a month ago; he is scared and does not know what to do. Ms. Dream recognizes Mr. Meek's situation at a glance. She acts quickly and attaches her reflector to the rear of her car and then prepares the accident report without wasting any time. In the meantime, she comforts Mr. Meek, whose hands are still shaking, with the words "Don't worry; we've all made mistakes like that". When she shakes hands with Mr. Meek after all the procedures are completed and heads back to her school, she is sad because she knows that the retail value of his car, which she was planning to sell in a few months, will drop a little due to this accident and that she will have to deal with repairing the car in the next few days, but she is also glad that she does not show this sadness to Mr. Meek, whose hands and feet are still shaking.

About half an hour later, after the flag ceremony in the garden of her school, Ms. Dream saw one of the teachers, Mr. Brusque, who was once again late for the ceremony, as he had been several times in the weeks before, and who entered the building, passing in front of her and saying, "Mr. Brusque, I thought we would not be late for the ceremony. You remember we talked about this just last week," she reminded him in a gentle tone. But the teacher, who walked past her without turning around, said, "Oh, stop it! Is this the right time?" in a way that the other teachers could hear. Ms. Dream was shocked. When she looked at the teachers next to her, she saw that they too were looking at him with astonishment at this rude behavior. Within a second or two, her astonishment turned to anger. As she walked red-faced towards her room, she could hear her pulse pounding in her ears. Mr. Brusque had twelve years of experience as a principal before he returned to teaching, and for the past year and a half he had repeatedly insinuated that Ms. Dream was incompetent as a principal because he had been a principal much longer than she had. Now that Ms. Dream remembers each of these disrespectful and unjustified insinuations, her anger grows even more.

In the first of the events, she experienced in the early hours of the morning, Ms. Dream suffered both financial and time losses, as she had to spend several days repairing her car. Despite these losses, she did not become angry, but even tried to comfort the inexperienced driver by suppressing her own sadness. In the second case, she suffered none of the specific damages she had suffered in the

first case. If we look at these two incidents in the context of the first appraisal process (a) in terms of the goal relevance appraisal, we see that both the accident that reduced the sale value of her car (in terms of her material interests) and Mr. Brusque's disrespectful behavior towards her (in terms of the respect she feels she deserves) affect Ms. Dream and therefore both incidents trigger an emotion in her. (b) If we look at the goal congruence, we see that both events are incongruent with Ms. Dream's goals (which include protecting her material interests and prestige) and therefore she will experience negative emotions and not positive emotions such as hope and joy. (c) When we look at the evaluation of ego involvement, we see that Ms. Dream did not receive the blow to her ego from Mr. Meek, who was trembling due to the accident, but from Mr. Brusque, who reacted disrespectfully towards her. I would like to draw your attention to one point. Even though Ms. Dream's evaluations so far correspond exactly to the core theme of "a demeaning offense against me and mine" that Lazarus (1991) expresses for the emotion of anger, these appraisals are still not enough for her to develop a feeling of anger; her secondary appraisals, which we will see in detail below, must also be of a quality that will lead her to this feeling.

In the context of anger, the process of secondary appraisals is about what can be done about this troubled person-environment relationship, i.e. about coping options. Within the secondary appraisal process there are three appraisal components: blame, coping potential, and future expectations. Let us now take a closer look at the content of these appraisals.

Blame is the individual's appraisal of who (or what) the person will hold responsible for the damage to their ego. If there is no one to hold responsible for the damage to the ego, one may feel sadness rather than anger. When people blame themselves, they may also feel anger at themselves. Two components determine the blame. We can see the clearly expressed names of these components in two different works by the theorist. The first component, as Lazarus (1991) puts it, is "imputed control," i.e., the perception that the agent has control of their behavior, and that the agent nevertheless engages in this (ego-damaging/demeaning) behavior. The other component of the blame appraisal is the perception of "malevolent or benign intention," as Lazarus (2001) puts it. In short, if the person believes that the other person is in control of their behavior, i.e., that they are intentionally engaging in that behavior and that they have malicious intent in that behavior, the likelihood that they will experience anger—and not other negative emotions—increases. I use the word "likelihood" because there are two more appraisals that determine whether the emotion is anger or not, as you will see below. Also keep in mind that these two components are not appraisals, but components that influence the blame appraisal.

According to Lazarus (1991), in complex societies there can be many focal points to which blame can be directed, and therefore it can be difficult to judge to whom blame should be assigned. A person may direct their anger at the management rather than the salesclerks because they are unable to take care of them for reasons beyond their control, or if not, the person may direct their anger at themselves for choosing that store to shop in. To avoid directing the anger at themselves, sometimes the person also tends to find an external focus, such as a system, to direct the anger. In such cases, it feels better to be angry —thanks to the sense of righteousness and power it provides— than to be in a troubled environment or to be powerless.

The coping potential appraisal (as opposed to feelings of fear or anxiety) is an assessment that the best thing the individual can do about the humiliating attack is to launch a counterattack and that they are capable of doing so. Lazarus (1991) gives an example from the animal world at this point. In this example, animals appear threatening if they have the feeling that they are strong, or at least can be perceived as strong, against the enemy they encounter, and if they do not have this feeling, they run away. Consequently, this assessment of the process of developing anger is about which of the two evolutionary adaptive strategies, fight or flight, to choose. Lazarus (2001) notes that one of the differences between his appraisal theory and other appraisal theories is that he gives the appraisal of coping potential an important place in the emotion formation process because of its importance in adaptation.

Future expectations relate to whether the counterattack will be met with a reaction such as punishment by the environment. While the subject of coping potential is about whether the individual will be able to cope with the agent, the subject of future expectations is about what the consequences will be after this counterattack has been organized. You may be able to physically defend yourself against a driver who gets out of his car and comes screaming at you because he has come into conflict with you in traffic. However, if that driver is a police officer and you cannot afford the potential consequences of fighting with them, or if you cannot stand to be seen as a rude person who fights with other people in the middle of the road, then your assessment of the potential consequences of your physical violence against that driver will determine the emotions you will feel.

Let us now return to our hypothetical example and try to discern the secondary appraisal components: (a) In terms of blame appraisal, we see that in the first of these incidents, Ms. Dream came to the judgment that Mr. Meek, who was still a novice driver, had no control over his behavior that caused the accident and that he had no malicious intentions towards her, so the emotion that the incident

triggered in her was not anger but sadness. From this point on, we no longer need not dwell on the incident with Mr. Meek because there is no reason to be angry about this incident. In the second incident, Ms. Dream found that Mr. Brusque could have exhibited much more appropriate behavior instead of this disrespectful behavior if he had wanted to, i.e., he had control over this behavior, but he intentionally exhibited this hurtful behavior out of his ulterior motives. The appraisal she reached based on these perceptions was that Mr. Brusque — who is forty-four years old, has spent twelve years of his twenty-two year career as a school principal, and therefore has more than enough age and professional experience to know how an educator should and should not behave in a school setting— was guilty of this conduct. (b) As far as the coping potential is concerned, we see that Ms. Dream perceived Mr. Brusque's attack on her ego. Since this attack occurred in front of the teachers, Ms. Dream assessed that she could take action and ensure that Mr. Brusque was disciplined and that she was capable of doing so. (c) Looking at the incident in terms of future expectations, we see that Ms. Dream believes that the disciplinary punishment he will receive for his disrespectful behavior in front of the witnesses will give a clear answer to Mr. Brusque or others who think that they can simply snub a woman, and that she will be able to stop such disrespectful behavior. Furthermore, since she is completely innocent in this incident, she believes that she will not face any negative consequences from this conflict with Mr. Brusque. The result of these assessments, which Ms. Dream makes immediately and without any effort in her mind, is the feeling of intense anger that quickens her pulse, makes her sweat and her mouth go dry.

Lazarus (1991), under the title action tendency, states that the action tendency of anger is aggression, but this impulse is kept under strict control and transformed. Despite this aggressive impulse, the person may engage in constructive behavior that takes their interests or ethical values into account, or they may turn to a cold-blooded, long-term revenge strategy that is much more likely to produce results. We do not know how Ms. Dream will deal with her anger at Mr. Brusque, whether she will seek a response beyond disciplinary punishment. We will not extend our example further, but Lazarus' comments above suggest that as humans who feel anger, we have many more and much more nuanced options than a gorilla beating its chest. Now that we have introduced the outlines of the Cognitive-Motivational-Relational theory, we can turn to why educational management researchers might need this theory.

The Importance of Cognitive-Motivational-Relational Theory to the Discipline of Educational Administration

In order to clarify the need to address the emotion of anger in the field of educational administration, it is perhaps appropriate to mention some of the findings of a fairly recent phenomenographic study (Özaslan et al., 2024). In this study, in which I was the lead researcher, we focused on the anger episodes of nineteen school principals toward the teachers working in their schools and sought to determine how many different ways in which our participants understood their anger toward their teachers. Of the findings from this study, I would like to highlight two in particular: As an internal validity measure in this study, we sent the results of our phenomenographic analysis to our participants and asked them if they found these results consistent with their own understandings. Among the results we sent them was the following comment: “The reason participants felt anger in the incidents they told us was that they felt teachers directly disrespected them or disrespected their professional values.” We received no objection to this comment from any of our participants. In my opinion, this is a finding that supports the prediction of the Cognitive-Motivational-Relational theory that the feeling of anger presupposes the perception of an attack on one's ego in the form of disrespect. From the perspective of this theory, ego is an essential, if not the only, component in the development of anger, and there is no scientific evidence to support the concept of ego in the context of educational administration. I would like to draw the attention of researchers who wish to address the emotion of anger in the field of educational administration to this problem of the ego component, which I will discuss in more detail in the following pages.

A second finding of this research that I would like to mention is the following: As a result of our phenomenographic analysis, we found that although our participants had different understandings of this emotion, all of them also had an understanding of this emotion as “an emotion that should be kept under control.” There is research outside of Turkey that suggests that school administrators believe that they should not show their emotions (Beatty & Brew, 2004; Brennan & Ruairc, 2011; Crawford, 2007) and anger in particular (Oplatka, 2017; Oplatka & Nupar, 2023). The relevant literature draws our attention to the fact that school administrators tend to suppress this emotion to avoid showing their feelings of anger (Hauseman, 2020; To & Yin, 2021), but it is also possible that such an effort of suppression may have long-term negative effects on school administrators (Maxwell & Riley, 2016; Zheng et al., 2022). Consequently, relevant literature, including our research, points to the importance of anger for

school administrators. In this case, the emotion of anger in school administrators is a research topic that deserves to be explored in more depth.

The appraisals in our hypothetical example are Ms. Dream's subjective appraisals. Another principal might view both events from a different perspective, make different appraisals and feel different emotions. Some may consider these emotions to be more right or wrong, more appropriate or inappropriate than the emotion of anger. The Cognitive-Motivational-Relational theory is limited to identifying the subjective appraisals that are decisive for the development of anger. This theory, developed in the discipline of psychology, is not profound enough to explain the ethical or social appropriateness of the appraisals. On the other hand, the emotion of anger is an important topic not only for psychology but also for philosophy. In fact, thoughts about the emotion of anger can be traced back much further than the birth of the science of psychology, to ancient Greek philosophy and even to the Sumerians. If we look at the history of mankind — at least since the invention of writing— we realize that long before detailed considerations about the development of the emotion of anger, there were considerations about the appropriateness of the emotion of anger and its individual and social consequences. In my opinion, the appropriateness of this emotion is at least as important as how it arises. There are still voices arguing that it can be a necessary and appropriate emotion (Cherry, 2021; Heilman, 2022; Geddes et al., 2020; Shoemaker, 2018). I disagree with this view. I believe that anger does far more harm than good and that cold-bloodedness and common sense can achieve much better results in all areas of life. Since my discipline is educational administration, I can also see how neglected the issue of the appropriateness of the emotion anger is in this discipline. In my opinion, the science of educational administration should give the question of the appropriateness of the emotion anger the importance it deserves. I think and hope that in analyzing the components of the evolutionary process of anger, it can be understood that this emotion arises from appraisals that we no longer need (at this stage in our evolutionary process as *Homo sapiens*), and this can provide educational administrators with the perspective they need to overcome this emotion. Using our previous example, I would now like to offer my thoughts on the misunderstanding from which the emotion of anger arises.

Let us pause for a moment and think about the blame appraisal in the hypothetical example you read above: Mr. Meek was not subject to Mrs. Dream's anger because he did not engage in blameworthy behavior. Mrs. Dream, on the other hand, felt the emotion of anger because she thought that Mr. Brusque had freely chosen his behavior. Another person, like Ms. Deep, who might know that free will is a social construct, that human behavior is shaped by genetic and

environmental factors, that no one chooses their genetic traits or their environmental conditions (i.e., all the factors they are exposed to after birth, including culture, family, random experiences, education, and even diet), might have viewed Mr. Brusque's behavior from a different perspective (for extensive reading on this topic, see: Harris, 2012; Pereboom, 2009). She might have been surprised and annoyed for a few seconds, but on the way to her office room, she might have thought that if she had been given the same genes as Mr. Brusque, she would exhibit the same behaviors, exactly the same behaviors, and that she would even see those behaviors as her natural right. Although she was troubled by Mr. Brusque's behavior, she could listen to her common sense instead of the pulse beating in her ears. Perhaps then she would know that the reason she cannot be a better person than she currently is, and why she does not feel the discomfort of not being a better person than she currently is, is the same reason Mr. Brusque cannot exhibit better behavior. She would probably say, "If I were in his place, I would behave exactly the same way," and she would show her mature attitude to the teachers next to him, who would watch Mr. Brusque's disrespectful behavior with astonishment, and she would astonish them even more. She could have approached Mr. Brusque, spoken to him in a respectful and compassionate tone, and shown him the model of a mature principal that Mr. Brusque still cannot grasp after twelve years of experience as a principal.

Is it easy to achieve this? Is it possible for a young woman who has been so easily snapped at and knows that she can respond harshly to this behavior and that she can easily give her rude interlocutor the response he deserves (coping potential) and that she will not see any negative repercussions of her harsh response and also knows that she can stop this behavior in such a way that it will not be repeated (expectations for the future)? And is it possible that she still fully remembers and even fully feels her philosophy of interpersonal relationships at this moment? Let us complicate Ms. Deep's struggle with feeling angry a little more: Why should a woman have to show such maturity every time? Is being a young principal a crime for which one must be punished? Why does Ms. Deep have to endure this behavior and why does she have to show maturity after this experience? In this example, if our principal who was snapped at by Mr. Brusque had not been a twenty-nine year old woman, but a forty-eight year old man, Mr. Kenan, would his struggle with anger have been easier? Would it have been easier for Mr. Kenan to reframe the incident and organize his feelings? Can cognition overcome ego? In laying the groundwork for the knowledge that needs to be built about the appropriateness of anger in educational management, I believe we should focus on two components, ego and blame, which Lazarus briefly mentioned in his theory. In the following part of this chapter, I would offer my

views on these two topics, blame and ego, which I believe should be the focus of research on the emotion of anger in schools.

Blame

Usually, we see that the meaning of tolerance is mentioned without specifying the contextual conditions, e.g. to which living being it is addressed. I think that this vague, underemphasized question of to which living being tolerance should be directed is indeed a very important issue. In my opinion, tolerance towards an obviously healthy human being is not at all comparable to tolerance towards a kitten. First of all, even if a kitten scratches our hand and bleeds, we know that it is an animal, and we cannot feel anger towards it because we think that it cannot be responsible for its behavior. Our anger toward humans, on the other hand, stems from our illusion that they have the same genetic and environmental conditions as we do and should therefore be able to behave as we deem acceptable if they want to. In my opinion, the tolerance we should show towards an adult is not an attitude that can be developed without a solid scientific background. Tolerance towards adults as an attitude or inner experience can only be based on scientific knowledge that clarifies the origins of human behavior and shows that humans do not choose their behavior.

The most a kitten can do is scratch your hand, and even then, it looks cute. An adult human, on the other hand, can do us much more harm. He may, for example, try to kill us or someone close to us, and he may do it “intentionally.” It is at this “intentionally” point that we need to pause and remember what science has clearly shown us, and therefore we need to rethink this “intention.” Consciousness and willing are shaped by genetics and environment, and no one can choose their genes or the social environment they are born into. Harris (2012) gives a striking example of this in the introduction to his book. This example is about two career criminals who committed many terrible crimes, including rape and murder of innocent people. Following the description of these crimes, Harris (2012) provides information about them. One of them, Joshua Komisarjevsky, was a person who was repeatedly raped in his childhood. Harris (2012) eloquently expresses his view on this subject as follows: “If I had truly been in Komisarjevsky’s shoes on July 23, 2007, that is, if I had his genes and life experience and an identical brain (or soul) in an identical state—I would have acted exactly as he did.”

Let us imagine you are one of the people Komisarjevsky has harmed in the past, and you caught this man in an alley. In your hand you have a gun, but in your mind, you have the truth that genes and environment are the causes of all human behavior. What would you say to Komisarjevsky? Could you say, “Why

don't you have the genes I have?" or "Why didn't you have a healthy childhood like me?" To avoid feelings of anger, it is very helpful at this point to remember that people do not choose the circumstances that lead to their behavior, but that they are condemned to these circumstances. Principals who bring this perspective to the school management process will be able to maintain composure in many of the events they encounter.

Ego

Unfortunately, it is not enough to understand and remember that people do not choose their own behavior to tolerate and love people. Let us now come to the second and more challenging difference between loving a human being and loving a kitten: A kitten scratches our hand, not our ego. If you are a young female principal subjected to the sometimes blatant, sometimes insinuating, sarcastic criticism of a man with much more administrative experience, or if you are a male principal with fourteen years of administrative experience subjected to such criticism, both will cause a very similar narcissistic blow in terms of quality. This blow is of course a subjective experience. It is theoretically possible for a person not to care. I have yet to meet such a person, and I would really like to. As scholars working in the field of educational administration, perhaps we should focus on finding ways of educating that produce this kind of person. I have already mentioned above that the tolerance that should be shown to an adult human being can only come from science. The ego involvement that causes anger, can only be overcome through scientific knowledge.

Conclusion

When we look at an adult human being, we do not see the cute face of a cat, but sometimes a threatening human face that looks at us angrily. However, with the insight that only science can give us, we can recognize that this person is a human being, just like us, struggling with negative emotions and inner experiences such as fear and dissatisfaction, under the influence of genetic and environmental conditions that they did not choose for themselves. In reality, we all experience the same misfortune. Only this scientific view can be the source of the common sense, maturity and forgiveness that school principals need for effective management. Nothing else can provide principals with a sustainable mindset that enables them to both protect their own quality of life and respond respectfully to those in front of them, even when confronted with their disrespectful behavior. It is thanks to this perspective, Ms. Deep is able to demonstrate the maturity that will be a role model for everyone at her school, even teachers who are tens of years older than her. These exemplary behaviors of

Ms. Deep can be seen as deep acting in the context of emotional labor and reframing in the context of emotion regulation, which can also be found in the psychological literature.

The question of the extent to which the Cognitive-Motivational-Relational theory can single-handedly explain the emotion of anger may also raise a question mark in our minds. I think I can answer this question by recalling a research experience: In previous years, we were interested in two motivational theories, expectancy theory and goal-setting theory, and we conducted two separate motivational studies with these two theories (Özaslan & Özaslan, 2023; Özaslan & Özaslan, 2024). During this time, we realized that both motivational theories explained our participants' motivations very well in the research where we used them as a theoretical framework, but it was obvious that they would be insufficient for the other research. We have thus recognized that it is not possible to explain a complex psychological phenomenon such as human motivation, which can manifest itself in many different areas, with a single theory. I think this also applies to the emotion of anger. In my opinion, it is not possible to fully explain such a complex psychological phenomenon, which can manifest itself in so many different areas, with a single theory. Researchers in educational administration who study the anger experiences of school administrators and teachers should be aware that there are other theories besides this highly explanatory theory, even other appraisal theories, and they should develop a broad repertoire of theories about emotions in order to find and apply the theories appropriate to their research topics. Anger affects not only the organizational effectiveness of schools, but also the quality of life of teachers and administrators. I hope that this book chapter contributes to the repertoire of theories needed by educational administration researchers who sincerely care about and strive to improve the quality of life of these people who provide great benefits to society.

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Chapter 2

Examination Of the Methods Used In Teaching Social Skills To Individuals With Special Needs

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Abstract

In this study, it is aimed to examine the methods used in teaching social skills to individuals with special needs within the framework of relevant research. In the study, the theoretical framework regarding teaching social skills to individuals with special needs is given; secondly, the methods used in teaching social skills to individuals with special needs are introduced. Thirdly, the methods used in teaching social skills are discussed within the framework of relevant literature. Finally, research and application suggestions are made regarding the methods used in teaching social skills to individuals with special needs in line with the literature.

Keywords: Individuals with special needs, social skills teaching, method.

INTRODUCTION

In the age we live in, societies are in constant change and development. As children, our ability to adapt to these changes while fulfilling our roles in society not only makes us a part of the society we live in, but also helps us create a perfect picture by providing integrity within the society, just like the combination of the pieces of a puzzle. Of course, we need to fulfill more than one skill to internalize this change (Dam and Volman, 2007; Han and Kemple, 2006).

Human beings are psychosocial beings. Human beings, who need other living beings and a social environment for their survival, are in different social environments from birth to death. There are undoubtedly some basic criteria for human beings to be accepted in the social environments they enter and to continue their existence independently and in harmony. In the life adventure that begins with the birth of a child, in every environment they encounter, they should behave according to their age and the social environment they are in, which helps them to be accepted and gain a qualified place in the society they are a member of.

For a child to be able to provide social skills appropriate to his/her environment and age, and to initiate, continue and terminate social skills, when necessary, he/she needs many different and essential social behaviors. The child needs these behaviors every moment he/she breathes. When the behaviors of infancy are examined, it is seen that the crying of a newborn baby is not just a cry, the baby exhibits this behavior to meet his/her needs such as being held by his/her mother or being fed by his/her mother. These primitive behaviors turn into meaningful social skills appropriate to his/her age over time, and a baby who expresses what he/she wants through crying begins to meet his/her needs with words and behaviors as he/she gets older.

The point that is being made here is this: Social skill learning continues throughout a lifetime. According to Gülay and Akman (2009), all these social skills are of vital importance and social skill learning is a never-ending process. In fact, it would not be wrong to say that the foundations of social development are laid in childhood, as in every developmental period. Early childhood is of indispensable importance in a child's life. We always hear from our ancestors: "A tree bends while it is young." Just like a tree, as a person matures, it becomes harder to bend and take shape. It can be argued that every behavior that is acquired late in the early period may be delayed in meaningful learning at a later age or that it is not as easy as it is acquired in early childhood.

While all developmental areas have been affected by the seriousness of early childhood, social development is perhaps the most vital skill among them. Early social skills that are difficult to acquire or delayed during this period can be reflected in the child's childhood, then in adolescence, adulthood and even old

age, and can cause the child to experience various limitations (Gülây and Akman, 2009; Driscoll and Carter, 2004; İnce and Karabulut, 2022). Here, we come across two major concepts: Social competence and social skills. So, what is social competence? Or what is it not? Is the aim of parents and educators to raise children with social skills or to raise children with social competence? There is undoubtedly more than one answer to this question. Today, increasing violent incidents are manifesting themselves even at the young age group, and here the concept of social competence comes to the fore.

It is seen that the concept of social skills is used intertwined with the concept of social competence and sometimes they are used interchangeably. Although these two concepts are not completely independent of each other, the reason why they are perceived intertwined is that any child's fulfillment of social skills is directly proportional to the view that he/she is socially competent (Bacanlı, 1999). For example, it can be said that the social skills of a child who calmly waits for his/her turn to swing without crying while playing with his/her friends in the park and thanks his/her friend for giving him/her the swing when he/she gets off are meaningful and appropriate for his/her age, and it can be argued that this child has social competence. However, the fact that social competence has not yet been specialized much and that researchers have different views from each other prevents the concept of social competence from being clearly revealed. According to some scientists, social competence is emotional, cognitive, emotional and social skills that enable the child to use meaningful and appropriate social skills when needed (Han and Kemple, 2006).

Social competence is the set of social skills and strategies required for a child to be able to maintain friendships, develop emotional relationships with peers, and adapt to social groups and communities. The definition of social competence can be summarized as follows: A child's ability to establish and develop successful relationships with other people in their immediate and distant environment, to end these relationships, when necessary, to gain peer acceptance and social acceptance, while the child's level and success in using these skills constitute social competence.

When social competence is examined in more detail, it is seen that it is divided into two main parts (Gresham & Reschly, 1988). These are: Adaptive behaviors and social skills (Gresham & Reschly, 1988). Adaptive behaviors include many different skills. These are; self-care skills, home skills, using social services, self-monitoring, self-management, using health and security services, using free time meaningfully, work skills (Lucassen, Coulter, Polloway, Reiss, Schalock, Snell, Spitalnick, & Stark, 1992). Social skills can be addressed in three separate categories. These

categories are (a) interpersonal behaviors, (b) the child's relationship with himself/herself, (c) task-related behaviors (Merrel & Gimpell, 1998).

Gresham and Reschly (1981) also touched upon peer acceptance in this context. Accordingly, peer acceptance is an inseparable part of social competence. This means that when a child exhibits sufficient adaptive behavior, social skills develop, and peer acceptance increases. The evaluation of social skills and adaptive behaviors, which constitute the dimensions of social competence, with peer acceptance is considered from this perspective (Gresham and Elliot, 1987). When examining social competence from another perspective, the studies of Sargent (1998) draw attention. According to Sargent (1998), social competence is explained in terms of input, process and output. The input leg of social competence consists of cultural elements, the process leg consists of social interaction and the output leg consists of desired, desired and targeted behaviors.

Social skills are an element of social competence. Social skills are a set of behaviors that enable the child to gain independence and be in harmony with the society in which he lives, thus affecting the child's quality of life. Warren (2004) defined social skills as follows: Social skills are skills that can develop with learning, are shaped by the culture in which the child lives and are increased with social reinforcements. In fact, it can be analyzed based on our inferences that there are some variables that affect social skills. These are: Intelligence, language, perception, attitudes, personality and value judgments, environment, gender, age, etc.

Social skills are the tendency of a child to increase a behavior after receiving positive results, while decreasing the behaviors that receive negative results. In other words, the positive reinforcement of the behaviors we exhibit in society shows that we have sufficient social skills. It is quite easy to recognize a child with social skills. It is possible to say that children with social competence are children who can display the social skills they have acquired in the appropriate environment, time and conditions (Dobbins, Higgings, Pierce, Tandy and Tincani, 2010).

According to Sucuoğlu and Çiftçi (2001), when information about social skills is examined, it can be said that social skills have five basic characteristics. These are:

1. Social skills are learned behaviors and vary across cultures.
2. Social skills may vary depending on the situation.
3. Social skills facilitate acceptance within society, allowing the child to approach acceptable behaviors and move away from unacceptable behaviors.
4. The child behaves in accordance with the environment he is in, and this behavior occurs in line with the set of goals.

5. Social skills are a process that includes cognitive and emotional dimensions as well as observable behaviors.

Considering these characteristics of social skills, it can be argued that they are difficult to acquire. On the other hand, the acquisition of these skills is of indispensable importance for children with normal development and those in need of special education. Although children learn in the flow of life with their social behaviors under normal conditions, evaluate the natural learning opportunities that come their way and acquire the necessary gains, it can be said that individuals with special needs are quite inadequate in capturing these opportunities. Accordingly, it can be stated that they have great difficulty in learning social skills on their own. Much more specific methods are used when providing social skills to these children in question, and it can be argued that knowing what these methods are is important for educators and families. In this context, the study aims to examine the methods used in teaching social skills to individuals with special needs within the framework of relevant research. The study includes the theoretical framework regarding teaching social skills to individuals with special needs; secondly, the methods used in teaching social skills to individuals with special needs are introduced. Thirdly and finally, research and application suggestions regarding teaching social skills to individuals with special needs in Turkey are made in line with the literature.

Methods Used in Teaching Social Skills to Students with Special Needs

In this study, methods that can be used in teaching social skills to children with special needs were examined. The social skills of individuals with special needs are significantly different from their normally developing peers and other children with special needs, and it can be said that there should be methods in teaching social skills that will turn these differences from disadvantages into advantages. In this section of the research, methods that can be used in teaching social skills are discussed.

Direct Teaching Method

The direct teaching method is a method in which the teacher systematically withdraws the support given to the child with special needs in a certain systematic scheme to help the child achieve the desired behavior and, over time, allows the child to act independently (Rosenberg, Shea, & Shea, 2006).

There are some steps for using the direct teaching method in teaching social skills. These can be listed as creating a need, creating skill steps, being a model, role playing, practicing, generalizing. According to the information we obtained

from Çiftçi 2001, in the need creation stage, information is given about the skill that is desired to be acquired by the individual with special needs and the child's attention is directed to the teaching. In the skill steps creation stage of the target skill, all the sub-steps that make up the skill are listed.

In the modeling stage, the teacher demonstrates and models the skill to be taught by using himself or a puppet, toy or video. Role playing is when the student watches the skill and then demonstrates the same skill and receives feedback as a result. The advantages of role playing for individuals with special needs cannot be denied. Thanks to role playing, children with special needs can rehearse the social skill they need to learn before using it in real environments (Sargent, 1998). At the end of all these steps, the practice stage of the acquired social skill comes into play. Here, the individual with special needs undertakes supportive tasks such as inviting, assigning homework, providing various clues and role playing for the behavior in question. The last stage, generalization, is when the student can demonstrate the information he has acquired in different places, times, people and situations.

Teaching with Video Models

When it comes to teaching social skills to individuals with special needs, it can be said that another effective method is teaching with video models, and the main lines of designing a teaching with video models are that children are taught only by watching videos without planning any teaching sessions for social skills, and the targeted behavior is learned through observation. In this teaching method, the child watches and analyzes the behaviors of the role model who exhibits the behavior in the video, and then begins to exhibit these behaviors in daily life areas such as home, school, and friends. When considered from this perspective, it can be said that the skills taught to children through video models in teaching social skills are both permanent and have a high rate of generalization (Halisküçük, 2007; Akmanoğlu, 2008).

It has been determined that children who gain social skills through video modeling do not make mistakes in displaying their skills. When evaluated from this aspect, another benefit of video role modeling is that it is a different natural method that can be used in daily life, and this method can be done in four different ways. These are: Being a role model through video, providing feedback through video, providing clues through video, and finally video through computer (Nikopoulos and Keenan, 2006; McCoy and Hermansen, 2007). After the determined social skill is separated into its steps one by one with the skill analysis method, having the child, whose behavior is targeted to gain, watch the recordings of each stage of the skill being displayed by any adult, teacher, parent, neighbor, friend, or peer is a form of video modeling.

In providing feedback through video, videos recorded in natural environments where the child demonstrates social skills are shown to the child, and appropriate and inappropriate points regarding the behavior are determined, then the child can talk about the behavior, chat, and form an opinion about the video model. In providing clues through video, the child is actively integrated into the video recording, so that the child can perform the skill at that moment and receive feedback because of the clue provided. If computer-aided instruction is designed within the video model, all the resources in question are stored in a single mechanism. This mechanism includes animation elements, sounds, and music recordings related to the target social skill. While designing teaching with this method, it should include steps such as determining the skills to be taught and evaluating them in terms of functionality, even if they present differences, obtaining the consent of the family to put them into practice, consulting with the parents at every stage and including them in the process, providing training to the role model to be used, ensuring that the environment where the video will be shot and the tools are suitable for the selected skill, and collecting and storing the changes before and after the behavior in accordance with the data collection methods (McCoy and Hermansen, 2007 Halisküçük, 2007; Vuran and Turhan 2012).

Teaching with Social Story

Social stories, whose main goal is to explain existing social behaviors frequently used in daily life, to explain them within a framework of meaning, to try to make sense of them and to provide the ability to present accepted social responses, were first put forward by Gray (1994) and their second main goal is to help individuals with special needs acquire social behaviors, to revive existing behaviors and to put them in a better mold. In this, a story plays the leading role, and, in this story, what happened, where did it happen? why did it happen? where did it happen? when did it happen? with whom did it happen? The content prepared with sentences and visuals selected in line with the individual's developmental stage and their ability to use, understand and perceive Turkish is included in the system of the story by using the 5W1H technique. The existing educational situation of the child for whom we are writing the story is quite effective and sentences that are beyond their comprehension capacity should not be used; if the child does not have reading skill, stories consisting of visuals can be prepared. The sentences that depict and describe the social situation, skill and the behavior that is the subject of the story should be integrated within the values in the story; The fact that it offers a perspective on the skill in question and that the heroes of the story exhibit the desired positive behaviors makes teaching social skills through stories useful. The story covers how the hero should respond

to the social situations in question, and in addition, the thought structures, empathic perspective, social norms, and emotional states of the heroes are verbally revealed, and the child is provided with an idea about the social behaviors in question (Gray and Garand , 1993; İnce et al., 2023; Kuttler et al., 1998 Crozier and Sileo , 2005; Sansosti and Powell -Smith, 2006; Kircaali-İftar, 2007 Özdemir, 2007; More , 2008).

Opportunity Teaching

If incidental teaching is to be defined, it is a method that includes multiple trials in natural ways in environments adapted to improve communication; essentially, it is a method that can be said to be relatively effective compared to other methods that model applied behavior analysis (Tekin-İftar, 2012). In this method, the initiative comes from the child first, and after the appropriate environment arrangement, the initiative from the child is accepted as the pre-stimulus. After this step, the communication partner in front of the child reinforces the pre-stimulus and offers a response for the deepening of communication, thus creating a natural reinforcement environment. Although it was first used in teaching language skills, it has also started to be used in other areas such as teaching social skills over time. It is mostly used to increase children's communication skills or to help them acquire these skills, and it is also used to help other children with problems in communicating with individuals with special needs gain these skills; and to take their existing skills to the next level (Birkan, 2009; Tekin-İftar, 2012)

In this teaching process, the child's current level is important when revealing the target behavior. While creating the target behavior, the gain can be as simple as pointing to an object with a finger, or as advanced as asking for a favorite toy from the toy cabinet. The main criterion here is how successful the child is in communicating and continuing communication in his/her communication skills. It is possible to examine the incidental teaching, which has certain steps, in eight separate sub-dimensions. These are: Observation, accepting and requesting, waiting, verifying and reinforcing, providing a clue, waiting, verifying and reinforcing, and moving on to the next trial session. In short, in the observation step, the child is expected to try towards any object in a structured environment, while the child is only observed and accepted in the requesting phase, the communication partner or the educator, mother, sister in the environment accepts the gesture, mimic or communication from the child and requests a higher-level attempt, then waits again. The child confirms, accepts and reinforces the other attempt. It is assumed that no communicative or social attempt may be seen from the child, at this point the clue-providing phase comes into play. Especially when

this method is being used with the child for the first time, the way to ensure success is to provide clues. In this way, teaching is continued with trials that are continuous. Communication forms the basis of social skills and although this method provides gains slowly, it provides advantages in terms of generalization in the long term (Tekin-İftar, 2012)

Teaching Social Skills with Drama

In other words, even though it means playing games, the reason why drama is seen as a method in the education process is to take the behavioral, motor, affective, emotional or cognitive development areas of children to the next level. Drama is effective in individual development, having self-confidence, developing creativity, gaining a critical perspective and increasing problem-solving skills. In addition, creative drama in the education process means that children use any concept, phenomenon, human behavior, events from life again and again with their existing mental themes in a group activity by taking advantage of certain drama implementation techniques (San 2002; Genç, 2003).

Essentially, drama helps today's people gain social skills, establish social ties according to norms, increase their awareness as an individual, be productive, and realize themselves. In this way, similarities and differences with other social events are revealed through lived experiences, and with creative drama, the person can observe their own behaviors. In other words, it is an active method that involves experiencing events and comprehending them (Adıgüzel, 2006). When using drama in education, the child proves and shows himself both mentally and emotionally, and physically. Thus, the opportunity to easily display social behaviors can be provided. Thanks to drama, the child increases his empathic characteristics at an early age, develops his creativity, and develops his expressive language skills (Sağlam, 2004). As Sağlam (2004) understands, the characteristics that drama adds to the child provide the basis of skills by ensuring that he is happy in his social life.

It is an indisputable fact that drama influences children who are in the developmental stage, on their ability to belong to a group and fulfill the roles required by being a member of the group, on their ability to transfer their communication skills to a higher level, on their ability to maintain self-control, and on critical social skills such as these. In the implementation phase of the drama method, the necessity of designing the skills we want the child to gain in advance and the necessity of preparing in advance cause it to take more time. If we touch upon the disadvantages of drama for individuals with special needs, the main problems in drama application are that children are not familiar with this method, these children cannot stay calm in front of the society, they are shy and

anxious. Over time, by gaining experience in these areas, the drama method can be used successfully for teaching social skills (Kara and Çam, 2007).

Nature Education in Teaching Social Skills

The characterization of the natural environment as a tool in the education processes of mother nature is called nature education (Keleş, Uzun, and Uzun, 2010). It has been proven because of research that education with nature experiences in nature stimulates the existing curiosity of children at an early age, increases their desire to explore, and thus leads to a positive climate in children's behavior (Özdemir 2007; Yağcı, 2016). When children learn by interacting with the rich stimuli in the natural environment, many behaviors that are targeted to be taught within the planned program can be easily learned. From this perspective, it can be said that it is important to include nature in formal education. It has been proven by research that teaching programs designed by including nature education at the early age significantly improve social skills. Nature education can be our greatest helper, especially in terms of acquiring social skills, which are indispensable in the early period. Children who are together with their friends in nature learn to take responsibility, observe together, and act (Çelebi, 2002; Çiftçi, 2019).

Children are intimate with mother nature from birth onwards, and the social environment and environmental conditions in which the child lives are one of the most critical factors that shape the child's behavior. Personality is affected by the environment and society, and over time, the baby, who is only with his/her parents, is included in different social environments as he/she gets older, and every positive behavior is returned to him/her as a plus point. When we direct our perspective to this perspective, he/she continues to complete his/her social development as he/she spends time in nature (Altınköprü, 2003; Çiftçi, 2019). When we consider this perspective, it can be argued that the more social environments a child sees in the early childhood period, which we call preschool, the more positive behaviors he acquires. It can be stated that a child who gets the necessary opportunity has an advantage over his peers in developing or acquiring social skills.

When the results of the studies are examined, when nature education is given, concepts such as relationships between living beings, diversity of living beings, environmental elements should be kept in the foreground, so that when children see nature as a continuous whole, they can easily perceive the connections between natural factors. It has been observed that thanks to nature education, children's ability to take responsibility, share tasks, ease of acquiring cognitive gains, and ability to express themselves easily increase (Özdemir, 2007 Keleş,

Uzun, & Uzun, 2010; Köşker, 2013). According to Özdemir (2007), it is possible to gain many cognitive and social behaviors that we aim to achieve and gain through nature education.

If we touch upon the methods and techniques used in nature education, it is very important to prepare different activities inside and outside the classroom while incorporating this education into our process. It is known that teaching natural concepts through play and experience will make it easier to learn abstract concepts. Nature activities should be organized in preschool education programs in a way that children take an active role, and such practices should be included (Alisinanoğlu, Özbey, & Kahveci, 2007; Çiftçi, 2019).

To achieve this, activities that are adapted by considering the child's individual development by providing the opportunity to observe, be actively involved, and conduct research on interest increase the child's interest in nature. When it comes to nature education, more than one activity comes to mind. These activities can be forest trips, field trips related to the subject, organizing the classroom environment, nature-related projects and homework, activities on animal care, plant cultivation, club activities, etc. (Şimşekli, 2002; Karadoğan, 2016). In his study, Carter (2016) reached the effectiveness of nature education at young ages by taking the Social Emotional Environmental Education Development (SEED) program into perspective. He concluded that because of the program in question, children exhibited positive developments in nature literacy, established respectful relationships, gained experience in cooperation, and increased cognitive achievements. When we carefully examine the studies of Carter (2016), the Social Emotional Environmental Education program provided an environment for the development of social relationships among children. When we include nature in social skills teaching, children both realize that they are one with the universe they live in and develop their social relationships in a natural environment. There is no previous study on nature education in disadvantaged groups. According to Çiftçi (2019), it is known that nature education contributes to the development of social skills in early childhood, and it is thought that such studies will be effective when applied to different ages and groups.

CONCLUSION AND RECOMMENDATIONS

In this study, methods applied to teach social skills to individuals with special needs at an early age were examined. When studies on this subject were examined, it was determined that more than one and many intertwined methods were used. In addition, it can be stated that methods such as basic response teaching have a positive contribution to the tolerance of the deficiencies that are

prominent in individuals with special needs, to the advantage of response generalization, and to the ability of individuals with special needs to communicate, to give correct responses, and to gaining social responses, which is a common result of the studies conducted.

Turhan and Vuran (2015), who have studies on social stories taken from another perspective, have studied teaching independent play skills to subjects with special needs by using social stories and video models because of the research they presented. The research data showed that; in gaining independent play skills, the video model method takes a very short time to reach the goal, both models are effective, but the video model is more effective for the family, as reported by the subject's parents. When other findings of the study are examined, it is reported by the mother that the subject can be self-sufficient in independent play, that the subject is also willing to establish games between siblings during play hours or outside of play hours, and that he is willing to establish games spontaneously and thus exhibit social behavior. In the video model, the behavior is shown one-to-one in the video and the child learns the correct behavior without errors. When another result of the study is considered, it was revealed that although the mother wanted to use this method for other social skills in daily life, she had no idea how to shoot a video or did not know how to proceed in writing a story (Turhan and Vuran, 2015).

As can be seen, in studies where video models and social stories were used simultaneously, it was determined that the video model was more advantageous in terms of time and learning, as it provided teaching in fewer sessions in teaching skills. It can be predicted that teaching with a video model is more suitable than teaching social skills with social stories in teaching social skills.

In another study, a special social skills program was designed for individuals with special needs using social stories. Within the scope of this designed program, the individual with special needs was tried to be taught the skills of introducing himself/herself to his/her environment, asking for help from his/her environment when needed, and participating in an activity. As a result, it was revealed that these targeted skills were successfully acquired (Balçık and Tekinarslan 2010).

More than one study using social stories in acquiring social skills shows positive parallelism. For example, it has been proven that skills such as understanding one's own feelings, working with a group, being a meaningful member of a group, using facial expressions, and being able to fill one's free time meaningfully in a way specific to one's age, which can be described as the cornerstone of social skills for individuals with special needs, are successfully acquired through social stories. Moreover, social stories are an easily accessible, highly effective and ergonomic educational tool for these children. The point to

be considered here is to provide high-level efficiency and permanence by preparing stories that prioritize visuality to minimize the disadvantage experienced in verbal expressions for individuals with special needs (Girli, 2004; Özdemir, 2008).

Another important point is that to increase the efficiency of the prepared social stories, the social story should be completely specific to the child's perception level, and it is important that the photographs, colors and objects to be selected in the planned story should be meaningful to the child and the characters should be from the close circle and their beloved friends if possible. Here, the fact that children with special needs have different needs comes into play, and individuality should be at the forefront even in the cards prepared for the child. Social stories prepared specifically for the individual serve as auditory and visual stimuli. It can be said that stories prepared in this way are more successful in achieving the purpose of teaching. On the other hand, the design of social stories, the reading of stories, the communication between the child and the adult while the story is being read, etc. directly affect the efficiency of teaching (Kırcaali-İftar, 2007).

As can be understood from the quote by Sağlam (2004), the characteristics that drama adds to children form the basis of skills that will make them happy in their social lives and is a method frequently used in teaching social skills. When drama is considered as a rehearsal for life, it is another method that can be used for individuals with special needs. However, the number of studies using the drama method in teaching social skills to individuals with special needs is almost non-existent.

As Deniz (2019) stated, it is important to use and research more original methods that are different from classical teaching methods to minimize the social skill deficiencies experienced by individuals with special needs. In this context, nature education, which is a current method for teaching social skills, can be envisaged to be used in developing the social skills of individuals with special needs. Çiftçi (2019) revealed in his research that nature education given in early childhood improves social skills in young age group individuals. It is envisaged that nature education can improve the social skills of individuals with special needs.

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Chapter 3

Evaluation Of Social Media Learning Attitudes According To Social Media Usage

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INTRODUCTION

Social media can be defined as digital platforms where individuals share information and content online. The global usage of social media applications is increasing day by day. Today, there are numerous social media platforms with a large user base, shaped by different demographic structures and usage habits. The development of social media has accelerated with the increased accessibility of the internet and the widespread use of mobile devices. These platforms not only facilitate social interactions but also bring revolutionary changes in areas such as communication, entertainment, commerce, and even education. One of the areas significantly impacted by social media is undoubtedly education. Social media applications, which greatly influence our communication and interaction in daily life, have also affected our understanding of education. Features such as content suitable for different age groups and levels of proficiency, peer collaboration, adaptable learning opportunities, spatial and temporal flexibility, accessibility, and free usage make social media programs increasingly preferred for educational and instructional purposes (Sarsar, Başbay, & Başbay, 2015). Social media has radically transformed the ways individuals learn, making learning more interactive, dynamic, and continuous. Information is no longer just content presented by a teacher in a classroom but is also continuously produced and shared by a wide audience on social media platforms.

Students' tendencies to use technology and their willingness to take advantage of technological opportunities in educational settings have significantly contributed to the increasing use of social media applications for educational purposes. The numerous features of social media programs make them easy to use for educational purposes. Social media facilitates education by allowing students to easily access course materials, find relevant topics, and participate in discussions on homework. Additionally, it provides educators with significant support in fostering creativity and problem-solving skills in educational environments (Öztürk & Talas, 2015). The use of social media platforms as an educational tool offers many advantages. Some of these advantages can be summarized as follows:

- Social media platforms are accessible at all times and from any place without time or location limitations (Bodle, 2011). This means that the learning process is not limited to specific hours but is continuously ongoing (Heiberger & Harper, 2008).
- Learning through social media encourages the learner to be an active participant rather than a passive receiver. Discussions, feedback, and interactions make the learning process more dynamic, which helps individuals retain what they have learned more effectively.

- Social media brings together the views of people from different cultures, knowledge bases, and areas of expertise. This allows learners to see different perspectives and evaluate the learning process from a broader viewpoint.
- In learning processes that occur through social media, learners are not only consumers but also content creators. People share their own experiences, thoughts, and learnings, thereby contributing to the learning process of others.
- Social media provides instant access to current information. This is especially advantageous for news, scientific developments, and academic resources.
- Through social media, everyone has the opportunity to acquire information on a subject and share it. This makes learning more inclusive and equitable.
- Social media learning helps individuals develop the ability to question the information they encounter, investigate its accuracy, and evaluate it with a critical mindset. The presence of various types of information and opinions on these platforms encourages individuals to question the validity of such information.
- Social media demonstrates that learning is a lifelong process. Users constantly acquire new knowledge on various topics and continue to learn and teach by sharing this information with others.
- The desire of individuals to share knowledge on social media encourages them to create more original content. This not only creates a deep learning experience for themselves but also provides a rich source of information for others.

The use of social media platforms as an educational environment and tool may also lead to some negative consequences. Unverified, misleading, or false information can spread rapidly on social media. This may expose learners to misleading information. Since social media is also a platform for entertainment and socializing, distractions during the learning process become a common issue.

Just as in our daily lives, social media holds a very important place in educational processes as well. In this context, the concept of social media learning emerges. Social media learning can be defined as individuals acquiring information through social media platforms, interpreting this information, and actively participating in the learning process. This learning process becomes more organic and collaborative due to the interactive nature of social media. Unlike traditional learning methods, social media learning is a process where

users are active participants, able to ask questions, join discussions, and even produce information.

Although social media platforms are frequently utilized in educational environments, it is observed that the concept of social media learning has not been sufficiently discussed in the literature. Social media learning is one of the most important innovations offered by the digital age. By providing rapid access to information and opportunities for interactive and continuous learning, it offers a strong alternative to traditional learning methods. However, it is crucial to be aware of challenges such as information overload and distraction during this learning process, and to develop critical thinking skills. Social media learning allows individuals to manage their own learning processes, explore different perspectives, and engage in continuous development. This supports a process where individuals are not only learners but also knowledge producers and sharers. Therefore, social media learning holds great importance in today's world and will continue to play a significant role in education in the future. In this context, it can be said that identifying how students' social media learning preferences vary is important. Social media usage may influence students' social media learning. This research aims to reveal how students' social media learning preferences vary according to their social media usage. In this context, the following research questions will be addressed:

- Do students' social media learning preferences differ significantly based on their years of social media use?
- Do students' social media learning preferences differ significantly based on their daily social media usage time?
- Do students' social media learning preferences differ significantly based on their level of social media usage?
- Do students' social media learning preferences differ significantly based on their use of social media for shopping purposes?
- Do students' social media learning preferences differ significantly based on their use of social media to make new friends?
- Do students' social media learning preferences differ significantly based on their use of social media for academic purposes?
- Do students' social media learning preferences differ significantly based on their use of social media to follow the news?

METHOD

Research Method

The research was conducted using a survey model. Surveys generally include a larger number of participants compared to other research methods (Fraenkel & Wallen, 2006). The primary goal of survey studies is to reveal the current situation as it is (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008).

Study Group

The study group consisted of 99 university students studying at a public university. The study group was determined using a convenient sampling method. In convenient sampling, the researcher aims to reach the required number of participants by starting with those most accessible to them (Büyüköztürk et al., 2008). The distribution of participants' demographic characteristics and the average scores they obtained from the Social Media Learning Scale (SMLS) are presented in Table 1.

Table 1. Distribution of Participants by Demographic Characteristics

Category	Classification	f	%	SMLS
Daily social media usage time	Less than 1 hour	16	16,2	24,69
	1-3 hours	49	49,5	21,33
	3-5 hours	23	23,2	27,04
	5-7 hours	6	6,1	17,33
	More than 7 hours	5	5,1	10,00
	Total	99	100,0	22,38
Years of social media usage	Less than 1 year	4	4,0	18,25
	1-3 years	14	14,1	19,64
	3-5 years	34	34,3	23,18
	5-7 years	26	26,3	21,73
	More than 7 years	21	21,2	24,52
	Total	99	100	22,38
Social media user level	Beginner	2	2,0	19,00
	Intermediate	65	65,7	21,32
	Advanced	27	27,3	25,33
	Developer	5	5,1	21,60
	Total	99	100,0	22,38

Data Collection Tools

Personal Information Form: A Personal Information Form developed by the researchers was used to determine the social media usage habits of the participants. This form includes questions about participants' daily social media usage time, years of social media usage, level of social media usage, and the purposes for which they use social media.

Social Media Learning Scale: The Social Media Learning Scale (SMLS), developed by Knezek, Wakefield, and Mills (2012) and adapted into Turkish by Ekşi and Aslan (2023), was used in the research. The SMLS, designed as a 5-point Likert scale, consists of 8 items and 2 factors. When the fit and error indices of the Social Media Learning Scale were examined, it was determined that the construct validity of the scale was achieved, thus confirming that attitudes toward learning through social media could be evaluated reliably and validly based on the results obtained (Ekşi & Aslan, 2023).

Data Analysis

In the analysis of the data, descriptive statistics, the t-test for independent samples, and one-way analysis of variance (ANOVA) for independent samples were used. To determine whether the assumptions for the ANOVA test were met, the Kolmogorov-Smirnov test was applied, as the sample size was greater than 50, to check if the data were normally distributed (Büyüköztürk, 2007). Based on the test results, since the normal distribution value was not statistically significant ($p > .05$), it was decided that parametric tests could be applied.

FINDINGS and RESULTS

Changes in Social Media Learning Attitude According to Social Media Usage Years

One-way analysis of variance (ANOVA) was applied to determine whether participants' social media learning attitudes differed according to their years of social media usage. The results of the ANOVA test are presented in Table 2.

Table 2. Changes in Social Media Learning Attitudes According to Social Media Usage Years

Years of social media usage	N	M	Ss
Less than 1 year	4	18,25	8,73
1-3 years	14	19,64	7,71
3-5 years	34	23,18	8,50
5-7 years	26	21,73	8,72
More than 7 years	21	24,52	9,99
Total	99	22,38	8,80

Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Between Groups	302,155	4	75,539	,974	,425	--
Within Groups	7287,255	94	77,524			
Total	7589,414	98				

Upon examining Table 2, it was determined that participants' social media learning attitudes did not show a significant difference based on their years of social media usage. ($F_{(4,94)} = .974$; $p > .05$).

Changes in Social Media Learning Attitudes According to Daily Social Media Usage Time

A one-way analysis of variance (ANOVA) for independent samples was applied to determine whether participants' social media learning attitudes differed according to their daily social media usage time. The results of the ANOVA test are presented in Table 3.

Table 3. Changes in Social Media Learning Attitudes According to Daily Social Media Usage Time

Daily social media usage time	N	M	Ss
Less than 1 hour	16	24,69	6,12
1-3 hours	49	21,33	8,61
3-5 hours	23	27,04	8,17
5-7 hours	6	17,33	8,77
More than 7 hours	5	10,00	3,46
Total	99	22,38	8,80

Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Between Groups	1558,911	4	389,728	6,075	,000	Between those who use for more than 7 hours and all other groups
Within Groups	6030,503	94	64,154			
Total	7589,414	98				

Upon examining Table 3, it was determined that participants' social media learning attitudes showed a significant difference based on their daily social media usage time. ($F_{(4,94)} = 6,075$; $p < .05$). According to the results of the Bonferroni test conducted to determine which groups caused this difference, it was found that the social media learning attitudes of those who use social media for more than 7 hours a day were significantly lower than those who use it for less than 1 hour, 1-3 hours, 3-5 hours, and 5-7 hours a day.

Changes in Social Media Learning Attitudes According to Social Media Usage Level

A one-way analysis of variance (ANOVA) for independent samples was applied to determine whether participants' social media learning attitudes differed according to their level of social media usage. The results of the ANOVA test are presented in Table 4.

Table 4. Changes in Social Media Learning Attitudes According to Social Media Usage Level

Social media user level			N	M	Ss	
Beginner			2	22,38	14,14	
Intermediate			65	19,00	7,52	
Advanced			27	21,32	10,21	
Developer			5	25,33	13,39	
Total			99	21,60	8,80	
Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Between Groups	333,999	3	111,333	1,458	,231	--
Within Groups	7255,415	95	76,373			
Total	7589,414	98				

Upon examining Table 4, it was determined that participants' social media learning attitudes did not show a significant difference based on their years of social media usage. ($F_{(3-95)} = 1,458$; $p > .05$).

Changes in Social Media Learning Attitudes According to the Use of Social Media for Shopping Purposes

An independent samples t-test was applied to determine whether participants' social media learning attitudes differed based on their use of social media for shopping purposes. The results obtained are presented in Table 5.

Table 5. Changes in Social Media Learning Attitudes According to the Use of Social Media for Shopping Purposes

I shop on social media	N	M	S	sd	t	p
Yes	89	22,69	8,94	97	1.017	.312
No	10	19,70	7,22			

Upon examining Table 5, although the social media learning attitudes of participants who use social media for shopping purposes ($M = 22.69$) are higher than those who do not ($M = 19.70$), the difference is not significant ($t_{(97)} = 1.017$, $p > .05$). This finding can be interpreted as the variable of shopping on social media not creating a significant difference in social media learning attitudes.

Changes in Social Media Learning Attitudes According to the Use of Social Media for Making New Friends

An independent samples t-test was applied to determine whether participants' social media learning attitudes differed based on their use of social media for making new friends. The results obtained are presented in Table 6.

Table 6. Changes in Social Media Learning Attitudes According to the Use of Social Media for Making New Friends

I use social media to make new friends	N	M	S	sd	t	p
Yes	46	23,30	10,58	97	,969	.335
No	53	21,58	6,90			

Upon examining Table 6, although the social media learning attitudes of participants who use social media to make new friends ($M = 23.30$) are higher than those who do not ($M = 21.58$), the difference is not significant ($t_{(97)} = .969$, $p > .05$). This finding can be interpreted as the variable of using social media to make new friends not creating a significant difference in social media learning attitudes.

Changes in Social Media Learning Attitudes According to the Use of Social Media for Academic Purposes

An independent samples t-test was applied to determine whether participants' social media learning attitudes differed based on their use of social media for academic purposes. The results obtained are presented in Table 7.

Table 7. Changes in Social Media Learning Attitudes According to the Use of Social Media for Academic Purposes

I use social media for academic purposes	N	M	S	sd	t	p
Yes	92	22,45	8,88	97	,252	.801
No	7	21,57	8,18			

Upon examining Table 7, although the social media learning attitudes of participants who use social media for academic purposes ($M = 22.45$) are higher than those who do not ($M = 21.57$), the difference is not significant ($t_{(97)} = .252$, $p > .05$). This finding can be interpreted as the variable of using social media for academic purposes not creating a significant difference in social media learning attitudes.

Changes in Social Media Learning Attitudes According to the Use of Social Media for Following Current Events

An independent samples t-test was applied to determine whether participants' social media learning attitudes differed based on their use of social media for following current events. The results obtained are presented in Table 8.

Table 8. Changes in Social Media Learning Attitudes According to the Use of Social Media for Following Current Events

I use social media to follow current events	N	M	S	sd	t	p
Yes	96	22,46	8,86	97	,475	.636
No	3	20,00	7,81			

Upon examining Table 8, although the social media learning attitudes of participants who use social media to follow current events ($M = 22.46$) are higher than those who do not ($M = 20.00$), the difference is not significant ($t_{(97)} = .475$, $p > .05$). This finding can be interpreted as the variable of using social media to follow current events not creating a significant difference in social media learning attitudes.

RESULTS and DISCUSSION

The results of the study indicate that participants' social media learning attitudes did not show a significant difference based on their years of social media usage. According to the second result obtained from the study, participants' social media learning attitudes showed a significant difference based on their daily social media usage time. It was found that the social media learning attitudes of those who use social media for more than 7 hours a day were significantly lower than those who use it for less than 1 hour, 1-3 hours, 3-5 hours, and 5-7 hours a day. This can be interpreted as excessive social media usage having a negative impact on social media learning attitudes. A study by Akyürek (2020), which aimed to examine high school students' social media usage and attitudes toward social media, also found a significant difference in students' perceptions of social media based on their average daily social media usage time. While this finding supports the results of the current study, Akyürek (2020) reported that participants who used social media for an average of 4-6 hours a day had higher social media attitudes compared to those who used it for less than 1 hour and 1-3 hours a day. The reasons for this difference can be explored in depth through qualitative research.

In the analysis based on years of social media usage, it was determined that social media learning attitudes did not show a significant difference based on years of social media usage. Contrary to this result, Akyürek (2020) found that social media attitudes showed a significant difference based on social media usage history, with more experienced social media users having higher social media attitudes. The reasons for this difference can be questioned in future research.

The study also examined whether the purposes for using social media caused a significant change in social media learning. One result obtained in this context shows that although the social media learning attitudes of participants who use social media for shopping purposes were higher than those who do not, the difference was not significant. Similarly, it was found that using social media to make new friends did not cause a significant difference in social media learning. Based on the analysis of the purposes for using social media, it was also determined that using social media for academic purposes did not create a significant difference in social media learning. Finally, although the social media learning attitudes of participants who use social media to follow current events were higher than those who do not, the difference was not statistically significant. A review of the literature reveals that there is insufficient research on the concept of social media learning. Future research could clarify this concept and identify which variables cause differences.

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Chapter 4

The Importance of Culture, Cultural Literacy and Intercultural Communication in Foreign Language Learning

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Introduction

Culture plays a very important role in language learning. Language is an important part of culture, and understanding a language requires understanding the culture. Language learning is not limited to just learning grammar and vocabulary; it also requires understanding the culture in which that language is spoken, for this reason language and culture are inseparably integrated. The role of culture in language learning begins with introducing students to the social structures, values, traditions, and norms of the society in which the language is learned. Cultural awareness ensures that the language is used and understood correctly. Students learning a language through cultural materials makes the language learning process more effective and more meaningful for students.

Thanks to cultural approaches in language teaching, students' communication skills improve, and not only the structural aspect of the language but also the cultural environment in which the language is used is conveyed to students. Including culture in language learning helps students develop their language skills more comprehensively.

The relationship between culture and language cannot be separated if someone wants to master a language. Consciously or unconsciously, culture will also influence the minds of language speakers. This can be seen when the language used for everyday communication is proven to form a culture. Communicating in a social group is not only talking and exchanging ideas, but also learning, thinking, and believing in the way of interaction that exists in the cultural context of the language used. Therefore, learning a language does not only involve knowledge of the language, but also being aware of the beliefs and values that frame the language to be in line with the culture.

Language is a medium of communication that expresses, embodies, and symbolizes cultural reality. Language can reflect a person's perception, perspective, and attitude towards the world, how a person or community shares experiences, creates meaning, and places and finds their social identity (Assemi et al, 2012). Sharing and creating meaning, meaning that the language used can be understood and communicated to members of a community or social group, which in turn helps people to identify a group as part of the culture and distinguish outsiders from other social groups.

The relationship between culture and language is very close because both influence language speakers in communicating and interacting. Giosa (2009) explains that culture can be described as two sides of a coin, namely from the humanities and social sciences. The humanities side refers to the conditions of how social groups represent themselves and others in the process of producing materials, works of art, literature, social institutions, or artifacts of everyday life.

Meanwhile, the social science side refers to behavior, attitudes and beliefs, ways of thinking, and behavior carried out by group members in their community. In this case, historians or social scientists seem to be agents responsible for teaching culture. In fact, for certain fields, culture is also the responsibility of language teachers to be taught to students because culture manifests itself through language. Learning a language without learning its culture seems inaccurate and incomplete. There is a special term put forward by Hirsch (1984) in relation to cultural teaching, namely 'cultural literacy'. The term was discovered when observing the lives of Americans who were once illiterate and did not have the ability to understand and participate fluently in their own culture when communicating with each other. Of course, this had an impact on social life at that time, such as the loss of the meaning of communication, which caused the state of American society to fall. Therefore, Hirsch emphasized that children should be introduced and taught to be culturally literate in the classroom as early as possible.

Culture in Learning Foreign Language

Culture can be defined as a living order in a group of people concerning views of life, beliefs, customs, and political systems that are inherited from generation to generation and maintained. Spencer-oatey (2012) states that culture consists of characteristics possessed by a community from social behavior and interaction, cognitive construction, and affective understanding. The patterns obtained through this socialization process will be unconsciously transmitted to future generations.

Cultural literacy is one of the important things that teachers must pay attention to in the teaching and learning process in the classroom. However, in the context of learning a foreign language such as English, German, French ect. this point is a major problem that students may find. They cannot use a target language effectively and appropriately in communicating because they do not have a background knowledge of the target language culture. Therefore, the role of teachers is very important in introducing the culture in the target language to students so as not to cause misunderstandings or even pragmatic failures in communicating and interacting.

Children need to have a background knowledge related to culture in learning a language in order to understand reading materials and be able to get the right information. In this case, not all children have the opportunity to get reading and writing information outside of school. Therefore, the classroom plays an important role in providing valuable information that can be obtained from teachers.

In our country, English as a foreign language has become a requirement to be mastered fluently both orally and in writing by students especially in Tertiary Education at the level of graduate and postgraduate. In the Turkish education curriculum, English is a foreign language that must be studied in schools from elementary, middle to high school. English is one of the important subjects taught by teachers in the classroom. Therefore, foreign language teachers in this case must know that when teaching in the classroom, it is not only grammar, vocabulary, listening, speaking, reading, and writing skills that are taught. However, there are other things that must be realized, namely inserting cultural awareness to students. Cultural awareness is a way for someone to understand the differences between their community and others from different countries and backgrounds, especially differences in attitudes and values (Frank, 2013). If the teacher provides this explanation to students, then students can place themselves in the context of the culture used. Thus, misunderstandings in communication will be reduced or even not occur. There are several examples of situations that might make students misinterpret when communicating in English with others who have different cultural backgrounds. For example, in the context of Turkish culture, asking someone's age is common and natural. However, we cannot ask this to Western people because in their culture, it is a private matter and it is impolite when the question is asked. Similarly, greeting someone who is not yet well known or even just met with the question "Where are you going?" to appear friendly is a common thing and is often done by Turkish people when they meet on the street or in some places. However, this question is not appropriate to say in Western cultural situations because it tends to be rejected. Another example that can be seen is in terms of name pronunciation. In Western culture, calling older people by their names is common. For example, a younger sibling calls his older sibling his name. In Western culture, calling someone by their name alone indicates closeness between one party and another. However, if this is heard by Turkish people, it will certainly be considered very impolite and someone can even get angry if it is done. In Turkish culture, there are manners or rules of politeness that are often carried out by someone when they want to call someone who is older or has just been met.

The examples like this need to be known and taught by teachers in the classroom. Teachers and students must be aware that culture influences the way people think and the way they respond. Qu and Telzer (2017) stated that a country with one dominant culture will influence how its people grow up, respond and appreciate certain things. Different behavior patterns can surprise the speaker and consider speakers of other languages rude or impolite because they are not in line with their own culture. As a result, students who want to learn a foreign language

must be aware of various cultures, not only his or her own culture and Western cultures but also other cultures around the world in order to improve their ability to understand and communicate well.

Cultural Literacy in Foreign Language Classes

Teachers have realized that culture is one of the keys to supporting students' success in learning foreign languages, especially Western languages such as English, French, German, Italian. There are several advantages that teachers get when they involve cultural literacy in the classroom. First, language learners can become more aware that greeting people, expressing gratitude, making requests, and expressing agreement or disagreement with someone from a different culture are not the same. Thus, they know that the behavior and intonation patterns that are appropriate in their own language community can be perceived differently by members of the target language community. Second, if someone becomes culturally literate it will be easy to communicate, interact, and understand other people from that culture fluently and correctly. Meanwhile, if someone is blind to culture, it will certainly cause failure in understanding the meaning of the conversation being carried out, for example idiomatic expressions, jokes, and name pronunciation. Third, cultural literacy can motivate students in the learning process, as well as help students observe the similarities and differences that exist between various cultural groups (Afriani, 2019).

In some studies carried out in this subject, it can also be seen that teachers show their enthusiasm for getting students involved in the process of learning to teach language by inserting cultural content into the target language. Some aspects of culture can be included by developing students' understanding, increasing their perspectives and increasing tolerance in seeing different cultures. In this case, cultural awareness can be obtained from the development of a sense of inner meaning that is carried out gradually from the cultural equality obtained by students, so that it can increase understanding of their own and other cultures, and can know how cultures can be connected and different. As mentioned by Frank (2013), increasing cultural awareness can help students to open their minds, increase tolerance and increase empathy and cultural sensitivity. In the studies carried out with the teachers, they mentioned that by strengthening students' cultural awareness, it can improve cultural communicative competence between students, namely knowledge, awareness and understanding of the relationship (similarities and typical differences) between the place of origin and the place of the target language community. The role of teachers in expanding students' personal experiences of language from the source culture to the target culture, and then to the language and cultural background of others seems very

valuable. In addition, teachers also argue that the cultural diversity taught in the classroom must be responded to and explained critically in order to develop students' cultural literacy.

There are many ways that teachers can use to teach cultural literacy in the classroom such as authentic materials, proverbs, role-play, students as cultural resources, ethnographic studies and literature (Afriani, 2019).

Authentic materials: Teachers can use pamphlets, news broadcasts, websites, photos, magazines, newspapers, restaurant menus, travel brochures, and other printed materials in teaching culture. Teachers can engage students in discussions about the cultural norms represented in the examples, for example watching a movie that has different cultural content. Discussion topics may include nonverbal behaviors such as physical distance between speakers, gestures, eye contact, and social roles.

Proverbs: Students can discuss common proverbs in the target language and can focus on how the proverbs are different or similar to proverbs in the students' cultural backgrounds.

Role-play: In role-playing, students can do miscommunication based on cultural differences. For example, how to deal with different groups of people in the target culture, such as people of the same age and older people, students can play a role in a situation where inappropriate speech is used in a cultural context. Other students try to observe this game and identify the reasons for miscommunication that can occur

Students as cultural resources: Exchange students, immigrant students, or students who speak the target language at home can be invited to the classroom as native speakers. These students can share authentic insights into the home life and culture of native speakers of the language.

Ethnographic studies: One effective way for students to learn about the target language and culture is to have students seek information by conducting ethnographic interviews with native speakers in the community, which are then recorded in notebooks or on audio or videotapes.

Literature: Literary texts often contain cultural information and evoke impressive reactions in readers. Texts that are carefully selected for a particular group of students and with the right purpose can help students gain insight into a culture (Afriani, 2019).

The introduction of cultural literacy can be taught through teaching media such as textbooks because textbooks are often considered as the main source of the teaching and learning process in the classroom. The content of textbooks can have a major influence on the level of cultural literacy in schools. In addition, textbooks can be used as a medium to achieve teaching goals, guide students to

learn at school and at home, and help teachers prepare before the learning process takes place such as in preparing materials, in selecting assignments, managing classes, and also have an important role in the dissemination of culture. Thus, this media can be used as a tool to teach cultural literacy.

Having knowledge of various cultures can indeed improve students' competence in communicating with others outside their country and help language learners see the world from a different perspective. However, it turns out that there is a debated issue about the portion of culture that should be included in Foreign Language textbooks. Most teachers argue that it is necessary to place a larger portion on the source culture than the target culture. This is also supported by Cakir (2012), that everyone views the world with their own native language which means that it will be very easy for students to learn the target language by using authentic materials originating from the source culture. By giving a more prominent part to western culture can endanger the native culture so that there will be a tendency for students to follow the target culture and forget the source culture. On the contrary, Turkan and Celik (2007) explain that the target culture should be explored and integrated more into foreign language learners because it will improve students' communicative competence in foreign language. Sercu et al (2005) added several objectives of familiarizing students with the target language culture as below:

- Increasing students' knowledge of the world and foreign communities;
- Promoting respect and tolerance;
- Fostering reflection on one's own culture.

In response to the above problem, the problem of cultural content is not actually in the portion of the existence of the type of culture, but in the values carried by the cultural content. Cultural values must be in accordance with the goals of national education in order to improve the cultural literacy of students. Cultural content must not conflict with the national character of the country. Although it is believed that the source culture has a high percentage, the importance of the target culture cannot be ignored. Both are very important to improve students' competence in communicating in foreign language. Of course, teachers should not only rely on textbooks to gain cultural knowledge. There are many other learning media that can be used to introduce cultural literacy to students in language classes as mentioned by Peterson and Coltrane (2003).

The relationship between language and culture encompasses the other concepts included in the study. From this perspective, learning a foreign language is not just about recognizing the grammatical rules and words of that language. Speaking or writing grammatically correct sentences is not enough to establish

real communication in a foreign language. When learning a language, it is also necessary to know the culture of the society in which the target language is spoken (Kara, 2012; Alessio and Beaudé, 2010; Zarate, 2004). Because culture, defined in its most simplified sense as “the totality of material, spiritual, cognitive and emotional distinguishing features that determine a society or a group” (UNESCO, 1982), is involved together with language in the formation process and continuation of a society. This strong bond between language and culture enables individuals to communicate and interact with each other in today’s world where different languages and cultures coexist, while also contributing to the integration of individuals into daily life (De Carlo, 1998; Kayalar, Kayalar and Yıldırım, 2023). In this context, a foreign language education in which the target language and target culture are transmitted together allows the student to understand the language in question better, while at the same time enabling them to use the language more effectively and more accurately.

Intercultural Communication in Foreign language Learning

In communication, the preferences of a person that come into play in the process of expressing himself/herself - the verbal or non-verbal communication elements chosen - are largely shaped by the cultural codes to which the person belongs. For this reason, the message that is intended to be conveyed during communication can only be perceived correctly and completely by people who have the same common codes.

Colles (2013) emphasizes the function of gestures, words and attitudes that are created in a common way with other members of the society in which he/she lives. These codes created by members of society carry meaning in communication.

Abdallah-Preteceille (2013) argues that culture has two basic functions at this point. The first of these is for the individual to understand himself and explain himself to others; the second is to facilitate his adaptation to his environment through his behaviors, attitudes, etc. The word “adaptation” mentioned here emphasizes an important stage that can be realized through intercultural sensitivity.

With the Communicative Approach that emerged in foreign language teaching in the 1980s, the concept of culture expanded and began to include various disciplines such as linguistics, communication, anthropology, and sociology (Windmüller, 2011: 19). The reason why culture, which encompasses many dimensions such as history, politics, economy, tradition and custom, also comes to the fore in foreign language teaching is that in order for the message to be conveyed during communication to be understood correctly, it is necessary to

master the verbal and non-verbal communication elements shaped by the culture of the spoken language (Köşker, 2020).

Intercultural communication skills are the most basic skills that students are intended to gain in foreign language teaching. In order to achieve this goal, intercultural awareness must first be created in the student's mind. The function of the concept of interculturality, which is used to express the interaction between different cultures in its simplest sense, has come to the forefront with the Task-Based Approach in foreign language teaching. Üstün (2010: 13) explains the concept of interculturality as "situations where people from different cultures come face to face in daily life". The communication of individuals with different cultural values enables them to interact in a cultural sense.

The importance of intercultural communication is emphasized in the Journal of Intercultural Communication (2009) with the words "Today's world is shaped by connections resulting in communication between people with increasingly different language and cultural backgrounds. This communication occurs not only with business life, military cooperation, science, education, mass media, entertainment, tourism but also with different connections such as migrations due to labor shortages or political deadlocks. In all these connections, there is a need for communication that is as constructive as possible and should not give space for misunderstandings and fractures."

The intercultural communication approach is an approach that every individual should have today for many reasons. This approach ensures the development of tolerance and positive attitudes between cultures and nations.

Bennett (1993) addressed the process of an individual developing sensitivity and tolerance towards different cultures in two basic stages in his intercultural sensitivity development model: ethnocentrism and ethnic relativism. The first stage is rejection, which is explained as the individual's alienation from different cultures or not accepting what is different; It consists of the defense phase, where the individual compares himself/herself with others and feels a privilege towards himself/herself; and the disdain phase, where the individual evaluates the differences belonging to other cultures with his/her own codes and accepts them relatively.

From the studies carried out on Culture, Communication, Interculturalism and Language Learning, it is revealed that the word interculturalism is perceived as communication between people from different cultures. It is an intercultural communication approach based on respect and tolerance for those who are different from oneself by adopting an open perspective towards cultural differences. With this approach, the individual protects his/her own cultural identity and values, while also developing the ability to adapt to the lives of others

(Chaves, Favier and Pélissier, 2012). Intercultural communication enriches societies with different languages and cultures, and while cultural diversity enriches the society, it also contributes to the development of the vision of the individuals living in it. Intercultural communication skills, which strengthen the interaction between different cultures, stand out as a skill that every individual learning a foreign language should gain first with the Task-Based Approach in foreign language teaching.

All of these concepts are basic concepts that are accepted today and aimed to be gained by individuals (foreign language students) in foreign language teaching through the Task-Based Approach. Unless awareness is created about the concepts mentioned, it would not be a reasonable approach to expect the most basic function of foreign language use, the ability to communicate, to be fully realized in a healthy and correct way.

Conclusion

Culture, Cultural literacy and Intercultural Communication should be taught in foreign language learning classes because there will be several benefits for teachers and students, such as increasing students' perspectives in seeing something that is unusual to see or feel. Students can also respect other people's points of view in debating, explaining or giving opinions. There are many ways that can be used to improve students' Culture, Cultural literacy and Intercultural Communication, for example the use of authentic materials, proverbs, role-play, student exchanges, ethnographic studies, and literature. Textbooks can also be one of the media that can be used to introduce cultural literacy. However, teachers must choose appropriately so that cultural balance is maintained to support students in understanding the multi-cultures that exist around them. Each category of culture as source culture, target culture, and international culture can help them improve their communicative competence, for example: the use of source culture can help students adopt language materials, adapt them to the context of learning the source language, and know the purpose of communication; target culture helps avoid miscommunication and pragmatic failure; international target culture will make it easier for students to communicate and interact using foreign language. It can be concluded that cultural literacy should be taught to students to dig deeper into their language potential in learning a foreign language.

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