Need Analysis For Turkish And Turkish Culture Course*

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Abstract. The aim of this study is to reveal the basic findings and results of the qualitative process of the needs analysis report, which is the reason for the curriculum developed for the current Turkish and Turkish Culture course in 2018 and the production of Turkish tetbooks in 2019. The study was carried out by intertwined multiple case patterns within the frame of explanatory case study and the group of the study was composed of total 108 people who were 36 Turkish and Turkish Culture teachers selected from Switzerland, France and Germany, 36 Turkish and Turkish Culture students and 36 parents of the students who took this course. As a data collection tool, semi-structured interview form consisting of open-ended questions and preparing the basis for multiple and individual discussion environments was used. Three different data collection tools have been developed in accordance with each of the three main categories: teachers, students and parents. In the process of interpreting open ended questions, inductive descriptive analysis, content analysis and constant comparison technique were used. In this study, four basic external and validity elements, namely credibility, transferability, consistency, verifiability, and all ethical principles and processes were fully complied with. In the selection of the working group and focus group interviews, triangulation was achieved by using diversity. Results were formed by following the usage of current Turkish and Turkish culture course book, reasons of not using Turkish and Turkish culture course books, current situation, expectations and suggestions about Turkish and Turkish culture course curriculum, expectations and suggestions about Turkish and Turkish culture course books and workbooks, Turkish and other suggestions to improve the efficiency of the Turkish culture course. As a result, the reasons for the renewal of the Turkish and Turkish Culture course curriculum and course materials, which are currently in publication, are presented.

Keywords: Turkish education abroad, Turkish and Turkish Culture, bilingualism, textbook, curriculum.

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1. INTRODUCTION

Since the second half of the twentieth century, workers' migration started in different parts of the world due to socioeconomic reasons, and today, the number of millions of Turkish people has raised the need to learn their mother tongue abroad. In this regard, many scientific researches, social and political measures have been taken and different educational policies have been developed in order to correctly identify the problems related to mother tongue learning and develop solutions to these problems. Although these measures taken in the historical process and the policies developed have made a certain way in teaching Turkish as the mother tongue in the world, permanent solutions to the problem which is inherently multidimensional have not been produced.

Since the beginning of the 1960s, the migration of workers, especially to the European countries, has naturally led to an economic prioritization of the economic return, which has put education to second place. Inadequate awareness of the mother tongue affected Turkish students' participation in optional Turkish and Turkish Culture (TTC) courses in schools abroad negatively. The TTC course carried out by the Ministry of National Education (MONE) and the quality of educational materials developed for these courses in order to enable Turkish people to learn their mother tongue in formal settings also affected this process.

It is possible to gather the problems about teaching Turkish for bilingual children rather than as mother tongue under two headings. Firstly, as mentioned above, the socio-economic conditions of the Turkish people in the region and their awareness of the necessity of mother tongue education are not in an acceptable level. The second is that the materials developed for teaching Turkish to bilingual languages are not prepared for the right purposes and they are not structured and leveled according to the target groups without taking into consideration the needs in the regions. Numerous researches have been conducted in relation to the main problems faced by the textbook, the curriculum, the students, parents and teachers responsible for the course (Gül Yazıcı 2007; Yağmur, 2007; Sarıkaya, 2008; Belet, 2009; Can, & Can, 2009; Uysal, 2009; Korkmaz, 2010; Sen, 2010; Yağmur, 2010; Ince, 2011; Ozcan, 2011; Şen, 2011; Yol, 2011; Cemiloglu, & Şen, 2012; Ekmekci, 2012a; Ekmekci, 2012b; Yıldız, 2012a; Yıldız, 2012b; Demirbaş, 2013; Yağmur, 2013; Yıldız, 2013; Yilmaz, & Öztürk, 2013; Ateşal, 2014; Yağmur, 2014; Yılmaz, 2014; Arı, 2015; Çınar, & İnce ,2015; Ekmekçi, & Karadüz, 2015; Güngör, 2015; Yağımlı, 2015; Yaman, & Dağtaş, 2015; Ayyıldız, & Karasu, 2016; Çakır, & Yıldız, 2016; Çelik, & Gülcü, 2016; Irmak, 2016; Ozerol, 2016; Arıcı, & Kırkkılıç, 2017). The problems identified in the researches; main problems of Turkish and Turkish Culture course, textbook and course curriculum (lack of gains in the curriculum according to the target audience, the fact that the textbooks are above the target audience level, etc.), basic problems for students and parents (Turkish and Turkish Culture) , problems caused by students being bilingual, etc., basic problems for teachers (loss of motivation, lack of teachers, etc.), other problems (difficulties in providing books, materials and equipment for education and training, new technologies)

inadequacy of the provision of materials and material development in line with the lack of social organization for parents, problems arising from the educational policies of countries and states, etc..

In order to enable Turkish children living abroad to learn Turkish better as a mother tongue, to get to know and adopt the Turkish culture closely, it has become a necessity to review the curriculum and the materials prepared for this course. For this reason, the effectiveness of the curriculum and the textbooks for the TTC course was determined with the needs analysis project carried out by the Ministry of National Education, European Union and General Directorate of Foreign Relations in 2017; Expectations regarding the curriculum and teaching materials were determined based on the opinions of teachers, students and parents. Following the needs analysis, a curriculum for Turkish and Turkish Culture was developed in 2018 and this program was published with the approval of MoNE Board of Education and Training (BET). In 2019, eight level textbooks were prepared for this course in line with the needs analysis and then the curriculum, and Turkish and Turkish Culture Preparatory textbooks structured as a course/study/teacher book at A1 and A2 levels were prepared for students who do not speak Turkish at all

The aim of this study is to determine which requirements are necessary for producing the Turkish and Turkish Culture Course Curriculum developed in 2018 and the textbooks prepared for this course in 2019. For this purpose, the main findings and results of the qualitative process of the needs analysis report prepared in 2017 are presented.

2. METHOD

This study was structured with the findings of the qualitative process of the needs analysis project carried out by the researchers and realized by the exploratory sequential mixed method and was designed with an interwined multi-case study from the examples of case studies. The study was structured as a descriptive case study because the descriptive question was sought in the study (Yin, 2017) and how and why the questions about the underlying situations were addressed. The multiple situations of the study are the needs and expectations of three different target groups in the study group. These situations include the use of existing materials with multiple analysis units, the use of the curriculum, recommendations for improving productivity, and so on.. with interwined features.

Study Group

The study group consisted of a total of 108 people, 36 of whom were Turkish and Turkish Culture teachers, 36 of Turkish and Turkish Culture students and 36 of whom were the parents of the students who were selected from Switzerland, France and Germany. Maximum diversity sampling method was used to determine the study group (Patton, 2014). While determining the working group depending on the maximum diversity sampling method, three different categories were created by taking into

consideration the three parties that are interested in the Turkish and Turkish Culture course, from three data sources: parents, teachers and students. In study group, participants willing to voluntarily participate in focus group discussions without any discrimination such as; gender,age and etc.., and those deemed appropriate by the relevant competent authorities were included. As a matter of ethical considerations, each participant was informed about the study before participating in the study and was included in the study and on voluntary basis for approval. Parental leave approval form was used especially for students under 18 years of age and informed consent form was used for adults. Teachers who have knowledge and experience about Turkish, Turkish Culture Curriculum and textbooks and have worked in the relevant country for at least six months were included in the study group. In all three countries, interviews were conducted with students from different schools. Attention was paid to the heterogeneity of the students' age and language level. People who have detailed information about TTC course and / or who are leading Turkish citizens in their environment and / or whose opinions are taken into consideration and / or have effective communication and who regularly send students to TTC course and whose parents have high expectations from the course are mostly taken in the study group. The experience of the teachers in the study group is between 1-6 years and their branches vary. Teachers are people who know the dynamics of their country, have combined classroom experiences and are experienced in language teaching. Students are at different age and class levels.

Data Collection Tools

In the research, semi-structured interview form consisting of open-ended questions and preparing the basis for multiple and individual discussion environments was used as data collection tool. Three different data collection tools have been developed in accordance with each of the three main categories of students, parents and teachers. In order to develop the tools, the studies in the literature were examined and open-ended questions were prepared. In order to check the appropriateness of the prepared draft questions to the purpose of the study, opinions were taken from two faculty members. In line with expert opinion, the questions were shaped according to the paradigm of language expression and qualitative research. In order to examine the answers in depth, the participants were also asked circle builder and snowball featured questions for focus group discussions. In the focus group interviews, high sensitivity was shown to the disadvantaged (poor Turkish proficiency) individuals. Data related to the study were conducted in a quiet environment that would not affect the process and in physical environments where participants and researchers could have equal status. All interviews were recorded with the voice recorder after the consent of all participants. Voice recordings and transcripts are reserved for ethical reasons. The participants were informed about the purpose of the study and detailed explanations were made regarding the confidentiality of personal information. The data collection process was carried out with ethical considerations in line with legal basis. The research was conducted in coordination with all legal stakeholders.

Data Analysis

The data recorded as audio files were converted to text as raw data through the Microsoft Word word processor. All transcripts were then loaded into the internal part of the Nvivo 11 program. The raw data were carefully examined by the researchers before they were coded. In coding, open, axial and selective coding techniques were used together to form a unit for data analysis of words, phrases or a sentence in accordance with the line by line analysis approach. All encodings are structured according to free coding and tree coding in Nvivo 11 qualitative data analysis program. Grounded theory based coding process was carried out since there was no code list for the research problem. In the process of interpreting open-ended questions, inductive descriptive analysis, content analysis and constant comparison technique were used. In the content analysis process, the codes created by considering free coding-oriented contexts were combined under the common category and transformed into tree code. In the last stage, the integrity of meaning from the themes derived from the data was ensured and the interpretation process was completed.

Credibility and Transferability

In this study, four basic external validity elements, such as, credibility, transferability, consistency and confirmability, and ethical principles and processes were followed. The selection of the study group and focus group interviews were diversified and triangulation was achieved. During the focus group interviews, feedback was given to participants and participant verification was performed. The data were obtained on the basis of three different countries for the purpose of the research and in this way sufficient participation was achieved. The researchers did not include their personal assumptions in the study. Data collection tools were created in accordance with expert opinions and records kept during the execution of the study were audited. In order to transfer the obtained data, detailed definitions are given in the theoretical framework. Maximum sampling was taken as the basis for the study group. Thus, all the strategies required to improve validity and reliability (Merriam, 2018: 221) were provided for research purposes.

3. FINDINGS

The findings obtained in line with the aim of the research were interpreted under five headings, these are; the usage status of the textbooks prepared for the TTC course in 2010, the reasons for not using the books, the current situation regarding the Turkish and Turkish Culture Course Curriculum prepared in 2009, the expectations and suggestions in the nature of the TTC and the new studies to be prepared and the other suggestions for improving the efficiency of the TTC course".

Findings and Comments on Usage Status of TTC Textbooks Prepared in 2010

During the interviews, all teachers working abroad stated that they did not use the textbooks prepared in 2010[1] effectively and efficiently. It was found that they used the 1st unit of the textbook for 1-3rd grades, they didn't use the other units, and all the books at the other levels were idle and not used by the teachers.

In response to the question that" Do the students use the books?"parents –except for two parents from Switzerland and eight parents from France- declared that the books were not used by the students and that the students were only doing activities on these books. More than half of the parents have seen the books before, but have not examined them. The respondents stated that the current Turkish and Turkish Culture textbooks could not meet the interests, needs and expectations of both the students and themselves, citing the reasons for not using the second theme.

When students were asked the question that" Are you using these books in your class?" Student-9 (Switzerland) expressed his views as follows: I was using of these books in Turkish and Turkish Culture class and we were studying these books in class, but over time I could not understand these books. Our teacher said that we do not need to bring the books. Most of the time, instead of using the books, we are handed out copies of the classrooms by our teachers, and we process the lessons through them.

Common opinion among the participants 1st unit of 1-3rd grade text books is available. Teachers nicknamed as 2-6-8-11 and 12 (Switzerland) stated that they benefited from the first 10-15 pages of the 1-3rd grade textbooks. When asked the question "Why don't you take advantage of other books? they first of all stated that these books are above the current language level and readiness levels of the students and" If we use these books, the lesson becomes really boring. As understood that the books were not used, they were asked the question What sources do you use as material in your class?. According to the answers, it was understood that all of the teachers carried out the course by photocopying the activities designed by themselves or other teachers.

It is understood that the teachers who carry out the Turkish and Turkish Culture lessons have gained negative opinions as a result of a few negative experiences they have had for the textbook. For this reason, it was understood that instead of using the books, the teachers used materials in the lessons by preparing materials that they considered more functional. This is an important proof that textbooks are not used.

Findings and Comments on Reasons for Not Using TTC Textbooks Prepared in 2010

The reasons why Turkish and Turkish Culture textbooks are not used can be classified under the following headings:

1. Books above the students' readiness levels

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[1] The textbook prepared for Turkish and Turkish Culture course was developed and defined as Course Teaching Material by the Ministry of National Education. However, for the purpose of the research, the concept of "Textbook was used instead of" Course Teaching Material".

2. Formal problems in books

3. Mismatch between course and workbooks and curriculum

4. Mismatch between textbook and workbook

5. Violation of the principle of vitality

6. Designed according to the behavioral approach

7. The problem of integrity between issues

8. Non-compliance with combined classes

9. Problems arising from the questions in the instructions and books

The main problem is that books are above the students' readiness levels. Texts in books; the teachers gave up using the books due to reasons such as not being leveled according to the language level of the students, the presence of Turkish words which they never encountered in their life and which were not likely to hear or use in daily life.

During the interviews, it was confirmed by all teachers that "TTC textbooks are well above the level of knowledge and skills of students regarding Turkish and Turkish culture". Teachers gave up using textbooks as they are above the level of readiness of the students because of their text length and the complexity of context. They mentioned the pedagogical problems that occurred during the transition from the first unit to the second unit in the beginning of the 1-3rd grade textbooks.

In addition to the content of Turkish and Turkish Culture course book, serious criticism such as page layout, visual selection, print quality, formal criteria and etc..was also received from the participants. However, all the teacher participants stated that the formal deficiencies, which are the reasons for not using the book, were the secondary factors. The participants compared the books with the books of their country in terms of graphics, visualization, print and paper quality, font and size. The participants frequently criticized the book's layout and page layout. Pictures, photographs and engravings, etc. The participants who claimed that the visual elements were not sufficient, emphasized that it would not be possible to teach language by using visuals that the students have never seen or are unlikely to see. Another criticism regarding formal issues is that the font used in the books does not match the fonts used in Continental Europe. Although it is thought that formal problems are insignificant in terms of content at first glance, it has been found that the psychological reflections of formal issues and interviews are very strong in the process.

Another reason for not using textbooks is the mismatch between the time allocated to the course and the content density of the textbook. TTC course is held twice a week. The students attended Turkish and Turkish Culture courses after the courses in their schools or on holidays; they were exhausted due to these reasons and it was not possible to complete the content requested in the textbooks in the short time allocated for this course.

In the context of the discrepancy between the textbook and the workbook, the following sentences expressed by Teacher-2 (Switzerland) illustrate the situation: "My problem is that we have two books, the textbook and the workbook. You open and finish unit 1 of the textbook. When you switch to the workbook, you see that the two are talking about different things. So there's no harmony. If he is talking about the same topic, you need to practice the same topic. You know, you gotta take care of it. However, these statements are not repeated by teachers as the reason for not using the books, but they were also repeated by Teacher-8 (Germany) who used and studied the book during the first years abroad. However, it is also clear that other teacher participants do not even study the book and do not use the book based on their own experiences. For the mismatch between the participant teachers' workbook and the textbook, "I didn't look. I have not tried. I didn't use it.",sayings are an important proof that teachers have gone too far away to see the mismatches between the textbook and the workbook. Although this finding is not a factor that adversely affects the direct use of Turkish and Turkish Culture course book, it is important to reinforce the teachers' negative opinions about the books. In this context, one of the issues that should be considered in particular is that teachers, who are the practitioners of the course, try to follow the curriculum by considering the topics presented in the textbook instead of examining the curriculum. As a result, it is not possible to say that a teacher who does not use the textbook also follows the official curriculum. Considering all these issues, the fact that a teacher who does not use the textbook and therefore does not follow the curriculum, meets the material needs through photocopies or prepares his own materials is an indication that each teacher designs his own curriculum.

Violations of the principle of vitality include the inconsistency of how the information presented in the books will affect students' lives and how and where they will be used. – Teacher 2(Switzerland) stated that the content in the book is not the equivalent of the life the child lives here. Teacher 9 (Germany) summarized the situation by the sentence that "textbooks designed by taking into accounts of Turkey's condition are unlikely to be successful" And Teacher 9 also indicated the futility of exposure to issues of learning even Turkish children will not see in Turkey. The Teacher-6 (France) who tried to imply the idiom that "the grass looks greener on the other side", reached a common consensus with Teacher 2(switzerland) even though they worked in different countries.

As a result of the analysis of the interview data, it was found that the related books were designed according to the principles of subject-based, knowledge-oriented, behavioral approach. In this context, curricula and designed textbooks of the countries where data were collected were designed based on cognitive, social or radical constructivism. It is understood that Turkish students experience cognitive contradiction when faced with Turkish and Turkish Culture textbook prepared according to the behavioral approach principles. It was found out that Turkish students who are faced with continuous student-centered, activity-based education in the countries they live in experience

incompatibility when they encounter the TTC course and the knowledge-based and rote logic in the books used in this course.

Another important reason for not using Turkish and Turkish Culture course books is the problem of integrity and repetition of non-spiral issues among the subjects in the book. In this context, after the statement of Parent-7 (Switzerland) "As if our students were always study the same subject. "the students were asked the question "Do you process the same subjects over and over again?" However, as an answer "No!" was not received from the students. The opinions of the teachers were also consulted on the assumption that triangulation was necessary. Although the teachers stated that they did not use the books, Teacher-3 (Germany) who had tried to use the book in their first experiences in TTC course in the past also began to speak and said "There was no relationship between the subjects. One day you look at a topic you are processing. A week later, another topic. The two issues have nothing to do with each ather. In the focus group interview, Teacher-3 (France), one of the experienced teachers, affirmed "Yes!". Teacher-2 and 4 (Switzerland) stated that these criticisms of the books were meaningful and that the subjects were not related. In particular, Teacher-4 (Switzerland) made clear suggestions that the subjects should be in contact with each other and that the subject should be supported before, in the books that it believes should be prepared or because it is not in relation to each other in the current state.

Due to many factors such as regional conditions, the number of teachers, the number of students, the lack of physical environment, the place allocated by the schools for the course and the time of the course, Turkish and Turkish Culture courses are conducted in the combined classes in three countries including Germany and mostly in Switzerland and France. Although they are at different language levels at the same age, some students were found to be in the same class at the same time. In other words, although they have taken the same course for four years and have been in the same age groups, their awareness of Turkish language levels and awareness of Turkish culture differs from student to student due to reasons such as environmental factors, the use of Turkish in the family, exposure to Turkish in the social environment, and the possibility of experiencing Turkish culture.

As a result of the analysis of the interview data, it was found out that the parents and teachers, partly the students estimated the evaluation questions found in the existing Turkish and Turkish Culture course books and the instructions presented to do a job or task as aimless, far from serving the purpose and incomprehensible.

Findings and Comments on Current Situation, Expectations and Suggestions Regarding the TTC Curriculum Developed in 2009

Expectations and suggestions under this heading can be categorized under the following headings:

1. Course time-based acquisition

2. Principles of history and culture teaching

3. The use of four basic language skills together

4. Curriculum with age and language level

5. Curriculum suitable for combined classes

6. Curriculum that meets the needs of students who do not speak Turkish

7. Curriculum for preschoolers

8. Social constructivism based design

Considering the personal motivation elements such as the time allocated to the course, the voluntarily participation of the students in the TTC course and the remaining time of the other courses, and the absence of anygrade for this course, it is concluded that the Turkish and Turkish Culture Curriculum acquisitions should be designed to be completed in one or two hours. . Another issue to be considered when designing the curriculum is related to the teaching of history-related issues in cultural education. The finding has been reached that integrating the historical information or exam preparation with the reference of the students in Turkey to the program has nothing to do with the students abroad. During the interviews, it was found that reading and writing skills were dominant in Turkish and Turkish Culture Curriculum, and listening skills were given less space than these skills.

One of the main problems in teaching Turkish and Turkish Culture is the presence of students of different age groups and language levels in the same class. Because of this situation, which can be expressed as multiple problems in a combined class, there is a significant difference in the language levels of students at the same age. Theoretically, students of different age groups are not expected to enjoy or show interest in the same content. In addition, the application of texts or activities of the same content for people who are not at the same language level will not solve the problem. When the theoretical framework is evaluated together with the opinions of teachers, it is clear that there is a need for new curricula for Turkish and Turkish Culture course. However, new programs must be designed to address both the age level and the language level, and in a modular manner, capable of eliminating multiple problems.

Although a modular program is designed to address the needs of students at different age and language levels, one of the most important issues to remember is that due to necessity, the TTC course is often taught in combined classes. Number of students, physical facilities, number of teachers, etc. However, it should be remembered that it is a case that Turkish and Turkish Culture courses are commonly taught in combined classes. For this reason, while the course process is carried out with the students at the same age and language level, complementary activities and cooperative learning groups should be carried out for the groups in a class that are homogeneous in themselves even though they are of different ages and different language levels. In other words, while the course process is carried out with the students of the same qualifications in the

classroom, the necessary learning environments should be provided to support the learning of the students with different qualifications.

Because of changing and transforming conditions abroad, the decline in cultural and language transfer between generations and so on, there are students who are of Turkish origin due to reasons but who have very low Turkish language proficiency. In other words, students who do not have an enough capability of Turkish are trying to follow the course of Turkish and Turkish Culture. The curriculum prepared in 2009 and the instructional materials (books) designed based on these programs were designed with the assumption that the students taking this course have basic language skills and will begin this course. However, this assumption has not been valid in the process. Programs cannot meet the needs of students who do not speak any language or who are not proficient in language.

In Turkish and Turkish Culture Lesson 1-3, 4-5, 6-7, 8-10 class levels are taken as a reference and it is tried to be carried out in parallel with the school level in which the student lives. On the other hand, the assumption that language education and cultural transfer should be started in preschool period is frequently discussed. However, there is no curriculum that addresses pre-school children for the TTC course and there are no books or online materials developed according to this curriculum and made available to teachers and students. It is not possible to say that if such a program is designed, it will be functional in every country. In other words, a program to be developed for the TTC course for preschoolers includes environmental conditions, physical facilities, access to students and so on. It cannot be said to be applicable to all Turkish children abroad for reasons. However, it should be kept in mind that for some suitable situations, a curriculum designed considering the cognitive, affective and behavioral characteristics of preschool children will be beneficial.

It has been found that the existing textbooks bear the traces of behavioral approach and therefore the books are not usable. A cirriculum; in which some issues are taken into consideration for example; students' ability to learn better with the student-centered understanding that they often encounter in the countries they live in, the necessity of learning through relationship and experience in language and culture teaching, is needed. In this respect, it is clear that the curricula for Turkish and Turkish Culture courses should be designed in accordance with the constructivist approach.

Findings and Comments on Expectations and Suggestions for New Turkish and Turkish Culture Textbooks and Workbooks

During the discussions on this theme, four main categories were reached:

1. Expectations and suggestions about contextual characteristics

2. Formal expectations and suggestions

3. Expectations and suggestions regarding the type of activity and implementation process

4. Other expectations and suggestions

The first category of expectations and suggestions regarding the new TTC textbook and workbook is related to content features. In the study, it was found that 6 different suggestions were brought to this category in designing textbooks. These recommendations; using of text related to daily situations, using thematic structure, fun, interesting, guiding instructions, and high frequency of use in language. As stated under the theme of expectations and suggestions related to the curriculum, when designing new textbooks, the age and language level of the students should be evaluated together and the texts included in the content should be both appropriate for the age of the students and to address the language levels. Therefore, the selection of the texts in the book should be reshaped in accordance with scientific criteria and gains. Another suggestion is that after the drama method, the case study method should be used frequently in the books. One of the reasons why the participants did not use the textbook is the problem of integrity between the subjects and the repetition of the non-spiral subjects. The types of activities, which are the subcategory of expectations and suggestions related to the course and workbook to be prepared, and the suitability of drama techniques and play-based learning in the process of implementation were frequently expressed by teachers. These two features have been proposed because through these, the implementation process basically makes the lesson fun and interesting. In the books, it was suggested that the instructions on how to conduct the activities by the students should be prepared in a simple, clear and understandable way.

In the light of the findings obtained from parents, teachers and students, the criticisms of the participants about the existing textbooks reflect the expectations of the new textbooks proposed to be designed. It has emerged that the new course and workbooks to be designed within this scope should be as qualified as the formal characteristics of the books used by the students in the schools they study abroad. In this context, it has been determined that there are many expectations and suggestions from print quality to paper type, font size to font type. Firstly, the participants emphasized that the books should be printed using glossy paper, which is expressed as glossy-base, slippery as in the countries where they live. Another expectation for formal features is the font size. Participants frequently stated that the text should be minimized to place or fit a text on a page. Another criticism of the books prepared in 2010 is the resolution problem of the visuals in the books.

Teachers and students brought criticism that they did not find the activities and their application processes in the existing Turkish and Turkish Culture books interesting. They also declare their expectations and suggestions about Turkish and Turkish Culture course and work books as arrangable into sub-categories such as; game-based learning and drama-based learning approach, puzzle and painting activities, life-based activities, in-text word recognition activities, cartoon-picture-shape-map and so on. activities based on inference from materials, activities that support emotional intelligence and activities that can be changed according to the conditions. Teachers often stated that

they were trying to conduct their lessons with games in order to attract students' interest and participate in the lesson. Teacher 7 (Switzerland)stated that hehas had great difficulty in Turkish and Turkish Culture in the early years of the mission of teaching, he had doubts about efficiency, but the course of each objective of the game based ingredients such as, word games and Turkish words with scrubble, the cities of Turkey with Monopoly Turkey strengthen teaching process. The same teacher stated that the students were more willing to learn. after play-based instruction. The most frequently repeated activity implementation process by teachers and students is drama-based learning processes. According to the teachers' views, drama based instruction is an important activity application process for increasing the efficiency of Turkish and Turkish Culture course. Another suggestion for the textbooks and workbooks expressed by the participants is that activities should be associated with life.

In addition to the expectations regarding the content characteristics, expectations about the formal characteristics, the type of activity and the expectations of the implementation process, suggestions categorized as "other expectations" were introduced. The most remarkable of these suggestions are that the students' need for a measurement tool to measure their language level, preparing a measurement tool to determine students' cultural background, harmonizing the course book and workbook, presenting the printed books in relation to the z-book and online learning environment.

Findings and Comments on Other Suggestions for Improving the Efficiency of Turkish and Turkish Culture Course

Suggestions for this theme can be listed under five categories:

1. The need for a teacher's guidebook

2. In-service training needs of teachers

3. Necessity of designing the online learning environment

4. Need for parent manual

5. Need for monitoring / evaluation system

The most important finding obtained during the research process is the lack of materials. It was found that there is no material to guide teachers about how to handle Turkish and Turkish Culture course, what to pay attention to during the course process, which activities to complete and which processes to accomplish. The teacher participants who stated that they did not use the existing textbooks stated that there was no teacher guide book and they shared a common opinion about the subject.

Another important measure to increase the efficiency of Turkish and Turkish Culture course is to meet the in-service training needs of teachers. A significant number of teachers were subjected to in-service training prior to their assignment abroad. However, in these trainings, adequate in-service training about how to conduct Turkish and Turkish Culture course, what the scope and purpose of the course is, what

techniques and methods will be used while carrying out this scope and purpose, how to solve problems that may be encountered during the course, and how to attract the attention of the students were not given to teachers. In addition, it was found out that the education system of the country concerned, the ways to integrate into the education system, meeting the personal needs, and not providing enough training to the teachers about the meeting their own family needs.

During the interviews, it was emphasized that both the teacher participants and the parents should design the new printed books for the TTC course as well as the learning environments and EBA-like learning warehouses in accordance with the characteristics of the age and this situation was frequently presented as a suggestion.

It was found that parents have prejudices and wrong information, and they ignore the need to learn language and culture, and give less importance to TTC course day by day. Based on this finding, the opinions that support the suggestions that a guideline material should be prepared for parents is important for the effectiveness of the course.

There is no effective and efficient monitoring / evaluation system for the students who are taking or are likely to take the TTC course; It was found that there is no online module that shows the current language level of each student and the level of participation in the course. When the teachers started to work, they were not able to obtain information about the students' cognitive, affective and dynamic readiness for Turkish and Turkish Culture. For this reason, the recruitment teachers restart the process.

4. CONCLUSION, DISCUSSION AND SUGGESTIONS

One of the main findings obtained in the study, no part of the current Turkish and Turkish Culture textbooks for 1-3rd grades.- except for the first unit of the class textbook - is used by teachers and students. Teachers carry out their lessons using the books of the private publishing houses they deem appropriate or the materials they prepare themselves. Considering that the materials prepared by both private publishers and themselves are not subjected to any audit mechanism, it is clear that the materials used in Turkish and Turkish Culture classes will be likely to have pedagogical problems. At the same time, the finding that the textbooks prepared in 2010 were not used leads to the conclusion that the official curriculum was not followed by the teachers.

The most important conclusion can be drawn from these books are that Turkish and Turkish Culture textbooks contain texts that are well above the students' level, that the students are not prepared considering the current language levels, that they cannot meet the needs of the students who do not speak any language, and that they are not suitable for the readiness levels of these books. At the same time, in the current textbooks, there are some formal problems such as, paper and print quality, typesetting and page layout errors, visuals and so on. It has been concluded that these problems are another reason why textbooks are not used by teachers and students. In addition, two

main reasons such as the discrepancy between the duration of the course and the content density of the books, and the discrepancy between the textbook and the workbook can explaine precisely why teachers did not use the books instead they use their own materials or books from private publishers.

Another reason why Turkish and Turkish Culture textbooks are not used is that the principle of vitality is ignored in the books. In particular, it was determined that the books were considered inadequate by teachers because of the violations of socio-cultural dynamics of the countries, expectations and interests of students, environmental conditions and usefulness issues in daily life and therefore, teachers refused to use the textbooks.

Another result obtained from the study is that the books were designed according to knowledge and memorization-oriented, non-activity-based, that is to say they were designed in behavioral approach. This situation led to the fact that Turkish and Turkish Culture textbooks were not used by teachers and students because they did not respond to the interests, needs and expectations of the students.

Repetition of non-spiral topics, the problem of connection between themes, and the unrelatedness of the topics are among the reasons why books are not used. At the same time, it was found out that Turkish and Turkish Culture courses were taught in a combined class of students of different age and language levels. It is concluded that the textbooks are not functional because the existing textbooks do not allow students of different ages and different language levels to study simultaneously. At the same time, even though it is not as important as the other reasons, it is considered that the directives in the book are not qualified to guide the students and that the existing questions do not serve the purpose.

The above-mentioned results of the reasons for not using Turkish and Turkish Culture textbooks include ; being above the level of readiness of the students, the formal problems it contains, the content of the textbook and the incompatibility between the textbook and the workbook, the violation of the principle of life, being designed according to the behavioral approach, the problem of integrity between subjects, not addressing the needs of combined class and inability of questions in the texts and instructions to serve the purpose.

Based on the fact that the existing textbooks are not used, the expectations and suggestions of the Turkish, Turkish Culture Curriculum have been reached as the principles stated by the teachers, students and parents. If the existing Turkish and Turkish Culture textbooks are not used, it is unlikely that the curriculum will be used. However, in the study, if the textbook is not used, it is not assumed that the curriculum isn't used at all. It was particularly examined wheter cirriculum is followed or not. However, it was concluded that the curriculum was not used. As a result, teachers' expectations and suggestions were gathered from the Turkish and Turkish Culture curriculum as a result of the fact that not using materials means the same for the curriculum.

In case a new curriculum was designed, the teachers stated their desire to determine the gains by taking into consideration the course duration, in other words, to establish a relationship between content and time. They also stated that the program should have an objective understanding of history, aim for national consciousness, be focused on providing self-confidence, be focused on history and culture and be based on four basic skills. In particular, the most basic expectation of teachers is a program designed with different age and language levels, multiple modular programs and books to be designed depending on the program. In addition, it is concluded that the inability to address the needs of the combined classes, which is a reason for not using textbooks in parallel with the above results, is a fundamental principle that must be taken into consideration in the new curriculum. The teachers also stated that while designing a new curriculum, the curriculum should be designed to meet the needs of students who do not speak Turkish and are pre-school students. These two main issues should be taken into consideration, since the preschool period is neglected in the TTC course and there is no program for this period. At the same time, considering the aspects of language and culture, program should be designed according to social structivism which is activity-based such as social learning, experiencing, learning with environment, enabling experiences, vitality and helix principles.

Although the curriculum is basically a reference to the workbooks in terms of content and understanding, the results of the teachers' expectations and suggestions for the TTC textbooks and workbooks that they expect to be designed were also reached. From the new textbooks that teachers expect to be designed, it is concluded that they have expectations about contextual, formal, activity type and application process and other expectations that are not included in these three main situations. Teachers' expectations of content for the textbooks to be designed; the use of text that is appropriate to the age and language levels of the students, fun and interesting content, the use of case studies related to daily life, guiding instructions, high frequency of use and thematic structure. It has been determined that these expectations are the basic content principles to be followed when designing new textbooks.

The most basic expectation of teachers is the preparation of new textbooks. Secondly, the formal characteristics are appropriate. The new textbooks' usage of paper, font and font size, text-visual usage, resolution, typesetting and page layout, they are seven basic principles that can be expressed as multiple intelligence and cognitive load, and these principles are concluded as necessary and directly compatible with contemporary learning approaches and principles. Teachers' expectations and suggestions regarding the types of activities and application process to be found in the new textbooks are available. One of the main results of the study is that teachers' activities based on the game-based learning approach, life-based, enriched with puzzles and coloring activities, based on different materials that give importance to sensing words in the text that provides students to make inferences, demanding activities that support emotional intelligence can increase students' interest.

Other expectations of teachers for new textbooks-in order to make effective monitoring and evaluation-are measurement tools to determine the language and culture levels of the students in the textbooks or online platforms, completing the textbook of the workbook, reinforcing the topics covered in the course, eliminating and supporting the deficiencies, and designing the textbooks and workbooks in relation to each other. At the same time, the most basic expectation, as stated in the curriculum above, is aimed at designing modular books in which the different age and language levels of the principle should be complied with both in the new curriculum and the new textbooks. The final result is that, as stated in the curriculum, the program aimed at the needs of the students who do not speak Turkish and the students at the pre-school level and the courses and workbooks developed depending on these programs are offered to themselves and their students in Z-books and online environment.

In addition to the principles that should be followed in the process of designing the new curriculum and the new course and workbook mentioned above, when the opinions of teachers, students and parents are considered together, other suggestions that will be categorized to increase the efficiency of Turkish and Turkish Culture course have been determined. These recommendations can be summarized as the need for a teacher's guidebook, the need for in-service training of teachers, the need to design online learning environments, and the need for a parent's guidebook. In this context, it was concluded that a program that will provide instructional and vocational guidance to teachers and instructions on how to apply the textbook in the teaching process is essential for the usability and efficiency of the textbook and the curriculum. At the same time, it was concluded that in-service trainings given to teachers sent to carry out TTC course should be taken into consideration especially in Turkish, culture teaching and the dynamics of the country and region to be employed, as well as to meet personal needs. In addition, it was concluded that in-service trainings should be given before the service in order to be problem-oriented and to develop strategies and to teach Turkish and Turkish culture. Teachers have needs other than textbooks and workbooks during and after class. These requirements are additional materials. In order to provide these additional materials online, it is necessary to provide EBA-like learning warehouses for teachers, extracurricular learning and social interaction environments for students. In other words, the necessity of designing online learning environments for Turkish and Turkish Culture course in order to carry out online activity and task processes is an important result obtained in the study.

Preparing parent guide books by considering the main stakeholders of the education process such as parents-teachers-students, eliminating parents' prejudices and incomplete knowledge obtained in the study of Turkish and Turkish Culture course, and guiding the students about why it is important to participate in the course will increase the efficiency of Turkish and Turkish Culture course and respond the needs of students in a more qualified way.

Finally, it was concluded that student-based monitoring and evaluation system should be estblished in order to record and improve the determination of cognitive, effective

and dynamic readiness levels of the students taking the TTC course, take individual measures to meet these students' individual needs, keep healthy statistical data related to the course and give feedback by conducting monitoring, guidance and evaluation processes.

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