

## DEVELOPMENTS IN THE AREA OF TURKISH EDUCATION AFTER 2000'S

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### INTRODUCTION

The period we live in goes down in history as a period in which societies have undergone great social, political, economic and technological changes. In this process, although different forms of communication and tools have emerged, language continues to exist as the most basic communication tool. Language is a reflection of societies' worldview, lifestyle, culture and relations with other societies (Aksan, 2001). Language undertakes the task of transferring the cultural accumulation of societies to future generations (Kaplan, 2003). In this respect, language is actually in a position that represents the cultural reality. In this sense, all states attach importance to language teaching in their education systems. Every nation wants its language to be learned by new generations in the most effective way. In this context, there have been important developments in the language teaching process after the 2000s within the framework of contemporary educational approaches.

Turkish, which has a history of thousands of years, is one of the oldest and rooted languages in the world (Hengirmen, 2011). In this sense, it is seen that Turkish has been taught both as a mother tongue and as a foreign language from past to present. According to Çarkit (2020), after the proclamation of the Republic, teaching Turkish as a mother tongue; in the 1980s, teaching Turkish as a foreign language gained a programmed and systematic structure. Especially after the 2000s, there have been important developments in the area of Turkish education, depending on the scientific developments in the area of education. Constructivist approach has been adopted in the teaching process and Turkish Course Curriculum has been updated with this understanding. In this context, 2006, 2015, 2017, 2018 and 2019 Turkish Course Curriculums have been prepared. This situation has also affected the academic studies in the area of Turkish education. After the 2000s, a rapid academic development has been achieved in this field.

Revealing these recent developments in the area of Turkish education is considered

important in terms of shedding light on future applications. For this reason, in this section, the applications and developments in the area of Turkish education after 2000 are discussed and examined. Thus, it is aimed to lay the groundwork for comprehensive studies that will deal with the historical course of Turkish education. Because it is seen as a need to comprehensively reveal the stages of Turkish education and the variables that are effective in the stages. It has been observed that since 2000, Turkish education studies have been carried out on basic language skills in the context of both curricula and academic studies. For this reason, the chapter titles will be structured on developments in basic language skills. In this context, developments in the area of reading, listening, writing, speaking, grammar and early literacy will be emphasized. The developments in the area of teaching Turkish as a foreign language will also be discussed as a separate topic.

### Developments in Reading Education After 2000s

Reading is one of the basic skills that contributes to the thinking process with language skills. Reading is the process of interpreting, evaluating and making sense of the signs and symbols perceived by the eye by the brain (Yalçın, 2012). Reading is a skill based on phonology, syntax, meaning and discourse skills (Geers, 2003). Reading opens the doors of different worlds to the individual; It can be considered as a language skill that allows the individual to learn new information, and offers the opportunity to get to know the changing world conditions and different lives. In today's world, reading is seen as a basic need in all areas from health to education, from economy to commerce (Çarkıt, 2020). These needs can only be answered by being a good reader (Güneş, 2017). In this context, it is aimed that today's individuals in the education process can become good and effective readers after they acquire the first literacy skill. As a matter of fact, today's studies in the field of reading aim to raise individuals who can closely monitor the changing and developing world conditions and make lifelong learning a part of their lives.

After 2000, in the education process in Turkey, a transition was made from traditional approach to contemporary approaches and models, and this situation was also reflected in the studies in the field of reading. In this period, issues such as reading strategies (Canan & Arslan, 2017; Karatay, 2009; Özdemir, 2018; Topuzkanamış, 2010); reading anxiety (Çeliktürk & Yamaç, 2015; Melanlıoğlu, 2014; Çevik et al., 2019); reading motivation (Katrancı, 2015; Yıldız & Akyol, 2011; Öztürk & Aydemir, 2013); reading habits (Batur & Bek, 2010; Can et al., 2010; Odabaş, 2008) attitude towards reading (Balci et al., 2012; Baştuğ & Keskin, 2013; Özdemir & Şerbetçi, 2018; Sallabaş, 2008); screen reading (Güneş, 2010; Maden, 2012; Macit & Demir, 2016); critical reading (Ateş, 2013; Çiftçi, 2006; Karabay, 2013); reading difficulties (Akyol & Kodan, 2016; Dağ, 2010; Ekiz et al., 2011) are seen as the main topics studied by researchers in the field of reading. This situation shows that the studies carried out in the field of reading in Turkey after 2000 are in parallel with the studies carried out in the international arena.

Today, Turkish lessons in schools are carried out according to the 2019 Turkish Course Curriculum. Contemporary education approach, especially the constructivist approach, has been accepted in the relevant program. In the program, the acquisitions in the reading area were grouped according to classes and on average 35 acquisitions were included at each grade level. Explanations were made for the achievements and the level differences between the classes were stated in these explanations. It is aimed to use methods, techniques and strategies such as reading aloud, silent reading, guessing, reading in groups, reading by asking questions, chorus of words, reading by heart, speed reading, summarizing, reading by glance, reading by taking notes, reading by marking, reading by discussing, reading critically. Thus, it is aimed to gain students reading as an active life skill. This situation shows that a skill-based approach has been adopted in the understanding of reading after 2000 in Turkey. With these skills to be gained in the reading education process, it is aimed to train individuals to be able to respond to the needs of the age.

### **Developments in Listening Education After 2000s**

Listening is a basic language skill, which is one of the main elements of the communication process that enables the person to understand the content they listen/watch. Listening, unlike hearing, is a process that includes the selection, perception and evaluation of the sounds coming to the ear of the individual (Yalçın, 2012). Listening is the task of making sense of the messages conveyed through sounds (Richard, 2008). In the listening process, the individual performs some cognitive activities such as choosing to make sense of what is heard, using prior knowledge, organizing, and mental structuring (Güneş, 2007). At this point, listening is a language skill with both physical and cognitive dimensions. Listening has been seen as a neglected language skill in the historical process in Turkey as it is in the world (Çifçi, 2001). On the other hand, after the 2000s, with the adoption of the modern education approach, listening has taken its place in Turkish Language Curriculum as a basic skill area. After this process, there have been important developments in the field of listening, both in educational environments and in academic studies.

After 2000, subjects such as listening strategies (Doğan & Erdem, 2017; Fidan, 2019; Kurudayıoğlu & Kiraz, 2020a; Atalay & Melanlıoğlu, 2016); listening anxiety (Ateş, 2018; Melanlıoğlu, 2013; Maden & Durukan, 2016); listening styles (Maden & Durukan, 2011; Kurudayıoğlu & Savaş, 2020; Karahan, 2016); attitude towards listening (Tayşi & Özbay, 2016; Ciğerci & Gültekin, 2019); critical listening (Çarkıt, 2019; Çarkıt & Altun, 2020; Kemiksiz, 2015); listening barriers (Aşılıoğlu, 2009; Dinçel, 2018; Çarkıt & Koçoğlu, 2021); listening types (Melanlıoğlu, 2011; Kaya, 2014) are emphasized and studied by researchers in the field of listening. This situation shows that the studies carried out in the field of listening in Turkey after 2000 are in parallel with the studies carried out in the international arena.

**2019** Turkish Course Curriculum has addressed all levels from the 1st grade to the 8th grade in a holistic structure. In the program, listening education was handled with the

gains under the title of "listening/watching skill". At this point, listening education starts from the first grade. In the first grade, preparation for the first reading and writing is done by listening to the sounds met by the letters from natural and artificial sound sources. The aim here is to ensure that the source of the sound played is noticed by the student (MEB, 2019). Considering that listening is a skill that starts in the womb, it is seen as an appropriate decision to start language teaching at school with listening education. In addition, 20 of the 32 texts required to be included in the 1st grade Turkish textbook are expected to be listening texts. In the Turkish textbooks of other classes, it is required to include 3 reading and 1 listening texts in each theme. In this way, it is aimed that the students acquire listening achievements with the practices they will carry out with active participation in the classrooms. Today, in Turkish lessons, it is aimed to make students good listeners in daily life by giving them an effective listening skill. Thus, it is expected that the number of individuals who listen, speak and try to overcome these problems through communication in the face of problems in society will increase.

### **Developments in Writing Education After 2000s**

Considering the definitions of writing, one of the four basic language skills, in the literature, writing is the expression of feelings, thoughts, desires and events with certain symbols in accordance with certain rules according to Özbay (2006). According to Şengül (2011), writing is the transfer of information, thoughts, life experiences, emotions, dreams in any subject into writing as a result of mental processes, in accordance with the rules of language and in a certain order and integrity. When the definitions are analysed, it can be easily stated that the writing skill does not consist of a mechanical transfer between the brain and the hands. The student starts his/her writing training with the guidance of the teacher. Therefore, writing is a language skill that requires a certain level of training (Carkıt & Karaduz, 2015).

With the adoption of the constructivist education approach in Turkey after 2000, writing skill is defined as a process of setting the structured information down in writing in the brain (MEB, 2005). Contemporary educational approaches have brought to the forefront methods and techniques such as descriptive, interrogative, narrative, persuasive, comparative, collaborative and note-taking in writing training. As in the countries where contemporary educational approaches are applied, researchers have conducted many studies that reveal the importance of affective factors in writing training in Turkey after 2000 (Baştuğ, 2015; Göçer, 2014; Kaya, 2013). It is seen that the subjects of attitude, anxiety and self-efficacy are intensively researched in the measurement of affective factors in writing skills (Bolat & Tekin, 2018; Tok & Potur, 2015).

In writing training studies after 2005, when radical changes were made in the field of Turkish education in line with contemporary education approaches, the result-oriented approach was switched to process-based approaches. Among the process-based learning and writing models, the 4+1 Planned Writing and Evaluation Model (Karatay & Aksu,

2017; Öztürk & Alan 2019) and the 6+1 Analytical Writing and Evaluation Model (Kaldırım, 2014; Özkara, 2007; Özdemir & Özbay, 2016) have been came to the forefront. Creative writing (Kaya, 2013; Temizkan, 2010; Özdemir & Çevik 2018) and critical writing (Karabay, 2015; Potur, 2014; Söylemez, 2015) are seen as writing areas where researchers concentrate. These areas are in the same trend as the research on writing training in the world.

The period of compulsory education in Turkey has been increased from 8 to 12 years with the amendment of the law made in 2012. In this context, the courses and course hours in the classrooms have been changed, and the application of field-based elective courses has been introduced in addition to the compulsory courses. The Authorship and Writing Skills course, which is among the elective courses brought in the field of Turkish, has given a new impulse to writing training. This is a very important development in terms of teaching writing skills in depth and gaining writing skills (Çarkıt & Karadüz, 2015).

### **Developments in Speaking Education After 2000s**

Speaking as a broad concept, is a skill that includes concepts that have close relationships with each other, such as sound, pronunciation, narration, understanding, agreement, and communication (Kurudayıoğlu, 2003). Speaking is the expression skill that individuals most often use to express themselves in everyday communication (Özbay, 2003). In the Turkish Language Course Curriculum prior to 2000, Speaking education took place in Turkish education with superficial target behaviors. The weight given to speaking education was insufficient against the weight of speaking in communication (Eyüp, 2008). In the 2005 Primary Turkish Language Course Curriculum, this issue was given more importance and many measurable and concrete achievements for direct speaking education were included. This program has covered speaking skill in detail under the title of "Basic Language Skills". In the 2005 Turkish Course Curriculum, the mental dimension of speaking was taken into consideration. For this purpose, in the speaking activity examples in the program; Studies that develop mental skills such as benefiting from knowledge, various visual and auditory materials, presenting thoughts in a logical flow and integrity, making comparisons, establishing cause-effect relationships, classification, evaluation, and summarization are included (MEB, 2005). There is a very wide range of methods and techniques in speaking education. In 2005 Turkish Course Curriculum, ten methods and techniques are suggested, including persuasion, critical speaking, engaged speaking, discussion, empathically speaking, guided speaking, speaking by choosing from the pool of words and concepts, free speech, creative speaking, memorizing technique. These methods and techniques have been continued to be used in the 2019 Turkish Course Curriculum. Accordingly, at the end of eight years of education, students are expected to prefer Turkish words in their speech, to be able to make impromptu speeches, to use words in accordance with their meanings, and to act with a strategy suitable for their speech purposes.

The proportion of academic studies conducted in the field of speaking education in Turkey is lower than studies conducted in other language skills (Varışoğlu, et al.; 2013). On the other hand, studies in the field of verbal skills have been increasing since 2000 (Alver & Taştemir, 2017). Considering the studies conducted in speaking education in Turkey, studies aimed at improving speaking skills (Aykaç & Çetinkaya, 2013; Doğan, 2009; Gedik & Orhan, 2014) and impromptu speaking strategies (Aydın & Canatan, 2015; Kurudayıoğlu & Kiraz, 2020b; Sağlam & Doğan, 2013) stand out.

### **Developments in Grammar Education After 2000s**

Grammar can be defined as the branch of science that examines the rules of the language regarding the sound, word, sentence and meaning features, and determines the rules related to them. (Dolunay, 2010). Grammar examines the elements that make up the language, namely sounds, syllables, words and sentences in terms of structure, type, task, functioning and meaning characteristics. Since grammar is a branch of science that examines language with all its aspects, it concerns all individuals who speak that language. As a matter of fact, grammar rules are of great importance in acquiring the basic skills of a language and using these skills in a functional way (Göçer, 2008). After an individual begins to understand and speak his native language, he/she begins to perceive the grammatical structure of the language (Erdem & Çelik, 2011). Knowing the native language of the individual is possible by being aware of the language systems that make up that language. The whole set of structural and functional rules that make up a language is hidden in its grammatical structure. That is why the mastery of a person's native language means that he/she has mastered its grammatical structure. However, in order for a person to fully master his/her native language, he/she must internalize also the grammar rules of that language.

For many years, the behavioral model has been effective in language education and especially in the teaching of grammar in Turkey (Onan, 2012). According to this model, the principles of stimulus-response -reinforcement-repetition were used in grammar teaching, and the method of memorizing grammar rules was often used by giving a strict grammar. This approach, which plays second fiddle in understanding and transferring the learned information to daily life, has led to the emergence of negative thoughts about grammar, and grammar lessons have been remembered as unlikable rules, dozens of definitions, terms and concepts that have to be memorized. This situation has led to the ignoring of the contribution of grammar to the development of other language skills, which is the most basic function. After the 2000s, along with the constructivist approach and contemporary educational concepts accepted in the world, grammar teaching was discussed in detail and the objectives and processes of grammar teaching were redefined (Güneş, 2007). Accordingly, a developmental and interactive perspective has been brought to grammar teaching, it has been emphasized that the student begins to learn the language and the rules of the language in interaction with his environment from the pre-school period, and the purpose of teaching grammar has also been discussed as developing language skills,

communication, understanding, interaction, functionality, mental skills.

With the 2005 Turkish Language Course Curriculum in Turkey, it was aimed to implicate grammar rules through various activities instead of memorizing them, and to use the language rules learned in schools in functionally language-based communication environments. The same understanding was continued in the following programs as well. In this context, it has been aimed to contribute to the development of students' reading, listening, speaking, writing skills of the language rules learned with constructivist grammar understanding. Grammar has been accepted as a part of teaching in the development of language skills. Accordingly, the process, not the result, has gained importance in grammar teaching.

After the 2000s, in the field of grammar, subjects such as constructivist approach to Grammar teaching (Güneş, 2013; Özdemir, et al., 2017); functional grammar teaching (İşcan, 2007); text-based grammar teaching (Çeçen & Aytaş, 2008); visual-based grammar teaching (Ulutaş & Batur, 2015); grammar teaching with concept maps (Öztürk & Ömeroğlu, 2015) are seen as the main ones emphasized and studied by researchers. This situation shows that the studies conducted in the field of grammar in Turkey after 2000 are in parallel with the studies conducted in the international arena.

### **Developments in Primary Literacy Education After 2000s**

The structural order in the language basis is given to the students with the Primary Literacy Education. The student gradually acquires skills such as understanding, questioning and evaluating the environment with the language he/she learned by acquiring the basic features of the sound, syllable, word and sentence structures of the language. Failures in the primary literacy teaching cause major deficiencies in the language schemas that form in the child's mind. For this reason, as in all language education, the primary literacy teaching is of great importance in Turkish language education. There are many methods for primary literacy teaching. Until the 2000s, students were learning first reading and writing with the analysis method starting from the sentence. In this way, which is called the analysis method, students first started to learn short sentences that they could understand deductively. After then, these sentences were divided into words, words into syllables, and syllables into sounds, and students were taught to read and write.

Behavioral approach was abandoned in Turkish education in 2005. A new Turkish Language Curriculum has been prepared by considering the constructivist approach, multiple intelligences, brain-based learning, student-centered education, education sensitive to individual differences, spiral, thematic and skill approach. It was stated in the program that the primary literacy method most suitable for these approaches and models was the Sound Based Sentence Method (MEB, 2005). In the Sound Based Sentence Method, the primary literacy process is started by giving the sounds divided into groups. The student advances the primary literacy process by starting to form syllables

from sounds, words from syllables and sentences from words. The student tries to form meaningful groups with the parts he/she has learned continuously until he/she creates a text, starting from the sounds he/she receives gradually (Akman & Aşkın, 2012). Here, it is seen that the Sound Based Sentence Method is compatible with the basic philosophy of the constructivist approach. In 2005 Turkish Language Teaching Curriculum, cursive and italic hand writing style was also adopted. It has been put forward that cursive and italic handwriting contributes to the mental development of the student and that this situation improves the student's attention, as it obliges the student to pay attention to letter connections and details while writing. (Duran & Akyol, 2010; Güneş, 2017; MEB, 2005).

In the process, the failures experienced in the implementation of the cursive italic method led to the need to make changes in this regard. While the Sound-Based Sentence Method application continues in the Turkish Course Curriculum prepared in 2018, it was decided that upright letters could be preferred in addition to cursive italic writing in the primary literacy teaching. A year later, in the 2019 Turkish Course Curriculum, this dilemma was ended and the primary literacy teaching in the whole country was taught with sans serif and upright letters without quotes. The provision of teaching with upright letters was positively welcomed by all teachers (Karaman & Yılar, 2020). Within the scope of the 2019 Turkish Language Curriculum, which is currently in effect, the primary literacy teaching is carried out through the Sound-Based Sentence Method and upright letters.

### **Developments in Teaching Turkish as a Foreign Language After 2000s**

Throughout the ages, people have been in search of recognition of nations and cultures that are different from themselves. Today, the interaction between nations and cultures takes place very quickly with the opportunities brought by technology (Biçer, 2017). The first stage of getting to know a nation and culture begins with learning the language spoken by that nation. Learning a foreign language also means getting to know the culture that people who speak that language have created over the centuries. People learn a foreign language for many reasons such as education, business, daily life, communication with the others. Turkish is among the most widely spoken languages in the world (Uzun, 2012). Teaching Turkish as a foreign language is carried out in Turkey through Turkish Teaching Centers within universities, and in abroad through Yunus Emre Institutes and Turkish Maarif Foundation. The number of Turkish teaching centers within universities in Turkey has exceeded 100. Yunus Emre Institutes continue their activities in 49 different countries. The Turkish Maarif Foundation is active in 67 countries.

In recent years, the number of foreign students coming to Turkey for education has increased rapidly with the increase in the level of education in Turkey and the increase in the number of universities. In addition, the developments in the field of teaching Turkish as a foreign language have accelerated with the impact of the intense Syrian migration to Turkey since 2011. Teaching Turkish as a foreign language has taken its place in universities as a new branch of science. The number of universities providing postgraduate and PhD



in this field is increasing rapidly. While 29 postgraduate theses were made before 2000 on teaching Turkish as a foreign language, this number increased to 240 between 2000 and 2017. While grammar and book review studies have been mostly focused on in graduate theses (Büyükkiz, 2014; Türkben, 2018), material preparation and book reviews have been prominent research topics in published articles (Biçer, 2017).

Turkish educators are determinedly working to provide undergraduate education in the field of teaching Turkish as a foreign language. As a matter of fact, teaching Turkish as a foreign language is seen as a field with different dimensions than teaching Turkish as a native language. It is seen as a need to train trainers at the undergraduate level in this field. Teaching Turkish as a foreign language continues to develop at a geometrical pace with the interest in Turkish all over the world and the opportunities brought by the refugee problem in Turkey.

## CONCLUSION

The influence of the behavioral approach in the field of Turkish language education was continued until the 2000s. After the 2000s, on the other hand, the adoption of the modern education approach in the Turkish education system has brought along some transformations in the field of Turkish education. In this context, subjects such as reading strategies, reading anxiety, reading motivation, reading habits, reading attitude, screen reading, critical reading, and reading difficulties have been the main subjects discussed by researchers in the field of reading training. In the curriculum, on the other hand, reading was defined as a language skill consisting of achievable achievements and it was tried to be gained by students with categorical achievements at the classroom level. Within this period, the field of listening training also appears as a field in which the subjects required by the understanding of modern education are investigated, just like in the field of reading training. Within this period, subjects such as listening strategies, listening anxiety, listening styles, listening attitudes, critical listening, listening barriers, listening types, have been the main subjects discussed by the researchers. In the curriculum, on the other hand, listening was defined as a language skill consisting of achievable achievements and it was tried to be gained by students with categorical achievements at the classroom level. Activity-based practices are included in the textbooks in order to effectively gain students with reading and listening skills, which are called comprehension skills.

With the adoption of the constructivist approach in Turkey after 2000, the writing skill was seen as the process of setting down the structured information in writing in the brain. With the contemporary educational approaches, methods and techniques such as descriptive, interrogative, narrative, persuasive, comparative, collaborative and note-taking have come to the forefront in writing education. In this context, researchers have conducted many studies to reveal the importance of affective factors in writing training. Accordingly, attitude, anxiety and self-efficacy have been the subjects that have been extensively researched in the measurement of affective factors in writing skills. In curricula, on the other hand, writing was defined as a language skill consisting of achievable gains and it was tried to be gained by students with categorical achievements at the classroom level. In this context, process-based writing practices are included in the textbooks. Within this period, the proportion of academic studies conducted in the field of speaking training in Turkey is lower than the studies conducted in other language skills. On the other hand, studies in the field of speaking skills have been increasing since 2000. Considering the studies conducted in speaking training in Turkey, studies aimed at improving speaking skills and impromptu speaking strategies come to the forefront. In Turkish Language Curriculum before 2000, speaking education took place with superficial target behaviors. In this context, the weight given to speaking training was insufficient against the weight of speaking in communication. The field of speaking training was given more importance in the Turkish Language Curriculum after the year 2000, which was carried out in line with the contemporary educational understandings. In these programs, speaking was defined as a language skill consisting of achievable achievements and it was tried to be gained by

students with categorical achievements at the classroom level. Activity-based practices are included in the textbooks in order to gain effective writing and speaking skills, which are called narrative skills, to students.

With the curricula made in line with the contemporary education approaches adopted in Turkey after the 2000s, it is aimed to implicate grammar rules through various activities instead of memorizing them, and to use the language rules learned in schools in functionally language-based communication environments. According to this understanding, which is called the constructivist grammar approach, it is aimed that the language rules learned is contribute to the development of students' reading, listening, speaking and writing skills. Hereunder, grammar is accepted as a part of teaching in the development of language skills, and process and text-based grammar applications are included in the textbooks. After the 2000s, the sound-based sentence method has been adopted in the primary literacy teaching. According to this method, the first reading and writing process is started by giving the sounds that are divided into groups. The student advances the primary literacy process by starting to form syllables from sounds, words from syllables and sentences from words.

After the 2000s, teaching Turkish as a foreign language has acquired a systematic structure. In this sense, teaching Turkish as a foreign language is provided by Turkish Teaching Centers within universities in Turkey; in abroad, on the other hand, through Yunus Emre Institutes and Turkish Maarif Foundation. The number of Turkish teaching centers within universities in Turkey has exceeded 100. Yunus Emre Institutes continue their activities in 49 different countries. The Turkish Maarif Foundation is active in 67 countries.

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