



ASOS JOURNAL

The Journal of Academic Social Science

Akademik Sosyal Arařtırmalar Dergisi, Yıl: 5, Sayı: 56, Ekim 2017, s. 203-213

Yayın Geliř Tarihi / Article Arrival Date

08.09.2017

Yayınlanma Tarihi / The Publication Date

30.10.2017

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İLETİŐİM BARIYERLERİ ÇOCUKLARIN OKUMA VE ÖĐRENME KÜLTÜREL DAVRANIŐLARINI ETKİLEMEKTEDİR: TÜRK İLKO- KULLARINDA ÇALIŐAN SINIF ÖĐRETMENLERİNİN ÖĐRENCİLERİ İLE UYGULADIKLARI OKUMA AKTİVİTELERİNİN İNCELENMESİ

Öz

İletişim insanların günlük yaşantılarında önemli bir yere sahiptir. İnsanlar iletişim kurma güçlükleri yaşamaktadır. Bu süreçte problem diğerlerini anlayamama ve iletişim kuramama durumu ile başlar. Çocukluk dönemi dünya ile insanlarla iletişim kurmanın ilk adımlarının atıldığı dönemdir. Yazma ve okuma becerileri çocukların iletişim süreçlerinde önem teşkil etmektedir. İyi okuyucu olan çocuklar iyi iletişim kuran çocuklar olmaktadır. Fikirlerini ve öğrendiklerini kolayca paylaşabilmektedirler.

Anahtar kelimeler: Okuma kültürü, iletişim bariyeri, eğitimde aktivite kullanımı, yeni öğrenme metodları

COMMUNICATION BARRIERS AFFECT CHILDREN'S READING AND LEARNING CULTURAL BEHAVIOURS: A CASE STUDY OF TURKISH PRIMARY SCHOOL TEACHERS AND THEIR READING ACTIVITIES WITH THEIR STUDENTS

Abstract

Communication is a very important tool for people's daily life routines. People sometimes cannot communicate with each other successfully. Thus, when people cannot understand and communicate with each other, important problems may arise. The first signs of communication with the world and people are detected in childhood. Reading and writing skills are important for children's communication processes. Children who are good readers are good at communication as well. These children can also share their ideas and what they have learned easily.

Keywords: Reading culture, communication barrier, usage of activities in education, new learning methods

1. INTRODUCTION

The world is changing with reading, researching and communication tools. This change is an interactive process. 21st century learning skills are very important in this process. School is a part of children's daily lives and it must be integrated to the 21st century learning skills as well. We have a quotation which has nothing to do with the previous sentence: "Family involvement in education has been identified as a beneficial factor in young children's learning" (Fantuzzo, 2004: 467). School, family and teacher are the part of the child's education and growing life. School, family and teacher communication process are important for this area. Reading starts with understanding. "Reading comprehension is more than decoding words fluently and understanding the meaning of individual words; there must be the capability of connecting prior knowledge to new information read and an understanding, as a whole, of the meaning of the written text" (Narkon, 2013, 231). Teachers play significant roles in understanding the reading comprehension of students. Reading activities motivate students to communicate with others. "Teachers should be aware that individuals who use Augmentative and Alternative Communication communicate differently from individuals who communicate with their natural voices" (King, 2012, 42). With reading activities, teachers start to communicate with students easily. Before and after activities are parts of the reading and communication process. Parental involvement is a part of the school reading communication activities. "Other benefits of parental involvement which emerge from these reviews include: improved parent-teacher relationships, teacher morale and school climate; improved school attendance, attitudes, behaviour and mental health of children; and, increased parental confidence, satisfaction and interest in their own education" (Hornby, 2011, 37). Parents like to join school environment and they share their experience. Teachers sometimes use different materials in their reading and communication lessons. "Consequently, teachers feel they can cover more material when they are in front of the class, talking", and they do it for raising students up to academic and learning achievement (Hew, 2006, 230). Those activities motivate students' reading and sharing what they read. Communication is indispensable for children. Children who are good at communication are good readers

as well. “Communication impairments (CIs) in preschool children are common and can have long-term adverse consequences if not detected and treated early” (Woolfenden, 2015, 176). Students, teachers and family collaboration are part of this whole process. Home activities motivate students to communicate with their family. Technology is a big part of children’s life and thus they don’t communicate with their family. “Another reason for our focus on the home is the desire to bridge the gap between home and school literacies” (Oakley, 2008, 247). Cross curricular and multidisciplinary activities must be included. “Readers read the text, bringing their own experiences to it to construct meaning. They make predictions such as what to read and reread, and decide when to slow down or speed up” (Opitz, 2011, 536). All of these processes motivate students to talk with their friends, play games together and communicate with each other fluently. Communication skills are an important education model for seven and eight-year-old children. They read more and they understand the cross cultural things easily. “It is fundamental that children with life-threatening illnesses and their families have access to health care providers with excellent communication skills” (Coad, 2012, 302).

The changing world and changing technology are changing people’s communication process but reading is more general and more traditional in communicating with people. “Reading and writing can provide a means to circumvent many communication limitations and provide a large and diverse vocabulary that enables those with AAC to communicate novel messages to a wide range of communication partners” (Pufpaff, 2008, 582-583). Reading more books gives experience to a child. This process starts with understanding the pedagogy of children in those age groups. Teacher and family should understand the child’s environment and pedagogy. “We define pedagogy as (1) explicit manifestation of generalizable knowledge by an individual (the 'teacher'), and (2) interpretation of this manifestation in terms of knowledge content by another individual (the 'learner'). In other words, pedagogy, in the sense that we use this term, is a specific type of social learning achieved by a specific type of communication” (Csibra, 2006, 5).

2. COMMUNICATION BARRIER

“Overcoming communication difficulties between staff, children, young people and families with both palliative care needs and learning disabilities is also perceived as a barrier” (Coad, 2012, 305). Communication is the tool of people who communicate with each other effectively. Some people cannot communicate with each other effectively. Social problems, childhood problems and family problems are the communication barriers in people’s lives that prevent effective communication. “Communication scholars may approach the interpretation of communication differently because of differences in scholarly values. Communication is a social process in which individuals employ symbols to establish and interpret meaning in their environment” (West, 2010, 5). Socialization is an important element for children. Children read a book and later they carry this up into their social lives. “Interpersonal relationships evolve in some gradual and predictable fashion. Social Penetration theorists believe that self-disclosure is the primary way that superficial relationships progress to intimate relationships. Although self-disclosure can lead to more intimate relationships, it can also leave one or more persons vulnerable” (West, 2010, 169).

Some children may experience communication problems when they grow up. Reading and researching something with their friends is important for children’s school lives but this process is difficult for children who have a communication barrier. “Research has demonstrated that in the early stages of reading development, reading accuracy and reading comprehension skills appear to be closely intertwined, and the relationship between word recognition and reading compre-

hension ability is strong” (Storch, 2002, 936). When the children learn the first word, they want to communicate with other family members and school environment, and this is important for this process. “How do children learn their first words? The field of language development has been polarized by responses to this question. Explanations range from constraints/principles accounts that emphasize the importance of cognitive heuristics in language acquisition through social-pragmatic accounts that highlight the role of parent-child interaction to associationistic accounts that highlight the role of "dumb attentional mechanisms" in word learning (Hollich, 2000, 5). Learning process goes with books and book activities. More reading activities give a more language phonic for child. “A variety of evidence-based techniques and strategies exist that target social skills and social competence in children with impaired communication and language” (King, 2012, 42-43). The other things are family and parental environment. Both schools and families are responsible for children’s communication and reading process. Good readers will be good at communicating and presenting in their future lives. Family environment is a significant aspect in children’s communication process. Parents should motivate their children to communicate with each other, sharing the learning with their friends and family, thus the child will want to talk and communicate with each other. “Barriers to inclusion in the domain of the school which were associated with parents included unfamiliarity with the educational system and parents who lacked advocacy skills, were perceived as annoying or excessive complainers by the school staff or did not have sufficient time, skill, or knowledge of language stimulation strategies to work with their children at home” (Brophy, 72).

Cultural settings affect people’s communication barriers. People learn the first words from their parents. Sometimes cultural factors change this process. These factors may be the mother or father jobs, parents’ engagements and other things. “Disability and diversity is a double-edged sword for Asian immigrants as many families face social, cultural and linguistic barriers. They have distinct cultural and religious beliefs about having a child with a disability” (Jegetheesan, 2009, 124). Some of the disabilities are cultural or the child does not know them. Family and school environment are important parts of this process. Some teachers get students to engage in interesting activities before or after the reading hour, and these activities are important for children’s communication with their friends. “I distributed the knowledge rating to the class and provided time for each to complete it independently. Then I asked, “Now that you have seen the words we are going to use in our lesson, what do you know about what we’re going to learn?” After a few volunteers responded, I explained that they would be learning how to do yoga exercises” (Opitz, 2011, 537).

3. CHILDREN’S BEHAVIORS ABOUT READING AND LEARNING CULTURE

Reading culture starts in the family and then continues in the school environment. The child’s family communicates with its children for using books. Those children like reading books with their family and they communicate with other people to use the world of books. “The notion of emergent literacy implies a continuum between rereading and reading, in which literacy-related behaviors and activities taking place during the preschool period are essential aspects of the course of literacy development” (Storch, 2002, 934). Language education starts in the family and later school and friends are adapted to this education process. Children who like to read books and tell stories to their friends are good at communication. “This literature is complicated, however, by the recognition of the correlation between oral language abilities, such as vo-

cabulary size, and phonological skills” (Storch, 2002, 935). They are using the true word when they communicate with each other. “The social and cognitive orientations to early literacy learning are not totally distinct. “A number of emergent literacy researchers merge these perspectives and seek to understand the interaction of social and cognitive factors in early literacy learning” (Williams, 1994, 129). Family and school culture affect children’s reading abilities. Social reading perspective is an important part of the communication process because of the fact that sharing is the part of the reading process. “Often, children with normally developed decoding skills but poor reading comprehension tend to exhibit comprehension difficulties in a wide variety of areas, not strictly related to reading. Many suggest that this deficiency in reading comprehension is indicative of a more general difficulty with language comprehension” (Storch, 2002, 943). Reading methods are important means to develop reading comprehension skills and eliminate reading communication barriers. Children can gain the skill of reading coordinately if they allocate time for reading every night thirty minutes before sleeping time or if their first tool is reading books for 10 minutes in the first lesson in the morning at school. All of those things are the manipulation of children’s reading and understanding literacy. “Children did not attach the label even if the object was interesting, even if the object appeared at the same time the label was uttered, and even if the speaker was touching the object (albeit in an apparently nonreferential manner). Thus, a child might hear an adult say, "There's a modi in here!" while the adult was looking into bucket.” (Hollich, 2000, 10-11). Family and school environment are important for children’s reading culture. If a child goes to bookstores or visits libraries with his/her parents or teacher, he/she will be a good reader and researcher. School, teacher and family collaboration is a part of this routine. In time, these activities continue with their friends at school. “With regard to implications for parent-child reading interactions, it is interesting to consider how mothers’ perceived barriers to reading and reading self-efficacy might interact with each other to influence the quality of shared reading with their children. A mother’s reading self-efficacy and subsequent motivation to read may interact with the barriers she perceives, with higher reading self-efficacy making her more resilient to perceived barriers and lower self-efficacy allowing perceived barriers to impede reading practices. For example, higher reading self-efficacy may contribute to higher quality reading interactions, while perceived barriers may hinder these high-quality interactions” (Lin, 2015, 2).

Communication is the process of fluency and communication barrier affects the child’s talking and reading processes all the time. Reading is a culture and starts with the family and later goes on with the school environment. Good reader is motivated and he/she is also the good communicator with their friends, family and others. Those children won’t be like Rip Van Winkle!

4. TEACHER & SCHOOL ENVIRONMENT AND COMMUNICATION SKILLS

One of the important 21st century learning skills is to communicate with each other effectively. Children sometimes have a communication skills problem when they start school. Reading and writing process is important to child’s communication barriers. Reading gives a lesson for the child to learn other children’s stories. Reading is the example of the real life. “Children were taught to speech read and to rely on their residual hearing to understand the communication of others. In total communication, classrooms and teachers are incorporated in auditory, manual and oral modes of communication” (Williams, 1994, 129). Communication is the tool of integration for some groups. Reading is the same tool as well. If children’s reading experience is going well, this means that they are reading and they share their learning experience. Sharing something is a part of the communication process. “Rather, the children's driving need to com-

communicate is the force that propels them to understand the meaning of a novel Word. Finally, the newest response to the word learning challenge is an associationistic account that highlights the role of dumb attentional mechanisms and memory processes” (Hollich, 2000, 1). Playing and reading are a part of children’s daily life enjoying. Classroom is the social environment. Sometimes students communicate with each other to use playing and sometimes reading and sharing something. Because individuals who are able to use their natural voices to communicate have not experienced these barriers, increasing awareness of these barriers is important for peers to understand and accept the ways individuals who use Augmentative and Alternative Communication (AAC) devices to communicate in the classroom” (King, 2012, 47). Those devices are sometimes books, sometimes games and sometimes other devices.

All of these elements are important for the communication process and “that process communicates things that cannot otherwise be understood” (Devlin, 2009, 328). Using true reading documents is a part of the good reading process. “The presence of dedicated and knowledgeable teachers is crucial for the success of any reading instruction program” (Al-Awidi, 2014, 30). Some of the students have reading disabilities. These disabilities can be solved with true communication. “For students with reading and writing disabilities enrolled in postsecondary institutions, it is important that accommodations are individually determined and based on the functional impact of the condition and its likely interaction with the environment” (Lindstrom, 2007, 230). Reading should be more and more functional for students’ reading and writing process. Electronic books and activities are useful for students’ reading process. “In terms of literacy education, there is a growing body of research showing that electronic talking books (ETBs) can help children learn to read through support features offered, such as narrations, feedback, and sound effects” (Oakley, 2008, 246). Teachers’ feedback is important to promote students’ reading activities “The Government has also tried to ensure that all children have the chance to follow an enriching curriculum by getting them reading early, supporting phonics and introducing a reading check at age six; providing funding for high-quality training and classroom teaching resources to support phonics” (Hangi yazar olduğu belirtilmemiş – Ç.N. 2011, 13). When they start school, children communicate with each other and sometimes have communication disabilities in this communication process. The school reading curriculum helps child to communicate easily with their friends. Telling story time projects, puppet shows and other interesting book interest activities are useful for students in motivating them to communicate with their classroom friends. “The participant qualified for special education services under the categories of communication disorder and intellectual disability. The kindergarten curriculum utilized the Building Blocks reading program, a balanced approach to literacy instruction based on the Four Blocks literacy framework” (Pufpaff, 2008, 582).

5. A CASE STUDY OF TURKISH PRIMARY SCHOOL TEACHERS AND THEIR READING ACTIVITIES WITH THEIR STUDENTS

A case study was carried out using the in-depth analysis methodology for research strategy. In Turkey, different schools and different teachers joined the research and they were asked three questions. Ten teachers joined this research and told their experience. The reason for this research is to understand the teachers’ reading activities and their experience of solving their students’ communication problem.

Sampling is an important part of the research. While collecting the data, the inovative teacher profile was used at schools. They like to join the new education practice. All of them are prima-

ry school first and second grade teachers and they like carrying out reading activities with their students. Their students' age groups are seven and eight years old. Those teachers' profile is important to understand reading culture and the joining point of communication process. This research is based on private schools in Istanbul, Turkey. Private primary schools have a different exercise to use for their reading process and reading curriculum. Teachers were asked different questions accordingly.

These questions are;

- Do your students have a communication problem? What do you think about the students' communication barriers?
- Do you think that reading activities affect children's communication problem positively?
- What reading activities do you use in your classroom for your students to communicate with others?

The answer of the first question is: Teachers said that; students have a communication problem and some of them are coming from divorced family or their family is more conservative. Those students have an expression for their own problem. When they start school, they cannot communicate with their friends. Another problem is about using technology. Children always use the internet and computer technology and this is a problem when they communicate with their friends directly.

The answer of the second question is: Reading is a part of the students' understanding about the World and others. 21st century students are not active too much. They always use computer and technology actively but they have a communication problem. The root cause of communication problem is that students do not talk to their peers or friends. Reading activity is sometimes done together. They sometimes read the same book or sometimes different books in the classroom. Students share their book report with their friends or sometimes organize a group work composed of three or four students who read the same book and later do research. They go home and this is a social activity for them and they communicate with their coequals. The Internet is one of the biggest communication problems for people born in the 21st century or for children born digital. They always sit and communicate online every day. This creates a communication barrier for the child.

The answer of the third question is: Teachers' answers are different. They organize a different activity in their classroom. They think that these activities affect the students' communication process. Answers and activities are in the sheet. The teacher is the important part of this process. An active teacher gives a new activity for a new group of students every week. These students share news books with their friends and they like to talk and share news. They like to communicate directly with their friends and they like to apologize to their ideas.

Book worksheet (8)	Book test (8)	Reading together (10)
Book discussion (5)	Library day (10)	Five-minute reading activity every day (5)
Creative writing (7)	Book game (4)	Talking about books with

		their family and friends (7)
Family discussion (8)	Talking with friends (10)	Book report file project (8)

Some of the activities are useful for children's communication problems. Those activities are creative reading activities. Those activities motivate the children communicate with others. They are sharing news, talking with their family and friends.

Different schools and different teachers joined the research and gave different answers for the questions. The results deduced from the answers are as follows:

- a. Eight teachers use book worksheet with their students. Eight teachers use the book test with their students.
- b. Ten teachers use the reading together activity.
- c. Five teachers use the book discuss activity.
- d. Ten teachers use the library research day activity.
- e. Five teachers use the everyday five-minute activity.
- f. Seven teachers use the creative writing activity.
- g. Four teachers use the book game activity.
- h. Seven teachers use the 'talking about a book with students' family and friends' activity.
- i. Eight teachers use family discussion day activity.
- j. Ten teachers use 'talking with their friends' activity.
- k. Eight teachers use book report file project activity.

6. CONCLUSION

Some of the activities are useful for children's communication barrier. Those activities are interactive reading structural activities. Students read books and then work on the worksheet with their class. Book test, reading with class, book discussion, going to library and doing research about authors and books, five-minute reading every day, book changing with their friends, talking about books with their friends and family, book report and presentation day and other activities are useful for students. Those activities motivate and encourage the student to communicate with others. Different schools use different activities to motivate students to communicate with others and read more books. Research is important part of understanding the motivation of students while reading something. Creative writing activity, puppet show, library day, classroom reading day, puppet show, using theater and drama for the reading lesson, story character day in school and other activities are useful when solving students' communication barrier problem.

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