Current Researches in Educational Sciences X

Editors

Ömer Tuğrul KARA

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PREFACE

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Chapter 1

AN EXAMINATION OF SPECIAL EDUCATION TEACHER CANDIDATES' SELF-EFFICACY LEVELS TOWARDS SCIENCE TEACHING

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Nilay KAYHAN[2]
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Introduction

Education grounded in the principle of equal opportunity should be available to every individual, irrespective of social, emotional, cognitive or physical characteristics. This principle underpins inclusive education (UNESCO, 2003). Teachers are the central agents of inclusive practice, and the education they receive before entering the profession should prepare them for that role. Candidates who complete their pre-service education without the competencies that inclusive practice demands begin teaching with a limited repertoire of effective teaching skills (McCrimmon, 2015). Teachers are nevertheless expected to command the knowledge and skills required for classroom management and effective instruction, and to draw on evidence-based practices in diverse classrooms (Marzano et al., 2003; Sabornie & Espelage, 2022). Strengthening candidates' efficacy for teaching in inclusive classrooms therefore requires that learning experiences and opportunities for practice be built into pre-service programmes (Loreman et al., 2013). The quality of the preparation that higher education institutions provide is decisive in this respect, and measures to raise candidates' self-efficacy should be taken before they enter the profession.

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education programmes, and their practice could be compared with the efficacy scores they obtained as undergraduates.

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Chapter 2

UNCOVERING L2 GRIT THROUGH NARRATIVES OF PREPARATORY YEAR PROGRAM STUDENTS: A QUALITATIVE INQUIRY

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Introduction

In an increasingly multilingual and globalised world, learning a foreign language has become more than an academic pursuit. It is a long-term endeavour that demands time, sustained effort and motivation, and it is no longer understood as a purely cognitive process. It is instead recognised as a process shaped by psychological and emotional factors, and the integration of affect and cognition remains a central principle of contemporary models of second language acquisition (Mercer & MacIntyre, 2014). The arrival of positive psychology in the field has in particular redirected attention from learners' weaknesses and negative emotions towards their psychological resources, and it has brought with it a range of concepts, research perspectives and pedagogical practices (MacIntyre et al., 2019). Within this framework, grit has emerged as an influential trait for understanding the part that perseverance and passion play in second language achievement.

Grit, a non-cognitive construct initially defined as "perseverance and passion for long-term goals" (Duckworth et al., 2007, p. 1087), has attracted growing attention in educational research and, more recently, in second language acquisition (Fernández-González & Ledo, 2025). Duckworth et al. (2007) conceptualise grit as comprising two lower-order constructs: perseverance of effort and consistency of interest. Perseverance of effort denotes the capacity to sustain effort and

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Conclusion

This qualitative study illustrates the multifaceted character of L2 grit among students in a preparatory year programme. Perseverance emerges as a response to motivational, contextual and affective factors together. Participants' accounts point to intrinsic motivation, perceived instrumentality and integrative motivation as sources of sustained effort, with self-efficacy and mastery experiences as further critical resources; these map onto the perseverance of effort component of L2 grit. Burnout, low self-concept and difficulty with the productive skills, by contrast, indicate how readily effort falters when supportive conditions are absent. Loss of interest and its remedies speak to the consistency of interest component, and here the teacher and the classroom climate were decisive: teacher support and a positive climate functioned consistently as catalysts for grit, while negative experiences of teachers and peers withdrew it. A strength of the study lies in its qualitative approach, which allowed a detailed exploration of how these students experienced perseverance, burnout and recovery. Its findings nevertheless rest on the accounts of ten students, and they cannot be generalised to other settings, since the experiences captured may not represent wider populations. The specific character of preparatory year programmes should likewise be regarded as a limitation, as should the absence of member checking, since participants were not asked to verify the interpretations offered here. Studies with more participants, drawing on several sources of data and combining written accounts with interviews or classroom observation, would shed further light on the variables examined here.

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Chapter 3

DIFFERENTIATING FOREIGN LANGUAGE INSTRUCTION FOR GIFTED LEARNERS WITH AUTISM: FROM THEORY TO PRACTICE

Erol YILDIZ[1]

1. INTRODUCTION

1.1. Autism, Giftedness, and the Paradox in Foreign Language Education

The co-occurrence of giftedness and autism spectrum disorder represents one of the most cognitively complex profiles in the literature on twice-exceptionality. Twice-exceptional learners are defined as individuals who demonstrate high intellectual or creative ability while also presenting with a diagnosed neurodevelopmental difference (Reis et al., 2014). This dual exceptionality produces a striking paradox: a learner with an expert-level vocabulary and exceptional logical reasoning may be unable to interpret a classmate's sarcasm, or may find it difficult to sustain a spontaneous conversation in the target language. Throughout the chapter the term "learner with autism" is used and the abbreviation 2e is used consistently for twice exceptionality.

Research suggests that the difficulties 2e learners with autism meet in the foreign language classroom stem less from any limitation of intellectual capacity than from pragmatic language competence (Manimudi et al., 2025; Volden et al., 2009), that is, from the ability to use language flexibly, contextually and socially, which conventional instructional settings readily overlook (Adams, 2002; Williams & Freed, 2018). A learner may recite grammatical rules flawlessly and still struggle in unpredictable conversation. The present chapter refers to this mismatch as pragmatic asynchrony, by which is meant a marked discrepancy between a learner's formal linguistic knowledge and their capacity to deploy that knowledge under the interactional demands of real-time communication. In 2e learners the asynchrony is often masked, since an advanced vocabulary and

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5.3. Limitations and Future Research

The principal limitation of this chapter is that the strategies proposed rest on theoretical synthesis and on a constructed illustrative case, and that they have not been tested empirically. Three research priorities follow directly. First, a quasi-experimental study of the six-stage cycle with gifted learners with autism in language classrooms, using separate outcome measures for pragmatic development and formal language accuracy. Second, a longitudinal study of script-fading procedures across a full academic year, tracking the movement from scripted to spontaneous production. Third, a mixed-methods study of how professional development concerned with autism affects language teachers' identification practices, instructional adaptations and learners' anxiety. Each would generate the outcome data the field currently lacks, and which the framework set out here is designed to enable.

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Chapter 4

TEACHERS' VIEWS ON INCLUSIVE EDUCATION: CHALLENGES AND EXPECTATIONS

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Introduction

Education is a fundamental human right. It counters inequality, enables social participation and is a source of empowerment (UNESCO, 2025). That role requires provision in early childhood to be accessible, inclusive and organised so that every child has the opportunity to learn (DEC & NAEYC, 2009). Children develop and learn according to their own characteristics in societies whose arrangements are built on the potential of all children (NAEYC, 2022), and every child has a right of access to quality educational services. Inclusion is a central principle in this respect. Early childhood inclusion encompasses the values, policies and practices that support the right of every infant and young child to full participation as a member of society, irrespective of ability (DEC & NAEYC, 2009). Inclusive education policy further requires that practice be monitored and evaluated within national education systems, so that equality, diversity and inclusion are kept under review (European Agency, 2025). Institutions providing services in early childhood should also satisfy the defining conditions of inclusion, namely access, participation and support (DEC & NAEYC, 2009).

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Chapter 5

SOCIAL AND EMOTIONAL LEARNING (SEL) WITHIN THE CASEL FRAMEWORK: A FOCUS ON RELATIONSHIP SKILLS

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Bilge GÜMÜŞ[2]

Introduction

Since the widespread adoption of systems based on standardized tests and examinations, educational systems have largely evaluated student performance in terms of academic achievement, cognitive skills, and measurable learning outcomes (Darling-Hammond, 2004). However, there is a growing consensus in the literature that academic knowledge alone is insufficient for students' overall development (Zins et al., 2004; Biesta, 2009). Accordingly, contemporary conceptions of education have increasingly shifted toward cultivating individuals who, in addition to developing cognitive competencies, are able to regulate their emotions, understand others' perspectives, establish healthy relationships, collaborate effectively, and generate constructive solutions to social problems (Biesta, 2009). Examining this changing situation reveals the importance of Social and Emotional Learning (SEL) in educational policies (Cavioni et al., 2024). Social-emotional processes have increasingly taken on a central role in individual interventions or student support services at school. Within this context, the CASEL framework (Collaborative for Academic, Social, and Emotional Learning) does not conceptualize SEL solely in terms of individual skill development. Rather, CASEL positions it as a systemic educational approach that should be addressed holistically across classroom, school, family, and community contexts (Mahoney et al., 2021).

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competencies, SEL should be conceptualized as a systemic approach embedded throughout the school and collectively supported by teachers, school counselors, administrators, families, and students.

Declaration

Throughout this study, the principles of scientific research and publication ethics were adhered to, and all sources were appropriately cited. Jenni AI was used for the literature review, and ChatGPT (OpenAI GPT-5.6 Sol) was used for linguistic editing and language-related revisions. AI tools were used only for supporting purposes. The authors are fully responsible for the scientific content and ethical integrity of this study.

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Chapter 6

THE EFFECT OF PROBLEM-POSING ACTIVITIES IN A BASIC SCIENCE COURSE ON THE CREATIVE THINKING SKILLS OF PRESERVICE PRIMARY SCHOOL TEACHERS

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Introduction

The goals of science education are not limited to the learning of scientific concepts and principles. It is also important for individuals to question the situations they encounter during the science learning process, establish connections among their existing knowledge, develop different explanations, and generate alternative solutions to scientific problems (National Research Council [NRC], 2012). For this reason, in science education, having students not only solve the problems presented to them but also participate in the creation and restructuring of problem situations can be considered an important approach that transforms the nature of the learning process. In this context, problem-posing shifts the learner from the role of a solver of a ready-made problem to a direct participant in the process of creating the problem (Silver, 1994).

Problem-posing is a process that involves creating a new problem by modifying an existing one or generating a new problem based on a specific situation (Silver, 1994). In this process, rather than directly using the information provided to them, learners decide which pieces of information to retain, which to modify, which conditions to include in the problem, and how to construct the problem (Silver, 1994, 1997). Consequently, problem-posing is viewed not merely as an activity of writing a question, but as a productive thinking process that requires the reorganization of existing knowledge and conditions. Indeed, problem-posing situations can take structured, semi-structured, or open-ended forms; these situations offer learners varying degrees of freedom and space for thinking (Stoyanova & Ellerton, 1996). This characteristic of problem-posing also makes

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In light of these results, three recommendations can be made.

- Problem-posing activities could be incorporated more systematically into primary teacher education programmes, particularly in basic science courses.
- Their effects on creative thinking could be examined across different science topics and year levels.
- Future studies could examine, alongside scale scores, the quality, originality, diversity and scientific accuracy of the problems that teacher candidates create.

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Chapter 7

BASIC CONCEPTS OF READING, PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF READING: A REVIEW STUDY

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INTRODUCTION

Reading is a complex activity with multiple dimensions. It has mental, physical, and psychological aspects. To fully understand reading, these elements must be analyzed. The purpose of this study is to explain the basic concepts of reading, highlight current trends in reading, and draw attention to the psychological and sociological aspects of reading. The development of reading, reading trends, the sociology of reading, and the psychology of reading are explained under separate subheadings.

1. THE ORIGIN OF READING

Reading, which opens the doors to entirely new worlds for people (Manguel, 2010), has been the subject of numerous studies. For Kavcar, Oğuzkan, and Sever (1997), reading is the process of seeing, perceiving, and comprehending words, sentences, and other signs and elements. For Demirel (2002), it is an act of interpretation resulting from the combined functioning of cognitive and psychomotor skills. According to Güneş (2000), reading is a tool for developing brain technology through written symbols. According to Arıcı (2018), reading is the process by which a written text is perceived by the eye and interpreted in a manner unique to the individual.

Each researcher explains the act of reading in a different way. It is possible to extend the list of reading definitions provided above. Based on this, it is clear that there is no single definition of reading.

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drive a reader harbors toward reading. To enhance students' reading achievement, it is essential first to boost their reading motivation. Students can be motivated to read by explaining the place and importance of reading and books in our lives, as well as the opportunities they offer (Göğüş, 1987).

In a study conducted by Arıcı (2008), interviews were held with university students who held negative attitudes toward reading, and the reasons for this stance were identified. The findings revealed that young people who dislike reading have their own specific reasons, that certain obstacles hinder their reading, and that the necessary conditions for reading are not met. Another study

conducted by Arıcı (2009) focused on university students who had successfully established a reading habit. The aim was to understand how these students developed positive attitudes toward reading. The study concluded that these young people had laid the foundations for a love of reading during childhood, were surrounded by people who read and encouraged reading, and perceived reading as a necessity.

When the various dimensions of the psychology of reading are considered together, it becomes evident that psychological factors play a crucial role in reading.

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