THE USE OF VIRTUAL CLASSROOM TECHNOLOGIES IN THE NATIVE LANGUAGE EDUCATION OF TURKS LIVING IN EUROPE

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Özet

Avrupa'da yaşayan Türklerin anadillerinde yüksek öğretim ihtiyaçlarının karşılamaları için ülkemizdeki eğitim/öğretim kurumlarının açtıkları programlardan uzaktan eğitim teknolojileri aracılığı ile yararlanmaları mümkün olacaktır. Özellikle 2. 3. ve 4. kuşak Türkler yaşadıkları ülkede anadil sorunlarını maddi ya da siyasi nedenlerden dolayı çözümleyememektedirler. Vatandaşlarımız ülkemizdeki eğitim kurumlarının çevrimiçi sanal sınıflardan açmış oldukları kurslardan anadillerinde eğitim alabilmeleri mümkün olacaktır. Sanal sınıf teknolojileriyle eş zamanlı iletişim kurulmaktadır. Türkiye'den bir eğitim kurumunun programına kayıtlı öğrenen görüntülü, sesli ve yazılı olarak Avrupa'da yaşayan diğer Türkler ya da ülkemizdeki öğrenenler ile aynı eğitim ortamında ana dillerinde eğitim görebilirler.

Bu araştırmada Avrupa'da yaşayan Türklerin anadillerinde eğitim sorunlarına değinilmiştir. Çözüm önerisi olarak ülkemizdeki eğitim ve öğretim kurumlarından anadillerinde eş zamanlı çevrimiçi sanal sınıf teknolojilerinin çeşitleri ve kullanım avantajlarından bahsedilmektedir. Örnek olarak Anadolu Üniversitesinin Avrupa'da Yaşayan Türklerin yararlanabileceği sanal sınıflarla verilen eş zamanlı derslerinden bahsedilmiştir. Eğitim kurumları tarafından kullanılabilecek sanal sınıf yazılımlarından ve özelliklerin bahsedilmektedir. Dünya da en çok kullanılan sanal sınıf yazılımları; Adobe Connect - Breeze (yeni adı Brio), Centra, ECP Connect, Microsoft Live Meeting, WebEx olarak listelenebilir. Bunlar dışında bazı öğretim yönetim sistemleri içinde sanal sınıf yer arayüzleri bulunmaktadır. Bunlardan bazıları; Blackboard LMS, .LRN, Desire2Learn ve eCollege yazılımları listelenebilir.

Anadolu Üniversitesi Batı Avrupa 'da yaşayan Türklerin yararlanacağı programlar sunmaktadır. Batı Avrupa Yükseköğretim Programları, Batı Avrupa e-Sertifika Programları ve Türkçe Sertifika Programıdır. Bu programlardan bazılarında eş zamanlı sanal sınıflar bulunmaktadır. Avrupa ülkelerine işçi olarak 50 yıl önce göç yapan binlerce Türk vatandaşı bulundukları ülkeye yerleşmişler. Bulundukları ortama uyum sağlamaya çalışmışlar ve uyum zorluğu yaşamışlardır. Günümüzde 3. ve 4. nesil artık bulundukları ülkede doğmuşlar ve uyum süreçleri daha hızlı olmuştur. İş, eğitim ve aile hayatında farklı iki kültür ve iki dilin kullanımı bazı uzun vadede çözümü güç zorlukları da beraberinde getirmiştir. Genç nesil eğitim yaşantılarını yüksek öğretime kadar çıkaramadıkları için iş bulma zorluğu çekmekte ve akıl gücü yerine omuz gücüne dayalı işlerde çalışmaya yönlendirilmektedirler. Yeni nesilde Tükçe 'yi ve bulundukları ülkenin dilini iyi öğrenek eğitim seviyelerini

yükseltme imkanı bulacaklardır. Dil bilimciler ana dilini iyi kullananların 2. dile daha hakim olduklarını vurgulamaktadırlar. Avrupada yaşayan Türk vatandaşlarımızda mutlaka ya Tükçe'yi ya da bulundukları ülkenin dilini ana dil olarak benimsemeleri ve sonra da 2. dil eğitimini almaları sorunun çözüm yollarından biri olduğu inancındayım. Uzaktan eğitimde sanal sınıf teknolojileri;

- Öncelikle vatandaşlarımızın Dil sorununun çözümünde kullanılabilir. Türkçe öğretiminde ya da bulundukları ülkenin dilinin öğretiminde kullanılabilir.
- Bunun dışında yaşam boyu öğrenme felsefesinde yaptıkları işlerle ilgili sertifika programları verilebilir.
- Sunuculuğunu Türkiye'deki üniversitelerin yapmış olduğu çok diplomalı Yüksek öğretim programlarındaki dersler verilebilir.

Sanal sınıfların kullanımında örnek olarak Anadolu Üniversitesinin programlarında kullanılan sanal sınıfların kullanımı örnek olarak alınabilir ve geliştirilerek kullanılabilir. Anadolu Üniversitesi 2008-2009 Öğretim yılında Avrupa'daki Türklerin katılabildikleri bir çok bölümde 37 derste haftada 149 saat sanal sınıf hizmeti sunmuştur. Önümüzdeki öğretim yıllarında program ve ders sayısı artarak devam edecektir.

Abstract

In order to satisfy the need of Turkish people, who live in abroad, for education in their own native language, it would be possible to use programmes offered by educational institutions in Turkey via distance education Technologies. Especially 2nd, 3rd and 4th generations of Turks cannot solve their native language problems because of economical or political problems in countries where they live. It would be possible for our citizens to have education via online virtual classrooms offered by educational institutions in Turkey. Synchronous communication can be set up via virtual classroom Technologies. The learner, who is registered to an educational institution in Turkey, can have visually, vocally and in written education in his/her native language at the same environment with Turks live in Europe or learners in Turkey.

In this research, native language education problems of Turks live in Europe are referred. As a solution, types of synchronous online virtual classroom Technologies of educational institutions in Turkey in their native language and usage advantages are mentioned. As an example Anadolu University's synchronous courses given in virtual classrooms, where Turks live in Europe can benefit, is mentioned. Virtual classroom software and features can be used by educational institutions are also mentioned. Linguistic scientists emphasize that the ones who use their native language well are more prevalent in second language.I believe that Turkish citizens live in Europe must adopt Turkish or the language of the country they live as native language and then get second language education can be one of the solutions of this problem.

Virtual classroom technologies in distance education;

- First of all they can be used to solve language problems of Turkish citizens. They can be used in Turkish language education or education of the language of the country they live.
- Apart from this, certificates about the Works they have done can be given in scope of lifelong learning philosophy.
- Courses of higher education programmes with multiple diplomas hosted by universities in Turkey can be given.

The use of virtual classrooms in Anadolu University's Programmes can be taken as an example in use of virtual classrooms and can be used by evolving.In 2008-2009 academic year Anadolu University offered 149 hours of virtual classroom services in 37 courses in departments to which many of them can be attended by Turks live in Europe.The number of programmes and courses will increasingly continue next academic years.

Introduction

European countries met the need of workforce from Mediterranean countries. Especially Italy,

Spain, Portugal, Yugoslavia and Turkey can be considered in these countries. (Tezcan, 2000)

There are four generations of Turks in Europe.1st and 2nd generations are migrated from Turkey.3rd and 4th generations are born in Europe. Remove of Turkish Language Education from fundamental education programmes by some European governments and local governments because of economical and political reasons; restriction of Turkish publication in media is fanned 2nd, 3rd and 4th Generation's Turkish identity and interest to their own native language as a reaction. This situation creates a potential for native language education via distance education system (Barkan, 2007) According to data of year 2006 Ministry of Education the number of Turkish citizens live in 7 European countries and number of students in higher education is listed in Table 1 below.

Countries	Number of Turkish Citizens	Number of Students in Higher Education
Denmark	54.859	420
Germany	1.877.661	23.640
Belgium	41.336	136
Netherlands	351.648	6.557
France	387.833	2.199
Total	2.713.337	32.952

For example number of Turkish citizens live in 5 countries are around 3 million in year 2006.According to this number,the number of citizens in higher education is very low. Turkish and Turkish Culture teachers are sent to Europe by Turkish Republic in order to satisfy native language needs of Turkish people live in Europe. Those teachers teach Turkish language curricular or extracurricular either at schools or associations according to the unique circumstances of the countries they have been. However, some problems are faced during Turkish courses are being given. (Yaylacı, 2008)

Native language not only determines the point of view of the individuals about the universe also it is both creator and variable of their thought environment. It is one of the most important factors, which interconnects individuals, differs a society from a random human group and builds a nation (Çakır, 1992). In research it is seen that Turks live in Europe cannot learn neither their own language nor the language of the country they live, because of that they do not receive higher education instead of that they pass Professional life.

Problem

Turks live in Europe can not develop their native language in their resident countries at the same time most of them cannot continue their higher education in their resident countries.

Aim

The aim of this research is to search for virtual classroom models which can enable Turks live in Europe to get synchronous education in their native language from educational institutions in Turkey.

Method: In this study, one of qualitative research techniques, "Activity Research Design" is used. Action Research is an approach which includes that the researcher on his own/her own is directly involved in application, systematically collection of data about the process and analyzing this data on his own/her own or together with another researcher (Yıldırım & Şimşek, 2005).Virtual classroom technologies are scanned.

Constraints: Turkish citizens and number of students in higher education are examined in five European countries (Denmark, Germany, Belgium, the Netherlands and France)

The Place and Usage Areas of Virtual Classroom Technologies in Distance Education

Studies show us that humans remember 30% of what they see,20% of what they hear,50% of what both they see and hear,70% of what they say,90% of what they do. (Uyar,1997) Teacher who uses virtual classroom courses can motivate his/her students in the manner that they need, get the opportunity to have visual, audible and text based meeting with learners. Questions can be answered fast with interactive tools. It can broadcast comprehensive curriculum about all the activities in course, activities and reading materials about the course. It links to web page, forms, lists, directions, instructions, discussion forums, rating criteria and all the other needed sources can be given. Instructor can communicate directly with participants via program of the course by managing mass activities. (Gümüş, 2008).

The most widely-used virtual classroom software of the world can be listed as Adobe Connect - Breeze (new name Brio), Centra, ECP Connect, Microsoft Live Meeting, WebEx. Apart
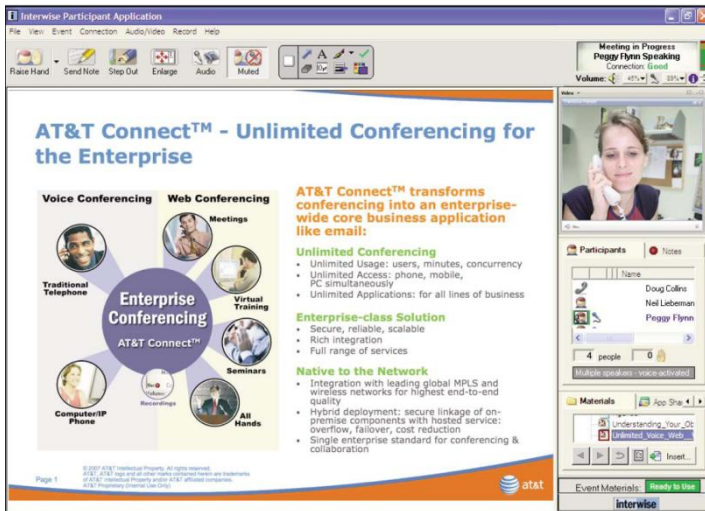
from these, some instruction management systems have virtual classroom interfaces. Some of them can be listed as Blackboard LMS, .LRN, Desire2Learn and eCollege (Horton, 2006).
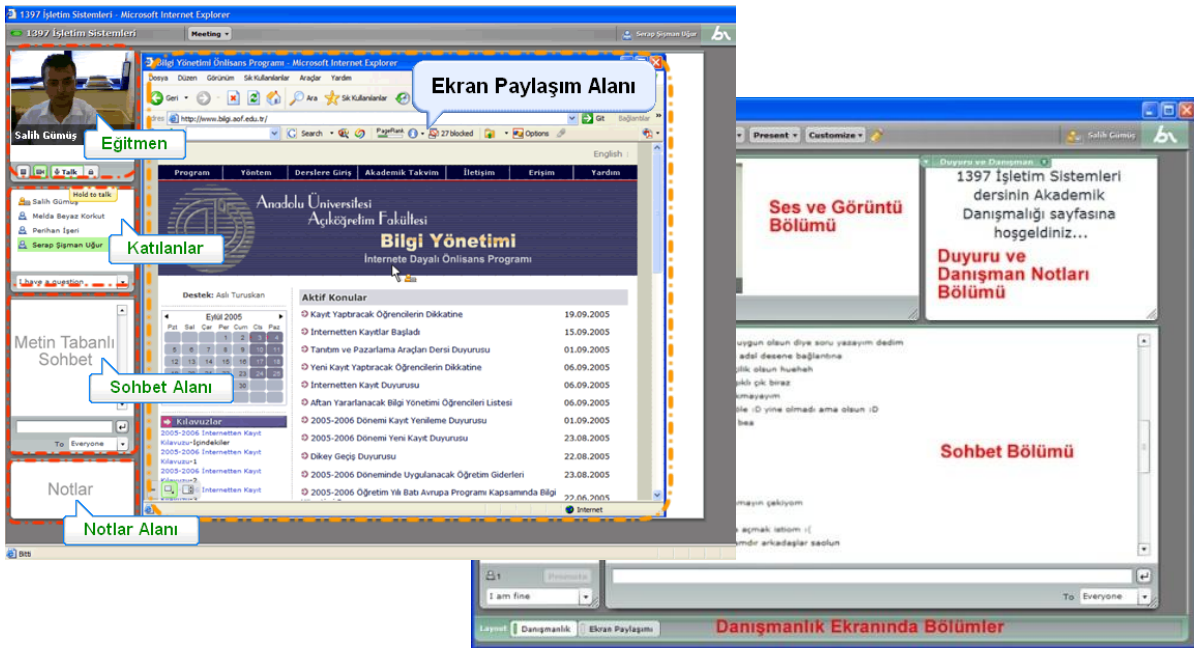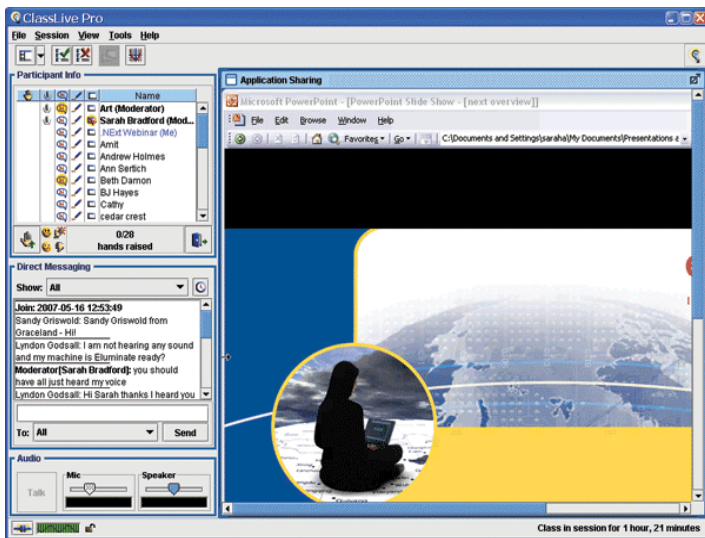

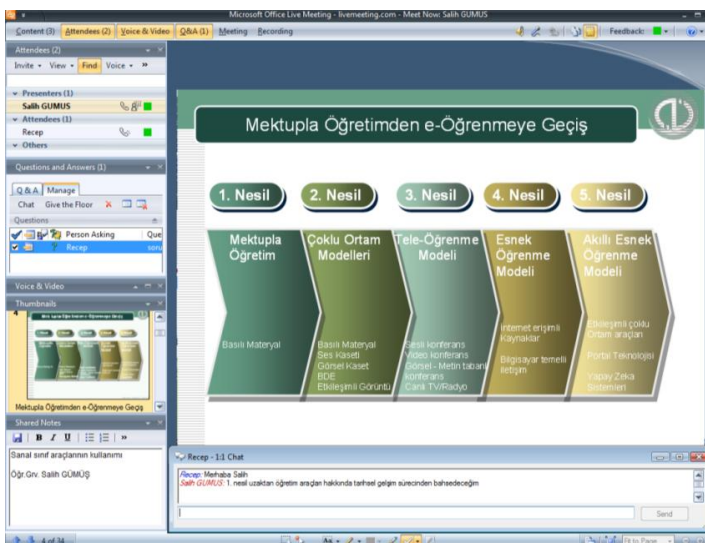**Picture 1:** Adobe Breeze virtual classroom interface and tools
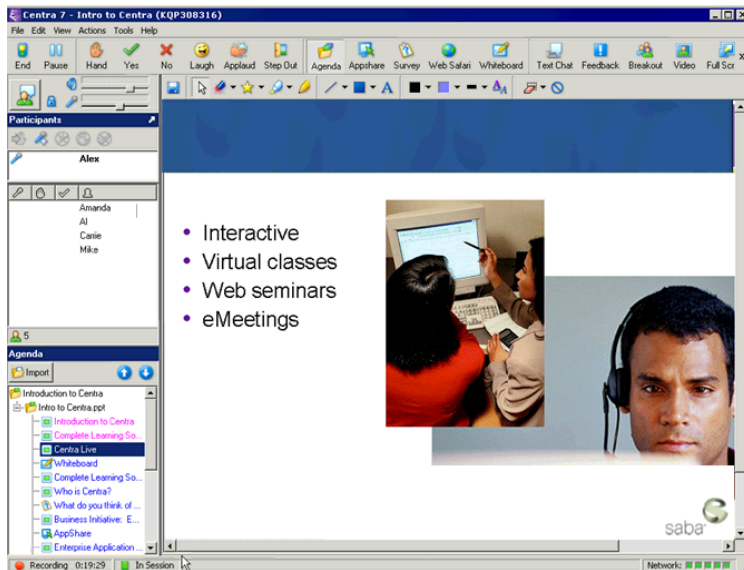

Picture 2: Click2Learn virtual classroom interface and tools

Picture3: ECP Connect virtual classroom interface and tools

Picture 4: eCollege virtual classroom interface and tools

Picture 5: Microsoft Live Meeting virtual classroom interface and tools

Picture 6: SABA virtual classroom interface and tools

Sample of Anadolu University

Anadolu University offers programmes from which Turks live in Western European Countries can benefit.Western Europe Higher Education Programmes are Western Europe e-Certificate Programmes and Turkish Language Certificate Programme. Some of those programmes have synchronous virtual classrooms.

Target of Anadolu University is European Turks who feel inadequate in their own native language and foreigners who want to learn Turkish. E-Learning content, which is offered to students registered to diploma-oriented distance education programmes as supplementary course materials, is offered by converted into fundamental course materials. Ongoing new age course software can host the most important components of distance language education such as audio, video and synchronous facilitation (Mutlu, 2008).For 3 levels of Turkish Language Certificate Program service is offered from 10 virtual classrooms.

In Western Europe services, Distance Education Faculty has Foreign Trade, Tourism and Hotel Management, Public Relations and Information Management associate degree programmes. Undergraduate Programme has Business Administration and Economics Faculties' Business and Administration, Economics and Public Administration departments. Open Education West Europe Programs service is offered from 22 virtual classrooms.

Anadolu University began e-Certificate service for Turks live in Western Europe in 2007. E-Certificate Programmes offer e-learning environments such as audio, video, animation. E-Certificate programmes are carried out towards diploma. Western Europe e-Certificate Programmes are listed below.

- Western Europe Retailing
- Western Europe Business Administration
- Western Europe Marketing
- Western Europe Entrepreneurship
- Western Europe Introduction to Retailing
- Western Europe Management and Organization
- Turkish Language Certificate Programme

Since 2008-2009 academic year, synchronous facilitation service is provided via virtual classrooms each week predetermined days for two courses offered in those programmes. For Human Resources Course in Western Europe Business and Administration Programme, three days in week in total six hours, for Entrepreneurship course in Western Europe Entrepreneurship Certificate Programme two days in week in total four hours synchronous facilitation service is being offered.

Conclusion

Thousands of Turkish citizens, who migrated European countries as workers, are settled down to countries where they have migrated 50 years ago.They tried to orientate the environment and they had orientation problems.Today 3rd and 4th generations are born in those countries and their orientation process become faster.Two different cultures and use of two different languages in Professional,educational and private life brought some hard to solve difficulties in long run.Young generation has difficulties about finding a job because of education level lower than higher education and they are forwarded to blue collar jobs instead of white collar jobs.New generation can find the opportunity to increase their education level by learning Turkish and the language of the country they live. Linguistic scientists emphasize that the ones who use their native language well are more prevalent in second language.I believe that Turkish citizens live in Europe must adopt Turkish or the language of the country they live as

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Courses of higher education programmes with multiple diplomas hosted by universities in Turkey can be given.The use of virtual classrooms in Anadolu University's Programmes can be taken as an example in use of virtual classrooms and can be used by evolving.In 2008-2009 academic year Anadolu University offered 149 hours of virtual classroom services in 37 courses in departments to which many of them can be attended by Turks live in Europe.The number of programmes and courses will increasingly continue next academic years.

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